

Reading Public Schools
School Committee Meeting Packet
May 27, 2021



Remote Open Meeting

7:00 p.m.



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2021-05-27

Time: 7:00 PM

Building:

Location:

Address:

Agenda:

Purpose: Open Session

Meeting Called By: Samantha LaPierre 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. Link will be sent out separately. |
| 6:00 p.m. | A. | Call to Order |
| 6:00 p.m. | B. | Executive Session-To discuss strategy with respect to collective bargaining in that an open meeting may have a detrimental effect on the bargaining position of the public body. |
| 7:00 p.m. | C. | Call to Order for Public Hearing on School Choice |
| 7:01 p.m. | D. | Public Hearing on School Choice (A) |
| 7:10 p.m. | E. | Call to Order for Regular Session |
| 7:12 p.m. | F. | 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 send out via ConnectEd 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 p.m. | G. | Consent Agenda (A) - Approval of Minutes (5-13-2021) - Donation from Samantha's Harvest |
| 7:30 p.m. | H. | New Business |

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

| | | |
|-----------|----|---|
| | | 1. MASBO Award Presentation |
| 7:40 p.m. | I. | Reports <ol style="list-style-type: none"> 1. Students 2. Director of Student Services 3. Assistant Superintendent 4. Chief Financial Officer 5. Superintendent 6. Liaison/Sub-Committee |
| 7:50 p.m. | J. | New Business (Continued) <ol style="list-style-type: none"> 1. SC Final Vote on FY22 Budget and FY22 Capital Plan (A) 2. Approval of MSBA SOI (A) |
| 8:30 p.m. | K. | Old Business <ol style="list-style-type: none"> 1. Spring Update 2. 2nd Reading of Policy ACE (with IHBA vs. IGBA), BID and DKC Updates (A) |
| 9:15 p.m. | L. | Information / Correspondence <ol style="list-style-type: none"> 1. Email from Linda Anderson – Re: Vietnam War Veteran’s Recognition 2. Email from Geoffrey Coram – Re: April 15 meeting comments 3. Email from Allyson Williams – thank you 4. Email from Bonnie Hughes – Re: Memorial Wall 5. Email from Jessica Bailey – Re: Online Meetings 6. Email from Marybeth Baker – Quarantining Elementary School Contacts 7. Email from Brian Paulsen – Re: No More Masks Outside 8. Email from Michelle Sanphy – Re: Where do we stand in terms of contracts? 9. Email from Katrina Cole – Elementary Planning Time Request for Support (Killam School) 10. Email from Colleen Derosa – Elementary Planning Time Request 11. Email from Kelly Sarasin – Elementary Planning Time 12. Email from Brian Paulsen – RE: Covid Vaccine Offered |
| 9:15 p.m. | M. | Future Business |
| 9:30 p.m. | N. | Adjourn to Executive Session (if needed) |

**Times are approximate

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

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

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: May 13, 2021
Re: School Choice

On an annual basis, each School Committee needs to vote on whether or not it will participate in the intra-district School Choice program. At the May 26, 2021 School Committee Meeting, I will be asking the School Committee to vote not to participate in the School Choice law for the 2021-22 school year as defined by General Law Chapter 76, Section 12B. Given that we have had school space concerns for the last several years and we are completing a year of uncertainty in student enrollment due to the pandemic, I do not recommend that school choice should be implemented for the upcoming year. I have attached an advisory from DESE with FAQs and additional information on the program.

Please contact me if you have any questions.

**READING PUBLIC SCHOOLS
ELEMENTARY ENROLLMENT AND CLASS SIZE
2021-2022 PROJECTIONS**

Please note: The class assignments and grade configurations may change based on enrollment. Kindergarten enrollment is based on current kindergarten registrations and projected RISE special education program assignments to kindergarten.

| | K | 1 | 2 | 3 | 4 | 5 | TOTAL ENROLLMENT |
|--|--|--------------------|-----------------------|-----------------------|--------------------|--------------------|-----------------------------|
| Barrows No. of Students Class Size | 54 55 (FD) (18-18-18) 6(HD)-Move to Eaton | 59 20-20-19 | 60 20-20-20 | 62 21-21-20 | 65 22-22-21 | 53 18-18-17 | 353 |
| Teachers | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| Birch Meadow No. of Students Class Size | 51 51 (FD) (17-17-16) 6 (HD)-Move to Killam | 47 16-16-15 | 72 18-18-18-18 | 61 21-20-20 | 56 19-19-18 | 61 21-20-20 | 348 |
| Teachers | 3 | 3 | 4 | 3 | 3 | 3 | 19 |
| Eaton No. of Students Class Size | 74 55 (FD) (19-18-18) 10 (HD) + Barrows HD (9) = 19 HD | 65 22-22-21 | 66 22-22-22 | 73 19-18-18-18 | 63 21-21-21 | 43 22-21 | 384 |
| Teachers | 3.6 | 3 | 3 | 4 | 3 | 2 | 18.6 |
| Killam No. of Students Class Size | 83 65 (FD) (22-22-21) 10 (HD) + 6 BM + 2 WE= 18 HD | 49 17-16-16 | 79 20-20-20-19 | 71 24-24-23 | 66 22-22-22 | 67 22-22-23 | 415 |
| Teachers | 3.6 | 3 | 4 | 3 | 3 | 3 | 19.6 |
| Wood End No. of Students Class Size | 40 40 (FD) (20-20) 2 (HD) – Move to Killam | 30 15-15 | 45 23-22 | 50 17-17-16 | 40 20-20 | 44 22-22 | 249 |
| Teachers | 2 | 2 | 2 | 3 | 2 | 2 | 13 |
| Total | 302 | 250 | 322 | 317 | 290 | 268 | 1749 |
| Total Teachers | | | | | | | |
| RISE | | | | | | | |


**READING PUBLIC SCHOOLS
2021-2022 School Year**

| | Six | Seven | Eight | Total | |
|-----------------|------|-------|--------|--------|-------|
| Coolidge | 131 | 150 | 133 | 414 | |
| | | | | | |
| Parker | 174 | 174 | 155 | 503 | |
| | | | | | |
| Total Middle | 305 | 324 | 288 | 917 | |
| | | | | | |
| | Nine | Ten | Eleven | Twelve | Total |
| RMHS | 289 | 301 | 305 | 295 | 1190 |
| Secondary Total | | | | | |



Stay informed about Coronavirus — COVID-19. Learn more (/covid19/) ...



Security Portal (<https://gateway.edu.state.ma.us/>) | **A-Z Index** (/resources/A-Zindex.html) |  Powered by [Google Translate](https://translate.google.com) (<https://translate.google.com>)

Don't see the translation feature? (/resources/policy.html?policy=trans-feature)

Education Laws and Regulations (/lawsregs/)

State Regulations (/lawsregs/stateregs.html)

State Laws (/lawsregs/statelaws.html)

Federal Laws (/lawsregs/fedlaws.html)

Legal Advisories (/lawsregs/advisories.html)

Arbitration Awards (/lawsregs/arbitration.html)

Litigation Reports (/lawsregs/litigation/)

Advisory on Inter-District School Choice Pursuant to G.L. c. 76, §12B

To: School Committee Chairpersons, Superintendents of Schools, and Other Interested Parties

From: Jeffrey C. Riley, Commissioner of Elementary and Secondary Education

Date: April 23, 2019

The inter-district school choice program under G.L. c. 76, § 12B (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76/Section12b>), has been in place in the Commonwealth of Massachusetts since 1991.¹ School choice allows a parent or guardian to enroll his or her child in a school district other than the district in which the child lives. The purpose of this advisory is to assist districts in understanding inter-district school choice under G.L. c.76, § 12B, and includes Frequently Asked Questions and Answers.

This advisory replaces the previous advisory issued in 1995. This advisory updates the previous advisory and compiles the numerous questions we have received and answered since 1995 interpreting the requirements of G.L. c.76, § 12B. The text of G.L. c. 76, § 12B (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76/Section12b>) is attached for easy reference.

Presumption That All School Committees Will Participate in School Choice

Under the school choice law, G.L. c.76, § 12B, as amended in 1993, all school districts in Massachusetts are presumed to participate in and to admit non-resident students through school choice. See G.L. c. 76, § 12B(d) ("Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available"). A receiving district can withdraw from school choice only if a school committee holds a public hearing on this issue and then votes to withdraw from the school choice program prior to June 1st.² G.L. c. 76, § 12B(d). The hearing and the school committee's vote can occur at the same meeting and may occur at a scheduled school committee meeting provided there is notice to the public that this item will be discussed and that members of the public are afforded an opportunity to participate and make their positions known to the school committee prior to the vote. A separate meeting is not required for this purpose. A school committee that intends to continue participating in school choice is not required to hold a hearing or to vote because G.L. c. 76, § 12B, contains a presumption that all school districts will participate in school choice.

A timely decision and vote by a school committee to withdraw from school choice is effective only for the following school year. The resolution on which the school committee votes to withdraw from school choice must contain the reasons for the withdrawal. While the Department of Elementary and Secondary Education (Department) does not review decisions to withdraw from school choice, the school committee must notify the Department of its vote to withdraw and the reasons for the withdrawal as soon as reasonably possible after the vote. A school committee withdrawing from school choice must continue to serve all non-resident students previously admitted through school choice. G.L. c. 76, § 12B(d).

Student Selection Process

When admitting students through school choice under G.L. c.76, § 12B, school districts may not consider or discriminate based on race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need,³ academic performance, or proficiency in the English language. If the number of applicants exceeds the number of available seats, the selection of students must be on a random basis. The selection process must take place prior to July 1st and again, assuming there are seats available, prior to November 1st. Once students are selected, the receiving school district⁴ must notify the sending district⁵ of the acceptance of such students.⁶ Neither the sending nor the receiving school district may disclose publicly the identities of student participants in school choice. G.L. c. 76, § 12B(j).

Financing School Choice

The school choice tuition for students in a regular education program is \$5,000 per student.⁷ For students attending half-day kindergarten, tuition is \$2,500 per student. For students eligible for special education, an additional increment is added to the base regular education amount to cover the cost of these services and fully reimbursed. These amounts are determined using a cost calculator similar to the one used for the circuit breaker program under G.L. c. 71B, § 5B.⁸ School choice students are not eligible to receive transportation services unless a student's disability requires transportation and their Individual Education Program (IEP) includes special transportation as a related service.

The state treasurer deducts school choice tuition from the sending district's total education aid, as specified in G.L. c. 70 and G.L. c. 76, § 12B(f). If there is not enough Chapter 70 aid to fund fully the school choice tuition, the treasurer deducts the remaining tuition from other state aid appropriated for the sending district. Section 12B(a) of G.L. c. 76 additionally limits school choice participation to 2 percent of the total number of students attending public schools in the Commonwealth in a given fiscal year.⁹ If school choice enrollment exceeds this statewide limit, tuition payments would be prorated.

Attachment:



Frequently Asked Questions and Answers

(2019-
0423faq.docx)



General Law, Chapter 76, Section 12B (G.L. c. 76, § 12B)

(2019-
0423glc76s12b.docx)

¹ Other public educational choices for students include enrolling in their home district, charter schools, Commonwealth of Massachusetts virtual schools, vocational technical education programs, Metco, and the Massachusetts Academy of Math & Science at WPI. Private educational choices include private and parochial schools and home schooling. For additional information regarding educational choices in Massachusetts, please see Choosing a School: A Parent's Guide to Educational Choices in Massachusetts (</finance/schoolchoice/choice-guide.html>).

² Sending school districts cannot "withdraw" from school choice.

³ Section 12B of G.L. c. 76 uses the terms "physical handicap" and "special need" but does not use the term "disability." Except when citing the specific portion of Section 12B, this advisory uses the term "disability."

⁴ The receiving district is the district in which a student attends school under school choice. This is also referred to as the school choice district.

⁵ The sending district is the district in which the student lives.

⁶ Additionally, the Department notifies sending districts in December and June through school choice reports.

⁷ Section 12B of G.L. c. 76 provides that the amount is 75% of the actual per pupil spending amount for students in the receiving district in the type of program received by the student, up to \$5,000 per student. In every district, this amount has been \$5,000 for a substantial number of years.

⁸ See also information posted at School Finance: Circuit Breaker (</finance/circuitbreaker/>).

⁹ Additional information regarding school choice and trends in enrollment through school choice can be found at School Finance: School Choice (</finance/schoolchoice/>).

[A-Z Site Index \(/resources/A-Zindex.html\)](/resources/A-Zindex.html)

[Policies \(/resources/policy.html\)](/resources/policy.html)

[Site Information \(/resources/howto.html\)](/resources/howto.html)

[Photo Credits \(/resources/credits.html\)](/resources/credits.html)

[Contact Webmaster \(https://massgov.service-now.com/\)](https://massgov.service-now.com/)

Most Requested

[Licensure \(/licensure/\)](/licensure/)

[Curriculum Frameworks \(/frameworks/\)](/frameworks/)

[MCAS \(/mcas/\)](/mcas/)

[MTEL \(/mtel/\)](/mtel/)

[Educator Services \(/edeffectiveness/\)](/edeffectiveness/)

[Educator Evaluation \(/edeval/\)](/edeval/)

[Job Opportunities \(/jobs/\)](/jobs/)

Comments/Questions

[Media & Public Records Requests \(/news/\)](/news/)

[Contact the Department \(/contact/\)](/contact/)

[Contact the Board \(/bese/contactinfo.html\)](/bese/contactinfo.html)

[Contact a District or School \(http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238\)](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238)

[Problem Resolution \(/prs/\)](/prs/)

Stay Connected



Follow us on Twitter (<https://twitter.com/maschoolsk12>)



Like us on Facebook (<https://www.facebook.com/MassachusettsDESE/>)



Watch us on YouTube (<https://www.youtube.com/user/massachusettsese>)



Sign up to receive updates (</news/newsletter-signup.html>)



Register for a DESE event (</events.aspx>)


Contact Us

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, MA 02148-4906

Voice: (781) 338-3000

TTY: (800) 439-2370

 [Directions \(/contact/doedirections.html\)](/contact/doedirections.html)

Disclaimer: A reference in this website to any specific commercial products, processes, or services, or the use of any trade, firm, or corporation name is for the information and convenience of the public and does not constitute endorsement or recommendation by the Massachusetts Department of Elementary and Secondary Education.

FREQUENTLY ASKED QUESTIONS AND ANSWERS

District Participation in School Choice

1. May a school committee vote to specify into which schools, grades, and programs it will admit students through school choice?

Yes. When determining capacity for admission of school choice students by June 1st for the upcoming school year, school committees may specify the schools and grades in which seats are available for non-resident students. See G.L. c. 76, § 12B(c). Therefore, it is permissible for a school committee to limit the admission of non-resident students through school choice to specific grades, programs, and schools.

It is important to note, however, that once a non-resident student is admitted through school choice, the school district must treat students admitted through school choice in the same manner as it treats students residing in the district. The basic premise of the school choice law is that a school choice student once admitted to the district must be treated in the same way a resident student is treated. Therefore, if students who reside in the district are permitted to transfer to other schools or programs within the district, then students admitted through school choice must also be permitted to transfer to other schools or programs in the district.

2. May a school committee rescind an earlier vote to participate in school choice?

It depends. If the new vote of the school committee occurs before June 1, it overrides the previous vote. Students who are already participating in the school choice program, or who were admitted prior to the new vote, have a right to continue attending school in the receiving district. If the new vote of the school committee occurs on or after June 1, it is ineffective and the district remains a school choice district for the upcoming school year.

3. May a school committee rescind an earlier vote to withdraw from school choice?

Yes. Consistent with statutory presumption that all school districts will participate in school choice, a school committee may rescind an earlier vote to withdraw from school choice. The new vote to participate in school choice need not occur prior to June 1st.

Provision of Information on School Choice

4. May a district advertise its status as a school choice district?

Yes. Advertising its status and seats available for admission is consistent with notifying potential applicants of the availability of seats and the process for admission through school choice. The Department annually updates and publishes the [list](#) of districts that participate in school choice on its website.

5. How should districts that participate in school choice inform potential applicants of the application process?

Districts participating in school choice are encouraged to publish the availability of school choice seats and the district's admission process and deadlines, including making such information readily available on the district's website. School districts must also must provide the information upon request.

