

Reading Public Schools

School Committee Meeting Packet

June 6, 2024



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: 2024-06-06

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. Shark Tank Consent Agenda 1. Minutes (05-23-2024) 2. RMHS Band Parents Organization Donation 3. RMHS Volleyball Donation 4. Friends of Reading Wrestling Donation 5. RMHS Track Meet Field Trip Request 6. Acceptance of FY24 METCO Boston Bridges Initiative Grant Award 7. Coolidge School Science Olympiad Donation Accounts Payable Warrant Reports 1. 05-23-2024 2. 05-30-2024 Reports 1. Student 2. Director of Human Resources 3. Assistant Superintendent for Teaching & Learning 4. Assistant Superintendent for Student Services 5. Superintendent 6. Liaison/Sub-Committee
7:15 p.m.	E.	New Business 1. Athletics Facility Naming Advisory Committee Formation a. Review of Options b. Discussion on Phil Vaccaro Request

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. Discussion on Charlie Hardy Request d. Vote on Committee or Committees Formation e. Appointment of School Committee Member(s), if necessary 2. SEPAC FY24 End-of-Year Update 3. Parker Principal Search Process Discussion 4. FY24 End-of-Year Personnel Update 5. Math Pathways Final FY24 Update 6. Student Services End-of-Year Update including quick Program Review Status Update 7. Benchmark Update vs. District Strategic Plan Evidence Presentation & Discussion: Pillars I & IV
9:40 p.m.	D.	Old Business 1. School Committee Vote for SY24-25 Calendar Update (A)
	F.	Information / Correspondence 1. "Re: Please expand school bus service to reduce emissions and improve traffic and safety" – Rebecca Liberman
	G.	Executive Session 1. To conduct strategy in preparations negotiations with nonunion personnel (Central Office & Principals)
9:45 p.m.		Adjourn

Join Zoom Meeting

<https://readingpsma.zoom.us/j/82987252761>

Meeting ID: 829 8725 2761

Find your local number: <https://readingpsma.zoom.us/u/kevtzi5din>

Reading Public Schools
School Committee Meeting Packet
June 6, 2024



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2024-05-23

Time: 7:30 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, Erin Gaffen, Charles Robinson, Shawn Brandt, and Carla Nazzaro

Members - Not Present:

Sarah McLaughlin

Others Present:

Superintendent Dr. Thomas Milaschewski and Assistant Superintendent for Learning and Teacher Dr. Sarah Hardy

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

Topics of Discussion:

A. Call to Order – Mr. Wise called the meeting to order at 7:00 p.m. to review the agenda.

B. Public Comment – None

Public Comment – None

Focus on Excellence

1. Senior Recognitions – Valedictorian/Salutatorian

Dr. Milaschewski introduced and acknowledged Valedictorian Hannah Wiggins and Salutatorian Caroline Gallegos. The second valedictorian, Maureen Manning, will also be acknowledged during the Class of 2024 graduation. Both students briefly spoke about their post-graduation plans.

2. David B. Libby Scholarship (A)

Dr. Milaschewski provided background on the David B. Libby Scholarship and noted students had to apply for this scholarship. Last night, 22 students were awarded the scholarship of \$4,000 each for a total of \$88,000. The School Committee is responsible for approving the distribution of the funds from town hall.

Ms. Gaffen motioned to approve the David B. Libby Scholarship distribution, seconded by Mr. Robinson. The vote passed 5-0.

Consent Agenda

1. Minutes (05-09-2024)
2. Acceptance of FY24 High-Quality Instructional Materials Purchase Grant Award
3. Acceptance of FY24 METCO REI Implementation Grant Award

Accounts Payable Warrant Reports

1. 05-09-2024
2. 05-16-2024

Payroll Warrant Reports

1. 04-12-2024
2. 04-26-2024
3. 05-10-2024

Mrs. Gaffen motioned to approve the consent agenda, seconded by Mr. Brandt. The vote passed 5-0.

Reports

1. Assistant Superintendent for Teaching & Learning – Dr. Hardy noted a celebration which occurred earlier this week with first year staff and their mentors. The celebration provided an opportunity for the group to reflect on what it is like to be a first-year educator in Reading and recognize the work of the mentors. This year we had 55 new staff members and we also mentor in years two and three.
2. Superintendent – Dr. Milaschewski congratulated Killam Principal, Ms. Lindsey Fulton, on the arrival of her first baby. Dr. Milaschewski recognized the Killam team for picking up some of the leadership in her absence, specifically thanking Assistant Principal, Ms. Talia Hallett. With the team in attendance for item E1, Dr. Milaschewski also gave a shout out to the RMHS Boys Lacrosse Team who are having a successful season thus far and putting their best foot forward. The community looks forward to following their continued success.
3. Liaison/Sub-Committee
 - a. Mr. Robinson – The Recreation Committee met and voted to recommend a naming opportunity to the Select Board for the trail between Birch Meadow. Mr. Robinson provided context about the naming opportunity.
 - b. Mrs. Nazzaro – Mrs. Nazzaro discussed her attendance as well as others at METCO Advocacy Day. Delegation were present and the group had the opportunity to discuss the letter the School Committee wrote advocating for increased funding. Mrs. Nazzaro provided a brief update on the Killam School Building Project. Please check out the killamschool.com website for more information. The committee will be coming to the community next spring to ask for a vote to support or not support building a new school. On Tuesday evening, there is a financial forum if the community would like to learn more about all of the projects and initiatives happening in the town.
 - c. Mr. Brandt – No report
 - d. Mrs. Gaffen – No report
 - e. Mr. Wise – No report

E. New Business

1. Facility Naming Request on behalf of Charlie Hardy

Mr. Dennis DeBenedetto and Mr. Kevin Mulvey advocated for the naming of a facility on behalf of Charlie Hardy.

Mr. Wise noted tonight is for members of the committee to only ask clarifying questions and during the June 6th meeting, discussion will take place about forming an advisory committee. Mr. Wise discussed the purpose and expectation of the Advisory Committee.

The committee took a three-minute recess returning at 7:32 PM.

2. End-of-Year Teaching & Learning Curriculum Update

Dr. Hardy along with members of the Teaching and Learning Department, Ms. Erin Burchill and Ms. Mary Anne Lynn, provided an End-of-Year Teaching and Learning update. The update is organized into two buckets all coming from Strategic Objective 2: Coherent Instructional Systems. The focus areas in the 2023-2024 school year were:

- The adoption of high-quality materials and evidence-based instructional practices
- Implementation of high-quality professional learning for staff

A complete copy of the presentation can be found [here](#). The committee had the opportunity to answer questions and discuss.

3. Mid-Cycle Formative Review Process Discussion

Mr. Wise noted the formal review for Dr. Milaschewski kicks off now and we will publish results during the June 20th meeting. He walked through the formative review process and some key dates.

4. Benchmark Update vs. District Strategic Plan

Dr. Milaschewski provided an update on the [district strategic plan](#) first orienting the committee to the document provided in the packet. The left column of the document provides the activities the district set out to do and tying to short- and long-term outcomes. The third column is new providing a progress update. There are some goals we confidently feel we have met and others we have not or are in progress. Dr. Milaschewski pointed out the links to presentations in the document which help to avoid redundancy. During this meeting, updates were provided on pillars two and three. During the June 6th meeting, this document will be updated to provide the updates on pillars one and four.

5. Mid-Cycle Formative Review Evidence Presentation

Dr. Milaschewski presented his mid-cycle formative evidence providing an overview of each goal, key actions, and benchmarks.

Mr. Brandt motioned to adjourn, seconded by Mrs. Nazzaro. The vote passed 5-0.

<https://www.youtube.com/watch?v=C0f0rk2UrQY>

Meeting Adjourned from regular session at approximately 8:45pm.

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: June 4, 2024
RE: Vote to Accept RMHS Band Parents Organization Donation

Please vote to accept a donation of \$3,900 from RMHS Band Parents Organization. This donation is in support of three high school marching band staff members for the 2023-2024 season.

Please find attached the donation letter from Melissa Carpenter, Treasurer of RMHS BPO.

Thank you.

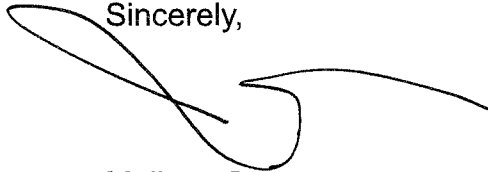
May 23, 2024

To Whom it May Concern:

Please accept the enclosed checks totaling \$3,900.00 as a donation for the payment of the Reading Memorial High School Marching Band staff for the 2023/24 season. They are to be distributed as follows: Jason Carter \$1,200
Alan Edwards \$1,200
Holly Gallant \$1,500

This donation is being made by the Reading Memorial High School Band Parents Organization.

Sincerely,

A handwritten signature in black ink, appearing to read 'Melissa Carpenter', with a large, sweeping flourish extending to the right.

Melissa Carpenter
Treasurer
RMHS BPO

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: June 4, 2024
RE: Vote to Accept RMHS Volleyball Donation

Please vote to accept a donation of \$100 from Ken D'Arrigo. This donation is in support of the RMHS volleyball program for the purchase of equipment.

Please find attached the donation letter from Ken D'Arrigo.

Thank you.

October 31, 2023

Reading High School
62 Oakland Road
Reading, MA 01867

Dear or Sir or Madam:

Please accept this check in support of the RHS volleyball program. My granddaughter, Danielle Silva, was a member of this year's undefeated freshman team and I had the pleasure of watching a number of their games. A true joy.

I am sending this late, as I was traveling, and directly to you as I wanted to avoid any fees assessed by the fund-raising administrators.

All the best to the entire RHS sports program and particularly volleyball.

Best Regards,


Ken D'Arrigo

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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: June 4, 2024
RE: Vote to Accept Friends of Reading Wrestling Donation

Please vote to accept a donation of \$2,949.13 from the Friends of Reading Wrestling. This donation is in support of the assistant coach for the 2023-2024 season.

Please find attached the donation letter from the Friends of Reading Wrestling.

Thank you.

May 21, 2024

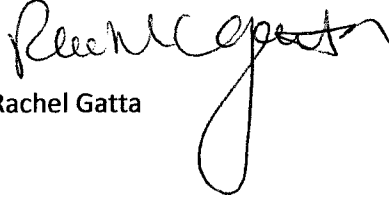
To: RMHS Athletics Dept

RE: Donation Request for John Puleo

To whom it may concern:

Friends of Reading Wrestling would like to make a donation to John Puleo, assistant coach for the 23-24 wrestling season, in the amount of \$2,949.13. Please let me know if you need anything further to process.

Thank you,

A handwritten signature in black ink, appearing to read "Rachel Gatta". The signature is written in a cursive style with a large, looping flourish at the end.

Rachel Gatta

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: May 9, 2024
RE: Vote to Approve RMHS Track Meet Field Trip Request

Please vote to approve an out of state field trip request to the University of New Hampshire for RMHS Track Meet athletes. This trip will take place on June 8th.

Please find attached the field trip approval form.

Thank you.

Reading Public Schools



Field Trip Approval Form

Trip Coordinator:	Tom Zaya
School:	RMHS
Grade(s) Attending:	9-12
Destination:	University of New Hampshire
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Local, Sports
Educational Purpose of Trip:	New England Track Meet
Date(s) of Trip:	6/8
Time of Departure:	TBD
Time of Return:	Right after meet 6/8.
Cost of Trip:	∅
Will there be fundraising? If yes, please attach a fundraising plan.	∅
No. of students attending:	5
No. of teachers attending:	3-4
No. of other adults attending:	0
No. of Nurses attending:	0
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	∅
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
Name of Company(ies) providing Transportation:	∅
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):	∅
Food will be provided by (if applicable):	∅
Will there be students participating in the trips who have food allergies? If so, I have verified 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.	
If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.	Ø
Please describe the educational alternative for those students who will not be attending the trip.	Track Meet
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?	
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?	
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)?	
If you are in a location that does not have cell service, what is the plan for contacting emergency services?	
Please describe the process that will be used to determine student eligibility for the trip.	

NOTE for Trip Coordinators: You are responsible for having the final list of students attending the field trip reviewed by the School Principal/designee and School nurse at least 1 week before local field trips or out-of-state field trips that are contiguous to Massachusetts, one month before for non-contiguous out of state field trips and 6 months before out of the country field trips and/or before students begin paying for out of country field trips.

Do work together with the Teacher/s if students will be missing classes and have a plan for completing the required work.

Checklist for Day trips

Please attach the following to this document:	
	a. A detailed itinerary of the trip
	b. A copy of any contract associated with the field trip
	c. A list of all adults who will be chaperoning the field trip
	d. Fundraising plan (if applicable)

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

Mark if N/A.

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

Mark if N/A.

Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov . If YES, please explain:	
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?	
Note: Copies of all students' passports shall be maintained by the Trip Coordinator. At least one staff member accompanying the students must have a phone number with an international service. Name of Staff member and Telephone Number:	

=====

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 _____ DATE _____
 Principal (For All Field Trips)

APPROVED M. B. ... DATE 6/31/24
 School Nurse (For All Field Trips)

APPROVED [Signature] DATE 6/3/24
 Assistant Superintendent of Schools for Student Services

APPROVED [Signature] DATE 6-3-24
 Assistant Superintendent of Schools for Teaching & Learning

APPROVED [Signature] DATE 6/3/24
 Director of Health Services

APPROVED [Signature] DATE 6/4/24
 Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

=====

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

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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: May 30, 2024
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 METCO Boston Bridges Initiative Grant Award

The Boston Bridges Initiative has awarded the Reading Public Schools with a FY24 METCO Boston Bridges Initiative Grant Award in the amount of \$5,000.

The METCO Boston Bridges Initiative grant is awarded to support two 2024 Reading METCO program activities. The grant will specifically fund our Boston Kite and Bike Festival in May 2024, along with funding our Franklin Park Zoo Lights event in the Fall of 2024.

Thank you for your support with your vote to accept the FY24 METCO Boston Bridges Initiative Grant Award.

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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: June 4, 2024
RE: Vote to Accept Coolidge School Science Olympiad Donation

Please vote to accept a donation of \$59,273.55 from the Coolidge School Science Olympiad (CSSO). CSSO will be dissolving and their bylaws state that “upon dissolution of the corporation, assets of the corporation shall be distributed exclusively to the Town of Reading for public education at the Middle School level, specifically, Coolidge Middle School for STEM activities.”

This donation from CSSO is intended for Coolidge Middle School STEM activities. Please find attached the donation letter from the Friends of Reading Track.

Thank you.

CO₂OLi₄DGe₂
SCIENCE



Coolidge School Science Olympiad • 89 Birch Meadow Drive • Reading, MA 01867 • 781/942-9158

June 6, 2024

Dear Mrs. Marchant, Dr. Milaschewski, and the Reading School Committee:

The Coolidge School Science Olympiad (CSSO) voted to dissolve. Its bylaws state that “upon dissolution of the corporation, assets of the corporation shall be distributed exclusively to the Town of Reading for public education at the Middle School level, specifically, Coolidge Middle School for STEM activities.” Therefore, the CSSO hereby requests that the Reading Public Schools accept our donation in the amount of \$59,273.55 for public education at the Middle School level, specifically, Coolidge Middle School for STEM activities.

We hope that our donation will be accepted and remain grateful as always for the support that you and the Reading Public Schools continue to display for science education.

Yours truly,

Linda Kiene
CSSO Treasurer

cc: Derek Pinto



Reading Public Schools

School Committee Meeting Packet

June 6, 2024



New Business



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

READING SCHOOL COMMITTEE

Thomas Wise Chair
Erin Gaffen Vice-Chair

Shawn Brandt
Sarah McLaughlin
Carla Nazzaro
Charles Robinson

Thomas Milaschewski, Ed.D.
Superintendent of Schools

TO: Reading School Committee
FROM: Thomas Wise, Reading School Committee Chair
DATE: June 6, 2024
TOPIC: Athletics Facilities Naming Requests

At our last two meetings, we heard the requests to name the Gymnasium inside the Hawkes Field House after long-time teacher, soccer coach, and athletic director Phil Vaccaro and Turf 2 after long-time lacrosse coach Charlie Hardy. At our meeting this coming Thursday, we will move forward with the next steps in that process. We will continue to align our next steps with the process laid out in Policy FF – Naming of Facilities or Places within or on School Property. In particular, the relevant next steps are Section C.7. and C.8. of the Policy which are:

C.7. At a subsequent School Committee meeting, nominations will be discussed and voted on as to whether or not to be considered, at which time the chair will call for a vote to either accept the nominations on the table or not. Accepted nominations will be handed over to a subcommittee to be named by the chair for further study and to make recommendations to the School Committee.

C.8. This subcommittee should include, but is not limited to, one member of the School Committee, the building principal of the school, one member of the Board of Selectmen, one local business leader, one student representative from the appropriate school building under consideration and one member of the historical commission.

The first step in our process on Thursday will be two discrete discussions and votes on whether to accept the nominations. Then, as C.7. clearly documents, if we accept the nominations, we are to put together a subcommittee to further study the nomination and make a recommendation to the School Committee as a whole. However, while the language above calls for the creation of a subcommittee, by nature of the constituents (specifically including people who are not members of the School Committee), it cannot be a regular subcommittee and must be an advisory committee instead. Therefore, we will follow the Policy BDF – Advisory Committees to the School Committee and the [Reading Home Rule Charter](#).

There are two provisions of the Charter that apply to this advisory committee:

4.14 Other Boards or Committees

Any of the elected boards or committees authorized by Article 3 may establish and appoint or dissolve boards or committees from time to time for a specific purpose. Members of such boards or committees shall reside in the Town of Reading at the time of their appointment and during their term of office.

The appointing authority of any such board or committee shall, in advance of the first meeting of said board or committee and annually thereafter, report the purpose, membership and contact information of said board or committee to the Town Clerk.

8.10 Vacancies on Boards or Committees

Whenever a new board or committee is established, or a vacancy occurs on any existing board or committee, the appointing authority shall forthwith cause notice of the vacancy to be publicly available for not less than fifteen (15) days. Any person who desires to be considered for appointment to the position may, prior to the time the position is actually filled, file with the Town Clerk a statement setting forth his interest in and qualifications for the position.

We have a conflict in terminology between Policy FF and Policy BDF. Policy FF says, “Accepted nominations will be handed over to a subcommittee to be named by the chair for further ...” while Policy BDF says, “Appointments to such committees will be made by the Committee.” Throughout this process, I expect we will take the more inclusive Committee approach for the final appointment once the constituent recommendations or ex-officio assignments are known. Further, since we require 15 days of public posting of the openings, we will not be able to fully establish the advisory committee at our next meeting on June 20th. Therefore, while we may form the advisory committee during this meeting, I would suggest we vote on the official appointments during our meeting in early July.

We also have a conflict between the Charter and Policy FF concerning membership. Fortunately, Policy BDF gives us an avenue to resolve that conflict. Policy FF calls for “the building principal of the school” to be a member of the Committee. However, the Charter expressly forbids non-residents from being on boards or committees. Fortunately, Policy BDF allows for “Members of professional staff may be appointed to the committee as members or consultants, as found desirable.”

Given all the above, the advisory committee makeup, at a minimum, would be:

Committee Constituent	Role	Recommending Body or Individual
School Committee Member (ex-officio)	Member	School Committee Chair
RMHS Principal – Jessica Callanan	Consultant	School Committee Chair
Select Board Member (ex-officio)	Member	Select Board
Local Business Leader	Member	School Committee Chair*
RMHS Student Representative	Member	RMHS Principal
Historical Commission Member (ex-officio)	Member	Historical Commission

*This recommendation will take place after reviewing applicants received in alignment with Section 8.10 of the Reading Home Rule Charter.

Since the language in Policy FF says, “but is not limited to,” I would encourage each of you to consider if you believe the advisory committee requires any further membership to be complete. We can then engage in a discussion on that before the official formation of the advisory committee. For example, since we may be considering two nominations, should we have two students or two local business leaders?

Additionally, below is the proposed charge for the advisory committee in alignment with Section 6 of Policy BDF:

Length of Service: Through October 2022.

Assignment: Consider the nomination to name the Gymnasium inside Hawkes Field House after Phil Vacarro and Turf 2 after Charlie Hardy in alignment with Sections A and B of Policy FF of the Reading School Committee. Those sections are:

- A. *A person, living or deceased, for whom a public school may be named or a room or area of a school campus dedicated, must have made significant contributions to education in the Reading Public Schools. Evidence of such contributions may include, but are not limited to, the following:*
 - a. *Extraordinarily effective and dedicated service to and/or on behalf of the youth in the Reading Public Schools.*
 - b. *Persistent efforts to sustain a quality system of public education for all youth and to improve programs and services for them.*
 - c. *Demonstrated understanding of the essential nature of public education in the perpetuation of our democratic form of government.*
- B. *The nominee must otherwise be worthy of the honor of having a school named for him/her or a room or area dedicated to him/her. Evidence of such attributes should include, but are not limited to, the following:*
 - a. *Superior levels of performance in strengthening and supporting the public schools.*
 - b. *Effective citizenship*
 - c. *Community service*
 - d. *Excellent character and general reputation*
 - e. *High standards of ethics*

As part of the consideration, execute appropriate research and gather necessary public feedback and input to form a recommendation for the School Committee for this topic.

Resources: The Committee, through its work with the Administration, shall aid with meeting notices and meeting locations. Additionally, the Committee will provide all letters of support or other such materials it receives which will enable the advisory committee to assess community support and alignment with Sections A and B of Policy FF.

Dates for Major Reports: The Committee wishes to receive the final recommendation by the end of October 2022 at a yet-to-be-scheduled regular School Committee meeting.

Governing Policies: It is recommended that the advisory committee leverage the following policies throughout their process:

Policy BEDH – Public Comment at School Committee Meetings

Policy JIB – Student Involvement in Decision Making

Policy KDB – Community Involvement in Decision Making

Additionally, it is required that the advisory committee operate in compliance with MGL 30A:18-25 (Open Meeting Law).

Press Releases: The advisory committee shall not provide a press release and defer all press inquiries to the School Committee via the School Committee Chair.

Finally, as the above is a draft, please feel free to come prepared with improvements or adjustments to the above for our incorporation into the definitive version of the charge for the advisory committee. Once the charge is finalized and the committee constituents are known, I will reach out to the Town Clerk, the Select Board, and the Historical Commission to start the process of building the committee constituency.

Thank you.

Reading Public Schools

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



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

To: Reading School Committee
From: Olivia Lejeune, Executive Assistant to the Superintendent
Date: June 4, 2024
Re: SEPAC FY24 End-of-Yer Update

During the June 6th School Committee Meeting, SEPAC will provide an End-of-Year update. A copy of the presentation can be found in the packet.

Special Education Parent Advisory Council (SEPAC)

Dilly Wilson, Eunice Kenyon, Jacyln Lee, & Zea Lennard

Executive Board of Reading SEPAC

SEPAC Mission Statement

Promote a network of parents of children with special needs, and provide a forum to share information

Advise the Director of Student Services, School Committee, and Superintendent on special education programs and policies, and parent and teacher training needs

Our Mission

Work for the understanding of, respect for, and support of, all children with special needs in the community.

Promote communication and sharing of information between SEPAC members, local, state and national organizations, councils and groups, as well as within the community to encourage understanding, acceptance and inclusion of students with special needs

Provide informational workshops to parents, educators, students and professionals

Agenda

- Year in Review
- Promote network and provide a forum to share information
- Advise on special education programs, policies, and training needs
- Promote communication and sharing of information
- Provide informational workshops
- Looking Toward the 2024-25 School Year
- Q&A

2023-2024

- 4 consistent board members; started the year with a full board (6 members)
- Strong Momentum
 - Continuing external relationships
 - Informal meet and greet with chairs and administrators
 - Continued partnership with Student Services
 - Strengthening internal culture
 - Parent workshops
 - More *active* involvement from general council members
 - Informal parent lunch meetups
- Finding under-reached groups; identifying blind spots and acting accordingly

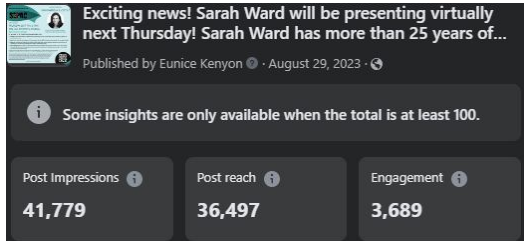
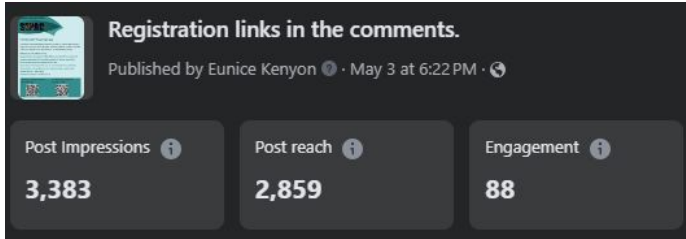
2023-24 By the numbers

Previous Year | Current Year

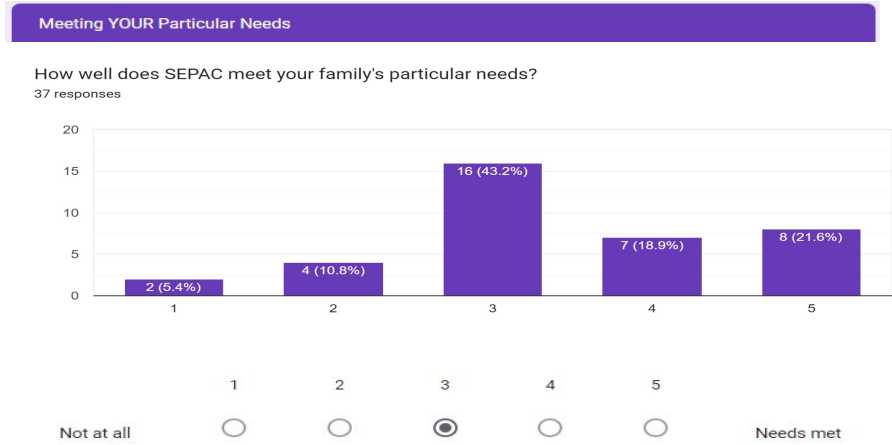
509 | **648** Number of Facebook followers

315 | **360** Signed Up for Monthly Newsletters

Results from Two FaceBook Posts



Results from March 2024 Parent Survey



Website views from June 2023 to June 2024

Page title and screen class	Views
	6,867 100% of total
1 Reading SEPAC	2,370
2 Reading SEPAC - Past Presentations	955
3 Reading SEPAC - Upcoming Events	336
4 Reading SEPAC - 504 Plans	295
5 Reading SEPAC - What to Expect in an IEP Meeting	278
6 Reading SEPAC - Resources for Families	205
7 Reading SEPAC - About SEPAC	198
8 Reading SEPAC - Service Providers	189
9 Reading SEPAC - Understanding the Dispute Process	160
10 Reading SEPAC - Understanding Special Education and 504 Plans	146

Some Positive Things Our Members Are Saying

- This is a very informative organization. This year's additional presentations by Lynn Lyons and the recent one on middle school students were so helpful!
- Virtual presentations makes it easier for me to attend
- I love these webinars! So helpful. Wish I had known about them sooner and before my daughter was starting the whole process because it is so overwhelming for the non educator to understand.
- Love the ESY meeting! New to Reading and such a great intro!
- Your work with student services and the district at large helps us know that special education matters are on their radar.
- The SEPAC has grown so much in the past few years. I appreciate everyone's hard work and effort. Outstanding job of making the community more aware of SEPAC and offering a range of topics.



Word cloud from parent survey feedback excluding common words such as IEP and school

Do you think parents who need SEPAC know what it is and how to access its resources?

- Yes- this group has done a wonderful job getting the word out!
- No. Navigating the process early on is not easy and we wish that the Reading SEPAC could better support those starting out. There are parents that are aware of SEPAC but many that could use the support are not aware.
- Nope. The outreach needs to start on the first day of school. It needs to happen at the open houses, a quick blurb from everyone. All teachers, all levels, all grades. especially at RISE.
- I don't think most parents know SEPAC.
- All parents with child on IEP's should be made aware of SEPAC during their yearly meetings



What SEPAC programs would you like to see in 2023-2024?

- Managing aggressive behaviors in autism.
- Transitioning from pre-school to Kindergarten and more information about integrated classrooms for students on IEPs.
- ADHD related programs/information/advocacy. How can we help our children with ADHD. What does the district do to make sure general education teachers support ALL students with ADHD and related executive functioning challenges?
- Inclusion, what is it, how do we improve it, and how do we connect these kids with other kids.
- What Parents need to know about bullying
- ADHD, executive functioning, anxiety, math for neurodiverse learners
- Anything to help parents better parent and cope with kids with disabilities (from ADHD to Autism and beyond), especially through tricky teenage years.



Promote a network of parents of children with special needs, and provide a forum to share information

- Recording events whenever it is possible and posting it on the Reading SEPAC website
- Meeting notes - including the Q&A sections that is not recorded
- Option to share resources on the website
- Form to connect anonymously to the Reading SEPAC board
- School newsletter and district updates
- Social Media
- SEPAC's giving
- Team Chair Meet and Greet
- Unified Athletics and Sports Discussion
- Annual Survey
- Social opportunities
 - Family Lunch Meetups, Summer Patio Socials, Popsicles on the Playground, REF Tree creation (craft night and decorating), connection with Friends of Metco and a table at the Kite Festival, End of Year Social

READING, MASSACHUSETTS

SE PAC

POPSICLES

ON THE

PLAYGROUND

ALL AGES WELCOME

READING RESIDENTS

BOSTON RESIDENTS

WORKING PARENTS

THIS SATURDAY, AUGUST 12, 2:00 PM
PAUL REVERE PARK PLAYGROUND, BOSTON
(10 MIN. WALK FROM NORTH STATION)

RSVP

Reading families: Add a train trip to your day!

1:10 Reading 🚇 North Station 1:45
3:00 North Station 🚇 Reading 3:33
5:00 North Station 🚇 Reading 5:33

Family Lunch Meetup

Thursday!

