

School Committee Meeting

December 12, 2019

Office Half Hour

5:30 P.M.

6:00 P.M.

Open Session

RMHS Schettini Library



Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2019-12-12

Time: 6:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Linda Engelson on behalf of the 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:

5:30 p.m.		Office Half Hour Mrs. Calley & Mr. Wise
6:00 p.m.	A.	Call to Order
6:05 – 6:20 p.m.	B.	Public Comment
6:20 – 6:25 p.m.	C.	Consent Agenda <ul style="list-style-type: none"> - Accept a Donation from the Coolidge Olympiad Parents Group - Accept a Donation of Books from Matt & Michele Sanphy - Accept a Donation from the Friends of Reading Soccer - Approval of Three RMHS Wrestling Team Trips - Approval of Minutes (October 17, 23 & 28, 2019 & November 6, 19)
6:25 – 6:40 p.m.	D.	Reports <ol style="list-style-type: none"> 1. Students 2. Director of Student Services 3. Assistant Superintendent 4. Chief Financial Officer 5. Superintendent 6. Liaison/Sub-Committee
6:40 – 7:10 p.m. 7:10 – 7:30 p.m. 7:30 – 7:40 p.m. 7:40 – 8:00 p.m.	E.	New Business <ol style="list-style-type: none"> 1. RMHS Guidance Presentation and Update 2. School Improvement Plan Review 3. Approval of the 2020-21 School Calendar 4. First Reading of Policy BHE – SM – Social Media

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

	F.	Old Business 1.
	G.	Information/Correspondence 1. Portrait of a Graduate Information 2. FY20 Energy Conservation Measures Presentation 3. Letters from DESE – Tiered Focus Monitoring 4. Email from Lori Conway 5. Email from RMHS Band Parents – School Committee Request for Funding 6. Email from John Lippett – Time to discuss Town-School budget split 7. Email from Rebecca Liberman - Questions after SC meeting last night 8.
	H.	Routine Matters 1. Bills & Payroll Warrants 2. Calendar
	I.	Future Business
8:05 p.m.	J.	Adjourn
8:10 p.m.	K.	Executive Session – if needed

**Times are approximate

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Accept a Donation from Coolidge Olympiad Parents Group

At our meeting on Thursday evening, we will ask the School Committee to accept a donation in the amount of \$6,750 from the Coolidge School Science Olympiad parent group to be used to support three coaches for the 2019-20 school year.

If you have any questions, please contact us.

Memo

Coolidge Middle School

To: John Doherty, Superintendent
Reading School Committee



From: Sarah Marchant, Coolidge Principal

Date: November 6, 2019

Re: **Science Olympiad Donation**

Dear Dr. Doherty and Members of the RPS School Committee,

The Coolidge Science Olympiad Team has been an ongoing opportunity at Coolidge Middle School for close to 30 years. Its success is made possible through the dedication of coaches, and with the support of the parent group. In order to keep that model in place, the parent group donates towards a stipend for each head coach on a yearly basis. Enclosed please find this year's donation, totaling \$6,750, which the parent group hopes will be distributed as follows (half in December; half in March):

- \$5,000 for head coach Karawan Meade
- \$1,250 for assistant coach Daniel Cody
- \$500 for assistant coach Jerald Coyne

I, along with the Coolidge School Science Olympiad, hope that this donation will be accepted, and we remain grateful for the support of the Reading Public Schools.

COOLIDGE
SCIENCE



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

October 29, 2019

Dear Mrs. Marchant, Dr. Doherty, Ms. Kelley, and the Reading School Committee:

The Coolidge School Science Olympiad (CSSO) hereby requests that the Reading Public Schools accept our donation in the amount of \$6,750 for the purpose of compensating the following teachers for science team duties performed during the 2019-2020 school year.

- Karawan Meade (Head Coach): \$5,000
- Daniel Cody (Assistant Coach): \$1,250
- Jerald Coyne (Assistant Coach): \$500

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,

Jennifer LeBovidge
CSSO 2018-2019 President



A.W. Coolidge Middle School • Coolidge School Science Olympiad
89 Birch Meadow Drive, Reading, MA 01867 • Tax-exempt ID 04-3192502

John F. Doherty, Ed. D.
Superintendent of Schools

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



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Assistant Superintendent

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Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Accept a Donation from Michele & Matt Sanphy

At our meeting on Thursday evening, we will ask the School Committee to accept a donation of several books from Michele and Matt Sanphy. These books will be distributed as Director of Student Services Stys deems appropriate.

If you have any questions, please contact us.

October, 11, 2019

Members of the School Committee,

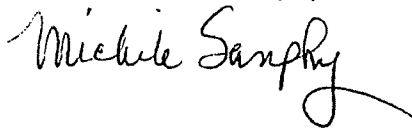
My husband and I would like to donate the following books to RPS for Dr. Stys to distribute as she determines to be appropriate.

1. Fill a Bucket by Carol McCloud and Katherine Martin
2. Special Siblings, Growing Up with Someone with a Disability by Mary McHugh
3. My Friend Isabelle by Eliza Woloson
4. What's Inside You Is Inside me, Too. My Chromosomes Make Me Unique by Deslie Quinby and Jeanne Visootsak
5. Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids by Carol McCloud
6. The Best Worst Brother by Stephanie Stuve-Bodeen
7. Bucket Filling from A to Z, The Key to Being Happy by Carol McCloud and Caryn Butzke
8. How the Brain Learns, 4th Edition by David A. Sousa

Thank each of you for your service to our community and for all of the time you volunteer.

Best,

Matt and Michele Sanphy

A handwritten signature in cursive script that reads "Michele Sanphy". The signature is written in black ink and is positioned below the typed name "Michele Sanphy".

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Accept a Donation from the Friends of Reading Soccer

At our meeting on Thursday evening, we will ask the School Committee to accept a donation in the amount of \$2,500 from the Friends of Reading Soccer to be used to support coaching assistants for the 2019 season.

If you have any questions, please contact us.



Friends of Reading Soccer, Inc.

November 1, 2019

Gail Dowd
Chief Financial Officer
Reading Public Schools
82 Oakland Road
Reading, MA 01867

Re: 2019 Donation from Friends of Reading Soccer, Inc. to Pay Assistant Varsity Coach

Dear Ms. Dowd:

Please accept the enclosed \$2,000 donation to the Reading Public Schools from the Friends of Reading Soccer, Inc. for the purpose of making payment to John Paul Cormio, Assistant Coach for Reading Boys Varsity Soccer.

If there are any questions or you need any further information, please feel free to contact me by telephone, at 781-942-5910 or by email (cathy_craven@hotmail.com)

Thank you.

Sincerely,

Catherine Craven

Catherine Craven
Treasurer
Friends of Reading Soccer, Inc.

encl.



Friends of Reading Soccer, Inc.

November 1, 2019

Gail Dowd
Chief Financial Officer
Reading Public Schools
82 Oakland Road
Reading, MA 01867

Re: 2019 Donation from Friends of Reading Soccer, Inc. to Pay Varsity Goalkeeper Coach

Dear Ms. Dowd:

Please accept the enclosed \$500.00 donation to the Reading Public Schools from the Friends of Reading Soccer, Inc. for the purpose of making payment to Annie Burns, Varsity Goalkeeper Coach for Reading Boys Varsity Soccer.

If there are any questions or you need any further information, please feel free to contact me by telephone, at 781-942-5910 or by email (cathy_craven@hotmail.com).
Thank you.

Sincerely,

Catherine Craven
Treasurer
Friends of Reading Soccer, Inc.

encl.

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Approval of RMHS Wrestling Field Trips

At our meeting on Thursday evening, I will ask the School Committee to approve three RMHS Wrestling team out of state trips to participate in meets.

If you have any questions, please contact me.



John F. Doherty, Ed.D.
Superintendent

READING MEMORIAL HIGH SCHOOL

62 Oakland Road, Reading, Massachusetts 01867
Tel: 781-944-8200 Fax: 781-942-5435
Website: <http://www.reading.k12.ma.us/memorial/>

Kathleen M. Boynton
Principal

Craig Murray
Jessica Theriault
Thomas J. Zaya
Assistant Principals

To: John F. Doherty, Superintendent of Schools
From: Kathleen M. Boynton, Principal
Date: November 20, 2019
Subject: Letter of Support for Wrestling Tournament

Please accept this letter of support for Craig Murphy, Wrestling Coach at RMHS to travel by bus to Cumberland High School. Cumberland High School is located in Cumberland, Rhode Island. The tournament is a day trip on December 14th starting at 6am returning at 4pm. 35 Students and 2 coaches will be traveling by bus.

I respectfully request permission for Craig Murphy to attend the tournament.

Thank you.

Reading Public Schools
Field Trip Plan

This information should
be kept on file for a
minimum of 3 years.

1. Trip Coordinator Gray Murphy School RMHS Grade(s) Attending 9-12
2. Destination Cumberland, Rhode Island
3. Type of Trip: Day ☒ Extended _____ Overnight _____ Out of State ☒ International _____
4. Purpose of Trip Wrestling Competitions
5. Field Trip Connection to Curriculum Frameworks (Be specific to actual grade level curriculum alignment)
Extra - Curricular
6. Date(s) of Trip 12/14/19 Time of Departure 6am Time of Return 4pm
7. Cost of Trip None Will there be fundraising? No If yes, please attach plan.
8. No. of Students Attending 35^{approx.} No. of Teachers 2 coaches No. of other adults _____
9. Name of Travel Company (if applicable) _____
10. Transportation Required (Circle): Bus Train Boat Plane Private Car Other
11. Name of Company Providing Transportation _____
12. If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? _____
13. Departure Information (location and carrier) _____
14. Return Trip Information (location and carrier) _____
15. Food and Lodging (if applicable) will be provided by _____
16. Address and Phone No. of Lodging (if applicable) _____
17. 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)? _____ If yes, attach a copy of the policy.
18. If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes _____ No _____ N/A ☒

19. Please describe below the educational alternative for those students who will not be attending the trip.

N/A

20. If there are students with disabilities or individual needs attending the trip, what accommodations/transportation have been put in place to assure that the student(s) has equal access to the experience?

21. Please describe the process that will be used to determine student eligibility for the trip.

Member of
RMS Wrestling
team

Chaperone Information

22. Names of Chaperones Attending Trip

23. Names of Chaperones who will be receiving compensation from Travel Company or other source (if applicable)

24. Source of Compensation for Chaperones (if applicable)

25. Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks _____

26. Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the form, go to <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.
- c. A copy of any contract associated with the field trip.

The Following Section is for Out of Country Field Trips Only

- 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. Yes _____ No _____

If yes, please explain _____

- B. Have you purchased medical insurance for each day of an out of country field trip? Yes _____ No _____
(attach a copy of the policy)

- C. Is medical preclearance required? Yes _____ No _____

- D. 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? Yes _____ No _____

- E. Copies of all students' passports shall be maintained by the Trip Coordinator.

- F. At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member _____

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.

27. APPROVED Kathleen W. Bant DATE 11/20/19
Principal (For All Field Trips)

28. APPROVED [Signature] DATE 11/20/2019
Superintendent of Schools (For All Extended, Overnight, Out of State, and International Field Trips)

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



John F. Doherty, Ed.D.
Superintendent

READING MEMORIAL HIGH SCHOOL

62 Oakland Road, Reading, Massachusetts 01867
Tel: 781-944-8200 Fax: 781-942-5435
Website: <http://www.reading.k12.ma.us/memorial/>

Kathleen M. Boynton
Principal

Craig Murray
Jessica Theriault
Thomas J. Zaya
Assistant Principals

To: John F. Doherty, Superintendent of Schools
From: Kathleen M. Boynton, Principal
Date: November 20, 2019
Subject: Letter of Support for Wrestling Tournament

Please accept this letter of support for Craig Murphy, Wrestling Coach at RMHS to travel by bus to Windham High School . The high school is located in Windham, New Hampshire. The tournament is a day trip on December 30th starting at 6am returning at 5pm. 10-15 Students and 2 coaches will be traveling by bus.

I respectfully request permission for Craig Murphy to attend the tournament.

Thank you.

Reading Public Schools
Field Trip Plan

This information should
be kept on file for a
minimum of 3 years.

1. Trip Coordinator Craig Murphy School RMHS Grade(s) Attending 9-12
2. Destination Windham NH (JV tournament)
3. Type of Trip: Day X Extended _____ Overnight _____ Out of State X International _____
4. Purpose of Trip Wrestling tournament
5. Field Trip Connection to Curriculum Frameworks (Be specific to actual grade level curriculum alignment)
Extra-Curricular
6. Date(s) of Trip 12/30/19 Time of Departure 6am Time of Return 5pm (estimate)
7. Cost of Trip N/A Will there be fundraising? No If yes, please attach plan.
8. No. of Students Attending 10-15 approx. No. of Teachers 2 coaches No. of other adults _____
9. Name of Travel Company (if applicable) _____
10. Transportation Required (Circle): Bus Train Boat Plane Private Car Other
11. Name of Company Providing Transportation _____
12. If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? _____
13. Departure Information (location and carrier) _____
14. Return Trip Information (location and carrier) _____
15. Food and Lodging (if applicable) will be provided by _____
16. Address and Phone No. of Lodging (if applicable) _____
17. 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)? _____ If yes, attach a copy of the policy.
18. If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes _____ No _____ N/A _____

19. Please describe below the educational alternative for those students who will not be attending the trip.

N/A

20. If there are students with disabilities or individual needs attending the trip, what accommodations/transportation have been put in place to assure that the student(s) has equal access to the experience?

21. Please describe the process that will be used to determine student eligibility for the trip.

JV wrestler
at Reading H.S.

Chaperone Information

22. Names of Chaperones Attending Trip

23. Names of Chaperones who will be receiving compensation from Travel Company or other source (if applicable)

24. Source of Compensation for Chaperones (if applicable)

25. Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks _____

26. Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the form, go to <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.
- c. A copy of any contract associated with the field trip.

The Following Section is for Out of Country Field Trips Only

- 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. Yes _____ No _____

If yes, please explain _____

- B. Have you purchased medical insurance for each day of an out of country field trip? Yes _____ No _____
(attach a copy of the policy)

- C. Is medical preclearance required? Yes _____ No _____

- D. 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? Yes _____ No _____

- E. Copies of all students' passports shall be maintained by the Trip Coordinator.

- F. At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member _____

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.

27. APPROVED Kath Boynt DATE 11/20/19
Principal (For All Field Trips)

28. APPROVED [Signature] DATE 11/20/19
Superintendent of Schools (For All Extended, Overnight, Out of State, and International Field Trips)

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



John F. Doherty, Ed.D.
Superintendent

READING MEMORIAL HIGH SCHOOL

62 Oakland Road, Reading, Massachusetts 01867
Tel: 781-944-8200 Fax: 781-942-5435
Website: <http://www.reading.k12.ma.us/memorial/>

Kathleen M. Boynton
Principal

Craig Murray
Jessica Theriault
Thomas J. Zaya
Assistant Principals

To: John F. Doherty, Superintendent of Schools
From: Kathleen M. Boynton, Principal
Date: November 20, 2019
Subject: Letter of Support for Wrestling Tournament

Please accept this letter of support for Craig Murphy, Wrestling Coach at RMHS to travel by bus to Timberlane High School. Timberlane High School is located in Plaistow, New Hampshire. The tournament is a day trip on January 25th starting at 6am returning at 9pm.

I respectfully request permission for Craig Murphy to attend the tournament.

Thank you.

Reading Public Schools
Field Trip Plan

This information should
be kept on file for a
minimum of 3 years.

1. Trip Coordinator Craig Murphy School RMHS Grade(s) Attending 9-12
2. Destination Timberlane High School
3. Type of Trip: Day ☒ Extended _____ Overnight _____ Out of State ☒ International _____
4. Purpose of Trip Wrestling tournament
5. Field Trip Connection to Curriculum Frameworks (Be specific to actual grade level curriculum alignment)
Extra - Curricular
6. Date(s) of Trip 1/25/2020 Time of Departure 6am Time of Return 9pm
7. Cost of Trip N/A Will there be fundraising? No If yes, please attach plan.
8. No. of Students Attending 14 No. of Teachers (conducts) 2 No. of other adults _____
9. Name of Travel Company (if applicable) _____
10. Transportation Required (Circle): Bus Train Boat Plane Private Car Other
11. Name of Company Providing Transportation _____
12. If this is an overnight trip, is the bus driver getting sufficient rest in accordance with federal regulations and common sense? _____
13. Departure Information (location and carrier) RMHS
14. Return Trip Information (location and carrier) RMHS
15. Food and Lodging (if applicable) will be provided by _____
16. Address and Phone No. of Lodging (if applicable) _____
17. 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)? _____ If yes, attach a copy of the policy.
18. If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water. Yes _____ No _____ N/A ☒

19. Please describe below the educational alternative for those students who will not be attending the trip.

N/A

20. If there are students with disabilities or individual needs attending the trip, what accommodations/transportation have been put in place to assure that the student(s) has equal access to the experience?

21. Please describe the process that will be used to determine student eligibility for the trip.

Varsity

Wrestlers

Chaperone Information

22. Names of Chaperones Attending Trip

23. Names of Chaperones who will be receiving compensation from Travel Company or other source (if applicable)

24. Source of Compensation for Chaperones (if applicable)

25. Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks _____

26. Please attach the following to this document:

- a. A detailed itinerary of the trip
- b. Signed state ethics financial disclosure forms from all teachers whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. To access the form, go to <http://www.mass.gov/ethics/disclosure-forms/municipal-employee-disclosure-forms/> and complete Form 11d, *Disclosure of Travel Expenses for Non-Elected/Appointed Employee required by 930 CMR 5.08(2)(d)1*.
- c. A copy of any contract associated with the field trip.

The Following Section is for Out of Country Field Trips Only

- 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. Yes _____ No _____

If yes, please explain _____

- B. Have you purchased medical insurance for each day of an out of country field trip? Yes ___ No ___
(attach a copy of the policy)
- C. Is medical preclearance required? Yes _____ No _____
- D. 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? Yes _____ No _____
- E. Copies of all students' passports shall be maintained by the Trip Coordinator.
- F. At least one staff member accompanying the students must have a phone number with international service.

Name of Staff Member _____

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.

27. APPROVED Kathleen Bohrt DATE 11/20/19
Principal (For All Field Trips)

28. APPROVED [Signature] DATE 11/20/2019
Superintendent of Schools (For All Extended, Overnight, Out of State, and International Field Trips)

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



Town of Reading Meeting Minutes

2019-09-22 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2019-10-17

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson, Linda Snow Dockser, Jeanne Borawski, Tom Wise, and John Parks

Members - Not Present:

Others Present:

Superintendent John Doherty, Chief Financial Officer Gail Dowd, Assistant Superintendent Christine Kelley, Director of Student Services Jennifer Stys, Coolidge Principal Sarah Marchant, Parker Principal Ricki Shankland, Eaton Principal LisaMarie Ippolito, Killam Principal Sarah Leveque, RMHS Principal Kate Boynton, Coolidge, Barrows Principal Beth Leavitt, Wood End Principal Joanne King, Director of Facilities Joe Huggins, Curriculum Coaches Heather Leonard & Allison Straker

Minutes Respectfully Submitted By: Linda Engelson on behalf of the Chair

Topics of Discussion:

I. Call to Order

Chair Robinson called the meeting to order at 7:05 p.m. and reviewed the agenda.

A. Public Input

Mr. Robinson called for public comment.

Sherilla Lestrade, Friends of Reading METCO, shared that the group is hosting a potluck dinner for families from both communities on November 2nd from 4 – 6 p.m. at the Greenwood Memorial United Methodists Church. The Friends of Reading METCO hope that events like this will help build and strengthen bonds between the Boston and Reading communities.

B. Consent Agenda

Mr. Robinson asked if the committee wanted any items removed from the consent agenda. Mr. Wise asked that the following consent agenda items be removed:

- Approval of the Parker Middle School Quebec Field Trip
- Approval of RMHS Skating Club Trip
- Approval of RMHS Swiss Exchange Field Trip

- Approval of Minutes (September 26, 2019)

Mr. Wise reviewed the reasons for pulling the items from the consent agenda. He pointed out that the Parker Quebec field trip packet was complete with all items required by policy. He questioned why the Committee was approving the Skating Club trip. The answer was because it is an out of state trip. He pointed out a discrepancy in the cover memorandum and the field trip packet for the Swiss Exchange and wanted to confirm it was occurring in 2021 and finally he requested the link to the meeting video be included in the minutes.

Dr. Snow Dockser asked if there is an avenue to offer financial assistance to students that wish to participate on any field trips.

