



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

Reading Arpa Advisory Committee (Raac)

Date: 2022-08-03

Time: 7:00 PM

Building: Reading Town Hall

Location: Select Board Meeting Room

Address: 16 Lowell Street

Agenda: Revised

Purpose: General Business

Meeting Called By: Jacquelyn LaVerde on behalf of Chair Marianne Downing

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 in-person at the Town Hall Select Board Meeting Room, remotely via Zoom, and will be broadcast on RCTV.

Join Zoom Meeting

<https://us06web.zoom.us/j/83868665572>

Meeting ID: 838 6866 5572

One tap mobile

+16465189805,,83868665572# US (New York)

+16465588656,,83868665572# US (New York)

Dial by your location

+1 646 518 9805 US (New York)

+1 646 558 8656 US (New York)

Meeting ID: 838 6866 5572

Find your local number: <https://us06web.zoom.us/u/kkCx6oqVq>

AGENDA:

Times listed are approximate and subject to change:

7:00-7:05	Call to Order
7:05-7:10	Public Comment
7:10-7:40	PRESENTATION/DISCUSSION - Reading Teachers Association representative(s) to present/discuss on pandemic impact on RTA members in consideration of premium pay; follow up RAAC discussion questions on same.
7:40-8:10	PRESENTATION/DISCUSSION - Reading Paraeducators representative(s) to present/discuss on pandemic impact on Reading paras members in consideration of premium pay; follow up RAAC discussion questions on same.

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



Town of Reading Meeting Posting with Agenda

8:10-8:40	PRESENTATION/DISCUSSION - Reading School Secretaries representative(s) to present/discuss on pandemic impact on Reading secretaries members in consideration of premium pay; follow up RAAC discussion questions on same.
8:40-9:00	PRESENTATION/DISCUSSION (follow up) - Reading Chamber of Commerce to present/discuss updated request for ARPA funding in view of receiving state grant of \$25k
9:00-9:20	PRESENTATION/DISCUSSION (follow up) - Recreation Dept and Reading Youth Lacrosse to present on funding for Lacrosse wall, possible supplemental sources, and RACC discussion on same.
9:20-9:40	PRESENTATION/DISCUSSION (follow up) - Reading Food pantry to present amended request and RAAC discussion on same*
9:40-10:40	DISCUSSION - RAAC member Andrew Grimes to give his allocation recommendations homework to add to overall spreadsheet; RAAC members to continue overall discussion on requests received with focus on areas of significant disagreement or more info needed in spreadsheet allocation recommendations, including but not limited to: –water and sewer allocations –premium pay –affordable housing –senior center (additional funding on top of 900k) –possibly Food Pantry and Y (more info may be needed on both)
10:40-10:50	Discuss future agenda items
10:50-10:55	Review/Approve minutes from 7/13/2022 meeting
10:55	Adjourn

*Revised 8/1/2022 to add Food Pantry agenda item at 9:20.
Originally posted July 28, 2022 at 5:02 pm.

RTA request for ARPA funds

— Reading Teachers Association —
members & representatives

Reading Teachers Association Presentation

- 1) Introductions, thank yous, and statement of purpose
- 2) Summary of responses to member survey - experiences teaching during the pandemic (full survey results sent to RAAC for packet)
- 3) Testimonials - personal experiences of RTA members
 - a) Risks and hazards encountered
 - b) How our jobs transformed
- 4) What we are asking for
- 5) Time for RAAC questions

RTA Membership during the 2020-2021 school year

Reading Teachers Association: Approximately 385 members

Small cohort worked in person during July/August 2020 (waiting for confirmation on numbers from RPS admin staff)

District did not track numbers of teachers in person/remote by week during the hybrid plan.

To the RAAC committee:

In order to gather information for our request for premium pay, we sent a survey to our members asking them to share their experiences of working through the pandemic, specifically during the 2020-2021 school year. We received 63 responses, which are all included below. Some of the respondents requested to remain anonymous - their responses are bullet-pointed at the end of this section. Where possible, we have included the educator's name and building/role.

Thank you,

Jess Bailey, RTA President

Survey question: If you are willing to share your story of how working during the 2020-2021 school year affected you personally, please describe it below.

Roisin Munson - Coolidge MS:

I worked full time, in person with students across two teams in middle school at Coolidge as a special education teacher for the 2020-2021 school year. I was exposed to up to 80 different students per week, in addition to students I would encounter in hallways during the school day. I worked across two teams of teachers and students weekly, in addition to working with specialists and support staff. The team of teachers I worked with were all considered high risk individuals due to their own medical conditions and medical conditions of their family members (i.e. stroke, cancer, heart conditions, etc.)

I significantly altered my daily routine to keep my team members, students and my husband (a firefighter/paramedic) safe. I socially distanced as often and as safely as possible during the 2020-2021 school year. I did not see my family (parents, siblings, cousins) or friends in person unless absolutely necessary, and when this happened we were masked or met outside with a 6ft distance minimum, and Covid tested before seeing one another when this became consistently and affordably accessible to the public. I got vaccinated as soon as I could - waking up at 4 am for a week straight, desperately trying to find appointments. I remember one morning bursting into tears of frustration because I couldn't get a vaccine appointment - I was mentally and physically exhausted.

I canceled my own wedding before the 2020-2021 school year to keep my team members, students, family and friends safe. I declined invitations to 2 weddings of best friends out of state because I did not want to expose myself to Covid, therefore exposing teammates and students. We canceled birthdays, we social distanced during important gatherings like my sister's high school graduation, my husband and I spent holidays alone at home, and stayed in touch through zoom. We declined hugs from our baby nieces and we did a drive-by celebration for my husband's 30th birthday. We alternated who went to "high risk" places such as the grocery store to lessen our risk of exposure and illness.

I did not attend my grandmother's funeral when she died in January 2021, nor did I take any days off to grieve because I knew my absence would only further the challenges my students would face while zooming into their classes from school. I wore masks on a daily basis and encouraged my students to do so as well, consistently and properly, countless times during each school day. This was often met with frustration by my students and other adults who worked with them. At home, my husband and I social distanced from each other in our own home many times when one of us was exposed to Covid, which happened very frequently during the 2020-2021 school year. I was afraid that my husband was going to get seriously sick, as he struggles with high blood pressure and works in an extremely high risk job.

As a special education teacher, I wore masks daily and expected this of my students. There were battles about mask wearing in school daily. The work given to my students was at times overwhelming for them, and for parents at home trying to balance their own jobs and supporting their kids with learning on zoom. Emotions wore thin, stress was high, so much felt out of my control. I spent many hours of my personal time working with students on zoom over weekends and holidays to help them stay caught up with their work. I dropped off materials to families' homes, driving as far as Boston to do so. I spent time talking to parents, hearing them out and letting them vent about how crazy and frustrating the school year was. There were students who came to school symptomatic and Covid positive and exposed me, and other students and high risk teachers. I consistently worked within 6ft of students to help with technology, help them continue learning, and support them emotionally and behaviorally. I ate lunch with my students weekly to support them emotionally during this challenging time. We took kids out for mask breaks daily to give them a break from the stress of Covid during this school year. There were many times we would attend school then be sent home due to exposure and have to teach on zoom. During this year I taught kids in person, hybrid, and full remote at the same time with only 1 other adult to help me - who would not get closer than 12 ft to students. The 2020-2021 is crazy to think back on, there was significant stress and sacrifice during this time.

Adam Derosier - Joshua Eaton:

Working remotely as a 5th grade teacher, and then shifting to a hybrid plan during the 2020-2021 school year was very stressful for me and my family. My wife had just given birth to our second child in February of 2020 (he was 8 weeks early and had to spend time in NICU), and we finally were able to bring him back home after several weeks, just before COVID lockdowns began in the Spring. On top of that, my wife falls under the "high risk" category as she deals with the effects of lupus on a day-to-day basis. Creating new remote lesson plans everyday, while simultaneously taking care of a newborn in the Fall of 2020 was beyond stressful. This stress was turned up a notch going back into school every other week in November of 2020. Coming home to a wife who is immunocompromised and a child who was born prematurely, while still being a happy, outgoing, engaging teacher for students was a near impossible task. Unfortunately, I had no other option other than to work full-time to keep my family financially afloat...even if it meant exposing myself to COVID and potentially bringing it home to my family.

