

School Committee Meeting

September 24, 2020

7:00 P.M.

Open Session

Remote Meeting



Town of Reading Meeting Posting with Agenda

2018-07-16 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2020-09-24

Time: 7:00 PM

Building:

Location:

Address:

Agenda: Revised

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:

		THIS MEETING WILL BE HELD REMOTELY ON MICROSOFT TEAMS
7:00 p.m.	A.	Call to Order
7:05 – 7:20 p.m.	C.	Public Comment For public comment, please use the live chat feature on the Microsoft Teams link which will be posted on the Superintendent's Blog and sent out via Connect Ed prior to the meeting. In lieu of the live chat, you may send an email in advance of the meeting to schoolcommittee@reading.k12.ma.us . This email will be included in the next packet.
7:20 – 7:25 p.m.	D.	Consent Agenda (A) <ul style="list-style-type: none">- Approval of Grants- Approval of Minutes (September 10, 2020)
7:25 – 7:50 p.m.	E.	Reports <ul style="list-style-type: none">1. Students2. Director of Student Services3. Assistant Superintendent4. Chief Financial Officer5. Superintendent6. Liaison/Sub-Committee
7:50 – 8:20 p.m. 8:20 – 8:40 p.m.	F.	Old Business <ul style="list-style-type: none">1. Fall Reopening Update (I)2. FY20 End of Year Summary (I)

This Agenda has been prepared in advance and represents a listing of topics that the chair reasonably anticipates will be discussed at the meeting. However the agenda does not necessarily include all matters which may be taken up at this meeting.



Town of Reading Meeting Posting with Agenda

8:40 – 8:45 p.m.		3. Social Media Coordinator Appointments for September (A) 4.
8:25 – 9:15 p.m. 9:15 – 10:00 p.m.	G.	New Business 1. Every Day Anti-Racism Book Discussion (I) 2. Preliminary District Improvement Plan Discussion (I) 3.
	H.	Information/Correspondence 1. NEASC Decennial Accreditation visit -Reading High School 2021 2. Commissioner's Letter to School Committees 9.14 3. Email from Representative Jason Lewis – Thank you 4. Email from David Scannell - Playground equipment 5. Email from Rachel Hitch - RE: Fairness in in-person days in current calendar 6. Email from Monika Flaherty - Re: Hybrid learning schedule priorities 7. Email from Sarah Smith - Re: 2nd Grade 8. Email from Samantha Carreiro -Re: Early Elementary Learning 9. Email from Ryan LaMontagne - Re: Chrome Bookmarking and Accounts 10. Email from Kristin Hoppe Doucette - RE: School District Hybrid Analysis 11. Email from Denise Coppola Henneberry - RE: School Committee (For public comment) 12. Email from Lynda Michel - RE: Letter to Read at Public Comment 13. Email from Kerri & Robert Fahey - RE: First Grade in Reading
	I.	Routine Matters 1. Bills & Payroll Warrants 2. Calendar
	J.	Future Business
10:05 p.m.	K.	Adjourn

**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 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: Gail S. Dowd
Chief Financial Officer

DATE: September 22, 2020

RE: FY'21 Initial Grant Update

The table below provides a summary of the current grant funding opportunities the Reading School Department has been awarded. In each instance they are formulaic based upon either per pupil allocations of entitlement allocations. We will provide further updates and information during the budget presentations as the figures may change over the course of the year if allocation amounts or total funding changes. We would ask the committee to approve the grants during Thursday evenings School Committee Meeting. We continue to review new grant funding opportunities as they arise and will keep the Committee apprised as new opportunities are announced.

Grant Funding/Program Name	FY21 Grant Award
FEDERAL GRANTS	
FY21 Title I, Part A	\$ 117,669
FY21 Title II, Part A	57,112
FY21 Title IV, Part A	10,000
Individuals with Disabilities Education (IDEA)	1,075,163
Early Childhood Special Education (IDEA)	19,008
Coronavirus Relief Fund (CvRF) School Reopening Grants (1)	894,150
CARES Act: Elementary and Secondary Education Emergency Relief Fund	98,311
FEDERAL GRANTS TOTAL	\$ 2,271,413
STATE GRANTS AND CIRCUIT BREAKER	
Racial Imbalance - METCO	\$ 453,509
STATE GRANTS AND CIRCUIT BREAKER TOTAL	\$ 453,509
FEDERAL AND STATE TOTAL	\$ 2,724,922

NOTES

⁽¹⁾ The purpose of the ESSER fund is to provide districts with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools that are providing educational services and developing plans for the return to normal operations. Funds are to be utilized for items not contemplated within the original operating budget and are directly tied to COVID19. Once a district has had its ESSER grant application approved by DESE, funding can be used for FY20 allowable costs dating back to March 13, 2020, and funding will remain available for allowable costs through September 30, 2022. Equitable services for Private Schools is required and as such funds have been allocated to Austin Prep.

⁽²⁾ The purpose of the Coronavirus Relief Fund (CvRF) School Reopening Grants is to provide eligible school districts and charter schools with funding to support costs to reopen schools. This funding, \$225 per student based on FY21 foundation enrollment, is intended to supplement other resources that the Governor is providing to cities and towns for COVID-19 response efforts as well as funds made available by DESE through the Elementary and Secondary School Emergency Relief Fund (ESSER) grants and the Remote Learning Technology Essentials (RLTE) grants. This grant program is focused on providing schools and districts with funding needed in providing educational services and developing plans for the return to normal operations. All funding must be obligated by December 30, 2020.



Town of Reading Meeting Minutes

2016-09-22 LAG

Board - Committee - Commission - Council:

School Committee

Date: 2020-09-10

Time: 7:00 PM

Building:

Location:

Address:

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson, John Parks, Tom Wise, Erin Gaffen, Carla Nazzaro and Shawn Brandt

Members - Not Present:

Others Present:

Superintendent John Doherty, Assistant Superintendent Chris Kelley, CFO Gail Dowd, Director of Student Services Jennifer Stys, RMHS Principal Kate Boynton, RMHS Assistant Principal Tom Zaya

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

Topics of Discussion:

I. Call to Order

Chair Robinson opened the meeting and announced the School Committee was meeting in a virtual setting, fully remote via Microsoft Teams, practicing social distancing and in accordance with the Governor's suspension of certain open meeting laws. The meeting was being recorded and broadcast live on RCTV. The Chair called attendance:

Mr. Parks – here	Dr. Doherty – here
Mr. Wise – here	Mrs. Dowd – here
Mrs. Nazzaro – here	Mrs. Kelley - here
Mrs. Gaffen - here	Dr. Stys – here
Mr. Brandt –here	
Mr. Robinson – here	

Mr. Robinson called open session order at 7:00 p.m.

A. Public Input

Mr. Robinson explained that public comment would be held at the end of the meeting allowing the public time to email questions to schoolcommittee@reading.k12.ma.us

Mr. Robinson shared that there is a live chat option in Microsoft Teams that the public can access for public input. Dr. Doherty has sent the Teams link to the meeting for access to this feature.

B. Consent Agenda

Mr. Wise moved, seconded by Mr. Brandt, to approve the consent agenda. The motion carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

C. Reports

RMHS Principal Kate Boynton

Mrs. Boynton updated the committee on the staff activities as they prepare for the start of school. There has been a rich array of professional development to prepare for online learning platforms. We were lucky enough to have in house training sessions that were very successful. She thanked Assistant Superintendent Chris Kelley and her team for their hard work putting together the 10 days of training.

The high school schedules were published and emailed to families today. Students can contact their guidance counselors with any questions or concerns. Individual virtual conversations were held with incoming freshmen, parents and guidance staff that were very successful. Book distribution begins tomorrow and continues next week. It will take place in the field house and will be similar to the pickup of belongings at the end of the 2019-20 school year.

Mrs. Boynton thanked Chuck Strout for his herculean effort putting together the schedules.

The high school administration continues to work with the custodial staff and technology to set up the classrooms for a return in a hybrid model.

Mr. Parks asked how many students had reached out to their counselors with scheduling concerns. Mrs. Boynton said that at the end of the day there were several. Many were regarding the inability to see the second semester schedule, which had been shut off by counselors, but this has been resolved.

Mr. Wise read a live question regarding book pickup. Only AP books could be picked up tomorrow, all others can be picked up next week.

Mrs. Boynton shared that arrangements could be made if students were nervous about picking the books up in person.

Chair Robinson thanked Principal Boynton.

Director of Student Services

Dr. Stys updated the committee on the extended school year program which went very well. We had 33 students in person with 25 teachers and paraeducators. We were also able to bring 6 TSP students in to ease the transition back into school. There were 194 students receiving services remotely from 31 teachers and paraeducators.

We were able to do many evaluations this summer in the Central Office which was outfitted with plexiglass shield, hand sanitizer and face shields.

Over the course of the pandemic shutdown a very good collaborative relationship with the SEPAC has developed. They had their first remote meeting of the year which was well attended.

The voluntary all staff meetings that began during this time will also continue. We are working on the program descriptions and hope to have them published at the end of October. Our team chairs have been busy contacting all families to review the student's needs and what service delivery will look like. We are making sure that we have the PPE that we need in place. Face shields have been delivered to the buildings and we are working on the possibility of a close captioned Zoom feature. Transportation is being finalized for those student's that require this service.

Dr. Stys reviewed the summer special education summer trainings. There were offerings in executive functioning and use of technology. The Bridge Program staff received training baseline assessment. There were also training opportunities in assistive technology and reading training. This training looked at how to create an overview using a reading rope; what makes a solid reader.

Mr. Wise thanked Dr. Stys for all the work that is being done in the area of reading aligning with the Scarborough Group.

Mrs. Nazzaro asked if we were on track to welcome our in person high needs students. Dr. Stys said we are and many of these students attended the ESY program.

Mr. Wise asked to read a message from the live chat before moving on. The message from Amelia Devin Freedman, asked about how the high school cohorts were formed. Mrs. Boynton said difficult decisions had to be made when determining student's cohorts. Building space and teacher schedules were driving factors which resulted in some families with children in opposite cohorts.

Assistant Superintendent

Mrs. Kelley reviewed the 10 days of training to onboard teachers. There were training sessions in Social-Emotional Learning and Health, Equity and Technology. Anti-bias and equity will be a focus this year. METCO Director Grant Hightower presented Courage, Vulnerability and Decentering to the staff. It was an excellent and thought-provoking presentation. Building based anti-bias/equity discussions will continue throughout the year. 18 technology drop-in sessions were held for staff. Mrs. Kelley thanked the building principals, assistant principals, technology integration specialists, building based teacher leaders and technicians for their hard work. We have been able to purchase tools such as Peardeck, Edpuzzle and Seesaw using funds from a COVID based grant. All of the trainings have been posted on a virtual Google site.

Mrs. Kelley reported on remote half day kindergarten saying we will be having a morning and afternoon session. Their home school will be Joshua Eaton. The morning students will attend remotely 5 days a week until 11:30 a.m. The afternoon session will run from 12:00 – 2:45 Monday through Thursday with no school on Fridays. The sessions will switch at the end of January. We are also in the process of hiring the remote kindergarten teacher.

We will be able to offer extended day programming for the kindergarten students beginning on September 21st and when we transition to the hybrid model we will add openings. We will have 78 METCO students this year attending our schools. The Friends of METCO is teaming with parent groups to build a Reading Institute course on equity for staff. The district will also be offering parent training initially around technology.

Mr. Wise asked how we would catch up from the spring. Mrs. Kelley said that we have to follow the standards. We will assess where we are and where we need to be to move forward. Mr. Robinson asked about extended day staffing. We will have 2

staff/building. Mr. Wise asked about student email accounts at the elementary level. Mrs. Kelley shared that, she believes, grades K-3 is parental access and grades 4 – 5 the students log in. She will confirm this. All communication will be done through the Plus Portal. Mrs. Gaffen asked if there would be half day in person kindergarten. The answer was yes at Killam and Joshua Eaton.

Marianne Downing asked if there will be physical Algebra 1 books for all students or are the books electronic only? Mrs. Kelley said we will have both text and electronic.

Brian Hanley wrote – My understanding is no new material was allowed to be taught into the spring – our children certainly did not receive any new material. So, aren't we, by definition, behind and catching-up?

Chief Financial Officer

Mrs. Dowd began with a modular update saying the modulars were currently in Keene, NH and will be on site sometime tomorrow. We are still on target for a mid-October completion.

She next reported on the summer food distribution which was handled seamlessly by Director of Food Services Danielle Collins. Mrs. Dowd announced that Ms. Collins was named treasurer of the School Nutrition Association for the upcoming year. The summer food distribution serviced 150 families and there is a hope that the program will be extended through December 31st or until the funding runs out. We will be changing the distribution day to Friday and adding Wednesdays. At this point, all students are eligible to participate.

Our Technology Department has distributed 800 devices to families, and they are busily setting up email accounts. The technicians continue to reimage and deploy additional equipment. Mrs. Dowd thanked the Technology Department for their hard work.

The facilities and custodial staff have been busy setting up the classrooms to meet the requirements. We have the furniture we need and will not have to find storage for extra pieces. She thanked the facilities and custodial staff for their hard work.

Mrs. Dowd shared that we are in good shape with PPE. It has been a collaborative process and we have a replenishment plan in place.

Mrs. Dowd reviewed two grants we have received. We have received a Title grant in the amount of \$98,000. This grant follows the methodology of our other Title grants. Austin Prep will receive approximately \$15,000 as part of the proportionate share. We have spent \$51,000 on technology to date and we are able to carry over a balance. The other grant in the amount of \$894,000 was received from the Federal Government to be used on COVID related expenses that are not part of the operating budget. These funds have to be spent by December 31st. We have purchased additional cleaning supplies, cameras, one to one devices, PPE, professional development and assessments for compulsory services.