SE PAC

PATIO SOCIAL*

HOSTED BY KIT AND CHRIS

THURSDAY AUG. 24 6:30-8:30

RSVP: SEE EMAIL FOR SIGNUP
OR EMAIL SE PACREADING@GMAIL.COM

*intended for grownups, but if you need to bring kids, let us know



Summer vibes with

READING, MASSACHUSETTS

SE PAC

Join our email list to learn more about fun summer activities

Patio Socials
Playground meet-ups
Popsicles
and more

READING, MASSACHUSETTS

SE PAC

READING SE PAC COUNCIL MEMBERS AND RPS PARENTS ARE KINDLY INVITED TO A MEETING SCHEDULED FOR THIS THURSDAY, 10/26 AT 7PM ON ZOOM TO LEARN MORE ABOUT UNIFIED ATHLETICS AND ACTIVITIES

ITEMS TO BE DISCUSSED INCLUDE:

- EXPANSION OF INCLUSIVE ATHLETIC OFFERINGS
- WAYS TO INCLUDE SE PAC AND OTHER COMMUNITY PARTNERS TO CREATE A MORE INCLUSIVE COMMUNITY
- ADDITIONAL ACTIVITIES WITH POSSIBLE FUNDRAISING COMPONENTS

THANK YOU TO EVERYONE WHO IS WILLING TO LISTEN AND SUPPORT THIS EFFORTS. WE ARE SO EXCITED TO GROW INTEREST AND INVOLVEMENT.



Let's craft and decorate our tree!

Details in comments!

You're invited to

SE PAC's-giving

November 13-19

Details at <https://sepacreading.k12.ma.us>

READING SE PAC ANNUAL SURVEY

READING, MASSACHUSETTS

SE PAC

TEAM CHAIR MEET AND GREET

OCT 5TH, 9AM

LOCATION: CENTRAL OFFICE AT RMHS ENTRANCE NEXT TO RISE PRE-SCHOOL

Do you have a child on an IEP? Come join us and meet your team chair and student service leadership in person. This is a great opportunity to foster a good relationship outside of the virtual world and demands of IEP meetings.

As part of registration we will provide an opportunity for questions to the team chairs and school leadership. These will be provided to the school anonymously in advance of the event.

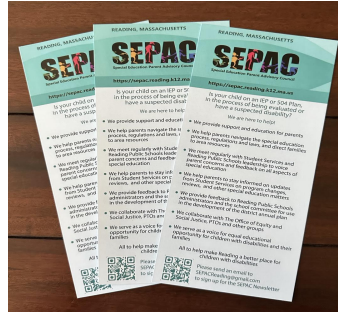
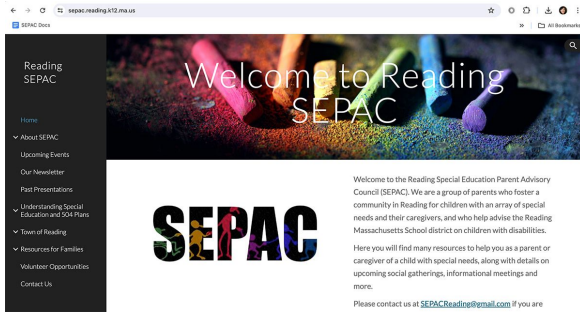
REFRESHMENTS WILL BE SERVED
WE HOPE TO SEE YOU THERE!
REGISTRATION REQUESTED

Advise the Director of Student Services, School Committee, and Superintendent on special education programs and policies, and parent and teacher training needs

- Monthly meeting with Student Services
- Communicate parent concerns
- Utilize the open line of communication that we enjoy with administrators; very strong relationships
- Collaborate together to address concerns
- Sponsorship of speakers
- Grateful that RPS puts importance on the special education programming

Promote communication and sharing of information

between SEPAC members, local, state & national organizations, councils & groups, as well as within the community to encourage understanding, acceptance & inclusion of students with special needs



Recent Events

All recordings available on SEPAC website - <https://sepac.reading.k12.ma.us/>

- New IEP Presentation
- School Transition Presentation
- Extended School Year (ESY) Presentation
- MCAS & Students with Disabilities Presentation
- Multi Tiered System of Support (MTSS) Presentation



Regular Communication:

Meetings, Email, District & School Newsletters, Facebook, Instagram, Flyers, District Handbook, Team Chair Communication, School Website, The Reading Post, and Reading Recap

District Visibility:

Collaboration with Student Services, Statement in District Handbook, Flyers, and Team Chair Emails

Regional Collaboration:

Collaboration with other SEPACs, Division of Equity and Social Justice, and community partners

Parent Outreach:

Emails, Meetups, and Parent Consult Group for Program Reviews

Provide informational workshops to parents, educators, students and professionals

- Sarah Ward - The 360 Thinking Model
- *Lynn Lyons - Helping Your Family's Emotional Health Need*
- *Tiered Support for Students*
- Basics Right Workshop: Evaluation and Eligibility
- *Phillis Fagell - Raising Superpowered Middle Schoolers*
- MCAS & Students with Disabilities
- Extended School Year
- School Transition Workshops
- The New IEP Presentation
- Special Education Budget Review
- Four SEPAC Business meetings

READING, MASSACHUSETTS

PROUDLY PRESENTS:
SARAH WARD, M.S., CCC/SLP



INTERNATIONALLY RECOGNIZED EXPERT ON EXECUTIVE FUNCTION

VIRTUAL EVENT
THURSDAY, SEPT 7TH, 5-7PM
THE 360 THINKING MODEL:
BREAKTHROUGH STRATEGIES

IN THIS PRACTICAL STRATEGIES SEMINAR PARENTS WILL:

- Develop a solid understanding of what the executive function skills are and how they impact a student's academic and personal performance.
- Learn how to promote the development of the executive function skills by weaving them naturally into everyday activities.
- Learn easy to implement strategies help children initiate tasks, follow routines, transition between tasks and learn to be organized and encourage self-initiative to manage homework and tasks.
- Easy strategies to help students understand time demands and internally feel the sweep of time to focus and complete tasks in allotted time frames. Show students the process of how to plan and complete homework, tasks and chores with less supervision and fewer prompts.

Executive function skills refer to the mental skills we use to pay attention, to organize and plan tasks and materials, to set tasks and stay focused on them, to manage emotions and be flexible, and to keep track of what we are doing. Young children rely on their skills to follow a sequence of instructions to carry tasks while older children use these skills to "break a task down" into a sequence of steps and organize a timeline as the demands for independent learning increase. These skills can impact students at home, school and in social situations. In this practical strategies seminar parents and professionals will develop a solid understanding of what the executive function skills are and how they impact a student's academic and personal performance.

REGISTRATION REQUIRED



READING, MASSACHUSETTS

PROUDLY PRESENTS:
LYNN LYONS, LICSW



INTERNATIONALLY RECOGNIZED EXPERT ON EXECUTIVE FUNCTION

TUESDAY, SEPT 19TH, 5-7PM
HELPING YOUR FAMILY'S EMOTIONAL HEALTH:
PRACTICAL SKILLS AND SOLUTIONS FOR MANAGING ANXIETY, ENHANCING FLEXIBILITY, AND CREATING WELLBEING

Worry and anxiety are normal and expected parts of learning and growing, but it's all too easy for anxiety to creep in and take over. Anxiety can be overwhelming and rigid, but it's also based on predictable patterns that can be shifted once we learn how to operate. Lynn Lyons offers an approach that is based on skill-building. The goal? Prevent anxiety from becoming too powerful and equip families with the skills of emotional management, flexibility, and connection.

Lynn Lyons is a licensed clinical social worker and psychotherapist in Concord, New Hampshire. She has been in private practice for 30 years specializing in the treatment of anxiety disorders in adults and children.

Lynn Lyons is internationally a speaker and trainer on the subject of anxiety, its role in families, and the need for a corrective approach to learning in schools. She is sought after expert, appearing in the New York Times, The NY Times Psychology Today, Good Morning America, and other media outlets. Lynn is featured expert in the new documentary Anxious Nation.

With a special interest in breaking the generational cycle of worry in families, Lynn is the author/co-author of several books and articles on anxiety, including Anxious Kids, Anxious Parents: Ways to Stop the Worry Cycle and Raise Courageous & Independent Children, and the coming out book, The Family Anxiety Cycle: A Guide for Teens and Kids, that has been translated and distributed. The Family Anxiety Cycle was named in October.

Lynn is the co-host of the popular podcast Flustered.

IN-PERSON AT WALTER S. PARKER MIDDLE SCHOOL AUDITORIUM.
REGISTRATION REQUIRED - LIMITED SEATING



READING, MASSACHUSETTS

SEPEC


TIERED SUPPORT PRESENTATION
VIRTUALLY ON TUESDAY, DEC 19TH AT 6PM

During this presentation, Sarah Hardy (Assistant Superintendent for Learning and Teacher), Jennifer Stys (Assistant Superintendent for Student Services), and Allison Wright (Director of Special Education) will provide a summary of the tiered system designed to support students within the Reading Public Schools.

The presentation will:

- Explain the foundation of the Reading Public School's belief that all students can be successful with the right supports
- Define Least Restrictive Environment and establishing its importance
- Review tiered system of supports and provide examples
- Outline effective communication channels with your team and school

The presentation will allow for questions at the end and will be followed by the SEPEC Winter Business Meeting



READING, MASSACHUSETTS

SEPEC

Basic Rights: Evaluation and Eligibility
A Free Virtual Workshop for Parents and Professionals

Basic Rights: Evaluation and Eligibility provides an introduction of the complex special education laws and procedures.


Workshop Topics:

- Individuals with Disabilities Education Act and Massachusetts Laws
- Evaluations and Referrals
- The Team Meeting
- Individualized Education Program (IEP) and 504 Plans
- Effective Progress
- Transition
- Review of Important Timelines
- Strategies for Success and more!

Free question please email: sepeceval@gmail.com

Date: 1/16/2024
Time: 6:00-8:00PM
Registration Link: <https://form.gov/zoom-us/meeting/register/2ba6da9481070c91978c0e0000000000>

For more information about the educational workshops available from The Federation for Children with Special Needs, please visit www.fcsn.org/pdfs/parentinfoandtrainingschedulepageforform



READING, MASSACHUSETTS

SEPEC

RAISING SUPERPOWERED MIDDLE SCHOOLERS:
HOW PARENTS CAN HELP TEENS THRIVE SOCIALLY AND ACADEMICALLY
FEBRUARY 6, 2024 FROM 5:00-6:30PM VIRTUAL

Phyllis Fagell is a licensed mental health therapist and a nationally board certified school counselor. She's currently a counselor at Landon School and a therapist in private practice at Chrysalis Group in Bethesda, Maryland. Phyllis is the author of the bestselling books "Middle School Matters," "10 Key Skills Kids Need to Thrive in Middle School and Beyond," and "How Parents Can Help," and the recently released "Middle School Superpowers: Raising Resilient Tweens in Turbulent Times."

She is also a frequent contributor to The Washington Post and freelances for many other national publications, including CNN Psychology Today, Working Mother, U.S. News & World Report and You Teen. Her classes have been shared in outlets including The New York Times, The Atlantic, The New Yorker, Education, Mindshift, The Chicago Tribune, and NPR. Phyllis lives in Maryland with her husband and three children.

Free question please email: sepeceval@gmail.com

Date: 1/16/2024
Time: 6:00-8:00PM
Registration Link: <https://form.gov/zoom-us/meeting/register/2ba6da9481070c91978c0e0000000000>





READING, MASSACHUSETTS

SEPEC

MCAS & STUDENTS WITH DISABILITIES
PRESENTATION VIRTUALLY ON TUESDAY, FEB 27TH AT 7PM

The Learning and Teaching Department and the Student Services Department will provide a joint presentation on the Massachusetts Comprehensive Assessment System (MCAS). The presentation will provide an overview of the requirements of the assessment, when students are assessed and what subjects are assessed.

The Student Services Department will discuss how accommodations are determined for students as well as will give an overview of the MCAS AIT.

THIS WILL BE A GREAT OPPORTUNITY FOR RPS PARENTS TO LEARN MORE ABOUT THE MCAS AND TO ASK QUESTIONS



READING, MASSACHUSETTS


SEPEC

Extended School Year Services (ESY)
Presentation Virtually on Tuesday, March 19th at 6pm
REGISTRATION REQUIRED

The parent meeting on Extended School Year Services (ESY) will discuss the "what and why" of ESY, logistics around when and where services are held, and scheduling.

We will also review what to expect for parent/teacher communication, progress updates, and answer any general questions about services.

Kymberly Bryson, ESY Coordinator, will be facilitating the meeting. Please note: a new zoom link will be emailed to registered individuals.



READING, MASSACHUSETTS

SEPEC

Transition Presentation

The Reading Public School is committed to support students and their families during transitions both between levels or schools as well as grade to grade within the same building. The Student Services Department will be offering two opportunities to hear about the transition process as well as to meet in breakout sessions with your new Team Chair and ask general questions about what to expect in the next level or grade.

On Thursday April 11 at 12 pm, the Student Services Department will be offering a virtual Transition meeting to discuss the transition process. Along with the Team Chairs, building Principals will be available to join small breakout sessions for building-specific questions.

On Wednesday April 24 at 6pm, the Student Services Department will be offering an in-person Transition meeting @ RMHS in the Library/Media Center. We will again discuss the transition process as well meet in break out rooms for building-specific questions.

Virtual meeting registration:
April 11 @ 12pm

In-person meeting registration:
April 24 @ 6pm




READING, MASSACHUSETTS

SEPEC

The New IEP Presentations

This will be a presentation for families to review DESE's NEW IEP Improvement Project to include the school's timeline for rollout, what the new forms look like and what to expect for any adjustments to the team meeting process.

Wednesday, May 8th, 6PM (In Person)
Location: Distance Learning Lab at RMHS. This room is on the 4th floor. Parents will take the elevator to the 4th floor and follow signs to the Distance Learning Lab. We will also have people directing until just after 6pm.

Please register for this presentation so we can be prepared with how many families will be attending as we need to be sure to accommodate a large crowd if needed.

Thursday, May 9th, 12PM (Virtual)
Registration required to receive the zoom link.

In-Person meeting registration:
May 8th @ 6PM

Virtual meeting registration:
May 9th @ 12PM




READING, MASSACHUSETTS

SEPEC

BUSINESS MEETING
MAY 21ST, 6PM - VIRTUALLY

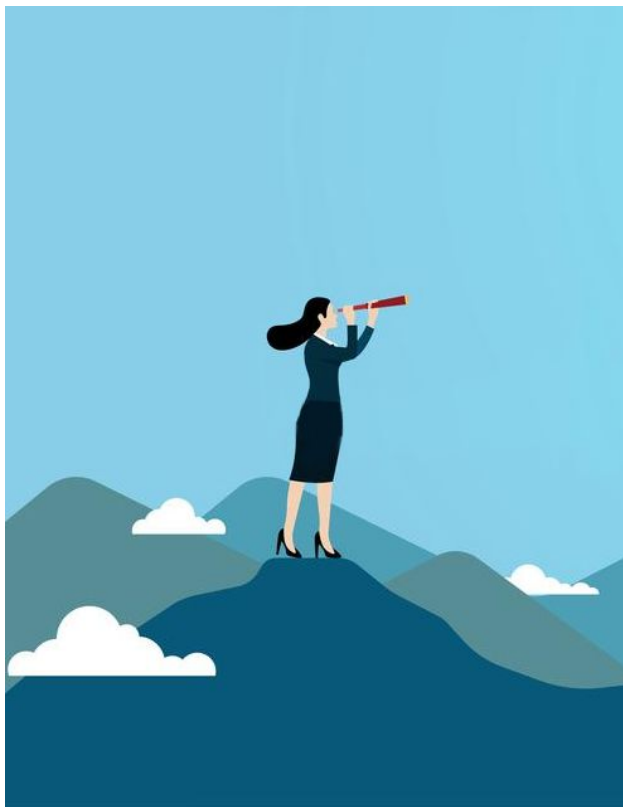
YEAR-END SPECIAL EDUCATION PARENT ADVISORY MEETING

- RPS special education budget overview - presentation by Derek Pinto (Director of Finance and Operations)
- Student Services updates on positions created last year
- SEPEC updates
- SEPEC Planning for 2024-2025
- Registration required to receive the Zoom link

Please send an email to SEPECreading@gmail.com to sign up for the SEPEC Newsletter



Looking Toward the 2024-25 School Year



- Provide new social networking opportunities
- Expand Reading SEPAC workshops
 - Additional presentations on dyslexia, literacy screening, and transition planning
 - Additional educational workshops - Lynn Lyons (reschedule) and Sarah Ward
- Expand Friends of SEPAC
- Explore fundraising
- Expand website
- Repeat Team Chair Meet and Greet
- Expand partnership with community support group
- Continue to develop trusted partnership with student services and school

Q & A

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: June 4, 2024
RE: Parker Principal Search Process

This week, Parker Principal, Rochelle Rubino, shared with the Parker community that she will be transitioning away from her role at the end of the 2023-2024 school year. On behalf of our district, we thank Principal Rubino for her outstanding leadership in our community over the past 2 years and wish her the best in her next chapter. We know that she has positively impacted so many students, staff, and families during her tenure at Parker.

During the June 6th School Committee meeting, we will be sharing a draft of the upcoming search process to fill the Parker Principal position. This presentation will include draft timelines and strategies to engage our community in the process. Please find [here](#) an email sent to incoming and current Parker families sharing details about the search process.

In the packet, we have provided a draft principal search timeline. I am looking forward to the feedback from the Committee.



Parker Middle School Principal Search

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

Screening Committee Members

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

Date*	Time	Event
June 4	8:00 AM	Full-Time position and Interim position posted
June 4		Community survey and outreach for Screening Committee participation
June 5	2:30 pm	Parker staff meeting to discuss search process
June 6	7:00 pm	School Committee review of process and timeline
TBD	TBD	Organizational meeting with Screening Committee (virtual)
June 17	11:59 pm	Final date for submission of application
Weeks of June 17 & June 24		First round candidate interviews by Screening Committee, finalists recommended
TBD		Finalist candidate interviews by Superintendent, Central Office Leadership Team; Parker site visit; Reference checks conducted
TBD		Offer extended to selected final candidate

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

Reading Public Schools


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



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

To: Reading School Committee
From: Michelle Roach, Human Resources Director
Date: June 4, 2024
Re: Human Resources End of Year Update

During the School Committee meeting on June 6th, we will review the Human Resources End of Year Update presentation. I will discuss the progress made towards contract negotiations with our five bargaining units and our advancements in strategic HR work during FY24, particularly focusing on strategic goals 3.1 and 3.3. This will include improvements in HR workflow, employee satisfaction, and the recruitment and retention of a diverse workforce.



Human Resources Update

MICHELLE ROACH

DIRECTOR OF HUMAN RESOURCES

Human Resource Workflow

Strategic Goal 3.1

- Identify and evaluate current capacity and systems of HR Hiring, Onboarding, Off Boarding Process Systems, Workflow
- Identify efficiency/effectiveness improvements
- Explore new products/systems or an expansion of existing licensed systems

FY24 Outcomes

- Updated contracts with five bargaining units
- Transitioning from the Frontline Absence and Substitute Management system to Red Rover
- Implementing ArxED to streamline, simplify, and ensure compliance with mandated training

Union Contracts

- **Reading Cafeteria Employees**
 - Contract fully signed on March 14, 2024
 - Elementary Breakfast JLMC in progress
- **Reading Facilities School Custodians**
 - Contract fully signed on March 14, 2024
- **Reading Paraeducators Association**
 - Contract signed by Association on May 31, 2024
 - Sick/Leaves JLMC completed and integrated into contract
- **Reading Administrative Secretaries Association**
 - Contract fully signed on April 4, 2024
- **Reading Teachers Association**
 - MOA signed on November 30, 2023
 - Collaborating with Association on non-substantive changes

All contracts were subject to the following revisions:

1. Incorporated negotiated agreements outlined within the MOAs
2. Implemented a standard format for uniform contracts
3. Improved the overall format to enhance visual presentation, ensuring better readability and clarity
4. Implemented gender-neutral pronouns and corrected any grammar and spelling errors
5. Sunset outdated agreements, removed duplicate items, aligned items with related content, revised outdated time/process references, renamed headings to more intuitive titles, and corrected inaccurate section references and other miscellaneous errors

Why Red Rover?

General Improvements:

- Modern, user-friendly, intuitive interface
- Allows substitutes to be assigned by period, with modified schedules for teachers working multiple schools or partial days
- Built-in class coverage tracking
- Designed by Frontline's founders for easy transition for administration and users

School and Classroom Profiles:

- Schools can customize profiles to share school-specific norms and procedures with substitutes
- Teachers can load classroom profiles with seating charts, classroom norms, and links to Google Classroom and other resources
- School/Classroom profiles are automatically shared with substitutes

Building info for substitutes

Welcome to Alice M. Barrows Elementary School!

Welcome to Alice M. Barrows Elementary School!

The mission of the Alice M. Barrows Elementary School is to educate, challenge and encourage all students while serving their unique academic, physical, social and emotional needs. We strive to facilitate innovative, collaborative learning experiences that promote critical and creative thinking. The staff is committed to providing a positive, safe, supportive environment that encourages life-long learning, respect for others, and good citizenship.

Building policies

Please report directly to the Main Office upon your arrival to school, where you will be provided with a temporary substitute badge for the day. If you have any questions regarding your assignment or school function, please be sure to ask the building secretary when you check in.

Any private information you obtain as a sub should remain confidential.

Substitute teachers are expected to assume all responsibilities and assigned duties of the regular teacher.



Address

16 Edgemont Ave.
Reading, MA, 01867

[Get Directions](#)

Contacts

Alissa Gallegos

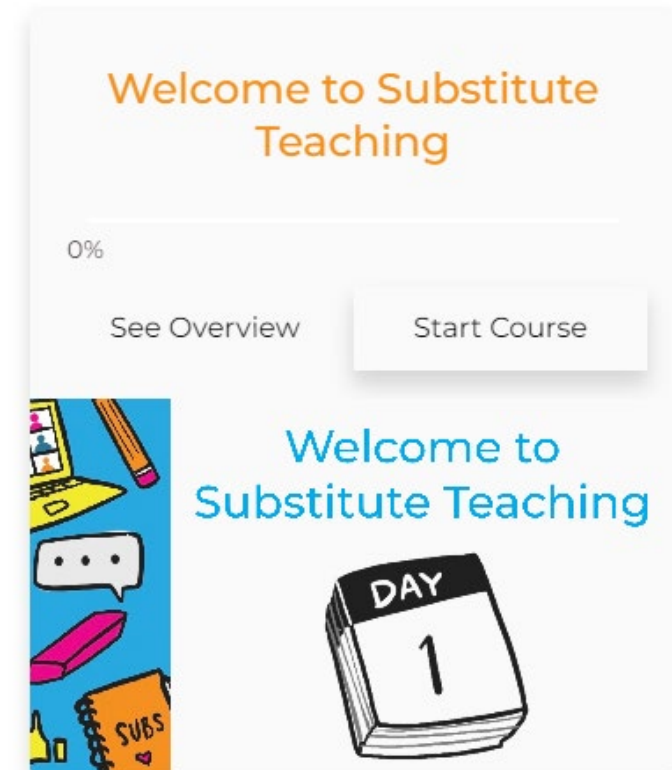
Why Red Rover ?

Substitute Benefits:

- Mobile push and text notifications can be enabled to immediately share new assignments, increasing fill rates
- The mobile application lets teachers create video messages for substitutes, providing detailed lesson plan explanations and demonstrations
- Multi-day absences can be automatically divided into smaller roles
- Through RedRover, all substitutes can take the "Welcome to Substitute Teaching" course from SubSchool at no additional cost to the District

School Safety:

- Red Rover allows for profile pictures to be included with each substitute, allowing administration to verify who is in the building



Why Red Rover?

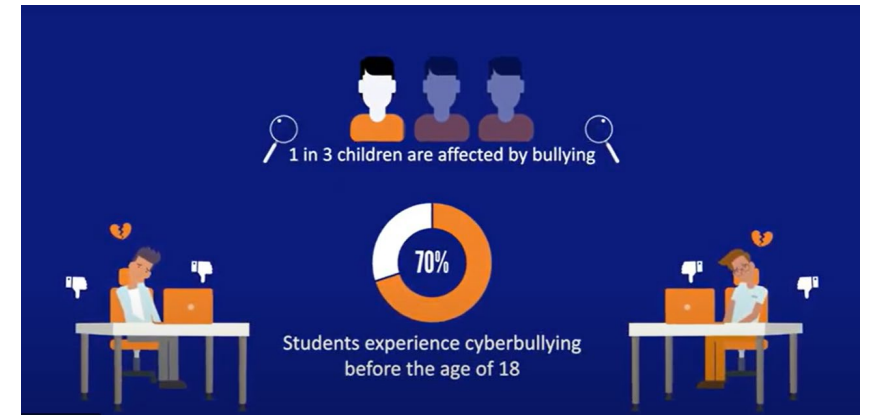
FY25 Financial Cost:

Frontline Education:	\$24,342.49
Red Rover:	\$18,694.20
	<hr/>
	\$ 5,648.29 savings

* Red Rover One-Time Implementation Fee: \$2,000.00 paid out of FY24 HR Budget

What is ArxEd?

- ArxEd offers mandated staff training through videos and comprehension checks to meet state and federal requirements
- The platform automates and tracks individual progress, ensuring all staff are properly trained and reducing district risk
- Previously, training relied on self-reported completion of slideshows and documents
- ArxEd keeps training up to date and automatically stores completion records, alleviating the administrative burden of maintaining current website and tracking employee progress



Sample image of bullying prevention training

Employee Satisfaction

Strategic Goal 3.3

- Gather data on demographics, tenure, absenteeism of RPS staff
- Identify best practices for staff and leader satisfaction, attendance, and retention
- Identify and use tools for measuring satisfaction throughout the school year

FY24 Outcomes

- Milestone Reception and Recognition
- Distinguished Teaching and Staff Awards
- Exit Interviews
- Exploring implementation of staff engagement survey

Teaching & Staff Awards

This year, we again expanded the staff recognition and awards night. In addition to acknowledging those who have achieved Professional Teacher Status, reached service milestones, and retired, we also honored 18 teachers and staff members who were nominated by their colleagues across the district with distinguished teaching and staff awards.