Jennifer Gray - Parker:

The hardest part about working with students before vaccines were available, was that I sacrificed all family events, holidays, birthdays, and other activities to keep my family and friends safe during the pandemic, and the only risky behavior I participated in was teaching in person. I was in contact with about 100 students and it was the most exposure I had in my life that year. I sacrificed time with my parents and grandparents in order to teach students. Essential workers like me made the decision to sacrifice the safety of their families for the students who needed us.

Another difficult part about working in person during the 2020-2021 school year was finding private places to eat or drink. At the middle level we were all sharing teaching spaces which made it difficult to teach and unsafe to have lunch. It was hard to find an empty space to safely eat, and at the same time it was very isolating. I wasn't able to socialize or have interpersonal relationships with coworkers that are so important in the life of teacher. It is a difficult job under normal circumstances and the social losses compounded the problem.

Lynda Michel - special education, Wood End: I taught in person for the entire year. Luckily enough my family was not impacted but the limited PPE that the school district provided was limited i.e. I came back

to one package of Huggie wipes for cleaning. No plexiglass dividers, no extra mask and no shields. This was all supplied after the fact.

Jenna Glazier - special education, RMHS: My now fiancé proposed in September 2020. I couldn't see the majority of my family members in person to celebrate due to safety concerns. My brother passed away from a drug overdose at the age of 26 on December 1st of 2020. My elderly grandmother could not directly visit with us, let alone see our faces, in our time of grief due in part to my in-person work with students. We couldn't have a real memorial for him until June of 2020. Losing my brother also meant I was out for an extended period of time- which led to confusion for my in-person special education students. Some of them thought I had COVID, some of them thought I wasn't coming back, and I even had parents questioning why I was out.

Many of my students could not wear masks properly due to sensory issues, oppositional defiance, etc. I understood the risk of my work, but that meant I needed to sacrifice time with my family when I really needed it most.

Maura Keefe - counselor, RMHS:

As a counselor, the 2020-2021 school year was extremely difficult. Many of my high-risk, high-need students needed the in-person support from staff. When students were non-responsive on Zoom or not completing any academic work, it was often a first intervention to try to get them in the building to meet with me so I could further assess the situation and make a plan. My office at the time was unfortunately quite small with poor air circulation and no windows to the outside. While I was sometimes able to use other bigger spaces, the need for confidentiality and having the student in a space they were comfortable with, often led to them being in my office in close proximity to me (probably closer to 3-4 ft rather than the recommended 6 at the time). I felt these in person meetings were extremely necessary. We had students in crisis left & right - assessing over Zoom was very challenging and so for the wellbeing of our students, it was crucial for me to be in my office every day.

During this year, I lived with a doctor who was working at a Veteran's Hospital and a nurse on a cardiac floor. Both of them had many precautions at the hospital and access to proper PPE, and therefore I was seen as the roommate with the highest risk of bringing COVID into our home. It was challenging to live with people who worked with such vulnerable populations knowing that I was the one putting them at risk. I did extra cleaning in the house and other than going to work, I minimized my time elsewhere.

I spent Christmas alone in my apartment this year - my roommates being lucky enough to have access to PPE that made them feel comfortable to go home to their families who were low-risk. I unfortunately do not have any family close enough to even drive to & stand outside to talk with them. My mother unfortunately is high-risk, having lung issues and an autoimmune disease. She therefore was understandably only allowing people over if they were able to quarantine for 2 weeks prior to coming. As I had been working full time in person since September and we worked up until Christmas, this was not possible for me to do and I did not feel comfortable going to her house. My partner's mother is also high-risk, having cancer only 3 years prior. I therefore couldn't go there either and my partner quarantined from me for the 2 weeks prior in order to see his family. I was therefore left alone for both the weeks leading up to the holidays and the week after. It was a frustrating time as we then went back in person after the holidays, knowing I did not see anyone I cared about and I was about to expose myself to people who had just been traveling all over.

Audra Williams - English Language Arts, RMHS:

During the 2020-21 school year, I contracted Covid in Feb. 2021. (This was just prior to the debut of

vaccinations.) I missed one week of teaching when my symptoms were at their worst. However, as any teacher knows, being out sick doesn't mean that someone else is planning and executing your lessons for you. I still planned, posted, and sent ahead daily lessons for all of my classes in spite of my sickness. During my second week of Covid sickness, in order to try to keep my classes on track and moving forward as best as possible and maintain some sort of consistency for my students during a most uncertain time, I taught remotely via Zoom (while my alpha cohorts were in the classroom and the rest online) while I continued to recover at home. It was challenging for numerous reasons--namely that the rest of my family had Covid, too, and needed care and attention while I continued to recover and teach.

Lisa Norcross - Wood End:

The majority of my family lives out of state. My parents are in the upper 60's with some health conditions. My father helps take care of my grandmother who is in her 90's and suffered a stroke during Covid. The stroke left her in need of more assistance. I was unable to visit them or offer any assistance while I was working due to the amount of exposure I had everyday at school. As a specialist, I was in school teaching in person all year, as well as recording and providing lessons online to at home students. My sister had a baby at the end of August 2020. I was able to meet him once before school started. Then due to the high risk of his low immune system as an infant and my job at the school I wasn't able to be with my family once school started. I missed holidays, birthdays and early development stages with my nephew that I had with my other nieces and nephews. I had to be really isolated from them besides connecting through phone calls or FaceTime. Several of my friends have little children who were high risk that prevented me from being able to be around them as well during this time. My roommate also has a heart condition and other connected health issues that was nerve racking with me going into work, while her work was from home. Any exposure she had, would come from me. It just felt like at a time where most jobs were still from home and many people were still worried about being back around numbers of being in a smaller space, we were back at school. As a specialist, I was exposed to every person in the building, every week, so the idea of cohorts, or keeping classes isolated to stay safer didn't apply to us and I felt increased my chances. I was glad to be there for my students, families and colleagues during this time, but it did result in me having to separate greatly from my family and friends.

Tara Herlihy - Coolidge:

I actually consider myself to have been quite lucky to be one of the teachers able to teach solely in person during the entirety of the 2020-2021 school year. I am a special education program teacher, and the end of the 2019-2020 school year brought with it many challenges. There was no way to effectively reach my students through a computer screen.

I would hear from parents regularly about how difficult that time was for their child, for them and for the well-being of their family as a whole. I get that. I too am the parent of a child with involved learning needs. What made this time intensely sad was constantly feeling like I was failing my school kids. For most, being a teacher is so much more than a job. It's a vocation, a true calling and a way of life. It's our identity and what makes us whole. I remember lying awake at night worried about my "kids". It hurt so deeply when members of our community would question the efforts of our Reading teachers.

Being part of the first wave of in person teachers was anxiety producing at first. There were so many unknowns and so many new rules and regulations. School was weird, and school was lonely. Students aren't the only people in school motivated by friends. I consider Coolidge a family, and I missed the rest of my family tremendously. Without that support system, school was difficult.

All of the obvious obstacles made the 2020-2021 school year difficult. As a teacher, you have a huge responsibility to the students placed in your care. My worst case scenario would have been compromising

the health and safety of my “kids”. For that entire year, I did very little aside from school in order to limit outside exposure in order to put the safety of my students first. Presented with this situation again, I’d choose the same.

The point is that teachers showed up with supporting students as their number one focus. We were committed to providing quality education, routine, stability and love to our kids during the most uncertain time. I am so grateful to the teachers that did this for my own children, and now that the world seems to have a far better handle on covid, I truly believe it’s time to recognize the pure altruism demonstrated by our teachers.

Patti Beckman - Birch Meadow Elementary:

Working in a hybrid or remote model during the 20-21 school year was very difficult. Often times, I had a problem with student's technology (or lack of), attendance, and work effort. Students found it difficult to stay on task and attend to lessons. It was very challenging to develop lessons that were both engaging and transferable to a remote class. It was also difficult to address the needs of some students who required accommodations. Another issue was the availability of supplies, read-alouds, etc. Since I was switching each week from hybrid to in-person teaching, I needed to transport materials back and forth. It was also costly to have to set up a classroom in my home. I found it challenging to work individually with students who needed more guidance and support. At this age, using manipulatives and hands-on approaches to learning is so important, however, it was difficult and time consuming with remote teaching. I often drove to students' homes to drop off materials, worksheets, books, etc, so they could access the curriculum. During our remote time, I had an issue with students who were cyber-bullying. When we finally came back to in-person teaching, I still had several students who remained remote. This became a bigger hassle! Trying to teach remotely and in person at the same time is stressful and ineffective. I was lucky in that I never contracted covid and I was able to keep my family safe even though most of the students in my class had covid at one point or another. Unfortunately, because of close proximity to students who tested positive, I had to cancel or excuse myself from several family and social events.