Mr. Robinson asked if the Title grant could last 24 months. The answer was yes. He followed up on the status of the MERV-13 filters. Delivery is still on track for mid-October.

Mrs. Gaffen and Mr. Wise inquired about using this money for staffing. Mrs. Dowd said it really isn't meant for staff but could possibly use it for long term substitutes.

Mrs. Dowd shared that DESE is administering this grant, but the Federal government has come out with a lot of guidance and accountability and it will be heavily audited. Mrs. Nazzaro asked about cameras. We have received the cameras ordered in the spring and we are purchasing additional cameras.

Mrs. Kelley shared information on student email accounts – no K-5 students have ACTIVE email accounts. They were assigned Reading accounts and google accounts that have their firstname.lastname@rdgstudent.com. We don't plan to activate emails for ANY elementary grades.

Nicole Cella. Question for is for Asst. Sup. Chris. Can you please provide further information on how elementary school students will be assessed in the beginning of the school year to determine what needs to be taught/learned, re-introduced, pre-introduced, etc.? Is there a new assessment model being used given this new situation? Please provide as much clarity as possible. Thank you!

Mrs. Kelley shared that we have an assessment calendar in place that has been shared with the elementary teachers. We also have math assessments and an early literacy screener in place. We will do formative assessments at the beginning of the year.

Dr. Doherty thanked his central office administrative team for the extraordinary amount of work they have done to get us to the start of the school year.

Superintendent

Dr. Doherty began his report by updating the committee on known leaves, accommodations and resignations. He knows the numbers will change. He next reviewed the current vacancies in the district. We are working to fill as many vacancies as we can for the start of school. The Superintendent reviewed the phase in hybrid model schedule. School officially begins on September 15th. Kindergarten, Preschool and high needs special education students will attend in person. The district will continue to monitor staffing and medical data to determine when we are able to move to the hybrid model. Safety and adequate staffing are key priorities. He hopes to phase in grades 1 and middle school, hopefully in early to mid-October.

Dr. Doherty reviewed enrollment changes and said that due to low kindergarten numbers we will not need satellite classrooms. We will be following DESE guidelines regarding attendance which will be taken each period at the middle and high school levels and 3 times/day at the elementary.

Dr. Doherty said that DESE guidance has directed that all playgrounds be closed because there is an increased chance of infection and we would not be able to adequately clean and disinfect the structures.

Dr. Doherty reported that we have three MOAs in place with the teachers, paraeducators and food service. He reviewed the MOA with the RTA and thanked the RTA executive board for creating a good working relationship. He wanted the committee to be aware that there may be instances that students would be in person and their teacher remote. There would be an adult in the classroom monitoring the students.

The committee shared concerns with the inability to use the playgrounds. The question was asked if some of the grant money could be used to get the playgrounds open.

Mr. Brandt asked what the phase in would like operationally. We currently have staff to teach remote (accommodations), if staff cannot teach in the hybrid model, we will need to

post the positions and hire. We will need to fill the vacancies before we can move to hybrid learning. The community would get a two week notice of any phasing in.

Mr. Wise made a suggestion that the School Committee ask the Finance Committee for funding to support the cleaning of the playgrounds. He asked that he had help wordsmithing this action.

There was continued discussion about playground use. Questions were asked about the cost to clean and disinfect (\$4,000/week) for the 10 playgrounds in town, who would do the cleaning (third party) and supervision (could parents volunteer). Dr. Doherty shared that money is not the primary driver.

Mr. Brandt moved, seconded by Mr. Parks, to express the desire of the School Committee to pursue funding for the cleaning of elementary and RISE playgrounds if they can be opened safely.

Mrs. Boynton asked if the School Committee could act on the Athletics agenda item.

Mr. Wise moved to table the playground discussion to move to the athletics agenda item. Mr. Brandt seconded, and the roll call vote carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Reopening Plan – Athletics and Extra-curricular

Dr. Doherty reviewed the decision made by the Middlesex League Athletic Directors and Superintendents decision to play a modified fall schedule. Tryouts will begin on September 21st for soccer, field hockey, cross country and golf. Football, volleyball and cheering will be moved to Fall2/floating season which will run February 22nd to April 25th. It has also been determined that because of the abbreviated season, the user fee would be reduced by \$75 per player/per season. The family caps will remain the same.

Mr. Zaya is looking forward to getting to the new normal and agrees it is not the best but it allows for students to participate in athletics.

Mr. Wise moved, seconded by Mr. Parks, to allow students, who are currently remote, to participate in the in person Athletic and Extra-curricular programs and that the user fee for athletics be reduced by \$75 from \$325 to \$250 per season due to the shortened season.

Discussion continued and the committee felt the motion should be adjusted to cover participation once we enter the hybrid model.

Mr. Wise moved, seconded by Mrs. Gaffen, to allow students, who are engaging in school remotely or in a hybrid model, to participate in the in person Athletic and Extra-curricular programs and that the user fee for athletics be reduced by \$75 from \$325 to \$250 per season due to the shortened season. The roll call vote carried 5-1. Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson. Mr. Parks voted against.

Mr. Wise moved to remove the playground motion from the table. The motion was seconded by Mr. Brandt. The roll call vote carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Coram via live chat asked - Regarding playgrounds: especially at Birch Meadow, where there is not a green space and the modulares have taken over the hardtop space. Where will the children be during recess?

The Birch Meadow students will use the fields across the street.

Other questions submitted in the live chat had been addressed in the discussion.

The motion on the original playground motion carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Robinson shared that questions submitted to the live chat will be part of the video record.

Mr. Brandt read an email from Linda Michel:

“September 10, 2020

Dear Dr. Doherty and School Committee-

I am writing this letter wearing many hats. I am a resident of Reading for 21 years, parent of two teenagers attending RMHS, and an elementary school Special Educator at Wood End. In addition, I am on the RTA Executive Board and most recently a member of the last four Bargaining Teams. I also regularly watch School Committee meetings, so I feel confident to say I am quite informed with what is happening within and around the town concerning the school department. I try extremely hard to be an informed resident, parent and teacher.

As a special education teacher, I am part of “cohort C”. This means my colleagues and I will be among the first staff back in the building teaching students in person full time. As part of that group I would be remiss if I didn’t express my disappointment with how things are being handled thus far. I feel disappointed that administration is failing the students and teachers with the in-person teaching model.

I advocated for my students to come back into the building as they are in the high needs category and desperately need in person instruction.

I know that I, along with my colleagues, will go above and beyond our daily job description to make the in-person model a success and to keep all students safe.

However, it has been a challenge since we started school on August 31st. We have had inconsistent and limited guidance from administration. It truly feels like we are “building the plane” by ourselves as special education teachers. We need what was promised to be put in place in order to get the plane off the ground come September 15th.

Some of the biggest concerns are explained below:

Administration: Where are they? Working from the safety of their own homes?

At this point, I need to digress and let you know that the principal as well as teachers and paraprofessionals at Wood End have been beyond supportive. Any positive momentum that has been created over the past

8 days has been due to the support and collaboration of our building principal and our in person building based team.

However, I have yet to see the in-person support of the Administration. Although we have seen some of them through a zoom lens, we have yet to see a central office administrator at Wood End in person. Their support is VITAL to this plane flying.

We need their support to advocate for the proper PPE for those of us working with high needs students. We need their support to allow us adequate time to complete schedules. We need their support to provide training and allow us time to access it. We need their

support to ensure we have proper staffing. We need to know they are building this plane with us.

Special education has a high turnover rate in a typical year. This year especially, we need them to support our new teachers. We are all new teachers this year. We need support.

Scheduling/Time/Technology: Special education teachers are responsible for creating their own schedule, all their paraprofessional schedules, and all of their individual student schedules. This is a time consuming process during a regular year – one that many of us usually start over the summer on our own free time. Given the many (necessary) changes occurring right now, it is taking at minimum, double the time and effort to complete these schedules. Due to the exorbitant amount of time, many of us have yet to be able to attend the technology trainings being offered over these ten days. Although we are delivering special education services in person, we are still responsible for supporting our students online during general education time, as well as providing virtual services on Fridays. Yet here we are, two school days away from opening, with zero to minimal technology training.

Adding to the time and complexity issues, once we think we are finished with schedules, we receive last minute changes that force us back to the drawing board. For example, yesterday, September 9, 2020, at 2:00 pm we were informed that we are going from three lunch periods to one. This meant that every special education teacher at Wood End had to go back into every schedule (ours, paraprofessionals, and individual students) and rearrange services to ensure students are receiving the proper services while also receiving a hot lunch. So again, here we are, two school days away from the start of school, and we are expected to be rearranging schedules and not able to attend technology training and planning for our in person instruction.

Having even more complications are my colleagues that have fully remote special education students on their caseload, along with a full in-person case load. Even though other schools may have fully remote special education students also, a special education remote cohort was not formed and now this falls, again, on special education teachers to figure out how to plan and teach in person and remote at the same time and be effective teachers. I have been told that there is no more money for staffing. If we want this to be successful for students and staff, I feel that this issue needs to be revisited.

PPE: Where is it? To date, I have received one package of Huggies Simply Clean baby wipes (64 count) and one canister of 100 alcohol wipes and ONE re-useable sponge, that sadly has already been used and disposed of.

If we use one alcohol wipe per desk (on approx. 8 desks) five times per day (in between groups/students), my wipes will be gone by the end of the week. So, now what?

We were told that computers can only be cleaned with Lysol wipes, however we haven't been provided with any. Of course, I will bring in my own but, should I have to? My students' families have offered to send them, but should they have to?

When school committee recently posted the photo of all the PPE in the field house, I was feeling hopeful that the High Needs group, Cohort C, would be well taken care of. With two school days until the in-person start, I am feeling disappointed that my coworkers and I are still trying to figure out where the additional PPE is. Most recently, today, September 10, 2020 at 3:52 PM, I received an email stating that we should have some face shields on Monday, but face coverings will not be arriving until next week. I'm staying hopeful that that is true. However, I was also told that NO goggles would be

available for those that may need them. Additionally, I was told there are no extra bottles of portable Purell pumps.

In order to provide my students a safe environment, I will be providing my own additional supplies. As will my colleagues. However, here we are (the special education teachers) again, “building the plane” alone without guidance or consistent information from administration.

Please know that as special education teachers, we are excited to lead this in-person effort. We are the pioneers. We are building the plane without all the parts but high expectations that the plane will have a successful departure.

We all know that the community, the administration, RPS staff, and School Committee are looking to Cohort C as the Cohort that paves the way for every other teacher and student to come back to into the building for learning. All we want is to be successful and effective educators during this time, but we NEED to start seeing the support from administration by having their actions speak louder than their words.

Thank you for your time-

Lynda Michel, M.ED.

Special Education Teacher @ WE

Parent and Resident”

Mr. Wise read an email from Walter Lutter:

“I understand there is a delay in MERV 13 filter delivery. Is there an increase of risk to students and staff if these are not installed by Tuesday.

Thanks

*Walter Lutter
Special Education Paraeducator
J.W. Killam Elementary School”*

Dr. Doherty replied that he has worked with our facilities staff and is confident that the filters in place will provide the protection.

Liaisons

Mrs. Gaffen reported that the SEPAC Board meeting was well attended and they are looking for volunteers for the board and the Friends of SEPAC.

Mr. Parks reported on the Fincom meeting at which the board held its reorganization. He also reported that we have had a decrease of \$500K in free cash and an increase of \$367K in growth.

Mr. Wise followed up by saying there are 3 financial forums scheduled over the next several weeks. The financial state of FY21 will be discussed on September 23rd, October 7th any needed actions will be discussed and on October 21st the Town Meeting warrant will be voted and closed.

Mr. Robinson reported that we have received two RFQ for the Superintendent Search and he and Mr. Wise will be meeting with Mrs. Dowd to discuss the next steps. We may be adding a meeting for the presentations.

Mr. Wise moved, seconded by Mr. Parks, to table the book discussion until the next meeting. The roll call vote carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

D. Old Business

E. New Business

None

F. Public Comment – emails received during meeting
(emails are copied and pasted in the original form)

1. Routine Matters

a. Bills and Payroll (A)

Warrant S2109	8.27.20	\$209,563.87
Warrant S2110	9.03.20	\$161,053.77
Warrant S2111	9.10.20	\$85,925.16
Warrant P2105	9.04.20	\$1,493,667.59

b. Calendar

2. Information/Correspondence

3. Future Business

None

4. Adjournment

Adjourn

Mr. Parks moved, seconded by Mrs. Nazzaro, to adjourn. The roll call vote carried 6-0. Mr. Parks, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

The meeting adjourned at 11:00 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=dgq7HOB3m3A>

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: September 22, 2020

TOPIC: Fall Reopening Update

At our meeting on Thursday night we will update the committee on the first week of school. As you know our kindergarten students returned in person on Monday and grades 1 – 12, RISE and high needs students began on September 15th.

If you have any questions, please contact me.

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: Gail S. Dowd
Chief Financial Officer

DATE: September 22, 2020

RE: FY'20 Final Financial Update

The table below reflects that fiscal year 2020 ended with an unencumbered balance of \$471,182 in the School Department Operating Budget (approximately 1.01% of the total Fiscal 2020 Budget). During the FY'20 Budget process, the School Department requested an additional \$300,000 in special education funding due to uncertainty in transportation and out-of-district costs (as well as associated consultation and legal fees). As stated during the budget process, if the landscape changed and the additional funds were not required, we would return the funds to free cash. Due to several factors, including the closure of the schools on March 13th, continuous monitoring through the school year of legal and consultation fees, savings from changes in out-of-district placements and students returning in district, reduced transportation fees due to school closure and reviewing bus routes, we were able to recognize savings through out the Special Education Cost Center. Excluding the savings recognized within the Special Education Cost Center the amount being returned to free cash is \$121,330 or 0.26% of the total budget.