6. Where can a family obtain information about how to apply through school choice?

Applicants should contact the district they want to attend for information on how to apply for school choice.

Admission and Continued Attendance of Students

7. Does a student need to be a Massachusetts resident to seek admission pursuant to G.L. c. 76, § 12B?

Yes. Admission through school choice is only open to residents of Massachusetts. See G.L. c. 76, § 12B(a) (definition of sending district). Additionally, a student must be a resident of Massachusetts to attend and to continue attending a receiving district through school choice.

8. Must a school district use a random selection process?

The statute requires a random selection process if there are more applications for admission than there are seats available. The statute also prohibits school districts from discriminating in the admission of any student on the basis of race, color, religion, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance, or proficiency in the English language. G.L. c. 76, § 12B(j).

9. May a school choice district accept students at any time during the school year?

Yes, provided that there are fewer applicants than seats available for school choice students. If there are more applicants than seats available, the receiving

district must conduct a random selection process prior to July 1st and again, assuming there are seats available, prior to November 1st. Once names are selected during a random process, the district can maintain a waitlist of those names and admit students from that list during the year should seats become available. The same requirements regarding notice to the sending district apply to students admitted during the year as apply to students admitted before a school year begins. See the discussion under “student Selection Process” on page 2 of this advisory.

10. Must school districts establish a sibling preference policy when admitting students pursuant to G.L. c. 76, § 12B?

Yes. Under G.L. c. 76 § 12B(j), any sibling of a student currently attending school in the receiving district receives a preference for admission. Siblings are students who have a common parent, either biologically or legally through adoption. Children who live in the same household, such as step-siblings and foster children, and do not share a common parent are not siblings for purposes of receiving a sibling preference for admission. Students entitled to a sibling preference are those who have a sibling currently attending school in the receiving district when an offer of admission is made.

This preference is available to students who have a common parent regardless of whether the students live in the same household, whether the student currently attending was admitted as a resident student or through school choice, or whether the student currently attending will still be enrolled when the newly admitted student begins attending. The sibling preference is not available for students who do not share a common parent biologically or legally and live in the same household.

| Receive Sibling Preference | Do Not Receive Sibling Preference |
|--|--|
| <ul style="list-style-type: none"> Students who live in different households but share a common biological or legal parent Siblings of students who will graduate at the end of the school year in which the admissions process occurs | <ul style="list-style-type: none"> Children who live in the same household but do not share a common biological or legal parent Foster children without a common biological or legal parent Step-siblings without a common biological or legal parent Siblings of applicants accepted for admission who are not yet attending, including twins |

The sibling preference applies only when one sibling is already attending in the school choice district. If siblings of the same family apply simultaneously and only one sibling is admitted, no preference is available for the sibling who has not yet been admitted.

11. How does sibling preference apply when a student is seeking to attend a regional vocational technical high school through school choice under G.L. c. 76, § 12B?

Siblings of students currently attending the regional vocational technical school seeking admission under G.L. c. 76, § 12B, must receive a sibling preference during the admission process for school choice. The sibling preference applies to regional vocational schools admitting students under G.L. c. 76, § 12B, in the same manner that it applies to all other schools.

12. May districts designate students as school choice who have not been admitted through the school choice process?

No. Only students admitted through the school choice process may be counted and reported as school choice students.

13. May a school district establish a preference for the children of school district or other municipal employees when admitting students through school choice?

No. A preference for admission on any basis other than for siblings is inconsistent with the random selection requirement in the statute. Outside of school choice, however, a school district may admit children of school district and municipal employees under G.L. c. 76, § 12. Also see FAQ No. 29. The receiving district is not eligible to receive school choice tuition for such students.

14. Without signed parental consent, may a receiving district contact a student's district of residence to obtain records?

During the application phase, the school choice district should not obtain or consider student records from the student's previous or current district. Once a student is admitted and accepts that offer of admission, however, the receiving district can request student records from the sending district as a matter of right under the student record regulations at [603 CMR 23.07\(4\)\(g\)](#). This regulation provides as follows.

(g) Authorized school personnel of the school to which a student seeks or intends to transfer may have access to such student's record without the consent of the eligible student or parent, provided that the school the student is leaving, or has left, gives notice that it forwards student records to schools in which the student seeks or intends to enroll. Such notice may be included in the routine information letter required under 603 CMR 23.10.

15. May a receiving district consider a student's disciplinary record prior to accepting a student?

No. A receiving district may not consider a student's disciplinary record during the admission process under G.L. c. 76, § 12B. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

16. May a school district refuse to admit students through school choice who have been expelled from another school?

No. Prior to 2014, school officials had discretion to admit or not to admit a student who had been expelled. The disciplinary statutes were revised in 2014 and the language permitting public schools to refuse to admit expelled students was deleted. Therefore, public schools may no longer refuse to admit students because they were expelled from another school. While not addressing school choice explicitly, the [advisory](#) and [question and answers](#) on student discipline posted on the Department's website provide more detailed information about student discipline laws.

17. May a receiving district rescind an offer of admission based upon a student's disciplinary record?

No. A receiving district may not rescind an offer of admission based upon a student's disciplinary record. In consultation with its lawyer, a district may consider beginning its own disciplinary process once a student is attending.

18. How can a selective secondary school participate in school choice and still be "selective?"

Selective secondary schools in Massachusetts, which are primarily regional vocational technical schools, admit students pursuant to an admissions plan that has been approved by the Department. Participating in school choice under G.L. c. 76, § 12B, is an additional option for regional vocational technical schools that have seats not filled by resident students.¹⁰ School choice students are accepted after resident students who meet the minimum requirements for admission.

The admission of students through school choice under G.L. c. 76, § 12B, is a separate and distinct process from the admission of students to a regional vocational school pursuant to its selective admissions plan approved by the Department. If a regional vocational technical school admits students under G.L. c. 76, § 12B, it may not consider, among other characteristics, athletic

¹⁰ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

performance, physical handicap, special need, or academic performance. An admissions process under G.L. c. 76, § 12B, is not a selective admissions process.

19. May a child who is too young to be eligible for kindergarten entry in his or her district be admitted through school choice as a kindergarten student in another district that has a different age standard?

Yes. If the child qualifies for admission to the receiving district, the district of residence must pay the school choice tuition for this student. Additionally, if the student returns to the district of residence after completing kindergarten, the district of residence must enroll this student like any other student enrolling in the district for the first time, including grade placement.

Example

Children in District A must be five years old by September 1st to enter kindergarten. Children in District B must be five years old by December 31st to enter kindergarten. Student 1 from District A, who does not meet District A's age requirement, enrolls in kindergarten in District B through school choice. District A is responsible for this student's tuition even though the student would not be eligible to enroll in District A. The fact that the sending district has a different kindergarten entry age is irrelevant under school choice, except to the extent that it may motivate families to seek enrollment of the child in another district. Additionally, should Student 1 return to District A for a subsequent grade, District A should enroll that student as it would any other student who moves into the district for the first time and seeks to attend school.

20. May a district admit students into pre-kindergarten through school choice?

Yes, districts may admit students into pre-kindergarten programs through school choice provided they follow the admission practices required for school choice and do so after admitting all resident students. Note, however, that receiving districts will receive school choice tuition only for those pre-kindergarten students who qualify for special education and have an IEP.

21. If a resident student moves from the district but wishes to continue to attend school there, may the district enroll this student through school choice? May the district provide this student an admission preference? May the district count this student as a school choice student?

Provided it participates in school choice, the district may enroll such a student if it follows the same process that it uses for all other non-resident students, including the provisions relating to public notice. The district, however, may not provide an admission preference to this student or admit this student ahead of other students who may wish to be admitted or who are on a waitlist. Alternatively, the school committee could allow the former student to continue to attend at no cost to the student's family or could enter into an agreement with the school committee of the

new district of residence to allow that student to attend at the expense of the new school district. See G.L. c. 76, § 12 (addressing agreements between school committees for the education of students), and FAQ No. 30. If the student is not admitted through school choice following the same process that it uses for all other non-resident students, the district cannot count the student as a school choice student, receive school choice tuition for the student, or otherwise “convert” the student to school choice.

22. What happens to a school choice student’s status if the student studies abroad independent of the school district’s programs or otherwise stops attending school in the receiving district?

The receiving district would unenroll the student if he or she stops attending school in the receiving district. The student no longer has a right to attend school in the receiving district. Instead, if seats were available and the student wished to attend again in the receiving district, the student would need to reapply and participate in the same application process as all other non-resident students. The receiving district cannot provide an enrollment preference to this student or admit this student ahead of other students.

23. May a receiving district approve a home schooling plan for a student who does not reside in the district?

No. Under G.L. c. 76, § 1, the student’s district of residence has authority to evaluate and approve home education plans. Such approval must occur in advance of withdrawing a student from school. See G.L. c. 76, § 1 (student of compulsory school age must “attend a public day [or some other approved school . . . but such attendance shall not be required of a child . . . who is being otherwise instructed in a manner approved in advance by the superintendent or the school committee.”). Students who are home schooled in Massachusetts are considered to be privately enrolled.

Rights of Students

24. Must a student admitted under school choice reapply for admission in subsequent years?

No. Once a receiving district admits a non-resident student through school choice, that student has the right to remain in the receiving district, provided his or her enrollment is continuous, until he or she graduates from high school or completes the highest grade offered by the district. The right to continued attendance exists even if the school district decides that it will no longer participate in the school choice program.

25. Once a student is accepted through school choice, can the receiving district rescind the acceptance because of the student’s academic record?

No. A district may not rescind an offer of admission based upon a student's academic record because that would be discriminating based upon academic performance, a practice explicitly prohibited by the school choice statute at G.L. c. 76, § 12B(j).

26. Must a school choice district admit students with disabilities who may require out-of-district placements?

Yes. The school choice law explicitly states that applicants cannot be discriminated against on the basis of disability. School districts may not consider whether students have a disability or the nature of their disabilities in determining whether to admit them under G.L. c. 76, § 12B, and similarly may not rescind any offers of admission on the basis of a student's disability or needs.¹¹ Neither a sending district nor a receiving district may require a student who needs an out-of-district placement to unenroll from the receiving district or to re-enroll in the sending district. A student who is accepted through school choice is entitled to the same rights and privileges as if the student were a resident of the district. It is important to note that the school choice tuition for a student with disabilities is determined using a cost calculator similar to the one used for the circuit breaker program; this does not include the costs of evaluations for special education. The costs of evaluations are paid by receiving districts.

27. May a school choice student be disciplined, including suspension or expulsion, by the receiving district?

Yes. The same rules and process regarding discipline that apply to resident students also apply to non-resident students attending through school choice. See the Department's [discipline advisory](#) for additional information regarding student discipline. If a receiving district imposes discipline on a school choice student, it must provide alternative educational services. While a student always has the right to re-enroll in the district of residence, a receiving district may not "send a student back" to the district of residence following discipline or otherwise pressure a student to re-enroll in the district of residence.

¹¹ Under the special education regulations at [603 CMR 28.10\(6\)\(b\)](#), the school choice district must invite the district of residence to Team meetings "provided such participation [does] not limit the student's right to a timely evaluation and placement."

28. If a student who is participating in school choice becomes homeless, may the student continue to participate in school choice?

Yes. Students who are attending through school choice under G.L. c. 76, § 12B, have a right to continue attending as school choice students through the full course of curriculum. This is true irrespective of whether they become homeless, provided they continue to reside outside the district in which they attend school through school choice. In general, however, school choice students do not have a right to transportation.

Alternatively, the student may continue to attend in the school choice district as a homeless student under the federal McKinney-Vento Act. Under McKinney-Vento, students who become homeless have a right either to remain in their “school of origin” or to attend school where they are temporarily residing. The school choice district in which the student was attending school when the student became homeless is the “school of origin.” Homeless students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing, and have additional rights to transportation. Detailed information regarding the education rights of homeless students can be found at <http://www.doe.mass.edu/mv/>.

School choice students who become homeless and who wish to remain in school in the receiving district may choose whether to continue attending as school choice students or whether to exercise their rights to continue attending in the school choice district under McKinney-Vento. While school districts should inform parents, guardians, and students of their rights, school districts may not pressure or otherwise encourage such students to make a particular choice or to give up their rights. The consequences of such a choice are significant. If the student chooses to continue to be a school choice student, they will not have access to transportation services. If the students chooses to continue attending under McKinney-Vento, they will have access to transportation but may not be able to continue attending school in the district beyond the end of the school year in which they get permanent housing.

29. May a homeless student seek admission through school choice?

Yes, a homeless student has the same right to seek admission through school choice as any other student who resides in Massachusetts.

30. May a district report to the Department a student as “school choice” solely because the student became homeless and resides temporarily outside the school district in which the student attends school?

No. School districts may only report students to the Department as “school choice” if the students have been admitted to the district through the admission process for school choice. Students may not be “converted” to school choice

solely because they live outside the district in which they attend school.

31. Are students placed in foster care by the Department of Children and Families school choice students?

No. Students who reside in a foster home are not school choice students on that basis alone. Students in foster care, however, may seek admission through school choice to districts other than those in which they live. Detailed information regarding the education of students in foster care can be found at <http://www.doe.mass.edu/sfs/foster/>.

32. If a student lives in two school districts and attends school in one of those districts, is that student a school choice student?

No. If a student lives in two separate residences because his or her parents share physical custody, irrespective of how that time is divided, the student may choose either location as the district of residence for purposes of attending school. That student is considered a resident of whichever district in which he or she chooses to attend school. Such students are not counted or reported as school choice students.

33. If a student lives in two school districts and applies to a third districts through school choice, which district of residence is the sending district?

Both districts of residence are sending districts and the school choice tuition is split between the two districts.

Transition between Schools

34. Does a student who attends an elementary or K-8 school district through school choice have an automatic right to progress with resident students to a regional high school?

No. Effective beginning with fiscal year 2020, school year 2019-20, a school choice student admitted to an elementary or K-8 district does not have a right to attend high school in a regional school district, including a regional vocational technical district. Because regional school districts are districts separate from municipal school districts, those districts separately determine whether to participate in school choice and, if so, into which schools, grades, and programs it will admit students through school choice.¹² If the regional school district operating the high school participates in school choice, a non-resident student may seek to attend the regional high school through school choice under G.L. c. 76, § 12B.

¹² Municipalities, as opposed to school districts, are the members of regional school districts. G.L. c. 71, §15.

Note: This is a change from the Department’s prior interpretation of the school choice statute, which advised that a non-resident student admitted through school choice had an automatic right to progress to a separate regional school district for later grades. In changing its interpretation, the Department carefully examined the plain language of the statute. Recognizing this shift, students currently admitted to or attending an elementary or K-8 district through school choice will continue to have an automatic right to attend through graduation from the regional school district, consistent with our past guidance. For future students who may seek admission through school choice, the Department now requires municipal school districts to provide clear, written notice that they will not have an automatic right to progress to the regional school district for later grades. This change takes effect starting with students admitted for fiscal year 2020, school year 2019-20.

Example

Student 1 lives in District A and, beginning in fiscal year 2020, attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B, the municipality in which District B is located, is a member of a regional school district, District C, for grades 9-12. Student 1 does not have an automatic right to attend high school in District C. Student 1, however, may be able to attend high school in District C if District C participates in school choice and has seats available.

35. How does the right to attend a school choice district through high school graduation apply to a district that tuitions out students in higher grades to a school district that is not a school choice district?

Under G.L. c. 71, § 6, school committees of towns not maintaining a high school enter into tuition agreements for students to attend high school. The general premise of school choice is that a receiving district must treat a school choice student in the same way it treats a resident student. Therefore, the receiving district must tuition school choice students to high school in the same manner as it tuitions resident students. The high school into which students are tuitioned will charge the tuition for all students it receives to the K-8 district, including students who were attending the K-8 district through school choice. The K-8 district includes school choice students on its school choice reports and receives the school choice tuition from the students’ communities of residence.

Example

Student 1 lives in District A and attends school in District B through school choice. District B is a municipal school district and offers grades K-8. Municipality B is not a member of a regional school district. District B, therefore, tuitions its students into District C for high school. Student 1 has a right to attend high school in District C in the same manner as students who reside in District B. District C will receive the agreed-upon

tuition from District B, and District B will receive school choice tuition from District A.