Mr. Parks pointed out that some of the travel companies offer financial assistance.

Mrs. Borawski moved, seconded by Mr. Parks, to approve the Parker Middle School Quebec trip. The motion carried 5-0.

Mrs. Borawski moved, seconded by Mr. Parks, to approve the RMHS Skating Club trip as amended. The motion carried 5-0.

Mrs. Borawski moved, seconded by Mr. Parks, to approve the RMHS Swiss Exchange trip as amended. The motion carried 5-0.

Mrs. Borawski moved, seconded by Mr. Parks, to approve the open session minutes dated September 26, 2019 as amended. The motion carried 5-0.

Remaining Consent Agenda items:

- Approval of RMHS French Exchange Field Trip
- Approval of the Coolidge Middle School Quebec Field Trip
- Accept a Donation from the Northeast STEM Network

Mrs. Borawski moved, seconded by Mr. Wise, to approve the remaining consent agenda items. The motion carried 5-0.

C. Reports

Student

Ms. Drummey reported on the following:

- Boys soccer and volleyball have qualified for the tournament
- Football has a big game vs. Winchester on Friday
- Girls swim is currently undefeated
- RMHS Drama will be presenting Chicago in early November
- The RMHS Environmental Club will be participating in UMASS Amherst's Envirothon in November
- The first RMHS High 5 was awarded to Julianna Ferreiros

Director of Student Services

Dr. Stys reported that the Crossroads Program at RMHS is holding a sock drive throughout October. The physical therapists received a grant for sensory packs which have been distributed to the 5 elementary schools. The Student Services Department is streamlining and aligning the 504 process. They have created a 504 binder that includes resources for appropriate staff. The DESE will be visiting Reading as part of the Tiered

Focus Monitoring. We are in the process of updating policies and procedures. Dr. Stys and Assistant Director Allison Wright did a presentation on the differences between IEPs and 504s which was well received. The SEPAC held a meeting and elected a new board. The School Psychologist, who attended the meeting, and the BCBA and Team Chairs have offered to do some training as have the BCBA and Team Chairs.

Chief Financial Officer

Mrs. Dowd updated the committee on the Extended Day waitlist. There are still 64 families remaining on the waitlist which they hope to address with the second round of bids for after school programs. Mrs. Dowd and the Town Procurement Officer are currently vetting the second round of proposals.

Assistant Superintendent

Mrs. Kelley reported on the Reading Fall Institute offering of Equity for Culturally and Linguistically Diverse Learners workshop, in-house training on reading, math for the elementary teams, high school curriculum training and a new middle school PLC format with curriculum leads.

She also reported that Mrs. Leonard applied for and received funding for STEM activities as part of STEM Week that is happening next week.

Superintendent

Dr. Doherty provided an enrollment update and reported on the attendance for staff and students over the recent Jewish holidays.

Dr. Snow Dockser asked if the accommodation policy was followed and what steps were taken if it was not followed.

Dr. Doherty suggested that any issues should be shared with the building principals.

Liaisons

Mr. Wise attended Senator Lewis' roundtable on the Student Opportunity Act and reported on the Financial Forum.

Mrs. Borawski reported that the SEPAC had a good turnout at their meeting on Tuesday and elected a new board. She thanked Sarah McLaughlin for her work running the SEPAC last year. Understanding Disabilities has an upcoming fundraiser at the Mattera Cabin where families can have pet portraits taken.

Dr. Snow Dockser reported on the following events and activities.

- Ad Hoc meeting – invited the public to become involved
- RCTV Annual Meeting on October 24th at 6:00 p.m.
- State of Hate workshop at the Library

D. Old Business

Elementary Space Plan Discussion

Dr. Doherty began the presentation by saying that there was a brief presentation on the elementary space needs at the Financial Forum.

He began by reviewing the timeline saying that Gienapp Associates was hired to conduct an elementary enrollment and space study. Gienapp Associates subcontracted NESDEC to do the enrollment study. Gienapp was also asked to look at the current space needs at Birch Meadow for the 2020-21 school year. It has been determined that we will need at least 2 possibly 3 additional classrooms for Birch Meadow students in 2020-21.

Gienapp Associates will give a full presentation at a future School Committee meeting. Tonight's discussion is to address the short-term solution.

The following factors are driving the space needs at Birch Meadow which include an increase in Grade K – 2 enrollment since the 2017-18 school year as well as programmatic changes. We have continued to see an increase in students enrolled in the Compass Program. We anticipate the need for 3 classrooms for the Compass Program in the 2020-21 school year. Dr. Doherty reviewed the possible solutions to the space crunch ranging from internal construction options at Birch Meadow and Wood End, utilizing three classrooms in the Field House and bringing modulars to Birch Meadow or a combination of all three. He pointed out that there are already utility hook-ups at Birch Meadow from the previous modular classrooms. He went on to say that the recommendation would be to install 2 modular classrooms and build out one classroom at Wood End. Funding in the amount of \$750,000 would come out of free cash and would have to be requested at the Town Meeting.

There was discussion regarding reducing the number of full day kindergarten classrooms, returning to a lottery system and outplacement of students in programs.

Mrs. Borawski moved, seconded by Mr. Parks, to request funding in the amount of \$750,000 at the November Town Meeting to address the elementary space needs as outlined in the Superintendent's memorandum dated October 17, 2019.

The committee asked clarifying questions and Mrs. Borawski reread the motion.

The motion carried 5-0.

E. New Business

Middle School Math/Social Studies Update

Math

District Curriculum Coach Heather Leonard updated the committee on the middle school math program. She began by sharing that the previous curriculum was phased out by Pearson, so we had an opportunity to reexamine alignments to the 2017 MA Curriculum Frameworks with new curriculum tools. The curriculum and content of the Mathematics courses remain the same – the curriculum tools are the focus of the pilot. The seventh and eighth grade teachers are piloting two different curriculum tools using a unit-based pilot structure. In December 2018 the middle school mathematics PLC shared the priorities and needs and provided feedback for the curriculum pilot process. From January – May 2019 the curriculum subcommittee built a rubric, determined a timeline, utilized the rubric to analyze curriculum tools and proposed a curriculum tool based on analysis. The curriculum council met with publishers of both tools. The pilot was implemented for the start of the school year. Data will be collected and analyzed to recommend the curriculum tool and the procurement process.

Social Studies

District Curriculum Coach Allison Straker began by sharing what has changed in the 2018 History & Social Studies Framework. She said the biggest change has occurred with the introduction of Civics in grade 8. The PLCs have been working on unpacking the 2019 Framework and discussing scope and sequence possibilities. They have created a rubric for possible materials. We have been able to participate in cross training networking and collaboration with several north shore districts and DESE. Over the course of the year we applied for a grant, and received, from DESE to support curriculum revision, interviewed consultants to support revisions, had representatives from resource companies present their product and finalized a scope and sequence for curriculum guides and resources.

Curriculum materials were purchased for grades 6 & 8 and the staff worked over the summer to plan out lessons. There is scheduled PD opportunities with the vendor, staff collaborations and meetings with the Curriculum Leads to share expectations and ideas.

Marianne Downing, Heather Drive said that the digibooks are tedious to access and would like to see students have access to tangible textbooks.

MCAS Presentation

Assistant Superintendent Chris Kelley provided an overview of the 2019 MCAS results saying that overall the news was very good for Reading. She reviewed the accountability report. This report looks at achievement, student growth, high school completion, progress towards English proficiency, chronic absenteeism and advanced coursework completion. A student growth rate of 50% is viewed as good by the DESE. She added that our principals have been doing a great job addressing the absentee rates in the schools.

Mrs. Kelley reviewed the changes this year, highlights in Grades 3-8 and RMHS highlights. She reviewed information by grade level and test, comparing to state and previous years.

Our Data Coach and the principals are collaborating around the information gleaned from the data sets; looking at grade level and cohort trends and exploring information including question type, annual trends, results across standards and content. School based teams are using the MCAS results in concert with district and school-based data to inform practices in curriculum, instruction and support of individual students.

Mr. Wise is concerned that the middle schools are on divergent paths with vast differences that are rather severe. Mrs. Kelley said the team is looking into this doing a deep analysis.

Parent Caitlin Koehler, Lindsay Lane, was concerned that the Wood End Grade 4 reading scores went down and hoped to have resources to address this concern directed there.

II. Routine Matters

a. Bills and Payroll (A)

Warrant S2014	10.03.19	\$225,439.29
Warrant S2015	10.10.19	\$182,992.57
Warrant S2016	10.17.19	\$36,287.80
Warrant P2005	9.06.19	\$1,547,989.19
Warrant P2006	9.15.19	\$1,661,765.40
Warrant P2007	9.29.19	\$1,699,992.62

b. Calendar

III. Information/Correspondence

Mr. Wise asked that the committee support the concerns addressed in an email received regarding the softball field lights.

IV. Future Business

V. Adjournment

Adjourn

Mr. Parks moved, seconded by Mrs. Borawski, to adjourn. The motion carried 5-0.

The meeting adjourned at 10:40 p.m.

NOTE: The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video:

<https://www.youtube.com/watch?v=I5eT9ndwbx0&list=PLkibnMpzKYxt6AcM02oLuPVC9Hw20TARx&index=2&t=0s>



Town of Reading Meeting Minutes

2019-09-22 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2019-10-23

Time: 5:30 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Joint Meeting School
Committee/Select Board to fill SC Vacancy

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson (arrived at 5:47 p.m.), Linda Snow Dockser, Jeanne Borawski, Tom Wise, and John Parks
Select Board members: John Halsey, Andy Friedmann, Vanessa Alvarado, Anne Landry and Mark Dockser

Members - Not Present:

Others Present:

Superintendent John Doherty, Chief Financial Officer Gail Dowd, Assistant Superintendent Christine Kelley, Director of Student Services Jennifer Stys, Candidate Pat Calley, Candidate Alicia Williams

Minutes Respectfully Submitted By: Linda Engelson on behalf of the Chair

Topics of Discussion:

I. Call to Order

Vice Chair Borawski called the joint meeting to order at 5:45 p.m. and reviewed the interview process.

A. New Business

School Committee Vacancy

Mrs. Borawski invited each candidate to make an opening statement.

Mrs. Calley shared she is a 23-year resident of Reading and an educator for 35 years. She loves education and as a taxpayer she would like to participate in the budget process.

Mr. Robinson arrived at 5:47 p.m.

She described herself as being a team player who is open minded and a good listener.

Mrs. Williams shared her background as a parent of 3 children in the Reading Public Schools, Town Meeting member and active member of the SEPAC. She has also been attending, speaking and advocating for children at School Committee meetings. She feels

her knowledge of special education issues is an important element of her contribution as a School Committee member.

Mrs. Borawski began the Q & A session.

Mr. Parks asked, “What changes would you like to see at the state and local level?”

Mrs. Calley’s response – She feels that curriculum is being pushed to the lower levels and would like to see that changed to bring back activities to allow kids to develop social skills.

Mrs. Williams – Would like to see a change in funding.

Mr. Dockser asked, “How would you work collaboratively to move education forward in Reading?”

Mrs. Calley – She would use her experience working in teams to arrive at a solution that is agreeable to all.

Mr. Dockser asked, “What are your skills and experience to advocate for all students?”

Mrs. Williams – She would remain involved.

Mr. Friedmann asked’ “How will your position/volunteer/advocacy work help you as a School Committee member?”

Mrs. Calley – She is familiar with what goes on in the classroom and is familiar with the workings of a budget.

Mrs. Williams – Many people know who she is, and she is a face for the community.

Ms. Alvarado asked, “What will be your biggest impact during your tenure?”

Mrs. Calley – She comes in with a viewpoint and concerns of the educator, particularly during the budget process and as a member of the MTA understands how that works.

Mrs. Williams – Being a short window she feels her expertise as a kindergarten parent will help addressing kindergarten concerns. She would also like to take a look at the social media policy and contribute to the budget process.

Mr. Robinson asked, “What do you see as budget challenges?”

Mrs. Calley – She would like to see free full day kindergarten for all that includes socialization, play and recess time as being a valuable aspect.

Mrs. Williams – She also sees kindergarten as a budget challenge and would like to look at enrollment numbers and solutions to our space needs.

Dr. Dockser asked, “Provide an example how you supported a decision that did not go your way.”

Mrs. Calley – She has participated in IEP meetings that she had to step back and make a decision that is in the best interest of the child or best outcome.

Mrs. Williams – She feels that the half day kindergarten is very limited and would like to work on kindergarten enrollment.

Mr. Halsey asked, “Since April have you stayed in touch with school committee issues as you did prior to the election?”

Mrs. Calley – She has not stayed in touch with school committee issues. Mr. Halsey asked how she would catch up? Mrs. Calley said she would have to do a lot of homework.

Mrs. Williams – She has been absolutely engaged since the election and has followed the meetings.

Mr. Wise asked, “What is the one goal you would advocate for?”

Mrs. Calley – Her goal is to arrive at the best kindergarten solution for the next couple of years, eventually being able to offer full day kindergarten for all.

Mr. Wise asked, “What policy would you like to see changed?”

Mrs. Williams – Right now the School Committee is responsible for the hiring of the Superintendent and Director of Student Services, she would like to see the policy regarding the hiring of administrators to include a school committee member as part of the screening committee and decision.

Mrs. Landry asked, “What distinguishes you from the other candidate?”

Mrs. Calley – She has a variety of experiences in education and is not connected therefore has no baggage. She can also dedicate a lot of time to the role.

Mrs. Williams – She is paying attention to what is happening on both the school and town sides.

Mr. Robinson asked each candidate what their intentions were in March.

Mrs. Calley – She will not be running.

Mrs. Williams – She is undecided.

Mrs. Borawski thanked the candidates and called for a roll call vote beginning alphabetically with Mrs. Calley.

Mr. Parks, Mr. Friedmann, Ms. Alvarado, Mrs. Borawski, Ms. Landry, Dr. Dockser and Mr. Dockser voting yes. Mr. Halsey, Mr. Wise and Mr. Robinson voting no. The motion carried 7 – 3.

II. Adjournment

Adjourn

Mr. Robinson moved, seconded by Mr. Parks to enter into executive session to discuss strategy with respect to litigation and not to return to open session. The roll call vote carried 5-0. Mr. Robinson, Mr. Parks, Mr. Wise, Mrs. Borawski and Dr. Dockser.

Mr. Friedmann moved, seconded by Mrs. Landry to adjourn. The motion carried 5-0.

The meeting adjourned at 6:24 p.m.

NOTE: The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video: <https://www.youtube.com/watch?v=Lk4pVJu1-TI&list=PLkibnMpzKYxt6AcM02oLuPVC9Hw20TARx&index=3&t=0s>



Town of Reading Meeting Minutes

2019-09-22 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2019-10-28

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson, Linda Snow Dockser, Jeanne Borawski, Tom Wise, Pat Calley and John Parks

Members - Not Present:

Others Present:

Superintendent John Doherty, Chief Financial Officer Gail Dowd, Assistant Superintendent Christine Kelley, Director of Student Services Jennifer Stys, Human Resources Administrator Jenn Allard, Parker Principal Ricki Shankland, Eaton Principal LisaMarie Ippolito, RMHS Principal Kate Boynton

Minutes Respectfully Submitted By: Linda Engelson on behalf of the Chair

Topics of Discussion:

I. Call to Order

Chair Robinson called the meeting to order at 7:04 p.m. and reviewed the agenda.

A. Public Input

Mr. Robinson called for public comment.

There was none.

B. Consent Agenda

Mr. Robinson asked if the committee wanted any items removed from the consent agenda.

- Accept a Donation from the Friends of Reading Football
- Approval of Minutes (October 17, 2019)

Mr. Wise asked that the October 17, 2019 minutes be removed from the consent agenda.

Mr. Wise would like a comment made by a member of the community included as part of the Math presentation portion of the meeting. He would also like questions asked by him during the MCAS presentation added to the minutes.

No action was taken on the October 17, 2019 minutes.

Mrs. Borawski moved, seconded by Dr. Dockser, to approve the consent agenda without the October 17, 2019 minutes. The motion carried 6-0.

C. Reports

Director of Student Services

Dr. Stys reported that our SLD Committee has joined Boston Children's Hospital and several surrounding communities to discuss independent evaluations, reports and best practices. We have also met with our curriculum department and early childhood partners to discuss how we are going to come together. Lastly, Dr. Stys met with Austin Prep to discuss proportionate share.

Chief Financial Officer

Mrs. Dowd wanted to make the committee aware that due to turnover in the Human Resources Department we will be asking for a full time HR person in the Central Office as part of the FY21 budget process. The position was shared with Town Hall and in discussions with the town side it has been decided that each fill the position to meet their needs. The position will be posted in the future to fill prior to the end of the FY20 fiscal year.

Assistant Superintendent

Mrs. Kelley reported that we have hired a new Director of Community Education and his name is Chris Nelson. He is coming to us from Winchester where he has been for 18 years.

Superintendent

Dr. Doherty said that he, Dr. Dockser and Mrs. Kelley attended the Joshua Eaton United Nations Day celebration. He thanked music teacher Elena Raucci for putting the program together which featured the students singing Frère Jacques in the languages of the United Nations.

The RMHS Marching Band hosted a competition that featured marching bands from all over the area. He thanked the Band Parents for organizing this massive event. The RMHS Marching Band finished in second place.

Liaisons

Mr. Wise shared that parents have reached out about replacing the band uniforms which are 25 years old.

Dr. Snow Dockser reported that she attended her first RCTV meeting as liaison. They elected board members which includes three RMHS students.

She reminded the community of the upcoming Friends of Reading METCO dinner on Saturday night. There is still time to sign up.

Lastly, she followed up on the Joshua Eaton United Nations Day Celebration sharing that the grade 3 students sang in Arabic, grade 4 students in Russian and grade 5 students in Mandarin Chinese.

D. New Business

Joshua Eaton Dyslexia Pilot Presentation

Mrs. Kelley provided some background information. She said that in June we applied for two DESE early childhood grants and received one that was earmarked for Joshua Eaton.

Joshua Eaton principal LisaMarie Ippolito started by saying that the purpose of the grant is to provide funding to a select number of schools to implement and analyze the benefits of a high-quality early literacy screening assessment with all students grades K – 2 and to provide feedback to DESE on the piloted assessments for future use. The tool selected by DESE for Reading is Istation. The grant funding will support the purchase of the tool, assessment and professional development for the administration, data collection and analysis. In October 2019, the first assessment was administered, the staff and administration participated in the second session of professional development and have begun to review the data. The students use iPads to take the assessment. The information gathered from this pilot will assist in determining what assessment tool will be used for this type of assessment which will be required by the state.

Mr. Robinson asked about the state guidelines. Mrs. Ippolito said the state is determining who will be assessed, how many times per year and are developing a set of common guidelines to be used across the state. Mr. Robinson asked how much the grant award was. We received \$5,900 for the licensure of the program.

Mr. Wise asked if we could choose the program. The answer was no, DESE assigned Istation to Reading. He followed up by asking why it is limited to one school vs. anyone that fit the criteria.

Dr. Stys said we are working within the framework of the grant. When markers are recognized, we will continue to screen, develop a tool and put interventions in place before the students start reading. The state has directed districts to continue using their current early screener materials as programs are developed.

Dr. Dockser asked if the grant covers a full day of professional development. The answer was no. She followed up by asking how the teachers felt about this tool. Mrs. Ippolito said that the teachers had to agree to participate. She said her teachers are excited about the next window of testing. This tool looks at all data including information we have not looked at previously.

Lauren Bennet, Summer Ave. said she does not feel this tool is appropriate for all students.

Mrs. Kelley said we have no loyalty to this product, and it is the tool assigned to us by DESE.

Mrs. Williams asked the committee to Google the reviews for Istation. She asked what happens when the grant is gone.

Mrs. Kelley responded by saying that once the grant is over, the program will be gone. We expect to hear more tomorrow.

Mrs. Calley asked when the professional development time is planned. Mrs. Ippolito said she has been creative using staff meeting time and PD days.

Mr. Wise said we should screen at the PreK level. Mrs. Kelley said as part of a long term plan the district will be meeting with the preschools in town to discuss best practices, screening and assessment tools. We hope to hold collaborative professional development opportunities with the preschools. Dr. Stys added that the Preschool Directors have been invited to attend SEPAC meetings. We hope to develop a strong community partnership.

District & Superintendent Goals/Evaluation Process

Superintendent Doherty started the presentation by saying that DESE has created a new pilot Superintendent and District Administrator rubric and the committee will need to make a decision on which rubric to use for this year's evaluation. The pilot rubric includes some new indicators, has tightened up language and eliminated redundancy.