FY20 Final Financial Update As of June 30, 2020

	FY'20 Adopted Budget 30-Jun-20 \$	Budget Transfers \$	FY'20 Revised Budget 30-Jun-20 \$	Expended as of 30-Jun-20 \$	Encumbered as of 30-Jun-20 \$	Remaining Balance 30-Jun-20 \$	
Administration	1,093,892	35,000	1,128,892	1,112,611	4,019	12,262	0.03%
Regular Day	27,015,632	305,150	27,320,782	25,929,387	1,308,417	82,978	0.18%
Special Education	15,227,638	(555,922)	14,671,716	13,505,600	816,264	349,852	0.75%
District Wide:							
Health Services	692,113	17,000	709,113	696,843	8,399	3,871	
Extra Curricular	77,603	21,400	99,003	96,108	2,500	395	
Athletics	671,715	(46,468)	625,247	540,866	73,455	10,926	
Technology	599,911	8,068	607,979	596,338	7,140	4,501	
Subtotal - District Wide	2,041,343	-	2,041,343	1,930,155	91,495	19,693	0.04%
School Facilities	1,388,844	225,772	1,614,616	1,515,037	93,182	6,397	0.01%
TOTAL	<u>\$ 46,767,348</u>	<u>\$ 10,000</u>	<u>\$ 46,777,348</u>	<u>\$ 43,992,789</u>	<u>\$ 2,313,377</u>	<u>\$ 471,182</u>	<u>1.01%</u>

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: September 22, 2020

TOPIC: Social Media Coordinators for September

At our meeting on Thursday will appoint the social media coordinators for September. If you have any questions, please contact the Chair.

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: September 22, 2020

TOPIC: Book Discussion

At the September 24th School Committee Meeting, the Reading School Committee will begin a book discussion using the book, *Everyday Anti-racism, Getting Real About Race in Schools*. The discussion will focus on Chapter 4, *Beginning Courageous Conversations About Race*, by Glenn E. Singleton and Cyndie Hays. Please read this chapter prior to the meeting.

To facilitate the book discussion, I will use the 4 A's protocol (see attached). Essentially, we our discussion will be centered around four questions:

- What assumptions does the author of the text hold?
- What do you agree with in the text?
- What do you want to argue with in the text?
- What parts of the text do you want to aspire to?

Please contact me if you have any questions.



National
School
Reform
Faculty

Harmony
Education
Center

www.nsrharmony.org

Four “A”s Text Protocol

Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own “A”s)
 - What Assumptions does the author of the text hold?
 - What do you Agree with in the text?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

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: September 24, 2020

TOPIC: Preliminary District Improvement Plan Discussion

At the September 24, 2020 School Committee meeting, I will be asking the Committee for their input on broad areas that they would like to see addressed in the next District Improvement Plan. I will be asking the Committee the following questions in the development process.

1. What areas in the current District Improvement Plan (see attached) would you like to see continued?
2. What areas in the DRAFT Student Opportunity Act Plan (see attached) would you like included in the District Improvement Plan?
3. What new areas would you like considered in the next District Improvement Plan?

We will take this information, along with available data that we have to develop a draft plan for the School Committee to review. As part of this process, we will include staff and community via survey and community forums.

Please contact me if you have any questions.

District Improvement Plan Superintendent's Educator Plan 2019-20 School Year

Reading Public Schools

John F. Doherty, Ed.D.

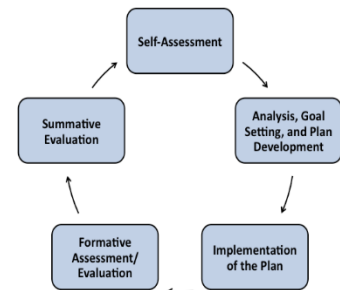
10/28/2019



Overview

I am pleased to present to the School Committee and the Reading Community the District Improvement Plan and the Superintendent's annual goals for the 2019-20 school year. The Superintendent's annual goals are aligned to the 2019-20 District Improvement Plan goal and action plans which focus on improving student learning for *all* students.

The evaluation process as outlined in the Department of Elementary and Secondary Education Evaluation regulations, is as follows:



Annual Five-Step Cycle of Continuous Improvement (Source DESE)

The Model System for Superintendent Evaluation describes a one-year evaluation cycle with a formative assessment occurring at mid-cycle. At the discretion of the School Committee, the evaluation cycle can be two years for experienced superintendents, although annual goals are still recommended. A typical annual cycle aligned with the school-year calendar¹ includes the following steps:

Late Spring/Summer	Step 1: Self-Assessment. The superintendent conducts a <u>self-assessment</u> using the performance Standards and <u>rubric</u> , data about student learning, past progress on the district improvement plan and goals (when available), the prior year's evaluation (when available), input from the administrative leadership team, staff feedback, and other relevant evidence. Based on that assessment, the superintendent identifies goals to propose to the school committee: one professional practice goal, one student learning goal, and two to four district improvement goals. In addition, the superintendent identifies six to eight focus Indicators aligned to the goals—at least one from each Standard—to focus the school committee's assessment of performance on the Standards.
Summer/Early Fall	Step 2: Analysis, Goal Setting, and Plan Development. During a public meeting, the school committee and superintendent review the proposed goals, key strategies, and progress benchmarks, along with the proposed focus Indicators. ² In consultation with the superintendent and with the objective of achieving mutual agreement, the committee revises as needed and approves the goals and related focus Indicators. These goals—along with key strategies and benchmarks of progress—become the Superintendent's Annual Plan. ³ The plan also outlines the evidence that will be used to assess goal progress and determine performance ratings on each Standard and overall.
Throughout School Year	Step 3: Plan Implementation and Collection of Evidence. The superintendent implements the Superintendent's Annual Plan, with assistance from the committee, as appropriate. School committee members and the superintendent collect, share, and regularly discuss evidence of progress on goals and performance against the focus Indicators.
Mid-year	Step 4: Formative Assessment/Evaluation. At a mid-cycle public meeting (or series of meetings), the superintendent reports on progress made on the goals in the Superintendent's Annual Plan. The school committee reviews the report, offers feedback, and discusses progress and possible mid-cycle adjustments with the superintendent.
Late Spring/Summer	Step 5: Summative Evaluation. The superintendent prepares an End-of-Cycle Report on goal progress and performance against the focus Indicators for each Standard. In a public meeting, the school committee completes a performance review and <u>End-of-Cycle Summative Evaluation Report</u> assessing attainment of the goals and the superintendent's performance against the Standards.

¹ School committees and superintendents that align the evaluation cycle to the election year should adjust dates accordingly.

² Pursuant to the revised Open Meeting Law (c. 28, s. 18 2009), this must take place in a public meeting.

³ The Superintendent's Annual Plan is not the same as the District Improvement Plan described in MGL CMR 69 11. One or more of the district improvement goals that appear in the superintendent's annual plan also may appear in the district plan, but the superintendent's plan is not intended to include every goal the school committee has identified in its district plan. Instead, the superintendent's plan identifies the two to four goals that will carry the most weight in assessing the superintendent's performance in that cycle. That said, school committees and superintendents are encouraged to coordinate these two planning processes.

Reading Public Schools District Improvement Plan
Strategy and Goals for Improvement of Student Outcomes (2019-2020 School Year)

Our Mission

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

Our 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.

Our 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.

District Goal for 2019-2020 School Year

During the 2019-20 school year the Reading Public Schools will improve data systems, provide training and support for staff, and enhance a safe and supportive learning environment for all students. The success of our students will be evidenced by the following:

- an increase in student engagement (through survey and observation)
- improvement in academic achievement (through state testing and other identified assessments)
- a decrease in the average number/month discipline referrals
- a decrease in the proportion of students with 10 or more absences
- an increase in teacher efficacy as measured by survey data.

Strategic Objectives

Strategic Objective A
Data Systems

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
Coherent Instructional Systems

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
Supportive and Safe Learning Environment

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.

Strategic Initiatives

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • Identify data that will be used for analysis and select district baseline data to establish targets for improvement • Conduct data analysis at student, building, and district level. District level analysis will include cohort analysis on performance and enrollment • Implement data analytics tool to facilitate collection and analysis of data | <ul style="list-style-type: none"> • Develop and begin implementation of a five-year curriculum renewal cycle in all curriculum areas. • Develop a five-year special education program review cycle. • Continue completion of curriculum guides, PreK-12. • Develop and implement curriculum in middle school social studies. | <ul style="list-style-type: none"> • Complete PK-12 SEL curriculum guides • Align K-5 SEL report card standards • Provide Professional development in SEL, trauma, equity and diversity • Develop plan for family and community awareness and engagement of SEL standards and practices |
|--|---|---|

<ul style="list-style-type: none"> • Hold a quarterly data review cycle for the district • Implement a continuous student support cycle: identify at risk students, select evidence-based interventions, enact interventions, and monitor student progress/growth • Continue NEASC work at RMHS • Begin analysis of current Student Information Management System • Convene a district data team to review YRBS data and recommend next steps • Work with stakeholders to develop a vision of the graduate (November, 2020) 	<ul style="list-style-type: none"> • Review and pilot curriculum material in Grade 7 and 8 mathematics. • Commit resources to focused and aligned professional development opportunities on meeting the needs of diverse learners for administrators, teachers and support staff • Align teacher induction and mentoring program to reflect district expectations • Work with TAP Committee to review new teacher evaluation rubrics for implementation in 2020-2021 school year. • Pilot Dyslexia Screening tool in Grades K-2 at Joshua Eaton. Develop a plan based on DESE guidelines for district implementation during the 2020-21 school year. • Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year. 	<ul style="list-style-type: none"> • Develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health • Build a more supportive school climate (PBIS) to reduce the use of exclusionary discipline while promoting a supportive school culture (restorative practices) • Coordinate resource list of state agency services for district-wide response plan for students • Continue to move forward on capital project focused on town and school security • Continue elementary space needs and enrollment study and prepare recommendations to the School Committee and Community for approval.
---	--	---

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 (elementary Fountas and Pinnell and AMC).
- 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.
- By December, 2020, the following will be completed: publishing of Curriculum Guides in all grades/subject; creation of Centralized Teacher Resources that include, planning materials, pacing guides, common assessments and learning progressions.
- The development of five year cycle for special education program review and a curriculum renewal.
- Continued progress on capital project for school/town security (as measured by percent completion on timeline, funding dependent).
- Continued progress on elementary space needs and enrollment study (progress on plans to address issue, funding dependent).
- By November, 2020 a vision of the graduate for the Reading Public Schools will be approved and inform are work for the next District Improvement Plan.

Superintendent's Goals

Goal #1-Student Learning Goal (Aligned with Strategic Objectives A, B, and C)

During the 2019-20 school year, I will lead the Reading Public Schools to improve data systems, provide training and support for staff, and provide a safe and supportive learning environment for all students. The success of our students will be evidenced by an increase in student engagement, improvement in academic achievement and access to higher level courses, a decrease in discipline referrals and student absenteeism, and an increase in teacher efficacy. This implementation will be done through three specific strategic objectives as evidenced in our District Improvement Plan: *Data Systems, Coherent Instructional Systems, Safe and Supportive Learning Environment*. The progress of this goal will be measured in the following areas:

Measures of Progress Towards our Goal During the 2019-2020 School Year

- 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 (elementary Fountas and Pinnell and AMC).
- 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.
- By December, 2020, the following will be completed: publishing of Curriculum Guides in all grades/subject; creation of Centralized Teacher Resources that include, planning materials, pacing guides, common assessments and learning progressions.
- The development of five year cycle for special education program review and a curriculum renewal.
- Continued progress on capital project for school/town security (as measured by percent completion on timeline).
- Continued progress on elementary space needs and enrollment study (progress on plans to address issue).

Goal 1-Student Learning Goal: Planned Activities

Describe actions the educator will take to attain the student learning goal(s).

Activities may apply to individual and/or team.

Action	Supports/Resources from School/District ¹	Timeline or Frequency	Status
1. Work with Central Office Administrators, Principals, and Directors to implement three strategic objectives as described in District Improvement Plan	FY20 Operating Budget Title I, IIA, IV, IDEA, SPED PD Grants	2019-20 School Year	
2. Gauge progress through Central Office Leadership Team meetings, District Leadership Team meetings, Individual Principal Meetings, building visits, and other visitations.	Meeting times weekly with District Leadership Team, bi-weekly with Central Office Leadership Team, and bi-weekly for individual school visits.	Weekly	
3. Focus District Leadership Team and Administrative Council meetings on improving instructional practices through supervision and evaluation, looking at and analyzing data, and using protocols to solve dilemmas regarding practices.	Meeting times weekly with District Leadership Team	Weekly	
4. Conduct District Leadership Team walkthroughs or individual walkthroughs with building principals once a month at a different school each month.	Meeting Time	Monthly	
5. Work with Director of Student Services and Assistant Director of Student Services to support development of 5 year program review cycle.	FY20 Operating Funds Grant Funds	Ongoing	
6. Focus resources on the following teaching and learning areas for the 2019-20 School Year: <ul style="list-style-type: none"> • Implementation of middle school social studies, including the development of a new civics class in Grade 8. • Piloting of new math curriculum material in Grade 7 and 8 • Alignment of standards by grades, K-12. 	FY20 Budget Grant Funds	Ongoing	

<ul style="list-style-type: none"> • Continued implementation of AMC math practices. • Continued implementation of Writer's workshop at Elementary level. • Implementation of Reader's workshop at Elementary Level. • NEASC Accreditation Process at RMHS • Development of middle school and high school curriculum guides <p>7. Work with Assistant Superintendent and curriculum coordinators to develop five year curriculum renewal cycle in all curriculum areas.</p> <p>8. To further my growth, participate on Massachusetts Association of School Superintendents (MASS), State, local and Regional Groups that focus on the four focus areas. This includes the MASS Professional Development Committee, the Department of Elementary and Secondary Education (DESE) Safe and Supportive Schools Commission, the Merrimack Valley Superintendent's Roundtables, and other workshops.</p> <p>9. Work with School and Town Officials to develop an implementation plan for improved safety and security at our schools based on the based on the recommendations from the security audit.</p>	<p>Meeting Times</p> <p>Participation Frequency</p> <ul style="list-style-type: none"> • MASS PD Committee-Monthly • SEEM and NEC Collaboratives-Monthly • Safe and Supportive Schools Commission-Every 6 Weeks • Merrimack Valley Roundtable-Monthly • Mystic Regional Emergency Planning Committee (Quarterly) <p>FY19 Capital Funding for Security Audit and funding for implementation plan.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>2018-2021</p>	
--	---	--	--

Goal #2-Professional Practice Goal (Aligned with Strategic Objective C)

To improve the physical and psychological security of our schools through changes in policies, procedures, infrastructure, and safety drills. This will be measured by survey data of staff, students, and parents of perception of safety, updated policies and procedures regarding safety, improved drill practices by each school, and updated infrastructure to our schools.