Number of Individuals Recognized by Category:
Professional Teacher Status: 15
10 Years of Service: 17
20 Years of Service: 13
30 Years of Service: 1
Retirements: 5
Distinguished Teaching Awards: 9
Distinguished Staff Awards: 9

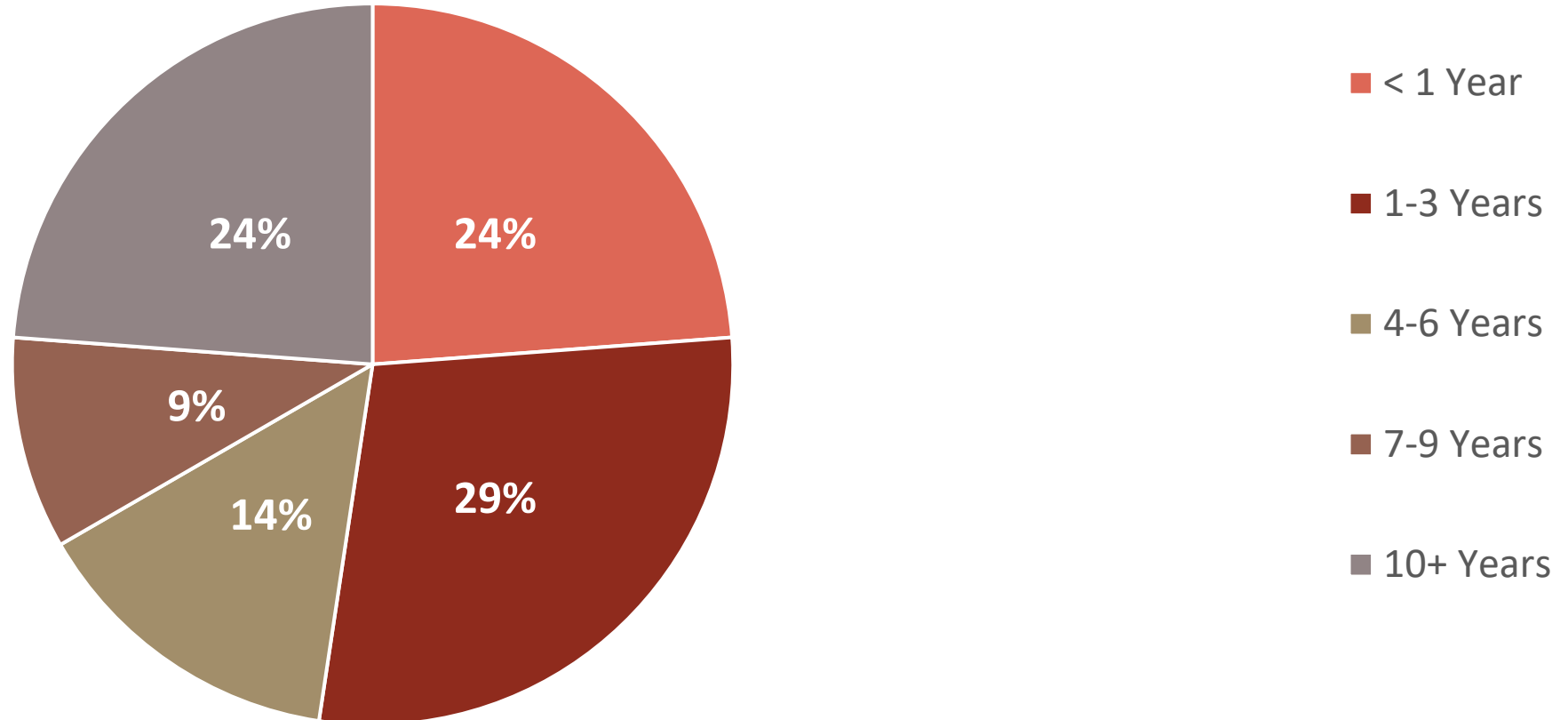


2023-2024 Staff Exit Survey

- 66 exit surveys sent to staff who resigned or retired through June 30, 2024
- Response rate of around 32% (21 responses received)
- Example topics:
 - Position
 - Tenure
 - Reason for departure
 - Future plans
 - Overall experience with RPS
 - Like most about job/district
 - Suggestions for improvement

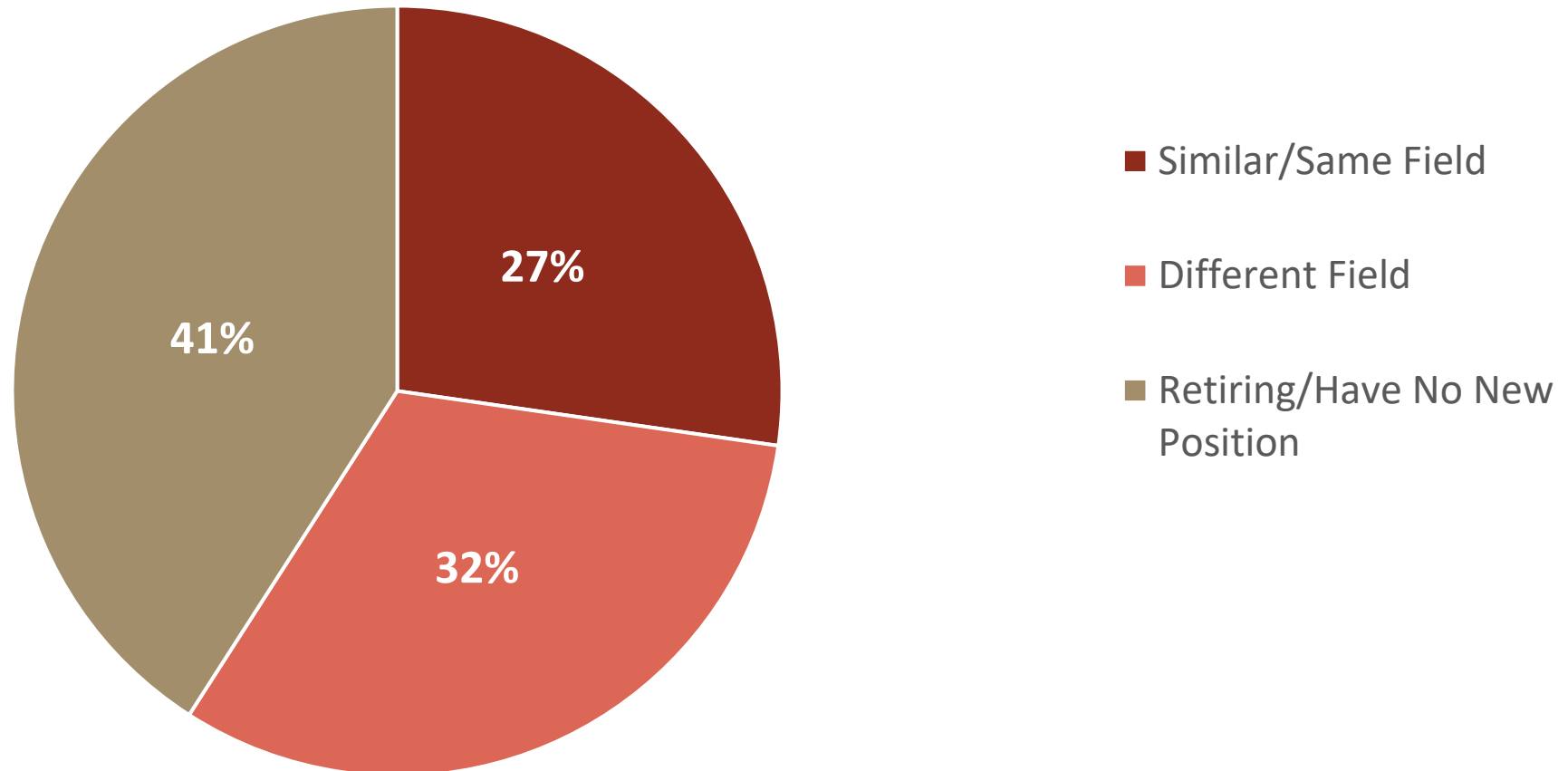
2023-2024 Staff Exit Survey

Exiting Staff Tenure (21)



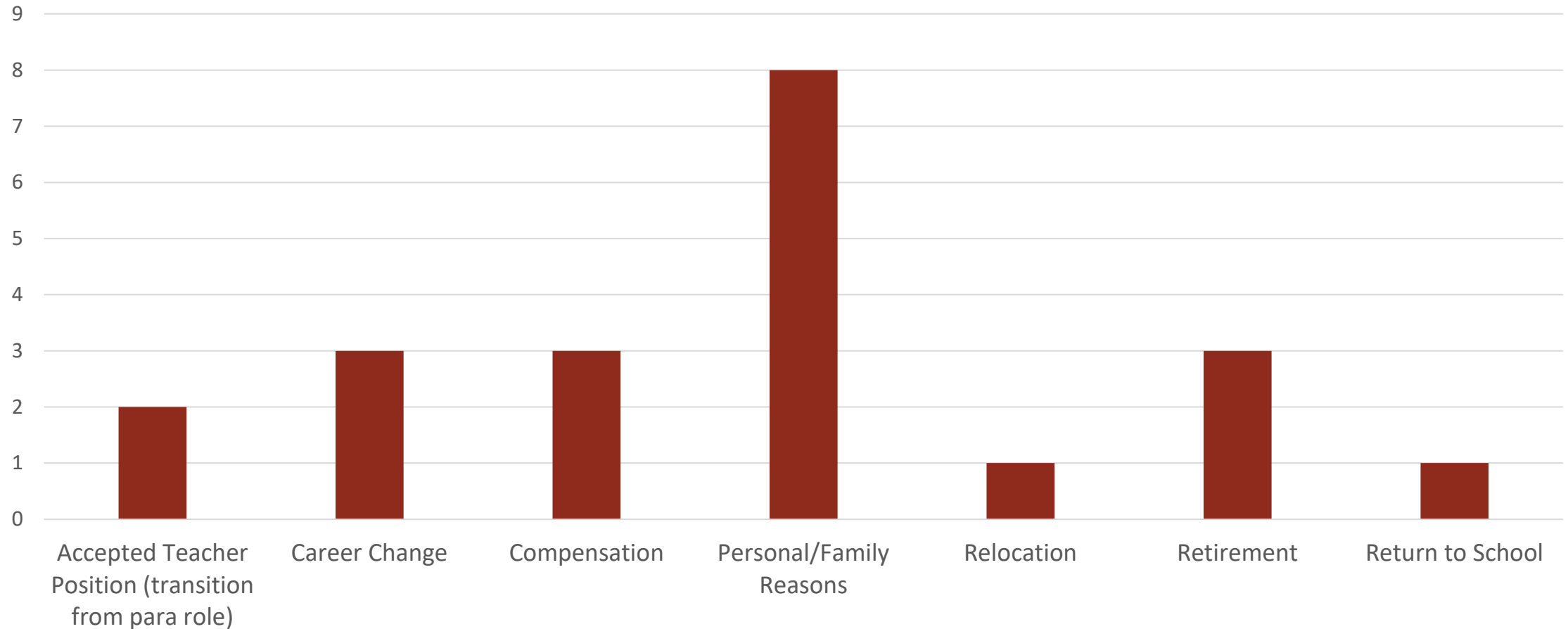
2023-2024 Staff Exit Survey

Departure for Similar Positions



2023-2024 Staff Exit Survey

Primary Reason for Departure



Recruiting & Retaining a Diverse Workforce

Strategic Goal 3.3

Team members will:

- Gather data on the demographics and retention of Reading Staff

While this is listed as an HR responsibility on the strategic plan, the work of recruiting and retaining a diverse workforce is a responsibility of all district departments and schools

FY24 Outcomes

- MPDE – MTEL & Bachelor's reimbursement
- MPDE Career Fair
- The Teacher's Lounge
- Positions: METCO/SACs, METCO Coordinators, MLL Family Liaison

Race and Ethnicity by Number of Staff

Race/Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024
African American	2	2	9	11
Asian	6	5	5	8
Hispanic	4	2	3	7
White	565	601	604	598
Native American	0	1	1	0
Multi-Race, Non-Hispanic	1	1	1	1

* Based on active EMPS data reported by DESE as of October 1, 2023

** includes RTA, paras, secretaries, tech, and Central Office

New Multilingual Learner Family Liaison

- **Family and Student Support:** Welcome and support newcomer families, provide social-emotional support to students, and connect families with essential resources such as housing, food security, and childcare
- **Communication and Engagement:** Foster open communication between families and school staff, ensuring that school goals and expectations are clearly conveyed and understood by diverse families
- **Translation and Interpretation:** Develop and manage district-wide translation and interpretation protocols, oversee the translation of formal and legal documents, and ensure accessibility of information
- **Coordination and Outreach:** Organize informational sessions, community resource nights, and coordinate with school nurses for immunization compliance, while also attending IEP meetings and conferences as a family liaison



Massachusetts Partnership for Diversity in Education (MPDE)

- Reading is a consortium member of the Massachusetts Partnership for Diversity in Education (MPDE)
- MPDE is assists districts in facilitating career opportunities for educators and administrators from diverse backgrounds, and forming collaborative relationships that will enhance staff diversity within school districts
- In addition to hosting a career fair centered on promoting educator diversity, MPDE provides a program aimed at providing reimbursement to district employees for the cost of their MTEL testing fee on a first-come first-serve basis and/or reimbursement towards Bachelor's degree credit



Reading Public Schools

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



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To: Reading School Committee
From: Olivia Lejeune, Executive Assistant to the Superintendent
Date: June 4, 2024
Re: Math Pathways Final FY24 Update

During the June 6th School Committee Meeting, we will provide the final FY24 Math Pathways update. A copy of the presentation can be found in the packet.

RPS Math Pathways End of Year Update

June 6, 2024

Overview of Presentation

- Math Pathways Defined
- Mathematics Vision Statement
- RPS Mathematics Vision Statement
- Secondary Math Pathways Advisory Committee
- Update on Math Pathways projects
- Initial impact of updated pathways

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.

Secondary Math Pathways Advisory Committee

An advisory committee was formed in the fall of 2023 consisting of 21 members including, teachers, administrators, parents/guardians and community members. Over the course of 4 meetings, the committee used 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.

Details of the committee's work and recommendations from administration based on that work, were presented to the school committee on Nov. 30, 2023. We maintained a webpage with committee materials so anyone could access information.

Resources:

[Fall 2023 School Committee Meeting Update](#)
[Secondary Math Pathways Advisory Committee Webpage](#)

Strategies to Improve Math Pathways - Originally Presented in Nov. 2023

1. Improve Systems and Structures 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 steps taken during the 2023-24 school year associated with each strategy. Additionally, items that will be addressed in the coming school year(s) are 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	Update
At the middle school level, increase the time students spend in math class or engaged in math learning and practice	Parker will pilot a new bell schedule in 2024-25, lengthening math class time for students by 720 minutes over the course of the year. This year, Coolidge added math intervention during team time to provide targeted math support and will continue this practice going forward. Both middle schools are updating electives to include courses where students use applied math to explore potential career options.
Initiate a Middle School Math Curriculum review for grades 7 and 8	Planned for 2024-25 school year.
Re-establish a Math Lab at RMHS to provide students with drop in help for math	Math Lab was re-established in February 2024. Positive feedback from students, but as predicted, library space was not ideal. Math Lab will continue in 2024-25, but looking at space for next year.

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	Update
<p>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</p>	<p>When reviewing grade 6 student data in spring 2024, middle school principals identified students eligible for grade 7 acceleration. In addition to students who scored at or above the required score, families of students approaching that score were contacted and given the option of grade 7 acceleration (22 students in spring 2024). In conversations with families, math teachers explained the acceleration options, talked about the student's disposition to math and interest. To date, 18 students in this group selected acceleration.</p>
<p>Explore an alternative acceleration point in 8th grade to replace or supplement the current option (summer work with end of summer assessment)</p>	<p>A middle school summer math enrichment has been created. Below are some details:</p> <ul style="list-style-type: none">• Available for all rising 7th and 8th graders - all students will be encouraged to participate over the summer• 7 modules with asynchronous work• Opportunity for a weekly teacher check in• A teacher will review work and give feedback weekly• Modules include review of grade level topics (great for all students)• Modules also include an extension previewing next grade level topics (great for students who love math and want a push)• Rising 8th graders who took grade 7 math and complete the extension modules can choose to take an assessment in August to move into Algebra I in grade 8

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	Update
Change CP Introduction to Calculus to CP Precalculus	Course title and description was changed in RMHS Program of Studies in winter 2024 Course syllabus will be updated over the summer
Change CP Functions, Statistics, and Trigonometry to CP Statistics and Trigonometry	Course title and description was changed in RMHS Program of Studies in winter 2024 Course syllabus will be updated over the summer

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

Suggested Change	Update
Offer a Summer Geometry Course at RMHS for students who want to accelerate in grade 10	<ul style="list-style-type: none">● Created Summer Geometry Course description and job posting● Hired an RMHS math teacher to develop and teach the course● Enrolled 9 rising Sophomores● Enrolled 2 rising Freshmen
Investigate an integrated approach to math in grades 9-11	<ul style="list-style-type: none">● We plan to monitor math pathways work at the state and national level.● We will continue to participate in DESE Math Leaders Network and learn about changes in other districts

Strategy 5: Intentionally Support Students with Disabilities, Black 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	Update
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	<ul style="list-style-type: none">● Launching the METCO Summer Bridge Program, a summer program offered to Boston resident students (at METCO HQ) via a METCO grant. Program will serve up to ten rising 6th and 7th grade students who would benefit from extra support in advancing math skills, potentially leading to a future acceleration. Click here to learn more.● Continuing PD that supports teachers in increasing student engagement and differentiation based on the needs all students, but in particular demographic groups not proportionally reflected in the accelerated math pathway
Explore a Partnership with the Calculus Project	<ul style="list-style-type: none">● Met with the Calculus project and gathered information about their model and the structures needed to participate in the partnership● Continuing to explore components of the Calculus project for application in Reading

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

Suggested Change	Update
<p>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</p> <p>Include information about how pathways support varied college and career paths</p> <p>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</p> <p>Communicate clearly about the ways to accelerate and change pathways, including the advantages and drawbacks associated with each choice</p>	<ul style="list-style-type: none">● Held a virtual Middle School Parent/Guardian Information Night on March 19, 2024. You can view a video from that event by clicking here.● Held a virtual High School Parent/Guardian Information Night on February 1, 2024. You can view a video from that event by clicking here.● Both presentations included information about the connection of math pathways to college and career paths● Both presentations clearly outlined the ways students can accelerate their math pathway and presented information on the impact of acceleration decisions● The RMHS Program of Studies was updated to make the shifts in the math pathway. This included the changes made to the on-grade math courses.

Reading Public Schools

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To: Reading School Committee
From: Dr. Jennifer Stys, Assistant Superintendent for Student Services
Date: June 4, 2024
Re: Program Review Update

Dear School Committee Members,

The school district and school committee has invested in evaluating the special education programs within RPS by third party providers. The district is required to complete one program review a year and it can be internal or external. By the end of the 2023-204 school year, Reading will have reviewed each of its special education programs. This highlights the district's belief and urgency that all students feel that one's authentic self is seen, valued, affirmed, and connected by/to the school and district. The special education department has an obligation to ensure that students receive the education they need and deserve in the least restrictive environment with instruction based on evidenced based practices. There have already been transformative changes resulting from the program reviews, particularly the addition of the Inclusion Specialist and Transition Specialist, who have significantly enhanced our ability to provide services to students within the Least Restrictive Environment.

Why: The state requires that special education programs be reviewed. Additionally, RPS will use this information to build the strongest, research based programs possible to serve our students within the Least Restrictive Environment.

- The reviews can be completed internally or through a 3rd party
- The state requires one program be reviewed a year

Goals: 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

Evaluation Components:

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

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.

A refresh cycle of programmatic reviews will be established and published

Enclosed within this document, you will find a comprehensive summary of the recommendations resulting from our recent program reviews. These recommendations are offered as suggestions and will be tailored to align with the unique context of our Reading community.

The program review process has been thorough, involving input from various stakeholders, including educators, administrators, parents, and students. Our aim throughout this endeavor has been to ensure that our educational programs remain dynamic, responsive, and conducive to the holistic development of our students.

In presenting these recommendations, we acknowledge the diverse needs and aspirations of our student body. Thus, while some suggestions may require significant adaptation to suit our local context, others may be implemented with relative ease. Our approach to implementing these recommendations will be characterized by thoughtful consideration, consultation, and a commitment to continuous improvement.

We recognize the importance of fostering an environment that supports innovation, collaboration, and excellence. By carefully reviewing and implementing these recommendations, we are confident in our ability to enhance the educational experience for all students.

Thank you for your attention to this matter, and we look forward to discussing these recommendations further to ensure the continued success of our school district.

Program Review Update for the School Committee

June 6, 2024

SOAR - Social Skills, Organizational Skills, Academic Skills in Real World Situations.
SOAR Program review was conducted in June 2022.

The SOAR program services students from Kindergarten through Grade 12 who present with needs relative to social skill acquisition and application, as well as, the use of social language. Students receive services in a general ed classroom or a separate setting as deemed appropriate by the IEP team.

Schools: Birch, Coolidge, RMHS

Recommendation	Status
Revise the definition of Mission, Vision and Outcome Levels for the program.	During the 2023-2024 school year, the Mission and Vision of the Special Education department were updated and are available on the Student Services website .
Hire a Program Administrator.	During the 2022-2023 school year, Team Chairs and the Special Education Literacy Coach were appointed through a stipend position to work on the implementation of recommendations. This work was conducted with the support of outside consultants. During the 2023-2024 school year, the same Program Coordinators met with program teachers throughout the school year and biweekly with the Director of Special Education and Assistant Superintendent of Student Services to continue to implement the program recommendations. Currently, the administration is examining the possibility of having one full time Program Coordinator for the 2024-2025 school year without adding a FTE. The Special Education Literacy Coach would continue to be the Program Coordinator for the LEAD program.
Hire a full-time Inclusion Specialist.	A full time Inclusion Specialist was hired for the fall of 2023. This role provides support to students through coaching, modeling, data collection and consultation with teams to ensure successful inclusion experiences for students. The Inclusion Specialist works with special education and general education staff to ensure all students are supported within the Least Restrictive Environment. The goal of this additional role is to support students' effective progress in their home schools if they do not require a program level of service.
Have a designated BCBA for SOAR program.	A fourth BCBA (Board Certified Behavior Analyst) was hired in the fall of the 2023-24 school year. This BCBA has been an integral part of the SOAR program, helping to develop behavior

	plans and data collection systems to support student growth.
Have designated SOAR paraprofessionals who are aware of student's needs/goals.	<p>Designated SOAR paraprofessionals received targeted training to ensure they are well-equipped to work with students on their specific needs and goals. This training included:</p> <ul style="list-style-type: none"> ● Understanding Student Goals: Detailed overview of each student's individual goals and the strategies to achieve them. ● Behavior Plans: Training on implementing and adhering to behavior plans designed to support student progress. ● Data Collection: Instruction on how to effectively collect and record data related to student performance and behavior. ● Communication Techniques: Strategies for effective communication with students, including the use of Augmentative and Alternative Communication (AAC) for those with diverse communication needs. ● Collaboration: Emphasis on collaborative practices with teachers and other staff to ensure a cohesive approach to supporting each student's development. <p>This training ensures that paraprofessionals are fully prepared to support students in the SOAR program effectively. There will be additional training provided during the 2024-2025 school year to continue this work.</p>
Conduct Staff/Team meetings on a regular basis to discuss student progress.	Planning time has been designated on Friday afternoons for SOAR teachers and paraprofessionals to work collaboratively. This time is dedicated to reviewing behavior plans and student progress. We will continue to explore ways to develop consistent collaborative times throughout the year for all program staff during the 2024-2025 school year.
Provide collaborative planning time for teachers and specialists.	Consistent common planning time is available to staff at all levels, involving both general education and special education teachers. This dedicated time allows for collaborative planning to address students' needs effectively. The use of this planning time will be continually evaluated to ensure it meets the needs of all students during 2024-2025.
Hire a Transition Specialist to oversee short and long term transitions.	A full-time Transition Specialist was hired for the fall of 2023. This role involves providing evaluation, consultation, and direct services to students and teams to prepare students for their post-secondary transition. With the support of the Transition Specialist, the district has developed an 18-22 Program (LIFT), which will begin in the fall of the 2024-2025 school year. The focus of this program is on life skills, vocational development, and independent living skills, allowing students to remain in their own

	<p>community. The Transition Special will continue to support the program during the 2024-2025 school year with a focus on the middle and high school programs.</p> <p>Students enrolled in the SOAR program at RMHS are working with Triangle Pre-ETS through MRC offers programming that includes Soft-Skills Training, Landing the Job, Job Exploration Counseling, and Counseling on Post-Secondary Education.</p> <p>Additionally, there was a transition process established for all students receiving IEP services. Each student has a transition planning form completed that will be given to the teacher the following year. Furthermore, parents were given an opportunity to complete a transition survey to provide input on their child’s learning style and preferences.</p>
<p>Provide Transition and Vocational Curriculum and Assessments.</p>	<p>The district has purchased additional transition assessments and curriculum to enhance our support for students preparing for post-secondary transitions. The new resources include:</p> <ul style="list-style-type: none"> ● AIR Self-Determination: A tool to assess and promote students' self-determination skills. ● Transition Planning Inventory (TPI-3): An assessment to help identify students' strengths, preferences, and needs for transition planning. ● Career Clusters Interest Survey (CCIS) (Virtual Job Shadow): A survey to help students explore career interests and pathways. ● Parent Transition Survey (Revised 2014): A tool for gathering input from parents about their child's transition needs and goals. ● Casey Life Skills (Standard Assessment): An assessment to evaluate life skills necessary for successful adulthood. ● Career Cluster Inventory (CCI) Quick Pic (MassHire): A quick assessment to help students identify potential career clusters based on their interests. <p>These tools will support more comprehensive and individualized transition planning for our students.</p>
<p>Provide a Social Emotional Learning Curriculum.</p>	<p>The SOAR program utilizes <i>The Zones of Regulation and the Circles</i> curriculum to directly teach social skills. The district has established an SEL (Social and Emotional Learning) committee to explore various SEL programs for potential district-wide implementation, which the students will have access to as appropriate.</p>
<p>Have a designated space for students to use as a break area</p>	<p>During the summer of 2023, a regulation and relaxation room was created to provide students with a space to take breaks as needed.</p>

when dysregulated.	Additionally, the district received a Time Out grant from the state aimed at reducing the amount of time students spend in the regulation and relaxation room. This grant will fund materials to build more “cozy corners” within classrooms, allowing students to take breaks without leaving the classroom, thus decreasing transition time. The grant will also enable training for staff on de-escalation strategies.
Maintain individual student binders that contain accommodation and behavior data.	Binders have been created for students in our SOAR program. These binders include each goal that a student is working on, as well as any behavior plans. They are used to centralize the data collected on each goal. The binders travel with the staff working with the student during the school day and data is shared with families through the team meeting process.
Select a cohesive data collection system to show student goals and progress.	Data is collected on individual students' goals and objectives electronically and by hand. The SOAR program has been exploring a consistent electronic data collection system for the 2024-2025 school year. Formal electronic programs will be investigated during the 2024-2025.
Build a library of modified and accommodated curriculum and assignments.	The SOAR program has been exploring the best options to organize and centralize a shared location for modified curriculum, assignments, and assessments that teachers have created, ensuring that all staff have access to these materials. This centralized repository will facilitate easier sharing and collaboration among teachers and support staff. It is expected that a system will be in place by the end of the 2024-2025 school year.
Create and maintain communication logs.	Individualized communication logs are in place for SOAR students who require this type of support. These logs are used to communicate daily behavior and academic progress. This practice also contributes to data collection efforts.
Create exit criteria to fade out supports from sub-separate classrooms.	During the 2023-2024 school year, the Birch Meadow staff have been working with the school administration to ensure that student services are provided within the Least Restrictive Environment. This includes fading supports when students are able to demonstrate skills independently. This work will continue during the 2024-2025 school year across all levels.

<p>Provide Teaching Strategies and Professional Development for all staff.</p>	<p>During the 2023-2024 school year, the program coordinator worked with the staff to identify key areas of learning and professional development. Topics included the importance of developing independence within the Least Restrictive Environment, "Creating Strength-Based IEPs for Students with Diverse Needs" with Dr. Marybeth Yerdone and Dr. Katie Ducett of Sunne Cortland School and addressing Neurodiversity within the educational setting with Speech and Language Pathologist Rachel Dorsey.</p> <p>In late spring 2024, select staff that support students receiving services in the SOAR program will attend professional development on utilizing the <i>Social Thinking</i> curriculum. During the 2023-204 school year the para educators received very specific training on accommodations, modifications and data collection.</p> <p>Additional professional development activities will be designed for the 2024-2025 school year.</p>
<p>Provide opportunities and transportation for activities in the community.</p>	<p>Programs have access to the school van for community outings. This year there have been community outings to Boston and around the Reading community. Some examples of outings include, trips to local stores and eateries, as well as, Canterbury Children’s Center to read to the students and the Breakheart Reservation. Additionally, some of our students participate in cross community activities, such as, a monthly bowling league as part of a Regional Transition Group (18-22).</p> <p>This practice will continue in the 2024-2025 school year.</p>
<p>Host an Open House for parents to meet prior to the school year.</p>	<p>In the Spring of 2023, program coordinators held virtual family meetings to discuss programmatic updates. As a follow up, in August 2023 the SOAR program coordinator called families to make individual connections and answer any questions. In addition the Team Chairs held a meet and greet in collaboration with SEPAC in October 2023. In October 2024 there will be another meet and greet event held to foster collaboration. To continue the communication throughout the school year program coordinators shared quarterly newsletters with families to explain programmatic updates and progress towards suggestions in the program reviews.</p>
<p>Conduct a comprehensive evaluation of the Learning Center & LEAD Program before the 2023-24 school year.</p>	<p>The Learning Center program review was completed at the end of the 2022-2023 school year and the Executive Summary can be found on the Student Services website. The LEAD program review will be completed by the end of the 2023-2024 school year and will be reviewed with the community upon receipt.</p>

REACH - Resiliency, Executive Functioning, Academics, Coping Skills, Habits of Mind.
 REACH Program review was conducted in October 2023.

The REACH program services students in Kindergarten through Grade 12 who require therapeutic strategies integrated throughout their school day. Students within the program typically present with an emotional disability impacting their ability to access the academic and social components of the school day.

Recommendations	Status
Revise the definition of Mission, Vision and Outcome Levels for the program.	During the 2023-2024 school year, the Mission and Vision of the Special Education department were updated and are available on the Student Services website .
Hire a Program Administrator.	During the 2022-2023 school year, Team Chairs and the Special Education Literacy Coach were appointed through a stipend position to work on the implementation of recommendations. This work was conducted with the support of outside consultants. During the 2023-2024 school year the same Program Coordinators met with program teachers throughout the school year and biweekly with the Director of Special Education and Assistant Superintendent of Student Services to continue to implement the program recommendations. Currently, the administration is examining the possibility of having one full time Program Coordinator for the 2024-2025 school year without adding a FTE. The Special Education Literacy Coach would continue to be the Program Coordinator for the LEAD program.
Hire a full-time Inclusion Specialist.	A full time Inclusion Specialist was hired for the fall of 2023. This role provides support to students through coaching, modeling, data collection and consultation with teams to ensure successful inclusion experiences for students. The Inclusion Specialist works with special education and general education staff to ensure all students are supported within the Least Restrictive Environment. The goal of this additional role is to support students' effective progress in their home schools if they do not require a program level of service.
Define the roles of teachers, paraprofessionals and support-related providers.	This school year staff have discussed the roles within the REACH program. Next steps: <ul style="list-style-type: none"> ● Carefully outline the differences in intensity of the SEL/counseling services provided to students within the REACH program versus other models ● Consider the names and qualifications of the roles ● Provide professional development to staff relative to how their role supports generalization of skills across settings in order to increase independence ● Work with counselors and general education teachers to

	<p>outline SEL strategies that can be posted/utilized with all students in the general education setting</p> <ul style="list-style-type: none"> • This work will continue during the 2024-2025 school year.
Evaluate and revise paraprofessional salaries and job descriptions.	A new contract agreement was reached with the paraprofessional union. This will address the concerns regarding retention of paraprofessionals working in the REACH program from a district level.
Implement staff/team meetings to discuss student progress.	<p>As of the 2021-2022 school year, the REACH elementary team (professional and paraprofessional staff) meet weekly to consult on student progress and make programmatic updates.</p> <p>As of September 2023, the High school REACH professional staff and administrators meet once a cycle to consult on student progress.</p> <p>As of January 2024, Parker professional staff and administration meet once a cycle to review students' current performance. During the 2024-2025 school year the teams will continue to meet regularly to discuss student progress.</p>
Hire a Transition Specialist to oversee short and long term transitions.	A full-time Transition Specialist was hired for the fall of 2023. This role involves providing evaluation, consultation, and direct services to students and teams to prepare students for their post-secondary transition. The Transition Specialist will continue to support the program during the 2024-2025 school year with a focus on the middle and high school programs.
Create a documented transition plan for relevant students.	A documented transition plan was created for students participating in the REACH program who are moving to a new building the following school year. This plan includes staff from the next level observing students. All REACH professional staff were trained in this plan. Additionally, there was a transition process established for all students receiving IEP services. Each student has a transition planning form completed that will be given to the teacher the following year. Furthermore, parents were given an opportunity to complete a transition survey to provide input on their child's learning style and preferences.
Integrate Social Emotional Learning initiatives into the school's culture.	Barrows classroom teachers utilize the Second Step curriculum across all grade levels. Students within the REACH program participate in these lessons in the general education classroom. REACH was awarded a Reading Educational Foundation Grant (REF Grant) for funding for the AIM (Accept. Identify. Move.) curriculum and professional development. This social emotional curriculum will be implemented across all levels for the start of the 2024-2025 school year.