Dr. Doherty reviewed the 5-step evaluation process. The committee had discussion regarding the rubrics.

District Improvement Plan

Dr. Doherty said that the process began over the summer with the District Leadership Team and Central Office Administrators. They have opted for a one-year plan versus a three-year plan. This is a result of the Superintendent's leave and the plan to develop the "Vision of the Graduate". It was a priority to set District Improvement Plan goals that were manageable asking if the goals and objectives are achievable by June. He reviewed the District Goals and Strategic Objectives for the 2019-20 school year. Dr. Dockser would like to see more of a priority order of outcomes. Mr. Wise was concerned that some of the outcome dates are after the evaluation period in June.

Mr. Coram wondered if data collection, by survey, is the best method to measure improvement.

Superintendent's Goals

Dr. Doherty went on to review the Superintendent's Goals which align with the District Improvement Plan. Goal #1 - The Student Learning Goal for 2019-20 is to improve data systems, provide training and support for staff, and provide a safe and supportive learning environment for all students. Goal #2 - The Professional Practice Goal will improve the physical and psychological security of our schools through changes in policies, procedures, infrastructure, and safety drills. Goal #3 – Professional Practice Goal is to work with the Town Manager, Chief Financial Officer, and Director of Facilities to develop a multi-year capital plan to upgrade and improve school facilities. Dr. Doherty said that he is working closely with the Town on Goals 2 & 3. Goal #4 – District Vision of the Graduate – Over the next two years, the Superintendent will work with Reading educators, parents, local officials and community members to learn about and develop a vision of what skills, knowledge, and dispositions Reading students should attain and develop during their PreK – 12 years in our schools.

Mr. Parks expressed concerns he has heard from parents that their kids are anxious about safety drills. Dr. Doherty said we have worked hard to make our drills developmentally appropriate and they have a useful purpose. Some drills are required by law.

Mrs. Borawski moved, seconded by Mr. Parks, to move forward in 2019-20 using the new rubric for the Superintendent's Evaluation. The motion carried 6-0.

The committee will need to make a decision on the indicators that will be part of the evaluation process. Dr. Doherty will make recommendations of 6 – 8 indicators as a starting point for the next meeting.

Discussion regarding a vote to accept the District Improvement Plan and Superintendent's Goals was held. Mrs. Borawski said the committee did not have to vote tonight. Mr. Wise said he was not ready to vote tonight.

Mr. Wise said the District Improvement Plan and the School Improvement Plans have a symbiotic relationship and the committee has not seen the School Improvement Plans.

Dr. Doherty shared that he is holding goals meeting with the principals and the School Improvement Plans align with the District Improvement Plan.

Mr. Wise cited the MGL that says the School Committee has a responsibility to review the School Improvement Plans.

Dr. Doherty said by voting to accept the District Improvement Plan, the School Improvement Plans must align.

Mrs. Borawski offered contacting our attorney regarding this law.

Mr. Parks suggested tabling the discussion until the next meeting.

Dr. Doherty said he has contacted DESE Legal regarding this law and is still awaiting guidance. He asked that the committee trust the principals to do the jobs they were hired to do.

Mr. Coram felt a vote needs to be taken.

Mrs. Borawski moved, seconded by Mr. Parks, to approve the 2019-20 District Improvement Plan as presented. The motion carried 5-1. Mr. Wise voting against.

Mrs. Borawski moved, seconded by Dr. Dockser, to approve the 2019-20 Superintendent Goals as presented. The motion carried 5-1. Mr. Wise voting against.

Mrs. Borawski moved, seconded by Mr. Parks, to table the First Reading of the Social Media policy and School Committee Brochure agenda items. The motion carried 6-0.

E. Old Business

II. Routine Matters

a. Bills and Payroll (A)

Warrant S2017	10.24.19	\$200,839.07
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b. Calendar

III. Information/Correspondence

IV. Future Business

V. Adjournment

Adjourn

Mrs. Borawski moved, seconded by Mr. Parks, to adjourn. The motion carried 6-0.

The meeting adjourned at 10:22 p.m.

NOTE: The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video:

<https://www.youtube.com/watch?v=N7uvrFLJ0WQ&list=PLkibnMpzKYxt6AcM02oLuPVC9Hw20TARx&index=2&t=0s>



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2019-11-06

Time: 7:00 PM

Building: Reading Town Hall

Location: Conference Room

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson, Jeanne Borawski, Tom Wise, Pat Calley and John Parks

Members - Not Present:

Linda Snow Dockser

Others Present:

Superintendent John Doherty, Chief Financial Officer Gail Dowd, Assistant Superintendent Christine Kelley, Director of Student Services Jennifer Stys, Town Manager Bob LeLacheur, Fincom members Eric Burkhardt and Paula Perry, Director of Facilities Joe Huggins, Assistant Director of Facilities Kevin Cabuzzi

Minutes Respectfully Submitted By: Linda Engelson on behalf of the Chair

Topics of Discussion:

I. Call to Order

Chair Robinson called the meeting to order at 7:05 p.m.

A. Old Business

Elementary Space Discussion

Mr. Huggins reviewed the memo in the packet. It has been determined that the price of the modular classrooms would be closer to \$905,000 for the two proposed at the October 17th School Committee meeting. The recommendation would be to add three modular classrooms and no longer move forward with any construction at the Wood End School.

Funding in the amount of \$1,250,000 would be adequate for three modular classrooms to be installed at Birch Meadow including the site work. Facilities would handle the GC work supervision to reduce the cost.

Mr. Robinson inquired about the number of bathrooms.

Mrs. Borawski asked about construction over the summer.

Mr. Wise asked about renting or leasing the modular.

Mr. Robinson asked about cost escalation.

Mrs. Borawski moved, seconded by Mr. Wise to support the \$1,250,000 request to Town Meeting for the modular classrooms. The motion carried 5-0.

II. Adjournment

Adjourn

The School Committee attended the Fincom meeting.

NOTE: The minutes reflect the order as stated in the posted meeting agenda not the order they occurred during the meeting.

Link to meeting video: <https://www.youtube.com/watch?v=90zuX15-uvs&list=PLkibnMpZKYxt6AcM02oLuPVC9Hw20TARx&index=2>

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

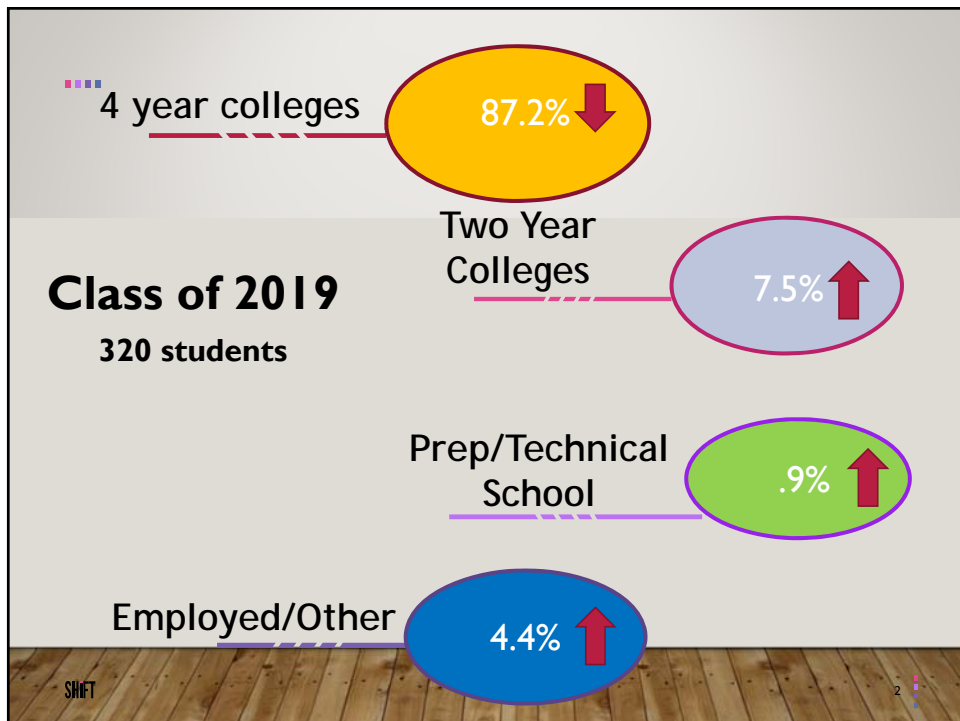
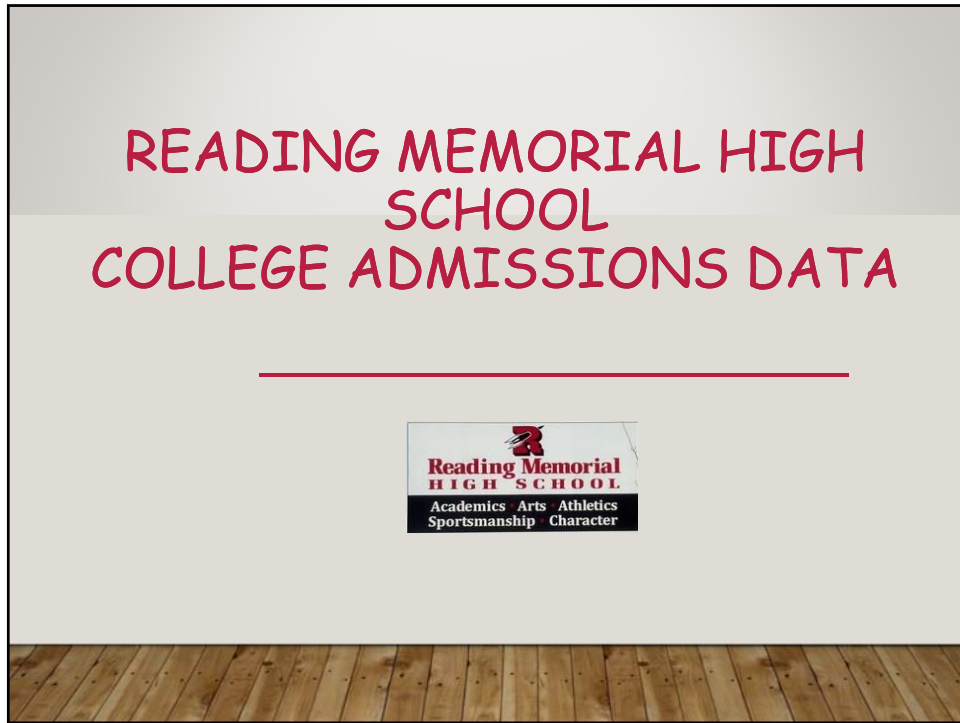
FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: RMHS Guidance Presentation and Update

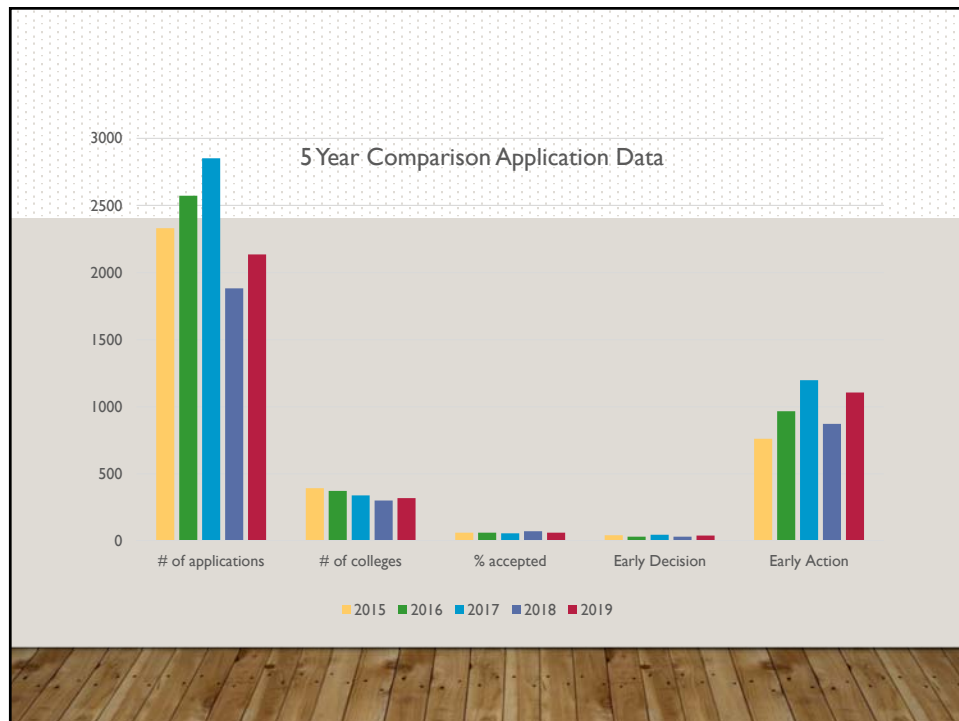
At our meeting on Thursday evening RMHS principal Kate Boynton and RMHS Guidance Director Lynna Williams will provide a guidance update. Mrs. Boynton will update the committee on other activities at the high school.

If you have any questions, please contact me.



WHERE OUR STUDENTS GO.....

- 103 different 4 –year colleges
- 76% stay in New England
- 59% stay in Massachusetts
 - 27% attend State Schools
- 7% New York
- 16% outside of New England and New York





Admissions Criteria



SAT MEAN SCORES

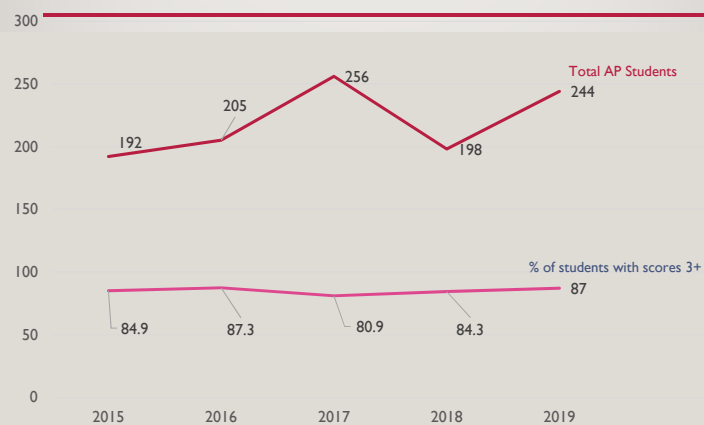
	# of students in class	% of test takers	Critical Reading	Math	Writing
2017	348	94%	583	582	---
2018	269	94%	590	595	---
2019	320	94%	587	593	---
State Average			559	561	---

New SAT format and scoring started in 2017

ACT DATA

	# of students in class	% of test takers	English	Math	Reading	Science	Composite
2017	348	38%	25.6	25.9	26.1	24.9	25.8
2018	269	26%	25.8	26.0	26.1	25.6	26.0
2019	320	20%	24.6	25.3	25.3	24.7	25.1
State average			25.5	25.2	26.1	24.8	25.5

ADVANCED PLACEMENT PARTICIPATION



NEW AP REGISTRATION PROCESS

Improvements:

- College Board providing more access to resources for teachers and students.
- Every student in class needs to register for class. College Board now tracking who takes a course in addition to the exam

Changes:

- Deadline to register is Nov 1st vs March
- \$40 Late fees and \$40 cancellation fees

ADVANCED PLACEMENT RECOGNITION

	2015	2016	2017	2018	2019
AP Scholars scored 3+ on 3 or more exams	21	21	34	21	31
AP Scholars with Honors - scored 3.25+ on all exams taken and scored 3+ on 4+ exams	12	17	17	08	14
AP Scholars with Distinction - scored 3.5 on all exams and scored 3 or higher on 5 or more exams	11	20	15	24	22

RMHS ACTIONS

- Increased # of colleges visiting RMHS in the fall to 100
- Moved Cooperative College Fair to Spring with plans to incorporate more career options
- Bringing the USA Gap Year Fair to RMHS on January 12th
- Continued with the Flex block senior seminars
- Increased number of juniors to take AP US History and last year was first year offered AP Language and Composition. This year we are offering AP Government.
- Revised college essay in junior English classes
- This year fifty-six teachers wrote recommendations for one or more students. (ten teachers writing 20-43 recs)

John F. Doherty, Ed. D.
Superintendent of Schools

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Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail S. Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

To: Reading School Committee

From: John F. Doherty, Ed.D.
Superintendent of Schools

Date: December 12, 2019

Re: School Improvement Plans

Attached are copies of the School Improvement Plans and the School Committee approved District Improvement Plan for the 2019-20 school year. Under M.G.L. Chapter 71, Section 59c,

“The principal of each school, in consultation with the school council established pursuant to this section, shall on an annual basis, in conformity with section 1I of chapter 69, develop and submit to the district superintendent a plan for improving student performance. In schools serving 10 or more English learners or in which English learners comprise at least 5 per cent of the student population, whichever is less, the plan to improve student performance shall include a description of the educational program models and approaches offered by the school district to ensure the progress of English learners in attaining English speaking, reading, writing and oral comprehension skills and in meeting academic standards under section 1D of said chapter 69 and curriculum frameworks under section 1E of said chapter 69. The superintendent shall review and approve the plan, after consultation with the school committee. Plans shall be prepared in a manner and form prescribed by the department of elementary and secondary education and shall conform to any policies and practices of the district consistent therewith. If the superintendent does not approve a plan submitted by the principal, the plan shall be returned to the principal who shall, after consultation with the school council, resubmit the plan to the superintendent who shall review and approve the resubmitted plan, after consultation with the school committee.”

The attached plans are in alignment with the goals and objectives established in the 2019-20 District Improvement Plan. Each School Council was involved in the development of their school improvement plan and approved the plan by consensus or vote. Below is a chart that shows the alignment.

School	Strategic Objective A (Data Systems)	Strategic Objective B (Coherent Instructional Systems)	Strategic Objective C (Supportive and Safe Learning Environment)	Other School Goal
RMHS		X	X	Portrait of Graduate
Coolidge	X	X	X	
Parker	X	X	X	
Barrows		X	X	
Birch Meadow	X	X	X	
Joshua Eaton		X	X	Student Absences
Killam		X	X	
Wood End	X	X	X	

Please contact me if you have any questions.