Transportation and Other Tuition Arrangements

36. Must a school choice district provide transportation to non-resident students with disabilities?

Students who participate in the school choice program do not receive transportation services unless those services are included in a student's IEP. Specialized transportation is considered a "related service" under state and federal laws regarding special education and, if needed, should be included on the student's IEP. The receiving district would provide this transportation and the sending district would reimburse the receiving district for the cost of providing this service under G.L. c. 76, §12B(f).

37. May a school committee accept students from another school district on a tuition basis apart from school choice?

Yes. The school choice law does not affect G.L. c. 76 § 12, which states that

[a]ny child, with the consent of the school committee of the town where he resides, may attend, at the expense of said town, the public schools of another town, upon such terms as may be fixed by the two committees.

In addition, other statutes, including [G.L. c. 71B, § 4](#) (special education), and [G.L. c. 74, § 7](#) (non-resident vocational technical education),¹³ explicitly provide additional means for certain students to attend the schools in communities in which they do not live. School choice under G.L. c. 76, § 12B, is a separate program and does not affect these statutes.

38. May a school committee charge tuition for out-of-state residents?

Yes. School choice law under G.L. c. 76, § 12B, does not affect [G.L. c. 71, § 6A](#), which allows city, town, and regional school districts to admit non-Massachusetts residents on a tuition basis. That statute also allows school committees to vote to waive the tuition for such students.

¹³ Inter-district school choice under G.L. c. 76, § 12B, is separate and distinct from the nonresident student tuition process under G.L. c. 74 and 603 CMR 4.00. There are significant differences between the two programs. Additional information regarding the nonresident tuition process may be found at <http://www.doe.mass.edu/cte/admissions/>.

ATTACHMENT: G.L. c. 76, § 12B

Section 12B. (a) As used in this section, the following terms shall have the following meanings:

"Above foundation reimbursement amount", (i) for fiscal year nineteen hundred and ninety-four, fifty percent of the net losses due to the provisions of this section; provided, however, that if the amount lost by said district pursuant to subsection (f) is greater than two percent of the total school budget of said district, the amount of said reimbursement shall be equal to seventy-five percent of the net losses due to the provisions of this section; (ii) beginning in fiscal year nineteen hundred and ninety-five, twenty-five percent of the net losses due to the provisions of this section.

"Receiving district", any city, town or regional school district within the commonwealth in which a child does not reside, but in which that child attends public school under the provisions of this section.

"Sending district", any city, town or regional school district within the commonwealth in which a child resides, but in which that child does not attend public school under the provisions of this section.

"State school choice limit", in fiscal year nineteen hundred and ninety-four, one percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-five, one and one-half percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-six, one and three-quarters percent of the total number of students attending public schools in the commonwealth; in fiscal year nineteen hundred and ninety-seven and thereafter, two percent of the total number of students attending public schools in the commonwealth; provided, however, that students enrolled under the program for the elimination of racial imbalance as provided in section twelve A shall not be counted toward these limits.

(b) Notwithstanding the provisions of section twelve, or any other special or general law to the contrary, any child may attend a public school, in a city or town where he does not reside; provided, however, that the receiving district shall be paid by the commonwealth a tuition rate as established in subsection (f).

(c) Not later than May first of every year, the school committee of each city, town or regional school district shall submit a report to the department stating:

(1) The capacity of each school in said city, town or regional school district for the following academic year.

(2) The number of students expected to attend each school in said city, town or regional school district in the following academic year.

(3) The number of students attending said school district under the terms of this section in the prior school year and the number of those students who are expected no longer to be attending said school district in the next school year.

(4) The number of additional seats therefore available to non-resident students reduced by the number of students enrolled under the program for the elimination of racial imbalance as provided in section twelve A, in said charter school or each school in said city, town or regional school district. The board may require every district to update this report in whatever manner is required to effectuate the objectives of this section.

(d) Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available as stated in said report; provided, however, that this obligation to enroll non-resident students shall not apply to a district for a school year in which its school committee, prior to June first, after a public hearing, adopts a resolution withdrawing from said obligation, for the school year beginning the following September. Any such resolution of a school committee shall state the reasons therefor, and such resolution with said reasons shall be filed with the department of education; provided, however, that said department shall have no power to review any such decision by a school committee. If the city, town or regional school district operates an intra- district choice plan, non-resident students may apply for schools on the same basis as resident students, but the intra-district choice plan may give preference to resident students in assigning students to schools.

(e) Not later than the first day of July, each city, town or regional school district shall each year submit a non-resident attendance report to the board and to the state treasurer, certifying the number of non-resident applicants for each available seat in each school, the disposition of their applications, how many of said applicants will be attending the district in the next school year, the identity of the sending districts for those students, the annual amount of tuition for each such child and the total tuition owed to the district based on full or partial attendance, itemized by the amount attributable to each city or town of residence. The board may review said certification to determine that the amount of the individual tuition charged for each child is in accordance with the provisions of this section and shall inform the state treasurer of any errors. The department may also, on a post-audit basis, verify the admission and attendance of the number of children certified by each school district. In addition to the foregoing, all said districts shall, on October first and April first, report to the board and certify to the state treasurer accurate and up to date reports of all the information required in the non-resident attendance report. If the total number of students admitted to receiving districts pursuant to this section is greater than the state school choice limit, the board shall notify all districts that no more students may be accepted pursuant to this section.

(f) For each student enrolling in a receiving district, there shall be a school choice tuition amount. Said tuition amount shall be equal to seventy-five percent of the actual per pupil spending amount in the receiving district for such education as is required by such non-

resident student, but not more than five thousand dollars; provided, however, that for special education students whose tuition amount shall remain the expense per student for such type of education as is required by such non-resident student. The state treasurer is hereby authorized and directed to deduct said school choice tuition amount from the total education aid, as defined in chapter seventy, of said student's sending district, prior to the distribution of said aid and to deposit said aid in the School Choice Tuition Trust Fund established by section twelve C. In the case of a child residing in a municipality which belongs to a regional school district, the school choice tuition amount shall be deducted from said chapter seventy education aid of the school district appropriate to the grade level of the child. If, in a single district, the total of all such deductions exceeds the total of said education aid, this excess amount shall be deducted from other aid appropriated to the city or town. If, in a single district, the total of all such deductions exceeds the total state aid appropriated, the commonwealth shall appropriate this excess amount; provided, however, that if said district has exempted itself from the provisions of chapter seventy by accepting section fourteen of said chapter, the commonwealth shall assess said district for said excess amount.

(g) The state treasurer is further directed to disburse to the receiving district, from the School Choice Tuition Trust Fund established by section twelve C, an amount equal to each student's school choice tuition as defined in subsection (f); provided, however, that each public school district which admits children under the provisions of this section shall certify to the state treasurer the number of such children attending its public schools, the city or town of residence of each such child, the annual amount of tuition for each such child and the total tuition owed to the district based on full or partial attendance, itemized by the amount attributable to each city or town of residence; and, provided further, that such certification shall be made on October first of each year and April first of each year. Each school district submitting a certification to the state treasurer shall also submit a copy of said certification to the department of education. Said department may review said certification to determine that the amount of the individual tuition charged for each child is in accordance with the provisions of this section and shall inform the state treasurer of any errors. The department may also, on a post-audit basis, verify the admission and attendance of the number of children certified by each school district.

(h) There shall be a parent information system established, maintained and developed by the board of education to disseminate to parents detailed and comparable information about each school system participating in the school choice program, so-called, which shall include, but not be limited to, information on special programs offered by the school, philosophy of the school, number of spaces available, transportation plans, class sizes, teacher/student ratios, and data and information on school performance that indicate its quality. Said information shall include the school profiles, so-called, developed pursuant to section one B of chapter sixty-nine. The board may include information regarding regional choice initiatives as deemed appropriate. The system shall have as its primary goal to ensure that all parents have an equal opportunity to participate in the program of interdistrict choice. The board of education, when disseminating this information shall encourage the parent and student to make at least one visit to the school of choice as part of the application procedure.

(i) Subject to appropriation, the board of education shall develop and administer a school

choice transportation reimbursement program for the purpose of providing reimbursement for the transportation of pupils enrolled under the provisions of this section. Pupils eligible for said reimbursement must be eligible to receive free or reduced cost lunches under eligibility guidelines promulgated by the federal government under 42 USC section 1758. The board may limit said reimbursement to a yearly amount. The types of transportation to be reimbursed pursuant to said program shall include, but need not be limited to, the following: (1) transportation by school buses provided by the sending or receiving district; (2) transportation provided by the parent or guardian of the child; (3) transportation provided by public transportation. All eligible pupils who attend a school district contiguous to the school district of residence of such pupil shall be eligible for said reimbursement. If cost-effective transportation alternatives exist for pupils who attend districts not contiguous to the school districts of residence of such pupil, the board may provide a transportation reimbursement. Said reimbursements may be paid to the district in which the pupil is enrolled, the district of residence of the student, or the parent, guardian or person acting as guardian of the student; provided, however, that said district or parent provide documentation of the transportation expenditure. The board of education shall promulgate regulations for the program to be placed on file with the joint committee on education, arts and humanities of the general court. The board of education shall disseminate information to parents and school systems detailing the availability of said transportation reimbursements. A full description of said school choice transportation reimbursement program shall be submitted to the house and senate committees on ways and means and shall not become effective until ninety days after said submission. Notwithstanding the second paragraph of section one, nothing in this section shall confer upon any student attending a private school any right to transportation or reimbursement therefor.

(j) School committees may establish terms for accepting non-resident students; provided, however, that if the number of non-resident students applying for acceptance to said district exceeds the number of available seats, said school committee shall select students for admission on a random basis; provided, further, that said school committee shall conduct said random selection twice: one time prior to July first and one time prior to November first; provided, further, that no school committee shall discriminate in the admission of any child on the basis of race, color, religious creed, national origin, sex, gender identity, age, sexual orientation, ancestry, athletic performance, physical handicap, special need or academic performance or proficiency in the English language. The Massachusetts commission against discrimination, established by section fifty-six of chapter six, shall have jurisdiction to enforce the provisions of this section; provided, however, that all students described in subsection (m) shall be entitled to remain in the receiving districts they are attending or have been accepted to attend. Any school committee that accepts non-resident students under the provisions of this section shall notify each district from which it has accepted a non-resident student of its acceptance of that student; provided, however, that a school committee may not publicly release the names of students leaving or entering a district under the provisions of this section. Notwithstanding the preceding provisions of this paragraph, any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.

(k) Any child accepted to attend a public school in a community other than the one in which he resides pursuant to this section shall be permitted to remain in that school system until his high school graduation, unless there is a lack of funding of the program as authorized by said sections.

(l) Notwithstanding the provisions of this section or any general or special law to the contrary, any school district which admitted children on a private tuition basis prior to June thirtieth, nineteen hundred and ninety-one may continue, on that basis, to admit any child who attended its school system prior to that date, as well as any sibling or step-sibling of such child and any foster child residing in the home of such child.

(m) Any student who, pursuant to the provisions of this section, has been attending or has been admitted to attend a public school of a city or town in which he does not reside and for whom the commonwealth has been paying tuition or, in the case of a student recently admitted, would be required to pay tuition in the coming year, shall be deemed to be a student admitted pursuant to paragraph (j), and shall be subject to all of the provisions of this section; provided, however, that said students shall be allowed to remain in said school notwithstanding any determination of capacity or decision by the receiving district to withdraw made pursuant to this section.

(n) Subject to appropriation, any sending district for which the provisions of subsection (f) result in a reduction in state aid shall be eligible to apply for a school choice reimbursement from the commonwealth. If net school spending in a sending district is greater than said foundation budget as defined in chapter seventy, the amount of said reimbursement shall be the above foundation reimbursement amount for that fiscal year. If net school spending in a sending district is less than said foundation budget, the amount of said reimbursement shall be equal to one hundred percent of the positive difference, if any, between (i) the amount transferred pursuant to subsection (f), and (ii) the product of the number of students leaving the sending district and the average per pupil expenditure in the sending district for such education as is required by such nonresident student, for the period the child shall attend; provided, however, that if any district has exempted itself from the provisions of said chapter seventy by accepting section fourteen of said chapter seventy, the district shall be ineligible for a reimbursement under this subsection; provided, further, that if any district in which net school spending is greater than the foundation budget becomes a sending district for the first time in fiscal year nineteen hundred and ninety-five or any year thereafter, the reimbursement amount for that district in the first year that it is a sending district shall be the fiscal year nineteen hundred and ninety-four reimbursement amount; the reimbursement amount for the district in its second year as a sending district shall be the fiscal year nineteen hundred and ninety-five reimbursement amount. Said reimbursement application shall be submitted to the department of education on or before October first of each year together with an educational corrective action plan containing information, recommendations and suggestions relative to: (1) areas needing improvement within the school system of the applicant; (2) methods of improvement to be employed; (3) goals and objectives of said improvement; (4) evaluation and control methods to be used; (5) personnel to be engaged in such improvement; (6) results intended to be accomplished within one year from the

date of application; and (7) methods of increasing parental involvement to be employed; provided, however, that any community or regional school district that has a previously approved plan need not refile said plan; and, provided further, that approval of said plan by said board shall act as a condition precedent to the distribution of said reimbursement to the applicant community or regional school district. Under no circumstances shall the total amount expended pursuant to subsections (h) and (i) and to reimburse sending districts pursuant to this paragraph, be greater than twenty million dollars. If, in any year, the total amount that would be required to reimburse said cities at said rates would be greater than twenty million dollars, then the reimbursement rates shall be reduced proportionately to those rates at which the total cost does not exceed twenty million dollars.

(o) The commonwealth and the school committee of any town may accept funds from the federal government for the purposes of this section. Any amounts received by the school committee of any town from the federal government, from the commonwealth or from a charitable foundation or private institution shall be deposited with the treasurer of such town and held as a separate account, and may be expended by said school committee without further appropriation, notwithstanding the provisions of section fifty-three of chapter forty-four. Whenever such funds are received after the submission of the annual school budget, all or any portion thereof may be expended by the school committee without further appropriation, but shall be accounted for in the next annual school budget.

If the student attends the public schools of another town and it is anticipated that the student shall need the services of a private day or residential school, an individual education plan team meeting shall be convened by the school district in which the child is attending school. The school district in which the student attends school shall notify the school district where the student resides of the team meeting at least five school days prior to the meeting. Personnel from the district in which the child resides shall be allowed to participate in the team meeting concerning future placement of the child.

Reading Public Schools
School Committee Meeting Packet
May 27, 2021



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2021-05-13

Time: 7:00 PM

Building:

Location:

Address:

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Chuck Robinson, Erin Gaffen, Sarah McLaughlin, Tom Wise, Carla Nazzaro and Shawn Brandt

Members - Not Present:

Others Present:

Superintendent John Doherty, CFO Gail Dowd, Director of Student Services Jen Stys, Human Resources Director Kerry Meisinger, Town Manager Bob LeLacheur, Kevin Bohmiller

Minutes Respectfully Submitted By: Samantha LaPierre 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. Robinson – here | Dr. Doherty – here |
| Ms. McLaughlin - here | Mrs. Dowd – here |
| Mr. Wise – here | Dr. Stys – here |
| Mrs. Nazzaro – here | |
| Mrs. Gaffen – here | |
| Mr. Brandt – here | |

Mr. Robinson called open session order at 7:00 p.m. and reviewed the agenda.

A. Public Input

Mr. Robinson explained that 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.

B. Consent Agenda

- Approval of Minutes (3-29-2021)
- Approval of Minutes (4-1-2021)
- Approval of Minutes (4-15-2021)

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

C. Reports

Student

Bridgit reported there were a lot of upcoming senior events. Next Friday is the last day of classes for seniors at RMHS. May 28th is field day to replace the all night party which will include kickball, crafts, and other events. June 3rd is the senior prom and graduation is June 6th. May 20th is the spring coral concert which will allow for parent guests and will also be filmed. May 2nd is the band concert. On May 12th the boys lacrosse team beat Woburn High School. On May 11th, both the boys and girls tennis teams beat Woburn, and on May 8th the baseball won against Winchester.

Director of Student Services

No Report

Assistant Superintendent

No Report

Human Resources Director

No Report

Chief Financial Officer

No Report

Superintendent

No Report

School Committee

Mr. Wise reported that the liaisons for the Select Board have been adjusted, Mark Dockser will still be a liaison and Chris Haley will be the second liaison to the School Committee.