	<p>REACH representation was included on the state coordinated Parker and district SEB (Social Emotional Behavioral) teams. Students who receive services within the REACH program participate in all school activities with a focus on social emotional learning. An example of these activities are whole school meetings, Challenge Day and elective classes with a social emotional focus.</p>
<p>Select a cohesive data collection system to show student goals and progress.</p>	<p>The Elementary REACH program began using a consistent data collection system as of the 21-22 school year. Formal electronic programs were explored but do not match the program’s needs.</p> <p>As of the fall of 2023, the middle school REACH program at Parker uses a consistent data collection system which is similar to the elementary system. This allows for data to be compared across time.</p> <p>Staff from both the elementary and middle school programs collect data relative to behaviors that support learning (ex. transitioning, task completion) as well as behaviors that may interfere with learning (ex. elopement, aggression, self injurious statement/actions).</p> <p>During the 2024-2025 school year, the high school will work towards implementing a consistent data collection structure.</p>
<p>Provide relevant professional development to all staff.</p>	<p>Professional development is an ongoing process and is critical to ensuring that we are providing the most effective programming for learners. Educators continuously update their practice as new research is published and new best practices are recognized.</p> <p>The following trainings were provided:</p> <ul style="list-style-type: none"> ● To prepare for the translation of REACH to Parker Middle School the 6th and 7th grade general education teachers and REACH staff participated in a training in August 2023. This training focused on the structures and procedures of the REACH program as well as the profile of the learners who receive services within the program. ● Professional and paraprofessional REACH staff from the elementary, middle and high school levels participated in a training on Acceptance and Commitment Therapy. This is an intervention which is utilized within the AIM curriculum. ● Elementary professional and paraprofessional REACH staff participated in professional development on trauma informed care. ● Elementary REACH professional staff and Barrows

	<p>learning center staff participated in a professional development about neurodiversity masking. Masking is the process by which individuals conceal their true personality. This training allowed staff to start a dialogue about how to create educational environments that are inclusive.</p> <ul style="list-style-type: none"> ● Elementary REACH paraprofessionals engaged in asynchronous professional development throughout the school year. They were able to choose topics and formats that were most interesting to them. Topics included mental health, trauma informed care, acceptance and commitment therapy (ACT), and compassionate care. ● REACH paraprofessionals hired midyear completed a brief onboarding training with the program coordinator. <p>The following training will be provided in the Fall of 2024:</p> <ul style="list-style-type: none"> ● The REACH program was awarded a REF grant to implement the AIM program. This is a social emotional learning curriculum which will be implemented across all levels. The grant includes professional development for professional and paraprofessional staff which will be completed in the fall of 2024. <p>Additional Information:</p> <ul style="list-style-type: none"> ● Reading was awarded a Time Out Grant. This funding will support staff training in social/emotional learning and deescalation. These trainings will support students being educated in the least restrictive environment and will support the use of proactive strategies to decrease the amount of time students need to spend outside of the learning environment for the purpose of calming.
<p>Host an Open House for parents to meet prior to the school year.</p>	<p>In the Spring of 2023, Program Coordinators held virtual family meetings to discuss programmatic updates. As a follow up, in August 2023 the REACH program coordinator called families to make individual connections and answer any questions. In addition, the Team Chairs held a Meet and Greet, in collaboration with SEPAC, in October 2023. In October 2024, there will be another Meet and Greet event to foster collaboration. To continue communication throughout the school year, Program Coordinators shared quarterly newsletters with families to explain programmatic updates and progress towards the suggestions within the Program Review.</p>
<p>Conduct a comprehensive evaluation of the Learning Center & LEAD Program before the 2023-24 school year.</p>	<p>The Learning Center program review was completed at the end of the 2022-2023 school year and the Executive Summary can be found on the Student Services website. The LEAD program review will be completed by the end of the 2023-2024 school year</p>

	and will be reviewed with the community upon receipt.
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Learning Centers from K-12 Executive Summaries was conducted in Spring and Fall of 2023.

Learning Center refers to all special education services that are not provided in a substantially separate program. Schools: All

Recommendations	Notes
The Team Chair workloads vary between buildings based on the level of need of students and the programs housed within their school.	Over the past two years Student Services has been examining the team chair assignments to ensure equity. It is critical that team chairs have the time to complete the process within all time lines but also make connections to students, staff and families. There will be minimal shifts of staff assignments during the 2024-2025 school year. The intent is to build consistency at each building given stable team chair assignments.
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.	During the 2023-2024 school year additional support was provided to the SLPs including an increased .2 FTE, contracted evaluation support and time sheets for staff who worked extra hours during times of increased evaluation requests. The district has funded an additional .4 FTE beginning in the 2024-2025 school year to assist with the additional evaluation load. Additionally, a Lead SLP was appointed to provide additional communication and monitoring of work load needs during the 2023-2024 school year. This position will continue to support the variations in evaluations.
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.	During the 2024-2025 school year, the district will be releasing a series of power points for parents regarding the special education process.
Some IEPs reviewed could be more strength based and be more parent friendly.	In alignment with the Department of Elementary and Secondary Education's IEP Improvement Project, the Reading Public School has used the 2023-2024 school year to train staff with the new forms and process rolled out by the state which is a strength based, student centered model. In addition, RPS has provided parents opportunities, both in person and on ZOOM, to learn about the New IEP process and forms. The ZOOM meeting was recorded

	<p>and shared with families and was posted on the SEPAC website. RPS is prepared to roll out the NEW IEP in September 2024. Training will continue during the 2024-2025 school year to ensure a student centered presentation at meetings with a focus on strengths and student vision.</p>
<p>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. The next step is to focus on implementing the DCAP, and strengthening the SST and Tier 2 supports.</p>	<p>Special education and general education are working closely to ensure all students have support in the Least Restrictive Environment. During the 2023-2024 school year a new staff training was offered on the DCAP. A new early literacy screening tool was implemented in kindergarten to grade 3. Given a common process across all the elementary schools, the results of the screening determined literacy interventions. Students who scored significantly below on the screener received pull out intervention and students who scored in the below category received in class support. All students receiving interventions were regularly monitored. The k-8 math coaches provided training to middle school teachers in having conferences with students using iReady results to identify strengths and next steps in their learning.</p>
<p>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.</p>	<p>Reading's data compared with the state day has been analyzed by the central office and school based teams. This information has been reviewed at district and school based meetings. Each school based team has participated in reviewing individual service delivery grids. In order to focus on consistency and to calibrate service delivery models this has been a topic at weekly team chair meetings. This practice will continue next school year to include individual case study presentations.</p>
<p>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.</p>	<p>During the 2023-2024 school year, the district provided training to Paraprofessionals on data collection systems. The district is continuing to explore how technology can support data collection.</p> <p>Data from pre and post surveys of data collection professional development indicate that the staff feel significantly more comfortable taking data.</p> <p>During data based PDs, the para educators discussed WHY data is collected. These activities included reviewing data summaries and the way the information is recorded in the IEPs and progress reports. Additionally, there was a review of the data taken by para educators during the school year and there was a discussion as to</p>

	how that data supported decision making to best support students.
Learning Center Teachers indicated that the structure of the ARC program makes it difficult to pull students for specialized reading programs (Orton-Gillingham, Wilson, RAVE-O) as students need to be there for the whole ARC lesson.	Some schools have implemented “WIN blocks” within their daily schedule which allows students to receive special education services outside of the core instruction.
During a few observations, Learning Center teachers were struggling with managing students with learning and behavioral needs.	With the addition of the Inclusion Specialist and the 4th BCBA at the beginning of the 2023-2024 school, the district focused on providing support through modeling and coaching with individuals and teams of teachers to build classroom structures. This additional support will address challenging off task behaviors within the learning environment.
Interviews indicate that Learning Center paraprofessionals would benefit from additional time to consult with teachers, review weekly data, and plan for the next week.	<p>Team Chairs and principals are developing schedules for the 2024-2025 school year that include time for special education teachers and para educators to consult with each other on lessons and data collection.</p> <p>Within the middle school paraeducator sessions, we spent one session in consultation with special education teachers/case managers. We worked beforehand on forming strong questions that yield an effective consult session.</p> <p>Within the high school paraeducator sessions, we brainstormed more effective ways to consult and to communicate if there are any changes to a student’s IEP. At the start of the school year all paraeducators will also have time to meet and review any new students they have for the school year with the case managers. Communication from para educators to special education teachers about important upcoming assessments or assignments has been streamlined via email or google classroom.</p>
Interviews and observations indicated that the learning center's purpose must be consistent. There needs to be a shift from the	The purpose of learning center support is to provide targeted instruction that focuses on teaching students the specific skills outlined in their Individualized Education Program (IEP), rather than simply helping them complete homework or take tests. While activities such as homework completion or test-taking may occasionally be used as methods to practice and reinforce these

<p>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 as well as support around test taking.</p>	<p>skills, the primary goal is not to improve grades directly. Instead, learning center support aims to develop the students' abilities in areas such as reading, writing, mathematics, social skills, or other identified needs. By concentrating on skill acquisition and mastery, students can build a strong foundation that will aid their overall academic and personal growth, ensuring they can apply these skills independently across various contexts. During the 2023-2024 school year this topic has been reviewed at the district and building based level as well as at SEPAC meetings. It will continue to be a focus during the 2024-2025 school year.</p>
<p>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. General education should focus on teaching executive functioning to all students.</p>	<p>Developing executive functioning skills and building independent learners has been a focus across RPS during the 2023-2024 school year. In the Fall of 2023, in collaboration with SEPAC, RPS hosted a training with Sarah Ward from Cognitive Connections which was open to families and staff. As a follow up to this training, this information was broken down into executive functioning tips/tricks for staff which were sent out to all district staff on a weekly basis for several weeks. The High school continues to utilize the SMARTS curriculum to directly teach executive functioning skills. This curriculum was introduced in the middle school LEAD Program during the 2023-2024 school year. In addition, Sarah Ward provided a full day workshop for teachers in the LEAD Program focused on executive functioning. During the 2024-2025 school year, the district is looking to continue work with Sarah Ward to further support building independence for students.</p>
<p>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</p>	<p>During the 2023-2024 school year meaningful professional development for the para educators was a high priority.</p> <p>Middle school and High school paraeducators attended ten PD sessions throughout the year. Topics covered included new IEP components such as the new accommodations/modification set up, providing accommodations, behavioral strategies, equity practices, and data collection.</p> <p>Elementary and Pre school Paraeducators & Elementary Tutors were provided professional development on the two district inservice days with the Inclusion Specialist. Topics included the new IEP, specifically the accommodations and modifications pages, AAC training, math strategies, student profile work, practical strategies for managing behavior and motivating students, equity practices and executive functioning. This group was also offered two additional, optional, paid PD opportunities in response</p>

<p>include training paraprofessionals on how to efficiently and effectively collect data.</p>	<p>to feedback. Topics covered were practical strategies to support in the classroom and data collection.</p> <p>This will continue to be a focus area for the 2024-2025 school year.</p>
<p>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.</p>	<p>Building leaders regularly support teachers when students demonstrate behavioral and academic concerns. Principals may also connect teachers with clinical staff to support the teacher in classroom management techniques and academic supports.</p>
<p>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.</p>	<p>The Special Education Department will work with the buildings to redefine the label of Learning Center during the 2024-2025 school year. This will focus on naming special education supports rather than categorizing the support as a place such as the learning center.</p>
<p>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.</p>	<p>During the 2024-2025 school year, the team chairs will work with building level teams to ensure IEPs are written to teach students the skills they need in order to access the curriculum in the least restrictive environment. This includes a strong data collection plan to ensure the students are making progress towards their goals.</p>
<p>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</p>	<p>During the 2024-2025 school year, Team Chairs will continue to work with teams to utilize data to support or discontinue services on student’s IEPs. This will ensure that students have access to the Least Restrictive Environment and to celebrate when students make progress and no longer need services in particular areas.</p>

<p>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.</p>	
<p>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.</p>	<p>The district and buildings have made a concerted effort to include Special Education staff in Professional Development focused on new core curriculum. In addition, the Student Services Department has focused on providing targeted training for Special Education staff in reading, including but not limited to the use of the Crafting Minds graphic organizer, Wilson Reading, Seeing Stars, Neurodiversity, Social Thinking, Collaborative Problem Solving, executive functioning, deescalation, anxiety and school avoidance and the new IEP process.</p>
<p>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</p>	<p>Team Chairs have been included in relevant special education professional development with the building based leadership teams during the 2023-2024 school year. This practice will continue next year. Each building has a special education improvement plan to focus on alignment of special education services. This is work that will also continue with the team chairs during the 2024-2025 school year to establish consistency.</p>

<p>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.</p>	
<p>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.</p>	<p>All general education staff will have received training on accommodations and modifications during a training on the new IEP during the 2023-2024. As appropriate schools will include this in their Professional Development plan during the 2024-2025 school year.</p>
<p>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</p>	<p>A documented transition plan was created for students participating in substantially separate programs who are moving to a new building the following school year. This plan includes staff from the next level observing students. All professional staff were trained in this plan. Additionally, there was a transition process established for all students receiving IEP services. Each student has a transition planning form completed that will be given to the teacher the following year. Furthermore, parents were given an opportunity to complete a transition survey to provide input on</p>

request to increase services.	their child’s learning style and preferences.
<p>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. 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</p>	<p>Our district's commitment to providing special education services in the Least Restrictive Environment (LRE) is underscored by findings from various evaluations, including the MA Improvement Project, Tiered Focus Monitoring, External Program Reviews, and parent feedback. We acknowledge the necessity of ensuring that students with disabilities can access appropriate services within their neighborhood schools without being unnecessarily removed.</p> <p>Key steps we're taking to uphold this commitment include:</p> <ul style="list-style-type: none"> ● Maintaining Services Within Home Schools: Students who were previously relocated to Birch Meadow and Wood End for full or partial inclusion services based solely on their disability label will now have the opportunity to receive these services within their home schools. With support from our Inclusion Specialists and Special Education Literacy Coach, we're ensuring that students receive necessary services while remaining in their familiar educational environments. ● Inclusion Support: Our schools have the autonomy to assign staff for inclusion support as they find appropriate. The services are provided by a general education teacher, special education teacher, special education para-educator and/or related service providers. The staffing should be based on the students’ IEP needs. ● Preservation of Substantially Separate Programming: While emphasizing inclusion, we recognize the importance of maintaining substantially separate programming for students who require it. We're continuing the EMBARC program across grades K-12, ensuring that students have access to inclusion support as determined by their Individualized Education Program (IEP) teams. This program will be housed at Birch Meadow for the elementary level. The EMBARC program would encompass the students who are receiving substantial separate services currently at Birch and Wood End. ● Current Services: Current services/locations are not changing for any students currently placed in programs outside of their home school unless by parent request/IEP team decision. ● Professional Development and Compliance: To ensure compliance with state and federal guidelines and prevent over-servicing, we're providing professional development on best practices for teaching skills outlined in IEPs within the general education setting. This includes training

<p>within their Least Restrictive Environment within their home school.</p>	<p>paraprofessionals on data collection and ensuring fidelity in implementing IEP accommodations and modifications.</p> <p>Through these initiatives, we're dedicated to creating an inclusive and equitable learning environment that fosters the academic, social, and emotional development of all students. During the 2024-205 school year the district will continue to provide training on the different models for providing services to students in the general education setting. In Reading special education teacher supported instruction is often referred to as co-teaching. However, the supports students require may not fit the definition of what co-teaching is.</p> <p>Inclusion training will include the following topics:</p> <ol style="list-style-type: none"> 1. Role of Teachers: <ul style="list-style-type: none"> ● In co-teaching, both teachers share equal responsibility for all students. ● In inclusion services, the general education teacher is primarily responsible, with special education staff providing additional support to make progress on goals and objectives while working on classroom assignments. 2. Teaching Dynamics: <ul style="list-style-type: none"> ● Co-teaching involves various models of shared instruction. ● Inclusion services focus on integrating support within the existing classroom structure. 3. Planning and Assessment: <ul style="list-style-type: none"> ● Co-teaching requires joint planning and assessment by both teachers. ● Inclusion services involve collaborative planning, but the general education teacher leads instruction and assessment, with input from special education staff. 4. Flexibility: <ul style="list-style-type: none"> ● Co-teaching provides a flexible approach to teaching with multiple instructional strategies. ● Inclusion services are more focused on ensuring that students with disabilities receive appropriate accommodations and modifications within the general education environment. <p>In summary, while both co-teaching and inclusion services aim to support diverse learners in the general education classroom, co-teaching is characterized by equal partnership and shared</p>
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	instructional roles, whereas inclusion services focus on integrating special education support within the general education framework.
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.	During the 2023-2024 school year the building based teams, including the principals, assistant principals and team chairs participated in training regarding providing staff with specific feedback regarding data collection and implementing the accommodations and recommendations within the IEPs. This will continue to be a focus during the district leadership training.

R.I.S.E. - Reading, Integrated, School, Experience. R.I.S.E. program evaluation was conducted in June/October 2022.

R.I.S.E. offers integrated preschool classrooms that meet the needs of children with and without disabilities. Students benefit from whole-day, small group, or individual instruction to meet their social/emotional, behavioral, communication, and pre-academic skills. Schools: RMHS, Killam and Wood End

Recommendations	Notes
Culture, communication and identity issues in RISE must be addressed.	The recommendation to make culture, communication and identity a focus for RISE has been a priority for the program since the recommendation was made in 2023. Extensive focus on working as a high functioning team was facilitated by Julia Hendrix with RISE professional staff that was done that year and the work continues to be reinforced with staff. Outreach by the new director has been ongoing including listening sessions with staff and parents, outreach to Early Intervention, RMHS Child Development program, our SEPAC building representative and the RISE PTN. RISE’s core purpose as an inclusive preschool serving the needs of students with special education needs have been at the forefront this year in discussions with the RISE community.
Hire an Educational team chair to have a separate team chairperson and director for Fall 2023.	At the beginning of the 2023-2024 school year, a full time Director was hired and part-time Team Chairperson was assigned to RISE Pre School to support the recommendation to separate these positions. This model will continue into the 2024-2025 school year.

<p>Increase parent and staff communication</p> <ul style="list-style-type: none"> ● RISE monthly community newsletter ● Parent and classroom /program activities and deadlines should also be clearly listed. ● Back to school night and community RISE social events should be held consistently every year. ● Quarterly workshops and coffee roundtables for parents should be offered and facilitated by the RISE Director. 	<p>Increasing communication between RISE administration, staff, families and the community has been a key focal point this year. Although we continue to explore additional ways to enhance communication, at the suggestion of the Program Review, the following steps have been implemented this year:</p> <ul style="list-style-type: none"> ● Director’s Chat held throughout the year to increase two way communication with RISE administration and community stakeholders ● RISE director and team chair participate in Welcome Coffee with Department of Student Services ● RISE Weekly Director’s Newsletter ● RISE Biweekly Classroom Newsletters ● Development of series of “What to Expect” documents for parents when referred from EI, by parents or once eligible for special education at RISE ● Parent Workshops around play, behavior and child development are planned.
<p>Develop and document the transition process from RISE to Kindergarten.</p>	<p>In order to streamline the transition from RISE to kindergarten, meetings between RISE administrative staff and receiving elementary school administrative staff have been held. In addition, student specific meetings have been offered to preschool student families including preschool student teams, and receiving elementary school teams. Elementary school teams have been invited to observe in preschool classrooms and consult with the preschool team to gain student specific information to support the transition to preschool. Finally, transition documentation forms for every preschooler who attends with the support of an IEP has been filled out in order to further communicate key information to next year’s school teams. Additionally, there was a transition process established for all students receiving IEP services. Each student has a transition planning form completed that will be given to the teacher the following year. Furthermore, parents were given an opportunity to complete a transition survey to provide input on their child’s learning style and preferences.</p>
<p>Improve the RISE application and screening process for students without disabilities.</p>	<p>In order to improve the RISE application and registration process for students without disabilities, the application and district registration process has been combined to ensure ease of enrollment once the lottery is complete. The application has been adjusted to identify individuals in the community through the Child Find process. The shift from two large community screenings to monthly screenings has been implemented in order to identify young children in the community with disabilities in a more timely fashion. The screening process for enrolled students without</p>

	<p>disabilities before they arrive at RISE has been challenging based on the variety of locations and schedule configurations that limits flexibility to create balanced classrooms of students without identified disabilities.</p>
<p>Establish behavioral management systems in the classrooms.</p>	<p>In order to establish behavioral management systems that are consistent across classrooms, we are currently exploring researched based systems such as PBIS as well as assessing the current practices in each of our classrooms to determine a uniform system across the program. This work will continue in the 2024-2025 school year.</p>
<p>Update the RISE curriculum to align with kindergarten and implement with fidelity in all classrooms.</p>	<p>The alignment of curriculum across the RISE program and with the kindergarten curriculum is ongoing. Currently, Heggerty, Second Step and Learning Without Tears has been implemented in all RISE classrooms. Literacy libraries were purchased in 2023, and PD around utilizing these resources is ongoing. Additionally, work is underway to identify early literacy screening needs and options that would support the screening process that begins in kindergarten.</p>
<p>Reconfigure the classrooms, both full and half day, and develop a continuum which meets the needs of students with moderate-to-severe disabilities.</p>	<p>In response to the changing needs of both the students and the families at RISE, an adjustment to the current half day classroom configuration was made. Both the AM and PM classes will offer a 10 hour per week schedule. Additionally, a transitional classroom model was created for the 2023-24 school year. The model will be adjusted for the 2024-25 school year to further streamline scheduling and meet the needs of all students enrolled in the classroom. This program was created to create a continuum of services for preschool students with special education needs that attend RISE. This continuum ensures that students' learning needs are met in the least restrictive environment appropriate for each student. As program configurations become more robust, professional learning around determining the least restrictive environment based on specific student needs is ongoing.</p>

LEAD - Language, Executive Functioning, Academics, Determination. LEAD Program review conducted in the Fall 2023.

The LEAD program services students Grades 2 through 12 who require intensive language-based milieu integrated throughout their school day. The primary considerations for the LEAD program are the Student Diagnostic Profile and literacy outcomes. Schools: Joshua Eaton, Parker, RMHS

Recommendations	Notes
<p>Assessment</p> <p>Benchmark & Progress Monitoring assessments are to be administered at least 3 times over the course of a year.</p>	<p>Benchmark & Progress Monitoring practices have been vertically aligned & targeted to match individual students’ reading needs. Some examples of the assessment tools are: DIBELS 8th Oral Reading Fluency, Test of Word Reading Efficiency-2, Phonological Awareness Screening Test, Wilson Assessment of Decoding & Encoding, and Gray Oral Reading Test-5.</p> <p>Lead staff participated in Crafting Minds: Making Meaningful Growth through Progress Monitoring, which was a 5-session course (December 2023-March 2024) on progress monitoring practices.</p> <p>The below link is a template to chart & graph such data: 📊 Graphic.Organizer.Reading.Data.TEMPLATE.THE.BIG.TU...</p>
<p>Assessment</p> <p>Broaden diagnostic battery to include measures related to naming speed/retrieval & single word reading & decoding efficiency.</p>	<p>All LEAD staff have participated in the Crafting Minds: Instruction That’s Targeted 2-day training (2020, 2021, 8/2023, ongoing review & support w/LEAD Coordinator) regarding the science of reading, using sensitive reading assessments to obtain data on all strands of reading, and, in turn, using that data to individualize reading instructional practices & curriculum, as well as intensity & frequency of services. From this training, the district has established a “gold standard” reading assessment battery that includes the WIAT-4, CTOPP-2, TOWRE-2, RAN/RAS, GORT-5, as well as a formal Speech/Language evaluation and Cognitive Testing. Evaluators look for general patterns plotted on the graphic organizer. For example, a student who has sound, word, and connected text reading inaccuracies requires phonological awareness, decoding, encoding, and connected text reading instruction that is direct, explicit, systematic, teaches one concept at a time, is cumulative, and allows for applying explicitly taught concepts to controlled and uncontrolled text.</p> <p>The below link provides the Crafting Minds protocol: 📄 Crafting.Minds.RPS.Fall.2023.Literacy.Instruction.That's.Ta...</p>
<p>Data collection system to be</p>	<p>A Google Workbook template was created to chart and graph each</p>

<p>developed to show goals: How they are being addressed and how progress: is being recorded</p>	<p>individual student’s formal reading evaluation graphic organizers over their entire academic career, as well as track all benchmark, instructional program, & other progress monitoring data (ex. WADE, PAST, TOWRE-2, DIBELS 8th). The template for this data collection can be viewed in the below link: 📄 Graphic.Organizer.Reading.Data.TEMPLATE.THE.BIG.TU...</p> <p>A student data sample is provided below: 📄 LEAD.Student.Data.2023.2024.pdf</p>
<p>Create a clear (or revise) definition of Mission, Vision, and Outcome Levels.</p>	<p>During the 2023-2024 school year, the Mission and Vision of the Special Education Department was updated and such are available on the Special Education & Student Services website under District Wide Programming.</p> <p>During the 2023-2024 school year, the LEAD program description was updated and is available on the Special Education & Student Services website under District Wide Programming.</p>
<p>Provide Professional Development for all LEAD staff.</p>	<p>The district has prioritized professional development within the LEAD program.</p> <ul style="list-style-type: none"> ● Landmark Outreach course offerings on topics such as Dyslexia, Writing, Study Skills, & Executive Functioning: Ongoing, year round (Winter 2021-current date), foundational information and instructional practices and strategies provided ● Crafting Minds: Instruction That’s Targeted (2020, 2021, 8/2023, ongoing review & support w/LEAD Coordinator) 2-day training regarding on the science of reading, using sensitive reading assessments to obtain data on all strands of reading, and, in turn, use that data to individualize reading instructional practices & curriculum, as well as intensity & frequency of services ● Seeing Stars, Lindamood Bell (September 2023): phonological & orthographic processing approach to support reading & spelling at the word level, priority given to LEAD teachers, with additional special education teachers in attendance ● Wilson Reading System 4th edition: 3-day Introductory Course offering for 35 staff members, including LEAD staff (June 2021) & ongoing Level 1 Certification practicum: phonological & orthographic processing approach to support reading & spelling at word, sentence, & passage levels, priority given to LEAD teachers, with additional special education teachers in attendance ● Crafting Minds: Making Meaningful Growth through Progress Monitoring 5 session course (December

	<p>2023-March 2024): priority given to LEAD teachers, with additional special education teachers in attendance,</p> <ul style="list-style-type: none"> ● Executive Functioning with Sarah Ward, MS, CCC-SLP of Cognitive Connections (May 2024) LEAD teachers & related service providers to further develop direct, explicit executive functioning instruction with students (ex. Time management using analog clock: real or digital) across all LEAD classrooms ● Language! Live training (May 2022 & February 2023, training videos available at all times on website) priority given to LEAD teachers, with additional special education teachers in attendance, instruction that builds automatic word and text reading through explicit routines and practices ● RAVE-O training for all elementary LEAD teachers, with additional special education teachers in attendance, (2021-present) instruction that builds automatic word and text reading through explicit routines and practices ● SMARTS executive functioning curriculum implementation (RMHS 2022 began & Parker MS 2023 began) ● Key Comprehension Routine training (Keys To Literacy, Spring 2022): reading comprehension strategies and instructional practices that addresses the following and more - critical thinking, main idea, and summarizing across the curriculum ● Key Vocabulary Routine (Keys To Literacy, Spring 2022) consistent vocabulary instruction for any and all content areas, including previewing, identifying words on which to focus, and using word parts ● Lively Letters (TLC) training (Spring 2022) for LEAD elementary teachers, as well as other special education teachers, provides phonological awareness, articulation, and decoding routines and practices for PK to early elementary school students. ● Project Read Report Form (Language Circle, Spring 2020) a systematic process to understand nonfiction text, which includes graphic organizers, test taking skills, and study skills
<p>Conduct a comprehensive evaluation of the LEAD Program by June 30, 2024.</p>	<p>MGH Institute of Health Professions: (November 2023-June 2024) completed an extensive record review, observations of general education & small group LEAD classes, and focus groups. The district is waiting on the final report.</p>
<p>Hire a Program Administrator.</p>	<p>During the 2022-2023 school year, Team Chairs and the Special Education Literacy Coach were appointed through a stipend position to work on the implementation of recommendations. This</p>

	<p>work was conducted with the support of outside consultants. During the 2023-2024 school year, the same Program Coordinators met with program teachers throughout the school year and biweekly with the Director of Special Education and Assistant Superintendent of Student Services to continue to implement the program recommendations. Currently, the administration is examining the possibility of having one full time Program Coordinator for the 2024-2025 school year without adding a FTE. The Special Education Literacy Coach would continue to be the Program Coordinator for the LEAD program.</p>
<p>Staff/Team meetings occur on a regular basis - discuss student progress, instructional practices, progress monitoring, etc.</p>	<p>The LEAD program staff along with the building Team Chairs have structured reading scope and sequences aligned for students as they transition year to year and across buildings. For English Language Arts curriculum there is a gradual shift from specialized curriculum to modifying grade level content: Elementary Curriculum includes modified American Reading Company CORE curriculum along with Project Reading Framing Your Thoughts and Landmark’s From Talking To Writing for written expression at the sentence and paragraph levels. Middle School Curriculum is switching to primarily be Language! Live with a few modified grade level texts and assignments throughout the school year using approaches like EmPOWER graphic organizers. High School Curriculum is primarily mirroring grade level text using specialized reading and writing curricula, such as, but not limited to EmPOWER & Key Comprehension Routine.</p>
<p>Communication with Families</p> <p>Develop a platform that students can use to showcase their work, along with metacognitive reflections that describe areas of success, challenge and anticipated change in the future can be highly beneficial in sharing qualitative academic growth with families and supporting students’ ownership of the learning process.</p>	<p>LEAD program videos created: Introducing all staff, explaining program & building specific supports & practices. LEAD staff narrate slides introducing themselves & specifying routines & practices. RMHS LEAD program slides were completed & shared with families. JE & Parker are almost completed.</p> <p>Quarterly LEAD program newsletter shared with families by LEAD Program Coordinator with updated trainings, new alignment or instructional practices, and sample student work & concepts.</p> <p>Elementary LEAD staff send home a monthly newsletter with content specific topics and completed projects.</p> <p>All LEAD staff are communicating with families about how students’ days went, progress, successes, and more through phone calls, emails, conferences, and IEP meetings.</p>
<p>Reading Comprehension Instruction</p> <p>Instruction can be thought of as</p>	<p>Language! Live, implemented at the middle & high school levels, has consistent routines for before, during, and after reading text to activate prior knowledge, analyze the text, set a purpose, and make</p>