Jennifer Zurcher, Birch & RISE:

Describing how working during the pandemic impacted me has to start with the spring of 2020. A few weeks after the shutdown, special education staff started getting directives trickling down from DESE to our administration that we had to start contacting our students in some way. Each week the expectations increased from checking in on students to eventually delivering all of their IEP services remotely. We had no experience in virtual teaching, no training on how to do this, no resources provided, no road map to follow. We were given demands but no support.

The American Speech-Language-Hearing Association (ASHA), the national board that licenses Speech-Language Pathologists, clearly states that SLPs cannot deliver teletherapy without completing 10 hours of professional development in how to do so. The SLPs relayed this information to the administration, however, we were given no time, money, or support to obtain those 10 hours. We were expected to complete them on our own time, with our own money as soon as possible so that no students would miss their services.

At this point, the SLPs were working 10-11-hour days trying to create hours of therapy activities out of thin air each week and delivering these activities via the completely foreign and unreliable platform of Microsoft Teams. The stress of meeting this challenge was enormous. We created a weekly SLP meeting where we could share therapy materials, strategies, and emotional support. Over the course of the spring, nearly every one of our 10 SLPs broke down and sobbed at least once due the overwhelming stress of the expectations we had been handed.

The stress only increased once school resumed in person in the Fall of 2020. Again, the demands were untenable. We were in-person 5 days per week with only the weekends as respite from possible exposure. (Our general education colleagues, meanwhile, experienced 4 days of in-person contact every other week with 11 days of safety in between.) We could not use any of our typical therapy materials because students could not share any items, which meant reinventing the wheel every day. We had to sanitize our workspaces between each 30-minute session, but we were not allowed to shorten our sessions or to build cleaning time into our schedules. Eighty percent of the children I work with have a diagnosis of Autism Spectrum Disorder, are preschool age, or both. Very few of them were able to follow the safety protocols of wearing a mask properly or maintaining safe social distance. Keeping them safe from potential exposure was impossible, and the constant worry about them being exposed was gut-wrenching. My students were spread out over 11 classrooms across 2 different schools, effectively exposing me to over 120 students each week. (Elementary general education teachers were exposed to approximately 12 students per week.) I raised these concerns about our safety numerous times, including in an email to the School Committee prior the start of the 2020-21 school year. I received no substantive response and zero support. It truly felt like the special education staff and students were the canaries in the coal mine.

In the first 6 months of the pandemic, I lost both of my parents. A few days after the shutdown, my mother passed away from a lengthy illness. Six months to the day later, my father died very unexpectedly. I took one week of bereavement leave before returning to work. One week. By mid-November, between the anxiety of being exposed to a deadly virus every day, trying to meet the untenable demands of my caseload, grieving the loss of my parents, facing my first holidays without them, and having limited contact with my siblings due to my high level of exposure, I was experiencing anxiety attacks and not sleeping. I ended up on a heart monitor for two weeks because the stress was manifesting in frightening cardiac symptoms. At this point, I requested 2 weeks of sick leave to try to alleviate these issues (I had accrued approximately 4 months of sick days at that time). I was told by the administration that this would not be approved, but that I would be allowed to work from home for those 2 weeks. So, while that removed the stress of daily exposure, it forced me to pivot and reinvent the wheel again by creating 2 weeks of virtual lessons for my students. Essentially, the mental and physical break I had been hoping for was denied.

This level of physical and emotional stress continued unabated for the entire school year. It is not an exaggeration to say that working in those conditions for an entire year was traumatic. The thought of another spike, another shutdown, another unknown variant instantly induces feelings of panic and despair. If, God forbid, we ever have to return to the working conditions of the 2020-21 school year, I would seriously have to consider resigning from my job in order to preserve my physical and mental health.

Mark Farrin - science teacher, RMHS: Since I have two octogenarians and a young child living with me, I was continually worried about bringing the virus into our house. I tried to distance myself subtly from my family members for fear of transmitting the virus to any of them. I shaved my facial hair so that masks would fit me more appropriately and provide me with better protection. Something that weighed heavily on my mind during that period was the fact that my niece, a librarian, became sick with Covid and has never recovered from it.

Michelle Hopkinson - health and wellness teacher at RMHS:

Like so many RPS staff, I had the challenge of teaching in a unique situation during the 2020-2021 school year. As a health and wellness teacher at RMHS, I had 20 sections of health. Because we did not have a gymnasium, we had to use this time to double up with PE classes. Not in September, but late fall, I was

asked to teach PE to the in school groups of students for the rest of the school year. This was a challenge as it was in addition to my regular classes. It was also a challenge because I was exposed to COVID and had to quarantine on more than one occasion and try to teach these students remotely. This situation adds a level of stress as lessons had to be changed, written for remote, written for in school, never knowing which situation. I do vividly remember working every Sunday throughout the school year planning all the lessons for the week since we had no previous curriculum that set this style of teaching. When in school PE started, we still were not allowed to use the gymnasium and all PE classes were taught outside despite the elements.

In addition to my teaching expectations, I was coaching volleyball still. What people do not realize is that the athletic coaches were working with their athletes to ensure their social and emotional wellness. We were not asked to, but knew it was vital to keep those connections. We had weekly zoom calls and private check ins with families. When it came time for our seasons, they were limited in competition but time did not change. The administration cut our salary at this time by 25%, never taking into consideration the countless hours we worked with our teams on and off the court. It was truly insulting and disappointing to not be recognized for the work we were doing.

Gioia Butler - speech language pathologist, Birch Meadow:

I am struggling to even put into words how stressful and anxiety provoking working in person during the 2020 - 2021 school year was.

I worked EVERY DAY, Monday through Friday, during the school year. On Friday's, only a limited number of special education staff worked at Birch Meadow, and dismissal was at 12:00 so the building could be cleaned. It was extremely frustrating to repeatedly listen to administration in virtual meetings state that school was 'remote' on Friday's, in order to clean the buildings and allow 72 hours for the chemicals to sanitize, (that was considered the recommended timeframe that it was 'safe' to return to work and re-enter the building). Well, school was not remote for me on Friday's or at any time of the year. While it was safe for students and teachers who ended their in-person week on a Thursday to return to the building on Monday, it was not safe for me. I did not follow the Monday through Thursday school week, nor did I follow the hybrid model. I worked 5 days a week, and having to return to work prior to the 72 hour 'safe' period, was very unsettling and I did not feel protected.

It was unacceptable that there were so many conflicting reports on how to appropriately use and sanitize our own personal materials using the mysterious chemicals we received from the district. Some were told to spray and wait 15 minutes before using materials again, and others were told to spray and wipe materials down and reuse. It wasn't until our custodian saw me spraying down my table and wiping it, when he informed me that I was supposed to spray things down, and walk away. THIS WAS OVER THREE WEEKS INTO THE SCHOOL YEAR!!!! How could I have been so misinformed! There was no consistency on how/when to use these chemicals. God knows what I was exposed to, or what I ingested, something I think about and fear often to this day. Over the course of a few weeks, the directions on proper use of the spray changed from 'let it sit for 15 mins' to 'spray and use materials within minutes'. This was not reassuring. I was irate, frightened and felt totally alone and entirely unsupported.

My workload increased and had become an insurmountable task. Scheduling was a nightmare, as trying to schedule in -person sessions with students in a hybrid model was nearly impossible and changed weekly, if not daily. I also had to work with students in person and online during the same session- at the same time. Due to the need for social distancing, I could accommodate no more than two students per

session within the speech/language therapy room. This resulted in having to increase my number of therapy sessions. In order to provide all of the services mandated by students IEP's, planning time became non-existent. There simply was not enough time in the day to deliver services with the restrictions in place. Time spent scheduling with parents and teachers, trying to accommodate two students at a time, cleaning materials safely, making sure they were not shared, and trying to maintain an overall safe environment was an impossible job. Many of my students were unable to follow safety protocols, i.e., maintain distance, appropriately wear a mask, or even tolerate masks. Knowing I was working with students at all grade levels throughout the entire building, my exposure was far greater than being isolated to only one classroom. The fear of exposing my students, especially those who could not follow safety protocols, along with fearing for my own safety and the safety of my loved ones, was absolutely debilitating.