Mrs. Gaffen – No Report

Mrs. Nazzaro - No report

Ms. McLaughlin- No Report

Mr. Brandt - No Report

Mr. Robinson reported that the social media coordinators are Mrs. Carla Nazzaro and Mr. Shawn Brandt.

D. New Business

Vietnam War Veteran's Recognition

Gail welcomed Town Manager Bob LeLacheur, Kevin Bohmiller who is the Reading Veteran Services' Officer and Brigadier General Jack Hammond.

Mr. Bohmiller and Brigadier General Jack Hammond presented their proposal to the Committee to place a Vietnam Veteran Memorial on RMHS property to honor all those from Reading who served during the Vietnam War.

Brigadier General Jack Hammond is a RMHS graduate of the class of 1979. He is the Executive Director of Home Base Program, a Red Sox Foundation and Massachusetts General Hospital Program dedicated to healing the invisible wounds for Veterans of all eras.

The expected timeframe for the unveiling is Veterans Day 2021. Funding will come from The Reading Veterans Memorial Trust Fund along with a GoFundMe campaign in which many have shown interest in making contributions.

Mr. Bohmiller will work directly with Director of Facilities, Joe Huggins, on the plan once approval is obtained from School Committee. The project and ongoing maintenance will be funded by The Reading Veterans Memorial Trust Fund along with donations.

Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the proposal of the Vietnam Veteran recognition plaque or monument to be placed opposite the memorial wall in front of Reading Memorial High School. The motion carried 6-0, roll call vote. Mrs. Nazzaro, Mrs. Gaffen, Ms. McLaughlin, Mr. Brandt, Mr. Wise and Mrs. Robinson.

Appointment of Assistant Superintendent

Dr. Doherty made a recommendation with Dr. Milaschewski's approval, for the next Assistant Superintendent for Learning and Teaching for the Reading Public Schools. This process began several weeks ago, we received 43 applicants, of which, 9 were interviewed by the Screening Committee. As a result of those first round interviews, four finalists were announced and went through in person interviews with Superintendent-Elect Tom Milaschewski, CFO Gail Dowd, Assistant Superintendent for Student Services Jennifer Stys, and Dr. Doherty. In addition, there was an open microphone session with staff and an open microphone session with the community. Reference checks were also conducted through our network.

Dr. Doherty recommended Dr. Sarah Hardy as the next Assistant Superintendent of School for Learning and Teaching.

Mr. Wise moved, seconded by Mr. Brandt, to approve Dr. Sarah Hardy as the next Assistant Superintendent for Learning and Teaching, effective July 1st, 2021. The motion carried 6-0, roll call vote. Mrs. Nazzaro, Mrs. Gaffen, Ms. McLaughlin, Mr. Brandt, Mr. Wise and Mrs. Robinson.

Joshua Eaton Principal Timeline

Dr. Doherty asked the School Committee to approve the hiring process for the next Principal of Joshua Eaton Elementary School. Dr. Doherty thanks Principal LisaMarie Ippolito for the amazing job that she has done over the last four years as Principal of the Joshua Eaton Elementary School. He wished her the best of luck as the next Assistant Superintendent for the Newburyport Public Schools.

The timeline and the members of the screening committee were included in the packet. The screening committee will include a combination of administrators, teachers, staff members and parents.

Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the Joshua Eaton Principal search process as presented. The motion carried 6-0. Mrs. Nazzaro, Mrs. Gaffen, Ms. McLaughlin, Mr. Brandt, Mr. Wise and Mrs. Robinson.

Special Education Update Presentation

Dr. Stys presented an early literacy and Dyslexia guidelines, community update. She reported that in October of 2018 Chapter 272 was enacted and took effect in January of 2019, which meant the Department of Elementary and Secondary Education, in consultation with the Department of Early Education and Care, shall issue guidelines to assist districts in developing screening procedures to identify and support students with indicators of a neurological learning disability, one of those being Dyslexia. This guidance was issued by DESE in April 2021.

The Massachusetts Dyslexia Guidelines serve three purposes, to provide a set of screening guidelines for all students, including students demonstrating one or more potential signs of a neurological learning disability including, but not limited to, dyslexia to provide a framework of intervention for students at risk of dyslexia and other learning difficulties that is timely and responsive and to provide a comprehensive resource of evidence-based practices aimed at all educators to support students at risk of dyslexia and those identified as having dyslexia, consistent with and linked to other guidance from DESE.

Allison Straker, director of Humanities and Allison Wright, director of Special Education provided additional information on what systems we currently have in place at Reading Public Schools, what has recently been added/ is scheduled to be added and long-term planning/ goals.

Spring Update

Dr. Doherty provided a spring in-person update. Dr. Doherty provided an update on the number of positive student and staff cases per day in April and May, as well as total cases as of May 13th.

Reading Public Schools is offering community and staff trainings to promote mental health and wellness. The next training will take place on May 20th from 6-7p.m. presented by Lynn Lyons.

On May 25th Windi Bowdich, LMHC will be conducting a virtual workshop on Stress, Resilience and Self-Care for adults and educators in the Reading community. A flyer will be sent out with direction on how to register.

Student Services will be offering office hours for the remainder of the school year. Please use the DOODLE Poll to sign up for a time to ask questions or speak with Dr. Stys and Allison Wright.

Dr. Doherty provided an update on the latest MIAA guidelines based on EEA guidance. Mandatory facial coverings for all sports during active play except for low or moderate risk sports when outdoors where social distancing can be consistently maintained. Participants for all sports must wear facial coverings on the bench, sidelines, start/finish lines at all times and in any huddles or time-outs from active play. No change to indoor spectator capacity limits. The capacity remains at no more than 50% of the facility's maximum permitted occupancy up to a maximum capacity of 500. There are no limitations on transportation out-of-state. Masks should be worn when travel extends beyond family members. Contact tracing is required with information available upon request by state officials, local boards of health or their authorized agents.

Through the extension of the Seamless Summer Meal Program, started in response to COVID-19, RPS is able to offer free meals to children within the district until the end of June 2022. Families may participate in both options- meals in school and meal distribution for the remote days and weekend meals.

Gail Dowd provided an update on the data around meal participation. Meal distribution vs. Meals served in schools. Since March 13, 2020, 168,618 meals have been provided through meal distribution and 87,253 meal have been provided though meals in schools. RPS continues to work with St. Vincent De Paul and the Food Pantry.

Dr. Doherty announced that Reading Public Schools will hold the Special Olympics on June 11th from 9:00a.m.-12:00p.m on the RMHS turf 1 and track.

Dr. Doherty reported that according to DESE, Reading meets the requirements for special education which is the highest level that can be achieved. Annually the department must identify each school district's specific needs to technical assistance or intervention in the area of Special Education. Based off of a rubric based off of a variety of categories which includes your five-year cohort, graduation rate for students with disabilities, the annual drop out rate for students with disabilities, public school monitoring special education compliance data, problem resolution system, special education complaint data, performance of special ed state performance plan and the annual performance report indicators. Dr. Doherty stated this achievement was due to the hard work of Dr. Stys, Allison Wright, the Team Chairs, the Special education teachers, paraeducators and related service providers.

Dr. Doherty provided an update on the multiple searches that are currently in progress. Kevin Tracey was hired for the position of RMHS Principal, Dr. Sarah Hardy was recommended as the Assistant Superintendent for Learning and Teaching tonight and Jay Peledge was hired as the Assistant Principal of Parker Middle School. The HR Director and Joshua Eaton Principal searches are currently in process. The three finalists for the Birch Meadow Principal position have been announced, a decision should be made early next week. The first round of interviews for the METCO Director position will take place tomorrow.

The Statement of Interested will be on the May 27th School Committee agenda for approval. Next it will go to the Select Board meeting on June 1st, which will be a joint meeting between Select Board and School Committee.

1st Reading of Policy Updates

Dr. Doherty asked the Committee to approve the first readings on two School Committee policies that are currently not in your handbook. The two policies are policy BID – School Committee Member Compensation and Expenses and policy DKC – Expense Reimbursements.

Mr. Wise moved, seconded by Mrs. Nazzaro, to approve the first reading of policy BID. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Brandt, seconded by Mrs. Nazzaro, to waive the reading of policy BID. The roll call vote carried 6-0 Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Wise moved, seconded by Mrs. Gaffen, to approve the first reading of policy DKC. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Brandt suggested changing the word “needs to” to “must” in the last line of the second paragraph.

Mr. Brandt moved, seconded by Mrs. Nazzaro, to waive the reading of policy DKC. The roll call vote carried 6-0 Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

E. Old Business

2nd Reading of Policy Updates

Mr. Wise moved, seconded by Mr. Brandt, to approve the policies as listed on the memo from Dr. Doherty dated May 13, 2021 second reading of School Committee policies. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Wise moved, second by Mrs. Nazzaro, to waive the second reading of the policies as listed on the memo from Dr. Doherty dated May 13, 2021 second reading of School Committee policies. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Gaffen moved, seconded by Mr. Brandt to propose an amendment to policy BDD to change the word “they” to “the Superintendent”. The roll call vote carried 6-0 Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mrs. Gaffen moved, seconded by Mr. Brandt to add “If any two Committee members request an item be added to the agenda, the Chair shall accommodate such request if the topic is appropriately within the purview of the School Committee. The Chair shall include the item on an agenda as soon as is practical, shall recognize when the item is time-sensitive and shall not unreasonably delay. Committee members should be thoughtful and judicious in utilizing this clause.” to policy BEDB. The roll call vote carried 5-1. Mr. Brandt, Mrs. Gaffen, Ms. McLaughlin, Mr. Wise and Mr. Robinson.

Mrs. Gaffen moved, seconded by Mr. Brandt, to remove “of the committee” in policy BIA.

Mr. Wise offered an alternate amendment to policy BIA.

Mr. Wise moved to remove “committees” in the first sentence of the second paragraph of policy BIA. The roll call vote carried 6-0 Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Wise moved, seconded by Mr. Brandt to make an amendment to the name of policy CHC from “Regulations Dissemination” to “Procedures Dissemination”, to change the word “regulations” to procedures” in paragraph one and change the word “regulation” to “procedure” in the last paragraph. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mrs. Gaffen moved, seconded by Mr. Wise to strike “at their annual organizational meeting for a period of one year.” in policy BDE. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

Mr. Wise recast his original motion.

Mr. Wise moved, seconded by Mr. Brandt to approve the second reading of the policies as listed in the memo by Dr. Doherty from May 13, 2021 titled second reading of School Committee policies except for ACE and including all other approved amendments discussed this evening. The roll call vote carried 6-0. Ms. McLaughlin, Mrs. Gaffen, Mrs. Nazzaro, Mr. Wise, Mr. Brandt and Mr. Robinson.

F. Public Comment

Monika Flaherty, Grove St:

“When k-2 is mentioned for Summer Programming, is this for current grade 2 students who missed out on many of the fundamentals over the closure/ hybrid timeframe? Is this for general education students?”

Geoffrey Coram, Ridge Rd:

“To Chuck’s point: I don’t think I am revising the intent of the policies, I am just proposing some improved/ clarified wording.”

Geoffrey Coram, Ridge Rd:

“If the principal is the supervisor of attendance, does that mean the SC needs to vote to approve all the principal appointments?”

Geoffrey Coram, Ridge Rd:

“Thank you to Erin for addressing my email comments.”

Geoffrey Coram, Ridge Rd:

“Policy CH: “Consequently, it is expected that all School Committee employees and students will carry them out.” Is it intended as written, or is it meant to be “School Committee members, employees, and students”?”

Geoffrey Coram, Ridge Rd:

“What are “School Committee employees”? Isn’t the Superintendent the only “employee” of the SC?”

Geoffrey Coram, Ridge Rd:

“Unless SC members” are also supposed to carry them out?”

Geoffrey Coram, Ridge Rd:

Policy CH, as written, does not say that SC members are expected to carry out its own policies. And I’m not sure if SC can “expect” students to carry them out.”

Monika Flaherty, Grove St:

“For the upcoming summer program announced by DESE (and the Baker-Polito administration) due to the effects of the pandemic, there is a math component “Accelerating Math”. Is the district looking to extend programming and applications to all students at all levels?”

1. Routine Matters
 - a. Calendar
2. Information/Correspondence
3. Future Business
4. Adjournment

Adjourn

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

The meeting adjourned at 9:46p.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: [School Committee 05-13-2021 - YouTube](#)



John F. Doherty, Ed.D.
Superintendent

READING MEMORIAL HIGH SCHOOL

62 Oakland Road, Reading, Massachusetts 01867

Tel: 781-944-8200 Fax: 781-942-5435

Website: <http://www.reading.k12.ma.us/memorial/>

Kathleen Boynton

Principal

Craig Murray

Jessica Theriault

Thomas J. Zaya

Assistant Principals

TO: John F. Doherty, Superintendent of Schools
Gail Dowd, Chief Financial Officer

FROM: Kathleen Boynton, Principal

DATE: May 14, 2021

SUBJECT: Donation from Samantha's Harvest

Please accept this donation from Samantha's Harvest in the amount of \$1550.00. The donation is to be used in the following manner, \$350 towards Best Buddy dues and the \$1200 remainder to be split between advisors Sarah Cestrone and Catherine Taglilatela.

OK
Gail Dowd
5/14/21

Reading Public Schools
School Committee Meeting Packet
May 27, 2021



New Business

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

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

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: May 27, 2021
Re: MASBO Award Recognition

At the May 27, 2021 School Committee Meeting, Margaret Driscoll, Executive Director of the Massachusetts Association of School Business Officials, and Daniel Sanderson at Axion BT/KenMark will be presenting the John F. Conway Distinguished Service Award to Chief Financial Officer Gail Dowd for her outstanding work as a School Business Official. I have attached the press release that was sent out last week. C.P.A. Dowd received the award at the MASBO's 55th Annual Institute that was held on May 14th.

Please contact me if you have any questions.

PRESS RELEASE – FOR IMMEDIATE PUBLICATION

Contact Margaret Raymond Driscoll, Executive Director (774) 278-7118 or mdriscoll@masbo.org

MASBO Confers John F. Conway Distinguished Service Award

May 17, 2021 - At its 55th Annual Institute educational conference held virtually last week, the Massachusetts Association of School Business Officials, Inc. (MASBO, a non-profit organization that provides professional development for public school financial officials), presented one of two of its organization's John F. Conway Award Distinguished Service Awards to **Gail Dowd, Chief Financial Officer in the Reading Public Schools**. The award recognizes the accomplishments of MASBO members relative to enhancing the effectiveness of a school district in addressing its educational mission. It was established in 2005 and comes with a \$1000 contribution to the district in honor of the recipient.

Ms. Dowd played a lead role in a successful \$4.15 million override ballot question that was supported by the taxpayers in 2018; the first successful override in Reading in over 15 years. As a result of sound leadership and persistent, tenacious dedication; the override ballot question was supported by over 60% of the voters. In addition, she introduced fiscally innovative and creative efforts include restructuring and reorganizing Central Office, improving procurement guidelines, and tightening up fiscal practices to eliminate unnecessary spending. During the last few years, the savings from Ms. Dowd's efforts have been re-invested into other infrastructure projects and have provided much needed funding to strengthen learning and teaching in the Reading School District, which included updated technology hardware and infrastructure, job embedded professional development that allows for continuous improvement in curriculum and instruction, well maintained facilities conducive to learning, and a self-supporting food service program.

Ms. Dowd has been part of a team that has developed a strong trusting relationship with town officials and the community. Under her leadership, the budget process has been extremely transparent and outlines how each dollar is spent and why the resources are needed; but Ms. Dowd's contribution to the Reading Public Schools goes beyond her role as Chief Financial Officer. She is a critical part of the District Leadership Team and the Central Office Leadership Team and has played a key role in many teaching and learning initiatives, including curriculum framework implementation, technology integration, early childhood education, and extended day programs. One of her most impactful contributions to the school district has been during this past year of the pandemic. She has led and overseen the entire operations sector of our response to the pandemic, including as a member of the Town-wide Incident Command Team. Moreover, she is working closely with the Director of Nurses, Director of Student Services, and the Superintendent to implement a COVID-19 pool testing program for students and staff in our school district.