Goal 2-Professional Practice Goal: Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.</i>			
Action	Supports/Resources from School/District⁴	Timeline or Frequency	Status
1. Develop a District Wide Safety Committee which will include teachers, building level and central office administrators, and public safety. The purpose of this Committee is to review and revise, if necessary the Emergency Operations Plans for schools and building.	Title IV Funds	December, 2019	In Process
2. Work with Chief Financial Officer and Director of Facilities to conduct a Safety Audit of each school.	Time		Complete
3. Work with Chief Financial Officer and Director of Facilities to review Key Access Policy and Procedure for the School District and implement any necessary changes.	Resources for implementation FY19 and 20 budget	November, 2019	Complete
4. Work with building principals and public safety officials to conduct the following drills in each school annually. <ul style="list-style-type: none">• 4 Fire Drills• 2 Active Shooter/Intruder Drills• 1 Shelter in Place Drill• Sector Evacuation Drill (Once every three years for different schools)• Canine Search (RMHS Annually)	Time	September-May	In Process

⁴ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

5. Conduct safety tabletop exercises with DLT and other administrators	Meeting Times	2019-20 School Year	In Process
6. Provide Professional development in SEL, trauma, equity and diversity	Inservice Days/Meeting Times	2019-20 School Year	In Process
7. Work with Police, Town, Community and School Officials to continue to educate and address school and community acts of hate.	Time	2019-20 School Year	Ongoing
8. Work with Town Officials, Director of Facilities, Chief Financial Officer, and Police Chief to develop an implementation plan for improved safety and security at our schools based on the based on the recommendations from the security audit.	FY19-FY22 Capital Plans	2018-23 School Years	In Process

Goal #3-Professional Practice Goal (Aligned with Strategic Objective C)

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. This will be measured by a completed plan for the project which has the support of Town Meeting and progress on project timelines, funding dependent.

Goal 3-Professional Practice Goal: Planned Activities <i>Describe actions the educator will take to attain the professional practice goal(s). Activities may apply to individual and/or team.</i>			
Action	Supports/Resources from School/District⁵	Timeline or Frequency	Status
1. Meet with Permanent Building Committee to identify their role in the elementary planning study process.	1. Time	1. January, 2018-August, 2018	Complete
2. Work with Town Manager to identify funding to develop an elementary planning and enrollment study.	2. Capital Plan Funding	2. August, 2018	Complete
3. Work with Town and School Officials to develop and get approval to adopt design selection procedures to secure design services for the different projects that require those services.	3. Time	3. November, 2018-February, 2019	Complete
4. Receive School Committee and Town Meeting Approval for Capital Funding request for elementary planning and enrollment study.	4. Capital Plan Funding	4. August, 2018-November, 2018	Complete
5. Work with Town Manager, Chief Financial Officer, and Director of Facilities to complete Town and School Building Security Study.	5. Capital Plan Funding	5. June, 2017	Complete
6. Pending funding and Town Meeting approval, work with Chief Financial Officer, Director of Facilities, and Town Manager to develop a plan for design study and implementation of design study for school building security.	6. Possible State Funding FY19 Capital Plan-Design FY20-FY22 Capital Plan-Implementation	6. November, 2018-April, 2019	Complete (Town Meeting Approval to implement study)

⁵ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

7. Pending funding, work with Town Manager, Director of Facilities, and Chief Financial Officer to procure design services for different projects.	7. Operational and Capital Funding	7. November, 2018-June, 2022	Planned
8. Secure funding at Town Meeting for School/Town Building Security Project.	8. Debt	8. April, 2019	Complete (4.5 million dollars approved at Town Meeting)
9. Execute School/Town Building Security Project	9. Approved funding from Town Meeting	9. April, 2019, June, 2022	In Process
10. Secure funding from Town Meeting to solve short term space issues at Birch Meadow	10. Free Cash	10. November, 2019 Town Meeting	Planned
11. Work with School Committee, Permanent Building Committee, Town Manager, Chief Financial Officer, Director of Facilities to develop a proposal to solve long term elementary space issues based upon Elementary Enrollment and Space Planning Study.	11. TBD	11. TBD	In Process
12. Once funding is received, implement Elementary Enrollment and Space Planning Study.	12. FY20-FY22 Capital Plans	12. November, 2018-June, 2021	Planned

Goal #4-District Vision of the Graduate (Aligned with Strategic Objectives A, B, and C)-Over the next two years, I 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. Through these conversations, we will develop and receive approval of a district vision of the graduate which will be used to develop our next three year district improvement plan.

Essentially, we will ask our stakeholders these three questions:

- 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?

Goal 4-Professional Practice Goal: Planned Activities			
Describe actions the educator will take to attain the professional practice goal(s).			
Activities may apply to individual and/or team.			
Action	Supports/Resources from School/District ⁶	Timeline or Frequency	Status
1. Build understanding and ownership among district's leadership team, School Committee, and Community as to the need and sense of urgency in this activity.	1. Meeting Time	1. November, 2019-January, 2020	
2. Create a Vision of a Graduate Design Team from all sectors and stakeholders that will be involved across all phases to build a sense of urgency and create excitement across the community	2. Meeting Time	2. November, 2019-January, 2020	
3. Define the overall timeline	3. Time	3/4. November, 2019-January, 2020	
4. Convene the VOG Design Team	4. Time		
5. Study the implications for your students in light of the changing economy, workplace, and society	5. Meeting time for VOG Design Team	5. February-April, 2020	
6. Draft a prioritized set of competencies, including	6. Meeting time for VOG Design Team	6. April-August, 2020	

⁶ Must identify means for educator to receive feedback for improvement per [603 CMR 35.06\(3\)\(d\)](#).

<p>21st century skills, mindsets, and literacies</p> <ol style="list-style-type: none"> 7. Draft visuals that convey a compelling story 8. Reach consensus about a selected visual to share with the broader community 9. Continue to discuss this work in the broader community and elicit their ideas for the Vision 10. Collect feedback from the community and share with the Vision Design Team as they draft the Vision 11. Decide what revisions are necessary 12. Submit recommendation to the School Committee for approval 13. Publish and leverage the adopted Vision as the Compass for the development of the next district improvement plan, RMHS NEASC visit and the design of educational experiences for students 	<ol style="list-style-type: none"> 7. Meeting time for VOG Design Team 8. Meeting time for VOG Design Team 9. Community Meeting Times 10. Community Meeting Times 11. Meeting time for VOG Design Team 12. Meeting Time 13. Time 	<ol style="list-style-type: none"> 7. April-August, 2020 8. April-August, 2020 9. September/October, 2020 10. September/October, 2020 11. September/October, 2020 12. November, 2020 13. November, 2020 	
---	---	--	--



READING PUBLIC SCHOOLS

Student Opportunity Plans (School Years 2021-2023)

[Abstract](#)

The Student Opportunity Act (SOA) implements the recommendations of the 2015 Foundation Budget Review Commission and includes other provisions to benefit our public schools. As part of the SOA, districts are required to submit three-year, evidence-based plans aimed at closing persistent disparities in achievement among student subgroups. The Reading Public Schools will be using the “short form” version of the plan (see below) because it will be receiving less than \$1.5 million in incremental Chapter 70 funds in FY21 budgets.

John Doherty
Superintendent of Schools

Reading Public Schools

Student Opportunity Plans SY2021-2023

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

As referenced in our District Improvement Plan, our theory of action states that 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. Additionally, in our analysis of our district data, our students with disabilities, High Needs, English Language Learner, African American, and Hispanic students are not as successful on the MCAS outcomes as their peers. Our analysis also shows that if a student is in more than one of these subgroups, the increased likelihood that they are not as successful as their peers.

Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

The Reading Public Schools currently has the following District Improvement Plan goal:

During the 2019-20 school year the Reading Public Schools will improve data systems, provide training and support for staff, and enhance a safe and supportive learning environment for all students. The success of our students will be evidenced by the following:

- an increase in student engagement (through survey and observation)
- improvement in academic achievement (through state testing and other identified assessments)
- a decrease in the average number/month discipline referrals
- a decrease in the proportion of students with 10 or more absences
- an increase in teacher efficacy as measured by survey data.

The above goal has three strategic objectives, listed as follows:

Data Systems

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.

Coherent Instructional Systems

Based on data analysis, the school district will evaluate and refine standards-based instructional systems to meet the needs of all learners.

Supportive and Safe Learning Environment

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.

Moving forward in SY2021-SY2023, we will be focusing on the following evidence-based programs as defined by DESE:

1. **Supporting educators to implement high-quality, aligned curriculum (E and F).** Access to high-quality, standards-aligned curricular materials is a critical component of the student learning experience, with growing evidence that curricular materials matter particularly for those students experiencing opportunity and performance gaps.

A recent study of student assignments revealed that students spent the bulk of their time in school completing assignments that were not grade-appropriate, the result of materials that were not standards-aligned and expectations that were too low. The report observes: “Students spent more than 500 hours per school year on assignments that weren’t appropriate for their grade and with instruction that didn’t ask enough of them—the equivalent of six months of wasted class time in each core subject” ([TNTP, 2018](#)). In classrooms where students were given curriculum materials and assignments that were appropriate for their grade, the researchers concluded they gained nearly two months of additional learning compared to their peers ([TNTP, 2018](#)).

Additional evidence suggests that providing teachers with access to high-quality, standards-aligned curricular materials can prompt improvement in student outcomes, including effects that are: 1) comparable to over half a year of additional learning ([Kane et al., 2016](#)); 2) about 1.5 times the difference between an average teacher and one at the 75th percentile ([Chingos & Whitehurst, 2012](#)), and 3) greater than the difference between a new teacher and one with three years of experience ([Kane, 2016](#)). We need to ensure all students have access to grade-appropriate, standards-aligned curriculum.

As we align our curriculum to the Massachusetts Curriculum Frameworks, we will be focusing our curriculum purchases, professional development, and instructional practices in the following areas over the next three years:

- Develop and begin implementation of a five-year curriculum renewal cycle in all curriculum areas.
- Develop and begin implementation of a five-year special education program review cycle.
- Continue completion of curriculum guides, PreK-12.
- Develop and implement standards-aligned curriculum in K-12 social studies.
- Review, pilot, and implement standards-aligned curriculum material in Grade K-12 mathematics, beginning with Grade 7 and 8.
- Continue to commit resources to enhancing the workshop model for writing, reading, and mathematics.
- Commit resources to focused and aligned professional development opportunities on meeting the needs of diverse learners for administrators, teachers and support staff.
- Align teacher induction and mentoring program to reflect district expectations.
- Work with Teacher Assessment Process Committee to review new teacher evaluation rubrics for implementation in 2020-2021 school year.
- Implement a Dyslexia Screening tool based on DESE guidelines during the 2020-21 school year.
- Revision of elementary standards-based report card and conferencing with completion in the 2020-2021 school year.
- Implement a continuous student support cycle: identify at risk students, select evidence-based interventions, enact interventions, and monitor student progress/growth
- Identify appropriate assessments to identify students with disabilities and use the appropriate specialized instruction.

FY21 Budget Items	Amount	Foundation Category
Curriculum Material	\$194,050	Instructional Materials, Equipment, and Technology
Professional Development Expenses	\$ 92,921	Professional Development
Evidence Base Program Identified by DESE	Support Educators to implement high-quality, aligned curriculum	
SOA program categories:	Increased or improved professional development (E) and Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)	

- 2. Diversifying the educator/administrator workforce through recruitment and retention.** A growing body of educational research supports the positive impacts of teachers of color on short- and long-term academic outcomes of students of color. Specifically, the research finds that having a single teacher of color can boost academic achievement, high school graduation rates, and college enrollment for students of color ([Gershenson et al., 2017](#); [Cherng and Halpin, 2016](#)). In light of these findings, recruiting and retaining a diverse and effective educator workforce is a promising strategy for districts.

In addition, a growing body of educational research ([Griffin and Tackie, 2016](#), [Carver-Thomas, 2018](#), [Dixon, et al., 2019](#)) demonstrates the importance and need to develop inclusive school environments for students and staff to support the retention of a diverse teacher workforce. The research indicates that inclusive school environments include characteristics such as:

- Shared or collective decision-making
- Opportunities for growth and development such as mentorship programs and access to professional development
- Cultivation of relationships with students and families to strengthen the school community

Our teacher and administrator workforce does not mirror our student population, especially with our students of color. In the FY21 budget, an HR/Payroll administrative assistant has been added which will allow our Human Resources Administrator to allocate more time to recruitment and retention. This includes the development of a three year induction program for all teachers new to Reading.