When students and teachers were exposed, contact tracing took place. This was an extremely confidential process, my guess was due to HIPPA guidelines. However, as someone who worked everyday, it was completely unfair to not to be informed of potential exposure on a regular basis, especially since I worked with students across all grade levels. As I stated previously, my schedule changed daily due to conflicts. I can't tell you how many times I was not informed of a student's exposure, because it was assumed I had not worked with the student according to a written schedule, when in fact, I had, and most likely there was another student in the group. This happened countless times. I understand there was an issue of confidentiality, but I felt as though it was based on assumption and not foolproof. The daily stress of wondering if I was exposed or if someone forgot about me or just didn't think to check in was overwhelming, frustrating and emotionally draining.

Basically throughout the school year, I only saw my immediate family and elderly parents (minimally)-once per week for brief visits. For my parents, I masked, kept my social distance and did everything I could to be safe and keep them safe during my visits. There were no family dinners or long visits due to agonizing fear of exposing them to the virus. I did not share the holidays with my siblings and for the entire school year, I did not socialize with friends due to my consistent risk of exposure. The sacrifice of working everyday in the 20/21 school year took it's toll on me both physically and mentally. It greatly impacted my family life, social life and my physical and emotional well-being.

Joyce Camenker - RISE:

As a preschool teacher working with high needs students I felt it was necessary that we return to fully in person school. That said, I was terrified about the risk I was taking for myself and my family. My two sons have a chronic illness that makes them immunocompromised. One lives with me. I had to keep my distance from them and take all precautions in my home. In addition, I had to completely change how I set up and ran my classroom. It was an extremely stressful year both personally and professionally. I felt like I was choosing between my family and my students. I was glad I went back but it was a challenging decision.

Jessica Greenbaum - special education teacher, RMHS:

I feel like everyday was a risk. I think special education teachers were there every week since students on IEPs were able to come in every week regardless of the model. I think every day was a risk especially since I lived with someone who is compromised and at high risk and I was always around students, some of whom struggled wearing a mask. Additionally, when a student in a co taught class tested positive the co-teacher, special Ed teacher, was not told most of the time. There should have been a better system for this as I could have had it and not known or what not. This was extremely nerve wrecking for me as I live with someone who is high risk.

Lauren Fusco - Joshua Eaton (letter sent separately, attached at end)

Anne Mana - Joshua Eaton (letter sent separately, attached at end)

Responses from members who wished to remain anonymous (each bullet point is from a different member):

- As a specialist, I had to work every week of the school year in person, not necessarily to teach my own content but to make the hybrid plan work by keeping an eye on groups of students being taught other content areas in a second room. Having to be in person every week put a tremendous stress on both myself and my family. In working both A and B weeks I was exposed to a large number of students. I constantly worried about getting Covid and the possibility of giving it to my family. We missed every family occasion and holiday since I had to be in the school building every week and could not quarantine ahead of any of the events. Additionally, I had to leave my own school aged children at home every day to do remote learning completely on their own. I was never able to get them logged on before the day started, help them with assignments or technology issues that came up and felt that I had to abandon my own children in order to help make the hybrid plan work for the Town of Reading. The stress of teaching during the pandemic was extreme. I had continual sleep issues due to stress and anxiety and eventually had to reach out to my doctor for anxiety medication. There wasn't a day during the pandemic that I didn't think about taking a leave for the rest of the year for my own mental health but kept coming back to help support our students.
- The 2020-2021 school year was arguably the most challenging year I've experienced to date in my seven years as an educator. Along with having to adapt to unexpected conditions and teaching in new, unprecedented ways, it also had profound effects on my personal life as well. That year, my health and well being, ability to see family and friends, and plans to start a family with my husband, as we were newly married, were drastically altered. Teaching remotely until the end of November caused me to experience migraines for the first time in my life, and continued even as we switched to the hybrid model of one week in-person, one week remote. I assume these were brought on due to both the amount of time spent in front of a screen each day (7 in the morning to as late as 8 or 9 o'clock at night-creating digital lessons, responding to parent emails, etc.), as well as the stresses associated with teaching at that point in time. I am happy to report that the migraines stopped soon after the school year was over and I have not experienced one since (fingers crossed). My husband and I also wanted to start a family as soon as possible, as we were newly married in 2020 and in our early 30s. However, due to the physical and mental duress I was under at that time, along with the risks associated with being pregnant and potentially getting Covid, we ultimately decided it was best to put family planning on hold. Lastly, we were unable to travel out of town to see family during the holidays that year, due to exposure in the classroom on several occasions and not wanting to risk inadvertently exposing elderly and immunocompromised members of our family to the virus. While missing out on celebrating birthdays, Thanksgiving, Christmas, Easter, and other milestones was difficult, it was a small price to pay for the peace of mind we had knowing that we had done our part to keep our families safe.
- I had high risk family members. I wasn't able to see family for months at a time and lived alone in isolation. This negatively impacted my mental health. I work with younger students who were unable to be vaccinated until fall 2021.
- I was pregnant during that school year and was therefore at high risk for Covid complications. The only accommodation allotted to me was a supply of N95 masks. This meant that I stayed at my desk at all times and had minimal physical proximity to my students. If I could have, I would have preferred to work from home.

- I am a teacher and a parent in the district, so it was double challenging during the pandemic. When all remote, I was unable to assist my two children with their navigating of remote learning while teaching. My daughter has double deficit dyslexia and could not read the slides to get to any specials and follow non-verbal directions. I needed to hire someone to take her to and from her in-person services several times a day and sit with her 1:1 to help navigate her day. All this was happening in the room next to where I was remotely teaching and my middle school age son had to work in his room, without much adult attention. I would work with him during my specials and lunch. It was exhausting.

When we switched to one week on and one week remote, I was not in the same weeks as my children. My husband is diabetic so I needed to be extra careful to not expose him. Many of my students were not willing to wear masks.

I ran two classrooms running back and forth teaching both. I had a para who was wonderful at helping students with work but I was responsible for delivering instruction, learning microphone and camera technology (which almost never worked) and utilizing google classroom daily (which I had to learn on my own.) I was recording lessons at night so I could show them on the smartboard to both classes at the same time, while being able to run between classrooms to support. Because of social distancing, I was unable to pull small groups, so I had to teach either the whole class (in two rooms) or individually. The year was so full of challenges, I couldn't possibly write them all.

I appreciate the understanding and compensation for the unprecedented amount of work, learning, anxiety and overtime that went into that year. Thank you!

- It was extremely stressful. Yes, I have high risk family members but was told by admin that remote was NOT an option. We were not given options, I feel like there was more concern for the students than staff, I was forced to work beyond my license, worked very long hours and was "on call" beyond working hours. I missed many things and it was a horrible year.
- Received a medical note from my PCP/doctor to allow me to work remotely due to my high risk. Unfortunately, the school could not honor that request. As a high risk teacher, I wore a KN95 and N95 mask every day and was constantly worried about getting sick. (I am fully vaccinated; however, the virus was able to still infect people.) At the start of this pandemic, CDC expectations were in place but not enforced even with administrators present witnessing the situations.—students not maintaining proper social distancing, students wearing masks below the nose, students coming into school sick, and so on. Several emails were sent to the administration about the situation. Later on in this pandemic, students who got sick were given the responsibility of informing their close contacts; however, students indicated they were not comfortable with doing this creating more risk. Overall, there were many breaks in the important CDC expectations to keep people safe that were not enforced. Students quickly realized this and increases in risks to people getting sick continued. My anxiety of going to work every day increased because expectations were not followed by many students and not enforced.
- Since I was in person with students throughout the pandemic and before vaccines were readily available I had a small group of people that I saw that were healthy and aware of my added exposure risks. I did not see elderly family members during that time. Once vaccines were available I did see more family members but due to the added exposure I had I was very cautious and would plan for times to see them outside.

- I had to take the year off as a new mother to an infant with health needs and as an immunocompromised person myself. We did not feel safe taking the risk of me teaching in person before vaccinations were available.
- I have 3 younger children that were going into 3rd grade, starting kindergarten, and starting preschool. We were going to be going into 3 different school buildings - each one with different scheduling procedures. I requested that my youngest attend RISE so there was one less building/communication piece etc, but was denied.