Reading Public Schools



School Improvement Plan

Reading Memorial High School

2019-2021

Reading Memorial High School Improvement Plan Strategy and Goals for Improvement of Student Outcomes 2019-2021

<p style="text-align: center;">Strategic Objective A <i>Portrait of the Graduate</i></p> <p style="text-align: center;">We will create a shared mission and vision for our work together as a school community and for our students in the development of our Portrait of the Graduate</p>	<p style="text-align: center;">Strategic Objective B <i>Coherent Instructional Systems</i></p> <p style="text-align: center;">We will improve student achievement in all content areas, grades and levels through the implementation of common inclusive instructional practices and strategies that meet the needs of diverse learners in our classrooms.</p>	<p style="text-align: center;">Strategic Objective C <i>Supportive and Safe Learning Environment</i></p> <p style="text-align: center;">We will develop a positive, sustainable and healthy school culture and climate that supports the social emotional learning and well-being of all students and staff members.</p>
<p style="text-align: center;">Strategic Initiatives</p>		
<ul style="list-style-type: none"> • In coordination with the superintendent, create a Portrait of a Graduate Design Team which includes multiple stakeholders to build a sense of urgency and create excitement across the community • Implement Portrait of the Graduate visioning protocol with RMHS staff in January of 2020 • Host community wide events to introduce the work on the Portrait of the Graduate in January of 2020 • Draft a prioritized set of competencies, including 21st century skills, mindsets, and literacies • Reach consensus about a selected visual to share with the broader community • Continue to discuss this work in the broader community and elicit their ideas • Collect feedback from the community and share with the Portrait Design Team as they draft the Portrait • Publish and leverage the adopted Portrait as the Compass for the development of the next school improvement plan, RMHS NEASC visit and the design of educational experiences for students 	<ul style="list-style-type: none"> • Develop Curriculum Guides for all courses to publish on the website and share with the community • Develop common learning expectations for all students by course and grade level • Implement the practice of “Praise Walks” classroom visits to foster a professional learning culture • Improve implementation of Tier I math interventions through Math Lab drop in center • Improve continuity and consistency of student learning experience in academic lab as part of the SST process • Establish building-based equity and excellence team to use data to propose targeted interventions designed to close achievement/opportunity gaps • Plan and schedule professional development focused on equity, diversity and courageous conversations • Provide professional development for teachers through Landmark Outreach on inclusive instructional practices • Provide professional development for Department Heads with Gene Thompson-Grove around instructional coaching • Use data analysis protocols to examine student data with RMHS Leadership Team, Department Meetings and Faculty Meetings to better inform instruction and interventions • Pilot RMHS Tenacity Challenge Team to participate in Academic Scholarship Competition 	<ul style="list-style-type: none"> • Expand our work with the Stepping Stone transition program to support students coming back from long term absences • Provide training to all staff in Youth Mental Health First Aid • Use SEL grant funding to pilot initiatives that promote best practices with social emotional learning in the classroom • Work towards classroom implementation of strategies to support social emotional learning • Refine data driven Intervention Team and SST process to more effectively identify students in need of supports • Implement building-based crisis team to better prepare for and respond to crisis situations • Organize and implement Reading Leads mandatory leadership training program for all RMHS team captains and club/activity officers • Develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health through CASEL (collaborative approach to social emotional learning) • Use restorative justice practices to build a more supportive and inclusionary school climate to reduce the use of exclusionary discipline while promoting a positive school culture

Outcomes

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. As a baseline use the first year of the next generation MCAS for each test.
- An improvement in state and local assessments including Next Generation MCAS state assessments (% meeting/exceeding and growth), SAT scores (using 2017 as baseline), AP Scores (% student participation and scores), and local assessments
- A decrease in the average number/month of discipline referrals, including suspensions for all students, with special attention to different subgroups.
- An increased positive overall response in student learning environment scores as evidenced by the PRIDE survey and other student data.
- A decrease in the proportion of students who have 10 more absences as compared to the average of the last three years.
- An increased positive overall response in school leadership, shared decision-making, and school climate as evidenced by the PRIDE survey.
- Development of our Portrait of the Graduate
- Increased teacher efficacy as evidenced by PRIDE survey results
- An increased positive overall response in adult school culture scores as evidenced by the PRIDE Survey and other staff/teacher data

Reading Public Schools

Reading, Massachusetts

School Improvement Plan

2019 – 2020 School Year



Sarah Marchant, Principal
Brienne Karow, Assistant Principal

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Members of the 2019 – 2020 Coolidge Middle School Council:

Sarah Marchant	Principal/ Co-Chair
Brienne Karow	Assistant Principal
Eric Castriano	Teacher
Chris Friberg	Teacher
Michael Maday	Teacher
Marcel Koster	Parent
Pooja Parsons	Parent
Theresa Wiggins	Parent

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Coolidge Middle School School Improvement Plan Overview 2019-2020

<i>District Strategic Objectives</i>		
Strategic Objective A <i>Data Systems</i> The school district will refine and support a data system built to inform our work. The system will monitor instructional supports and appropriate interventions for students.	Strategic Objective B <i>Coherent Instructional Systems</i> Based on data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners.	Strategic Objective C <i>Supportive and Safe Learning Environment</i> Based on data analysis, the school district will monitor student social emotional growth, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.
<i>Coolidge Middle School: Our Mission</i>		
<p>At Coolidge Middle School, we strive to provide a rigorous and engaging learning environment that honors the individuality of every student. During this important time of physical, social, and emotional growth, it is our responsibility to create a safe learning environment, to teach academic and social-emotional skills, and to instill a joy of learning in all students. Our goal is to help students grow to become confident, responsible, and productive citizens.</p>		
<i>Coolidge Community Core Values</i>		
<p><i>ALL community members are “PART” of our values!</i></p> <p><u>P</u>ERSEVERANCE</p> <p><u>A</u>CCOUNTABILITY</p> <p><u>R</u>ESPECT</p> <p><u>T</u>EAMWORK</p>		

School Goal for 2019 – 2020 School Year

During the 2019-20 school year, Coolidge Middle School will increase overall achievement and access. We will do so through the implementation of structures and curriculum that enhance student academic and social-emotional learning, and by providing staff support and development to enhance their academic and social-emotional capacity. Success will be evidenced by an increase in: student engagement, access, academic achievement of all students as well as our high-needs subgroups, teacher efficacy, and in feelings of student connectedness as well as in a decrease in student absences and tardies.

Coolidge Strategic Objectives

**Strategic Objective A
Connections and Empathy**

We will incorporate Social-Emotional Learning into all aspects of our school including: Advisory, classrooms, and whole school assemblies and experiences. We will focus on perspective taking, increasing understanding of others, building empathy, and building connections.

**Strategic Objective B
Inclusive Practices**

We will identify and utilize teaching practices, strategies, lessons, structures and supports that increase access and opportunity for student engagement and learning in an environment in which they feel safe and supported.

**Strategic Objective C
Equity**

We will promote equity and opportunity for all students. We will do so through building teacher and administrative capacity and understanding; through an analysis of opportunities; and through vertical discussions and action planning regarding the Portrait of the Graduate.

Strategic Initiatives

- | | | |
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| <ul style="list-style-type: none"> • Conduct Advisory activities that address our specific areas of focus: <ul style="list-style-type: none"> • Complete summer work to refine the Advisory plan/ themes/ focus areas/ resources. (complete) • Provide advisors with planning time each month to plan units. • All students will complete a “How’s It Going” form in Advisory each term, to build empathy and connectedness. • Advisors and advisees will complete surveys (mid-year & end-of-year) addressing the Advisory content, feelings of connectedness, and overall emotions. • Provide enrichment and community activities/ presentations that align with high-priority focus areas including: anxiety, perspective taking, empathy, and bias. <ul style="list-style-type: none"> • Students will watch the movie “Angst”. (complete) • Students will attend an assembly on perspective taking and bias presented by Mykee Fowlin. | <ul style="list-style-type: none"> • Create a school-wide Inclusive Practice Goal for all teachers and provide support in the form of resources, time, and professional development. <ul style="list-style-type: none"> • Focus areas will include: <ul style="list-style-type: none"> ○ Inclusive Practices, utilizing the DOE Course and DOE Handbook. ○ Universal Design for Learning, utilizing the <u>UDL Handbook</u>. ○ Mindfulness, utilizing the <u>Mindfulness for Teachers</u> book. ○ Collaborative and Proactive Solutions, utilizing the book <u>Lost and Found</u> (Ross Greene) ○ Differentiating in Mathematics, utilizing the book <u>Good Questions/ Great Ways to Differentiate Mathematics</u> (Marion Small). • Collaborate with Emily Patt (SEEM Collaborative) to support the ongoing work of the UDL cohort. • Collaborate with Adam Hickey (Landmark) to support the ongoing work of the Inclusive Practice cohort. | <ul style="list-style-type: none"> • Data: <ul style="list-style-type: none"> • Analyze quarterly data (grades, attendance, discipline), as well as MCAS data, to identify trends and/or areas of focus. • Determine action steps regarding the needs of our high-needs subgroup populations. • Assess the access and opportunities our students have to: inclusion setting; school-sponsored events/ activities/ opportunities; higher-level coursework; advanced math. • Determine action steps regarding opportunities. • Professional Development with a focus on Equity, Diversity, and Cultural empathy: <ul style="list-style-type: none"> • Karen Hall (Striving for an Equitable Curriculum for Diverse Students) (complete) • Grant Hightower (Building Cultural Sensitivity) (complete) • Utilize the Teaching Tolerance resource in curriculum development. |
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<ul style="list-style-type: none"> • Students will attend an assembly facilitated by Understanding Disabilities. • 8th graders will participate in Challenge Day. (complete) • Provide community activities/ presentations that align with our focus areas: <ul style="list-style-type: none"> • Challenge Day parent meeting. (complete) • Challenge Day parent/community participation. (complete) • “Angst” community presentation. (complete) • Parent Sex Talk. • Mykee Fowlin community presentation. • Build anti-bias and empathy through A World of difference (AWOD – Peer Leader group run by the ADL). <ul style="list-style-type: none"> • AWOD students will participate in peer leader training. (complete) • AWOD students will lead 6th grade anti-bias and empathy activities during Team Time. • AWOD students will attend the yearly conference in Boston. • Data Analysis: <ul style="list-style-type: none"> • Utilize social-emotional data (attendance, Youth Behavior Risk Survey, attendance, discipline, and nurse visits) to inform discussions about academic, social, emotional, and behavioral needs and next steps. • Utilize the 2019 Youth Risk Behavior Survey results, 2017 YRBS data and the 2018 PRIDE survey data to create action steps to address areas of concern/ improvement. • Participate in a district committee, which will analyze the YRBS results and create action steps at the district level (one admin + one teacher). • Staff Development & Enrichment: <ul style="list-style-type: none"> • Two of the five staff goals, and staff meeting time, will focus on social-emotional well-being: 	<ul style="list-style-type: none"> • Coolidge Administration will be trained by Ross Greene on Collaborative and Proactive Solutions. (complete) • Utilize student academic, survey, and formative data to identify targeted areas for Inclusive Practice needs. • Data analysis & intervention: <ul style="list-style-type: none"> • Analyze MCAS data and trends to determine next steps for building skills and content knowledge. This will occur at the department and leadership level. • Utilize academic, discipline, social-emotional, observational, intervention, and attendance data to identify students who are struggling despite Tier 1 interventions. Utilize Tier 2 interventions and the SST process to increase student success. • Expand Tier 1 support to include topics related to executive functioning: organizing, checking the portal, setting goals, typing, etc. • Curriculum/ Instruction: <ul style="list-style-type: none"> • Continue to build the capacity of the 6th grade ELA teachers with the Reader’s and Writer’s Workshop model by providing PD, materials, and collaborative time. • Create a consistent plan for incoming/ new students, including a math assessment, reading assessment, counselor connection, peer mentor connection, and technology. • 7th and 8th grade math teachers will pilot new math resources and will choose one as the new resource by January of 2020. • Middle level departments will create curriculum guides. • School administration will participate in a “Closing the Achievement Gap” two-day course. • School administration will create action steps for closing the achievement gap for 2019 – 2020 and 2020 – 2021, and will build 	<ul style="list-style-type: none"> • Teachers will have the option to take a 15-hour Equity course (led by Karen Hall). • Increase communication and collaborative opportunities between the school and our non-Reading resident families. • Increase opportunities for all students to access academic, after school, and social opportunities in our school and community. • Increase access to rigorous curriculum. • Increase messages of inclusion, diversity, and welcoming everyone in our building. • Participate in “Portrait of the Graduate” work at the district level. <ul style="list-style-type: none"> ○ All staff activity: January 17. ○ District Committee: January – June. • Participate in “Portrait of the Graduate” work at the building level (all staff).
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<p>Mindfulness and Collaborative & Proactive Solutions.</p> <ul style="list-style-type: none"> Administration will attend the “Soul of Leadership” course throughout the 2019-2020 school year and will integrate Soul of Leadership practices into staff meetings. At least three staff meetings will be utilized to discuss the qualities and dispositions of the “Portrait of the Coolidge Graduate.” 	<p>those plans, and progress, into this and future School Improvement Plans.</p>	
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Outcomes

Building Connections and Empathy

- Student mid-year and end-of-year surveys show increases in empathy, identity and connectedness relative to a similar spring 2019 building survey and spring 2019 YRBS survey results.
- There will be an increase in the 2020 PRIDE survey data pertaining to connectedness to adults relative to the 2019 YRBS survey data.
- Teachers and students will complete surveys regarding Advisory content and structure in order to plan for the 2020 – 2021 school year.
- Student surveys after Challenge Day will show an increase in feelings of connectedness, empathy, and identity.
- At least four staff meetings will utilize mindfulness and reflective practices.
- A set of qualities and dispositions of the “Coolidge Graduate” will be created and integrated into the discussions of the Portrait of the Reading graduate.

Inclusive Practices

- An increase in the flexible learning and assessment practices of teachers as measured by their tracking system. This will include an increase in the number of students receiving DCAP accommodations, an increase in UDL practices, and an increase in overall Inclusive Practices.
- A utilization of the SST process by teachers when students are not responding to DCAP accommodation and Tier 1 structures.
- An increase in student achievement (% Meeting/ Exceeding) and growth (SGP) on state, district and school assessments for our high-needs subgroups.
- A decrease in the average/month of discipline referrals, including suspensions for all students, with close attention to subgroup data.
- An increase in positive responses in school climate and student learning environment scores as evidenced by the PRIDE Survey, Advisory survey data, and MCAS survey data.
- A decrease in the number of a students who have 10 or more absences (considered chronic absenteeism) as compared to the average over the last three years.
- A decrease in the number of students in High Needs subgroups who have 10 or more absences compared to the average over the last three years.
- By June 2020, curriculum guides will be published for all middle school subjects (math, science, social studies, English, foreign language, wellness, art, and music).
- 100% of teachers will share inclusive practices work with each other across Inclusive Practice subgroups at least 5 x/ year.
- 96% of teachers have an Inclusive Practice goal that focuses on their own areas of growth (excluding new teachers).
- 96% of teachers of teachers receive direct and meaningful feedback on their Inclusive Practice Goals via the observation and evaluation process.

- Based on professional development work, administration will create action steps to close the achievement gap and will have implemented at least two of these action items in the current school year, with at least two additional action items implemented in the 2020 – 2021 school year.

Equity

- An increase in teacher efficacy as evaluated by a professional development survey.
- AWOD Peer Leaders will be trained by the ADL by December 1, 2019 and will lead 3-4 activities in 6th grade classrooms by May 2020.
- A decrease in average number of absences for our subgroup populations (economically disadvantaged, students with disabilities, students of color) relative to averages from the last year and last three years.
- A decrease in number of discipline referrals for our subgroup populations (economically disadvantaged, students with disabilities, students of color) relative to averages from the last year and last three years.
- An evaluation of the access and opportunity we provide for all students including: to the inclusion setting, to rigorous curriculum, to advanced math, and to any school-sponsored activities/ events/ opportunities.
- A survey for our non-Reading resident parents and students to provide feedback regarding communication, access, and opportunity.
- 100% of teachers will participate in professional development on the topic of equity.
- 95% of teachers will utilize the Teaching Tolerance Social Justice Standards in planning at least one unit and will integrate these practices in an increasingly routine manner.

Appendix

A. Key to Acronyms

PLC	Professional Learning Community
SGP	Student Growth Percentile
MCAS	Massachusetts Comprehensive Assessment System
PRIM	Pre-Referral Intervention Manual
SST	Student Support Team
PD	Professional Development
DOE	Department of Education

WIN	What I Need
BLT	Building Leadership Team
AWOD	A World of Difference (student group)
ADL	Anti-Defamation League
DCAP	District Curriculum Accommodation Plan
UDL	Universal Design for Learning
Middle Level Departments	Coolidge & Parker teachers meet by department

B. Building Leadership Team: Members

- Sarah Marchant, Principal
- Brienne Karow, Assistant Principal
- Eric Castriano, Team Endeavor
- Daniel Cody, Team Pegasus
- MaryAnne Cuscuna, Team Polaris
- Lisa Emma, Team Infinity
- Erica LeBow, Team Gemini
- Mollie Pelletier, Team Voyager
- Chris Steinhauser, Team Discovery
- Selma Walsh, Team Explorer

Reading Public Schools
Reading, Massachusetts
School Improvement Plan
W.S. Parker Middle School
2019 – 2020 School Year



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Members of the 2019 – 2020 Parker Middle School Council:

Richele Shankland	Principal/Co-Chair
Eileen Manning	Parent/Co-Chair
Marianne Downing	Parent
Erin Gaffen	Parent
Sherilla Lestrade	Parent
Christine Lusk	Parent
Lynda Michel	Parent
Vonda Gauthier	Teacher
Andrew Spinali	Teacher
Jeanne Duran	Teacher
Elisabeth Bean	Teacher

Preface

The Walter S. Parker Middle School Council, having been formed according to the guidelines of the Education Reform Act of 1993, meets on or about the first Wednesday of each month at 5:30 p.m. The charge for the Parker Middle School Council is framed according to the guidelines of the Reform Act. The Council consists of representatives from the parents and teachers and serves as a sounding board for the Principal. Council members review policies and practices, bring items to the table for discussion, and provide consultation to the principal regarding the School Improvement Plan. In fulfilling this obligation, the Council has taken time to understand the guidelines under which it operates. The members have discussed their limitations and latitudes given by the law and school committee policy.

All school goals and initiatives are aligned with the following:

- The Reading Public Schools District Goals
- The Mission of Parker Middle School
- The Vision Statement of the Reading Public Schools
- The Common Core Standards Initiative

In addition, according to Chapter 71, Section 59C of the Massachusetts General Laws, the council has given consideration to other key areas when reviewing the school improvement input (such as: current class sizes and impact on student performance, parental involvement, school safety and discipline, school environment, extra-curricular activities, and meeting the diverse needs of all students).

This School Improvement Plan is intended to be a living document, providing guidance and direction, but at the same time, allowing for review and revision. The members of the Parker Middle School Council respectfully submit this School Improvement Plan to the Superintendent of Schools and Reading School Committee for its approval in accordance with the Reform Act of 1993.

Walter S. Parker Middle School Strategy and Goals for Improvement of Student Outcomes (2019-2020 School Year)

Our Mission

At the Parker Middle School we strive to maintain a school culture that balances a rigorous and engaging learning community with a child-centered environment that honors the individual talents and struggles of every child. We acknowledge that, in the middle school years, our students face some of the most dramatic physical, social and emotional growth of their lives. Thus, it is our responsibility, in partnership with parents, to teach critical skills and provide the adult guidance that will help students grow to lead confident, responsible and productive lives.

Core Values

Kindness, Community and Personal Best

School Goal for 2019-2020 School Year

During the 2019-2020 school year students and staff at W. S. Parker Middle School will create opportunities for building connections [between staff and students] while developing individual and collective empathy in all aspects of our school culture and professional learning time. This time will be focused on implementing and improving inclusive practices that enhance executive function, improve academic performance and promote equity in learning. Success will be evidenced by increase in academic achievement, decrease in discipline referrals and improved attitudes toward school and learning.

Strategic Objectives

Strategic Objective A

Building Connections and Empathy

In collaboration with Coolidge Middle School, we will continue to incorporate Social-Emotional Learning into all aspects of our school. In advisory, extended homeroom, classrooms and whole school assemblies, we will focus on increasing student/staff empathy and understanding for others and to build connections.

Strategic Objective B

Inclusive Practices

We will identify and utilize teaching practices/strategies, lessons, structures and supports that increase access and opportunity for student engagement and learning in an environment in which they feel safe and supported. This will include inclusive practices, mindfulness, Universal Design for Learning, differentiation across content areas and restorative practices.

Strategic Objective C

Equity

We will promote equity and access for all students. Of particular focus will be students with disabilities, economically disadvantaged students, and students of color.

Strategic Initiatives

- Complete summer work across middle level for SEL integration across curricular areas and advisory. (complete)
- Summer committee simplifies advisory plan, revises themes/focus areas, and rebuilds grade-level resources for advisory work. (complete)
- Opportunities to discuss the following school-wide programs in advisory: social media, *Angst* movie (anxiety), Mykee Fowlin, Challenge Day, transition to high school, personal goals meetings.
- All students will watch the movie, *Angst*, and participate in advisory activities on anxiety.
- All students will attend an assembly on perspective taking and bias presented by Mykee Fowlin and will participate in advisory activities about these topics.

- Complete committee summer work on inclusive practices to develop and provide professional development opportunities and resources throughout the school year. (complete)
- Create a school-wide Inclusive Practice goal that provides teachers with options in order to develop skills in areas they can grow.
- Provide supportive resources to staff on each of the areas mentioned above.
- Collaborate with Adam Hickey, Landmark Consulting, to work with a cohort of teachers in their classrooms and provide feedback while training other teachers to give feedback (on inclusive practices).
- Empower teachers to realize their goals by offering opportunities to choose peer observations that meet their needs.

- Analyze quarterly data along with MCAS data for students who are in our subgroups (economically disadvantaged, high needs, students with disabilities) and identify next steps for specific students.
- Provide professional development on Equity with Karen Hall using resources from Teaching Tolerance (2 early release days in January 2020)
 - Culturally Competent Teaching and learning
 - Breaking Down Racial Bias in Our Schools
- Analyze attendance and discipline data to identify trends and determine next steps.
- Provide teachers with resources, common language and staff meeting time for restorative practices.