Ms. Dowd practices the highest moral and ethical values. She has earned a high level of trust with the community and with her colleagues. She is not afraid to give a critical analysis of a situation if it is in the best interest of students and the mission of the Reading Public Schools. Her long-term vision for continuous improvement, congenial personality, strong communication skills, exemplary analytical knowledge, and leadership skills are all key qualities that make her worthy of this recognition.

MASBO is grateful to KenMark Office Systems/Axion Business Technologies (A Visual Edge Technology Company), a MASBO Solution Provider, for their sponsorship of this award.

#####

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

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

Reading Public Schools

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

MEMORANDUM

TO: Reading School Committee

FROM: Gail Dowd

CC: John Doherty

DATE: May 25, 2021

RE: FY 22 Final Capital Budget Approval

At the May 27, 2021 School Committee Meeting we will ask the Committee to approve the final FY'22 Capital Plan as it relates to the School Department. The total capital related to the schools, approved by Town Meeting, is \$865,000.

| FY'22 Capital Summary | | |
|-------------------------------|----|---------|
| Facilities - School Buildings | \$ | 500,000 |
| Public Schools - General | | 365,000 |
| Total FY'22 Capital | \$ | 865,000 |

| FY'22 Capital Detailed by Category | | |
|--|----|---------|
| Public Schools - General: | | |
| Technology - telephone replacement | \$ | 65,000 |
| Technology - large scale technology projects | | 100,000 |
| Technology - wiring project | | 200,000 |
| Total Public Schools - General | \$ | 365,000 |
| Facilities - School Buildings*: | | |
| Design Fees - Parker Roof | \$ | 250,000 |
| Design Fees - RMHS Stadium | | 250,000 |
| Total Facilities - School Buildings | \$ | 500,000 |

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

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

Reading Public Schools

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

MEMORANDUM

TO: Reading School Committee

FROM: Gail Dowd

CC: John Doherty

DATE: May 25, 2021

RE: FY 22 Final Budget Approval

At May 27, 2021 School Committee Meeting, we will ask the Committee to approve the final FY'22 budget of \$49,695,998 as appropriated by Town Meeting, as well as approve the individual cost center budgets. There were no changes from the School Committee approved budget as of January 25, 2021 and what was approved by Town Meeting.

| Final FY22 Budget | |
|-----------------------|---------------|
| Regular Day | \$ 28,395,443 |
| Administration | 1,278,967 |
| Special Education | 16,329,409 |
| School Facilities | 1,578,204 |
| Districtwide Programs | 2,113,975 |
| | <hr/> |
| | \$ 49,695,998 |

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

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

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: May 26, 2021
Re: Statement of Interest for Killam Elementary School

Attached, please find a draft Statement of Interest for the Killam Elementary School. Under the MSBA application process, the Statement of Interest is the first step in entering the Massachusetts School Building Authority (MSBA) program. In order to submit this Statement of Interest to MSBA, the following actions are required:

1. There needs to be a School Committee vote using the following text:

“Resolved: Having convened in an open meeting on May 27, 2021, prior to the closing date, the School Committee of Reading, Massachusetts, in accordance with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated June 4, 2021 for the Killam Elementary School located at 333 Charles Street in Reading, Massachusetts which describes and explains the following deficiencies and the priority categories for which an application may be submitted to the Massachusetts School Building Authority in the future

- **Priority 5-Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility. This includes the installation of a fire suppression system, handicap accessibility throughout the school, and replacement of all plumbing systems in the building due to high lead content in the drinking water.**
- **Priority 7-Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements. This includes, but is not limited to addressing elementary enrollment increases over the next 10 years, providing adequate space for special education programs and related services, full day kindergarten, English Language Learner Services, and preschool expansion.**

and hereby further specifically acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the Town to filing an application for funding with the Massachusetts School Building Authority.”

2. The Select Board will conduct a similar vote at the June 1st meeting.
3. The Town Manager, School Committee Chair, and Superintendent of Schools need to certify the validity of the SOI by signing the SOI.

Please contact me if you have any questions.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2021 Statement of Interest

Thank you for submitting your FY 2021 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Reading

District Contact John F Doherty TEL: (781) 944-5800

Name of School J Warren Killam

Submission Date 5/25/2021

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- ☒ The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- ☒ The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- ☒ The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- ☒ The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- ☒ After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- ☒ The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- ☒ Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- ☒ On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- ☒ The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- ☒ The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

| Chief Executive Officer * | School Committee Chair | Superintendent of Schools |
|---------------------------|------------------------|---------------------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| (signature) | (signature) | (signature) |
| Date | Date | Date |

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Reading

District Contact John F Doherty TEL: (781) 944-5800

Name of School J Warren Killam

Submission Date 5/25/2021

Note

The following Priorities have been included in the Statement of Interest:

1. ☐ Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. ☐ Elimination of existing severe overcrowding.
3. ☐ Prevention of the loss of accreditation.
4. ☐ Prevention of severe overcrowding expected to result from increased enrollments.
5. ☒ Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. ☐ Short term enrollment growth.
7. ☒ Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. ☐ Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

☒ I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

SOI Program: Core

Potential Project Scope: Potential New School

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: J Warren Killam

Is this part of a larger facilities plan? No

If "YES", please provide the following:

Facilities Plan Date: 11/5/2020

Planning Firm:

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 20 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 18 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

The Elementary School Master Plan was developed by Gienapp Architects, LLC and submitted to the Reading School Committee on November 5, 2020.

Is there overcrowding at the school facility? No

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does not apply.

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

The process that would be used by the Town of Reading for a potential Capital Project would include the following process: 1. The School Committee and Select Board would approve the Statement of Interest prior to the June 25th deadline. 2. Once the SOI was approved, the School Committee, Finance Committee, and Selectboard would review the costs and approve funding for a feasibility study and schematic design between the time of approval from MSBA and April, 2022 Town Meeting. Town Meeting would vote on the feasibility study and schematic design for April, 2022 Town Meeting. If that approval occurs, the next phase would begin. If the timeline goes according to plan, Town Meeting would approve funding for a full building project and the town would hold a debt exclusion override around the November, 2023 time frame.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

The J. W. Killam Elementary School was built in 1969 and currently houses kindergarten through fifth grade. The school itself has not undergone any major additions or renovations, however, the building has been well maintained with some worthwhile improvements. In 2010 several improvements were made including a new Sarnafil roof, clearstory windows, a fire alarm panel and peripheral devices were replaced with a fully addressable panel that is fully compliant with modern code requirements, and a major replacement and upgrade of the HVAC system. In 2009, all existing T-12 lighting fixtures were replaced with high efficiency T-8 fixtures with electronic ballasts.

In addition, in 2016, two 1100 square foot modular classrooms were constructed for kindergarten classes to address the growing need for full day kindergarten across the district.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

58000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Killam is located on 7.28 acres of land which is abutted by two well travelled streets. The site is accessed from both eastern and western sides of the site. Charles Street on the west provides access to the main entrance and drop-off area for students. There is an entrance at Haverhill Street which is only used for emergency access. The site is primarily level with little change in topography. It is bordered by single family residences. Wooded areas serve as buffers between the school and residential lots on the northern and southern sides of the site.

There are two modular classrooms which sit adjacent to the playground at the northern most part of the site.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

The J.W. Killam Elementary School is located at 333 Charles Street in Reading, Massachusetts.

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

The Killam Elementary School is constructed of CMU block clad with a brick facade on the exterior. Interior walls are CMU block with glazed block in many of the common areas. The facility is a one level structure with metal roof trusses and a poured concrete foundation and floor. Some settling has occurred causing stress cracks along the facade. In some areas, water infiltration has caused the glazed block to pop at the floor base.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? NO

Year of Last Major Repair or Replacement:(YYYY) 1969

Description of Last Major Repair or Replacement:

N/A

Roof Section A

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 0**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))**

Sarnafil (PVC) Roofing

Age of Section (number of years since the Roof was installed or replaced) 11**Description of repairs, if applicable, in the last three years. Include year of repair:**

N/A

Window Section A**Is the District seeking replacement of the Windows Section?** NO**Windows in Section (count)** 0**Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))**

Single Pane

Age of Section (number of years since the Windows were installed or replaced) 52**Description of repairs, if applicable, in the last three years. Include year of repair:**

There has been some partial replacement of windows in the hallways of the school.

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

The Killam Elementary School is fed by a 1200 amp service. The power is adequate for the building and its occupants. However, the availability and location of outlets is always a challenge as technology demands have increased. The building is heated by two hot water boilers which feed and circulate to 27 classroom unit ventilators and ten heating and ventilation units serving the larger common areas. In 2001, the existing HB Smith boilers were replaced with 2 Weil McLain 10 section hot water boilers. All distribution piping was re-used and new circulator pumps were installed. In addition, the breaching was changed out to accommodate the new boilers. A newly installed compressor and air dryer were also put into service to optimize the pneumatic control operation.

During the summer of 2010, all classroom unit ventilators were removed and new Trane unit ventilators were placed into service. Before installation, the exterior intakes were cleaned and new screening was installed to prevent debris from entering the units. Ten heating and ventilation units were also replaced with new Trane units. When necessary, the splined ceilings below the H&V units were replaced with a 2x2 drop ceiling tile system. All units were commissioned and a new energy management control system was installed with web-based access. The only components of the HVAC system that were not replaced were the exhaust fans which are original to the building (1969).

Boiler Section 1**Is the District seeking replacement of the Boiler?** NO**Is there more than one boiler room in the School?** YES**What percentage of the School is heated by the Boiler?** 100**Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)**

Natural Gas

Age of Boiler (number of years since the Boiler was installed or replaced) 20**Description of repairs, if applicable, in the last three years. Include year of repair:**

N/A

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES**Year of Last Major Repair or Replacement:(YYYY)** 2010**Description of Last Major Repair or Replacement:**

During the summer of 2010, all classroom unit ventilators were removed and new Trane unit ventilators were placed into service. Before installation, the exterior intakes were cleaned and new screening was installed to prevent debris from entering the units. Ten heating and ventilation units were also replaced with new Trane units. When necessary, the splined ceilings below the H&V units were replaced with a 2x2 drop ceiling tile system. All units were commissioned and a new energy management control system was installed with web-

based access. The only components of the HVAC system that were not replaced were the exhaust fans which are original to the building (1969).

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? NO

Year of Last Major Repair or Replacement:(YYYY) 1969

Description of Last Major Repair or Replacement:
N/A

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

The interior spaces are largely divided up by CMU block walls in classrooms and common areas. The ceilings in the classrooms and offices are normal height of 9 feet with splined ceilings comprising the majority of the areas. The splined ceiling contains asbestos throughout the building. The library media center and high density areas are all carpeted with high ceilings that take advantage of day lighting. Classrooms and corridors are largely VCT with 9x9 asbestos tile. The classrooms are illuminated with T-8 lighting and motion sensors are installed in most spaces. The common areas including the gym and the cafeteria utilize T-5 lighting.

Killam is not handicap accessible. The bathrooms, stage, some doorways, and the library media center and Hi-D areas are not in code with current ADA requirements. In addition, there is not a fire suppression system in the school.

In 2017, water sample tests came back indicating that Killam had high levels of lead and copper in the system. In order to mitigate the high levels, students and staff at Killam use only bottled water for drinking. This is an area that will need to be addressed at some point.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

The Killam Elementary School offers the same curricula programs and activities as our other four elementary schools. Our elementary schools use a project based, centers format for instruction that aligns with the Massachusetts Curriculum Frameworks for English Language Arts, Mathematics, Social Studies, and Science. Physical education, art, library media/technology and music are offered in dedicated classroom space to all students on a weekly basis. The school has a functioning library media center with an adjacent computer lab for research and technology integration. Grade level or school wide programs are held on a regular basis in the cafetorium. The entire school is networked for internet access, both wireless and hard wired with a SMART Board and computer in every classroom. This school is also the location for the districtwide elementary Student Support Program (REACH) which is a special education program. Two full size classrooms and three smaller learning spaces are dedicated to this program. In addition, Killam services students who are English Language Learners, Title 1, Learning Center, reading and other related services (OT, PT, Speech). The school also has a variety of before and after school programs, including a well attended Extended Day and after school program. Our PTO runs night time activities and the community uses the school for a variety of activities and events.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

Including the 2 modular classrooms, there are 26 classrooms approximately 900 square feet each. Twenty-one of the classrooms are for general classroom use, 2 are for art and music, and 3 are for special education. There are 2 multi-use High Density (Hi-D) areas approximately 1,600 square feet each. The library media center is approximately 5,800 square feet of carpeted space with high ceilings that take advantage of day lighting in the

middle of the building. Neither the Hi-D nor the Library Media Center are handicap accessible. About 20% of the space in the library media center is used as a computer lab which was made into a classroom in 2017. In 2008, additional power outlets and network data drops were added to the library media center to accommodate the computer lab, but the electrical and network system is still below standard with the increasing use of technology and 1 to 1 devices in the schools.

Reading Public Schools enrolls 90% of its kindergarten students in a tuition based full day kindergarten program. If full day kindergarten was required in the district, we would need two additional classrooms at Killam. In addition, there are other programmatic limitations as well. The gymnasium is smaller than many of the other elementary gymnasiums in the district and is not able to have the same programs as the other schools. The cafeteria stage is not handicap accessible.

Special education space in the school is limited for the amount of services that are provided. Related service providers (OT, PT, Speech) share spaces and learning centers are shared between grades to maximize use. The REACH program which services students with social emotional disabilities continues to grow which puts a strain on other classroom spaces.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Without the two modular classrooms, the original design capacity of Killam is 368 students, with the modular classrooms, the capacity is 412 students. As with all of our elementary schools, the emergence of full day kindergarten over the last several years and the increased number of special education programs in the district have converted more general classroom space and other non-instructional space to classroom space. To address this issue, we have added 9 modular classrooms at four elementary schools over the last 5 years, including 2 at Killam. An internal classroom was built in the Killam library media center in 2017. Spaces that were dedicated for office, conference, or work room space have been converted into smaller special education, Title 1, ELL, and related service provider spaces.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Reading Public Schools follows a preventative maintenance program that covers all of the major building systems. We utilize a computerized work order system known as School Dude which generates work orders at pre-determined service intervals for each building system. The major systems covered include HVAC, boilers, energy management, pest control, exhaust fans, drain cleaning, fire alarm, fire suppression, elevators, and grease traps. Many of these systems are mandated by local and state law and all permitting, inspections, and certificates are kept on file at each location and with the facilities department. In addition, the district maintains and up-to-date ten year capital plan. All major systems are analyzed and watched closely as they become troublesome and approach the end of their useful life. By utilizing School Dude and analyzing repair costs, we can better determine if equipment is a candidate for replacement. Some recent capital expenditures at Killam include a roof replacement in 2010, corridor windows and clearstory window replacement in 2010, fire alarm system replacement in 2010, and updated security system and cameras in 2021.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

As mentioned in the general section, the Killam Elementary School was built in 1969. There have not been major renovations to the school. However, there have been some capital improvements including a new roof, clerestory windows replacement, univentilator replacement, a new fire alarm panel, and an updated security system. Because it is an older building there have not been replacements, additions, or renovations since 1969 to the boilers, classroom windows, electrical system, fire suppression system, plumbing, and handicap accessibility. For the last three years, Killam has had to have bottled drinking water in lieu of tap water because of higher amounts of lead and copper in the tap water than is permitted.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

The building is well maintained and is part of a 10 year capital plan overseen by the Director of Facilities in collaboration with the School Department and Town Manager. As mentioned above capital improvements to the school includes the installation of a new roof in 2016, a modernized fire alarm panel in 2017, a new boiler in 2001, and univentilator replacements in every classroom in 2016. To mitigate the high levels of lead in the pipes, bottled water has been used for the last three years in lieu of tap water. To improve the safety and security of all of our schools and town buildings, there was an implementation of an updated security system for all of our school buildings during the 2020-21 school year.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The biggest areas that need attention, if this project was a renovation instead of a new building include the handicap accessibility, higher levels of lead in the water, window replacement, electrical system upgrade, and fire suppression. The handicap accessibility limits our ability to provide educational access for all students. This is particularly evident in our library media center and high D areas and our bathrooms. The window replacement will improve energy efficiency and classroom conditions for learning. The savings in energy costs could be reallocated for educational materials and supplies for classrooms. The electrical system upgrade would improve student access to wireless technology and other digital tools. The replacement of plumbing would improve student access to safe drinking water in the classrooms and save time and funding which can be reallocated to educational materials and supplies. Finally, the installation of a fire suppression system would protect not only lives, but all educational materials and supplies that could be damaged by a fire.