<p>occurring in three parts:</p> <p>Before reading - Activate background knowledge, review previous learning (if appropriate) and set a purpose for reading through guided questions or a text-level activity.</p> <p>During reading, a graphic organizer is always employed to keep track of information. The teacher first models for students then engages with the student in the activity, and finally offers independent practice.</p> <p>After reading - Group discusses activity and outcomes. Plans for next time.</p>	<p>predictions.</p> <p>Depending on the theme of ARC Core, these reading comprehension routines are embedded, but if they are not, the elementary LEAD teachers are explicitly using before, during, and after reading strategies to ensure comprehension of text.</p>
<p>Use note-taking scaffolds to Support skill development. Not all note-taking methods are equal. The approach employed places demands on different types of cognitive and linguistic skills. As teachers select from various note-taking methods they can consider the purpose of the task.</p> <ul style="list-style-type: none"> ● Cornell Notes - Two column notes are a simplified method for keeping track of key concepts and supporting information. The method by which Cornell notes are used can vary in complexity. Providing students with the key concept/main idea (often in the left-hand column) and 	<p>District offered Key Comprehension Routine training (spring 2022), virtual & free to all staff, which explicitly teaches strategies to focus on organizing text & content before, during, & after reading/presentation of information. The middle and high school staff have the most updated version of Joan Sedita’s KCR book. Some of the routines were shared at RMHS’s Special Ed. Department’s meeting in early spring 2024 by Annemarie Cory and Renee Limauro.</p> <p>LEAD staff & Parker MS general education staff participated in ongoing trainings with Adam Hickey, of Landmark Outreach, on such strategies stemming from the 2017 program review. Exact timelines and duration are unavailable.</p> <p>Both above trainings included Cornell Notes to support note taking - Key Comprehension calls them 2-column notes.</p>

<p>asking them to find supporting details is an easier task than providing them with details and asking them to summarize into a key concept.</p> <ul style="list-style-type: none"> ● Skeleton Notes - Provide statements that are missing a key fact, and students complete the blanks as they read. This notetaking is less taxing on reading skills but more taxing on comprehension and can be beneficial as a review/exam preparation. 	
<p>Consistent Use of Graphic Organizers for Comprehension. A delimited, rotating set of graphic organizers or mind maps should be identified and practiced with extensively (ideally every reading) to facilitate the internalization of strategies. Organizers that align with the goals of ELA at each grade level will be most helpful, these include main idea and details, character study, character development over time, compare and contrast, sequential, cause and effect, etc.</p>	<p>Depending on the theme of ARC Core, these reading comprehension routines may be embedded, but if they are not, the elementary LEAD teachers are using before, during, and after reading strategies to ensure comprehension of text.</p> <p>Story Grammar Marker kits purchased for JE LEAD program (2023/2024), which uses a set of graphic organizers to comprehend story elements (ex. Characters, setting, initiating event, etc.).</p> <p>District offered Key Comprehension Routine training (spring 2022), virtual & free to all staff, which explicitly teaches strategies to focus on organizing text & content before, during, & after reading/presentation of information.</p> <p>Language! Live program training for all middle & high school staff, including LEAD staff, (May 2022 & February 2023) has a set of graphic organizers to use with specific text genres. There are training videos available on the homepage for review.</p> <p>District offered Project Read Report Form training in spring of 2020, virtual & free, focus is on nonfiction text, which has a set of just a few graphic organizers to use with nonfiction text, including Science curriculum</p>
<p>Educator’s Experience Grade Level Planning Time to</p>	<p>Joshua Eaton LEAD special education teachers and general education teachers plan together. At Parker Middle School & at RMHS, aligning planning time is still being determined, but is not</p>

<p>Include all faculty.</p>	<p>in place.. The LEAD program coordinator works with Central Administration, each building's LEAD Special Education Teachers & Related Service Providers, Team Chairs, and Administration to work on instruction, directions, PD, resources, and materials.</p>
<p>Educator's Experience</p> <p>Develop a vertical instruction plan.</p>	<p>The LEAD program staff along with the building Team Chairs have structured reading scope and sequences aligned for students as they transition year to year and across buildings. For English Language Arts curriculum there is a gradual shift from specialized curriculum to modifying grade level content: Elementary Curriculum includes modified American Reading Company CORE curriculum along with Project Reading Framing Your Thoughts and Landmark's From Talking To Writing for written expression at the sentence and paragraph levels Middle School Curriculum is switching to primarily be Language! Live with a few modified grade level texts and assignments throughout the school year using approaches like EmPower graphic organizers. High School Curriculum is primarily mirroring grade level text using specialized reading and writing curricula, such as, but not limited to EmPower & Key Comprehension Routine.</p>
<p>Educator's Experience</p> <p>Development of a program council or leadership team: To make recommendations to administrators about instructional directions of the program, professional development support, and necessary resources, and materials.</p>	<p>The LEAD program coordinator works with Central Administration, each building's LEAD Special Education Teachers & Related Service Providers, Team Chairs, and Administration to work on instruction, directions, PD, resources, and materials. This allows all to have a voice in the initiatives and needs.</p>
<p>Instruction & Professional Development</p> <p>Integrate specialized remediation with English Language Arts (ELA).</p>	<p>Specialized ELA remediation is designed to be more specialized at the elementary and middle school levels in order to explicitly teach the necessary literacy skills to access grade level curriculum at the high school level with varying levels of supports. Elementary ELA specialized instructional practices combine ARC Core text and strategies, reading comprehension strategies from part 10 of the Wilson Reading System, Project Read Framing Your Thoughts (sentence & paragraph structures), and Landmark's From Talking To Writing (sentence & paragraph routines. This instruction takes place in a small group setting with a LEAD special education teacher.</p>

	<p>Middle ELA specialized instructional practices are currently mostly mirroring grade level curriculum using routines and practices, including EmPOWER, with some Language! Live instruction. Next year, there will be a shift to primarily using Language! Live for the specialized ELA curriculum and adding a few general education texts and assignments throughout the year, with the Language! Live routines and practices. This instruction takes place in a small group setting with a LEAD special education teacher.</p> <p>High School ELA specialized instructional practices shift to primarily mirror grade level text and assignments using structured routines and practices, like Key Comprehension Routine, Language! Live, and EmPOWER. This instruction may take place in a small group setting with a LEAD special education teacher. However, this could also take place in co-taught English.</p>
<p>Instruction & Professional Development</p> <p>Written expression instruction . Integration of literacy, comprehension and self-regulation skills, and this process needs to be taught explicitly and systematically. While Framing Your Thoughts sentence level helps students in building high-quality sentences and understanding parts of speech, systematic, multi-sensory structured writing programs that support the development of passages are also essential. Examples of these programs include EmPOWER and Step Up to Writing.</p>	<p>Elementary LEAD is implementing Project Read Framing Your Thoughts sentence structure & paragraph structure, Landmark’s From Talking To Writing paragraph development routines depending on the topic, as well as American Reading Company CORE’s graphic organizers that may better align with the text at times</p> <p>Middle LEAD is continuing Framing Your Thoughts sentence structure and using the writing graphic organizers from EmPower and Language! Live depending on the writing assignment</p>
<p>Instruction & Professional Development</p> <p>Gradual Release A gradual release of responsibility model follows</p>	<p>This model is always the goal. It varies depending on the task and students’ understanding of the concepts/content.</p>

<p>three systematic steps in which responsibility for a particular practice or activity incrementally shifts from the teacher’s domain to the student’s domain. By in large, teachers provided students with some explicit modeling and many opportunities for independent practice but needed to increase the time spent on the middle step - guided instruction.</p>	
<p>Instruction & Professional Development</p> <p>Academic Support time to build Executive Functioning The purpose of academic support is often two-fold, both to help students complete their assignments but also to support the development of critical strategies that address weaknesses in executive. Consider including:</p> <ul style="list-style-type: none"> ● Time management ● Goal setting & planning ● Checking to reflect on work ● Strategies for exam preparation 	<p>2022-2023 RMHS implemented the SMARTS Executive Functioning Curriculum</p> <p>2023-2024 Parker LEAD program implemented SMARTS Executive Functioning Curriculum,</p> <p>The SMARTS curriculum consists of lessons with completed slides to present and student activities and discussions on topics such as, but not limited to, metacognition, materials and time, and self-monitoring and checking.</p> <p>May 2024 All LEAD staff, including Team Chairs, School Psychologists, and Speech-Language Pathologists, participated in an Executive Functioning training with Sarah Ward of Cognitive Connections, which included strategies on planning, initiation, persistence, and completion, time management, and being more efficient learners.</p> <p>At the middle school and high school levels, students in the LEAD program have Academic Support as needed to support accessing general education content and demonstrating their knowledge as well as explicitly teaching executive functioning skills.</p> <p>At the elementary level, executive functioning is embedded in the daily routines and practices within the LEAD program, some of which are carried over into the general education content classes with the support of special education teachers and paraprofessionals.</p>
<p>Instruction & Professional Development</p>	<p>This routine is typically done in all LEAD small group ELA classes, but is not part of the fidelity of specialized reading curriculum.</p>

<p>Employ closure routines at the conclusion of each lesson to reiterate/revisit important concepts.</p>	
<p>Instruction & Professional Development</p> <p>Consider a classroom management curriculum that fosters self-regulation. There is a strong relationship between academic success and self-regulation. Students with language-based learning disabilities are prone to weaknesses in regulatory control and struggle to inhibit impulsive behaviors like engaging in inappropriate behaviors, off topic discussions, calling out, etc.</p>	<p>At both the middle school and elementary school levels, all LEAD program staff (i.e., Team Chair, School Psychologists, Speech-Language Pathologists, Special Education Teachers, Paraprofessionals, and Special Education Literacy Coach) participate in LEAD Advisory. The goals are to support students' understanding of their learning profile, how their brain functions, connecting reading in the brain for increased self-advocacy, as well as helping to create a sense of belonging and shift their self-narrative around their learning intellectual abilities to empower them and increase confidence and academic abilities. Doing this work across grade levels in a cohort model, empowers students to support each other and take an active role in their learning.</p> <p>A curriculum will be looked into next year.</p>
<p>Instruction & Professional Development</p> <p>Assistive Technology</p> <p>Familiarizing themselves with the tools and finding the best resource for their needs will be highly beneficial in the long run.</p>	<p>All levels have received C-Pens for each student in the LEAD to use and access text throughout the school day.</p> <p>All students have access to Google Read & Write on their Chromebooks, which, in part, allows voice to text and word prediction.</p> <p>During the 2023-2024 school year, the district contracted an AT specialist who consults with LEAD staff regularly and trials AT and technology options with students in the LEAD program (previous to this school year, the RPS had an AT specialist in district who did the same).</p>
<p>Math Instruction</p> <p>Use the warm-up routines to support the development of a specific skill.</p> <p>Foster Self-Regulated Learning and Independent Application of Strategies</p> <p>Support and/or Minimize “Shifting” Between Activities</p>	<p>Math instruction varies depending on individual learner needs. Some students in the LEAD program have small group math and others participate in general education math with only accommodations.</p> <p>The listed strategies for math are implemented as needed for students across all math settings.</p>

Content Area Instruction	Parker Team Chair & LEAD Program Coordinator met with Gr.8 LEAD team, Special Ed. & General Ed. staff, to review student's IEPs and supports surrounding speaking listening, reading, & writing during the 2023-2024 school year.
Activate Prior Knowledge	
Use Visual Aids & Multisensory Elements Frequently	Special Education Literacy Coach met with Coolidge general education staff to present the science of reading, various reading profiles & supports, and implementing literacy routines and practices to support content classes. Language! Live allows middle and high school students to practice analysis & debate within a small group ELA class that can then be supported & generalized into the general education classes. Some L!L examples for various reading skills were shared, including a discussion sentence starter reference and question/prompt terms along with examples and ways to begin responding to each.
Offer Opportunities for Analysis & Debate	
Follow Gradual Release of Responsibility Model	
Limit Independent Work to 20 Minute Segments	<input type="checkbox"/> Coolidge.Reading.Presentation.May.2024 The general education teachers typically structure their 30-56 minute classes in shorter work blocks for various assignments to allow for natural breaks in learning.

EMBARC- Education, Meaningful Inclusion, Becoming Independent, Advocacy, Relaxation and Leisure Activities, Community Integration. EMBARC Program review conducted in March 2022.

The EMBARC program is dedicated to empowering students to achieve maximum independence. It includes functional academics, independent living and community skills, communication, pre-vocational training, and social and behavioral skills. Schools: Coolidge, RMHS

SAIL- Strategies to support Academics, Independence and Life Skills. SAIL Program review conducted in March 2022.

The SAIL program is dedicated to empowering students to achieve maximum independence. It includes functional academics, independent living and community skills, communication, pre-vocational training, and social and behavioral skills. Schools: Wood End, Coolidge, RMHS

Recommendations	Notes
Implement a district classroom management strategy utilized by all staff.	<p>All schools implement a positive behavior reinforcement system. This may include tickets or spotting students for showing expected behavior and demonstrating individual school core values.</p> <p>There is a district-wide SEL(social/emotional learning) committee</p>

	<p>that is exploring appropriate SEL curriculums that can be implemented across buildings.</p> <p>Within the program, students have individualized support plans to meet their unique needs. Support plans are created in collaboration with the program staff members in addition to the BCBA assigned to the student’s Team and/or Inclusion Specialist.</p> <p>Developing consistent classroom management plans will be a focus during the 2024-2025 school year.</p>
<p>Build a comprehensive EMBARC Curriculum K-12.</p>	<p>The PCI Reading Program is used vertically and is an educational tool designed to help individuals with intellectual disabilities or significant learning differences learn to read. The program is well-organized and focuses on common sight words and everyday vocabulary.</p> <ul style="list-style-type: none"> ● Level One: Starts with basic sight words and simple vocabulary. ● Level Two: Builds on this by expanding vocabulary and introducing simple sentence structures. ● Level Three: Advances to reading comprehension and fluency, helping learners understand and read more smoothly. <p>Story Grammar Marker is used at the elementary level to teach reading comprehension strategies to understand story elements (ex. Characters, Setting, Initiating Event, Sequence of Actions, Resolution).</p> <p>Students are also using the Strategies to Achieve Reading Success (STARS) to further develop their reading comprehension skills at the elementary level.</p> <p>Heggerty Phonological Awareness Curriculum and Dr. David Kilpatrick’s One Minute Activities are examples of phonological awareness curricula that students are using to develop their phonological awareness skills.</p> <p>To support students’ decoding and encoding skills, teachers are modifying Foundations and Wilson Reading System to explicitly, directly, and systematically teach sound/letter patterns and syllable types.</p> <p>Students practice taught sight words and word patterns by reading connected text that is controlled and uncontrolled from sources such as, but not limited to, Reading Milestones, Read Naturally, and RAVE-O’s Minute Stories..</p>

	<p>The Unique Learning System (ULS) and News2You are also used vertically and are educational programs designed for students with special needs. ULS offers a comprehensive, standards-based curriculum from preschool to post-secondary levels, with differentiated lessons in subjects like literacy, math, science, and social studies. It focuses on interactive content and tracks student progress. News2You brings current events into the classroom through weekly, accessible news stories that build literacy and communication skills. Both programs provide structured, engaging, and level-appropriate content to support diverse learners throughout their educational journey.</p> <p>Other curricula used in the EMBARC program include Circles Curriculum, Everyday Speech, Zones of Regulation, AAC Language Lab, Keys to Literacy, Attainment, and Real World Reading, Writing, and Math.</p>
<p>Develop a data collection system to demonstrate how goals are being addressed and progress is being recorded.</p>	<p>Data is collected on individual students' goals and objectives electronically and by hand.</p> <p>The SAIL program has been exploring a consistent electronic data collection system as of the 2024-2025 school year. Formal electronic programs will be investigated during the 2024-2025.</p> <p>EMBARC Program staff have tested the LiftEd data collection and progress monitoring system, which centralizes IEP, ABA, and other behavioral data in one place. It was determined that this program did not meet the needs of the students/program. The EMBARC staff is currently piloting the AbleSpace program to determine if it is a better fit for their data collection needs. A decision will be made during the 2024-2025 school year.</p>
<p>Provide appropriate professional development for all staff.</p>	<p>During the 2023-2024 school year the program coordinator worked with the staff to identify key areas of learning and professional development. Topics included the importance of developing independence within the Least Restrictive Environment, "Creating Strength-Based IEPs for Students with Diverse Needs" with Dr. Marybeth Yerdone and Dr. Katie Ducett of Sunne Cortland School and addressing Neurodiversity within the educational setting with Speech and Language Pathologist Rachel Dorsey.</p> <p>In late spring 2024, select staff that support students receiving services in the SOAR program will attend professional development on utilizing the Social Thinking curriculum.</p> <p>During the 2023-204 school year the para educators received very specific training on accommodations, modifications and data collection.</p>

	Additional professional development activities will be designed for the 2024-2025 school year.
Create an open house for parents to meet prior school year.	In the Spring of 2023, Program Coordinators held virtual family meetings to discuss programmatic updates. As a follow up, in August 2023 the SAIL/EMBARC Program Coordinators called families to make individual connections and answer any questions. In addition, the Team Chairs held a Meet and Greet, in collaboration with SEPAC, in October 2023. In October 2024, there will be another Meet and Greet event to foster collaboration. To continue communication throughout the school year, Program Coordinators shared quarterly newsletters with families to explain programmatic updates and progress towards the suggestions within the Program Review .
Create/revise definition of Mission, Vision and Outcome Levels for the program.	During the 2023-2024 school year, the Mission and Vision of the Special Education department was updated and is available on the Student Services website .
Hire a Program Administrator.	During the 2022-2023 school year Team Chairs and the Special Education Literacy Coach were appointed through a stipend position to work on the implementation of recommendations. This work was conducted with the support of outside consultants. During the 2023-2024 school year the same Program Coordinators met with program teachers throughout the school year and biweekly with the Director of Special Education and Assistant Superintendent of Student Services to continue to implement the program recommendations. Currently, the administration is examining the possibility of having one full time Program Coordinator for the 2024-2025 school year without adding a FTE. The Special Education Literacy Coach would continue to be the Program Coordinator for the LEAD program.
Hire a full time Inclusion Specialist.	A full time Inclusion Specialist was hired for the fall of 2023. This role provides support to students through coaching, modeling, data collection and consultation with teams to ensure successful inclusion experiences for students. The Inclusion Specialist works with special education and general education staff to ensure all students are supported within the Least Restrictive Environment. The goal of this additional role is to support students' effective progress in their home schools if they do not require a program level of service.
Hire a Transition Specialist to oversee short and long term transitions.	A full-time Transition Specialist was hired for the fall of 2023. This role involves providing evaluation, consultation, and direct services to students and teams to prepare students for their post-secondary transition. With the support of the Transition Specialist, the district has developed an 18-22 Program (LIFT), which will begin in the fall of the 2024-2025 school year. The

	<p>focus of this program is on life skills, vocational development, and independent living skills, allowing students to remain in their own community. The Transition Specialist will continue to support the program during the 2024-2025 school year with a focus on the middle and high school programs.</p> <p>Students enrolled in the SOAR program at RMHS are working with Triangle Pre-ETS through MRC offers programming that includes Soft-Skills Training, Landing the Job, Job Exploration Counseling, and Counseling on Post-Secondary Education.</p> <p>Additionally, there was a transition process established for all students receiving IEP services. Each student has a transition planning form completed that will be given to the teacher the following year. Furthermore, parents were given an opportunity to complete a transition survey to provide input on their child’s learning style and preferences.</p>
<p>Expand the transition & vocational curriculum & assessments.</p>	<p>The district has purchased additional transition assessments and curriculum to enhance our support for students preparing for post-secondary transitions. The new resources include:</p> <ul style="list-style-type: none"> ● AIR Self-Determination: A tool to assess and promote students' self-determination skills. ● Transition Planning Inventory (TPI-3): An assessment to help identify students' strengths, preferences, and needs for transition planning. ● Career Clusters Interest Survey (CCIS) (Virtual Job Shadow): A survey to help students explore career interests and pathways. ● Parent Transition Survey (Revised 2014): A tool for gathering input from parents about their child's transition needs and goals. ● Casey Life Skills (Standard Assessment): An assessment to evaluate life skills necessary for successful adulthood. ● Career Cluster Inventory (CCI) Quick Pic (MassHire): A quick assessment to help students identify potential career clusters based on their interests. <p>These tools will support more comprehensive and individualized transition planning for our students.</p>
<p>Create an in-district 18-22 program.</p>	<p>With the support of the Transition Specialist, the district has developed an 18-22 Program (LIFT) which will start in the fall of the 2024-2025 school year. The focus of this program is life skills, vocational development and independent living skills allowing students to remain in their own community.</p>
<p>Conduct staff common planning time meetings on a</p>	<p>Planning time has been designated for SAIL and EMBARC teachers and paraprofessionals to work collaboratively. This time is</p>

<p>regular basis to discuss student progress.</p>	<p>dedicated to reviewing behavior plans and student progress. We will continue to explore ways to develop consistent collaborative times throughout the year for all program staff during the 2024-2025 school year.</p>
<p>The district should phase out the full and partial inclusion programs at Wood End and Coolidge.</p>	<p>Our district's commitment to providing special education services in the Least Restrictive Environment (LRE) is underscored by findings from various evaluations, including the MA Improvement Project, Tiered Focus Monitoring, External Program Reviews, and parent feedback. We acknowledge the necessity of ensuring that students with disabilities can access appropriate services within their neighborhood schools without being unnecessarily removed. Key steps we're taking to uphold this commitment include:</p> <ul style="list-style-type: none"> ● Maintaining Services Within Home Schools: Students who were previously relocated to Birch Meadow and Wood End for full or partial inclusion services based solely on their disability label will now have the opportunity to receive these services within their home schools. With support from our Inclusion Specialists and Special Education Literacy Coach, we're ensuring that students receive necessary services while remaining in their familiar educational environments. ● Inclusion Support: Our schools have the autonomy to assign staff for inclusion support as they find appropriate. The services are provided by a general education teacher, special education teacher, special education para-educator and/or related service providers. The staffing should be based on the students' IEP needs. ● Preservation of Substantially Separate Programming: While emphasizing inclusion, we recognize the importance of maintaining substantially separate programming for students who require it. We're continuing the EMBARC program across grades K-12, ensuring that students have access to inclusion support as determined by their Individualized Education Program (IEP) teams. This program will be housed at Birch Meadow for the elementary level. The EMBARC program would encompass the students who are receiving substantial separate services currently at Birch and Wood End. ● Current Services: Current services/locations are not changing for any students currently placed in programs outside of their home school unless by parent request/IEP team decision. ● Professional Development and Compliance: To ensure compliance with state and federal guidelines and prevent over-servicing, we're providing professional development on best practices for teaching skills outlined in IEPs within

the general education setting. This includes training paraprofessionals on data collection and ensuring fidelity in implementing IEP accommodations and modifications.

Through these initiatives, we're dedicated to creating an inclusive and equitable learning environment that fosters the academic, social, and emotional development of all students.

During the 2024-2025 school year the district will continue to provide training on the different models for providing services to students in the general education setting. In Reading special education teacher supported instruction is often referred to as co-teaching. However, the supports students require may not fit the definition of what co-teaching is. Inclusion training will include the following topics:

5. Role of Teachers:

- In co-teaching, both teachers share equal responsibility for all students.
- In inclusion services, the general education teacher is primarily responsible, with special education staff providing additional support to make progress on goals and objectives while working on classroom assignments.

6. Teaching Dynamics:

- Co-teaching involves various models of shared instruction.
- Inclusion services focus on integrating support within the existing classroom structure.

7. Planning and Assessment:

- Co-teaching requires joint planning and assessment by both teachers.
- Inclusion services involve collaborative planning, but the general education teacher leads instruction and assessment, with input from special education staff.

8. Flexibility:

- Co-teaching provides a flexible approach to teaching with multiple instructional strategies.
- Inclusion services are more focused on ensuring that students with disabilities receive appropriate accommodations and modifications within the general education environment.

In summary, while both co-teaching and inclusion services aim to support diverse learners in the general education classroom, co-teaching is characterized by equal partnership and shared

	instructional roles, whereas inclusion services focus on integrating special education support within the general education framework.
Conduct a comprehensive evaluation of the Learning Center & LEAD Program before 2023-2024 school year.	The Learning Center program review was completed at the end of the 2022-2023 school year and the Executive Summary can be found on the Student Services website . The LEAD program review will be completed by the end of the 2023-2024 school year and will be reviewed with the community upon receipt.

Reading Public Schools

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



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To: Reading School Committee
From: Dr. Thomas Milaschewski, Superintendent
Date: June 4, 2024
Re: Benchmark Update vs. District Strategic Plan

During the May 23rd School Committee meeting, our leadership team presented a benchmark update vs. the 2023-2026 RPS District Strategic Plan with a focus on Strategic Objectives 2 (Coherent Instructional Systems) and 3 (School Operations). During the June 6th meeting, we will present on Strategic Objectives 1 (Supportive, Equitable, and Safe Learning Environments) and 4 (Family and Community Engagement).

In this packet we have included a document to track progress on the District Strategic Plan. The document includes three columns – 1) Activities 2) Short and Long Term Outcomes 3) 2023-2024 End of School Year Updates.

As previously stated, we are encouraged by the progress our district continues to make towards the goals/outcomes listed in the plan and appreciate the support, collaboration, and effort by so many in our RPS community in moving these critical initiatives and activities forward.



READING PUBLIC SCHOOLS - DISTRICT STRATEGIC PLAN 2023-2026

Mission of the Reading Public Schools

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

Vision of the Reading Public Schools

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

Reading Public Schools' Statement of Equity

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

Reading Memorial High School Portrait of a Graduate

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

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

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

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

Reading Public Schools 2023-2026 Strategic Objectives

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

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

Strategic Objective 3: School Operations (Leads: Derek Pinto)

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

Strategic Initiatives

Supportive, Equitable and Safe Learning Environments	Coherent Instructional Systems	School Operations	Family and Community Engagement
<u>1.1. Build a shared understanding about sense of belonging and identify common indicators to measure progress</u>	<u>2.1. Enact Special Education Multi-Year Improvement Plan</u>	<u>3.1. Review key operational procedures and processes</u>	<u>4.1. Strengthen family/school partnerships</u>
<u>1.2 Build valid data collection systems and analysis procedures</u>	<u>2.2. Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices)</u>	<u>3.2. Leverage and optimize all resources including staffing roles and schedules, and funding</u>	<u>4.2. Strengthen equitable family engagement: supports and connections for Multilingual Learners, Black and Brown, and Economically Disadvantaged Students and Families</u>
<u>1.3. Create, refine and align safety centered process and protocols</u>	<u>2.3. Ensure variety of college and career pathways for secondary students (Math Pathways; Innovation Pathways, Dual Enrollment)</u>	<u>3.3. Refine human resources systems of recruitment, retention, and attendance</u>	<u>4.3. Create a Children’s Cabinet to bring together key leaders that serve children and youth</u>
<u>1.4 Build coherence within METCO Program</u>	<u>2.4. Utilize and refine a comprehensive</u>	<u>3.4. Collaborate with MSBA and the Reading</u>	

	<u>assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families</u>	<u>community to enable the build of new Killam Elementary School building</u>	
<u>1.5 Build coherence in MLL Programming</u>	<u>2.5 Design a high-quality system of professional learning for RPS</u>		
	<u>2.6 Define a vision for district's educational/ administrative technology and opportunities to braid current district resources (Tech Plan)</u>		

Reading Public Schools Logic Model

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

School Committee Liaison - Tom Wise

Strategic Initiative 1.1: Build a shared understanding about sense of belonging and identify common indicators to measure progress
 Given a shared understanding of a sense of belonging, we will improve our systems to quantify impact on student outcomes.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p> <p>The district will support buildings to create and support data teams which will include implementing interventions and refining student supports. Given the fall Panorama survey data, small groups of staff will meet to identify trends and direct student centered interventions to improve attendance, engagement, and sense of belonging. These meetings will happen at the school based level no more than 4 weeks after the data is released with at least two check-ins to monitor progress and adjust support. (ie SST or ILT)</p> <p>Individual school communities will continue to engage in work which focuses on embracing students for who they are and ensuring that students are physically, emotionally, and intellectually safe and able to engage in rigorous instruction. For example:</p> <ul style="list-style-type: none"> ● High School: Staff Book Club “Culturally Responsive Teaching and the Brain” by Zaretta Hammond. ● Middle Schools: Staff Book Club “School Talk” by Mica Pollack and “Culturally and Linguistically Responsive Teaching and Learning” by Sharroky Hollie, piloting schoolwide SEL such as Positive Behavior Interventions and Supports (PBIS) and 	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p> <p>Given direct interventions at the school level and district base line data from the 2022-2023 school year, the district data team will review results from the Panorama survey data, focus group feedback, and participation in after school activities (ie prom, after school clubs and sports) to find positive growth in the data, including scoring above the national norms on Panorama survey data. The specific focus areas of growth will be, “Overall, how much do you feel like you belong at your school?” and, “How connected do you feel to the adults at your school?” The effective strategies will then be shared at the school level.</p> <p>Based on the school improvement plans, each school will identify 2-3 priority focus areas for students to enhance their sense of belonging based on data created at the school and district level. Highlight on-going success in these areas at the district and school level.</p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p> <p>Each school developed a survey plan to gather sense of belonging data. This was reviewed at several district leadership meetings during the school year. The schools shared effective strategies, including mentoring and individual student supports.</p> <p>Each school identified 2-3 priority focus areas for students to enhance their sense of belonging based on data in their school improvement plan.</p>

Collaborative Problem Solving, student advisory council, professional learning communities.