FY21 Budget Items	Amount	Foundation Category
1.0 FTE HR/Payroll Administrative Assistant	\$60,000	Administration
Mentor Stipends	\$66,500	Professional Development
Evidence Base Program Identified by DESE	Diversifying the educator/administrator workforce through recruitment and retention	
SOA program categories:	Hiring school personnel that best support improved student performance (D) and Diversifying the educator and administrator workforce (H)	

- 3. Facilities improvements to create healthy and safe school environments (J).** Over the next few years, the Reading Public Schools will be improving the safety and security of their current school facilities and exploring options to increase classroom space for preschool, full day kindergarten, enrollment increases, and indistrict special education programs. Below are some of the projects that are being implemented.

- Two or three new modular classrooms at Birch Meadow Elementary School to address enrollment and increased enrollment in special education programs (FY21).
- Implementation of security enhancements to improve the safety and security of our facilities for our students and staff (FY21 and 22). The security features will improve access controls and cameras at school buildings while maintaining the learning environment for all students.
- In FY20, an elementary school space and enrollment study was completed which presented several options to solve the growing need for educational space to address programmatic needs of full day kindergarten, indistrict special education programs, and preschool. This will be an ongoing community discussion over the next several months.

FY20 and FY21 Capital Budget Items	Amount	Foundation Category
Modular Classrooms	\$1,250,000	Operations and Maintenance
Town and School Building Security Project	\$4,500,000	Operations and Maintenance
Evidence Base Program Identified by DESE	Facilities improvement to create healthy and safe school environments	
SOA program categories:	Any other program determined to be evidenced based by the commissioner (J).	

Moving Forward

Because this is a three year plan, we are including areas that are not currently funded, but may be explored in future budget years.

- 4. Expanded access to full-day kindergarten (D, F, G).** According to research over the past three decades, full-day programs have led to stronger achievement, fewer gaps between student subgroups, decreased remediation in subsequent years, and better developed social/emotional skills (Cooper et al., 2010; Raskin, Haar, & Zierdt, 2011). Students are less likely to be retained a grade if they attend full-day kindergarten (Cryan, Sheehan, Wiechel, & Bandy-Hedden, 1992). This not only saves scarce resources but prevents the negative academic and social outcomes associated with retention (Gullo, 2000; National Association of School Psychologists, 2011; Sheehan, Cryan, Wiechel, & Bandy, 1991) The positive impact of full-day kindergarten has been demonstrated with a number of specific populations, including English learners, at-risk students, and rural students (Bingham & Hall-Kenyon, 2013; Davies & Cress, 2010). In several studies, full-day kindergarten accelerated the growth of students receiving free or reduced-price lunch (Raney, 2014; Zvoch, 2009). Over the past 30 years, differences in student outcomes between full-day kindergarten and half-day kindergarten have become more pronounced (Cooper et al., 2010). The daily addition of three hours of instruction in kindergarten amounts to another half-year of instruction, which allows for broader and deeper curriculum coverage, a variety of instructional groupings, and diagnosis and intervention of learning challenges (Davies & Cress, 2010; Elicker & Mathur, 1997). Students who receive this additional dosage of kindergarten instruction show better literacy outcomes than their half-day peers (Raskin et al., 2011; Zvoch et al., 2008). The full-day offering also changes the structure of teachers' workload in ways that create economies for improved learning. In a half-day structure, teachers have two class sections of students. However, since teachers in a full-day program are preparing materials and communicating with the families of half as many students, more time is available for deeper levels of planning and family outreach.

Reading is one of the few communities in Massachusetts that does not have tuition free full day kindergarten. Currently, 90% of our students are in a tuition based full day kindergarten program which creates educational and logistical challenges for our students. Over the next few years, we will be exploring options as to how we

can provide access to full day kindergarten for all students. Currently, this would require an additional \$1,200,000 to our operating budget.

FY21 Budget Items	Amount	Foundation Category
Tuition Offset to Budget for Full Day Kindergarten	\$1,200,000	Classroom and Specialist Teachers; Administration
Evidence Base Program Identified by DESE	Expanded access to full-day, high-quality kindergarten	
SOA program categories:	Hiring school personnel that best support improved student performance (D); Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F); Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations (G)	

- Increased staffing to expand student access to arts, computer science, enrichment, strategic scheduling to enable common planning time for teachers (B and D).** Districts and schools have the opportunity to consider strategic scheduling that can accomplish two goals: increase enrichment opportunities for students and additional time for teachers to collaborate.

Enrichment opportunities for students serve to bolster student achievement and improve school climate and culture. For example, a [study](#) conducted by Columbia University found that middle school students who participated in at least three years of in-school arts instruction scored significantly higher in creative thinking and self-reported higher rates of positive attitudes towards school and learning than did their peers who received less arts education. Other [reports](#) suggest participation in enrichment opportunities as part of the school day builds collaboration skills and persistence. Further, [research](#) demonstrates that children from more advantaged backgrounds are more likely than economically disadvantaged students to have access to a rich array of extracurriculars, clubs, sports, and other opportunities after school, and thus academic enrichment programs have the potential to increase educational equity.

Common planning time for teachers, when focused, well-structured, and well-facilitated, [promotes achievement](#), a strong professional culture, and collective ownership of student outcomes. Studies include the Massachusetts Department of Elementary and Secondary Education [turnaround research](#), which credits “intentional practices for classroom instruction,” such as focused professional development and collaboration, as an effective strategy in closing performance gaps.

For more than 30 years, elementary students in Reading have been dismissed two hours earlier than the regular dismissal time on Wednesdays in order to be able to provide necessary planning time and professional development for teachers. In a future budget, it should be explored to increase staffing in the arts, computer sciences, and other enrichment activities so that planning and professional development opportunities are scheduled during the regular school day and thus eliminating the Wednesday early release day at the elementary schools.

Future Budget Items	Amount	Foundation Category
Increased elementary staffing to arts, computer science and enrichment	\$600,000	Classroom and Specialist Teachers
Evidence Base Program Identified by DESE	Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers.	
SOA program categories:	Increased opportunity for common planning time for teachers (B); Hiring school personnel that best support improved student performance (D)	

6. **Increased personnel and services to support holistic student needs (C and D).** Increasing school staff and building partnerships with community-based organizations that provide services and supports to meet the holistic needs of students can increase students' and families' access to needed services.

Research shows that early intervention for children and youth with mental or behavioral health needs can prevent more serious problems in young adulthood and beyond. Providing services (both remedial and preventive) for children in or through schools can address a number of these barriers and may be less expensive than alternative delivery models.¹ For example statistically significant positive effects of counseling were recorded on multiple fronts among third graders, including student learning, student social-emotional skills, teacher perceptions of school climate, and teacher attendance. Some evidence also suggested early counseling had long-term benefits on student behavior through high school ([Reback 2010](#)). Moreover, a research study on counselors in Massachusetts ([Mulhern 2020](#)) found that improving access to effective college counseling may influence high school graduation rates, college attendance, and college graduation rates, and may be a promising way to help students overcome challenges related to low socioeconomic status.

In future budget years, this is an area of need where we need to increase our school adjustment counseling staff at the elementary level, improve academic interventions through tutoring at the middle and high school level, and increase guidance and behavioral health counseling services at the middle and high school level. This would be embedded staff in each school to coordinate supports and services for students.

Future Budget Items	Amount	Foundation Category
Increased counseling and academic intervention staff PreK-12	TBD	Guidance and Psychological
Board Certified Behavior Analyst	TBD	Guidance and Psychological
Evidence Base Program Identified by DESE	Increased personnel and services to support holistic student needs	
SOA program categories:	Social services to support students' social-emotional and physical health (C); Hiring school personnel that best support improved student performance (D)	

¹ Committee on School Health, School-based mental health services, Pediatrics, 2004; 113; 1839, doi: 10.1542/peds.113.6.1842.

➡ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY2020 data is released this fall).

1. DESE outcome metrics:
 - ✓ Accountability classification
 - ✓ ELA mean student growth percentile
 - ✓ Mathematics mean student growth percentile
 - ✓ ELA achievement
 - ✓ Mathematics achievement
 - ✓ Science achievement
 - ✓ Percentage of 11th and 12th graders completing advanced coursework
 - ✓ Extended engagement rate for high school completion (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
2. Custom district metrics
 - ✓ Engagement, Safety, and Environment Sections of the Views of Climate and Learning (VOCAL) Survey

➡ **Commitment 4: Engaging All Families**

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their student needs?

- ✓ At the school level, where appropriate and necessary, staff will implement home visiting programs to increase dialogue between school and families.
- ✓ Each school holds open house and back to school night events for all families.
- ✓ Weekly school and district newsletters sent to all families.
- ✓ Weekly office hours during different times of day at different school sites with the Superintendent of Schools.
- ✓ District leaders attend monthly SEPAC meetings.
- ✓ School and district leaders hold meetings with METCO parents in Boston at least twice a year.
- ✓ Beginning in SY2021, district leaders will meet with the PTO Presidents quarterly.
- ✓ During SY2020 and 2021, schools and district will engage families in the portrait of graduate work where a vision of the skills and dispositions that we want our students to have when they leave high school will be generated.

☐ **By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act.**

Please summarize your stakeholder engagement process, including specific groups that were engaged:

- ✓ Hold at least one community listening session during March
- ✓ Send out an online survey to gather feedback
- ✓ Present information at SEPAC meeting for feedback
- ✓ Have School Committee hold a public comment section at one of the meetings
- ✓ Have school leaders get feedback at a staff meeting

☐ **By checking here, I certify that our district's school committee voted on our Student Opportunity Act Plan.**

• **Date of Vote:**

Outcome of vote:

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: September 22, 2020

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.



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

Associate Director
FRANCIS T. KENNEDY
781-425-7749
fkennedy@neasc.org

Associate Director
KATHLEEN A. MONTAGANO
781-425-7760
kmontagano@neasc.org

Director
GEORGE H. EDWARDS
781-425-7735
gedwards@neasc.org

Deputy Director
ALYSON M. GEARY
781-425-7736
ageary@neasc.org

Associate Director
BRUCE R. SIEVERS
781-425-7716
bsievers@neasc.org

Associate Director
WILLIAM M. WEHRLI
781-425-7718
bwehrti@neasc.org

Executive Assistant to the Director
DONNA M. SPENCER-WILSON
781-425-7719
dspencerwilson@neasc.org

August 26, 2020

Kathleen Boynton
Principal
Reading Memorial High School
62 Oakland Road
Reading, MA 01867

Dear Ms. Boynton:

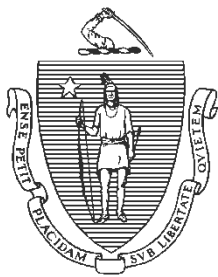
We hope that your plans for re-opening your school are going well. This letter is to acknowledge that your Decennial Accreditation Visit has been postponed from the fall of 2020 to the spring of 2021. We will contact you later this fall to seek your input to identify the new date of your visit.

Knowing that this is an extremely difficult and complex time for schools, our hope is to be as supportive of you and your school community as possible. We appreciate your patience as we work through the challenges the pandemic has caused. If you have any questions in the meantime, please feel free to reach out to us at any time.

Sincerely,

George H. Edwards

cc: John F. Doherty, Superintendent, Reading Public Schools



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

September 14, 2020

Dear School Committee Members:

I hope this letter finds you well and thank you for all that you are doing on behalf of the students. I write to you today regarding the following topics.

1. Interpreting [Weekly, Color-Coded Health Metrics](#):

As you know, the Department of Public Health (DPH) recently began releasing a [weekly, color-coded health metric](#) for all municipalities in the Commonwealth. The majority of school districts align directly with a municipality on the DPH weekly report. However, there are many districts that serve students from multiple municipalities (e.g. regional school districts, charter schools, and vocational districts). In an effort to assist all districts and schools in aligning with the DPH weekly report, my office recently assigned all school districts a "[key municipality](#)" that should be used to determine their alignment to the DPH health metric. Since releasing this information, my office has received inquiries about how the metric should be used in guiding local educational decisions. I hope to add some clarity below.

With each weekly update of the color-coded health metrics, we have seen municipalities falling in and out of the "red" and/or "yellow" designations. For this reason, **it is critically important that school districts do not make decisions based on a single report from DPH. Instead, I recommend that school districts wait for color changes in either direction in three consecutive weekly reports before considering a change to an instructional model (remote, hybrid, in-person).**

This three-week time period of reports will represent four weeks of data and will be more reflective of a trend than one report. Furthermore, please remember that these color-coded designations are based on a single indicator (number of cases per 100,000 residents). In addition to this color-coded metric, I encourage districts and schools to work with their local boards of health to use all available information regarding COVID-19 trends in making these decisions. This could also include local test positivity rates and whether cases are increasing or decreasing in a municipality.

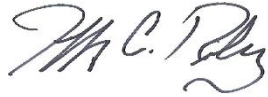
If you have additional questions about the DPH metric and its uses, please feel free to contact Associate Commissioner Rob Curtin at Robert.C.Curtin@mass.gov.

2. Sports Participation in Districts and Schools in Full Remote Learning

The Department and MIAA released guidance on August 18, 2020 indicating that Districts designated as “red” based on the [Department of Public Health \(DPH\)’s metric](#) of average daily cases per 100,000 residents and which therefore have their high school students learning remotely at the start of a season, ***must postpone their entire season, including practices***, until the floating season later in the year.

Districts designated as yellow, green, or unshaded based on the DPH metric that nonetheless have their high school students learning remotely at the start of a season *may similarly delay their season to the floating season*. If a yellow, green, or unshaded district that is only offering remote learning to its high school students wishes to participate in the regularly scheduled sports season, this must be approved by the local school committee.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeffrey C. Riley".

Jeffrey C. Riley
Commissioner

Engelson, Linda

From: Jason Lewis <Jason.Lewis@masenate.gov>
Sent: Thursday, September 17, 2020 4:38 PM
To: Doherty, John
Cc: Brandt, Shawn; Nazzaro, Carla; Erin Gaffen; john_parks@comcast.net; Tom.Wise@gmo.com; carlo.bacci@ci.reading.ma.us; Robinson, Charles; Engelson, Linda
Subject: Thank you

Follow Up Flag: Follow up
Flag Status: Flagged

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

Dear Superintendent Doherty,

I'm writing to say thank you for the incredibly difficult and hard work you and your school leadership teams have done to prepare for this new school year!