Overall, as we continue to shift to a more inclusive educational program for all students that relies on technology and project based learning, these system replacements will be critical.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

We are submitting an SOI that requests a complete replacement of the Killam Elementary School to address enrollment, programmatic, and systems needs. As mentioned earlier, Killam Elementary School is a well maintained school, however replacing the school facility systems mentioned in the above questions would require major renovation and replacement, which would impact the current school and its educational program. If to renovate, rather than a full replacement were the only option, it would extend the useful life of the facility. However, it would not address the other priority areas which would include a need for increased space due to enrollment and programmatic changes.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:

YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Dale Gienapp from Gienapp Architects, LLC

The date of the inspection: 11/5/2020

A summary of the findings (maximum of 5000 characters):

Construct a new school of sufficient size to accommodate all space needs for the elementary school at the Killam site. This will seemingly require a multiple level school constructed in phases to replace the existing school. This option simultaneously solves the space needs and accomplishes modernization or replacement of the existing Killam Elementary School. The Killam school is the only one of five schools that was not renovated in the most recent round of school renovations/construction in the 1990's and early 2000's.

The Killam School site is one of only 2 Elementary School sites that has sufficient size and access for increased use. There are no other town-owned sites or underdeveloped sites that appear to be usable for a new school.

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

In the assessment of existing conditions and school capacity going forward, it will be helpful to lay out the existing issues with school capacities and the ways in which it is calculated. The basis of the issue is the fact that school capacities are not a simple matter of the number of classrooms per student. The number of necessary non-classroom spaces has expanded since the initial construction of most of these schools in the district, especially the Killam Elementary School, which has not had any addition or renovations.

Currently, Killam does not have adequate facilities to serve either the students or the professional who work with them in a variety of areas. These include having adequate learning centers in both K-2 and 3-5 to avoid any violations a child's civil rights or access to appropriate age level education. In addition, Killam lacks the amount of small instructional spaces for small group Title 1 and other tutoring, Related Service Providers such as School Psychologist, Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Social Worker, and Behavior Specialist. These all require private spaces to assist students. Each specialist needs a space about 1/3 the size of a regular classroom that can hold 4-6 students. The equivalent of two to three general size classrooms would be needed in addition to the current space available.

Killam also has a district wide special education program for students with behavioral health needs and social emotional supports. This requires dedicated classroom space in addition to the above small group spaces. Two general size classrooms should be dedicated to this program.

Reading has a tuition based full day kindergarten program which is at 90% capacity. At some point, Reading will transition to a tuition free program for all students. This will require an additional two classrooms at Killam. In addition, our integrated preschool program is expanding due to the needs of students and additional classroom space is needed district wide to accommodate the needs.

Finally, Reading Elementary Schools require dedicated English Language Learners (ELL) spaces. Housed at each school, these require at least one dedicated classroom's worth of space. Over the next 10 years, this number may increase, as the increasingly diverse workforce in Boston and associated communities expand. Currently, Killam uses ancillary spaces for ELL programs, including some public/common spaces.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

Over the last five years, the Reading Public Schools has added 9 modular classrooms throughout four of the five elementary schools to address the space and programmatic needs. Killam had two modular classrooms constructed in 2016. These modular classrooms house two of the four kindergarten classrooms. In 2017, a general classroom was constructed in the open area of the Killam Library Media Center to provide additional space for library and technology classes. To address some of the special education and related service provider needs, we have used some of the existing library and high D areas for small group instruction and used creative scheduling to address other needs.

It should be noted that all nine of the modular classrooms at the elementary school sites are considered temporary and the planning considerations include bringing students back into the main fabric of the building.

To mitigate larger class sizes due to space limitations in any one elementary school, the Superintendent for the last 10 years has been able to do spot redistricting of any new student who is moving into the Reading Public Schools, including incoming Kindergarten students, as long as they live within two miles of the redistricted school. In addition, if this project were to be approved, there would be the need to come up with a redistricting plan to reassign geographical areas among the five elementary schools to balance the class sizes based on the capacity of the new school.

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

The increased programmatic needs of our kindergarten, preschool, and high needs populations has created a strain on our space resources across the district, especially at Killam. We need to make sure that we are not violating a child's civil rights or respect to privacy, so we are constantly shuffling classroom spaces to make sure that we are fulfilling the 48 month age requirements in the delivery of services. For example, if a student in the REACH program (students with social and emotional disabilities) is dysregulated and needs a private space, those spaces are difficult to create in the moment. Kindergarten enrollment is carefully monitored between schools to make sure that a school does not go over 22 students per class. Sometimes this means that a student entering kindergarten in one geographic district will need to be reassigned to another school if they are within the two mile bussing limits. Because of ADA restrictions at Killam, physically handicapped students may not have access to some of the programmatic features in the library and Hi D areas. In addition, they may need to access the bathroom in the nurses office instead of the classroom because of the physical restrictions. Because of space constraints, the RISE preschool is constantly moving some classrooms between elementary schools. Some years, learning centers have to be consolidated to accommodate the need for additional classrooms. Professionals who work with small groups of students do not necessarily have their own work space which means that they are constantly moving from one space to another and reduces their effectiveness.

To assess the problems and the needs, the Reading Public Schools contracted with Gienapp Architects, LLC and NESDEC to complete a 10 year enrollment study and Preschool/Elementary School Master Planning Study in 2019. The study was completed in November, 2020. The purpose of the study was to determine planning options for the Town of Reading regarding their five current elementary schools and potential solutions. The potential solutions encompassed and addressed the increase in enrollment growth over the next 10 years, changes in educational programs (especially full day kindergarten, preschool, special education programs, and English Language Learner services), the necessary modernization of the Killam Elementary School, and potential site development. According to the NESDEC report, there will be a projected increase in enrollment growth over the next 10 years and the study addressed both this increase and the space needs resulting from the above new programs being offered in schools.

As a whole, the Reading Elementary schools appear to be under-sized for the District's needs. At the core of the issue is that even before any projected increase in enrollment, the District's elementary schools are under-sized. Currently, four of the five elementary school sites are using modular classrooms for a total of nine, with Killam housing two of the nine modular classrooms. This strategy is a temporary, short term solution, but the strategy is unsuitable for the town's long-term goals. The under-sized nature of the existing schools, coupled with the introduction of an approximate extra 115 elementary school students (according to the NESDEC enrollment study) into overall enrollment over the next 10 years makes the needs of the district more urgent than merely expanding to suit an increase in enrollment.

The current average square foot/student in Reading's elementary schools is 146 sf/student. Killam is 140 sf/student. However, this average includes the Wood End Elementary School, which is an outlier compared to the other elementary schools. Wood End is significantly different than all four others with 194 sf/student. If Wood End is removed, the average square footage of the other elementary schools is 133 sf/student. MSBA's baseline standard for new elementary schools is a minimum of 160 sf/student, where most new projects are much closer to 190 sf/student.

This shortage of space is not just related to classroom size, and indeed, increasing the amount of sf/student is not simply a matter of enlarging existing classrooms. As mentioned above, new spaces are required in part for both new classrooms and for providing for and accommodating the increased programming needs of the Reading Public Schools. While most of the general education classrooms are somewhat undersized, it is the numerous other educational spaces, that have been created since the building's constructions or renovation, that are extremely undersized by today's standards.

In part, the need for greater square footage per student is due to the expanded nature of programs being offered at the elementary schools, including a greater amount of special education programs and extended space for students. Given that the Reading Public Schools is already using modular classrooms as a solution at four schools, it is clear the need for space is already a pressing issue, and will continue to grow as enrollment increases.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. FORM OF VOTE Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

[City Council/Board of Aldermen,

Board of Selectmen/Equivalent Governing Body/School Committee] of _____ [City/Town], in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

[Name of School] located at

[Address] which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

; [Insert a description of the priority(s) checked off on

the Statement of Interest Form and a brief description of the deficiency described therein for each priority]; and hereby further specifically

acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer ***School Committee Chair****Superintendent of Schools**_____
(signature)_____
(signature)_____
(signature)_____
Date_____
Date_____
Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Reading Public Schools
School Committee Meeting Packet
May 27, 2021



Old Business

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

Christine M. Kelley
Assistant Superintendent for Learning and Teaching

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



Gail S. Dowd, CPA
Chief Financial Officer

Jennifer A. Stys, Ed.D.
Assistant Superintendent for Student Services

Kerry M. Meisinger, J.D.
Human Resources Director

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: May 27, 2021
Re: 2nd Reading of School Committee Policies

At the May 27, 2021 School Committee Meeting, the School Committee will be conducting and approving a second reading of the following policies:

The policies are included in this packet and are as follows:

- ACE – Nondiscrimination on the Basis of Disability
- BIBA, School Committee Conferences, Conventions and Workshops
- BID – School Committee Member Compensation and Expenses
- DKC – Expense Reimbursements

Please contact me if you have any questions.

NONDISCRIMINATION ON THE BASIS OF DISABILITY

Title II of the Americans With Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district's facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs, and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

Definition

A "qualified individual with a disability" is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Reasonable Modification

The district shall make reasonable modification in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the district can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity.

Communications

The district shall take the appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. To this end, the district shall furnish appropriate auxiliary aids and services where necessary to afford an individual with a disability an equal opportunity to participate in, and enjoy benefits of, a service, program, or activity conducted by the district. In determining what type of auxiliary aid or service is necessary, the district shall give primary consideration to the requests of the individuals with disabilities.

Auxiliary Aids and Services

"Auxiliary aids and services" includes (1) qualified interpreters, note takers, transcription services, written materials, assisted listening systems, and other effective methods for making aurally delivered materials available to individuals with hearing impairments; (2) qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods for making visually delivered materials available to individuals with visual impairments; (3) acquisition or modification of equipment or devices and (4) other similar services and actions.

Limits of Required Modification

The district is not required to take any action that it can demonstrate would result in a fundamental alteration in the nature of a service, program, or activity or in undue financial and administrative burdens. Any decision that, in compliance with its responsibility to provide effective communication for individuals with disabilities, would fundamentally alter the service, program, or activity or unduly burden the district shall be made by the School Committee after considering all resources available for use in funding and operating the program, service, or activity. ~~The decision shall be accompanied by a written statement of the reasons for reaching that conclusion.~~ A written statement of the reasons for reaching that conclusion shall accompany the decision.

Notice

The district shall make available to applicants, participants, beneficiaries, and other interested persons information regarding the provisions of Title II of the American with Disabilities Act (ADA) and its applicability to the services, programs, or activities of the district. The information shall be made available in such a manner as the School Committee and Superintendent find necessary to apprise such persons of the ~~projections~~ protections against discrimination assured them by the ADA.

Compliance Coordinator

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title II of ADA, including any investigation of any complaint communicated to it alleging its noncompliance or alleging any actions that would be prohibited under ADA. The district shall make available to all interested individuals the name, office address, and telephone number of the employee(s) so designated and shall adopt and publish procedures for the prompt and equitable resolution of complaints alleging any action that would be prohibited under the ADA. The school system receives federal financial assistance and must comply with the above requirements. Additionally, the School Committee is of the general view that:

1. Discrimination against a qualified ~~handicapped~~ disabled person solely on the basis of handicap is unfair; and
2. To the extent possible, qualified handicapped persons should be in the mainstream of life in school community. Accordingly, employees of the school system will comply with the above requirements of the law and policy statements of this Committee to ensure nondiscrimination on the basis of ~~handicap~~ disability.

Re-Adopted by the Reading School Committee on August 24, 2006

LEGAL REFS: Rehabilitation Act of 1973, Section 504

Education for All ~~Disabled Handicapped~~ Children Act of 1975

M.G.L. 71B:1 et seq. (Chapter 766 of the Acts of 1972)

Title II, Americans with Disabilities Act of 1992, as amended

Board of Education Chapter 766 Regulations, adopted 10/74, as amended through 3/28/78

CROSS REFS: IGB, ~~Special Instructional Programs and Accommodations~~ Support Services Programs

~~I~~HGBA, Programs for ~~Handicapped~~ Disabled Students

SCHOOL COMMITTEE MEMBER COMPENSATION AND EXPENSES

The School Committee shall serve without compensation, except that a member of a School Committee of a city, town, regional school district or superintendency union may be compensated for their services by a majority vote of the city council in a city having a Plan D or Plan E charter; in a city not having a Plan D or Plan E charter by vote of the city council, subject to the provisions of the charter of such a city; in a town by a majority vote at a town meeting; and in a regional school district or school superintendency by a majority vote of the voting member towns authorized at their respective town meetings, the amount of such compensation, in each case, to be set by the respective cities, towns or groups of towns. No member of a School Committee in any town shall be eligible to the position of teacher, or Superintendent of public schools therein, or in any union school or superintendency union or district in which their town participates.

Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Committee, members may be reimbursed from school funds.

Reimbursable expenses may include the cost of attendance at conferences of School Committee associations and other professional meetings or visitations when such attendance and expense payment has had prior School Committee approval.

SOURCE: MASC

LEGAL REFS.: M.G.L. [40:5](#); [71:52](#)

CROSS REF.: [BIBA](#), School Committee Conferences, Conventions, and Workshops

SCHOOL COMMITTEE CONFERENCES, CONVENTIONS, AND WORKSHOPS

To provide continuing in-service training and development for its members, the School Committee encourages the participation of all members at appropriate School Committee conferences, workshops and conventions. However, in order to control both the investment of time and funds necessary to implement this policy, the School Committee establishes these principles and procedures for its guidance:

1. ~~A calendar of School Committee conferences, conventions and workshops will be maintained by the School Committee secretary. The School Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school system. At least annually, the School Committee will identify those new ideas or procedures and/or cost benefits that can be ascribed to participation at such meetings. The School Committee shall be made aware of School Committee conferences, conventions and workshops. The Committee will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.~~
2. Funds for participation at such meetings will be budgeted for on an annual basis. When funds are limited, the School Committee will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to committee members for their travel expenses will accord with the travel expense reimbursement policy ~~for staff members.~~
4. When a conference, convention, or workshop is not attended by the full School Committee, those who do participate ~~may will~~ be requested to share information, recommendations and materials acquired at the meeting.

Adopted by the Reading School Committee on March 26, 2007

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L. 40:S

CROSS REFS: BID, School Committee Member Compensation and Expenses

DKC, Expense Reimbursements

Formatted: Indent: First line: 0.4"

EXPENSE REIMBURSEMENTS

Personnel and school department officials who incur expenses in carrying out their authorized duties will be reimbursed by the school department upon timely (within 30 days of activity) submission of a properly completed and approved voucher and any supporting receipts required by the Superintendent.

When official travel by a personally owned vehicle is authorized, mileage payment will be reimbursed at the IRS rate. generally be made at the rate currently approved by the Committee. All staff travel must be preapproved by the Superintendent of Schools.

To the extent budgeted for such purposes in the school budget, approval of travel requests by School Committee members must have prior approval of the School Committee Chair or when the request is made by the Chair, the Vice-Chair. Staff travel requests ~~within budgetary limits~~ may be approved by the Superintendent. Staff travel requests that exceed budgetary limits (i.e. requiring cost center transfer) will require the approval of the School Committee and the identification of funding sources by administration. Each request will be judged on the basis of its benefit to the school district.

SOURCE: MASC August 2016

LEGAL REF.: M.G.L. [40:5](#); [44:58](#)

Reading Public Schools
School Committee Meeting Packet
May 27, 2021



Information/ Correspondence

Lapierre, Samantha

From: Robinson, Charles
Sent: Wednesday, May 12, 2021 4:28 PM
To: Linda L Anderson
Cc: Lapierre, Samantha
Subject: Re: Vietnam War Veteran's Recognition

Hi Ms. Anderson:

Thank you for your email and feedback.

Chuck Robinson

From: Linda L Anderson <llanderson@manulife.com>
Sent: Wednesday, May 12, 2021 2:56 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Vietnam War Veteran's Recognition

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.