- Elementary Schools: Schoolwide assemblies monthly focused on school values as well as celebrating diversity, piloting Second Step SEL curriculum, speakers who support DEI conversations, student-centered multiculturalism day, staff review of practices to ensure representation in classroom materials/lessons.

Based on student focus group feedback: During the 2023-2024 school year focusing on sense of belonging, the district will include the following during professional development opportunities or staff meetings: model and name options of how students can have increased autonomy over their learning experiences (i.e., learning choices and partners, flexible grouping, student book selections, etc.)

Based on student focus group feedback: The district will continue to ensure we celebrate diversity and different perspectives by continued implementation of ARC Core in kindergarten to grade 5, which meets the English and Spanish literacy needs of all students in any learning environment. Through extensive reading, writing, research, and analysis, students develop agency and expertise in a wide variety of disciplines, preparing them to lead in a changing world. Additionally, the Middle School Literacy team will utilize the curriculum review process to review and select culturally responsive, engaging materials.

To ensure that all students and family members are supported within the community, the district will create and publish a community resource list, which includes doctors, access to food etc.

The district will continue to partner with the Community Resources Group in order to ensure all students and families have access to all community activities, including working with the town to secure transportation options.

In order to support some of our most vulnerable learners, the district will meet with DCF on a monthly basis to review resources and supports available.

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.2: Build valid data collection systems and analysis procedures to improve holistic supports for youth that strengthen student achievement, health, and wellness.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p>
<p>The district will update the dashboard to include chronic absenteeism and average daily attendance and will review this information monthly and reach out to the schools to support.</p> <p>Each school will review their attendance data based on a district created dashboard at least bi-monthly (i.e., at SST). During these meetings, specific student/family interventions will be created and reviewed. Teams will discuss strategies to re-engage students and review barriers impacting students ability to attend and engage in their school day i.e. school phobia, refusal, family challenges, mental health, etc.</p> <p>The district will update the attendance procedures and provide scripts, letters and suggestions to assist schools in re-engaging students.</p> <p>Beginning in the 2023-2024 school year, the district will have a proactive attendance campaign to ensure all stakeholders understand the importance of attendance.</p> <p>The district will have an Attendance Liaison to provide stipend support and will examine the need to make this a full time position the following school year.</p>	<p>Each school will have a Daily Average Attendance rate of 97%.</p> <p>The district will build consistent general education tier 1 and 2 systems, interventions and data driven processes as evidenced by a decrease in special education referrals resulting in a finding of no special needs by %.</p> <p>Based on Panorama survey data and focus group data, the district will create a vertical map to track sense of belonging supports across grade levels.</p> <p>By the end of the 2023-2024 school year, the district will have an aligned process for running SST across grade levels, which includes a data review cycle to measure effectiveness of the process and student growth.</p> <p>By the end of the 2023-2024 school year, the district will reduce out of school and in school suspensions by 5% as evidenced by an</p>	<p>The data from May 3, 2024 indicates the following daily average attendance rate:</p> <ul style="list-style-type: none"> ● District: 95.7% ● RMHS: 95.5% ● Coolidge: 95.4% ● Parker: 95.5% ● Barrows: 95.6% ● Birch: 95.7% ● Eaton: 96.3% ● Killam: 95.6% ● Wood End: 96.7% <p>The overall district attendance rate was 95.1% in the 2022-23 school year. The official figure through March of this year is 95.6%. This is 0.5% improvement from last year. Six out of the nine schools are on-track (as of this data pull) to be improved from last year (by 0.1 or 0.2 percentage points). PRS also has two schools above 96% this year, as opposed to only one school (JE) above 96% last year. According to the state data from May 16, 2024, only 7</p>

At the district and school-based level, look at current special education IEPs for trends related to disability categories and the level of need, focusing on providing the right amount of services in the least-restrictive environment.

Each school-based Special Education Team will review students' reading performance at least monthly to ensure effective progress and/or make adjustments to instruction/programming.

Conduct a survey (Panorama) of sense of belonging three times a year of all students in grades 3-12. Consider the following variables in the survey in order to analyze and consider a root cause analysis, if necessary:

- race/ethnicity
- school history
- special education/504 status
- high needs status
- location of residence

Conduct focus groups of students, staff and families to determine additional context for the sense of belonging data to then debrief and action plan based on results. These focus groups will be completed with at least 12-15 middle school and 12-15 high school students twice during the school year.

- race/ethnicity
- school history
- special education/504 status
- high needs status
- location of residence

Based on survey and focus group data, specific action steps will be developed to support individuals and cohorts in need of supports, themes that appear will be addressed appropriately.

Over the 2023 summer, create a district-wide outline for SST meetings, including sample forms and progress data. Train school-based leaders to effectively run SST meetings, communicate with stakeholders, and reviewing student outcomes.

increase in interim alternative measures and reengagement activities when students are returning to their educational settings.

The district will conduct a curriculum review cycle to examine approaches to social-emotional learning, learning materials and Tier 1 supports. A plan for implementation of SEL and required professional development in 2024-2025 will be created as a result of the curriculum review cycle.

Reading will maintain a drop out rate of below 1 percent.

districts (excluding the vocational and charter schools) have a better attendance rate than Reading's attendance rate. In 2022-2023 there were 8 districts ahead of Reading in attendance rate, which demonstrates we are continuing to improve at the state level.

Based on May 16, 2024 state data. Reading chronically absent (10% or more) was 8.6%. We are ranked 22nd in the state for lowest percentage of chronically absent students.

During the 2023-2024 school year there was a reduction in initial evaluation requests through the special education process. In the 2022-2023 school year there were 204 initial evaluations completed. Of the initials that were completed 79 (39%) were found ineligible for services. During the 2023-2024 school year there were 168 initial evaluations completed. Of the initials that were completed 77 (45%) were found not to require special education services. This is a reduction of 18% in our initial evaluation rate.

The District Leadership Team has been reviewing the sense of belonging data across the schools and interventions provided at the school level. During the 2024-2025 school year, the district will continue to create a support resource for schools to access as needed.

Each school in the district has developed a building based attendance team to review data and modify interventions accordingly given the support of a district created attendance dashboard. A tiered response to student absenteeism was established with the

During the 2023-2024 school year, the district will review SST implementation practices and information across schools at least every other month with building leaders to align processes and check for additional supports/interventions. As part of the SST alignment process, the district will update the DCAP and create a resource guide of strong Tier 1 interventions and supports.

During the summer of 2023, train all the building leaders in interim alternative measures for discipline and the discipline process.

With attention to special populations, the district will review the discipline data on a bi-monthly basis and provide intervention where needed. Based on focus group feedback, school-based teams will review disciplinary processes including in-classroom procedures (i.e., time outs, trips to the main office, etc.) and implement procedures which prioritize repairing relationships and limiting lost learning time for students.

Given the monthly meeting of SEL supports, the district will partner with the Coalition to ensure availability of Coalition mental health support as well as appropriate referrals to community-based therapeutic care through William James Interface service. Reading Coalition staff will continue to teach Teen Mental Health First Aid class to RMHS grade 11 students within Health Classes during the 2023-2024 school year. Reading Coalition staff will offer Youth Mental Health First Aid training for school staff 1-2x per year. Public Safety Clinician via Coalition conducting trauma training for RPS staff with multiple offerings during the school year. Partner with the Town of Reading and SEPAC to increase inclusive opportunities for all students.

In school year 2024-2025, evaluate use of Youth Risk Behavior Survey (YRBS)

attendance monitoring guidance and tools all buildings to use as a resource. A grant was secured to hire an MLL Liaison with a focus on family education around attendance. Additionally, on 12/15/23 the district was awarded a DESE grant to battle Chronic Absenteeism. This \$10,000 grant will address: student tracking and monitoring systems; family engagement and communication; attendance recovery academies. Given all of the interventions, it is anticipated that the district will continue to make progress towards this goal.

During the 2023-2024 year, school based leaders and SST teams worked in collaboration with the Assistant Superintendents and the Inclusion Specialist to align our district's understanding of the purpose of SST as well as common characteristics of SST. Teams explored the SST processes and documents utilized at other schools throughout the district as part of an internal exploration process. The inclusion specialist began attending SST meetings across all 5 elementary schools to begin to gather information on current practices and structures as well as to provide consistent support and feedback to all teams. Working on our SST structures will continue into the 2024-2025 school year.

Based on May 3, 2024 data there were 73 suspensions across the district this school year. During the 2022-2023 year there were 82 suspensions which is a reduction of 11%.

Progress on the SEL curriculum review is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.

		<p>Reading is currently on track to maintain a drop out rate of below 1 percent. Most recent dropout data reflects 2022-2023 school year: 0.3%. Data reflecting the 2023-2024 school year will be released toward the end of this calendar year.</p>
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Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.3: Create, refine and align safety centered processes and protocols

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p>
<p>During the summer of 2023, the district will create a safety response protocol that includes resources and contact information.</p> <p>During the 2023-2024 school year, the district will meet bi-monthly with our community safety partners to review the safety response protocol and make any necessary changes.</p> <p>During the 2023-2024 school year, each school building will identify a campus crisis team which will convene at least monthly to review school-specific practices and supports and make necessary changes.</p> <p>During the 2023-2024 school year, all new building leaders, nurses, social workers, and school psychologists will be trained in the CSTAG model.</p> <p>The district will hold two CSTAG refresher/case study trainings during the 2023-2024 school year.</p>	<p>Aligned systems and supports to ensure consistent responses and supports, so that when there is an unsafe situation or threat to safety there is an appropriate response 100% of the time.</p>	<p>The district has worked diligently with the community first responders to create aligned systems and supports to ensure consistent responses and supports. Every safety situation is different and it is difficult to quantify “appropriate response”. However, it is our belief having debriefed all situations with the building leaders that any school based safety issue was handled appropriately given the unique set of circumstances. The district has invested in training the staff in the CSTAG threat assessment protocol. During the 2023-2024 school year, the buildings have used this tool efficiently. The CSTAG threat assessment protocol was administered 20 times. In two instances there was a finding of no threat, and in 18 instances there was found to be a transient threat (no sustained intent to harm). All instances were dealt with appropriately and within a timely manner.</p>

Medical and Behavioral Emergency Response Plans (new template to come from DESE) will be completed according to regulations prior to the start of the 2023-2024 school year, and then reviewed during building-based crisis team meetings.

Each school crisis team will create a flowchart to describe staff response to crisis events on campus. This should include staff school phone extensions and cell phone numbers to facilitate timely response.

After every critical incident, the school (and possibly the district crisis team) will debrief the incident and ensure that appropriate documentation has been collected and submitted.

All building leaders will be trained in Reunification, QBS, CPR, and First Aid prior to the start of the 2023-2024 school year.

During the summer of 2023, the district Handbook will be updated to include all of the appropriate regulations and policies. Each school will then create a revised welcome/handbook to include their specific school information.

During the summer of 2023, the district will begin to implement the student sports and coaches handbooks, which will include a kickoff meeting at the start of every season with all players, coaches, and families to review expectations.

During the summer of 2023, the district will create a Handbook for all non-athletic extracurricular activities. These clubs and organizations will hold kickoff meetings at the start of programming with all students, club leaders, and families to review expectations.

Given the data collected based on the implementation of the new Field Trip Forms during the 2022-2023 school year, the district will examine trends and inequities across grade levels, schools, and special populations. Action planning will then take place to ensure safe and equitable experiences for all learners.

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.4: Build coherence within METCO Program

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p>
<ul style="list-style-type: none"> ● Parent and student focus groups ● District METCO Coordinator/ SAJ focus group - to define/ align roles & responsibilities. ● By September 2023, the district will define a district-wide METCO goal based upon review of quantitative and qualitative data. ● By October 2023, all METCO Site Coordinators/School Adjustment Counselors will create a professional goal alongside building principals and the METCO Director. Goals should: <ul style="list-style-type: none"> ○ Align to the district-wide METCO goal ○ Have measurable impact ● During the 23-24 school year, school principals and the METCO director will engage in ongoing observation/feedback cycles to support METCO Site Coordinators/School Adjustment counselors with their individualized goals. This will include quarterly triad meetings involving the METCO Director, Principal, and METCO Site Coordinator/School Adjustment Counselor ● During the 23-24 school year, the METCO Guiding Coalition will lead rotating site visits to develop district-wide coherence using best practices aligned to the district-wide METCO goal. ● During the 23-24 school year, the METCO Director will engage in monthly principal meetings and bi-weekly METCO Site Coordinator meetings to engage in collective problem solving and district-wide coherence making. 	<p>All schools will implement consistent METCO programming and best practices that improve student academic, social and emotional excellence in accordance with the greater vision of METCO. This will be demonstrated by:</p> <ul style="list-style-type: none"> ● Positive participant responses to METCO rotating site visits demonstrating that the meetings supported their learning and they were able to apply something from today's meeting in their practice. ● Improved data indicators aligned to the district-wide METCO goal established in September. 	<p>Under the direction of the METCO Coordinator, there has been a positive response to the METCO Guiding Coalition rotating site visits. Please see the presentation provided to School Committee in May for more information.</p>

Strategic Objective 1: Supportive, Equitable and Safe Learning Environments

Strategic Initiative 1.5: Build coherence in MLL Programming

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p>
<p>Create, refine and align process and protocols to include:</p> <ul style="list-style-type: none"> ● Research and create a list of bilingual evaluators in the primary language of our students. ● Interpreters at meetings where parents can feel included but not judged by language status ● Parent and student focus groups <p>Liaise with school adjustment counselors to use community resources and build relationships with MLL families to provide continued outreach and supports.</p> <p>Update protocols for translations and interpretation, train all staff and monitor implementation of protocols.</p> <p>Teachers will have access to strategies and supports to ensure MLL students are active and engaged participants in all classroom lessons and activities and equal members of the classroom community. Additionally, supports will be provided to ensure MLL families are connected to the school community and their child's academic progress.</p> <p>Begin implementation (year 2 and beyond):</p> <ul style="list-style-type: none"> ● Common tier 1 curriculum that is vertically aligned ● Continue to build community partnerships that are proactive not reactive to support all learners; which focus areas to include: <ul style="list-style-type: none"> ○ scholarships for extended day ○ staff who speak the home language of students ○ mentorship opportunities 	<p>The building leader website will include translation and interpretation protocols and resources. Building leaders and administrative assistants, and other staff will be trained in how to use the protocols.</p> <p>MLL families have a “go-to” within their student’s school to contact with questions, concerns or requests for assistance. Build on the community resources website to connect school and town resources and service providers.</p> <p>Expand Reading Community Supports Fair to ensure town to school community support.</p> <p>During the 23/24 school year, job-embedded coaching will be available to teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices in the general education setting.</p> <p>During the 23/24 school year, the MLL department will begin the process of vertically aligning the ESL curriculum.</p>	<p>The building leader website includes translation and interpretation protocols and resources. Building leaders, administrative assistants, and other staff will be trained in how to use the protocols.</p> <p>A Multilingual Learner Family Liaison was hired through the MADPH Behavioral Health Workforce grant in January. In this position, the MLL Family Liaison has connected with families with services such as the food pantry and health providers, as well as assisted families to access resources such as transportation, extended day and summer camp. She has increased family engagement by interpreting information at family events such as open house and kindergarten screening. The MLL Family Liaison has identified mental health needs of MLL students and is now working with a community mental health provider, Embrace Pathways, to provide in-school mental health counseling, also grant funded.</p> <p>A "Healthy Family Night" is planned for June 4th at the Reading Public Library, with library staff reviewing community resources, School Nurses, health guidelines, School Resource Officers, helmet safety and Embrace Pathways mental health supports. We plan to work with the Children's Cabinet on the Fall Resource Fair.</p>

<ul style="list-style-type: none"> o access to easy and effective two way translation services 		<p>Progress related to job-embedded coaching for teachers of MLL students and the process of vertically aligning the ESL curriculum is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>
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Strategic Objective 1: Safe, Equitable and Supportive Learning Environment: General Resource and Outcomes

RESOURCES
<p><i>In order to accomplish our set of activities we will need the following:</i></p>
<p>Professional Resources to Support Learning: Gholdy Muhammad wrote a book, Cultivating Genius Dena Simmons Bettina Love Culturally Responsive Teaching & the Brain (Hammond) Sense of Belonging: Harvard EdCast Sense of Belonging: DESE Resources Attendance intervention: The BARR model</p>

Reading Public Schools Logic Model

Strategic Objective 2: Coherent Instructional Systems

School Committee Liaison - Sarah McLaughlin

Strategic Initiative 2.1: Enact Special Education Multi-Year Improvement Plan

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>
<p>Continue to implement the recommendations of the special education program reviews, including changes and improvements to program structure and alignment, staffing designs, staff training, and least restrictive environment guidance.</p> <p>Meet every 8 weeks with SEPAC subcommittee to review implementation of the recommendations of program reviews.</p>	<p>Strategic initiatives based on the special education program reviews are reflected in the FY24 and FY25 budget book</p> <p>Important updates related to progress of strategic initiatives related to special education program reviews are made publicly available via the district website</p> <p>The Professional Learning Plan outlines professional development aligned with the initiatives of the special education program review</p>	<p>A comprehensive program review update will be provided through a presentation during the June 6th School Committee meeting.</p>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.2: Ensure high quality curriculum (standards-aligned, pacing, instructional methodology; materials and resources; assessment; rigorous instructional practices) in all grade levels and content areas.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>

<p>During the 2023-24 school year:</p> <ul style="list-style-type: none"> ● Utilize the curriculum review process in the following areas: <ul style="list-style-type: none"> ○ Science (Secondary) ○ World Language ○ MS ELA ○ Social-emotional learning ● Determine which areas to initiate curriculum reviews for 24/25. <p>Draft Curriculum Review</p>	<p>A consistent, articulated curriculum review process is used to review instructional materials, practices and assessments in identified content areas. By the end of the 23/24 school year, each curriculum review processes underway will result in a written document outlining the findings of the curriculum review process and the recommended next steps in the areas of adoption of high-quality core instructional materials, training to support implementation of research-based instructional practices and/or utilization of new or updated assessments.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>
<p>In the 23/24 school year, the Office of Learning and Teaching will create an inventory of recent, current and upcoming curriculum reviews. Working with curriculum leaders and department heads, the inventory will also catalog curricular resources in use from preschool to grade 12 with adoption dates and license renewal information, where applicable.</p> <p>Principals, curriculum leaders and department heads will receive ongoing training in the Curriculum Review Process with a particular focus on reasons for initiating a Curriculum Review (see 2.5)</p>	<p>The curriculum review process is leveraged to build curricular coherence leading to learning experiences for students that are aligned vertically, cross-subject and across tiers of instruction as documented by district inventories and curriculum review plans. Public-facing curriculum maps are created or updated to reflect the changes implemented through Curriculum Review Processes.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

References:

DESE (2018). Quick Reference Guide: Assessing your curriculum landscape. Retrieved on 3/27/2023.
<https://www.doe.mass.edu/instruction/impd/qrg-assessing-curriculum.pdf>

DESE (2020). Quick Reference Guide: Evaluating and selecting high-quality instructional materials process. Retrieved on 3/27/2023.
<https://www.doe.mass.edu/instruction/impd/qrg-eval-select.docx>

DESE (2018). Quick Reference Guide: The Case for Curricular Coherence. Retrieved on 3/27/2023.
<https://www.doe.mass.edu/instruction/impd/qrg-ensuring-coherence.pdf>

Riley, J. C. (2021). FY22 Evidence-Based Program Areas: Descriptions of program areas identified by DESE to support the creation of three-year, evidence-based plans required by the Student Opportunity Act. Retrieved on 3/27/2023.
<https://www.doe.mass.edu/soa/evidence-based-program-area.docx>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.3: Ensure variety of college and career pathways for secondary students (Math Pathways, Innovation Pathways, Dual Enrollment, Career and Technical Education (CTE) Programming)

Ensure a variety of college and career pathways for secondary students to increase student access to post secondary pursuits through enhanced understanding of options and by being better prepared to take on post secondary pursuits in college and career. Ensure students in Reading continue to remain competitive with students in neighboring communities in their quest for college and career opportunities after high school.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update															
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>															
<p>Implement year 1 of Innovation Career Pathways courses in Advanced Manufacturing (Engineering) and Information (Computer Science and Digital Media).</p> <p>Solidify Innovation Career Pathway courses for year 3 and 4 of each content area, specifically in the area of Dual Enrollment. Continue to broaden recruitment and promote the innovative curriculum and work-based learning opportunities inherent to each Pathway.</p> <p>Explore additional pathways opportunities, such as Environmental and/or Life Science and Business or Finance and make recommendations to the central office leadership team by December of 2023 through the "RMHS Instructional Leadership Team and IP Advisory Board."</p> <p>Explore and apply for grant opportunities to supplement costs of infrastructure/supplies and program development.</p>	<p>As documented in the RMHS Program of Studies, multiple Innovation Career Pathways are in place, allowing at least 50 students per year to explore college and career pathways beginning in the 2023-24 school year.</p> <p>By December 2023, the RHMS Instructional Leadership Team and the IP Advisory board will make recommendations for expanding the Innovation Career Pathways for the 2024-25 school year.</p> <p>The demographics of students enrolled in Innovation Pathways is reflective of the RMHS student body.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>RMHS 23/24 Student Enrollment by Demographic</p> <table border="1" data-bbox="1409 967 2030 1421"> <thead> <tr> <th></th> <th>% in Innovation Career Pathway</th> </tr> </thead> <tbody> <tr> <td>Female</td> <td>21%</td> </tr> <tr> <td>Male</td> <td>79%</td> </tr> <tr> <td>African American</td> <td>4.2%</td> </tr> <tr> <td>Asian</td> <td>2.7%</td> </tr> <tr> <td>Hispanic/Latino</td> <td>2.8%</td> </tr> <tr> <td>Students w/ Disabilities</td> <td>14%</td> </tr> </tbody> </table>			% in Innovation Career Pathway	Female	21%	Male	79%	African American	4.2%	Asian	2.7%	Hispanic/Latino	2.8%	Students w/ Disabilities	14%
	% in Innovation Career Pathway																
Female	21%																
Male	79%																
African American	4.2%																
Asian	2.7%																
Hispanic/Latino	2.8%																
Students w/ Disabilities	14%																

		<p>23/24 School Year: 80 Students 24/25 School Year: 193 Students</p> <p>Received DESE approval for adoption of two new pathways in 2024-2025 - Clean Energy; Healthcare & Social Assistance</p>
<p>Partner with institutions of higher education, like Middlesex Community College and University of Massachusetts, to offer dual enrollment courses in multiple departments beginning in earnest in 2023-24 with at least one course and expanding to meet the needs of IP and the school in 2024-25.</p> <p>Leverage the annual inventory of the program of studies to create new high interest course offerings and programmatic planning that aligns with dual enrollment courses.</p>	<p>As documented in the RMHS program of studies for the 2024-25 school year dual enrollment courses are available in each academic department for students to earn college credits; students have the ability to graduate from RMHS with up to 20 credits by the 2025-26 school year.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RMHS Program of Studies for 2024-2025.</p>
<p>Create a catalog of internship and capstone project opportunities by building strong relationships with outside agencies in higher education, industry and community to ensure adopted programming aligns with industry and community needs and / or the skills for specific areas of study in the postsecondary world (college, career, trades, military).</p> <p>Continue to adapt and expand the current Innovation Career Pathways Advisory Board, and create additional boards to support the development of the Skills Capital areas of focus.</p> <p>Building on lessons learned from spring 2023, design expanded Work-Based Learning Opportunities and Career and Technical Education (CTE) options for the 2024-25 school year.</p>	<p>100% of RMHS seniors that are academically eligible participate in an internship or capstone project by 2025-26 academic year.</p>	<p>Please find more information in the RMHS Program of Studies for 2024-2025.</p> <p>2022-23 School Year: 80 seniors participated 2023-24 School Year: 189 seniors participated</p> <p>An update will be provided at the end of the 2025-2026 school year.</p>
<p>Utilize the Project Wayfinder, college and career readiness and student development curriculum with</p>	<p>At the culmination of grade 12, students will be able to make informed decisions about their</p>	<p>An update will be provided at the end of the 2025-2026 school year.</p>

<p>students in grades 9-12 to teach and practice social skills and competencies focused on proactively building belonging and defining personal success, as well as explore career interests and carry out the college, trades or military application process.</p> <p>Implement elements of MyCap, a DESE supported work-based learning curriculum and plan, with students participating in Innovation Career Pathways. In addition, use with students outside of the ICPs that would benefit from this more specific work-based learning plan and potentially experiences while at RMHS.</p>	<p>post-secondary plans as a result of increased exposure to college and career options throughout their time at RMHS as demonstrated by student surveys and focus group data.</p>	
<p>Use stakeholder/community collaborative group to identify, examine, and make recommendations for Secondary Math Pathways (SY23-24). The team will identify targets for percentage of students in advanced courses and expected increase of students of color, multilingual students, and economically disadvantaged students in advanced courses. Create an implementation plan based upon the recommendations with clear benchmarks and timelines. The implementation plan will include structures and supports aimed at increasing participation in advanced math courses by students traditionally not represented.</p>	<p>An expanded secondary math pathway offers students more opportunities and choices in math courses, as well as increased access to advanced math courses. The expanded secondary math pathway eliminates barriers for students who have traditionally not been given access to advanced math courses. The secondary math pathways plan is available on the RPS website and high school courses are detailed in the RMHS program of studies.</p>	<p>A comprehensive presentation will be provided during the June 6th School Committee meeting.</p>
<p>Identify resources and spaces needed to support programming for students aged 18 to 22 enrolled in the EMBARC program.</p> <p>Create a program of study with accompanying internship opportunities in order to launch the program for the 24/25 school year</p>	<p>Beginning in the 24/25 school year, RPS will develop post secondary programming for students who have aged out of the EMBARC program. The post secondary program will support transition from school to community by age 23 as demonstrated by a program description posted on the RMHS website and enrollment of students who have completed high school level services at RMHS.</p>	<p>The RPS LIFT Program will begin running during the 2024-2025 school year. A team of staff, including teachers, administration and the transition specialist have visited programs in other districts and planned high quality programming for next year. A teacher has been hired, materials are ordered and a space has been designated within RPS to support the program. Additionally, community partnerships and events have been identified. The students have already started participating in some activities such as a Middlesex bowling league with their peers from other communities.. The services provided within</p>

		the LIFT Program will be closely monitored to ensure success of the students meeting their goals and objectives.
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Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.4: Utilize and refine a comprehensive assessment framework district-wide that defines the goals and objectives of assessments; the intended use; analysis protocols; and communication with families

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>The district data team will finalize and review an inventory of district-wide assessments and data sets in order to analyze the inventory for strengths and effective systems which can be duplicated, while also noting gaps and outstanding needs for assessment data. This information will be used to inform ongoing curriculum review processes and central office planning.</p> <p>The district data team will use a regular system of data review and analysis to support central office tasks, such as budget development, professional learning planning and allocation of resources. During the 23/24 school year, the team will continue to refine the data review and analysis process.</p> <p>A document outlining the district’s overarching assessment plan will be created and feedback will be</p>	<p>Common, district-wide assessments and data sets are in place that allow for the monitoring of student achievement and growth and the review of educational gaps that may exist for particular groups of students. Data is gathered and analyzed to inform and guide district planning and to share information with stakeholders. A district-wide assessment plan is outlined in an overview document and published on the district website.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

<p>gathered from stakeholders in order to refine the document before posting to the district website.</p>		
<p>The district data team will support building-based teams in identifying data analysis cycles and support robust routines for data analysis and action planning at the school-level, including how staff monitor, understand and use data.</p> <p>At the elementary level, schools will continue to implement literacy universal screeners in kindergarten to grade 3. During the 23/24 school year, the Office of Learning and Teaching will partner with building leaders and literacy specialists to implement a new universal screening tool that is fully approved by DESE. This team will also develop a robust system for communicating with families and monitoring and providing intervention supports for students who are significantly below benchmarks. This system will also articulate the system for transitioning students from general education monitoring to special education referral.</p> <p>At the middle school level, training for common literacy and math benchmark assessments will continue in the 23/24 school and will include support for each schools' Instructional Leadership Team to utilize this data source in action planning.</p>	<p>Assessment results and data sets will be used by school-based Instructional Leadership Teams to monitor school goals and to created action steps to impact educational gaps revealed through analysis</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.5: Design a high-quality system of professional learning for RPS; RPS will be defined by a Professional Learning Culture with a shared understanding of the meaning and methods of professional learning required to improve outcomes for all students and a commitment to continuous learning.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>The Office of Learning and Teaching, working with the Professional Development Committee, will develop a vision statement for professional learning in RPS that reflects a strong professional learning culture.</p> <p>The Offices of Learning and Teaching and Student Services will conduct focus groups with a variety of staff stakeholder groups to learn about professional learning beliefs, expectations and needs in the district.</p> <p>RPS will publish an annual Professional Learning Plan that outlines the district-provided, job-embedded and self-selected options for professional learning. The initial PD plan will be posted to the Professional Learning Website in August 2023 and will be updated regularly as new PD is scheduled or made available.</p>	<p>RPS will be defined by a Professional Learning Culture in which staff demonstrate a shared understanding of the meaning and methods of professional learning required to improve outcomes for all students and a commitment to continuous learning. As such, the annual Professional Learning Plan will reflect the following:</p> <ul style="list-style-type: none"> ● High-quality professional development options available to all staff roles that provide ample opportunity for adult continuous learning and growth (both district-provided and staff selected) ● Job-embedded professional learning opportunities driven by staff and student need and customizable to address staff experience and skill level, such as instructional coaching ● Collaborative professional learning opportunities that build consistent experiences, allowing staff to learn from others and to share experience and expertise (both district-provided and staff selected) 	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>

A team will be formed to establish a Professional Development Evaluation System. The team will identify a variety of data sources and data types to analyze the role of PD in supporting and developing staff knowledge, practices and beliefs/attitudes, and, where possible, the impact on student growth and achievement.