I taught from my house to start, through a computer - with three children under 10 participating in at home learning at the same time. I requested that my schedule allow for me to report to RMHS every other week with the hybrid plan to help my family with potential exposure and help with childcare/transport. I was denied this as well.

I haven't spent a holiday with my widowed father in 2 years due to exposures/close contacts and just trying to keep him safe as he is high risk.

I worked with students during the 2020-2021 school year every day - who were not taking safety precautions outside of the school building to protect our community inside the building. I spent more time at the beginning of the hybrid year in the building (as a mother of 3) than some of my colleagues - even when I tried advocating for some small requests in childcare and schedule for my family.

In the end - I was fine, healthy, never complained to administration, kept my head down, and am confident I did my job well.

- The 2020-2021 school year impacted me in the following ways: 1) I worked in person all year long. From September to February I was teaching in one building, then switched to my other from February until June. I had to severely alter the way and the subjects I taught in my specific curriculum. I felt that my teaching was not great that year and it caused me great distress.
 - 2) I was displaced from my classroom and had nowhere to work because my classroom was a "satellite" classroom. I was unable to retrieve the appropriate supplies to travel on a cart with, I taught out of other people's rooms with a schedule that did not allow travel time or time to set up technology. It also took away teaching time, time on learning, and planning time away from the teacher who's classroom I was using. If I was late because of traveling from one side of the building to another, then that person lost their contractual planning time and I lost at least 5-10 minutes of time on learning and teaching. It's hard to end a class at 11:30 and be expected to be in another room at 11:30 on the other side of the building. If the cafeteria was open, I would teach there, but had to spend a lot of time cleaning and disinfecting surfaces. Not ideal and not effective use of teaching time, travel time, or planning/prep time.
 - 3) Because I am an elementary teacher, I was working with a population that was still learning how to wear a mask, wash hands properly, how to sneeze and cough appropriately, etc. I was worried I would get sick often and bring it home to my husband who is a contractor in high end homes and consults with clients in close quarters. Also, his job worried us because of that closeness and his clients were not the best at informing him when he had been exposed to Covid. This could have been and was a huge risk for both of us if we both had tested positive for Covid. His work is hourly and his job did not offer Covid hazard pay.

4) We were unable to visit or help our parents who are over the age of 65. All of these people in our family are at high risk with heart conditions, diabetes, surgeries that they had to recover from, and osteoporosis. They need our help but because of quarantine policies and fear of exposing them to illness, we refrained from seeing them for 1.5 years.

5) I was unable to attend my uncle's funeral and was unable to attend my cousin's funeral because my family thought because I worked with young children, I would expose the older family members. We were also unable to attend family holiday functions due to the same reason.

6) We were unable to help neighbors because they feared exposure due to me working with young children. We have elderly neighbors we often help with things and they feared getting sick.

- Huge impacts with our family pre-vaccine (had multiple pregnant family members—sisters & grandparent receiving chemotherapy who we could not see because of my work, missed loads of milestone events ie birthdays (decade bdays like 40th, 70th, etc), missed an entire summer vacation (summer of 2020) due to lengthy unpaid daily (full day) zoom calls with administration, dept members, etc in order to plan, prepare, accommodate for planning for school in Sept. It's what we had to do at the time, but I did not sleep that summer & was busier than I had been during the school year to help create these multiple school plans with our administrators. Additionally, I had three children under the age of 8 that year who's school attendance/ quarantine would have been impacted if I had brought the virus home.
- My family didn't visit any extended family for holidays because I was a close contact every time we had something planned. We tested within our family regularly at home since I had so many close contacts at work.
- Unable to visit my mother in law over the course of the year because she was very ill and my exposure to the children made me a risk to her. I also basically stayed away from family and friends because they were afraid to be around me due to my exposures at school. I was at risk of getting Covid 19 everyday I went to work as I was always in close contact, I had to be.
- I worked in person with students. I was unnerving at times because of the varied information you got from cdc and then what you dealt with in person. Some children were unable or unwilling to wear masks and we needed to deal with it. Children were still coming to school sick but we couldn't send them home. Not being provided consistently with the necessary cleaning agents or not having the explanation as to why you needed to use certain sprays on certain surfaces. The green spray was initially ok to use but it was unclear if you sprayed and left it or you sprayed and wiped down. Also not having the additional time to actually do the cleaning was difficult at times. We were not supposed to use the green spray on surfaces that you would eat in but only the cafeteria or specific eating areas had the pink spray. So what did the adults do? Was it ok for us to eat off the surfaces that were sprayed with green spray? The mental fatigue from everything and dealing with the children's behaviors that escalated then trying to come home for your family made things exhausting. The worry of me bringing COVID home to my family left me uneasy at times as well.
- I am not the highest tech, which is in part on purpose. I believe personal connections are becoming more rare in general and are most critical to students. However, I was thankful that we put the safety measures in place that we did when we were in person, as I was very fearful of getting Covid. I have an elderly mum who is a widow living alone and a spouse with additional risk factors. I very rarely saw my mum in person. She couldn't zoom because there was no one to show her how, as my sisters are a

teacher and a nurse. None of us felt safe spending time with her, because our jobs put us at higher risk. We did holidays outside, when weather allowed. We did contactless grocery drop offs and talked to her through hotel window sometimes. It was really sad and scary.

My first graders were good about keeping their masks on for the most part. I went into school even on my remote weeks, because I felt I needed too many materials to bring everything home. I also have a small house and didn't have a way to set up the space comfortably. That became a non-issue when I had to go in every week, because of my two students with special needs.

That being said, I spent COUNTLESS HOURS doing so many new and varied tasks! Here are just a few examples from remote weeks:

Learning Zoom, Google Classroom, Flip Grid, three reading apps, math apps, and another more general one where I chose and/or created tasks for kids to complete and post, then I went back and commented on them (It's name is escaping me right now)!

Helping families find all the resources I was figuring out how to post.

Helping kids: when we couldn't hear them, they couldn't find their unmute buttons, keep their cameras on, stay on track with what we're doing, etc.

I had to figure out how to actually teach first graders through a screen, after years of advocating for decreased screen time! Make a calendar and other "pages" to be shared with them.

And, when we were in person: Since mine was the only in my grade level that was large enough to have to be divided into two classrooms: I had to write daily plans for the teacher assistant in the other room. I had to physically go back and forth between rooms. I had to physically set up and break down the second classroom space every week, as it was someone else's room and she taught in it on my class' remote weeks. I had to buy all sorts of organizational bins and divide materials in half, so kids could use manipulatives and have a variety of leveled texts to read and on and on.

I made loads of copies of math manipulatives to bag up for kids to have to use as stations at home, so they wouldn't be doing a bunch of paper and pencil worksheet types of jobs.

I made packets that were in order of use for every week that they would be at home, so they would know where to find whatever they needed as we went along on Zoom.

I bought laundry baskets and zillions of zip top bags, so kids could have the materials they each needed and wouldn't have to share them.

I wrote loads of family notices to explain what we were doing, how to use materials that were coming home, where to pick up and drop off materials as needed during remote weeks,

I don't want to spend more time writing about all of this, but this gives a little slice of life into that crazy year! I could never have predicted that any of this would happen, or that I would be working so many hours and never feeling like I was doing any of it really well! It was a time period of constant overload, pivoting, and confusion about how to actually do all these new things.

Several people in my school, including myself, also moved classrooms in October of that year. Our principal was very supportive, but it was still another big time consuming thing that had to be done.