<ul style="list-style-type: none"> • Complete surveys in Advisory addressing the Advisory content, feelings of connectedness with teachers and peers, and general emotions. Adjust Advisory curriculum and goals to meet identified areas of need. • On all teams, use new data dashboard quarterly to inform discussions about academic, social, emotional, behavioral needs and next steps. • Assess student attendance data to identify students who struggle with school absences/tardies and meet with families and teams to provide interventions to support these students. • Based on previous school year attendance, invite parents/students in prior to the start of school to discuss plan for improving attendance. (complete) • Students will complete "How's It Going" forms in advisory each mid-term and have personal goals meetings with advisors as a way of building connections and understanding between students and advisors. • Create learning opportunities for our community to understand the importance of SEL opportunities and our efforts to address SEL standards. <ul style="list-style-type: none"> -Angst Community Presentation -Challenge Day Parent Meetings -Challenge Day Parent/Community Participation -Mykee Fowlin Community Presentations • Review 2019 Youth Risk Behavior Survey results, compare results to 2018 Pride Survey to measure progress and inform next steps. 	<ul style="list-style-type: none"> • Analyze student academic data to identify students whom Tier 1 interventions and support are not meeting needs, discuss Tier 2 interventions and complete SST process as needed. • Use the Intervention Tracker to record interventions/supports/data (academic, social-emotional, behavioral) consistently across grade levels/teams. • Build the capacity of 6th grade ELA teachers to implement the writer's workshop model. • Through the building leadership team, special education team, grade level teams and department meetings, analyze trends from MCAS scores and determine action steps for improving reading/writing/math skills, practices, test taking strategies and habits of mind across disciplines. • Create a consistent plan for incoming/new students including assessment of reading and math skills, creating connections with student support personnel and supporting the students and parents with all things Parker. • Refine and implement Team Time structure with a focus on math, literacy, organization, team needs, and individual student needs. • Develop curriculum guides in all content areas. • Review and pilot curriculum materials in grades 7 and 8 mathematics. • Principal attends workshop series focused on closing the achievement gap and applies it to Parker practices as appropriate. • Purchase and use new diagnostic tools for math and reading with individual students prior to intervention (Feifer Assessments of Reading/Math). 	<ul style="list-style-type: none"> • Staff will complete surveys regarding professional development, advisory, and inclusive practices. • A focus group of staff and students will create and pilot a survey for our targeted subgroups: economically disadvantaged, students with disabilities, EL, students of color. This will help us establish next steps for professional development and curricular resources.
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Outcomes

Building Connections and Empathy

- Student mid-year and end of year surveys show increases in empathy, identity and connectedness.
- An increase in the 2020 PRIDE results as pertaining to connectedness to adults compared to the PRIDE survey data from 2018 (and 2019 YRBS).
- Teachers and students will complete surveys regarding advisory and attitude toward school overall in order to plan for the following school year.

Inclusive Practices

- A decrease in the achievement gap on state assessments and quarterly school data between our high needs subgroup (English Language Learners, Economically Disadvantaged and Special Education) and the general population of students. As a baseline, use the 2019 next generation MCAS for each test.
- An increase in achievement on school, district and state (MCAS: % meeting/exceeding, growth) assessments for all students.
- A decrease in the average number/month discipline referrals, including suspensions for all students, with close attention to subgroup data.
- An increased positive overall response in school climate and student learning environment scores as evidenced by the PRIDE Survey and Advisory survey data.
- A decrease in the proportion of students who have 10 or more absences as compared to the average of the last three years.
- Published curriculum guides for middle school content areas by December 2020.
- Completed “Intervention Trackers” by team.
- An increase in the number of targeted interventions per the trackers.
- Teachers sharing inclusive practices work with each other, including the work done with Adam Hickey.
- 100% of teachers have an inclusive practices goal that meets their own areas of growth.
- 100% of classroom teachers receive feedback on their goals via the observation and evaluation process.
- Student and teacher surveys regarding inclusive practices implemented in their classrooms and impact on learning/behavior.

Equity

- AWOD Peer Leaders will be trained by December 1, 2019, and lead 5-6 activities in 6th grade classrooms by May 2020.
- Focus group will create and pilot a survey with our subgroup populations: economically disadvantaged, students with disabilities, students of color, EL.
- A decrease in the proportion of students with 10 or more absences for our subgroup populations (economically disadvantaged, students with disabilities, students of color, EL).
- A decrease in average number/month discipline referrals for our subgroup populations (economically disadvantaged, students with disabilities, students of color, EL).
- An increase in student achievement on state (MCAS: % meeting/exceeding, growth), district and school for our high needs population.

Alice M. Barrows Elementary School
School Improvement Plan
2018 - 2020

Mission	
<i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i>	
Vision	
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.	
Core Values	
Alice M. Barrows Elementary School has strong Barrows' Beliefs: Be Safe, Be Respectful, Persevere and Collaborate	
Theory of Action	
If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.	
Strategic Objectives	
1. By June of 2020, students at Barrows School will show growth in literacy. 85% of the students will meet the benchmark level as measured by the specific grade level assessments.	2. We will create safe structures for students and staff, promote student empowerment, and define appropriate response protocols for safety and behavior in order to assure that our students are safe: emotionally, physically and psychologically.
Strategic Initiatives	
<p style="text-align: center;">1.1</p> <ul style="list-style-type: none"> Implement Readers and Writers workshop Units of Study, administer the Fountas and Pinnell benchmark assessments, conduct peer observations, and collaborative opportunities to increase our literacy achievement. 	<p style="text-align: center;">2.1</p> <ul style="list-style-type: none"> Implement Open Circle curriculum, consistent expectations of behavior through Office Discipline Referrals, data from school climate surveys, and use of a behavior screening tool. Utilize resources to improve the structures in place to strengthen the expected behaviors as outlined in our Barrows' Beliefs.

Outcomes	
Teachers will implement Writers Workshop	Develop consistent protocols and procedures for addressing unexpected behaviors within the classroom.
Teachers will implement Readers Workshop	Staff who took Trauma course will share strategies with staff
Teachers will administer the district writing prompts and assess with the rubric	Building leadership team will pilot, select and implement a behavior screening tool
Identify and share our best practices for providing targeted literacy instruction at the student's individual level	Implement screening tool for all students
Provide coaching to increase consistency and application of assessments	Create entrance and exit criteria for Tier II SEL/Behavior supports
Language, vocabulary and genre exploration and collaboration	Crisis response team with specific protocols, roles and responsibilities will be put in place
Ensure the roles of tutors and their time is exclusively targeted to support meeting the student learning needs at the appropriate challenge level	Review data sources to target key teach points for whole school, grade levels, and individual student needs
	Use a system to track the data

Strategic Objective 1- *By June of 2020, students at Barrows School will show growth in literacy. 85% of the students will meet the benchmark level as measured by the specific grade level assessments.*

Action	Supports/Resources from School	Timeline or Frequency	Status
1. Teachers will implement Writers Workshop	Teachers	2018 - 2020	Ongoing
2. Teachers will implement Readers Workshop	Teachers	2019 - 2020	Ongoing
3. Teachers will administer the district writing prompts and assess with the rubric	Teachers	2018 - 2020	Ongoing

4. Identify and share our best practices for providing targeted literacy instruction at the student's individual level	Principal Building Leadership Team Teachers	2018 – 2020 Staff meeting work and grade level common planning	Ongoing
5. Provide coaching to increase consistency and application of assessments	Principal Reading Specialist Teachers	2018 – 2020 Grade level common planning and arranged observations	Ongoing
6. Language, vocabulary and genre exploration and collaboration	Principal Grade Level Teams	2018 – 2020 Worked on in staff meetings and grade level common planning weekly	Ongoing
7. Ensure the roles of tutors and their time is exclusively targeted to support meeting the student learning needs at the appropriate challenge level	Principal Tutors	2018 – 2020 Weekly tutor meetings	Ongoing

Strategic Objective 2- *We will create safe structures for students and staff, promote student empowerment, and define appropriate response protocols for safety and behavior in order to assure that our students are safe: emotionally, physically and psychologically.*

Action	Supports/Resources from School	Timeline or Frequency	Status
1. Develop consistent protocols and procedures for addressing unexpected behaviors within the classroom.	Principal Teachers	2018 – 2020 Staff meetings	Ongoing
2. Staff who took Trauma course will share strategies with staff	Teachers School Psychologist	2018-19	Complete
3. Pilot, select and implement a behavior screening tool	Building Leadership Team (BLT) Staff	2019 – 2020 BLT meetings	Ongoing
4. Implement screening tool for all students	All Staff	2019 - 2020	Ongoing
5. Create entrance and exit criteria for Tier II SEL/Behavior supports	Principal School Psychologist Building Leadership Team	2018 - 2020 BLT meetings	Ongoing

6. Crisis response team with specific protocols, roles and responsibilities will be put in place	Principal Building Leadership Team	2018 – 2020 BLT meetings	Ongoing
7. Review data sources to target key teach points for whole school, grade levels, and individual student needs	Principal School Psychologist Building Leadership Team	2018 – 2020 Staff meetings	Ongoing
8. Use a system to track the data	All Staff	Ongoing	Ongoing

Birch Meadow School

School Plan Overview [2019-2020]

Mission		
<p style="text-align: center;"><i>Reading Public Schools Mission Statement:</i> <i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i></p>		
Vision		
<p style="text-align: center;"><i>Draft (June, 2019) Statement by Birch Meadow School Leadership Team</i> <i>At Birch Meadow School we promote the learning and growth of all students through collaborative and skills instructional practices. Educators establish high expectations, create safe and effective environments and demonstrate cultural and ethical proficiency. Our students will apply their learning and growth both in and outside Birch Meadow school and throughout their lives.</i></p>		
Core Values		
<p style="text-align: center;"><i>Birch Meadow School Core Values</i> <i>We are Present, Safe, Kind, Responsible and Respectful</i></p>		
Theory of Action		
<p style="text-align: center;"><i>Reading Public Schools Theory of Action</i> <i>If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyzes measurements of school performance and provides differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.</i></p>		
Strategic Objectives		
<p>1. <i>To better align our learning expectations and instruction with state expectations, we will examine report card data, MCAS data, and state frameworks to determine areas where we need to more closely align with state and district learning standards.</i></p>	<p>2. <i>With the goal of creating a teaching and learning environment that is more culturally responsive, we will increase staff awareness of how our own identities impact instructional decisions, selection of programs and materials, and class environments.</i></p>	<p>3. <i>With the goal of creating a school community in which issues of race, equity, and bias are discussed safely and effectively we will provide opportunities and training for community members (families, School Committee members, educators) to have conversations about racial identity, anti-bias, and equity.</i></p>

Strategic Initiatives		
<p>1.1 In at least three meetings, staff will review report card data, benchmark assessment results, and 2019 MCAS Data. Staff will analyze key areas where student performance indicates mis-alignment with state and local learning standards.</p>	<p>2.1 Creation of School Anti-Bias and Racial Equity Study Group.</p> <p>Team members: Talia Hallett (Grade 1 teacher), Jan Rhein (Literacy Coach), Keriann Zahoruiko (Special Educator), Arielle Mucha (Grade 4 teacher), Grant Hightower (METCO Director), Julia Hendrix (Principal). These staff members attended the Disruptive Educational Equity Practices (DEEP) Workshop in August and September 2019 and are attending the School Reform Initiative Fall Meeting in November 2019. They will use tools and strategies learned in these professional learning opportunities in this work. Other staff will be invited to participate.</p>	<p>3.1 At least three opportunities to engage in discussions and/or workshops on anti-bias, equity, and identity offered either during PTO General Meetings or at other times.</p>
<p>1.2 Through monthly data team meetings, grade level teams will focus on instructional planning based on data and analysis of student outcomes.</p>	<p>2.2 Staff will study stereotypes, racist assumptions and bias in curriculum, program materials, and learning objectives.</p>	<p>3.2 Equity Book Bags with 4 to 6 titles will be created for each grade level. The titles will focus on issues of identity, race and equity. These bags can be signed out by students to take home to read with their families. A journal will be included for family responses.</p> <p>One Equity Book Bag will be given to each classroom and a complete set will be in the library.</p> <p>Thus far \$250 in grant funding has been secured from Eastern Bank Charitable Foundation for this project. An additional grant is being written to REF.</p>
<p>1.3 The building wide literacy position is redefined as a literacy coaching position with emphasis on coaching teachers in implementation of</p>	<p>2.3 Survey on school climate related to equity, anti-bias and identity will be administered to students and staff.</p>	<p>3.3 Survey on school climate related to equity, anti-bias and identity will be administered to families.</p>

Reader's Workshop and calibrating Fountas and Pinnell Benchmark assessments building wide.		
	2.4 Each month, a theme is set (for instance: scientists, artists, musicians) that will include presentations about diverse contributors to that area. Anti-Bias and Racial Equity Study Group and Student Council will coordinate this work.	
	2.5 Book study group for staff led by Anti-Bias and Racial Equity Team.	
Outcomes		
<p>Strategic Objective 1</p> <ul style="list-style-type: none"> • Work product created: Analysis documents for alignment with state standards. • Grade level data teams will review data and create whole class, small group and individual action plans that address misalignment and learning gaps. • Improved student achievement on district benchmarks and MCAS. <p>Strategic Objective 2</p> <ul style="list-style-type: none"> • Survey results analyzed with action steps for the 2020-2021 based on the results. • Teachers will indicate increased understanding about their own racial/cultural identities and current and historical inequities and will undertake planning based on this knowledge. <p>Strategic Objective 3</p> <ul style="list-style-type: none"> • Community workshops planned and led by principal and other leadership members (School Site Council, School Leadership Team, Anti-Bias and Racial Equity Team). • Equity Book Bag project enacted (if grant funded.) • Survey results analyzed with action steps for the 2020-2021 based on the results. 		

Joshua Eaton Elementary School

Joshua Eaton's Plan Overview 19-20

October 2019



<i>Mission</i>		
<p>The Joshua Eaton Elementary School is committed to developing a community of learners that are respectful of each other, our school culture, and our learning abilities, supportive of our social, emotional and physical needs and prepared to make a positive contribution to our school and the Reading Community. The Joshua Eaton Elementary School fosters an environment that provides students with the skills required to work hard every day to achieve individual learning goals and overcome challenges.</p>		
<i>Vision</i>		
<p>Our vision for Joshua Eaton students is to be motivated learners who are inclusive of others, empathetic, and carry our core values into their daily lives. Through a student-centered, welcoming community, our students will take ownership of their learning and actions.</p>		
<i>Core Values</i>		
<p>Practice Compassion</p> <p>Act Responsibly</p> <p>Work toward Success</p> <p>Show respect</p>		
<i>Theory of Action</i>		
<p>If students are motivated learners who are inclusive and empathetic of others, then they will find success in their current school endeavors as well as their future aspirations. If the staff does “best by kids” by creating a student-centered environment focusing on the whole child, then students will learn to take ownership of their learning and actions.</p>		
<i>Strategic Objectives</i>		
<p>1. The overall chronic absenteeism percentage was 7.6% in 2019 for students identified with a high needs profile will aim to decrease chronic absenteeism to 3.5%, which was our 2018 target within the 2019-2020 school year.</p>	<p>2. Promote an inclusive, collaborative school and community culture that embraces equity and diversity and the physical, emotional and learning needs of all students to provide an equitable educational experience. This will be measured through pre/post self-assessments of staff. 100% of all teachers will receive a score of 85% or better on their knowledge of inclusion.</p>	<p>3. By June 2020, 20% of our current Grade 4 and 26% of our current Grade 5 high needs students will meet or exceed grade-level expectations in Math this would be a 3% increase as measured by the Math MCAS assessment and utilizing the Google Data Analysis tool.</p>

<i>Strategic Initiatives</i>		
<i>1.1</i> Create and implement a system to outreach, support and provide remediation to students and families.	<i>2.1</i> Professional development that promotes meaningful and focused supports for inclusion, collaboration, and community-building.	<i>3.1</i> Strategic Title One services utilizing internal data to create a cycle of student intervention.
Provide monthly attendance rate percentage to families with goal of whole school attendance to maintain at 98% or above.	Self-Assessment using the DESE Inclusion Network to evaluate individual knowledge in the area of inclusion.	Utilized Math Workshop model in each classroom at Joshua Eaton.
Using school-based data to target students who demonstrate high rates of attendance concerns (absenteeism and tardiness).	Engage families in multiple and meaningful ways to bridge home and school partnerships.	Implement district pacing guides as well as school-based scope and sequence for math.
In collaboration with the school nurse and school psychologist, students will learn to differentiate legitimate reasons for absences vs. mild physical/emotional discomforts.	Weekly All School Assemblies to promote JE Core Values and reinforce positive expectations.	Target individual student needs during intervention blocks.
Provide a mentor for students needing outreach and remediation demonstrating high rates of absenteeism.	Celebrate Kindness Week school-wide, January 2020.	Using different Tier 2 activities to support individual student needs; Study Island, Center Kits, tools for math, and reference sheets.
Improve school/student recognition that acknowledges positive attendance rates.		Creating strategic IEP goals for those students who need math goals based on entry points for their grade level.
<i>Outcomes</i>		
<ul style="list-style-type: none"> • Decrease chronic absenteeism in our students designated as high needs students. • Students will understand the fundamental importance of coming to school. • All students feel safe and supported and included in all aspects of school life at Joshua Eaton and the community. • Promote an inclusive, collaborative school and community culture that embraces equity and diversity and the physical, emotional and learning needs of all students to provide an equitable educational experience. Students will develop a strong mathematical conceptual knowledge leading to application and problem-solving skills that are part of lifelong learning. • Students apply the technological tools independently to gain math knowledge and reach their goals. 		



The J.W. Killam Elementary School School Improvement Plan 2019-2020 November 1, 2019



The J.W. Killam Elementary School Mission

The J.W. Killam Elementary School is **T.R.R.F.C.C.** place where everyone belongs, where everyone achieves at their personal best, and where everyone's accomplishments are celebrated! Our staff will work collaboratively to improve student learning and achievements so that every child will leave the J.W. Killam Elementary School having met or exceeded district and state standards.

The Reading Public School Vision

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.

The Reading Public School Theory of Action

If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyze measurements of school performance and provide differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.

The J.W. Killam Elementary School Core Values

Trustworthy, Respectful, Responsible, Fair, and Caring Citizen

Strategic Objectives

1. Closing the Achievement Gap in Literacy (continuation from 2018-2020 School Improvement Plan)

From September 2018 through June 2020, we will work on closing the achievement gap in literacy for the lowest 10% of our population. Our goal is to work with the students to achieve a full year's academic growth based on beginning and end of the year benchmark data.

2. Supporting Social Emotional Learning

During the 2019-2020 school year, we will focus on the social-emotional learning standards and the positive behavioral program supports across all settings, particularly focusing on the specialist areas (special education settings, art, music, physical education, and library media). Led by members of the Killam Building Leadership Team, we will work to identify student behavioral instructional practices that will support the generalization of pro-social skills across all settings. We will use a pre and post staff survey to analyze our growth as well as the end of year Tiered Fidelity Inventory tool to assess our growth in these two indicators. We expect to move to 80% fidelity on the Tiered Fidelity Inventory Tier II work so that we may move to Tier III instruction.



<i>Strategic Initiatives</i>	
Teachers will administer the Fountas and Pinnell (F&P) Benchmark three times a year. Staff will identify the lowest 10% of performers based on the F&P Assessments.	Teachers will receive job embedded professional development on Tier I and Tier II social-emotional support.
Staff will review the MCAS results to identify Tier I instructional areas of focus within the cohorts.	Teachers will unpack the Social-Emotional Learning Frameworks and discuss student friendly language to promote the learning objective.
75% of teachers will have a professional practice and/or student learning goal associated with closing the achievement gap in literacy.	Staff will develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health.
General Education Tutors and Interventionists will receive embedded training in literacy instruction.	The Building Leadership Team (BLT) will coordinate a resource list of Killam supports and local agency services for district-wide response plans for students.
General Education Teachers, Special Education Teachers, Tutors, and Interventionists will complete a data review cycle to review student performance.	BLT will identify areas of focus and strategies to support the pro-social learning and behavioral management expectations across all settings.
Special Education teachers will review data to determine specialized instruction for students within this cohort.	Stakeholders will reflect and create a guidebook to share Killam practices with all staff, to promote consistency and access to resources.
Teachers will receive instruction in the Readers Workshop Units of Study (Tier I curriculum).	The District will commit resources to focus and align professional development opportunities for administrators, teachers and support staff to meet the needs of diverse learners.
Staff will use professional development time to unpack the MA framework literacy standards in a vertical progression.	
The curriculum coordinator and Title I identified schools will meet to review Title I funding and resource implementation.	
<i>Outcomes</i>	
<ul style="list-style-type: none"> • A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. • At least 80% of our students at each grade level will demonstrate mastery of the standards as indicated on term 3 report card. • Students will be identified, based on benchmarking data, and receive targeted support from the tutors and interventionists. The data will show a decrease in the amount of time that students are receiving Tier II support. • Benchmarking data will show a student percentile growth of at least 60% from term 1 to term 3. 	<ul style="list-style-type: none"> • An increase to 80% fidelity in Tier II Social-Emotional Tiered Fidelity Inventory data. • A decrease in the average number per month of discipline referrals with special attention to different subgroups in specialized settings. • An increase in staff confidence and understanding of the social-emotional supports as shown through pre and post survey results.