During the first half of the 23/24 school year, the team will identify and develop inputs to be used to evaluate the supports and barriers to professional learning due to organizational systems and structures.

During the second half of the 23/24 school year, the team will pilot the identified inputs to the evaluation system, assess the ability of the inputs to inform the evaluation of professional development and create recommendations for the 24/25 school year to refine the evaluation system.

A Professional Development Evaluation System for monitoring the effectiveness of professional learning opportunities is used to analyze district-wide and building-based PD offerings. In the 23/24 school year, the inputs to the evaluation system will be identified, piloted and documented and the basic structure of the evaluation system will be shared on the Professional Learning Website.

Progress is reflected through the End-of-Year [Teaching & Learning Curriculum presentation](#) on May 23, 2024.

Please find more information in the [RPS Professional Learning Plan](#)

The Office of Learning and Teaching, working in collaboration with administrators and department heads, will support the implementation of new curricular resources, instructional methodology and/or assessment, etc. by researching, planning and implementing robust, high-quality PD. For example, during the 23/24 the following professional learning activities will be delivered to staff:

- RISE Early Literacy and Math PD
- ARC Core implementation training for K-5 through ARC Core building-based coaching and leadership coaching
- Illustrative Math Year 2 and 3 Implementation Support
- MS Literacy Leadership Team training
- MS Department i-Ready assessment training
- HS staff are trained and supported to deliver new industry aligned, college and career pathway programming and courses at RMHS.

The Professional Learning Plan will outline the district-provided professional learning activities by level and content area and will be available to staff on the Professional Learning Website.

The Office of Learning and Teaching will work in collaboration with the coordinators, department heads and/or curriculum leads overseeing curriculum review processes to ensure staff and leaders participating in a curriculum review process engage in deep study of current field research, state standards, internal and external data sources, curriculum review processes and implementation planning. Curriculum review leadership teams will make recommendations for professional learning for staff to support any new curricular materials, instructional practice or assessments.

The district will provide all staff with high-quality professional learning linked to adopted curricular resources, instructional practices and assessment systems as demonstrated by the list of offerings outlined in the Professional Learning Plan. Professional learning will occur through a variety of formats based on the topic and the learning needs of staff.

Progress is reflected through the End-of-Year [Teaching & Learning Curriculum presentation](#) on May 23, 2024.

Please find more information in the [RPS Professional Learning Plan](#)

<p>During the District Leadership Summer Retreat in the summer of 2023, leaders will use the district strategic plan to identify school-based goals that include meaningful indicators and measures to monitor progress.</p> <p>During district leadership team meetings in the 23/24 school year, collaborative routines will be used to create data-driven professional learning communities that monitor and support administrators in the implementation of their identified goals and grow the leadership capacity of participants while moving the entire district towards consistent implementation of district-wide goals.</p> <p>The central office leadership team will facilitate professional learning and collaborative time for RPS administrators focused on improving and extending capacity to provide high-quality, professional development linked to strategic objectives that support the needs of students and staff within their schools and departments and guided by their identified school-based goals, including the utilization of staff meeting time and in-service days.</p> <p>During the 23/24 school year, building administrators will receive individualized professional learning through mentorship to support daily operations and ongoing leadership dilemmas.</p> <p>The existing Building-Based Leadership Resource Website will be further developed to support the training of administrators in important protocols and procedures and operational expectations.</p> <p>During the 23/24 school year, RMHS department heads will continue to receive professional development and coaching in staff observations and providing feedback. In addition, the role of the department head in supporting learning and teaching</p>	<p>RPS effectively builds leadership capacity in administrators and teacher leaders to support the objectives of the district strategic plan, school improvement plans, and the individual goals of leaders through professional learning and growth as measured by progress towards the goals and outcomes of school improvement plans.</p> <p>RPS develops the capacity of staff to act as leaders in their current roles and to be prepared to step into new leadership roles as demonstrated by increased staff participation in leadership opportunities, such as leadership teams and committees.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>
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within their departments will be clearly defined and articulated. For example, department heads will receive support as they design and implement professional learning for their departments aimed at accomplishing district and school goals.

An Educator Leadership Academy will be piloted during the 23/24 school year. The Educator Leadership Academy will provide professional learning opportunities to support and enhance the leadership capacity of teachers and staff currently in leadership positions (Such as: curriculum leads, department heads, implementation teams, instructional coaches, etc) and of staff seeking to develop their leadership capacity in order to pursue leadership roles.

The district team will work with administrators, department heads and teacher leaders to examine current practices and routines utilized during collaborative meeting time (such as team planning and common planning time) and determine required supports or changes needed to ensure collaborative time supports implementation of new learning, allows for staff to incorporate meaningful opportunities for reflection and collaboration with colleagues, and supports a culture of learning leading to positive student outcomes. Artifacts, such as collaborative meeting agendas and meeting minutes/notes, will be gathered to support recommendations for updates to collaborative meeting time for the 24/25 school year and to document professional learning needs and opportunities.

<p>In the fall of 2023, communicate with RPS staff about the options for job-embedded professional learning available via the following roles:</p> <ul style="list-style-type: none"> ● K-8 Math Instructional Coaches ● Inclusion Specialist ● Multilingual Learner (MLL) Coordinator ● Special Education Literacy Coach <p>During the 23/24 school year, establish and enact a robust training and mentoring program for job-embedded coaching and consultation positions in RPS to ensure consistency in approaches. Establish a professional learning community for the coaches aimed at developing their individual and collective ability to support educator professional learning through job-embedded consult and coaching.</p> <p>In the fall of 2023, establish systems and procedures for staff to access coaching cycles and job-embedded consultation and provide feedback on their experiences. Throughout the 23/24 school year, enact and monitor coaching/consult requests and feedback systems and make necessary adjustments.</p> <p>As part of the Professional Development Evaluation System the following inputs related to job-embedded professional learning will be gathered:</p> <ul style="list-style-type: none"> ● Year 1: collect baseline data of coaching engagement and educators opt-in ● Year 2: continually analyze coaching cycles: type, frequency, novel collaborations ● Year 2-3: make adjustments to coaching structure, availability and methods based on teacher feedback and participation <p>During the 23/24 school year, the K-8 math instructional coaches will develop and provide embedded professional learning for K-8 staff who teach math in the following ways:</p>	<p>Instructional coaching provides a job-embedded, authentic, integrated method for professional learning for staff. Success of job-embedded professional learning will be indicated through measures of increasing staff participation in progressive levels of coaching cycles.</p> <p>During the 23/24 school year, RPS will introduce math instructional coaches as an integral part of professional learning and development for kindergarten to grade 8 staff that teach mathematics.</p> <p>During the 23/24 school year, RPS will introduce the role of an inclusion specialist to provide job-embedded support for educators in inclusive practices to ensure we are supporting our students in their Least Restrictive Environment (LRE).</p> <p>During the 23/24 school year, job-embedded coaching will be available to teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices in the general education setting.</p> <p>During the 23/24 school year, job-embedded coaching will occur in the area of progress monitoring of IEP reading goals and generalizing reading skills by the special education literacy coach.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>
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<ul style="list-style-type: none"> ● Provide professional development to groups of teachers and new staff ● Support small group and collaborative planning and data meetings ● Provide one-on-one coaching for staff who request support <p>Train and support an inclusion specialist position to work with classroom, content and special education teachers to support instruction, data collection, and paraprofessional educator training</p> <p>Train and support the MLL Coordinator to work with teachers of MLL students to support implementation of SEI strategies and equitable and culturally responsive practices.</p> <p>Support the special education literacy coach to provide job-embedded coaching for teachers in the area of progress monitoring of IEP reading goals and generalizing reading skills.</p>		
<p>The Office of Learning and Teaching will research and gather a variety of professional learning opportunities for staff. Options will be explored for all job types within the district. A variety of learning formats will be included.</p> <p>The Office of Learning and Teaching will seek out proposals from staff members to organize and implement book study groups for which participants receive PDPs.</p> <p>The Professional Learning Website will be enhanced to allow staff to review and learn about options for self-selected, high-quality professional learning options.</p>	<p>All RPS staff have access to self-selected, high-quality professional learning options that occur in a variety of formats, such as: asynchronous workshops, book groups, teacher learning networks and committees. These options will provide staff with choice in their professional learning. These options will be demonstrated through the Professional Learning Plan.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p> <p>Please find more information in the RPS Professional Learning Plan</p>

<p>A team will evaluate the needs of mentoring for new staff in Years 1, 2, and 3 of employment in RPS and develop expectations for the mentoring program.</p> <p>A mentor training program will be created for staff who are interested in becoming mentors and to support the learning of current mentors.</p>	<p>New DESE licensed staff will have access to 50 hours of high-quality mentoring in years 2 and 3 of employment in RPS to support their professional learning and their progress towards a DESE Professional License as demonstrated by an updated Mentor and Induction Overview document.</p>	
<p>District and school administrators will support staff to create SMART goals that focus learning on meaningful areas aligned with their career goals, school improvement plans, and the district strategic plan.</p> <p>In collaboration with administration, RTA leadership, teachers and teacher leaders, the Office of Learning and Teaching will gather feedback about evaluator and educator experiences with the educator evaluation system in RPS.</p> <p>The Office of Learning and Teaching will further develop the Evaluations+ platform and the evaluation supporting documents to streamline evaluation procedures and routines.</p>	<p>Educator Evaluation supports the professional learning of staff through meaningful goal setting as evidenced by feedback from leaders and staff.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

Strategic Objective 2: Coherent Instructional Systems

Strategic Initiative 2.6: Define a vision for district’s educational/administrative technology and opportunities to braid current district resources (Tech Plan)

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>A team will be developed to review instructional technology in RPS and create a plan for next steps. During the 2023-2024 school year, the team will</p>	<p>A plan for educational and administrative technology will be developed that outlines goals for the 24/25</p>	<p>An educational and administrative technology plan is in the process of being developed and anticipated to be launched by the 2025-2026 school year.</p>

<p>utilize the SCRIPT process to engage in a strategic planning process focused on digital literacy and computer science education implementation. SCRIPT: Strategic Planning Tool for School Districts</p>	<p>school year and long-term goals in subsequent school years.</p>	
<p>The Office of Learning and Teaching working with the technology department will develop routines for the use of data producing platforms that include plans for staff and student access, through single-sign on where possible, and a robust set-up process that includes application of all needed demographic identifiers.</p>	<p>Within RPS, stakeholders will have easy and consistent access to data, including but not limited to academic; SEL and demographic data. All data is accessible and usable in both aggregate and disaggregated by demographic and other relevant group identifiers.</p>	<p>Progress is reflected through the End-of-Year Teaching & Learning Curriculum presentation on May 23, 2024.</p>

Reading Public Schools Logic Model

Strategic Objective 3: School Operations

Strategic Initiative 3.1 - Review key operational procedures and processes.

Primary Focus - Student Information Management System; Human Resources Workflow System; Device Renewal Program - “Lease vs. Buy”.

School Committee Liaison - Carla Nazzaro

Possible Categories of Team Members - Human Resources, School Secretaries, CO Staff, Network Manager, Tech Integration Specialists, SIS Tech support, and Data Specialist. Students, Parents/Guardians will be solicited for feedback related to the family/student portal.

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>
<p>Student Information Management System Team members will:</p> <ul style="list-style-type: none"> ● Define district needs from all stakeholders. ● Define functionality of Student information System to meet District needs. ● Identify potential vendors who could meet needs, including the current system. ● Evaluate and decide on a system. ● Create a timeline for communication and implementation. ● Define department responsible for overseeing SIS. ● Refer to: <ul style="list-style-type: none"> ○ DESE EdTech Systems Guidelines: SIS ○ DESE SIS approved vendors 	<p>Student Information Management System FY24 Outcome:</p> <ul style="list-style-type: none"> ● Identify a responsive, easy to use, effective and efficient Student Information System to monitor and track student enrollment at the school and district levels, use to schedule staff, organize student groupings, analyze class sizes, and communicate with students and families. ● Additionally, the system will maintain accurate data to communicate with families and comply with DESE reporting requirements. <p>FY25 and FY26 Outcome:</p> <ul style="list-style-type: none"> ● Develop a training and communication plan and timeline. ● Solicit feedback from parents and students. ● Implement, assess, and refine the system. 	<p>While we have had internal discussions on a potential shift in student information management systems, the timelines for this process have been pushed back one year.</p>

<p>Human Resource WorkFlow Team members will:</p> <ul style="list-style-type: none"> ● In collaboration with the Town: <ul style="list-style-type: none"> ○ Identify and evaluate current capacity and systems of HR Hiring, Onboarding, Off Boarding Process Systems WorkFlow. ○ Identify efficiency/effectiveness improvements. ○ Explore new products/systems or an expansion of existing licensed systems. 	<p>Human Resources WorkFlow FY24 Outcome:</p> <ul style="list-style-type: none"> ● In collaboration with the Town: <ul style="list-style-type: none"> ○ Develop a fully integrated and streamlined electronic system for onboarding and offboarding staff. ○ Mitigate gaps and build capacity in technology systems to shift from manual to automated inputs for onboarding and offboarding staff. <p>3.1.b. FY25 and FY26 Outcome:</p> <ul style="list-style-type: none"> ● Implement, assess, and refine the system. 	<p>An update will be provided through an End-of-Year HR presentation during the June 6th School Committee meeting.</p>
<p>Device Renewal Program - “Lease vs. Buy” Team members will:</p> <ul style="list-style-type: none"> ● Conduct analysis of annual devices needed each year to sustain one-to-one operations and 5-year life-cycle. ● Once device quantities and capacity of devices are defined, conduct analysis of lease versus buy. ● Identify potential sustainable sources of funding. ● Explore opportunities for reimbursement through E-Rate: Universal Service Program for Schools and Libraries Federal Communications Commission 	<p>Device Renewal Program - “Lease vs. Buy” FY24 Outcome:</p> <ul style="list-style-type: none"> ● Determine pros, cons, costs implications, and sustainability of lease versus purchase of devices on a five-year renewal plan. 	<p>While the district has had internal conversations with our district team and town around leasing vs. buying, a more comprehensive plan outlining the pros, cons, and cost implications will be provided at the end of the 2025-2026 school year.</p>

Strategic Initiative 3.2 - Leverage and optimize all resources (including staffing roles, schedules, and funding) to increase student outcomes K-12.

School Committee Liaison - Carla Nazzaro

Primary Focus - Academic Return On Investment for Co-Teaching model; System of Assignment of PreK-12 Paraprofessionals; Findings of Special Education Program Assessments; Universal Free Full-day Kindergarten.

Possible Categories of Team Members - Special Education Director, Elementary Team Chairs, Principals

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>Academic Return On Investment for Co-Teaching model Team members will:</p> <ul style="list-style-type: none"> ● Identify student groupings and staff schedules. ● Calculate incremental cost of program (salaries, services, supplies). ● Measure impact on student outcomes using co-teaching models. 	<p>Academic Return On Investment for Co-Teaching model FY24 Outcome:</p> <ul style="list-style-type: none"> ● Measure the impact of Co-Teaching Model on student outcomes and assess if the model is an effective investment of resources. <p>FY25 and FY26 Outcome:</p> <ul style="list-style-type: none"> ● If the model is successful and cost effective, identify ways and timelines to replicate. 	<p>During the 2023-2024 school year the district and building leadership teams reviewed best practices in providing special education support within the general education classrooms. Additionally, school based staff conducted a series of observations to assess current practices. This work was also supported by a Harvard Fellow who observed within two school buildings. The results of this work identified a naming issue of the special education supports provided. It is important to note that all students are receiving their IEP services as individually outlined. However, as strictly defined the services are more accurately inclusion services rather than calling the program as a whole co-teaching. Furthermore, as recommended in the Program Reviews the district is creating a plan to support all students receiving full inclusion and partial inclusion services within their home schools. This work is directly supported by the Inclusion Specialist, Transition Specialist and Special Education Literacy coach. Through these initiatives, we're dedicated to creating an inclusive and equitable learning environment that fosters the academic, social, and emotional development of all students. During the 2024-2025 school year the district will</p>

		<p>continue to provide training on the different models for providing services to students in the general education setting. In Reading special education teacher supported instruction is often referred to as co-teaching. However, the supports students require may not fit the definition of what co-teaching is. Inclusion training will include the following topics:</p> <ol style="list-style-type: none">1. Role of Teachers:<ul style="list-style-type: none">● In co-teaching, both teachers share equal responsibility for all students.● In inclusion services, the general education teacher is primarily responsible, with special education staff providing additional support to make progress on goals and objectives while working on classroom assignments.2. Teaching Dynamics:<ul style="list-style-type: none">● Co-teaching involves various models of shared instruction.● Inclusion services focus on integrating support within the existing classroom structure.3. Planning and Assessment:<ul style="list-style-type: none">● Co-teaching requires joint planning and assessment by both teachers.● Inclusion services involve collaborative planning, but the general education teacher leads instruction and assessment, with input from special education staff.4. Flexibility:<ul style="list-style-type: none">● Co-teaching provides a flexible approach to teaching with multiple instructional strategies.● Inclusion services are more focused on ensuring that students with disabilities receive appropriate accommodations and modifications
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		<p>within the general education environment.</p> <p>In summary, while both co-teaching and inclusion services aim to support diverse learners in the general education classroom, co-teaching is characterized by equal partnership and shared instructional roles, whereas inclusion services focus on integrating special education support within the general education framework.</p>
<p>System of Assignment of PreK-12 Paraprofessionals Team members will:</p> <ul style="list-style-type: none"> ● Gather staffing list and assignments for all paraprofessionals. ● Identify one-to-one paras. ● Thoughtfully create student groupings and staffing schedules to optimize staff time and improve student performance. ● Calculate non- one to one para and adult to student ratios. ● Compile student performance/outcome in rooms with and without paras assigned. ● Refer to research: <ul style="list-style-type: none"> ○ Improving Budget Fairness ○ Staffing Studies 	<p>System of Assignment of PreK-12 Paraprofessionals FY24 Outcome:</p> <ul style="list-style-type: none"> ● Determine the “sweet spot” ratios by creating thoughtful student groupings and staffing schedules, to optimize paraprofessional support and improve student outcomes. ● Creation of staffing schedule and means to execute. 	<p>The school based teams, including the Team Chairperson, Principal and Assistant Principal have been conducting observations noting staffing rather than programmatic supports during the 2023-2024 school year. This includes the effectiveness of para educator support. Additionally, the para educators have received specifically designed professional development around how to support students and collect data. The building based teams are developing schedules for next year to optimize appropriate student support and staffing ratios. This work will continue next school year to ensure the improvements made to schedules are appropriate and effective.</p>
<p>Findings of Special Education Program Assessments Team members will:</p> <ul style="list-style-type: none"> ● Review Special Education Program Assessments and identify recommendation related to staffing. ● Collaborate with the work of Strategic Initiative 2.1: Enact Special Education Multi-Year Improvement Plan 	<p>Findings of Special Education Program Assessments FY24 Outcome:</p> <ul style="list-style-type: none"> ● Define recommendation for adoption of a three-year staffing structure for in-district programs. ● Collaborate with the Strategic Initiative 2.1 team: Enact Special Education Multi-Year Improvement Plan on Special Education Program design relative to staffing requirements. 	<p>Findings on the Special Education Program will be provided through a comprehensive presentation provided during the June 6th School Committee meeting.</p>

<p>Universal Free Full-day Kindergarten Team members will:</p> <ul style="list-style-type: none"> • Continue to leverage funding in Full-day Kindergarten special revenue account to bridge operating budget Offset reduction and reduce tuition fees to families • Continue collaboration with Town on community priorities • Work with School Committee to execute Full-day Kindergarten financial model created in FY22 	<p>Universal Free Full-day Kindergarten FY24 Outcome:</p> <ul style="list-style-type: none"> • Continue to execute the plan to provide Universal Free Full-day Kindergarten to Reading residents in FY26. 	<p>Please find a progress update in the FY25 Budget Book.</p>
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Strategic Initiative 3.3 - Refine human resources systems of recruitment, retention, and attendance.

Primary Focus - Effective process for recruiting and retaining staff of color and multilingual speakers; Increase employee satisfaction overall to increase leadership retention and staff attendance.

School Committee Liaison - Carla Nazzaro

Possible Categories of Team Members - Human Resources, Assistant Principal, Principal, Students Services/Special Education, METCO, and MLL Representatives, RTA and Paraprofessional Union representatives

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes</i></p>	<p><i>Update provided during the May 23, 2024 School Committee Meeting.</i></p>
<p>Effective process for recruiting and retaining a diverse workforce Team members will:</p> <ul style="list-style-type: none"> • Gather data on the demographics and retention of Reading Staff. • Define the current process for recruitment. • Research other districts’ strategies, approaches, processes for recruiting and retaining staff of color (MIAA and urban districts). 	<p>Effective process for recruiting and retaining a diverse workforce FY24 Outcome:</p> <ul style="list-style-type: none"> • Articulate a well-defined, and effective process for recruiting staff of color and multilingual speakers that reflects the demographics of students enrolled. • Articulate action plan to reduce barriers to entry. 	<p>Update will be provided through end-of year Human Resource update presentation during June 6 School Committee meeting.</p>

<ul style="list-style-type: none"> • Determine opportunities for RPS staff to engage in cultural proficiency/equity work. • Discern potential barriers to entry. • Define pathway and pipeline for recruiting staff of color and multilingual speakers. • Refer to: <ul style="list-style-type: none"> o Diverse Workforce o MA Teacher Diversification Guidebook o Increasing Educator Diversity 	<ul style="list-style-type: none"> • Continue our work with higher education institutions to expand and formalize pathways. 	
<p>Employee satisfaction Team members will:</p> <ul style="list-style-type: none"> • Gather data on the demographics, tenure, and absenteeism of RPS staff. • Identify best practices for staff and leader satisfaction, attendance, and retention. • Identify and use tools for measuring satisfaction throughout the school year. • Collaborate with the work of Strategic Initiative 2.5: Coherent Instructional Systems 	<p>Employee satisfaction FY24 Outcome:</p> <ul style="list-style-type: none"> • Increase and sustain high levels of employee satisfaction. • Validate and/or update district job descriptions to ensure accurately reflects responsibilities. • Review, reflect, and take action on data collected from staff satisfaction surveys and exit interviews. 	

Strategic Initiative 3.4 - Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building

School Committee Liaison - Carla Nazzaro

Possible Categories of Team Members - Killam Building Project Committee, Town Offices, MSBA, OPM/Designer, MSBA, Town Manager

ACTIVITIES	SHORT- & LONG-TERM OUTCOMES	2023-2024 End of School Year Update
<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that if accomplished these activities will lead to the following changes</i>	<i>Update provided during the May 23, 2024 School Committee Meeting.</i>

<p>Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building</p> <p>Team members will:</p> <ul style="list-style-type: none"> Follow timeline and tasks established by MSBA through Phases 2 and 3. 	<p>Collaborate with MSBA and the Reading community to enable the build of new Killam Elementary School building</p> <p>FY24 Outcome:</p> <ul style="list-style-type: none"> Results in new Killam School Building construction project. 	<p>The Killam School Building Project is on time and under budget as reflected through documentation found on the killamschool.com website.</p>
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Reading Public Schools Logic Model

Strategic Initiative 4.1: Strengthening Family-School Partnerships

From March 31, 2023 Strategic Conversation (RPS Family and Community Engagement Strategic Planning Process) *Updated as of 6/7/2023*

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	2023-2024 End of School Year Update
<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i></p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p>
<p>Identify staff for beginning of the year family phone calls</p> <p>Teachers, parents/guardians, school staff and administrators to participate in assessment process</p>	<p>1. Create a detailed work plan and timeline with resource allocation.</p> <p>2. In year one, design and pilot beginning of the year family phone calls.</p>	<p>Clear understanding of RPS philosophy on family-school engagement and cultural competency. Professional development and mentorship in place to build capacity for</p>	<p>Outcomes grounded in research compiled by Flamboyan Foundation on impact of effective family engagement</p> <ul style="list-style-type: none"> Reduced Drop Out Rates and 	<p>Improved trust</p> <p>Strong family-community-school partnerships</p> <p>Holistic supports for youth that strengthen student achievement,</p>	<p>The top priority for Strengthening Family and Community Engagement in 2023 – 2024 was building the Children’s Cabinet. Priorities of strengthening family-school partnerships and equitable family engagement were embedded in creating the Children’s Cabinet and the top two priorities that were identified by the Children’s Cabinet for 2023 – 2024.</p>

<p>on family-school partnerships</p> <p>Sufficient staff with expertise and leadership skills to implement the program district-wide</p> <p>Trainers for professional development on family-school partnerships</p> <p>The district is required to report to the Department of Elementary and Secondary Education on family engagement for the following subgroups:</p> <ul style="list-style-type: none"> • Black and Brown students • Multilingual Learners and Former Multilingual Learners • Economically Disadvantaged <p>Intentionally strengthen family and community engagement among these communities, as well as students with disabilities.</p>	<p>3. Define RPS philosophy on family-school engagement and cultural competency so that there is shared understanding of the need, benefits, and role of family and community engagement.</p> <p>4. Ensure alignment / coherence throughout RPS and coordination with other district-wide initiatives.</p> <p>5. Cultivate psychological safety and intentionally build trust and relationships for parents / caregivers and teachers / staff to engage as partners in student learning.</p> <p>6. Conduct an assessment of family-school partnerships including teachers, staff, administrators, physical space, building capacity, parents / caregivers. Identify specific indicators including the following:</p>	<p>school-family partnerships</p> <ul style="list-style-type: none"> • Ensure that mentoring and coaching supports are aligned with philosophy on family-school engagement and cultural competency. (For example: “What will help you get to the place so you can do this work?”) <p>Clear understanding of process conditions for effective school-family partnerships among all stakeholders:</p> <ul style="list-style-type: none"> • Relational • Collaborative • Linked to Learning • Developmental • Interactive <p>Stronger relationships and transparent, consistent process for communication with parents / caregivers and teachers / staff.</p> <ul style="list-style-type: none"> • Common policy / protocol for communication both ways (between home and school) <p>Feedback loops that incorporate parent / caregiver perspectives into the development and implementation of engagement strategies.</p>	<p>Higher Graduation Rates</p> <ul style="list-style-type: none"> • Increased Student Achievement • Reduced Absenteeism and Increased Engagement • Improved Learning Experiences for Students • Improved Social and Emotional Health and Wellness for Students <ul style="list-style-type: none"> • Higher Expectations from Teachers • Improved Student Teacher Relationships • Increased Trust Between Teachers and Parents • Increased Cultural Competence <p>https://flamboyanfoundation.org/resource/family-engagement-matters/</p> <ul style="list-style-type: none"> • Publish aggregate data so stakeholders can see change / impact long-term and over time. 	<p>health, and wellness</p>	<ul style="list-style-type: none"> • Accessing Resources (This includes teens and other youth accessing resources - both mental and physical health; LGBTQIA+ Youth, Multilingual Learners and Black and Brown youth accessing resources; having a safe place outside of school; and a lack of coordination of resources) • Addressing Mean Behavior/ Relational Aggression and Improving School Connectedness <p>Updates on both of these priorities are included in Strategic Initiative 4.3 – Creating a Children’s Cabinet.</p>
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	<ul style="list-style-type: none"> • What is being done? • What is working well? • What is not serving RPS? • Willingness to revisit what is not working <p>Assessment would be conducted across the district, ensuring consistency and standardized practices.</p> <p>7. Conduct assessment of teacher, staff, leadership bandwidth and capacity. Develop clear rationale for what to add / let go of in teacher / staff workloads to make room for strengthening school-family partnerships.</p> <p>7a) Determine what is possible with teachers / staff capacity: Assess teacher and staff workloads (low, medium, high intensity responsibilities) to ensure sufficient staff capacity for family-school</p>	<p>Differentiated engagement strategies for specific student groups and subgroups (race / ethnicity, socioeconomic status, gender, disability, Multilingual Learners.)</p> <p>Family Engagement Action Plans in place throughout district (at district and school levels with input / feedback from school councils. Guidance for teachers to be grounded in best practice.)</p>			
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	<p>partnerships and trust-building.</p> <p>7b) Solicit teacher / staff input on inclusive and accessible engagement strategies</p> <p>7c) Determine how to motivate teachers / staff to engage in this work</p> <p>8. Lay the foundation for professional development to build staff capacity for family-school partnerships and trust building.</p> <p>8a) Identify and be intentional about who delivers professional development in the district.</p> <p>9. Convene listening sessions with parents / guardians to learn about the needs of parents / guardians and promising strategies to strengthen family and community engagement.</p> <p>10. Identify promising engagement</p>				
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	<p>strategies for parents and guardians to be active partners in their children's learning and for different grade levels. (Strategies may include phone calls to parents / guardians at the start of the school year for relationship building, home visits, multilingual outreach materials, intentional outreach with locations and timing convenient for families.)</p> <p>10a) Develop differentiated strategies for specific populations including: Black and Brown students, Multilingual learners and former Multilingual Learners, Economically Disadvantaged students, students with disabilities, and Boston resident families.</p> <p>11. Identify clear family-community engagement goals, metrics, and timeline for implementation.</p>				
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	<p>(Pilot professional development and create systems / structures in year one; begin implementation in year 2, work towards scale in year 3).</p> <p>11a) Begin implementation (year 2 and beyond):</p> <ul style="list-style-type: none"> • Identify 2 – 3 priority focus areas for implementation to strengthen school-family partnerships <p>12. Lay foundation for process conditions needed to build effective school-family partnerships:*</p> <ul style="list-style-type: none"> • Relational: A major focus of the initiative is on building respectful and trusting relationships between home and school • Collaborative: Learning is conducted in group versus individual settings and is focused on building networks and 				
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	<p>learning communities.</p> <ul style="list-style-type: none">● Linked to learning: Initiatives are aligned with school and district achievement goals, and connect families to the teaching and learning goals for the students.● Developmental: The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.● Interactive: Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice. <p>*Source: Dr. Karen Mapp, Harvard Graduate School of Education, <i>Dual Capacity Building Framework for Family-School Partnerships</i></p>				
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Strategic Initiative 4.2 - Equitable Family Engagement: Strengthening Supports and Connections for Multilingual Learners, Black and Brown, and Economically Disadvantaged Students and Families