- I needed to limit contact with family outside of the home and all friends in order to avoid possible infection/spread. Managing in-person with kindergarteners was a particular challenge with distancing, masking, and tracking close contacts.
- The most difficult part of the first year back was how disrespected I felt. We were called “specialists” not teachers. I don’t know if it was the same for all teachers that teacher Art, Music, Wellness, Technology and other subjects, but other than the special education teachers (who should get a gold star for all they had to do) no other teacher in my building had to teach as many classes as I did and I was in both weeks. Unfortunately there are not too many ways to make up for the amount of disrespect all of us felt, especially when we were not called teachers.
- I have a high risk family member at home and I had to alter my daily personal routine and family dynamic by sanitizing more, keeping some distance, at home from other family members. I did miss events with family and friends to be safe. I took risks everyday at work when working in person with students even with social distancing. I took risks in the classroom when I was expected to sanitize and touch desks used by students after every class during the school day. We were not always notified by the nurse or administration when a student tested positive for Covid. I suffered from back pain for a few months due to sitting at my desk during instruction, planning lessons, and attending related school meetings.
- We had to be extra cautious - lots of mask wearing, being careful around my parents as they are in their 70s, careful with my own toddler. Rescheduling some events with family members who had at-risk members or young babies.
- Throughout the hybrid learning time, I was in the school more than out which made my possible exposure much higher than every other week. Between packing home learning bags for students and packing up my own items to work from home, I was there almost daily. Packing up learning bags for students to take home added an incredible number of hours to my to do list, as well. There were hours and hours more a week of prep during this time. In addition, working from home did not work well for my family. With one office space at home that my husband was using, I was teaching from busy areas with many distractions. With that, I also found myself going into the building to teach from there much more often. Hybrid was not truly hybrid for me. It led to far more exposures, which led to fewer visits to at risk family members, and many difficult mental health moments.
- I missed all family holidays, trying to keep my grandmother who lives with my mom safe.
- During our Covid school year I did not see my parents or extended family as they are immune compromised, I ordered many things to be delivered to the house as I was so busy that I didn’t have time to even grocery shop, and I had to alter my youngest’s school schedule so she would be home with her older sister in case she needed help with remote schooling.

I was unable to help my mom care for my dad which led to depression for her as she had no escape and left me feeling guilty. Guilty that I was unable to attend doctors appointments or sit with my dad for my mom to go out. I was afraid that I would take Covid home from school even though I was masked all day and used a shield when in closer proximity to students.

My students were in both cohorts which meant I had to meet with two grade level teachers in each grade that I worked with in order to plan and both had to try and be in lock step for every unit in every subject. My students had 1 teacher for 4 days in person and the other for the next 6 school days (Fridays virtual). Trying to keep track of where each teacher was in the curriculum was cumbersome

and time consuming. We often would meet virtually after school hours in order to appropriately plan. I sacrificed time with my family thinking this was for the short term and unfortunately it went on for quite a while. My immediate family made sacrifices as my high schooler had to help her sister get lunch, sign in to classes and troubleshoot computer glitches since I was at school each week. I also spent my own money to build a desk shield around my desk as well as a student one for our standing desk so that I could be more effective when teaching reading to students who struggled with sounds. These shields were see through so that students could see my mouth through a clear mask and still be extra protected behind a clear screen. I felt that I was at a higher risk for getting Covid since I was with 2 cohorts of children being in the building each week. I was often nervous and anxious of the risks I was taking and getting Covid which impacted my sleep as well as my spending time with family.

- I moved from another state to Massachusetts the summer of 2020 to begin my teaching career and move in with my partner. My partner was living with his 85 year old grandfather, helping to be a caretaker which means I moved in with him as well. Living with a high risk individual meant that I had to take extra precautions. I ate my lunch alone in my car every day (even in the winter) because the music room was half of a kindergarten classroom and my desk was out in the hall. After school, I only entered the house through the back door and showered as soon as I got home. I had to isolate twice due to exposure. I was unable to visit my family back in my home state due to travel restrictions. I was unable to create community during my first year in a new state due to restrictions.
- I isolated from family members beginning in October. I was unable to celebrate my engagement with high risk family members. We spent our weekends not seeing family or friends due to risking illness. This greatly affected my mental health, I had a really hard time being alone on remote weeks not socializing as well.
- Working during the pandemic was particularly difficult as I had been diagnosed with breast cancer in April 2020. I was at high risk due to a compromised immune system. Even after my time teaching remotely, I felt extremely uncomfortable working within the school full time, every week. Even when my students were remote, I was told I needed to report to the building by administration regardless of my current medical condition. Some of my kids developed a fear of me becoming sick because of my medical status.
- I refrained from getting together with family for holiday gatherings in order to protect them and to protect my students. Throughout the school year, I refrained from socializing with friends (other than work friends with whom I had been in close contact with at work anyway.). During school days, I ate my lunch alone in my room rather than be exposed to others in the lunch room. It was, overall, a very isolating year particularly since I also live alone.
- My family couldn't celebrate Thanksgiving and Christmas with other family members. I ended up contracting COVID 2x even though I'm fully vaccinated. The hard part was. I still had to put plans together even though I was so sick. Thank goodness for my teammate! and google slides !!
- I was one of the teachers who worked in-person directly with kindergarten students throughout the entire pandemic. This population struggled to adhere to the masking policies and routinely would break protocol. As a result, there was much spread of COVID among this group. Personally, this also had a HUGE impact on me and my family. It was extremely challenging just trying to keep everyone safe, especially my Mom who had recently been diagnosed with cancer and had started a chemo regimen. Every time I was exposed to COVID while at school, I quarantined from my family and I was unable to see my Mom. I have young children who desperately needed their Mom and I had a Mom

who desperately needed her daughter....and I was quarantined too many times and away from them much too often. Not only was this a time of intense physical stress but it was even more stressful emotionally. My Mom ended up passing away during that school year and I regret not being able to be with her more.

- When I was working in-person we were not able to see many relatives including my children's grandparents but for video calls. My little ones at school needed more proximity for many things than social distancing would allow. In the cases of our students with special needs or those in crisis I had to be hands-on sometimes. In addition, our class had to quarantine 4 times (for 2 weeks at a time) throughout the year. At those points I isolated even more.
- I worked in person with students all year. Many of the students that I worked with had difficulty wearing their mask appropriately and difficulty keeping personal space. I had to spend a lot of my own money gathering materials to keep students safe. For example, extra materials because sharing wasn't allowed, individual baskets so student belongings would be separate, money on Covid tests when the school wasn't providing them, money on special masks that allowed my mouth to be seen by students for teaching phonics and social skills, and much more.

Due to my increased exposure, I had to limit my time with my vulnerable family members (infant niece and nephews, grandparents). Because I was one of the only people in my family who was working in person, I wasn't able to safely and preventively quarantine, I had to delay my wedding reception and limit the guests that were invited to my small ceremony.

The constant worry and stress of teaching during this pandemic has taken a toll on me personally. The anxiety of having sick students in your class, keeping young students away from each other, worrying about students who have difficulty wearing their masks, all while trying to teach them important social and academic skills had left me feeling tired, helpless, and stressed even over a year later. Teachers are burning out at a much faster rate and I feel myself burning out at a rate that is not slowing down.

Teachers stepped up for their students during this pandemic to keep learning going and to provide a safe space for their students during an uncertain time. It is now time for the district to step up for teachers.

- Working in person with students during the height of the pandemic was a challenge. While it was important to be with our K students in person, I was frequently considered a close contact due to cases in my classroom. As a result, I had to miss out on a variety of gatherings, including Christmas celebrations. I also had to isolate from my fiancé while at home in those situations so that I would not pass anything on to him. It was also challenging to see members of our family that were considered high risk, even with masks, because I was never sure if I had been exposed. At home testing was not available at the time so finding testing and waiting for results was difficult. All of these scenarios piled up and added a large layer of stress to an already difficult year. Lastly, while Kindergarten students are adorable, their personal hygiene is a skill they are still developing. They wore their masks but social distancing, consistent hand washing and keeping their hands away from their nose and mouth were not protocols they could consistently follow, even with our best efforts. This increased the risk of transmission to teachers, as well as students.
- I worked with Special Education students who required in person instruction during the 20-21 school year. Many of my students were unable to safely distance and wear masks. As a result, I contracted COVID and missed time with my family and loved ones for a funeral. It was a devastating time to be

isolated and felt as though it was directly related to being required to work in person each day. Due to working in-person, I could not regularly see high risk friends and family members. It was extremely isolating. I felt as though Special Ed staff/Related Service providers were not adequately compensated and/or recognized for the sacrifices we made during the beginning stages of the pandemic while many of our co-workers and administrators could work remotely and stay safe.

- My husband worked remotely at home and our three boys went to middle school, high school and college at home via remote most of the year. I was the only one in our house working in person all year. Even the week after Christmas vacation we were supposed to be remote but we were asked after the first day to come back in person to service our high need students. I agree our special education students benefited from in person services but every day was stressful. I lived in constant fear that I would get Covid and spread it to my family. There were so many times that I was potentially exposed including just before Thanksgiving and Christmas. I was unable to see my elderly mom and in-laws most of the year for fear I may have been exposed to Covid and would spread it to them. With so many staff out sick with Covid and with the shortage of substitutes, we often had to help cover students.