Wood End Elementary School Plan Overview 2019-2020

Mission of Reading Public Schools		
<i>Instilling a joy of learning and inspiring the innovative leaders of tomorrow</i>		
Vision		
Wood End Elementary School seeks to create a safe and supportive learning environment. We will work to achieve this aim through the implementation of a tiered support system that promotes clearly defined and consistent student expectations and accountabilities based on our core values, communication and collaboration within our school community, reliance on data for decision making purposes, and an efficient and effective response to the needs of our students who require additional support to be successful. We will foster an environment that focuses on our students' success!		
Core Values		
<i>Wood End Wildcats are responsible, respectful, honest, engaged & safe</i>		
School Goal for 2019-20 School Year		
During the 2019-20 school year, Wood End Elementary School will improve data analysis systems, provide training and support for teachers, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student performance on MCAS in ELA and Mathematics, an increase in teacher efficacy using the workshop model, and a decrease in student absenteeism.		
Strategic Objectives		
<p>Strategic Objective A Data Systems</p> <p>The school will refine and support data analysis to inform our work on classroom and curriculum practices, most notably, the quality of instruction and interventions for all students.</p>	<p>Strategic Objective B Coherent Instructional Systems</p> <p>The school will provide quality instruction, monitor student progress, and refine standards-based instructional systems to meet the needs of all learners in ELA and Mathematics.</p>	<p>Strategic Objective C Safe & Supportive Learning Environment</p> <p>The school will provide a safe and supportive learning environment, monitor student progress, and refine systems of support to ensure a healthy and successful learning community while meeting the unique needs of students.</p>
Strategic Initiatives		
<ul style="list-style-type: none"> • Use SRSS/SIBS, classroom performance, and student assessment data (MCAS, AMC) to develop a list of at-risk students, identify interventions for those students, and monitor progress on a regular basis. • Conduct data analysis at individual student and grade level • Utilize data analytics tool to facilitate collection and analysis of data • Explicit decision-making process for determining student access to Tier 2/3 interventions (entrance and exit criteria) • Regular progress monitoring and data collection cycle • Quarterly data review cycle at each grade level, K-5 	<ul style="list-style-type: none"> • Review curriculum materials (i.e. Units of Study), pacing guides and grade-level standards to align instruction in ELA and mathematics, K-5 • Align ELA and mathematics instruction to power standards; utilize curriculum maps and common assessments to improve consistency in ELA and mathematics instruction, K-5 • Identify and explicitly teach content vocabulary to increase students' exposure and understanding of concepts (i.e. math vocabulary) • Provide ongoing coaching and PD to improve instructional practices and student engagement for all learners • Conduct learning walks focused on the WHY, student engagement, and 	<ul style="list-style-type: none"> • Provide Professional development and workshop opportunities in SEL, equity and diversity • Develop plan for family and community awareness and engagement of SEL standards and practices to reduce chronic absenteeism • Meet with families of students who are chronically absent to develop a plan to improve attendance • Promote supportive school climate (PBIS) to reduce the use of exclusionary discipline and promote supportive school discipline (restorative practices) • Coordinate resource list of state agency and outside services for families to support students in need

<ul style="list-style-type: none"> Develop continuous improvement cycle: identify at risk students, select evidence-based interventions (academic, social, emotional or behavior), implement, and monitor student progress/growth 	<p>instructional practices for teaching all students (Standard II)</p> <ul style="list-style-type: none"> Identify evidence of the essential components of the workshop model in reading, writing, and mathematics during learning walks, peer observations, and grade-level meetings Provide a focus on specific areas during classroom observations (i.e. teacher talk, collaboration between students, use of support personnel) 	
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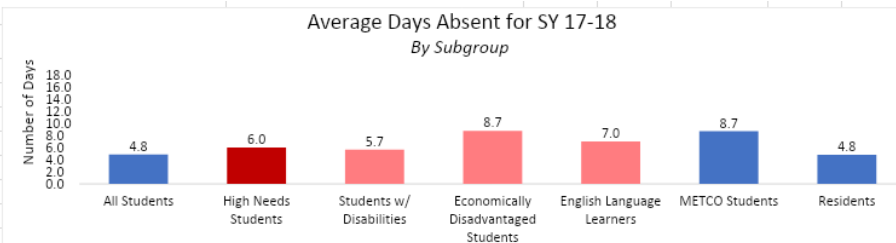
Outcomes

- A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students.
- An improvement in student performance on state and local assessments including F&P Benchmarks in K-5, AMC assessments in K-2, and MCAS ELA and Mathematics scores in grades 3-5.
- An increase in positive overall response in student learning environment scores as evidenced by the Student Connectedness survey, SRSS/SIBS, and other student data.
- A decrease in the proportion of students who have 10 more absences.
- An increase in the number of peer observations to improve professional collaboration and more consistent instructional practices, K-5.
- An increase in teacher self-efficacy and shared decision-making as evidenced by effective implementation of the workshop model in reading, writing, and mathematics, K-5.
- Instructional practices for continuous improvement: identify grade-level standards, select evidence-based resources, evaluate instructional practices, and monitor student progress.

NOTES:

36 students had 10+ absences (92% residents)

6 students had 18+ absences (100% residents)

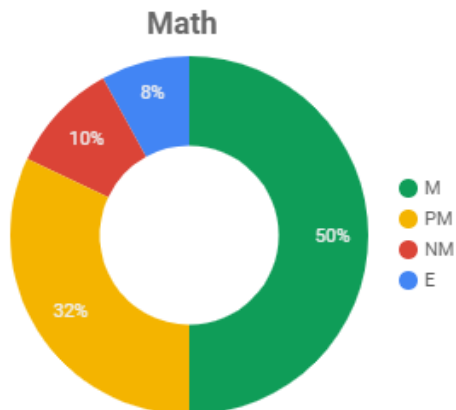
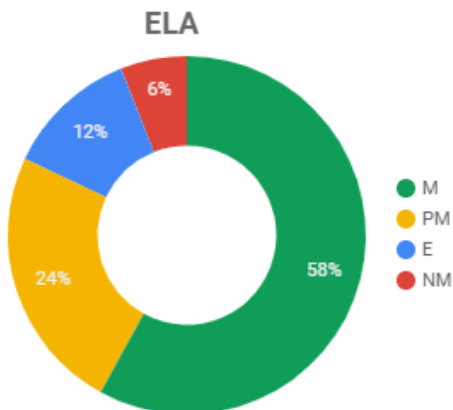


# Students w 10+ Absences	#							# Students w 18+ Absences	#
All Students	36							All Students	6
High Needs Students	12							High Needs Students	3
Students w/ Disabilities	8							Students w/ Disabilities	2
Economically Disadvantaged Students	8							Economically Disadvantaged Students	2
English Language Learners	0							English Language Learners	0
METCO Students	3							METCO Students	0
Residents	33							Residents	6

**Spring 2019 MCAS Scores – Percentage of Students Meeting/Exceeding
Grade 3**

ELA – 70%

Math – 58%



440 - 469 = Not Meeting
470 - 499 = Part. Meeting
500 - 529 = Meeting
530 - 560 = Exceeding

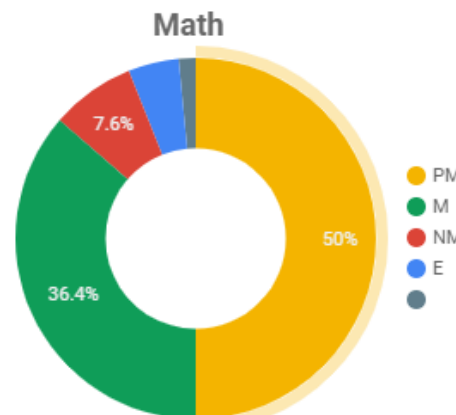
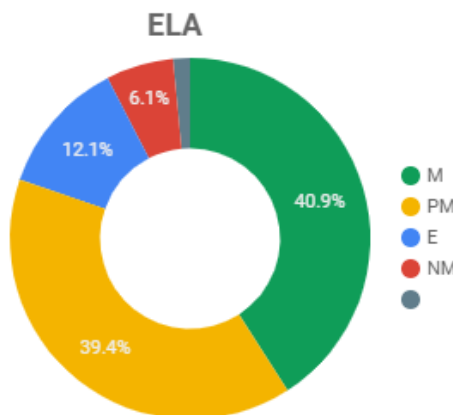
escaleds esgp
511.06 -
Averages

mscaleds msgp
502.16 -
Averages

Grade 4

ELA – 53%

Math – 42%



440 - 469 = Not Meeting
470 - 499 = Part. Meeting
500 - 529 = Meeting
530 - 560 = Exceeding

escaleds esgp
502.77 44.91
Averages

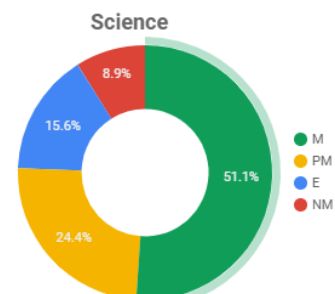
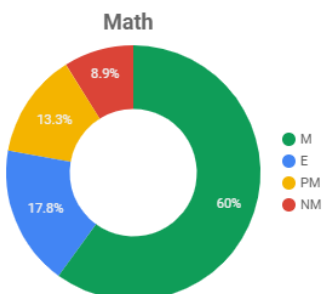
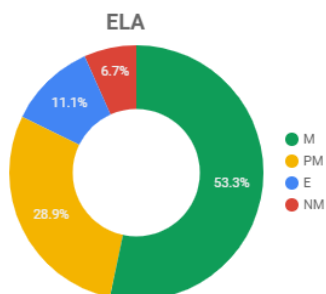
mscaleds msgp
498.67 42.81
Averages

Grade 5

ELA – 64%

Math – 78%

Science – 67%



440 - 469 = Not Meeting
470 - 499 = Part. Meeting
500 - 529 = Meeting
530 - 560 = Exceeding

escaleds esgp
506.64 53.36
Averages

mscaleds msgp
513.69 71.18
Averages

sscaleds
508.76
Average

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Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 5, 2019

TOPIC: Proposed 2020-2021 School Calendar

Attached, please find a copy of the 2019-2020 school year calendar. This calendar makes the assumption that we will be following the same format during the 2020-21 school year as we did during the 2019-20 school year with school in session during Rosh Hashanah, Yom Kippur and Good Friday, and school beginning before Labor Day. The highlights of the proposed calendar includes the following:

- School will begin for teachers on August 31, 2020 and for students on September 2, 2020
- We will continue to have our In-Service Day on the Election Day Tuesday in November, which is a common professional development day in several districts in the region. This will allow us to continue to access professional development opportunities and collaborate with other school districts at no cost. We participated this year for the third time and it was very successful for our staff.
- There will be staff professional development days on August 31, September 1, November 3, and March 19. In addition, there will be a Parent/Teacher Conference day for Elementary and High School Families on November 20th.
- As stated in the DESE regulations, five snow days are built into the schedule. If all five snow days are used the last day of school will be on June 25th. If no snow days are used, the last day of school will be on June 18th.
- Veterans Day falls on and will be observed on Wednesday November 11th.
- Continued the District-Wide early release date in January to balance the professional development calendar.

If you have any questions, please contact me.

Yellow Full Day Inservice
 Green PreK-12 Early Release (All released at 11:00 AM)
 Blue Gr. 6 – 12 Early Release (MS 1:00 p.m. & HS 2:02 p.m.)
 Orange Gr. 6–8 Early Release 1:00 p.m.

READING PUBLIC SCHOOLS 2020-2021 SCHOOL CALENDAR

Bold Faced Holidays are designated as major non-national religious holidays as defined in School Committee Policy IMDA. No one time events, athletic competitions, auditions, tests, quizzes are scheduled for these days. Long term assignments will not be due on the day of or the day after one of these holidays.

8/31 & 9/1 Teacher Inservice Day (No School) 9/2 First Day of School (Grade K-5 Release Time 12:45 p.m.) 9/4 No School (Prek-12) 9/7 Labor Day (No School) 9/18 Rosh Hashanah begins at Sundown 9/19 Rosh Hashanah 9/20 2 nd Day of Rosh Hashanah 9/27 Yom Kippur begins at Sundown 9/28 Yom Kippur T-21/S-19	<table><tr><th colspan="5">AUG./SEPT. '20</th></tr><tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr><tr><td>31</td><td>1</td><td>2</td><td>3</td><td>V</td></tr><tr><td>H</td><td>8</td><td>9</td><td>10</td><td>11</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr><tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	AUG./SEPT. '20					M	T	W	Th	F	31	1	2	3	V	H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30								<table><tr><th colspan="5">FEBRUARY '21</th></tr><tr><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr><tr><td>H</td><td>V</td><td>V</td><td>V</td><td>V</td></tr><tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	FEBRUARY '21					M	T	W	Th	F	1	2	3	4	5	8	9	10	11	12	H	V	V	V	V	22	23	24	25	26						5 Chinese New Year 15 Presidents' Day 16-19 February Vacation (No School) T-15 S-15
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Unless otherwise noted, Elementary Schools are dismissed every Wednesday that school is in session at 12:45 p.m.

Five snow days included in this calendar. (T-190/S-185)

H = Holiday V = Vacation

Approved

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: First Reading of Policy BHE – SM – Social Media

At our meeting on Thursday evening, the Committee will hold the first reading of Policy BHE – SM – Social Media. I am attaching a copy of the redlined version of the policy for your review. I am also including the recommended procedures and current policy.

If you have any questions, please contact me.

USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including but not limited to electronic mail (e-mail), internet web forums, and internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including but not limited to the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance, the Superintendent of Schools or his/her designee shall be copied on all electronic correspondence between and among members of the School Committee. These copies shall be printed and retained in the central office in the same fashion as any other School Committee records. School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.

Adopted by the Reading School Committee on March 26, 2007

LEGAL REFS.: M.G.L 4:7; 39:23A, 23B; 66:10

SOCIAL MEDIA POLICY

While the School Committee believes that communication via Open Meetings, inclusive of the Public Comment period as outlined in Policy BEDH, is the most effective means of giving and receiving feedback, it acknowledges many members of the public engage in communication via various Social Media platforms. As such, to align with the Goals outlined in Policy KA, the School Committee endeavors to engage in “effective, accurate, and meaningful communications that facilitate dialogue, encourage involvement in District programs, and create community advocacy for its public schools” via Social Media platforms.

The Committee also notes that all communication by members of the Committee will be in accordance with the Open Meeting Law and will avoid any communication via Social Media that can be considered “deliberation” under the Open Meeting Law or have the appearance of deliberation. All communication via Social Media will be conducted in accordance with this policy and the underlying district’s procedures.

Policy Specific Definitions

Social Media – forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).¹ Examples include, but are not limited to Facebook, Twitter, Instagram, Reddit, LinkedIn and interactive Blogs.

Blog – a website that contains online personal reflections, comments, and often hyperlinks, videos, and photographs provided by the writer.²

CROSS REFS:

- BEDH – Public Comment at School Committee Meetings
- BHE – Use of Electronic Messaging by School Committee Members
- KA – School/Community Relations Goals

LEGAL REFS:

- Open Meeting Law and Regulations: MGL 30A:18; 940 CMR 29³

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¹ <https://www.merriam-webster.com/dictionary/social%20media>

² <https://www.merriam-webster.com/dictionary/blog>

³ <https://www.mass.gov/regulations/940-CMR-2900-open-meetings>

PROCEDURES FOR SOCIAL MEDIA USE BY SCHOOL COMMITTEE MEMBERS

Procedure Specific Definition

Tagging – a Social Media functionality commonly used on Facebook, Instagram and Twitter that allows users to create a link back to the profile of the person shown in the picture or targeted by the update.¹

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Expectations of the School Committee Members when using social media:

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1. The intent of the Open Meeting Law was to avoid private, back room deliberation and deal making. As such, the phrase “between or among” is important in the deliberation definition within the law.
2. A quorum of public body members should not discuss topics under their jurisdiction between or among themselves in any electronic form, including Social Media platforms, whether open or closed.
3. Public body members should generally avoid posting policy positions or opinions concerning topics under their jurisdiction, but rather stick to factual information sharing.
4. Posting to a personal Social Media page, even if members of the public body are friends or connections, does not rise to deliberation so long as a quorum of that public body does not actively respond to the same post.
5. Posting to a public Social Media group or website, with the intent of communicating with the public, does not rise to deliberation so long as a quorum of the public body does not actively respond to the same post.
6. Posting to a private Social Media group or website is a bit riskier, but again, we need to look at intent. Is the intent to inform the public or have a private conversation? Proving the intent can be harder in a closed group, but is still highly possible, especially with very large Social Media groups. Thus, again, posting with the intent of communicating to the public does not rise to deliberation so long as a quorum of the public body does not actively respond to the same post.
7. One can, and should, avoid the perception of communicating to other members of a public body when posting to Social Media platforms by not directing the commentary to them and by not Tagging the other members of the public body in the post or response.

7.

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Method of Execution / Engagement with the Public via Social Media Platforms

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As such, the method by which the School Committee will engage via Social Media is as following:

1. The School Committee will establish a Facebook page and Twitter profile with the intent of using them to distribute meeting information, documentation and links to School Committee materials (i.e. meeting agendas, meeting packets, links to recorded meetings, etc.).
2. Members of the School Committee, via an opt-in model, will rotate the role of Social Media Coordinator on a monthly basis. Two members of the School Committee will be Coordinators per month. This allows for the following:
 - a. Members of the School Committee that do not wish to participate do not have to.

¹ <https://blog.hubspot.com/marketing/social-media-terms>

- b. Maintaining a maximum of two members as coordinators per month will greatly reduce the possibility of accidental deliberation as it will be two members less than a quorum of the Committee.
 - c. The rotation will enable Committee Members to avoid burn out and feeling as though they are always on duty.
 - d. The rotation will prevent the monopolization of information sharing by a one or more members of the Committee.
 - e. The rotation will mimic the currently existing practice of two Committee Members holding office hours prior to an Open Meeting.
3. Members of the School Committee up for reelection will be exempt/excluded from participation in this Policy as they run their campaign. This will shorten the roster of Committee Members to officially respond but will also remove conflict of interest concerns during an election period. For the avoidance of doubt, the period covered for this clause will run from the official filing date for the Election Period with the Town Clerk to the day of the Election, inclusive.
4. Members of the School Committee in the role of Social Media Coordinator will ensure that the Chair of the Committee is kept abreast of all communications with the public via Social Media platforms.
5. It is the obligation of the Social Media Coordinators to carefully review Social Media threads for other members of the School Committee before responding to the thread. The intent of this clause is to avoid serial communication and potential accidental tripping of the deliberation definition.
6. If a School Committee Member is unable to fulfill their obligation as Social Media Coordinator, they shall discuss the conflict with the Chair so a suitable substitute can be appointed, as and when necessary.
7. For the avoidance of doubt, nothing in this Policy restricts the ability of a School Committee member from posting to their personal Social Media pages or engaging in Social Media discussions not related to topics under the jurisdiction of the School Committee as an individual member of the public.

7.

CROSS REFS:

- ~~BEDH – Public Comment at School Committee Meetings~~
- ~~BHE – Use of Electronic Messaging by School Committee Members~~
- ~~KA – School/Community Relations Goals~~
- ~~ADD SOCIAL MEDIA POLICY~~
- ~~BHE-SM – Social Media Policy~~
- ~~LEGAL REFS:~~
- ~~Open Meeting Law and Regulations: MGL 30A:18; 940 CMR 29~~
- Public Records Law: MGL 4:7; MGL 66:10

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John F. Doherty, Ed. D.
Superintendent of Schools

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



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Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Portrait of a Graduate

Please find attached a copy of the flyer seeking volunteers to be a part of the Portrait of a Graduate Design Team. The goal of this group is to develop Reading's collective vision of our students and is the first step in framing a new vision for our school and community.

If you have any questions, please contact me.

READING PUBLIC SCHOOLS PORTRAIT OF A GRADUATE



We are seeking interested stakeholders from different sectors of our community to be a part of the design team process

Through an inclusive process, the Portrait of a Graduate will become Reading's collective vision for our students.

Designing Our Portrait of a Graduate is the first step in framing a new vision for our school and community

CONTACT INFORMATION:

KATE BOYNTON

RMHS Principal

Kathleen.boynton@reading.k12.ma.us

DR. JOHN DOHERTY

Reading Public Schools
Superintendent

John.doherty@reading.k12.ma.us

The Questions We Will Answer...