We know that this year has posed unique and daunting challenges for our schools. I'm sure that as the school year gets underway, you're bracing yourself for continued uncertainty and more difficult decisions.

I wish you and your team well. As always, I stand ready to assist any way I can.

Best regards,
Jason

Jason M. Lewis

State Senator, Fifth Middlesex District

Pronouns: He/him/his

Office of Senator Jason Lewis

State House, Room 511B

Boston, MA 02133

(617) 722-1206

Need help or advice during the COVID-19 pandemic? You can find our COVID-19 Resource Guide for Residents [here](#); our Resource Guide for Small Businesses and Non-Profits [here](#); and information on Unemployment Assistance [here](#).

Engage with Senator Lewis!

[Sign up for our email newsletter](#)

[Connect with Senator Lewis on Facebook](#)

[Follow @SenJasonLewis on Twitter](#)

[Visit our website](#)

[Join Our Virtual Office Hours](#)

Engelson, Linda

From: David Scannell <dscannell@gmail.com>
Sent: Thursday, September 10, 2020 9:06 PM
To: DG School Committee
Subject: Playground equipment

Follow Up Flag: Follow up
Flag Status: Flagged

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

Dear members of the school committee,

I write to express my surprise and disappointment that students will apparently be barred from using any playground equipment this school year. My daughter will begin kindergarten this year, and using the playground is the one concrete thing she's been excited about all summer. We have heard that Dr. Doherty has just recently determined that all students will be prevented from using this equipment.

Kindergarteners like my daughter will be inside with their peers, teachers and staff for hours every day. They will be playing outside with their friends at recess. In view that, I don't believe there is any significant marginal increase to their risk by allowing them to also use the same swings, especially for a virus that is well understood to be primarily transmitted through the air. Maintaining social distancing on a playground seems no harder, and perhaps easier, than on a field or parking lot. And there is a significant cost to this decision, taking away some simple joy in an already brutally strange and upsetting year. I hope Reading schools will reconsider this decision.

Best,
David Scannell

Engelson, Linda

From: Doherty, John
Sent: Sunday, September 13, 2020 5:20 PM
To: Rachel Hitch; DG School Committee
Subject: RE: Fairness in in-person days in current calendar

Follow Up Flag: Follow up
Flag Status: Flagged

Good Afternoon, Rachel,

Thank you for the email and your analysis. The calendar was designed based on the Version 2 Phase in calendar. Families and staff needed to know the cohort weeks for child care arrangements.

We cannot predict the number of Cohort A and Cohort B school days at this point. First, it is not guaranteed that we will be starting with Cohort A in person first. If we have adequate staffing we may start with Cohort B first, rather than wait an additional week. The other variable this year is going to be the infection rates. We will be going into remote if the infection rates reach a certain point. This will impact the number of in person days.

Once we are hybrid, we will monitor it to see if adjustments need to be made.

Please contact me if you have any further questions.

Thank you.

John F. Doherty, Ed.D.
Superintendent
Reading Public Schools
781-944-5800
John.doherty@reading.k12.ma.us

From: Rachel Hitch <racheldhitch@gmail.com>
Sent: Sunday, September 13, 2020 5:06 PM
To: Doherty, John <John.Doherty@reading.k12.ma.us>; DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Fairness in in-person days in current calendar

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

Good afternoon School Committee members and Superintendent Doherty-

I am writing in reference to the recently published school calendar with color coded weeks for in person learning by cohort. I noticed some issues with the use of the simple alternating pattern and the timing of various vacations, and discovered that **Cohort B ends up with over 7 days less of in person time than Cohort A**. Further, there are 12.5 scheduled vacation days during Cohort B weeks, and only 3 scheduled days out of school scheduled for Cohort A weeks. See table below:

Days inperson	Cohort A	Cohort B	Vacation Days: A	Vacation Days: B
Oct	10	9	0	1

Nov	8	6.5	1	2.5
Dec	10	8	0	2
Jan	9	9	1	1
Feb	10	5	0	5
Mar	10	9	0	1
April	10	10	0	0
May	9	10	1	0
June	5	7		
Total Oct-June	81	73.5	3	12.5
Total Nov-June	71	64.5		
Diff B-A Oct-June		-7.5		
Diff B-A Nov-June		-6.5		

It is also important to note that Cohort B also ends up with **all three of the short weeks prior to vacations or the end of school** - weeks that are notoriously light on focused learning even with best efforts - and it also **loses an entire in person week completely** in the month of February due to the vacation week being counted as a blue week.

I am sure that in the midst of all of the huge number of moving pieces that had to be addressed this fall, that this issue was something that fell through the cracks. It is understandable given how much has been going on and how much must be managed at this time.

However, I think that it is critical for this discrepancy to be addressed so that all RPS students get an equal shot of having equivalent amounts of in-person time across this whole year. This review should also include finding an equitable way to share each of the short weeks prior to Thanksgiving break, Christmas break, and the end of the year.

I know that all of this planning might end up being completely moot due to everything going on with staffing and with the infection rate in the community. I would just hope that we can start off the year with an optimistic - and fair - plan for all students. I am happy to be helpful in any way to your planning process and I look forward to hearing the results of your review and discussion.

Best,
Rachel Hitch
Bear Hill Rd

--
Rachel Hitch
c: 646-546-6962

Engelson, Linda

From: Doherty, John
Sent: Sunday, September 20, 2020 6:21 PM
To: Monika Flaherty; DG School Committee
Subject: RE: Hybrid learning schedule priorities

Follow Up Flag: Follow up
Flag Status: Flagged

Good Afternoon, Monica and Jim,

Thank you for the email. I understand your concerns and agree with you that we need to phase in Grade 2 as soon as possible. It is strictly a staffing issue and we are doing everything we can to fill our vacancies. Our hope is to phase in Grade 1 and 2 in the next few weeks.

Please contact me if you have any further questions.

Thanks.

John F. Doherty, Ed.D.
Superintendent
Reading Public Schools
781-944-5800
John.doherty@reading.k12.ma.us

From: Monika Flaherty <monikaflaher@gmail.com>
Sent: Tuesday, September 15, 2020 11:41 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Doherty, John <John.Doherty@reading.k12.ma.us>
Subject: Hybrid learning schedule priorities

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

Dear Dr. Doherty and School Committee,

Thank you all for the time and communication put into making this school year as effective as possible given the circumstances for the Reading students.

During the most recent School Committee meeting, Dr. Doherty presented a slide indicating that first grade and middle school will be given priority for entry into the hybrid model. Respectfully, please include second grade in this initial push for hybrid learning. We've done our best to prepare our second grader to independently read and navigate google classroom in anticipation for remote learning, but feel like we are asking her to attempt a task that is developmentally inappropriate. Second graders are not able to independently remote learn. They have also lost three critical months of grade one which include basic foundation work.

Some neighboring towns prioritized full time, in person learning for K-2 which makes sense as this matches early childhood certification in MA. Other towns have at least included second grade with kindergarten and first grade for the hybrid model. Second graders are unique in that they can follow instructions to social distance, but they're not able to fluently read or navigate google classroom, zoom, etc – certainly not unattended. They also have not learned to type. Please plan to include second grade with first grade in the initial attempt for in person learning.

Sincerely,

Monika and Jim Flaherty

Engelson, Linda

From: Robinson, Charles
Sent: Wednesday, September 16, 2020 11:23 AM
To: Monika Flaherty
Cc: Engelson, Linda
Subject: Re: Hybrid learning schedule priorities

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Ms. Flaherty:

Thank you for the email and feedback. The Superintendent and staff are working hard to get all kids back. As you know, they are dealing with and trying to address a staffing issue. Thank you.

Chuck Robinson

From: Monika Flaherty <monikaflaher@gmail.com>
Sent: Tuesday, September 15, 2020 2:41 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Doherty, John <John.Doherty@reading.k12.ma.us>
Subject: Hybrid learning schedule priorities

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

Dear Dr. Doherty and School Committee,

Thank you all for the time and communication put into making this school year as effective as possible given the circumstances for the Reading students.

During the most recent School Committee meeting, Dr. Doherty presented a slide indicating that first grade and middle school will be given priority for entry into the hybrid model. Respectfully, please include second grade in this initial push for hybrid learning. We've done our best to prepare our second grader to independently read and navigate google classroom in anticipation for remote learning, but feel like we are asking her to attempt a task that is developmentally inappropriate. Second graders are not able to independently remote learn. They have also lost three critical months of grade one which include basic foundation work.

Some neighboring towns prioritized full time, in person learning for K-2 which makes sense as this matches early childhood certification in MA. Other towns have at least included second grade with kindergarten and first grade for the hybrid model. Second graders are unique in that they can follow instructions to social distance, but they're not able to fluently read or navigate google classroom, zoom, etc – certainly not unattended. They also have not learned to type. Please plan to include second grade with first grade in the initial attempt for in person learning.

Sincerely,
Monika and Jim Flaherty

Engelson, Linda

From: Doherty, John
Sent: Sunday, September 20, 2020 6:24 PM
To: sarah.nottage@hotmail.com; DG School Committee
Subject: RE: 2nd Grade

Follow Up Flag: Follow up
Flag Status: Flagged

Good Afternoon, ,Chad and Sarah

Thank you for the email. I understand your concerns and agree with you that we need to phase in Grade 2 as soon as possible. It is strictly a staffing issue and we are doing everything we can to fill our vacancies. Our hope is to phase in Grade 1 and 2 in the next few weeks.

Please do not hesitate to contact me if you have any further questions.

Thanks.

John F. Doherty, Ed.D.
Superintendent
Reading Public Schools
781-944-5800
John.doherty@reading.k12.ma.us

From: Sarah Smith <sarah.nottage@hotmail.com>
Sent: Monday, September 14, 2020 5:06 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Doherty, John <John.Doherty@reading.k12.ma.us>
Subject: 2nd Grade

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

Superintendent Doherty and School Committee Members,

Thank you all for the time put into making this school year as effective as possible and the accompanying communication. We have seen our children's principal and teachers work very hard and we greatly appreciate the effort.

We watched the most recent School Committee meeting and were concerned with the list of priorities detailed on one of the slides. The slide indicates that first grade and middle school will be given priority for entry into the hybrid model. Respectfully, please include second grade in this initial push for hybrid learning. We've done our best to prepare our second grader to independently read and navigate google classroom in anticipation for remote learning, but feel like we are asking her to attempt a task that is developmentally inappropriate. Second graders are not able to independently remote learn. This group more so having lost three months of grade one.

Some neighboring towns prioritized full time, in person learning for K-2 which makes sense as this matches early childhood certification in our state. Other towns have at least included second grade with kindergarten and first grade for the hybrid model. Second graders are unique in that they can follow instructions to social distance and wear masks, but they're not able to fluently read or navigate online platforms – certainly not unattended. Please plan to include second grade with first grade in the initial attempt for in person learning.

Sincerely,

Chad and Sarah Smith

Engelson, Linda

From: Robinson, Charles
Sent: Wednesday, September 16, 2020 11:21 AM
To: sarah.nottage@hotmail.com
Cc: Engelson, Linda
Subject: Re: 2nd Grade

Follow Up Flag: Follow up
Flag Status: Flagged

Hi Ms. Smith:

Thank you for the email and feedback. The Superintendent and staff are working to get kids back as soon as possible. As previously reported, they are dealing with a staffing issue. Thank you.

Chuck Robinson

From: Sarah Smith <sarah.nottage@hotmail.com>
Sent: Monday, September 14, 2020 8:05 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Doherty, John <John.Doherty@reading.k12.ma.us>
Subject: 2nd Grade

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

Superintendent Doherty and School Committee Members,

Thank you all for the time put into making this school year as effective as possible and the accompanying communication. We have seen our children's principal and teachers work very hard and we greatly appreciate the effort.

We watched the most recent School Committee meeting and were concerned with the list of priorities detailed on one of the slides. The slide indicates that first grade and middle school will be given priority for entry into the hybrid model. Respectfully, please include second grade in this initial push for hybrid learning. We've done our best to prepare our second grader to independently read and navigate google classroom in anticipation for remote learning, but feel like we are asking her to attempt a task that is developmentally inappropriate. Second graders are not able to independently remote learn. This group more so having lost three months of grade one.

Some neighboring towns prioritized full time, in person learning for K-2 which makes sense as this matches early childhood certification in our state. Other towns have at least included second grade with kindergarten and first grade for the hybrid model. Second graders are unique in that they can follow instructions to social distance and wear masks, but they're not able to fluently read or navigate online platforms – certainly not unattended. Please plan to include second grade with first grade in the initial attempt for in person learning.

Sincerely,

Engelson, Linda

From: Doherty, John
Sent: Sunday, September 20, 2020 5:17 PM
To: Samantha Carreiro; Leavitt, Beth; DG School Committee
Subject: RE: Early Elementary Learning

Follow Up Flag: Follow up
Flag Status: Flagged

Good Afternoon, Samantha,

Thank you for the email. I understand your concerns and agree with you that we need to phase in Grade 1 and 2 as soon as possible. It is strictly a staffing issue and we are doing everything we can to fill our vacancies. Our hope is to phase in Grade 1 and 2 in the next few weeks.

Please contact Mrs. Leavitt or myself if you have any further questions.

Thanks.