From May 12, 2023 Strategic Conversation (RPS Family and Community Engagement Strategic Planning Process)
Updated 6/7/2023

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	2023-2024 End of School Year Update
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i>	<i>Update provided during the June 6, 2024 School Committee Meeting.</i>
<ul style="list-style-type: none"> ● Assessment of strengths and areas of need ● Resources to address areas of need identified and to provide training (including training materials) ● Intentional Outreach / Removing Access Barriers <ul style="list-style-type: none"> ● Staff and community buy-in and awareness ; Representatives / voice from diverse groups 	<ul style="list-style-type: none"> ● Create detailed workplan and timeline with resource allocation. ● Seek out grants and financial support to conduct assessment – “DEI Needs Assessment,” including policies, programs, organizational culture. ● Identify and begin micro-changes to remove access barriers, strengthen inclusion 	<p>Trust</p> <ul style="list-style-type: none"> ● Interconnected and bidirectional trust between and among families and schools (teachers, staff, etc.) ● Students connected to home - school <p>More inclusive programs, policies, and organizational culture</p> <ul style="list-style-type: none"> ● Transition to new school protocols ● Revised programs, policies, organizational culture ● More stakeholders at the “new inclusive table” 	<ul style="list-style-type: none"> ● Improved student outcome and DESE data / Improved academic and SEL data <ul style="list-style-type: none"> ● Inequities identified would be addressed and remediated (shown by follow up surveys) ● Increased school attendance (increased health services) ● Families report a greater sense of belonging and 	<ul style="list-style-type: none"> ● Supports and connections for all students ● Sense of belonging ● Use data for growth and continuous improvement ● Improved performance ● Better post-graduation opportunities ● All staff have capacity, knowledge, and resources to do the work. ● Engagement is successful! 	<p>The top priority for Strengthening Family and Community Engagement in 2023 – 2024 was building the Children’s Cabinet. Priorities of strengthening family-school partnerships and equitable family engagement were embedded in creating the Children’s Cabinet and the top two priorities that were identified by the Children’s Cabinet for 2023 – 2024.</p> <ul style="list-style-type: none"> ● Accessing Resources (This includes teens and other youth accessing resources - both mental and physical health; LGBTQIA+ Youth, Multilingual Learners and Black and Brown youth accessing resources; having a safe place outside of school; and a lack of coordination of resources)

<ul style="list-style-type: none"> • Phone calls and surveys for micro-changes to identify entry points to remove access barriers, strengthen inclusion • Qualitative survey from each identified group. Identify needs / barriers • Accessibility for meetings and events with scholarship opportunities • Union contracts – schedules to support all families • Parent information center – to provide an overview of RPS and Reading systems (reporting school absences, expectations etc.) 	<ul style="list-style-type: none"> • Create surveys • Analyze / interpret data • Identify who had direct certification for Mass Health (SNAP) • Transition of all new students into school onboarding • Training and Community Outreach – staff trainings and community outreach on equitable family engagement and a more diverse and inclusive community for all. <ul style="list-style-type: none"> • Community outreach to include listening sessions and general education to increase common understanding 	<ul style="list-style-type: none"> • Staff have a deeper understanding and wider practice of equitable family engagement • Support for DEI work from staff, families, community • Increased participation and involvement <ul style="list-style-type: none"> • More families involved • Outreach is the norm • Services provided for economically disadvantaged families • Creating Urgency and Action Planning <ul style="list-style-type: none"> • Create a sense of urgency to take action • Action steps put into place to carry out plan 	<p>ownership in the community</p> <ul style="list-style-type: none"> • Increased inclusion and awareness; Inclusion is the norm • Culturally responsive systems and practices • Providing support services for basic needs allows families to move focus to academics / SEL <ul style="list-style-type: none"> • Greater diversity with family supports • Families from marginalized backgrounds feel confident to engage schools / community 		<ul style="list-style-type: none"> • Addressing Mean Behavior/ Relational Aggression and Improving School Connectedness <p>Updates on both of these priorities are included in Strategic Initiative 4.3 – Creating a Children’s Cabinet.</p> <p>To ensure equitable family engagement, guiding equity questions were woven into the strategic planning and solution design frameworks for the Reading Children’s Cabinet.</p> <p>Guiding Equity Questions considering black and brown students, multilingual learners, and special education students include the following:</p> <p>Does this [goal/initiative/effort/action] advance equity and close equity gaps?</p> <p>Does this [goal/initiative/effort/action] address a need identified by the community?</p> <p>Will this [goal/initiative/effort/action] disproportionately impact or burden a particular group?</p> <p>Can those impacts be mitigated?</p> <p>Is this a universal or targeted approach? If targeted, what is already being done universally?</p>
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<p>and welcome and orient families</p> <ul style="list-style-type: none"> • Social workers to meet with new students and give them a tour, show them how to order food in the cafeteria, how to set up their cafeteria account, where the bathroom is, etc. • Ambassadors to help orient and welcome families • Resources to strengthen supports, connections, and communications for Multilingual Learners: multilingual staff (especially Spanish, Portuguese, Arabic), translation services, transportation, before and after school care, and adaptive sports programs for children with special needs • Supports for families to include: Childcare, Transportation, Dedicated staff, time for staff, 	<p>ending of equitable family engagement</p> <ul style="list-style-type: none"> • Intentional Outreach: More changing up of times, spaces, and locations • Consideration for where families live, work schedules, finances, languages spoken, connection or lack of • Provide community education <u>Example:</u> Fishbowl conversations to draw out the perspectives of parents. (A small group of parents is seated in the middle of the room – while 				<p>A Multilingual Learner Family Liaison was hired through the MADPH Behavioral Health Workforce grant in January. In this position, the MLL Family Liaison has connected with families with services such as the food pantry and health providers, as well as assisted families to access resources such as transportation, extended day and summer camp. She has increased family engagement by interpreting information at family events such as open house and kindergarten screening. The MLL Family Liaison has identified mental health needs of MLL students and is now working with a community mental health provider, Embrace Pathways, to provide in-school mental health counseling, also grant funded.</p>
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<p>funding for programs</p> <ul style="list-style-type: none"> ● District-wide data tracking building on Panorama data (sense of belonging) ● Engagement of key stakeholders. (This engagement requires partnership between Town and School leaders.) <ul style="list-style-type: none"> ● Faith community leaders ● Students ● Metco Leadership ● Metco Director ● DEI – Reading Director of Social Justice ● Reading Coalition for Prevention and Support ● Special Education Director ● Families ● Staff closest to families ● Teachers 	<p>other participants are in a broader circle listening intently and writing down key themes to remove access barriers and strengthen equitable family engagement).</p> <ul style="list-style-type: none"> ● School-Community Connection Events ● Supports and Connections in Place for Families <ul style="list-style-type: none"> ● Regular social media / phone calls / texts / emails to families based on preference ● Provide translation / interpretation consistently in schools / community ● Adult support 				
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<ul style="list-style-type: none"> • School leaders – all levels, including preschool • District leaders • Youth • Support services / recreation organizers • Multilingual Learners Coordinator and team • Boston residents – parents/guardians/students • Multilingual Learner families • Community resources to support families in identifying services • Reading residents that identify with these groups • Boston families and students • BIPOC families and students 	<ul style="list-style-type: none"> • L e g a l • E d u c a t i o n • S o c i a l W o r k • Home Visits and Family Mentors • Provide credit / funding for families / older students to do the work • Coordination and cross-pollination with Children’s Cabinet. 				
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<ul style="list-style-type: none"> • METCO “found families” • Town leaders – especially with funding opportunities 	<ul style="list-style-type: none"> • School – community – family connections to Children’s Cabinet • Proactively share progress and updates with community and stakeholders 				
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Strategic Initiative 4.3: Creating a Children’s Cabinet

From April 14, 2023 Strategic Conversation (RPS Family and Community Engagement Strategic Planning Process)
Updated 6/7/2023

RESOURCES	ACTIVITIES	OUTPUTS	SHORT- & LONG-TERM OUTCOMES	IMPACT	2023-2024 End of School Year Update
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<p><i>In order to accomplish our set of activities we will need the following:</i></p>	<p><i>In order to address our problem or asset we will accomplish the following activities:</i></p>	<p><i>We expect that once accomplished these activities will produce the following evidence or service delivery:</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 1–3 then 4–6 years</i></p>	<p><i>We expect that if accomplished these activities will lead to the following changes in 7–10 years:</i></p>	<p><i>Update provided during the June 6, 2024 School Committee Meeting.</i></p>
<p>Healthy Communities framework is a resource for guidance on composition – includes 12 sectors to engage for healthy communities (youth, parents, business, media, schools, youth serving organizations, civic volunteer organizations (formal and informal, i.e. sports and scouts), religious / fraternal, health professional, pediatrics, state / local / tribal government, other organizations that serve youth</p> <p>Engage key stakeholders:</p> <ul style="list-style-type: none"> ● Town / School District Leadership: Superintendent, Town Manager, Town Select Board representative, School Committee representative, ● Parents, young people, teachers: Parents, young people, teachers 	<ol style="list-style-type: none"> 1. Create detailed workplan and timeline with resource allocation. 2. Conduct Assessment – to identify what is already happening to support the healthy development of young people and where are the gaps. 3. Coordinate listening sessions, data collection, surveys, and focus groups (with young people, families teachers). Determine and define: <ul style="list-style-type: none"> ● Is everyone at the table? ● Frequency ● Who shows up? ● Who facilitates / rotation? ● Build online presence 	<p>More awareness about the Children’s Cabinet and need for coordinated youth services</p> <p>Better understanding and access to resources</p> <ul style="list-style-type: none"> ● Website / online resources ● Resource guides for teachers ● Resource center for parents (at school? Library?) <ul style="list-style-type: none"> ● Registrations ● Information, communications, Special Education, Extra curricular testing, home / school resources ● Reporting out to 	<p>Positive youth development and involvement in healthy activities (including financial literacy and life skills as well as connectedness)</p> <ul style="list-style-type: none"> ● Improved youth outcomes, individually as well as systemically ● Youth leadership pipeline developed – to cultivate youth leadership in civic engagement <p>Improved coordination on policies and services to break down silos, reduce duplication, and enhance impact within School / Town government and with external partners</p> <ul style="list-style-type: none"> ● Improved efficiency for problem solving on behalf of 	<p>Community Wellness</p> <p>Increased fulfillment and connection to community</p> <p>Increased youth leadership and youth voice</p> <p>Increased academic achievement</p> <ul style="list-style-type: none"> ● Decreased transiency <p>Advance Equity: improved and equitable access to services</p> <ul style="list-style-type: none"> ● Improved outcomes for marginalized groups ● New celebrations and events 	<p>The Reading Children’s Cabinet was established in Fall, 2023 with a mission of bringing together key leaders and community members that serve children and youth. Our goals are to strengthen collaboration, align resources, and help to close programming gaps. The Reading Children’s Cabinet builds on the strong cross-sector leadership already in place in Reading with Reading Public Schools, Town leadership, the Reading Police Department, community leaders, business leaders, parents / guardians, and students all coming together to empower youth to thrive.</p> <p>There are currently more than 25 members of the Reading Children’s Cabinet.</p> <p>The Children’s Cabinet identified two priorities for 2023 – 2024.</p> <ul style="list-style-type: none"> ● Accessing Resources (This includes teens and other youth accessing resources - both mental and physical health; LGBTQIA+ Youth, Multilingual Learners and Black and Brown youth accessing resources; having a safe place outside of

<ul style="list-style-type: none"> ● Youth Advocacy and Services: SEPAC (Special Education), early childhood (could include representative of early childhood program – RISE director could provide insight on point person), early childhood ● Reading Community Services: Reading Coalition for Prevention and Support, YMCA, Head of Recreation, Transportation, Community Services (Food Pantry and RPS Food Services, Housing), Reading Public Library, Athletic Director / Youth Sports, Extended Day and After School Programs ● Innovation Pathways / Economic Development: Reading-North Reading Chamber of Commerce, Reading Public Schools Innovative Pathways program (dual enrollment / internships), community businesses that support young people, Mass Tier, Labor Workforce Board ● Diversity, Equity, Inclusion, and Justice: Director of Social 	<ul style="list-style-type: none"> ● Build foundation knowledge for community ● Begin leveraging resources to improve outcomes <ul style="list-style-type: none"> o. Define mission, goals, objectives, and metrics of Children’s Cabinet <p><u>Examples of Children’s Cabinet Activities</u> (promising practices)</p> <ul style="list-style-type: none"> ● Develop shared, community-wide goals for children, youth, and families. ● Collaborate on new initiatives to improve opportunity and access. ● Improve coordination of policies and services to break down silos, reduce duplication, and enhance impact within government and with external partners. ● Share and compare data to create a more accurate picture of child, 	<p>Superintendent Annual Report</p> <p>Clear priorities and action plan for School-Town wide collaboration to improve youth outcomes (2 – 3 actionable priorities identified - with annual goal setting and action steps)</p> <p>More youth involved in School and Town leadership</p> <p>Development of dashboard to measure key indicators to improve youth outcomes</p> <p>Shared understanding of metrics and access to data on youth outcomes – to identify gaps and opportunities for improvement</p> <p>Collaboration on new initiatives to improve opportunity and access</p>	<p>children and youth by having established resources and protocols</p> <ul style="list-style-type: none"> ● Data monitoring for continuous improvement ● Well defined pathways to ensure equity, services <ul style="list-style-type: none"> ● Increased efficiency ● Flow chart ● Marketing of coordinated services; regular community services fairs <p>Build understanding of interconnectedness</p> <ul style="list-style-type: none"> ● Increase in participation in school, library, and community events 	<p>to deepen cultural understanding</p> <p>Increased economic outcomes for Reading</p>	<p>school; and a lack of coordination of resources)</p> <ul style="list-style-type: none"> ● Addressing Mean Behavior/ Relational Aggression and Improving School Connectedness <p>Updates on Children’s Cabinet priorities for 2023 – 2024:</p> <p>Accessing Resources</p> <p>Long term goals include:</p> <ul style="list-style-type: none"> ● Supporting a Community Resource Fair ● Helping compile a master list of available resources ● Helping people access the resources in a sustainable way is also a work in progress. We are researching the possible use of printed materials, app, website, and/or staff who can help families navigate the available resources. <p>We recognized that these aspirations are all going to take time and planning.</p> <p>That is why, in the meantime, we have established a protocol for schools to help meet real-time concrete needs that come up for families. The Working Group created a flow chart of a new system to streamlining accessing resources.</p>
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<p>Justice for Reading, Metco Director, Multilingual Learners (MLL) leaders at all levels (parents, young people, teachers, staff)</p> <ul style="list-style-type: none"> ● Health / Mental Health: Director of Nursing (RPS), Director of Health Department (Town), School Counseling expertise at RPS, local pediatrician, Board of Health / School Director / Health Director; Dental services ● Law Enforcement: Reading Police Department, District Attorney (for court-involved youth), Department of Children and Families ● Media, Community Networks: RCTV, information networks (i.e. Connect the Tots, Neighbors and Newcomers), ● Intergenerational Networks: elders / seniors (for intergenerational leadership development and work), Senior Center ● Interfaith Networks – clergy / religious leaders 	<p>youth, and family wellbeing. Examine, align, and leverage resources so that investments have the most powerful impact possible and funding opportunities are maximized.</p> <ul style="list-style-type: none"> ● Advance equity by cultivating a shared understanding of what equity means and fostering conversation between local government and community voices. ● Increase demand for improved and expanded opportunities for all children and youth. <p><i>-Children's Cabinet Toolkit: A Roadmap for Getting Started in Your Community</i></p> <p>Based on this guidance, identify goals and outcome measures for Reading Children's Cabinet</p> <p>0. Coordination and</p>	<p>Stronger relationships and sense of belonging</p> <p>Feedback loops and development of subcommittees for continuous improvement and to widen engagement and deepen commitment</p>			<p>In short, principals and/or counselors can fill out a google form with an anonymous need. This form gets sent to the Children's Cabinet who then works to fill the need through various organizations and community groups that are ready to help. We will pilot this system and hope to scale it over time.</p> <p>Addressing Mean Behavior / Relational Aggression and Improving School Connectedness</p> <p>The Reading Children's Cabinet sponsored parent listening sessions to discuss best practices to support our middle schoolers so they are empowered to thrive socially and emotionally. Community Listening Sessions were held on Tuesday, April 30, 2024 from 9:30am - 10:30am and 6pm - 7pm at Reading Public Library.</p> <p>Participants include parents of Reading middle school students. 18 parents and community members attended the April 30th sessions.</p> <p>Outreach Methods: Flyers were distributed by RPS Superintendent Dr. Tom Milaschewski, by RPS middle school principals, and through the Reading Children's Cabinet.</p> <p>A report on the listening sessions will be provided at the June 5th Children's Cabinet meeting.</p>
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<p>**Ensure depth, variety, and diversity of participants</p> <p>Secure Funding / Grants to Launch and Sustain Children’s Cabinet</p> <p>Space to Convene</p> <p>Data for tracking Children’s Cabinet Indictors</p>	<p>Dissemination of Resources</p> <p>0. Create and foster programming / connections</p> <p>Define ways to connect families:</p> <ul style="list-style-type: none"> ● Keeping in mind barriers / cultural differences ● Creating shared experiences to build upon ● Incentivize engagement <p>0. Identify 2 – 3 actionable priorities – with annual goal setting</p> <ul style="list-style-type: none"> a. Coordinate new initiatives a. Identify gaps and improve youth engagement in existing programs (remove access barriers) 				<p>Potential areas of focus include: training on available supports, strengthening partnerships and connectedness, and expanding to a wider audience.</p>
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	<ul style="list-style-type: none">o. Cultivate a shared understanding of equity – so that every young person has what they needo. Build leadership and opportunity for youth – center youth voice and focus on positive youth development<ul style="list-style-type: none">a. Hold listening sessions with youth to understand what they want / needa. Create mechanisms to train and support young people to be part of the process and to train adults on “adultism” and create space for youth leadershipo. Community Awareness Campaign on the need for a Children’s Cabinet and coordinated youth services				
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Reading Public Schools

School Committee Meeting Packet

June 6, 2024



Old 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: Olivia Lejeune, Executive Assistant to the Superintendent
Date: June 4, 2024
Re: Approve the SY2024-2025 Calendar Update

Please find in the packet an updated SY2024-2025 Calendar. It has come to our attention that we inadvertently left off the December professional development day for middle school and high school. Traditionally, these schools have seven professional development days, and including this date ensures the correct allocation of professional development time. We recommend that the School Committee votes to approve the updated SY2024-2025 Calendar.

Reading Public Schools | 2024-2025 CALENDAR

AUGUST '24

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

- 19-23** New Staff Induction
- 26-27** Teacher In-Service: No School
- 28** First day of School (1-12)
- 28-29** Pre-K & K Orientation
- 30** No School

Teacher Days: 4 Student Days: 2

JANUARY '25

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

- 1** New Year's Day: No School
- 2** School Resumes
- 10** MS & HS Early Dismissal
- 20** M.L.K. Day: No School

Teacher Days: 21 Student Days: 21

SEPTEMBER '24

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

- 2** Labor Day: No School
- 3** First day of School PK and K
- 11** PK-5 Back to School Night**
- 12** PK & HS Back to School Night (Early Dismissal)**
- 19** MS Back to School Night (Early Dismissal)
- 27** MS & HS Early Dismissal

Teacher Days: 20 Student Days: 20

FEBRUARY '25

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

- 7** MS & HS Early Dismissal
- 17** Presidents' Day: No School
- 18-21** February Vacation: No School

Teacher Days: 15 Student Days: 15

OCTOBER '24

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

- 14** Columbus Day: No School
- 25** MS & HS Early Dismissal

Teacher Days: 22 Student Days: 22

MARCH '25

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

- 10** Teacher In-Service: No School

Teacher Days: 21 Student Days: 20

NOVEMBER '24

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

- 5** Teacher In-Service: No School
- 11** Veterans Day: No School
- 14** PK-5 Conferences: Early Release
- 15** Conferences PK-12: No School
- 27** Early Release*
- 28-29** Thanksgiving Recess: No School

Teacher Days: 18 Student Days: 16

APRIL '25

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	V	V	V	V	26
27	28	29	30			

- 4** MS & HS Early Dismissal
- 21** Patriots' Day: No School
- 22-25** April Vacation: No School

Teacher Days: 17 Student Days: 17

DECEMBER '24

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	V	V	V	V	V	28
29	V	V				

- 6** MS & HS Early Dismissal
- 23-31** Winter Recess: No School

Teacher Days: 15 Student Days: 15

MAY '25

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

- 9** MS & HS Early Dismissal
- 15** PK-5 Open House
- 22** MS Open House (Early Dismissal)
- 26** Memorial Day: No School
- 30** High School Graduation

Teacher Days: 21 Student Days: 21

JUNE '25

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

- 16** Last Day of School (Early Release)* (No Snow Days)
- 19** Juneteenth
- 24** Last Day of School (Early Release) * (5 Snow Days)

**Teacher Days Without Snow Days: 11
Student Days Without Snow Days: 11**

*Note: On 11/27/24 and the last day of school, the below release schedule will be observed:

District-Wide Early Release Schedule

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

**Total Student Days: 180
Total Teacher Days: 185**



School Closed



District-Wide Early Release



Teacher In-Service Days: No students



Early Dismissal for HS/MS

Reading Public Schools | 2024-2025 CALENDAR

BACK TO SCHOOL AND OPEN HOUSE NIGHTS

Fall: Back to School Nights

Preschool – 5th Grade – September 11, 2024
 Middle School – September 19, 2024
 Preschool & High School – September 12, 2024

Spring: Open Houses

PK and Elementary – May 15, 2025
 Middle School – May 22, 2025

**Wood End and Killam Pre-K locations will have Back to School the same night as Elementary. The High School Pre-K location will be the same night as High School Back to School Night.

PARENT/GUARDIAN – TEACHER CONFERENCES

Preschool – 5th Grade: November 14, 2024
Preschool – 12th Grade: November 15, 2024

SCHOOL START AND RELEASE TIMES

School	Start Time	End Time	Early Dismissal	District-Wide Early Release
Elementary	8:25 AM	2:45 PM	12:45 PM	11:00 AM
Middle	7:50 AM	2:30 PM	12:30 PM	10:45 AM
High	8:30 AM	3:05 PM	1:04 PM	11:15 AM

STUDENT ABSENTEE LINES:

Barrows	ambabsences@reading.k12.ma.us	781-942-9166
Birch Meadow	bmeabsences@reading.k12.ma.us	781-944-2335
Joshua Eaton	jeeabsences@reading.k12.ma.us	781-942-9161
Killam	JWKAbsences@reading.k12.ma.us	781-944--7831
Wood End	weeabsences@reading.k12.ma.us	781-942-5420
Parker	wspabsences@reading.k12.ma.us	781-944-1236
Coolidge	awcabsences@reading.k12.ma.us	781-942-9158
RMHS	RMHSAttendance@reading.k12.ma.us	781-670-2819
RISE	riseabsences@reading.k12.ma.us	781-942-9179

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

SCHOOL CLOSURE DATES

August 30, 2024	January 1, 2025
September 2, 2024	January 20, 2025
October 14, 2024	February 17 – 21, 2025
November 5, 2024	March 10, 2025
November 11, 2024	April 21 – 25, 2025
November 15, 2024	May 26, 2025
November 28 – 29, 2024	June 19, 2025
December 23 – 31, 2024	

ADDITIONAL MAJOR RELIGIOUS & CULTURAL HOLIDAYS

Oct 3-4* Rosh Hashanah**	Jan 7 Orthodox Christmas
Oct 12* Yom Kippur**	Jan 29 Lunar New Year
Nov 1 Diwali Begins	Mar 1 Ramadan Begins
Dec 25 Christmas	April 13 Palm Sunday
Dec 26-Jan 2* Hanukkah	April 18 Good Friday**
Dec 26-Jan 1 Kwanzaa	March 31 Eid al-Fitr
	April 12-20* Passover**
	April 20 Easter & Orthodox Easter

*Begins the night before at sundown

**Please follow religious observance accommodations linked above

Preschool and ELEMENTARY EARLY DISMISSAL DAYS

Elementary will be dismissed at 12:45 every Friday. Exceptions are listed below and Preschool early dismissals are noted:

November 14, 2024	Pre-K – 5 Conferences	12:45 PM
November 27, 2024	District-Wide Early Release	11:00 AM
June 16/24, 2025	Last Day of School	11:00 AM

MIDDLE SCHOOL EARLY DISMISSAL DAYS

September 19, 2024	Back to School Night	12:30 PM
September 27, 2024	Professional Development	12:30 PM
October 25, 2024	Professional Development	12:30 PM
November 27, 2024	District-Wide Early Release	10:45 AM
December 6, 2024	Professional Development	12:30 PM
January 10, 2025	Professional Development	12:30 PM
February 7, 2025	Professional Development	12:30 PM
April 4, 2025	Professional Development	12:30 PM
May 9, 2025	Professional Development	12:30 PM
May 22, 2025	MS Open House	12:30 PM
June 16/24, 2025	Last Day of School	10:45 AM

HIGH SCHOOL EARLY DISMISSAL DAYS

September 12, 2024	Back to School Night	1:05 PM
September 27, 2024	Professional Development	1:05 PM
October 25, 2024	Professional Development	1:05 PM
November 27, 2024	District-Wide Early Release	11:15 AM
December 6, 2024	Professional Development	1:05 PM
January 10, 2025	Professional Development	1:05 PM
February 7, 2025	Professional Development	1:05 PM
April 4, 2025	Professional Development	1:05 PM
May 9, 2025	Professional Development	1:05 PM
June 16/24, 2025	Last Day of School	11:15 AM

EXTENDED SCHOOL YEAR

July 7 – August 7, 2025

Reading Public Schools

School Committee Meeting Packet

June 6, 2024



Information/Correspondence

From: [Pinto, Derek](#)
To: [Rebecca Liberman](#); [Milaschewski, Thomas](#)
Cc: [DG School Committee](#)
Subject: RE: Please expand school bus service to reduce emissions and improve traffic and safety
Date: Monday, June 3, 2024 8:16:06 AM

Hello Rebecca,

Thank you for your communication on these important matters. As RPS transportation is one of my responsibilities, I'd like to offer some information that will provide context on our efforts to address these concerns.

We are sensitive to traffic issues around our schools. We maintain regular contact and are reliant on the Reading Police Department to assist us in mitigating these concerns. This collaboration helps us address safety and congestion issues effectively, ensuring a safer environment for everyone. We are also reliant on parents and our community members to exercise prudence and caution in the school zones. and to balance the need to drive students versus having them walk/ride bikes.

The Department of Elementary and Secondary Education provides a guide on pupil transportation (to include eligibility, riding limits, routes and stops) which we currently adhere to. We do not own our own buses; we must contract out to a third-party. As we strive to be environmentally responsible, we have been advocating for our current provider to purchase and use electric buses. We are actively seeking grants to give us the flexibility to make improvements, such as expanding services as you've suggested, or investing in electric buses. We are committed to exploring all possible options to make this feasible.

Balancing environmental priorities and educational needs while maintaining fiscal prudence is crucial to ensuring the sustainability of our transportation program. It's important to note that the expansion of the busing program is dependent on ridership. Increasing busing services requires a viable number of riders to justify the costs involved. The user fees we currently charge riders does not adequately cover costs for the transportation program – and we've raised fees already for the 24-25 school year. We have also increased fees for virtually all our fee-based programs. We are sensitive to the need to avoid burdening families with additional costs. Our goal is to find sustainable funding solutions that support our environmental objectives without placing extra financial strain on our community. We will continue these conversations as we move into our initial planning for the FY26 budget.

*Thanks and regards,
Derek*

From: Rebecca Liberman <rfliberman@gmail.com>
Sent: Monday, May 27, 2024 12:06 PM

To: Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>

Cc: DG School Committee <SchoolCommittee@reading.k12.ma.us>

Subject: Please expand school bus service to reduce emissions and improve traffic and safety

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.

Dear Supt. Milaschewski and SC Members,

As a member of the Climate Advisory Group tasked with developing a climate plan for Reading and a public health professional, I urge you to find a way to provide expanded school bus service using electric buses to reduce our greenhouse gas emissions, improve air quality, and reduce traffic and improve safety near our schools.

According to the Greenhouse Gas Inventory presented to our group this past winter (slides attached), Reading has the highest per capita greenhouse gas emissions among 18 nearby cities and towns, and transportation is the second biggest contributor to that. In addition to contributing to emissions and poorer air quality, the lack of school buses in Reading also has a negative impact on quality-of-life and safety in town. It is really inconvenient for parents and caregivers to have to drive and wait at drop-off and pickup time, especially for those with children at multiple schools. And there is a lot of illegal parking and idling near our schools, as well as a lot of traffic in surrounding neighborhoods that can lead to accidents.

In order to reduce all the individual car trips to and from all of our schools, we should expand bus service and make it free for all elementary and middle school students who live more than a half mile away, and make the high school bus free for all students who live more than 1 mile away, as well as encouraging walking or biking to school for those who live nearby. We should also provide a high school late bus for those who do sports or activities after school. To help offset the cost, we should require a paid permit to allow drop-off and pickup by car near our schools and charge a fee for students to park at the high school, as school districts like Andover do.

I urge you to find a way to provide more bus service using cleaner vehicles for our students to help us meet our climate goals, improve our air quality, and reduce traffic and improve safety around our schools.

Please let me know what you will do to expand bus service and reduce individual car trips to and from school.

Thank you.

Rebecca Liberman, MPH