- ◆ *What are the hopes, aspirations, and dreams that our community has for our young people?*
- ◆ *What are the skills and habits of mind that our children need for success in this rapidly changing and complex world?*
- ◆ *What are the implications for the learning experiences we provide in our school systems?*

IF YOU ARE INTERESTED IN BECOMING A MEMBER OF THE PORTRAIT OF THE GRADUATE DESIGN TEAM PLEASE CONTACT PRINCIPAL [KATE BOYNTON](mailto:KATE.Boynton@reading.k12.ma.us) AND SUPERINTENDENT [JOHN DOHERTY](mailto:John.doherty@reading.k12.ma.us) BY EMAIL WITH A SHORT BIOGRAPHY AND WHY YOU WOULD LIKE TO BE ON THIS TEAM

TIME COMMITMENT IS FROM JANUARY, 2020 TO OCTOBER, 2020

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: FY20 Energy Conservation Measure Presentation

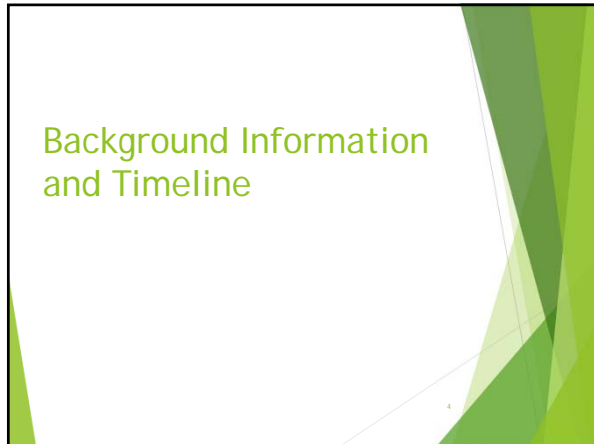
Please find attached a copy of the presentation given at the December 3rd Select Board meeting by Director of Facilities Joe Huggins outlining the Facilities Department energy saving initiatives.

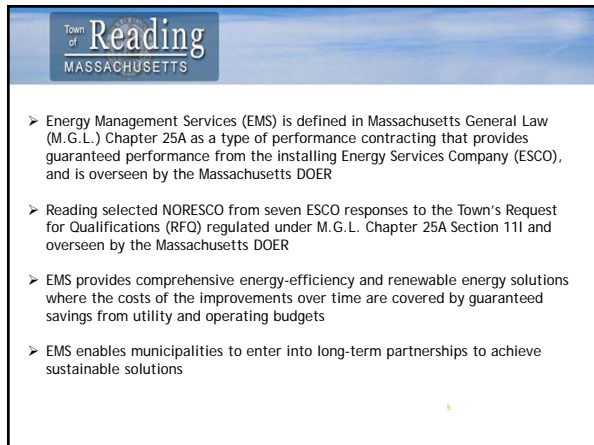
If you have any questions, please contact me.

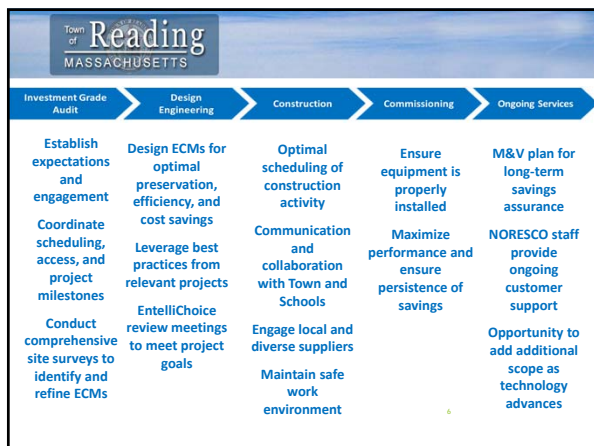






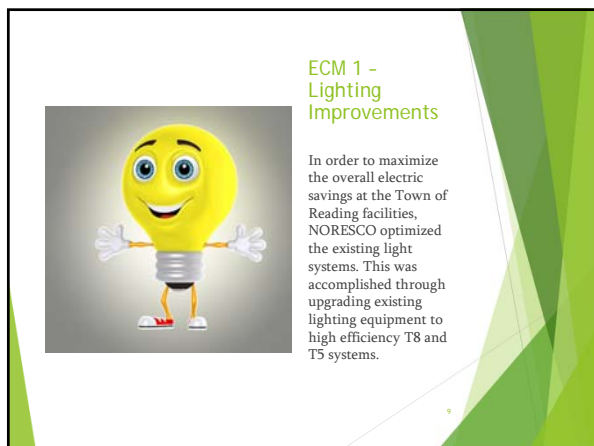












ECM 2 - Lighting Controls

In order to maximize the overall electric savings for the Town of Reading facilities, NORESO optimized the lighting systems. This was accomplished by installing new occupancy-based control systems.



10

ECM 3 - Domestic Water Conservation

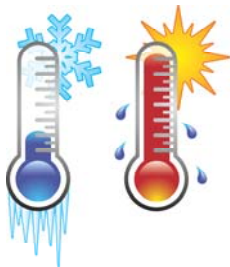


With the advent of more efficient fixture designs developed to conserve water, it was cost effective to replace or retrofit higher flowrate fixtures. Water conserving aerators, urinals and toilets produce dramatic water savings, which also reduce the energy used to heat lavatory and kitchen faucet water.

11

ECM 4 & 4A - Energy Management Systems

NORESCO installed new hardware and software to provide Direct Digital Control (DDC) control of the HVAC systems identified in the scope of work, and integrated the new energy management system into a single front-end interface, including graphics and web-based remote access and functionality.



12

ECM 5 - Weatherization & Attic Insulation

NORESCO installed new, heavy-duty weather-stripping on exterior doors and sealed other identified penetrations at the buildings. This included caulking of the carrier to the jamb and doorframe as required; adjustment of closures, latches, and hinges; and sill repair where necessary.



13

ECM 6 - Energy Efficient LED Traffic Signals

NORESCO retrofitted the traffic signals that were indicated not to be under state control with high efficiency LED traffic signal technology meeting Energy Star specifications. The highly efficient LED traffic signals consume less than 10% of the electricity compared to the incandescent signal heads they replaced.



14

ECM 7 - Solar Domestic Hot Water

NORESCO installed fully automated evacuated tube solar domestic hot water pre-heat systems at the Police Station, West Side Fire Station, and Main Street Fire Station. The systems are closed-loop, using non-toxic, solar-rated glycol solution fed to an array of tubes sized specifically to meet the load and layout considerations for each location.



ECM 8 - Solar Air Pre-heat (Roof-mounted)

The SolarDuct system installed at RMHS uses an externally mounted, thermally absorbent fresh air plenum to heat air via the Sun's rays. Approximately 50 roof modules of specially designed, perforated, corrugated metal paneling have been mounted on the roof and connected to the existing ventilation air ductwork for the heating and ventilation (H&V) roof top unit.

16

ECM 9 - Replace Uni-vents and Air Handlers

NORESCO replaced twenty seven hot water unit ventilators (UVs) and ten H&Vs at Killam Elementary school. The new units include new hot water valves and complete direct digital controls (DDC).

17

ECM 10 - Steam to Hot Water Conversion

NORESCO installed two new natural gas-fired condensing boilers at Birch Meadow Elementary School. Included as part of this measure was the replacement/retrofit of the Cafeteria H&V and the replacement of twenty-two steam unit ventilators serving classrooms in the building.

18

ECM 11 & 11a - Heating System Upgrades & New Burners

NORESCO replaced the aging boilers, furnaces or burners at the following facilities:

- ▶ Reading Town Hall - Condensing Boilers
- ▶ West Side Fire Station - New Steam Boiler
- ▶ Joshua Eaton Elementary School - New Burners
- ▶ Coolidge Middle School - New Burners

19

ECM 12 - Town Hall Chiller Replacement

NORESCO replaced the existing 80-ton air cooled chiller with a new, smaller energy efficient chiller.



20

Current Project

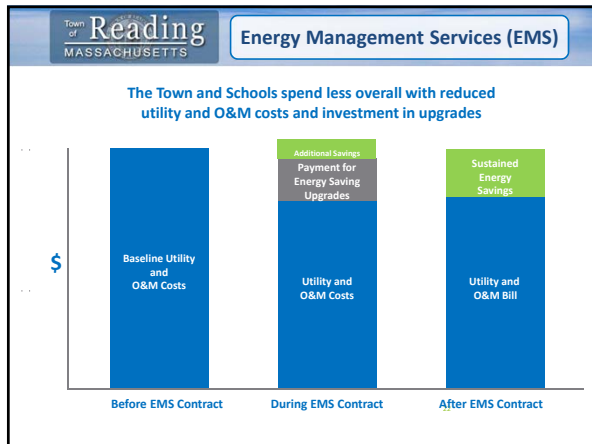
Verified Savings: Year Eight

The Year Eight performance phase occurred between February 1, 2018 and January 31, 2019. Verified savings for Year Eight are updated savings numbers based on the performance of each measure throughout the year.

The Verified Savings for Year Eight are **\$408,921**, which exceeds the Guaranteed Energy Savings of **\$380,064** by **\$28,857**.

ECM #	ECM Description	Electrical Savings Demand* (kW)	Electrical Savings Consumption (kWh)	\$	Natural Gas Savings (Therms)	\$	Water & Sewer Savings (kGal)	Total Verified Savings
1	Lighting Improvements	2,332	585,070	\$13,402	---	\$---	---	\$13,402
2	Lighting Controls	---	999,934	\$9,686	---	\$---	---	\$23,686
3	Domestic Water Conservation	---	---	\$---	786	\$1,689	824	\$20,942
4	Energy Management System Improvements	1,331	425,035	\$6,840	47,802	\$92,588	---	\$100,728
4a	Energy Management System - Hot Water Reset	---	---	\$---	3,016	\$6,576	---	\$6,576
5	Weatherization & Attic Insulation	1	3,650	\$542	13,522	\$27,362	---	\$27,903
6	Energy Efficient LED Traffic Signals	311	90,426	\$15,678	---	\$---	---	\$15,678
7	Solar Domestic Hot Water	---	---	\$---	2,113	\$4,480	---	\$4,480
8	Solar Air Pre-heat	---	---	\$---	2,710	\$5,737	---	\$5,737
9	Replace Units and Air Handlers	---	---	\$---	3,016	\$5,733	---	\$5,733
10	Steam to Hot Water Conversion	---	1,375	\$204	6,344	\$12,213	---	\$12,417
11	Heating System Upgrades	---	---	\$---	7,089	\$13,915	---	\$13,915
12	Town Hall Chiller Replacements	6	14,845	\$2,444	---	\$---	---	\$2,444
Total Verified Savings		3,961	1,320,335	\$29,896	84,398	\$169,722	824	\$408,921
Annual Guaranteed Savings								\$380,064
Amount Above/(Below) Guaranteed Savings								\$28,857

Notes:





Reading School Buildings





- Barrows - New domestic hot water tanks - Reduction in overall capacity and heat loss
- Birch Meadow - LED lighting - Hallways and assorted classrooms
- Joshua Eaton - High efficiency condensing boilers and LED lighting - Hallways
- Coolidge - LED lighting upgrade in gymnasium and high efficiency condensing domestic hot water boilers
- Wood End - Return air fan installation and high performance skylights
- RMHS - High efficiency condensing boilers - LED lighting in fieldhouse, auditorium, assorted high hats on Main St. hallways

24

Reading Town Buildings

- Town Hall - LED lighting - Common areas and conference rooms.
- DPW - LED lighting - High bay garage, mechanics bays, and cold storage. High efficiency heat pump.
- Police Station - LED lighting - common areas
- Main St Fire - New high efficiency condensing boilers
- Westside Fire - New roof system
- Cemetery Garage - LED lighting - Shop area and offices
- Downtown Reading - Retrofitted with LED (98) - Town owned streetlights to LED. (DPW/Facilities joint project)


25

Facility
Management

Proposed Phase II Energy Conservation Measures

26



TOWN OF READING PHASE 2

NORESCO

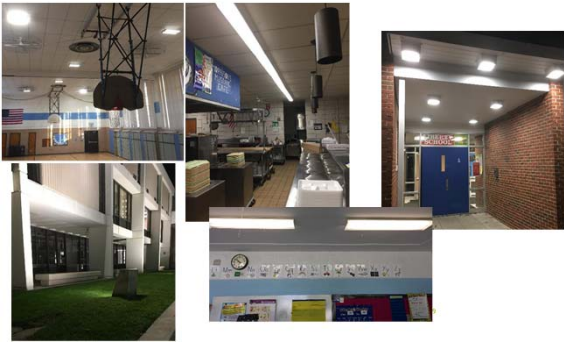
Town of
Reading
MASSACHUSETTS

LED Lighting Improvements
Renewable Energy, Including Solar PV and Geothermal
Energy Management Systems Upgrades
High-Efficiency Condensing Hot Water Boilers
Rooftop Units
Energy-Efficient Transformers
Power Factor Correction
Building Weatherization
Pipe and Fitting Insulation
Plug Load Controls
Computer Power Management
Walk-in Cooler Controls and High-Efficiency Motors

Facilities
Reading Memorial High School
Coolidge Middle School
Parker Middle School
Joshua Eaton Elementary School
J. Warren Killam Elementary School
Birch Meadow Elementary School
Barrows Elementary School
Wood End Elementary School
Town Hall
Police Station
Senior Center
Main Street Fire Station
West Side Fire Station
DPW Garage
Library

Town of
Reading
MASSACHUSETTS


NORESCO recently installed LED lighting throughout all Braintree Public Schools.



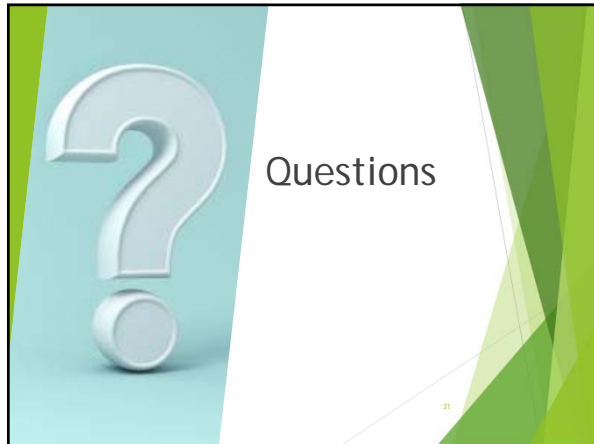
Town of
Reading
MASSACHUSETTS

Solar PV and Geothermal Installations

Solar PV installations at school districts throughout the northeast include kiosk displays that shows students, teachers, staff, and visitors detailed system output information.



NORESCO installation of ground source heat pumps for Virginia Beach City Public Schools.



John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

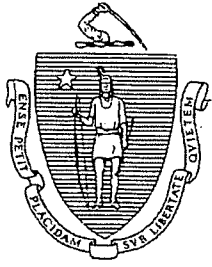
FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Special Education State Performance Plan

Please find attached a copy of the letters received from DESE regarding the status of Annual Performance Indicators that required further action. The district has addressed each indicator that required further documentation satisfactorily to DESE.

If you have any questions, please contact me.



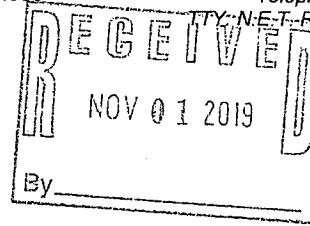
Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370



October 23, 2019

Jennifer Stys, Director of Student Services
Reading Public Schools
82 Oakland Road
Reading, MA 01867

Re: Special Education State Performance Plan/Annual Performance Report Indicator 11 (Initial Evaluation Timelines)

Dear Director Stys:

Thank you for submitting your Indicator 11 data from school year 2018-2019 to the Department of Elementary and Secondary Education (Department). Your district submitted data indicating less than 100% compliance with the requirement to convene a Team meeting and determine eligibility within 45 school working days after receiving parental consent. Subsequently, your district was asked to submit additional information describing how the district will meet these requirements for students in the future.

The Department received the district's additional information describing actions taken to remedy any noncompliance. Specifically, the district indicated that a district-wide professional development calendar has been created and distributed to Team chairpersons to ensure all relevant staff are able to take these dates into consideration when scheduling Team meetings. You also indicated that the district has created a system to identify when meetings are rescheduled to allow Team chairpersons and other district staff to ensure compliance with timelines.

I am pleased to confirm that we have reviewed the information you shared with us and have determined that the district has addressed the issues that contributed to delays in meeting the required timelines. At this time, there is no further Indicator 11 activity required. If you have any questions, please contact Andrew MacKenzie at 781-338-3761 or amackenzie@doe.mass.edu.

Sincerely,

Timothy Gallagher, Assistant Director
Office of Public School Monitoring

cc: Andrew MacKenzie, Tiered Focused Monitoring Chairperson



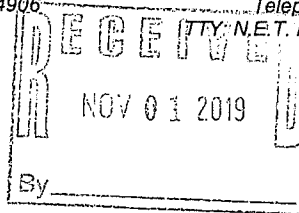
Jeffrey C. Riley
Commissioner

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000

TTY: N.E.T. Relay 1-800-439-2370



October 23, 2019

Jennifer Stys, Director of Student Services
Reading Public Schools
82 Oakland Road
Reading, MA 01867

Re: Special Education State Performance Plan/Annual Performance Report Indicator 12: Early Childhood Transition (Part C to Part B transition)

Dear Director Stys:

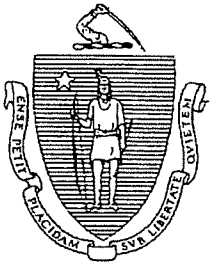
Thank you for submitting your Indicator 12 data from school year 2018-2019 to the Department of Elementary and Secondary Education. We calculated your district as demonstrating 100% compliance with the requirements associated with developing an Individualized Education Program (IEP) and implementing services by the child's third birthday. We do note, however, that not all records were in compliance due to an issue outside of the district's control, specifically parent scheduling needs. Although this reason does not result in a finding of noncompliance, we strongly encourage you to evaluate the reported reason for delay and identify additional steps that the district may take to ensure delays do not occur in the future. Putting in place additional systems and resources to mitigate any reason for delay is best practice and is in the best interest of the students.

If you have any questions, please contact Andrew MacKenzie at 781-338-3671 or amackenzie@doe.mass.edu.

Sincerely,

Timothy Gallagher, Assistant Director
Office of Public School Monitoring

cc: Andrew MacKenzie, Tiered Focused Monitoring Chairperson



Massachusetts Department of Elementary and Secondary Education

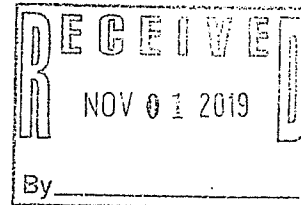
75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Jeffrey C. Riley
Commissioner

October 23, 2019

Jennifer Stys, Director of Student Services
Reading Public Schools
82 Oakland Road
Reading, MA 01867



Re: Special Education State Performance Plan/Annual Performance Report Indicator 13:
Secondary Transition

Dear Director Stys:

Thank you for submitting your Indicator 13 data from school year 2018-2019 to the Department of Elementary and Secondary Education. We commend you on your commitment and responsiveness, and we appreciate your continued diligence towards compliance on Indicator 13. There is no further Indicator 13 activity required at this time.

If you have any questions, please contact Andrew MacKenzie at 781-338-3671 or amackenzie@doe.mass.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy Gallagher".

Timothy Gallagher, Assistant Director
Office of Public School Monitoring

cc: Andrew MacKenzie, Tiered Focused Monitoring Chairperson

John F. Doherty, Ed. D.
Superintendent of Schools

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



Christine M. Kelley
Assistant Superintendent

Jennifer A. Stys, Ed.D.
Director of Student Services

Gail S. Dowd, CPA
Chief Financial Officer

Reading Public Schools

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

TO: Reading School Committee

FROM: John F. Doherty, Ed.D.
Superintendent of Schools

DATE: December 9, 2019

TOPIC: Email Correspondence and Other Information

Please find attached for your information, copies of email correspondence and information received by School Committee members and Central Office Administrators from community members as well as other pertinent information. We have included our responses, if applicable, as well.

If you have any questions, please contact me.

Engelson, Linda

From: Robinson, Charles
Sent: Tuesday, November 05, 2019 9:19 AM
To: Lori Conway; Engelson, Linda
Subject: Re:

Hi Lori,

The committee is relying on State Law regarding this but we will get a confirmation/opinion from Counsel. Thank you.