Dear ARPA Advisory Committee Members,

I returned to school in September 2020 with trepidation. Fear of the unknown. As a (full day) Kindergarten teacher, I'd be "in-person" with just a mask for protection. I felt an enormous sense of responsibility to the families for my students' health, emotional wellbeing, and academic progress. Would we still have joy and excitement for learning with masks and social distancing? And what about my own health? Was I putting my family at-risk? I was terrified.

Greeting our students and families that first day of school was strange, as we were masked (no smile to help with first day jitters) and we were the only grade level on the playground. There was a small group of "high needs" students that would be at school with us for those first few months, as well. Our students would only see our faces during outdoor snack time and while Zooming every Friday. All year long, we masked carefully, distanced 6 feet apart, and sanitized (hands, surfaces, and materials) incessantly.

We had to rethink everything we did, starting with the use of classroom supplies and materials (no sharing!), partner and small group work, lesson delivery, etc. The teachers purchased extra materials, pencil boxes, and so much more – since we needed more supplies than usual. Our parents were so generous, grateful, and supportive during this time; they donated hard-to-find items such as sanitizer, wipes, paper towels, lap desks.

Our Kinders sat at desks 6 feet apart, all facing the same direction. Typically, we share materials, and form relationships, at round tables. We had to be resourceful in planning activities that created new opportunities for making social connections (think: feet-to-feet partner reading and lap desks for outdoor learning).

Teachers had to learn and use new platforms, so much new technology! Every Friday, one week in January, and a few other days, we conducted remote lessons. Can you picture 5 and 6-year-olds on Zoom? Pretty funny, playful, and joyful – most of the time! The Zoom lessons were packed with physical activity and had to be planned very carefully to keep our students' attention. These sessions always involved props, costumes, sharing time (with and without moms, dads, and siblings) songs, and dances/exercises. They required so much preparation and planning. It was absolutely exhausting.

We had parent conferences via Zoom and before/after school outdoors. Lots and lots of emails too! When family members got sick and our students could not be at school, we dropped off materials at their homes.

During this emotionally draining time, the expectations for student progress did not change. We did not have the typical support services (reading and math tutors were subbing and/or providing support for remote learners) and volunteers were not allowed in the building. Nonetheless, our students were expected to reach standard grade level benchmarks.

The 2020-2021 school year was one of the most difficult in my 35+ years of teaching, but I think Kindergarten teachers had it “easy” compared to our colleagues teaching first through fifth grades who taught remotely and then used the hybrid model. However, we won’t forget how scared we were being “in-person”, and how we paved the way for other grade levels to eventually return to school safely. We all worked tirelessly, developed and maintained positive relationships with our students, and supported families and each other - in unprecedented circumstances. Not one of my students got Covid and I did not miss a single moment of school with my students.

Last year was another difficult year, but we were vaccinated, so at least we felt safer. Teaching conditions aren’t great. There are very few subs, so our support staff gets pulled often. It’s just the way it is. As teachers during a pandemic, we’ve had to be flexible and pivot at a moment’s notice. We’ve done that – with love and grace - these past few years. Don’t we deserve a token of appreciation?

Sincerely,
Lauren Fusco
Kindergarten Teacher, Joshua Eaton School

In March of 2020, I was devastated to hear that we had to leave our classrooms due to the world-wide uncertainties that COVID-19 brought upon us. The thought of not returning to the loving, supportive community we created at Joshua Eaton was difficult to swallow. When would I see my kids again? How can they continue learning? Aside from this, I was petrified for my husband.

My husband was/is considered high risk. He is a lung cancer survivor, who had to have his left lung removed during his battle against cancer. When I received the news that kindergarten was going back to in-person learning in September, I panicked. We immediately consulted his team of doctors and they gave us guidelines to follow, if I was going to go back to in-person teaching.

Some of these guidelines were:

1. Mask wearing in our house 24/7, disinfectants at our entrances.
2. When coming home after school, enter my house through the garage, remove my clothing, bag the clothing, and take a shower right away.
3. Try to stay upstairs and him downstairs. Limit our exposure.
4. Try to eat as many meals outside as much as possible, 6 feet apart.
5. Limit my exposures to crowds, etc. This meant no going into grocery stores, etc. We relied on friends and family to shop for us and like many other people, home delivery became our best friend.

My career is my love. It is my passion. I enjoy teaching kindergarteners just about every single day(except the day after Halloween and the day before a full moon). I consider myself very lucky to have found a career I love so much and feel like I am making a difference in children's lives. I knew we needed to get our children back into classrooms, but was I an awful wife to even consider going back into the classroom? Was I bringing huge harm to my husband? I was perplexed... I agonized for weeks. I spoke to our Superintendent and expressed my concerns. He was supportive and said to do what I needed to do for my family and it was certainly understandable. We also talked about keeping me in the modular so that I would have less exposure.

As a family we decided that I needed to go back. The children needed me, the community needed teachers back in the classrooms. We decided that I needed to go back. We were taking a big risk with this decision but we were all in agreement, scared but in agreement.

Our district did a good job coming up with a plan for the first wave of educators to return. They did their best. There were just so many uncertainties and the updates from DESE were changing daily. I only had 14 students and had them each at desks 6ft apart. It was not ideal teaching but we did our best. The children knew no different as

this was their first time at an elementary school. Once they got over their fear of Covid 19, things started to get better for them, but actually worse for me.

Student's in my class parent's started getting Covid. Students started getting it. Every day I was in panic mode, but continued doing my job. Did I make the wrong decision? Each time a new grade returned to school I got nervous, but I continued to teach. I started talking to a therapist as I had a lot of guilt about coming to work each day. Eventually, I started letting go of the guilt and remembered that as a teacher during a global pandemic, I had a responsibility. I had a responsibility to the children and to our community. It was a difficult decision but an important one.

I taught in person all year, (except our virtual Fridays) and never brought covid into my house. The procedures and precautions I had to follow daily both at school and home became very tiresome and emotionally exhausting, but I did it. Though the year was full of fear, anxiety and unpredictabilities I do believe it was entirely necessary in order to get our education in Reading back to where it is today. Had not I and so many others made the brave choice to return to in person learning in September, the children would have suffered even more so than they had already. Thank you to all other essential workers for taking the risk alongside me. We are a community that goes above and beyond for our children always.

Thank you for allowing me the opportunity to share my story.

Sincerely,

Anne Manna -Kindergarten teacher at Joshua Eaton for 20 years



July 28, 2022

16 Lowell Street, Reading, MA 01867

Re: Request for Arpa Funding

Dear Mr. Maltez and Select Board,

For more than 30 years the Reading-North Reading Chamber of Commerce has played a critical role in fostering a strong economic climate in the towns of Reading and North Reading and advancing “The Readings” as desirable places to work, live and visit. The Reading Chamber of Commerce was founded in 1989 and merged with the North Reading Business Association to form the Reading-North Reading Chamber of Commerce in January 2000. The Chamber provides members with referrals, networking, educational and promotional opportunities.

The mission of the Reading-North Reading Chamber of Commerce is to foster a thriving business community that facilitates connections between businesses, engagement between businesses and residents, and long-term economic growth in our community. We do this by:

- Promoting and supporting businesses through advocacy, marketing, and outreach
- Assisting businesses in their professional development by providing education, support, and resources
- Providing opportunities to make business and social connections and build relationships
- Create a collaborative environment among businesses, community, and government within the Readings
- Connect businesses with the local community via events and visibility

At the onset of the pandemic, the Chamber Board immediately agreed that it was important to support all Reading and North Reading businesses, not just Chamber members, during what was an extremely stressful time. We created a new landing page on our website with COVID resources and updated it regularly with local, state, and federal resources, hosted webinars and fielded daily questions about PPP, EIDL grants, working remotely, and orchestrated the bulk purchase of masks and distributed them to all local businesses. To further support all local businesses, we applied for and were granted a Mass Office of Travel and Tourism grant of \$24,745 to create a new Shop Local program: “Shop the Readings”. Further we were able to

increase that budget by and doubled the project budget through support from the North Reading Economic Development Committee and local sponsors to create Shop the Readings, an inclusive business database of all local businesses (not just chamber members) with key features such as contactless pickup, ordering online, and special shopping hours for high-risk individuals. It is worth noting that we were able to offer this level of support with just 1 full time and one part time employee, as well as the efforts of our all-volunteer Board of Directors. Instead of canceling our holiday tree lighting celebrations completely, we instead offered “Santa’s Holiday Tour”, a traveling parade that traveled 20+ miles through the neighborhoods of Reading and North Reading, to allow families to continue to kick off the holiday season with a community event that was safe and child centered.