John F. Doherty, Ed.D.
Superintendent
Reading Public Schools
781-944-5800
John.doherty@reading.k12.ma.us

From: Samantha Carreiro <stcarreiro@yahoo.com>
Sent: Thursday, September 17, 2020 5:26 PM
To: Doherty, John <John.Doherty@reading.k12.ma.us>; Leavitt, Beth <Beth.Leavitt@reading.k12.ma.us>; DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Early Elementary Learning

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

Dear Dr. Doherty and Members of the School Committee,

I have sent emails earlier in the summer asking that the youngest learners (K-2) receive in person learning as soon as possible. That request was granted for only kindergarten. I can already see how challenging learning remotely will be for my 1st grader and am **asking that you put all resources possible into getting the 1st grade (and 2nd) into the schools ASAP**. It is inequitable to only allow kindergartners onsite (and full-time) although I realize the situation is complicated with the K-tuition.

Although from from ideal, We can make the remote learning paradigm work in my own family for our 3rd and 5th graders. However the majority of 1st graders are not independent enough to manage the technology, schedules and their learning without SIGNIFICANT help from parents and teachers. Nor do they have the attention span required for this platform. The situation is further complicated by having 2 full time working parents.

I have read that there are plans to get the 1st graders back in school but I hope that there are specific and deliberate action items to make this happen by Mid October.

Engelson, Linda

From: Robinson, Charles
Sent: Friday, September 18, 2020 11:20 AM
To: Samantha Carreiro
Cc: Engelson, Linda
Subject: Re: Early Elementary Learning

Hi Ms. Carreiro:

Thanks for the email and feedback. The administration is working hard to get all kids back. The challenge has been staffing. Thank you.

Chuck Robinson

From: Samantha Carreiro <stcarreiro@yahoo.com>
Sent: Thursday, September 17, 2020 8:25 PM
To: Doherty, John <John.Doherty@reading.k12.ma.us>; Leavitt, Beth <Beth.Leavitt@reading.k12.ma.us>; DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Early Elementary Learning

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

Dear Dr. Doherty and Members of the School Committee,

I have sent emails earlier in the summer asking that the youngest learners (K-2) receive in person learning as soon as possible. That request was granted for only kindergarten. I can already see how challenging learning remotely will be for my 1st grader and am **asking that you put all resources possible into getting the 1st grade (and 2nd) into the schools ASAP**. It is inequitable to only allow kindergartners onsite (and full-time) although I realize the situation is complicated with the K-tuition.

Although from from ideal, We can make the remote learning paradigm work in my own family for our 3rd and 5th graders. However the majority of 1st graders are not independent enough to manage the technology, schedules and their learning without SIGNIFICANT help from parents and teachers. Nor do they have the attention span required for this platform. The situation is further complicated by having 2 full time working parents.

I have read that there are plans to get the 1st graders back in school but I hope that there are specific and deliberate action items to make this happen by Mid October.

Thank you,
Samantha Carreiro
44 Middlesex Ave
(Parent of a 1st, 3rd and 5th grader at Barrows)

Engelson, Linda

From: Ryan LaMontagne <ryan.lamontagne@gmail.com>
Sent: Sunday, September 20, 2020 6:21 PM
To: Doherty, John
Cc: DG School Committee
Subject: Re: Chrome Bookmarking and Accounts

Follow Up Flag: Follow up
Flag Status: Flagged

Dr. Doherty,

I did speak with Julian and it was a very good conversation. While he is willing to change the policy for both my children I do think this policy should be addressed for all students using laptops for remote learning. This policy prevents students from adding bookmarks and saving passwords using Chrome, but Microsoft Edge works.

I would like to see this policy changed for all students.

Thank you again for your time and I appreciate all the hard work from all members of the Reading School district.

Regards,
- Ryan

On Sun, Sep 20, 2020 at 6:14 PM Doherty, John <John.Doherty@reading.k12.ma.us> wrote:

Good Afternoon, Ryan,

Thank you for the email and your feedback. My understanding is that Mr. Carr reached out to you and had a conversation about our security policies for our school laptops and network. I know that he plans on following up with you after a few weeks of remote learning to assess how it is going.

If you have any additional questions, please do not hesitate to contact Mr. Carr or myself.

Thank you.

John F. Doherty, Ed.D.

Superintendent

Reading Public Schools

781-944-5800

John.doherty@reading.k12.ma.us

From: Ryan LaMontagne <ryan.lamontagne@gmail.com>
Sent: Wednesday, September 16, 2020 9:35 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Fwd: Chrome Bookmarking and Accounts

Hi,

With all due respect to the hard work everyone has put forth for the school year this technology policy must be revised to maximize every student's learning opportunity with a school provided laptop. They should not have to constantly enter all URLs and school credentials every time for all resources after already authenticating to the School domain.

Thank you for your consideration and please let me know if this policy can be revised. I am willing to help test and provide my time to assist with technical limitations impacting a students ability to learn.

Thanks,

- Ryan

----- Forwarded message -----

From: Ryan LaMontagne <ryan.lamontagne@gmail.com>
Date: Wed, Sep 16, 2020 at 9:19 AM
Subject: Re: Chrome Bookmarking and Accounts
To: Carr, Julian <Julian.Carr@reading.k12.ma.us>, Doherty, John <John.Doherty@reading.k12.ma.us>, Kelley, Christine <christine.kelley@reading.k12.ma.us>
Cc: Sandra LaMontagne <sandra.lamontagne@gmail.com>

Overview

- School issued laptop vs. personal laptop
- Two Students
 - 2nd grade
 - 4th grade

Daily Login Steps

1. Students log into the school laptop using the school provided Windows account.
2. Students then log into Google Classroom using the school provided Google account.

Issue

1. Students cannot bookmark URLs nor save username(s) and password(s) under their school Google account on school laptops.
 - Issue is due to a security policy on the laptop that prevents bookmarking URLs and saving content to the school Google account profile.
 - The student already authenticated to the school domain using their school Windows account.
2. Students can bookmark URLs and save username(s) and password(s) under the school Google accounts on personal laptops.

Points of Interest / General Feedback

Are we protecting the laptop or their school account because the school Google account policy is not consistent across devices (school vs. personal)?

After logging into the laptop, the student must then log into Google Classroom each time. When the student closes the browser (accidentally or on purpose) or accesses a web-based learning resources such as LexiaCore5, Epic, Moby Max, Kids a-z, etc, they must always enter all data again for every browser session even though they have already logged in and authenticated to the School domain using the school issued Windows account.

The laptops are with the students. Students should be taught to lock their laptops (Ctrl+Alt+Delete) or log out. Not taught to enter the URL and account info every time they open/close/start a new browser session since the student has already authenticated to the school domain (Windows account).

Logging into Windows should authenticate them to the domain and authorize them to bookmark URLs and synchronize their School account data using a browser.

If students must constantly enter full URLs, usernames, and passwords to all school learning resources for every browser session this defeats the purpose of a school issued laptop.

Can this technical policy please be considered for revision? This will be a challenge all year and will force parents to purchase laptops so remote student learning is not impacted by constantly entering URLs and school credentials.

Thank you,
- Ryan

On Tue, Sep 15, 2020 at 8:54 PM Carr, Julian <Julian.Carr@reading.k12.ma.us> wrote:

Kids are taught they have to log into Chrome every time they use a laptop. This is a security measure.

Julian Carr

Network Manager

Reading Public Schools

O: 781-670-2891

M: 301-335-6121

Help Desk: 781-670-2888 or help.desk@reading.k12.ma.us

From: Ryan LaMontagne <ryan.lamontagne@gmail.com>
Sent: Tuesday, September 15, 2020 8:41 PM
To: Carr, Julian <Julian.Carr@reading.k12.ma.us>
Cc: Sandra LaMontagne <sandra.lamontagne@gmail.com>
Subject: Chrome Bookmarking and Accounts

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

Hi Julian,

On my kids accounts (2nd/4th grade) when they close Chrome and relaunch Chrome both kids have to log back into their Reading School Google accounts.

When I log them in using their school accounts and sync their data in Chrome all their content is sync'd from previous school years which is great and makes it much easier for them. When chrome is closed we have to start the process all over again.

Is there a policy preventing them from bookmarking and saving Google Classroom URL's and data on the school issued laptops?

If so can the policy be updated so they do not have to log in every time they open/close Chrome?

Thanks,

- Ryan

Engelson, Linda

From: Doherty, John
Sent: Sunday, September 20, 2020 4:22 PM
To: Denise Coppola Henneberry; DG School Committee
Cc: Hendrix, Julia
Subject: RE: School Committee (For public comment)

Follow Up Flag: Follow up
Flag Status: Flagged

Good Afternoon, Denise,

Thank you for the email. I understand your concerns and agree with you that we need to phase in Grade 2 as soon as possible. It is strictly a staffing issue and we are doing everything we can to fill our vacancies. Our hope is to phase in Grade 1 and 2 in the next few weeks.

Please contact Mrs. Hendrix or myself if you have any further questions.

Thanks.

John F. Doherty, Ed.D.
Superintendent
Reading Public Schools
781-944-5800
John.doherty@reading.k12.ma.us

From: Denise Coppola Henneberry <dlcoppola@gmail.com>
Sent: Saturday, September 19, 2020 5:32 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Fwd: School Committee (For public comment)

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

Please see email below. I had entered the wrong SC email address originally.

----- Forwarded message -----

From: Denise Coppola Henneberry <dlcoppola@gmail.com>
Date: Sat, Sep 19, 2020 at 5:25 PM
Subject: School Committee (For public comment)
To: Doherty, John <John.Doherty@reading.k12.ma.us>, Hendrix, Julia <julia.hendrix@reading.k12.ma.us>, <dgschoolcommittee@reading.k12.ma>

Dear School Committee and Dr. Doherty;

I am writing to ask you (beg you) to consider second grade as one of the next cohorts to attend school in person. I have a second grader at Birch Meadow, who lost half of her first grade year due to a teacher on medical leave, and then covid.

She can barely read and doesn't have the attention span to follow online lessons and then perform the activity. I encourage you to look at a Google Classroom or SeeSaw and notice all the words. Even the wonderful "Landing Page" the teacher has created - a screen full of words and hyperlinks. I have created short-cuts to everything - but these are still written words. Imagine you can't read, and someone asks you to go back and forth between zoom and seesaw as they give you verbal instructions (now add in background noise from three friends' homes). It is completely impossible - at least from what I have watched this week.

When I left her to listen to her teacher and do the activity (a writing prompt), my 7 year old had written nothing. The teacher reported, "Ok, I think most of our friends have finished, we are going to move on." Still not a pencil mark on her paper. I asked, "Why aren't you writing something?" and she burst into tears.

Her teacher is nothing short of AMAZING. She is patient and kind and has incorporated feedback and given advice. The problem is, most seven year olds do not have the intellectual, technological, or attentional ability to access the curriculum across this medium.

I spent two hours Friday night teaching myself SeeSaw, so that I could spend an hour today (Saturday) helping my daughter complete an assignment from Thursday. In that time, I had to encourage, motivate, soothe, refocus, and give ideas (all normal developmentally). When we were done, she beamed with pride (which highlights how defeated, even embarrassed, she must have felt seeing who did and who did not complete the assignment during class).

The problem is, she will remember one thing from our lesson today. And if I want her to get any work done this coming week, I will need to sit at her feet and continually encourage, motivate, soothe, refocus, give ideas, and work technology for her. If I don't, she will appear on the screen to her teacher as a wonderful student... quiet and attentive, but she will not even be able to report back a single task the teacher told them to perform, never mind actually perform it.

Her father and I are both working from home. When we are unavailable, she is sitting quietly and appears attentive, but she is accomplishing nothing. While I know I can continue to work on the technology with her, it could take months for her to become mildly proficient. She is barely able to write - nevermind type. It takes her 5 minutes to find each letter. I'd ask that you imagine what that feels like to a seven year old, trying to hold a simple word like "dog" in your mind.

I have a fifth grader also, and while it has been a stressful beginning, and we have all cried at times, she is AT LEAST capable of reading, following instructions, and articulating questions for her teacher. There is a chance for her to access the curriculum as well as learn across this medium.

We are burdening second graders with an impossible task and it has the potential to do serious damage to their psyches. I beg you to consider their return to in-person school as quickly as humanly possible.

Thank you for your time and attention.

Denise Henneberry
Hanscom Avenue

Engelson, Linda

From: Doherty, John
Sent: Tuesday, September 22, 2020 6:00 AM
To: ljmichell02@gmail.com
Cc: DG School Committee; King, Joanne
Subject: RE: Letter to Read at Public Comment

Follow Up Flag: Follow up
Flag Status: Flagged

Good Morning, Lynda,

Thank you for the email. Since this email was originally sent to the School Committee, we wanted to update the Committee on our follow up to this email. On Friday, Dr. King, Dr. Stys, and I met with you to discuss the concerns that you brought up in this email. Thank you for taking the time to meet with us. Below are the key discussion points.

Visibility of Administration-Central Office administrators have been visible and available in the district throughout the pandemic. The CFO and Superintendent have been in schools frequently to check on a variety of issues. Both the Superintendent and Director of Student Services have held office hours and staff/community forums to answer any questions and address any concerns. In addition, our team chairs at the elementary schools have multiple roles and the Wood End Team Chair is also the Team Chair at Barrows. As part of her role, the Wood End Team Chair has been holding meetings with the new Wood End special education teachers as part of their induction program. In addition, special education administrators will be holding monthly meetings with all new special education teachers to support them as they transition into their positions.

PPE-As we have mentioned in our communication throughout the summer, we have procured a sufficient amount of PPE for staff and students for the start of the school year. The lexan "sneeze guards" were delivered to Wood End on September 4th and the remaining PPE was delivered to Wood End on September 8th, two days before this email was sent to School Committee. Dr. King mentioned that she did not communicate that information at that point to staff because school had not started yet. If you have some questions or concerns about any of the PPE, please do not hesitate to reach out to Dr. King, your school nurse who will be overseeing the distribution, Dr. Stys, or Gail Dowd.

You also indicated at our meeting on Friday that you received the disinfecting liquid and instructions on how to apply it from the facilities department. This liquid will replace the wipes which we have found can lead to blockage in our plumbing systems when not disposed of properly and are not as economical as the liquid. This liquid can be used to disinfect any surface, including keyboards. If you have any questions about the liquid, please do not hesitate to reach out to your building custodian or Kevin Gerstner.