Hello Reading School Committee,

I am a long time Reading resident and graduate of Reading Memorial High School - 1978. I have family members that are military veterans and currently serving, all RMHS graduates as well.

I am writing in support of a memorial at RMHS recognizing the Vietnam War Veterans. It is fitting to have a memorial to recognize the Reading residents that served during this conflict at our Memorial High School.

Thank you, Linda Anderson

9 School Street, Reading MA

Linda Anderson

Project director, Global Wealth & Asset Management Technology

E llanderson@jhancock.com

T 617-572-4408 x724408

Lapierre, Samantha

From: Geoffrey Coram <gjcoram@yahoo.com>
Sent: Wednesday, May 12, 2021 9:40 PM
To: DG School Committee
Subject: Re: April 15 meeting comments

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 School Committee:

I am reading through the packet for tomorrow night, and I find that many of the points I emailed in on April 15 have not been addressed. Items of specific concern (with numbers from my original email):

6. Policy BDD: While I support the replacement of the gender-specific "he" in the second sentence, I think "they" is confusing, as I initially thought it referred to the Committee members. I suggest not using a pronoun in this case:

"The Superintendent may seek guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, the Superintendent will submit the matter to the Committee for advice and direction."

7. Policy BBA: Does RPS have a "Supervisor of Attendance"?

8. Policy BBBA/BBBB The wording of this sentence is odd:

"Membership on a School Committee is not limited to race, color, sex, religion, national origin, gender identity or sexual orientation."

(which makes it sound like one's race is the member, as opposed to the whole person with all characteristics of identity).

I think what is intended is

"Membership on a School Committee is not limited with respect to race, color, sex, religion, national origin, gender identity or sexual orientation."

or

"Membership on a School Committee is not limited by race, color, sex, religion, national origin, gender identity or sexual orientation."

10. Policy BEDB: "The inclusion of such items, however, will be at the discretion of the Chair of the Committee." Is there a provision for some number of School Committee members to force inclusion of an item, overruling the Chair? I don't see it in this policy. Reading's Select Board policy says "The Agenda shall ... Contain any discussion item requested by two or more Board members as soon as practical."

11. Policy BIA: It's redundant to have "Committee's" and "of the Committee" in the second half of this sentence:

"The School Committee Chair and the Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible."

11. (page 71) Policy BIA: It's redundant to have "Committee's" and "of the Committee" in the second half of this sentence:

"The School Committee Chair and the Superintendent shall assist each new member to understand the Committee's functions, policies and procedures of the Committee as soon after election as possible."

12. (page 73) Policy BIBA: I'm concerned that the revision does not make it clear who is responsible for making the SC aware of conferences, etc. The existing policy clearly states this calendar will be maintained by the School Committee secretary.

13. (page 73) Policy BIBA: A new cross-reference is added for BID, School Committee Member Compensation and Expenses; however, no such section exists in the current policy manual, and no corresponding addition appears in this packet. Thus, paragraph 3 of BIBA is unclear when it says "the travel expense reimbursement policy" because there is no such policy.

14. (page 76) Policy CHC: Why are only some of the instances of "regulation" replaced by "procedure"? Specifically, in the last sentence, the second word is changed from "regulation" to "procedure" but the last word remains "regulation":

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the regulation.

Regards,
Geoffrey Coram
Ridge Rd.

Lapierre, Samantha

From: Williams, Allyson
Sent: Thursday, May 13, 2021 7:33 PM
To: DG School Committee
Subject: thank you

Dear Mr. Brandt, Ms. Gaffen, Ms. McLaughlin, Ms. Nazzaro, Mr. Robinson, and Mr. Wise,

Thank you for approving the placement of a Vietnam Veterans Memorial on the campus of RMHS. My father earned two Purple Hearts and two Bronze Stars as a medic in Vietnam, and I have firsthand knowledge of the myriad issues that returning veterans faced. Seeing the memorial each day when I walk into school will mean a lot to me personally. I would be happy to volunteer to help with the process in any way.

Sincerely,

Allyson Williams (she/her/hers)
Reading Memorial High School
Math & Business Department Head

Lapierre, Samantha

From: Robinson, Charles
Sent: Friday, May 14, 2021 8:58 AM
To: Bonnie Hughes
Cc: Lapierre, Samantha
Subject: Re: Memorial Wall

Hi Ms. Hughes:

Thank you for the email. The committee supported this request and the process should get underway soon.

Thank you.
Chuck Robinson

From: Bonnie Hughes <bventullo@verizon.net>
Sent: Thursday, May 13, 2021 11:41 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Memorial Wall

| |
|---|
| 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 Evening.

My name is Bonnie Hughes. I am a long time resident of Reading and a graduate of the RMHS Class of 1980. Both my sons also graduated from RMHS.

I am writing to ask that you consider General Jack Hammond's request to add the Reading Vietnam Veteran's names to the Memorial wall at the high school.

Growing up in Reading, during the 60s and 70s I can remember neighbors going off to war. It was a sad time and as we all know, our Vietnam Vets never got proper recognition.

My husband's father, William J. Hughes Jr was also a Reading Vietnam Vet. My husband still talks about what it was like growing up with his dad leaving for his tours in Vietnam. He remembers his dad calling from over there.... and hearing the bombs going off in the background. After he retired from the USMC, Bill Hughes was very active in the town. He served as the Chairman of the Recreation Committee that had oversight over the municipal swimming pool, he was an active member of the Reading Knights of Columbus as well as a Board member on RMLD. Although he passed away in 2004, I am sure he would be proud if the high school were to have a memorial that honors his comrades.

Please consider Jack Hammond's request. I think it would be a nice addition to Reading Memorial High School!

Thank you
Bonnie (Ventullo) Hughes

Lapierre, Samantha

From: Robinson, Charles
Sent: Wednesday, May 19, 2021 5:37 PM
To: Bailey, Jessica
Cc: Lapierre, Samantha
Subject: Re: Online Meetings

Hi Jess,

Thank you for the email and feedback.

Chuck Robinson

From: Bailey, Jessica <Jessica.Bailey@reading.k12.ma.us>
Sent: Friday, May 14, 2021 6:11 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Online Meetings

Hello School Committee members,

As the school year winds down and you make plans for the future, I wanted to weigh in with my support of continuing to livestream School Committee meetings. I know there have been many calls for SC to return to meeting in person this year, and while I understand the motivation for that I personally hope that you will continue meeting and taking public comment online. It has been so much easier for members of the Reading Public Schools community – whether teachers or parents (or even students!) to “attend” and participate in meetings this year because they have taken place virtually. While I personally am hoping for a return to normal in almost every way as soon as possible, I think that online meetings for the School Committee is one of the rare positive developments to come out of this year.

Thank you for all of your hard work this year, I know that it’s been a challenging year for everyone in education including the School Committee.

Best wishes,
Jess

Jessica Bailey
RMHS Social Studies Teacher
Class of 2021 Adviser

Lapierre, Samantha

From: Baker, Marybeth M. <MBAKER6@PARTNERS.ORG>
Sent: Tuesday, May 18, 2021 9:24 AM
To: Doherty, John; DG School Committee
Subject: Quarantining Elementary School Contacts

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.

John Doherty and School Committee Members,

I am yet again bothered by the fact that another 129 students are forced to quarantine this week in our town. As a healthcare provider and parent of 3 Reading students, I am deeply disturbed by this. We are all recovering from this pandemic at our own pace but we cannot ignore the fact that the COVID policies we have in place, particularly in our elementary schools, are lagging behind. We are making this much harder on students and parents than it needs to be. We must follow the updated state regulations as they align with our current understanding of the disease.

DESE states that close contacts who were exposed to a COVID-19 positive individual in the classroom while both individuals were masked DO NOT have to quarantine unless they were within 3 feet of the infected individual for a total of 15 mins during a 24 hr period. There should be NO circumstance under which an entire classroom of students needs to quarantine! None. If the proper protocols are in place regarding physical distancing (as you say there are), there should be almost NO circumstance in which ANY other student is a close contact within a classroom.

I have spoken to several teachers from other districts. They suggested that they commonly have NO close contacts within the classroom even when an infected individual has attended. This is because they are maintaining roughly 3 feet between students when they are indoors. Why is this not happening in our town???

Thank you. I would greatly appreciate a response.
Molly Baker

From: Baker, Marybeth M.
Sent: Monday, May 3, 2021 6:37 AM
To: Doherty, John <John.Doherty@reading.k12.ma.us>; SchoolCommittee@reading.k12.ma.us
Subject: RE: Spring In Person Update 6

John Doherty and School Committee Members,

Several valid reasons led DESE to change the definition of close contact for students this Spring. It is incredibly frustrating that Reading Public Schools has not progressed along with DESE and continues quarantining entire elementary school classes if an infected individual is identified. This is particularly harmful to students who are often confused and upset when forced to stay out of school, miss their extracurricular activities, and isolate from friends and extended family despite feeling well. It is also challenging to parents who have to miss work, direct remote learning, schedule and get the child to COVID testing and process the results. The practice of quarantining full elementary school classrooms needs to stop immediately! It hurts students and places an undue burden on parents. I am going to recommend that parents remove their children from pooled testing until Reading Public Schools complies with DESE and adopts a more thoughtful approach to selecting students who truly meet the definition of close contact.

Thanks for your time,
Molly Baker

From: READING SCHOOL DISTRICT <email@blackboard.com>
Sent: Sunday, April 25, 2021 1:03 PM
To: Baker, Marybeth M. <MBAKER6@PARTNERS.ORG>
Subject: Spring In Person Update 6

External Email - Use Caution

The following is an important message from the Reading Public Schools.

Good Afternoon, Reading Public School Staff and Families,

I hope that you have had an amazing vacation! We are now entering the final stretch of the school year and we will be transition to full in person for all levels. Here is the Spring In Person Update #6.

- **Full In Person Learning Begins for Middle School and High School Tomorrow**-Beginning tomorrow, students (except those families who have chosen fully remote) will begin full in person learning at our middle and high schools. We are very excited to be welcoming back Grades 6-12! For the first time since March 13, 2020, all of our students will now be in person full time.
- **Travel Advisory from the State**-For those of you who travelled during April Vacation, we request that families and staff follow the [state travel advisory](https://www.mass.gov/info-details/covid-19-travel-advisory). Anyone who has traveled and is not fully vaccinated should get a test within 72 hours of return, or quarantine until receiving a negative test. A PCR or Abbott BinaxNOW rapid antigen test is acceptable. Children under 10 are exempt from testing but should quarantine if the adults in the family are in quarantine, or until adults have received a negative test. Thank you in advance for your cooperation. <https://www.mass.gov/info-details/covid-19-travel-advisory>
- **Health Data for this Week**-Below is the positive cases for this week.
 - 1 Killam student, no close contacts
 - 1 Birch student, no close contacts
 - 1 RMHS student who tested positive after there was an inconclusive pool test for football. Contact tracing was complete.
 - 1 RMHS student, no close contacts
 - 1 Barrows student, no close contacts
 - 1 Wood End student, no close contacts
 - 1 Wood End staff member, no close contacts
- **DESE changes definition of close contact for classrooms and busses**-The following update to the quarantine guidance for close contacts was approved by the Executive Office of Health and Human Services after consultation with the Governor's Medical Advisory Board on COVID-19 and other medical advisors. This updated guidance is effective immediately!

Close contacts who were exposed to a COVID-19 positive individual **in the classroom or on the bus while both individuals were masked** do not have to quarantine unless they were within 3 feet of

distance of the COVID-19 positive individual for a total of 15 minutes during a 24-hour period. This does not apply if someone was identified as a close contact outside of the classroom or bus (e.g., in sports, extra-curriculars, lunch, etc.) or if masks are not worn by both persons at the time of the exposure. All other close contacts must follow the standard protocol for when a close contact may return to school.

Because it is difficult for elementary students to stay within the 3 foot distancing, we will continue to maintain the practice of quarantining an entire elementary class if there is a positive case identified in the classroom.

The full guidance is posted on the [COVID-19 guidance page](#) and [available for download](#).

As a reminder, DPH defines close contact as:

- Being within 6 feet of a COVID-19 case (someone who has tested positive) for a total of 15 minutes during a 24-hour period. Multiple brief or transitory interactions (less than a minute) throughout the day are unlikely to result in 15 minutes of cumulative contact and do not meet the definition of close contact. Being in the same room as an individual if you are consistently separated by 6 feet of distance does not meet the definition of a close contact.
- Close contact can occur while being with, caring for, living with, visiting, or sharing a healthcare waiting area or room with a COVID-19 case, OR
- Having direct physical contact with the person (e.g. hugging or kissing), OR
- Sharing eating or drinking utensils, OR

Having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on) while not wearing recommended personal protective equipment.

- **Pool Testing continues for the rest of the school year**-We are pleased to announce that we will continue making pool testing available for all staff and students for the remainder of the school year. This is an additional mitigation step that is critical to maintain a safe and healthy classroom environment. If you have not signed up your child (ren) for pool testing and you would like to, here is the link to give consent <https://bit.ly/3oXiiSa>. If families who are currently in pool testing want to remove their consent, please contact Julian Carr at Julian.Carr@reading.k12.ma.us. Please note that any changes in consent made over the weekend may not be able to be addressed until the following week.
- **Early Release Days moved to Fridays Next Year**-For planning purposes, all early release days at all levels will be moved from Wednesdays to Fridays next year. The survey that was sent out last month to staff and families was overwhelmingly in favor of this change. Elementary dismissal for next year on Fridays will be at 12:45 p.m. When there is a scheduled early release day at the middle school it will be at 1:00 p.m. and when there is a scheduled early release day at the high school, the dismissal will be at 1:30 p.m.
- **RMHS Spring Sports begins tomorrow**-This is a reminder that all RMHS spring sports begins tomorrow. This includes, baseball, softball, boys track, girls track, boys swim, girls lacrosse, boys lacrosse, wrestling, boys tennis, and girls tennis. For the health and safety of our students and staff, pool testing will continue to be required for all students who participate in athletics and extra-curricular activities.

John Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800
John.doherty@reading.k12.ma.us

This e-mail has been sent to you by READING SCHOOL DISTRICT. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from READING SCHOOL DISTRICT, please [click here](#) to unsubscribe.

To view the READING SCHOOL DISTRICT privacy policy, please [click here](#).

The information in this e-mail is intended only for the person to whom it is addressed. If you believe this e-mail was sent to you in error and the e-mail contains patient information, please contact the Mass General Brigham Compliance HelpLine at <http://www.massgeneralbrigham.org/complianceline> . If the e-mail was sent to you in error but does not contain patient information, please contact the sender and properly dispose of the e-mail.

Please note that this e-mail is not secure (encrypted). If you do not wish to continue communication over unencrypted e-mail, please notify the sender of this message immediately. Continuing to send or respond to e-mail after receiving this message means you understand and accept this risk and wish to continue to communicate over unencrypted e-mail.

Lapierre, Samantha

From: Robinson, Charles
Sent: Wednesday, May 19, 2021 5:35 PM
To: bp94960@yahoo.com
Cc: Lapierre, Samantha
Subject: Re: No More Masks Outside

Hi Mr. Paulson:

Thank for the email and I apologize for the delay. We will follow the dates set forth by the governor. Thank you.

Chuck Robinson

From: Brian Paulsen <bp94960@yahoo.com>
Sent: Monday, May 17, 2021 4:41 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Doherty, John <John.Doherty@reading.k12.ma.us>
Subject: No More Masks Outside

| |
|---|
| 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 RPS and SC,

With Baker lifting outdoor mask mandate for students today I expect a statement from RPS and the School Committee stating that they are no longer required starting tomorrow 5/18 ASAP.

Thank You,
Brian Paulsen

Lapierre, Samantha

From: Doherty, John
Sent: Friday, May 21, 2021 6:58 AM
To: Lapierre, Samantha
Subject: FW: Where do we stand in terms of contracts?

For packet. She did not send it via DG.

John Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800
John.doherty@reading.k12.ma.us

From: michele sanphy <michelesanphy@yahoo.com>
Sent: Thursday, May 20, 2021 4:12 PM
To: Doherty, John <John.Doherty@reading.k12.ma.us>
Cc: Robinson, Charles <Charles.Robinson@reading.k12.ma.us>; carla.nazarro@reading.k12.ma.us; Thomas Wise <tom.wise@reading.k12.ma.us>; Brandt, Shawn <Shawn.Brandt@reading.k12.ma.us>; Gaffen, Erin <Erin.Gaffen@reading.k12.ma.us>; McLaughlin, Sarah <Sarah.McLaughlin2@reading.k12.ma.us>
Subject: Re: Where do we stand in terms of contracts?