Chuck Robinson

From: Lori Conway <lorikubilisconway@gmail.com>
Sent: Saturday, November 2, 2019 7:18 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject:

After watching the most recent school committee meeting, I would like to know what legal counsel has advised concerning the school improvement plans and the role of the school committee in those plans. Will an update be given at the next school committee meeting?

--

Sent from Gmail Mobile

Engelson, Linda

From: Robinson, Charles
Sent: Tuesday, November 12, 2019 8:57 AM
To: RMHS Band Parents; Engelson, Linda; Doherty, John
Subject: Re: School Committee Request for Funding

Hi,

Thank you for the email. I appreciate your information and request for new uniforms. This is something the Director can request of the Athletic Director through the budget process. Has this been done? This would be the appropriate channels and not something we would discuss individually at a School Committee meeting. Let me know if you have questions. Thank you.

Chuck Robinson

From: RMHS Band Parents <rmhsbpo@gmail.com>
Sent: Friday, November 8, 2019 3:36 PM
To: Robinson, Charles <Charles.Robinson@reading.k12.ma.us>; DG School Committee <SchoolCommittee@reading.k12.ma.us>; dgschoolcommitte@reading.k12.ma.us <dgschoolcommitte@reading.k12.ma.us>; Kathy Kinney <kathmkinney@aol.com>; Mulligan, Joseph <Joseph.Mulligan@reading.k12.ma.us>
Subject: School Committee Request for Funding

To Members of the School Committee;

We are the RMHS Band Parent Organization and we are writing to request funding for new high school marching band uniforms. The current uniforms the students have been wearing were purchased in the early 1980's and no longer serve the student's needs. The uniforms are made of wool and are hot, restrictive and hazardous on warm days, while modern uniforms have long addressed these issues and are made of lighter breathable materials. The current uniforms are also in varying stages of disrepair, although we have done our best to sew and mend for the next student, the uniforms are structurally showing their age.

We are looking at a classis design in red and black reminiscent of the old design but in a modern style to represent Reading for years to come. We are headed to Disney in 2020 to represent Reading High and will need to present images of our uniforms during our application process. We would like to be able to present our new uniforms if funding is approved by the school committee.

I have attached an image of the uniform we would like to model and a quote for 100 uniforms. Our current member list is at 68 and anticipate growth over the next few years as well as also needing options of sizes for all student members of the band.

We thank you for your consideration and putting this item on the agenda of the next committee meeting.

Please, after your review, let us know if we will be on the next meeting's agenda.

We look forward to hearing from you.

Sincerely,

Rosemary Murphy and Kathy Kinney,

Co President: Kathy Kinney, Rosemary Murphy

Co Internal Vice President: Liz Rogers

Co External Vice President for Fundraising: Jennifer Delaney, Debbi Kiikka

Co Treasurer: Meg Belezos, Michelle Goldner

Co Secretary: Anne Joyce, Alison Melton

Co Publicity: Lauren Bennett, Sue Brown

Reading Memorial High School

Band Parent Organization

PO Box 251

QUOTE FOR UNIFORMS

The delivery is 180 days when all the details are finalized. I usually measure the students and then give you my suggestions for the extras based on the profile of the band. The stock sizes for the uniforms and hats are always approved by the Band Director or band Parents. They also can change my suggestions.

We usually make up a sketch or sketches for the schools. After they have decided on the design Stanbury makes up an exact sample. This takes about 3 to 4 weeks. There is no charge for this. With a sample you can see the quality and the exact design you are considering. If you like I would be happy to set up a time to meet with the committee. Please let me know if you have any questions.

Thank you for your consideration.



Proud Sponsors Of: Santa Clara Vanguard, Bluecoats, Madison Scouts, Blue Stars, Pacific Crest and many more!

The price for the emblem is an added cost of between \$8.00-\$12.00. Please let me know if you need anything. Thank you.

Attached is the outlined pricing for 90 & 100 uniforms. If you'd like to schedule a phone call I'd love to discuss things further in terms of where you are at in the process and what to expect moving forward. Just let me know what works for you.

QTY.	ITEM	UNIT PRICE	PRICE
100	COAT	\$190.00	\$19,000.00
100	JUMPSUIT	\$94.00	\$9,400.00
100	GUANTLETS	\$38.50	\$3,850.00
100	AUSSIE HAT	\$45.00	\$4,500.00
100	PLUME	\$18.00	\$1,800.00
TOTAL		\$385.50	\$38,550.00

QTY.	ITEM	UNIT PRICE	PRICE
------	------	------------	-------

90	COAT	\$190.00	\$17,100.00
90	JUMPSUIT	\$94.00	\$8,460.00
90	GUANTLETS	\$38.50	\$3,465.00
90	AUSSIE HAT	\$45.00	\$4,050.00
90	PLUME	\$18.00	\$1,620.00
TOTAL		\$385.50	\$34,695.00

Thank you,

--

Mike Pearson

670-496-6976

Stanbury

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www.finaltouchcompany.com

[Check out our latest designs!](#)

--

Co President: Kathy Kinney, Rosemary Murphy

Co Internal Vice President: Liz Rogers

Co External Vice President for Fundraising: Jennifer Delaney, Debbi Kiikka

Co Treasurer: Meg Belezos, Michelle Goldner

Co Secretary: Anne Joyce, Alison Melton

Co Publicity: Lauren Bennett, Sue Brown

www.tinyurl.com/rmhsbpo

to unsubscribe, reply with UNSUBSCRIBE in the subject line.

to be moved to the alumni list, reply with ALUMNI in the subject line.

Reading Memorial High School

Band Parent Organization

PO Box 251

Reading MA 01867

A registered 501(c)(3) Organization

Engelson, Linda

From: Robinson, Charles
Sent: Tuesday, November 12, 2019 8:58 AM
To: John Lippitt; Engelson, Linda
Subject: Re: Time to discuss Town - School budget split

Hi Mr. Lippitt:

I appreciate your thoughts and concerns. This is certainly a topic we can discuss during the budget process. Please let me know if you have questions. Thank you.

Chuck Robinson

From: John Lippitt <jlippitt@verizon.net>
Sent: Friday, November 8, 2019 2:10 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Time to discuss Town - School budget split

To the Reading School Committee:

I believe it's time to discuss changing the percentage split of the Town's discretionary budget between the Town and the schools. A related discussion may be to review what items are included in "accommodated costs." I understand this to be non-discretionary spending that is budgeted before applying a percentage split to determine the Town and school portions of the budget.

Our elementary school space issues, including the demand for preschool, underscore the need to revisit our school funding. Furthermore, Reading is one of only 48 school districts (out of 353 in the state) that does not offer free, full-day kindergarten. A broader indication of the need to reconsider the funding of our schools is that our adjacent communities spend between 10% and 26% more per student than Reading does. Finally, the severe cuts in programming at the schools that occurred before the last override highlighted the need to reconsider school funding.

I'm sending this letter to the Select Board, the School Committee, and the Finance Committee in the hope that all three bodies will initiate individual discussions of this issue and then, as a group, perhaps at the next Financial Forum, engage in a discussion of this.

Thank you for your time and attention.

Sincerely,

John Lippitt
Town Meeting Member, Precinct 7

John Lippitt
23 Mineral St .
Reading , MA 01867
781-944-7829
jlippitt@verizon.net

On Twitter: @lippittja

Blogging on national policy and politics at <http://lippittpolicyandpolitics.org>

Engelson, Linda

From: Kelley, Christine
Sent: Tuesday, November 26, 2019 3:57 PM
To: Engelson, Linda; Doherty, John
Subject: FW: My responses to your email

Follow Up Flag: Follow up
Flag Status: Flagged

fyi

From: Kelley, Christine
Sent: Tuesday, November 26, 2019 3:57 PM
To: Rebecca Liberman <rfliberman@verizon.net>
Subject: My responses to your email

Hello Mrs. Liberman,
I hope that you have a good Thanksgiving. I have included responses to your email dated October 18th. They will be included in the next School Committee packet.

Dear Mrs. Liberman,

Here are the responses to the email that you sent on October 18th. These questions were based on my MCAS Presentation that was done earlier this fall.

1. ***Can you please reschedule the Math Update that was supposed to happen in March of 2018 but was scheduled and never rescheduled? This is really important, given all of the changes to the middle and high school math curriculum and pathways and poor math MCAS performance in a number of grades and schools.***

I am not sure what that meeting was defined as but I do know that since I have been in Reading, I have presented several times with curriculum updates. Further, earlier this fall, the Reading High PTO had several department chairs present at their last PTO meetings specifically about the subject that they help lead. Ms. Allyson Williams, the Department Chair of Math presented at the fall PTO meeting which was open to anyone in the community and advertised to the entire RMHS community.

2. ***When will the middle school math curriculum guides be completed? Should we really be testing new middle school math curriculum materials without these being done? And given the disparity between Parker and Coolidge middle school math performance where Parker students scored much lower, shouldn't we fast track the timeline for these?***

The Middle School curriculum guides, including math, are currently being developed over the course of this year. They are expected to be finished by June 2020.

In reference to our review of new middle school math curriculum materials and whether we should wait to review new tools until their completion. In fact the two projects are being done simultaneously and truly complement each other. By doing a deep re-examination of the standards and priority areas in partnership with piloting of new curriculum tools, we are able to look at the parallels of which tools have what we need including the critical examination of the alignment to state standards.

In reference to the discrepancy of MCAS scores between our middle schools in math performance and whether we could fast track our development of guides. Schools and content departments are continuing to look at data and dig into the why. It isn't appropriate to assume that doing something like curriculum analysis/planning fast will equate to "fast changes" in assessment results. Additionally, it is the analysis of the results that will help inform school/department responses to the data (i.e. Are we seeing results based on curriculum, instructional, planning, student needs or other?)

3. ***Why was there no mention of looking at what other districts are doing? Shouldn't that be the first step before considering any materials and pathways?***

Yes, I agree that an important part of our work is staying connected with other districts. Our curriculum leaders are involved in state networks that meet regularly for their content areas as well as members of the National Council Teachers of Mathematics (NCTM). District leaders from around MA were consulted early in this process at the MA DESE Math Leadership Network. We also have the added benefit of the MA DESE's heat maps that allow us to view who is using what curriculum tools as a resource and reference. While I wouldn't call it the first step, it is of course part of our work in looking at any changes moving forward. Additionally, Mrs. Williams and I took part in a regionally sponsored workshop on some of the guidance that DESE is offering Math leaders that was presented by DESE leaders: Erin Hashimoto-Martell, Director of STEM, Stephen Garschina-Bobrow, Math Content Specialist and Annie DeMallie, Digital Literacy/Computer Science Leaders. In that workshop, they had local districts review offered pathways and courses. The DESE team also had teams look at the transitions between K-12 programming and students' pathways to career. They have identified looking at different pathways that may actually offer students more career alignment including: Quantitative Reasoning, Statistics, Precalculus/Calculus. We also do look at our peer communities' programming from both communities that DESE has identified due to similar demographics, size, test scores and per pupil allotment as well as other communities that are local and considered peer districts.

4. ***What happened to the old middle and high school math textbooks that were used prior to 2012-2013? Could students get copies of those to use for reference and practice problems while new materials are being piloted and implemented? Or why not just supplement the old, perfectly functional textbooks with the new materials? Those old textbooks served our kids well for years.***

In context of our middle school pilot plan in looking for new tools, we do have resources and reference materials in classrooms. Since we are doing a single pilot for each grade level, it is a short period of time that middle school students will not have a corresponding physical text to bring home. Student will have access to a physical text for use in the classroom as well as full access to the virtual textbooks for all curriculum tools. In addition, at the high school, we did receive some replacement Algebra I and Geometry books in the fall of 2014. We do have enough books at RMHS for each child to have a hard copy of a book, if they choose. For the rest of 2019-2020, students also have access to an electronic textbook.

5. ***Why can't we provide access to Algebra 1 for more middle schoolers, including offering the course as early as 7th grade for those who need that extra challenge? These ?? pathways used to be available in Reading until the 2012-2013 school year and remain available in all the good districts. We must keep our strongest students challenged and engaged in math. The percentage of Reading middle school students exceeding expectations on the math MCAS was extremely low, and I believe that restoring these opportunities would help a lot.***

RMHS (as well as DESE) believes that the best pathway in math for any student is one that they are developmentally ready for and one that will give them a firm base in the critical foundational concepts

in Algebra I. This is crucial for students to have success not only at RMHS but beyond the high school experience. We believe that all of our students have the opportunity to be challenged and engaged in math at a level appropriate to each of them. Further, we do offer entry points that may allow them to access calculus senior year if that is of interest to them or part of their post-high school career pathway. At our DESE workshop, DESE urged districts to review the old paradigm of racing through algebra in order to get calculus in high school. They cited that research shows that racing through algebra (or presenting it too early) can lead to conceptual gaps, fragmented math identity and increased failure rates. They propose that we look at math pathways as webs and not ladders and encourage students to adjust pathways as they are developmentally ready. I believe that we our model in Reading is exactly what DESE is asking districts to consider.

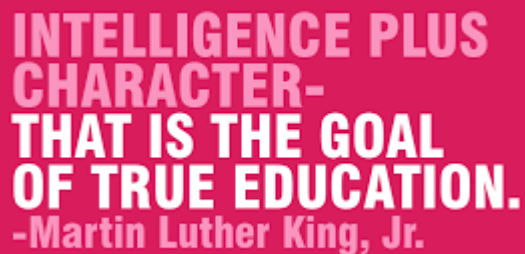
As always, I am happy to meet should you wish to discuss your questions further.

I wish you the best.

Best,

Chris Kelley

Christine M. Kelley
Assistant Superintendent
Reading Public Schools
Follow me on Twitter-
@cmkelleyteach



**INTELLIGENCE PLUS
CHARACTER-
THAT IS THE GOAL
OF TRUE EDUCATION.
-Martin Luther King, Jr.**

Engelson, Linda

From: Kelley, Christine
Sent: Tuesday, November 26, 2019 3:54 PM
To: Engelson, Linda; Doherty, John
Subject: FW: Questions after SC meeting last night

Follow Up Flag: Follow up
Flag Status: Flagged

Original email for SC Packet

From: Rebecca Liberman <rfliberman@verizon.net>
Sent: Friday, October 18, 2019 5:03 PM
To: Doherty, John <John.Doherty@reading.k12.ma.us>; Kelley, Christine <Christine.Kelley@reading.k12.ma.us>; DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Questions after SC meeting last night

Dear Supt. Doherty, Ms. Kelley, and Members of the School Committee,

Last night's middle school math curriculum and MCAS presentations left me with a number of questions.

1. **Can you please reschedule the Math Update** that was supposed to happen in March of 2018 but was cancelled and never rescheduled? This is really important, given all the changes to the middle and high school math curriculum and pathways and the poor math MCAS performance in a number of grades and schools.

2. **When will the middle school math curriculum guides be completed?** Should we really be testing new middle school math curriculum materials without these being done? And given the disparity between Parker and Coolidge middle school math performance where Parker students scored much lower, shouldn't we fast track the timeline for these?

3. **Why was there no mention of looking at what other school districts are doing?** Shouldn't that be the first step before considering any new materials and pathways?

4. **What happened to the old middle and high school math textbooks that were used prior to 2012-2013?** Could students get copies of those to use for reference and practice problems while new materials are being piloted and implemented? Or why not just supplement the old, perfectly functional textbooks with the new materials? Those old textbooks served our kids well for years.

5. **Why can't we provide access to Algebra 1 for more middle schoolers, including offering the course as early as 7th grade for those who need that extra challenge?** These pathways used to be available in Reading until the 2012-13 school year and remain available in all the good districts. We must keep our strongest students challenged and engaged in math. The percentage of Reading middle school students exceeding expectations on the math MCAS was extremely low, and I believe that restoring these opportunities would help a lot.

Since improving math achievement is a key District Improvement Plan goal, I urge you to devote time and attention to this critical subject.

Thank you, and I look forward to hearing from you.

Sincerely,

Rebecca Liberman
50 Pratt Street

School Committee Calendar Topics

*Please note that this may change depending on availability of presenters and topic material in consultation with the Chair
An Asterik* indicates office half hour for this session at 6:30 p.m. All meetings will be in the RMHS Schettini Library unless noted.*

Date	Topic	Group	Facilitator
July 11th 6:00 p.m.	Approval of RMHS Handbook MASC Training School Committee Protocol Reorganization	Administration MASC Administration School Committee	Kate Boynton Dorothy Presser Elaine Webb Elaine Webb
August 1st 6:00 p.m. Meeting cancelled	Superintendent Evaluation Executive Session 1 st Reading of Policies CBI – Evaluation of the Superintendent	School Committee School Committee School Committee	Jeanne Borawski School Committee Chair School Committee Chair
August 29* 6:00 p.m.	New Teacher Introductions Adopt School Committee Operating Protocols Summer Update Capital Plan Update	New Teachers School Committee Administration Finance	Administration School Committee Chair Administration Gail Dowd/Joseph Huggins
September 11	Financial Forum	Finance Committee	Eric Burkhart
September 12*	School Facilities Assessment Report 2019 YRBS Survey Results	Finance Administration	PBC Chair/Gail Dowd/Joe Huggins Erica McNamara (RCASA)
September 25	RCASA Annual Meeting Jordan's Furniture	RCASA	Erica McNamara
September 26	Middle School 2019 YRBS Presentation Superintendent's Evaluation Appointment of Superintendent to Collaborative Boards	RCASA School Committee School Committee	Erica McNamara Ms. Borawski School Committee Chair
October 16	Financial Forum Reading Public Library – 7:30 p.m.	Finance Committee	Eric Burkhart
October 17*	MCAS Presentation Middle School Math/Social Studies Update	Administration Administration	Christine Kelley Christine Kelley
October 23 5:30 p.m.	School Committee Vacancy	School Committee & Select Board	Chairs
October 28	District and Superintendent's Goals Dyslexia Screening Presentation 1 st Reading of Policy BHE-SM Social Media Policy	Administration Administration School Committee	John Doherty Chris Kelley/LisaMarie Ippolito School Committee Chair
November 6th 7:00 p.m. Town Hall Conference Room	Elementary Space	Administration	John Doherty/Gail Dowd
November 7*	Elementary Space Update 2 nd Reading of Policy BHE-SM Social Media Policy	Administration School Committee	John Doherty School Committee Chair
December 3,4,10 & 11	Finance Committee/Select Board FY20 Budget		

December 12 6:00 p.m.	RMHS Guidance Presentation and Update School Calendar 1st Reading Social Media Policy School Improvement Plan review	RMHS Administration School Committee Administration	Kathleen Boynton John Doherty School Committee Chair John Doherty
December 19*	Quarterly Personnel Report Quarterly Financial Report FY21 Prebudget Presentation 2 nd Reading of Policy BHE-SM Social Media Policy	Human Resources Finance Finance School Committee	Jenn Bove Gail Dowd Gail Dowd/John Doherty School Committee Chair
January 6*, 16, 23 & 27	Public Hearing FY21 Budget FY21 Budget Discussion FY21 Capital Plan	Administration	Gail Dowd/John Doherty Gail Dowd/Joe Huggins
February 6*	Curriculum Update Kindergarten Update Collaborative Agreement	Administration Administration Administration	Christine Kelley John Doherty John Doherty
February 26 (Town Hall)	Finance Committee	FY21 Budget Presentation	Gail Dowd/John Doherty
March 3	Town & Presidential Primary Election		
March 4	Finance Committee Town Hall – 7:30 p.m.	FY21 Budget Presentation	Gail Dowd/John Doherty
March 11	Finance Committee Town Hall – 7:30 p.m.	FY21 Budget Meeting Vote TM Articles	
March 18	Finance Committee Town Hall – 7:30 p.m. (If Needed)		
March 26*	Quarterly Personnel Report Quarterly Financial Report Capital Update RMHS Handbook Update	Human Resources Finance Finance Administration	Jenn Bove Gail Dowd Gail Dowd/Joe Huggins Kate Boynton
April 16*	Elementary Schools Presentation Middle Schools Presentation REF Grants	Elementary Principals Middle School Principals REF	Elementary Principals Middle School Principals REF
May 14*	Superintendent's Evaluation Process Declare Surplus Equipment School Choice	School Committee Finance Administration	John Doherty Gail Dowd School Committee
May 28	Quarterly Personnel Report Quarterly Financial Report Capital Update	Human Resources Finance Finance	Jenn Bove Gail Dowd Gail Dowd/Joe Huggins
June 7th (RMHS Field House)	Graduation		
June 11*	Teacher Recognition Reorganization FY 20 and 21 Budget	Teachers School Committee Administration	Jennifer Bove John Doherty Gail Dowd
June 25	Superintendent Evaluation	School Committee	Chair or Designee