Scheduling/Time/Technology-As we discussed, it has been a very challenging summer for special education because of the many changes that we have received from DESE. As a special education teacher, you would feel the ripple effect of those changes, which is why the scheduling process had to be delayed until the 10 days of training that were allocated to staff prior to the start of the school year. Each of the technology training sessions that were offered were recorded and are located on the PD website for you to view. We understand that this may require some of your own time and we would look at ways that we could provide additional time for you to review those trainings. In addition, team chairs will be working with special education teachers to assess any additional technology training needs. If you have any questions in this area, please do not hesitate to reach out to Chris Kelley or Jen Stys.

Remote Special Education Services-Thank you for expressing your concerns about some special education teachers providing both in person and remote services. As you know, parents have the option of having their services remote or

in person. This does create at times some scheduling challenges. You expressed concerned about your colleagues who had a mixed schedule and not your own schedule because all of your students are in person. Dr. Stys is currently looking at remote and in person caseloads across the district to see if we can group the remote services and in person services more effectively. Please do not hesitate to reach out to your team chair, building principal, or Dr. Stys.

We hope that these explanations help. If you have further questions, please do not reach out to Dr. Stys, Dr. King, or myself. In addition, I am offering office hours to staff or community who have any questions. Please contact Linda Engelson if you would like to schedule a time.

Thank you.

John F. Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, MA 01867
781-944-5800

-----Original Message-----

From: Lynda Michel <ljmichell02@gmail.com>
Sent: Thursday, September 10, 2020 5:22 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Cc: ljmichell02@gmail.com
Subject: Letter to Read at Public Comment

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

September 10, 2020

Dear Dr. Doherty and School Committee-

I am writing this letter wearing many hats. I am a resident of Reading for 21 years, parent of two teenagers attending RMHS, and an elementary school Special Educator at Wood End. In addition, I am on the RTA Executive Board and most recently a member of the last four Bargaining Teams. I also regularly watch School Committee meetings, so I feel confident to say I am quite informed with what is happening within and around the town concerning the school department. I try extremely hard to be an informed resident, parent and teacher.

As a special education teacher, I am part of "cohort C". This means my colleagues and I will be among the first staff back in the building teaching students in person full time. As part of that group I would be remiss if I didn't express my disappointment with how things are being handled thus far. I feel disappointed that administration is failing the students and teachers with the in-person teaching model.

I advocated for my students to come back into the building as they are in the high needs category and desperately need in person instruction.

I know that I, along with my colleagues, will go above and beyond our daily job description to make the in-person model a success and to keep all students safe. However, it has been a challenge since we started school on August 31st. We have had inconsistent and limited guidance from administration. It truly feels like we are "building the plane" by ourselves as special education teachers. We need what was promised to be put in place in order to get the plane off the ground come September 15th.

Some of the biggest concerns are explained below:

Administration: Where are they? Working from the safety of their own homes?

At this point, I need to digress and let you know that the principal as well as teachers and paraprofessionals at Wood End have been beyond supportive. Any positive momentum that has been created over the past 8 days has been due to the support and collaboration of our building principal and our in person building based team.

However, I have yet to see the in-person support of the Administration. Although we have seen some of them through a zoom lens, we have yet to see a central office administrator at Wood End in person. Their support is VITAL to this plane flying.

We need their support to advocate for the proper PPE for those of us working with high needs students. We need their support to allow us adequate time to complete schedules. We need their support to provide training and allow us time to access it. We need their support to ensure we have proper staffing. We need to know they are building this plane with us.

Special education has a high turnover rate in a typical year. This year especially, we need them to support our new teachers. We are all new teachers this year. We need support.

Scheduling/Time/Technology: Special education teachers are responsible for creating their own schedule, all their paraprofessional schedules, and all of their individual student schedules. This is a time consuming process during a regular year – one that many of us usually start over the summer on our own free time. Given the many (necessary) changes occurring right now, it is taking at minimum, double the time and effort to complete these schedules. Due to the exorbitant amount of time, many of us have yet to be able to attend the technology trainings being offered over these ten days. Although we are delivering special education services in person, we are still responsible for supporting our students online during general education time, as well as providing virtual services on Fridays. Yet here we are, two school days away from opening, with zero to minimal technology training.

Adding to the time and complexity issues, once we think we are finished with schedules, we receive last minute changes that force us back to the drawing board. For example, yesterday, September 9, 2020, at 2:00 pm we were informed that we are going from three lunch periods to one. This meant that every special education teacher at Wood End had to go back into every schedule (ours, paraprofessionals, and individual students) and rearrange services to ensure students are receiving the proper services while also receiving a hot lunch. So again, here we are, two school days away from the start of school, and we are expected to be rearranging schedules and not able to attend technology training and planning for our in person instruction.

Having even more complications are my colleagues that have fully remote special education students on their caseload, along with a full in-person case load. Even though other schools may have fully remote special education students also, a special education remote cohort was not formed and now this falls, again, on special education teachers to figure out how to plan and teach in person and remote at the same time and be effective teachers. I have been told that there is no more money for staffing. If we want this to be successful for students and staff, I feel that this issue needs to be revisited.

PPE: Where is it? To date, I have received one package of Huggies Simply Clean baby wipes (64 count) and one canister of 100 alcohol wipes and ONE re-useable sponge, that sadly has already been used and disposed of.

If we use one alcohol wipe per desk (on approx. 8 desks) five times per day (in between groups/students), my wipes will be gone by the end of the week. So, now what?

We were told that computers can only be cleaned with Lysol wipes, however we haven't been provided with any. Of course, I will bring in my own but, should I have to? My students' families have offered to send them, but should they have to?

When school committee recently posted the photo of all the PPE in the field house, I was feeling hopeful that the High Needs group, Cohort C, would be well taken care of. With two school days until the in-person start, I am feeling disappointed that my coworkers and I are still trying to figure out where the additional PPE is. Most recently, today, September 10, 2020 at 3:52 PM, I received an email stating that we should have some face shields on Monday, but face coverings will not be arriving until next week. I'm staying hopeful that that is true. However, I was also told that NO goggles would be available for those that may need them. Additionally, I was told there are no extra bottles of portable Purell pumps.

In order to provide my students a safe environment, I will be providing my own additional supplies. As will my colleagues. However, here we are (the special education teachers) again, "building the plane" alone without guidance or consistent information from administration.

Please know that as special education teachers, we are excited to lead this in-person effort. We are the pioneers. We are building the plane without all the parts but high expectations that the plane will have a successful departure.

We all know that the community, the administration, RPS staff, and School Committee are looking to Cohort C as the Cohort that paves the way for every other teacher and student to come back to into the building for learning. All we want is to be successful and effective educators during this time, but we NEED to start seeing the support from administration by having their actions speak louder than their words.

Thank you for your time-

Lynda Michel, M.ED.

Special Education Teacher @ WE

Parent and Resident

Lynda Michel

*Sent from Iphone

Engelson, Linda

From: Doherty, John
Sent: Tuesday, September 22, 2020 10:34 AM
To: kchmura3@msn.com; DG School Committee
Subject: RE: First Grade in Reading

Good Morning, Kerri,

Thank you for the email. Below is the response that I sent you yesterday regarding first grade. If you have any questions, please do not hesitate to contact me.

Good Afternoon, Robert and Kerri,

Thank you for the email. I completely understand your concerns and agree with you. I want to transition Grade 1 and 2 students back to hybrid as soon as possible. I am hoping either next week or the week after. Each level is different in terms of staffing challenges and I want to assure you that I did not prioritize middle school over any other level. The middle school grades did not have as many staffing vacancies as the elementary and their staffing issues were easier to solve internally within the middle school level.

We had many more vacancies at the elementary level due to leave of absences. Unfortunately, there are also not a lot of applicants right now for these positions and they are needed to move forward.

I hope this explanation helps. Feel free to contact me if you have any further questions.

John F. Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, MA 01867
781-944-5800

From: kerri chmura <kchmura3@msn.com>
Sent: Tuesday, September 22, 2020 9:42 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Fw: First Grade in Reading

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

Dear Reading School Committee,

Please see below regarding an email that we sent to Dr. Doherty in relation to the current first grade in Reading. In addition to a response from Dr. Doherty, we would like you to respond to the below email as we feel this is a very important issue that should be immediately addressed by the Reading Public School Committee.

Sincerely,
Robert and Kerri Fahey

From: kerri chmura
Sent: Monday, September 21, 2020 1:48 PM
To: John Doherty <john.doherty@reading.k12.ma.us>
Subject: First Grade in Reading

Good afternoon Dr. Doherty,

We are emailing you today out of deep concern for the first-grade students in Reading. As you are aware, these students missed a large part of in-person learning during Kindergarten and are presently doing full-time remote learning, many of them as young as six years of age. This places these young children at high academic and social/emotional risks. Due to their young developmental age, they are having difficulty accessing the curriculum through device based remote learning. Many of them do not have the attention span to sit at a device throughout the day. These students are missing critical years of literacy development as well as social/emotional development. They are having difficulty making the multiple transitions needed on and off a device throughout the day. We urge you to get these students back at minimum, to a hybrid learning model immediately. However, we strongly feel that students of this age should be in person full time with proper COVID protocols in place.

From our experience, the teachers in Reading fully support and are advocating for the return of this grade to full time in person learning. How are they expected to teach reading through a computer? Many of the children can't even sit at a computer and attend. In your latest email, you stated the first grade should be returning to in person learning in the next few weeks. Could you please be more specific and indicate a return date? Do you mean in one week or in four weeks? Please be clearer and specify. We are aware this may be due to staffing challenges. However, why was this grade who essentially missed Kindergarten and now first grade and can't access the curriculum in the same manner as older students, not have a specific return date when the middle school students do? Hiring staff for K-2 should have been given priority. We feel that grades K-2 have not been given the proper attention and developmental consideration in this district. We are in the process of emailing the school committee to discuss issues related to poor district planning.

We implore you to get the first grade back to in person learning immediately. Time is passing quickly and it is already October soon. They are having difficulty accessing the curriculum, due to their young developmental age. In the long run, this will cost the town more money for additional special education support services that are going to be needed for these children. We look forward to your response to this situation with a specific date for when they will be returning to in person learning.

Sincerely,

Robert and Kerri Fahey

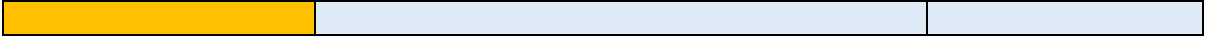
2020-21 School Committee Calendar Topics

Please note that this calendar may change depending on the status of the current health crisis and/or 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
July 9*	Discuss Elementary Space Plan Reorganization	Administration School Committee
July 26	RMHS Class of 2020 Graduation	
July 29 Remote	Back-to-School Plans Superintendent Search Process	Administration School Committee
August 6 Remote	Preliminary School Reopening Plan Vote	Administration
August 20 Remote	First Reading Policy EBCFA – Face Coverings First Reading Policy IHBHE Remote Learning Executive Session	School Committee School Committee
August 27 Remote	Executive Session School Reopening Plan Second Reading Policy EBCFA – Face Coverings Second Reading Policy IHBHE Remote Learning	Administration Administration School Committee School Committee
September 1	Primary Election	
Sept. 10 Remote	Book Discussion Reopening Plan – Athletics & Extra-Curricular	School Committee Administration
September 23	Financial Forum	Finance Committee
September 24	Fall Reopening Update Equity Book Discussion FY20 End of Year Summary Preliminary Discussion of District Improvement Plan	School Committee
October 1 Remote	Superintendent Search – Interviews of Selected Proposers (tentative)	School Committee
October 7	Financial Forum II	Finance Committee
October 15* Remote	Appointment of Superintendent to Collaborative Boards Capital Update First Reading of Policy ECAF First Reading of JLCB	Administration
October 21	Financial Forum III	Finance Committee
October 29 Remote	District and Superintendent's Goals Second Reading of Policy ECAF Second Reading of JLCB	Administration
November 5* Remote	Elementary Space Update Curriculum Update	Administration
December	Finance Committee/Select Board FY21 Budget	

December 3 6:00 p.m.	RMHS Guidance Presentation and Update School Calendar School Improvement Plan review	RMHS Administration Administration
December 17*	Quarterly Personnel Report Quarterly Financial Report FY22 Prebudget Presentation Superintendent's Evaluation Process	Human Resources Finance Finance Administration
January 7*	Public Hearing FY22 Budget FY22 Budget Discussion FY21 Capital Plan	Administration
January 14	FY22 Budget Discussion – Regular Day & Special Education	Administration
January 21	FY22 Budget Discussion Public Hearing on FY22 Budget Questions	Administration School Committee Administration
January 25	FY22 Budget Discussion Final Vote	Administration School Committee
February 11*	Kindergarten Update Portrait of Graduate Update	Administration Administration
February	Finance Committee	FY22 Budget Presentation
March	Finance Committee Town Hall – 7:30 p.m.	FY22 Budget Meeting Vote TM Articles
April 8	Superintendent Evaluation Cycle	School Committee
April 29	Superintendent Evaluation Process School Choice SOA Plan Presentation and Discussion	Superintendent Superintendent Superintendent
May	Finance Committee Meeting	Finance Committee
May 13	Capital Update	Finance
May 27	SEPAC Presentation Quarterly Personnel Update Quarterly Financial Update	SEPAC Human Resources Finance
June 6 (RMHS Field House)	Graduation	School Committee
June 10*	FY 21 and 22 Budget Superintendent Evaluation	Administration School Committee
June 17	Teacher Recognition Declare Surplus Equipment Curriculum	Teachers Finance Administration
July 1	Reorganization Discuss Elementary Space Plan	School Committee School Committee



DRAFT