Hi John,

Thank you for your email and the information.

It appears from the list (see below) of non-union positions you shared with me that expire on June 30, 2021 and the list you just provided, there is still a fair amount of uncertainty. I hope that exit interviews are being offered to every professional leaving RPS and the information is being documented.

The degree of turnover is very concerning.

Thank you.
Michele

Expire June 30, 2021

- 1.Superintendent
- 2.CFO
- 3.Assistant Superintendent for Learning and Teaching
- 4.Director of Student Services
- 5.Barrows Elementary Principal
- 6.Wood End Elementary Principal

7.RMHS Principal

8.STEM Curriculum Coordinator

9.Humanities Curriculum Coordinator

Posted or filled as of May 20,2021

1. Assistant Superintendent for Learning and Teaching
2. High School Principal
3. Birch Meadow Principal
4. Joshua Eaton Principal
5. HR Director
6. METCO Director
7. Assistant Principal at Parker

On Thursday, May 20, 2021, 10:58:32 AM EDT, Doherty, John <john.doherty@reading.k12.ma.us> wrote:

Good Morning, Michele,

Thank you for the email. Individual contract talks are in process and will be available on July 1st once the contracts commence. That is the date when they are public record. Based on the searches that have been publicized, those are the contracts that we are currently working on with the individuals that are being hired or are in the process of being hired. To summarize the positions that are posted and/or filled are as follows:

1. Assistant Superintendent for Learning and Teaching
2. High School Principal
3. Birch Meadow Principal
4. Joshua Eaton Principal
5. HR Director
6. METCO Director
7. Assistant Principal at Parker

Please contact me if you have any further questions.

John Doherty

Superintendent

Reading Public Schools

82 Oakland Road

Reading, Massachusetts 01867

781-944-5800

John.doherty@reading.k12.ma.us

From: michele sanphy <michelesanphy@yahoo.com>

Sent: Thursday, May 20, 2021 10:51 AM

To: Doherty, John <John.Doherty@reading.k12.ma.us>

Cc: Robinson, Charles <Charles.Robinson@reading.k12.ma.us>; carla.nazarro@reading.k12.ma.us; Thomas Wise <tom.wise@reading.k12.ma.us>; Brandt, Shawn <Shawn.Brandt@reading.k12.ma.us>; Gaffen, Erin <Erin.Gaffen@reading.k12.ma.us>; McLaughlin, Sarah <Sarah.McLaughlin2@reading.k12.ma.us>

Subject: Where do we stand in terms of contracts?

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 School Committee members,

I am writing in the hopes community members like myself will be given the information requested below a month ago today. There is a great deal of change parents like myself and residents will be experiencing in the Reading Public Schools as well as staff and students.

An update would be appreciated and more transparency.

Best,

Michele Sanphy

michele sanphy <michelesanphy@yahoo.com>

To: Doherty, John

Cc: Dowd, Gail

Tue, Apr 20 at 11:57 AM

Hi John and Gail,

I hope you both are well and your families

In light of the recent resignations and multiple searches, I wanted to follow up and request the following:

1. For all non-union Central Office positions, principals and curriculum coaches, who have a signed contract effective July 1, 2021
2. For all non-union Central Office positions, principals and curriculum coaches, who do not have a signed contract effective July 1, 2021

To clarify, I am not asking for specifics on or the status of any open contract negotiations, only who has signed contracts and who doesn't.

Thank you.
Michele

Lapierre, Samantha

From: Cole, Katrina
Sent: Tuesday, May 25, 2021 4:39 PM
To: DG School Committee
Cc: McGinnity, JoEllen; Pegoraro, Christen
Subject: Elementary Planning Time Request for Support (Killam School)
Attachments: 1621973621116.pdf

Dear School Committee Members,

Attached is a signed letter from teachers at Killam Elementary School.

We are seeking your support for daily planning time for elementary school teachers so that we may meet the learning needs of our elementary students.

Please do not hesitate to reach out with any questions.

Thank you in advance for your time.

Dear School Committee Members,

We are writing to request your support with Elementary planning time. Elementary school teachers must have a daily planning period as all other levels in the district currently have.

Elementary teachers are currently responsible for teaching ALL subject areas; reading, writing, spelling/grammar, math, science, social studies, and Open Circle throughout each school day. Many of these subject areas are taught in workshop models or are project-based and these young learners require the manipulative, hands-on experiences for optimal learning.

Without a daily planning period, instruction is less effective, teachers are unable to plan and prepare for the workshop models and projects, and student learning suffers as a direct result of this.

We are asking that the school committee support daily planning period contract language for Elementary teachers.

Thank you in advance for your support.

Sincerely,
Killam Elementary School Teachers
5-24-21

Katrina Cole
Anson Matthews
Michelle Golden
Catherine Rice
Chitra Pr
Alie Salemi
Lauren Shamoloni
Daniel Snow
Lee Treacy
Jillian Williams
Kameka Kraft
Nomi Johns
Lucille Kalyanidis
Lorica Boran

Lauren Nawroth
Victoria Binn
Lindsay St-Germain
Kati Gustafson
Kathy MacMillan
Phaedra Grottle
Lorena Scanlon
Anissa
Melissa Greenberg
KATRINA KATAFOS
Melissa DeBlas
Melissa Camata
Meghan Caffrey

Lapierre, Samantha

From: Derosa, Colleen
Sent: Tuesday, May 25, 2021 4:58 PM
To: DG School Committee
Cc: Goldstein, Eric
Subject: Elementary Planning Time Request
Attachments: school committee letter - planning time elementary.pdf

Dear School Committee Members,

I am an RTA representative at Barrows Elementary. The elementary teachers are asking that you please read the attached letter and support our request about elementary planning time that we are seeking this contract.

Sincerely,

Colleen DeRosa

Barrows Elementary Representative

May 25, 2021

Dear School Committee Members,

We are writing to request your support with Elementary planning time. Elementary school teachers must have a daily planning period as all other levels in the district currently have.

Elementary teachers are currently responsible for teaching ALL subject areas; reading, writing, spelling/grammar, math, science, social studies, and Open Circle throughout each school day. Many of these subject areas are taught in workshop models or are project-based and these young learners require the manipulative, hands-on experiences for optimal learning.

Without a daily planning period, instruction is less effective, teachers are unable to plan and prepare for the workshop models and projects, and student learning suffers as a direct result of this.

We are asking that the school committee support daily planning period contract language for Elementary teachers.

Thank you in advance for your support.

Sincerely,

The Barrows RTA Members

Colleen DeLeon
Sarah E. Lenty
Debrah Frestell
Vitt El Perma
Rama Payack
Maya K. Khat
Nancy Salcott
Sueh Lane
Bethany Abbott
Heather H. McClain
Kara Hubb

Andie Wilby
Christine Crocker
Patricia Flaherty
Ann Hill
Kathy Muffs
Carole Casavant
Conna Becker
Jacqueline Lytle
Julie G. G.
Lanette Cull

Lapierre, Samantha

From: Sarasin, Kelly
Sent: Tuesday, May 25, 2021 6:27 PM
To: DG School Committee
Subject: Elementary Planning Time
Attachments: SC planning time.pdf

Dear School Committee Members,

I have attached a letter on the behalf of the Birch Meadow Staff expressing our concerns around the language in the contract about daily planning time at the elementary level. Would you kindly take a moment to read our concerns? Thanks in advance for your time and consideration.

Thank you,
Birch Meadow Staff

Kelly Sarasin
1st Grade Teacher
Birch Meadow

We are writing to request your support with Elementary planning time. Elementary school teachers must have a daily planning period as all other levels in the district currently have.

Without a daily planning period, instruction is less effective, teachers are unable to plan and prepare for the workshop models and projects, and student learning suffers as a direct result of this.

Thank you in advance for your support.

Katie Auburn Elizabeth Stales

COLE RE

Kirti Munay

Henry Henry

Jessie DeMa

only

Kenneth

Kim Tannee.
Anelli Mucha

Leon Baker

John Brown

Molly B. Clark

diran

Lee Buckley

Kelly Sarasin

By 

[Signature]

Peggy Costa

Jennifer Zurcher

Ein güter

Olivia Romano

Heinrich

Melissa Healy

Heather Suk

Mr. Seins
20.00

Lapierre, Samantha

From: Doherty, John
Sent: Wednesday, May 26, 2021 5:26 AM
To: bp94960@yahoo.com; DG School Committee
Subject: RE: Covid Vaccine Offered

Good Morning, Brian,

Thank you for the email. The decision to offer the vaccine was made by me with consultation from the Director of Nurses, Assistant Superintendent of Student Services, Chief Financial Officer, and Building Principal. We also consulted with the Fire Department who has coordinated several clinics in the community this year.

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

John Doherty
Superintendent
Reading Public Schools
82 Oakland Road
Reading, Massachusetts 01867
781-944-5800
John.doherty@reading.k12.ma.us

From: Brian Paulsen <bp94960@yahoo.com>
Sent: Tuesday, May 25, 2021 9:28 PM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>
Subject: Covid Vaccine Offered

| |
|---|
| 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. |
|---|

School Committee Members,

I haven't been able to look into past meeting notes, but I'm wondering if it was the SC or RPS or were you both involved in the decision to offer the vaccine in the Middle Schools and High School.

Brian

Reading Public Schools
School Committee Meeting Packet
May 27, 2021



Calendar

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 | School-Committee |
| October 7 | Financial Forum II | Finance Committee |
| October 15 Remote | Appointment of Superintendent to Collaborative Boards First Reading of Policy ECAF First Reading of JLCB First Reading of Policy AC Approval of RMHS Student Handbook | Administration School-Committee School-Committee School-Committee Administration |
| October 21 | Financial Forum III | Finance Committee |
| October 29 Remote | Fall Reopening Update Second Reading of Policy ECAF Second Reading of JLCB Second Reading of Policy AC Enrollment Update | Administration School-Committee School-Committee School-Committee Administration |
| November 2 Remote | Superintendent Search Process | School-Committee |

| | | |
|--|--|--|
| 5:00 p.m. | | |
| November 5 Remote Social Media Coordinators Gaffen Nazzaro | Elementary Space Refresher District and Superintendent's Goals Introduction Second Reading of Tabled Policy JLCB Second Reading of Tabled Policy AC | Administration Administration School Committee School Committee |
| November 19 Remote | Curriculum Update District and Superintendent's Goals—Vote First Reading Policy II First Reading of Policy IMB FY21 Budget Update | Administration Administration School Committee School Committee CFO |
| November 23 Remote | Superintendent Search Process | School Committee |
| Week of November 30 | Superintendent Search—Advertising Finalized Position Posted | School Committee |
| December | Finance Committee/Select Board FY22 Budget | |
| December 3 Remote Social Media Coordinators Wise Parks | Introduce New HR Director School Calendar Superintendent Search—Appoint Preliminary Screening Committee Second Reading Policy II Continued First Reading of Policy IMB First Reading of BDF—Advisory Committees to the School Committee | Administration Administration School Committee School Committee School Committee School Committee School Committee |
| December 7 Remote | Permanent Building Committee Meeting | |
| December 17 Remote | FY22 Prebudget Presentation RMHS Student Handbook Update & Review/Guidance Update Student Opportunity Act Second Reading of Policy BDF—Advisory Committees to the School Committee | Finance RMHS Administration School Committee |
| January 5 4:00 p.m. Remote | Superintendent Search—Screening Committee Orientation | School Committee |
| January 6 | Superintendent Search—Application Deadline | School Committee |
| January 7 Remote Social Media Coordinators Robinson Brandt | FY22 Budget Discussion FY21 Capital Plan | Administration |
| January 11 Remote | Superintendent Search—Screening Committee meets to Select Semi-Finalists to be Interviewed | School Committee |
| January 14 | FY22 Budget Discussion—Regular Day & Special Education | Administration |
| January 19 & 20 | Superintendent Search—Screening Committee Interviews Semi-Finalists | School Committee |
| January 21 | FY22 Budget Discussion Public Hearing on FY22 Budget Questions | Administration School Committee Administration |
| January 23 | Superintendent Screening Committee Semi-Finalist Interviews | School Committee |
| January 25 | FY22 Budget Discussion Final Vote | Administration School Committee |

| | | |
|--|--|--|
| January 26 | Superintendent Search—Interviews of Semi-Finalists | School Committee |
| January 27 | Superintendent Search—Concludes Interviews of Semi-Finalists and Finalist Selection | School Committee |
| January 28 | Presentation of Finalists to School Committee Second Reading of Policy IMB | |
| Week of February 4—10 Social Media Coordinators Robinson Nazzaro | Superintendent Search—Site Visits | School Committee |
| February 9th | Superintendent of Schools Candidate Interview—Tom Milachewski 7:15 p.m.—9:00 p.m. | School Committee |
| February 10th | Superintendent of Schools Candidate Interview—Matthew Janger Superintendent of Schools Candidate Interview—Stephen Zdravec 7:00 p.m.—10:00 p.m. | School Committee |
| February 11 | Superintendent of Schools Candidate Deliberation and Decision | School Committee |
| February 24 | Finance Committee | FY22 Budget Presentation |
| March 4 Social Media Coordinators Nazzaro/Wise | Citizen's Proposal for Park Bench Superintendent's Evaluation Process and District Improvement Plan Update Kindergarten Enrollment Update Special Education and Student Services High School Principal Search Process 2 nd Reading of Policy IMB Winter Hybrid Update Superintendent's Contract (Executive Session) | Administration Superintendent Superintendent Superintendent Superintendent School Committee Superintendent School Committee |
| March 10 | Finance Committee | Town Core and Capital Plan Presentation |
| March 17 | Finance Committee | Vote on TM Articles |
| March 18 | Portrait of Graduate Update Dissolution of Superintendent Screening Advisory Committee Spring In-Person Update | RMHS Administration School Committee Superintendent |
| March 29 | Approval of Resolution 2 nd Reading of Policy IMB Approval of Assistant Superintendent Search Timeline | School Committee School Committee School Committee |
| April 1 Social Media Coordinators Robinson/Gaffen | Intermunicipal Agreement with Wakefield—POST Program Superintendent Evaluation Vote on Last Day of School Birch Meadow Master Plan Presentation | Administration School Committee School Committee Recreation Department |
| April 6 | Town Election | |
| April 15 | FY21 Quarterly Budget Update FY21 Quarterly Personnel Update 1 st Reading of Policy Updates District Space Discussion | Finance Human Resources School Committee Administration |
| April 26, 29, May 3, 6, 10 | Town Meeting | |
| May 13 Social Media Coordinators Brandt/Nazzaro | Vietnam War Veteran's Recognition Appointment of Assistant Superintendent Joshua Eaton Principal Special Education Presentation 2 nd Reading of Policy Updates | Veteran Services Officer Superintendent Superintendent Administration School Committee |
| May 27 | Executive Session-Collective Bargaining Strategy School Choice-Public Hearing Recognition SC Final Vote on FY22 Budget and Capital Plan | School Committee School Committee MASBO School Committee |

| | | |
|---|---|---|
| | Approval of MSBA SOI 2 nd Reading of Policy Updates | Superintendent School Committee |
| June 1 | Select Board Meeting for Approval of POST, MSBA SOI, and Green Communities Vehicle Presentation | Select Board |
| June 6 (RMHS Turf 1) | Graduation | School Committee |
| June 10* Social Media Coordinators Gaffen/Wise | Regular Day and Athletic Bus Transportation Contact Approval (Tentative) FY21 Quarterly Budget Update FY21 Quarterly Personnel Update FY 21 Budget Transfers (if needed) Declare Surplus Equipment | School Committee Finance and Operations Administration Administration School Committee Finance |
| June 14 | Teacher/Staff Recognition RMHS Handbook Update NEASC Accreditation Report Wilder School Approval (Tentative) | School Committee Administration Administration School Committee |
| June 21 | Liaison Assignments Reorganization Curriculum Update SEPAC Presentation | School Committee Learning and Teaching Learning and Teaching SEPAC |