Two years later, the Chamber membership has lost 90 members, many due to business closures and the inability of some members to pay membership dues. Despite this, we have worked hard to maintain a level of service to all businesses and offer guidance and support. We have worked to secure alternative sources of funding to sustain our initiatives. We have pivoted and offered safe, outdoor activities such as our Outdoor Drive-In Movie Night and our Santa’s Holiday Tour parade when our traditional events were not safe. Once COVID restrictions began to ease we created a new event, Winterfest, which we held in March on Reading Common and was very well received and attended.

In light of anticipated funding of \$25,000 from the State, we submit this updated proposal for funding. A significant downtown construction project will begin in a few weeks, earlier than anticipated, and is expected to last for approximately 18 months. This construction will be extremely disruptive for both residents and businesses alike, and we have included support of local businesses to support them during construction. We continue to listen to the business community and craft programs to address their needs, and appreciate your consideration.

Sincerely,

Lisa

Lisa Egan, Executive Director
 On behalf of the Reading-North Reading Chamber of Commerce

Item	Description	Year One Request
Business Support	The Chamber will offer complimentary memberships to businesses, both brick and mortar and home-based, so we can continue to support those who need it most and	\$15,000

	<p>not drop those businesses who cannot afford dues. Priority will be given to Reading businesses with under 10 employees and those which are minority or woman owned, so that they may take advantage of programming to help recover from the negative impact of the pandemic.</p> <p>This is a year one request that the activities may extend into years two and three.</p>	
Shop the Readings	<p>Expand the website to include more local events, resources and add new businesses that have opened over the past 18 months. Create new marketing campaign to educate consumers on the importance and value of shopping locally as well as to provide one spot to allow residents and visitors to discover the many services available right in town.</p>	\$10,000
Business Support During Upcoming Construction	<p>The Chamber will produce A- frame signs and banners to remind people that businesses are open during construction and to shop local. The signage can move to various locations during the construction and will help keep our business community top of mind during the disruption.</p> <p>This is a year one request with the expectation that we may be extend the expenditure into year two.</p>	\$4,000
Total		\$29,000

LaVerde, Jacquelyn

Subject: FW: [POSSIBLY SPAM] Reading Food Pantry Request for ARPA funds amendment for 8/3 meeting

Importance: Low

From: Simone Payment <simone.payment@gmail.com>

Sent: Monday, August 1, 2022 4:57 PM

To: Reading - Selectboard <selectboard@ci.reading.ma.us>; Maltez, Fidel <fmaltez@ci.reading.ma.us>; mariannemdowning.fincom@gmail.com

Cc: Vanessa Alvarado <v.alvarado1@gmail.com>; Hal Torman <halstorman@gmail.com>; S Tesoro <tesoro922@yahoo.com>; Joseph Young <pastorjoseph@fbcreading.org>; Jamie Michaels <Pastor@oldsouthumc.org>

Subject: [POSSIBLY SPAM] Reading Food Pantry Request for ARPA funds amendment for 8/3 meeting

Importance: Low

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Reading ARPA Advisory Committee,

Thank you for considering our request for ARPA funds last month. The Reading Food Pantry Board of Directors would respectfully like to amend our previous request. We appreciated the committee's feedback and efforts to ensure all ARPA funds are allocated in accordance with the guidelines.

Accordingly, please find our revised request below.

- Refrigerators: two (2) at \$6k each = \$12,000
- Gift cards and inflation costs: \$1,600 per month for 3 years = \$57,600
- Space consultant to scout for and secure a new location in Reading = \$15,000*

Total: \$84,600

*Does not include funds to retrofit the space, estimated to be >\$100k.

With gratitude and appreciation,
The Reading Food Pantry

Requester	Amount requested	Amount or added amount MARIANNE chooses to allocate	Amount or added amount MARK chooses to allocate	Amount or added amount CHRIS chooses to allocate	Amount or added amount TOM chooses to allocate	Amount or added amount SHAWN chooses to allocate	Amount or added amount GEOFFREY chooses to allocate	Amount or added amount JOE chooses to allocate	Amount or added amount ANDREW chooses to allocate	ACTUAL ARPA Allocated as of 7/13/2022	Avg (7 RAAC members) allocation over actuals, as of 7/14/2022
Schools											
Reading Public Schools	\$2,000,000	\$0	\$0							2,000,000	\$0
Other (describe)		\$0									\$0
Other (describe)		\$0									\$0
Total ARPA member sub allocation - SCHOOLS		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
Totals	\$2,000,000									2,000,000	
Town boards											
Reading historical commission	\$13,500	\$13,500	\$13,500	\$13,500	\$0	\$13,500	\$0	\$13,500		0	\$9,643
Conservation Commission	\$31,500	\$23,500	\$23,500	\$23,500	\$20,000	\$23,500	\$23,500	\$23,500		8,000	\$23,000
Reading Trails Committee	\$11,620	\$11,620	\$11,620	\$11,620	\$11,620	\$11,620	\$11,620	\$11,620		11,620	\$11,620
Town Forest Committee	\$200,000	\$100,000	\$100,000	\$200,000	\$100,000	\$200,000	\$200,000	\$200,000		100,000	\$157,143
Other (describe)		\$0									\$0
Other (describe)		\$0									\$0
Total ARPA member sub allocation - TOWN BOARDS		\$148,620	\$148,620	\$248,620	\$131,620	\$248,620	\$235,120	\$248,620	\$0		\$201,406
Totals Town Boards	\$256,620									119,620	



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

Reading Arpa Advisory Committee

Date: 2022-07-13

Time: 7:00 PM

Building: Reading Town Hall

Location: Community Room

Address: 64 Middlesex Avenue

Session: Open Session

Purpose: General Business

Version: Draft

Attendees: **Members - Present:**

Chair Marianne Downing, Vice Chair Mark Dockser, Shawn Brandt, Geoffrey Coram, Chris Haley, Joe McDonagh, Tom Wise

Members - Not Present:

Andrew Grimes

Others Present:

Town Manager Fidel Maltez, Town Accountant Sharon Angstrom, Jackie McCarthy (remote), Lauren Buttiglieri-Communitas Recreation (remote), Cathy Zeek (remote), Christine Parks (remote), Kathy Kelly (remote), Bill Sullivan, Karen Herrick (remote), Bruce Maxwell (remote), Vanessa Alvarado, Simone Payment, John Feudo, Allison Lennon, Michele Sanphy, Melissa Pucci

Minutes Respectfully Submitted By: Jacquelyn LaVerde

Topics of Discussion:

This meeting was held in-person at the Library Community Room and remotely via Zoom.

Chair Marianne Downing called the meeting to order at 7:01 pm.

DISCUSSION: Reminder and Clarification on Allowed ARPA Uses:

Town Accountant Sharon Angstrom recapped the four eligible areas for the use of ARPA funds: public sector revenue loss, public health and economic response, premium pay for essential workers, and water, sewer and broadband infrastructure. The final rule, which was activated as of April 1, 2022, allowed a standard allowance of lost revenue up to \$10 million. Public Health and economic response broadened the definition of "impacted" and "disproportionally impacted". Premium pay can only be awarded to workers who were in-person, or who physically handled items that were physically handled by others, such as sanitation. The funds cannot be transferred for pension, debt service, to replenish reserves, to fund legal settlements, and should not be used to counter any CDC guidance.

If the Town awards funds to a non-profit, it is the responsibility of both entities to oversee how the grant money is spent. The Town would award a grant for specific purposes and how it wants the funds spent would need to be laid out in the grant agreement. For funds that are awarded to organizations that are not government services, the grants could be categorized as part of the budget for relief efforts for businesses or non-profit related to COVID, and charged to the ARPA grant.

PRESENTATION/DISCUSSION/VOTE - Update on time sensitivity of \$11,610 request for Trails Committee; RAAC vote on whether or not to recommend to Select Board as time sensitive request:

Kathy Kelly, Chair of the Trails Committee, explained that the Committee had applied for a grant, but did not receive it. Without the grant or ARPA Funds, the Trails Committee will only be able to build 50 feet of boardwalk. The request is time sensitive in order to finish the work during the drier weather in the summer, and have the trails ready for the Pinevale Open House in the fall.

On a motion by Shawn Brandt, and seconded by Mark Dockser, the Reading ARPA Advisory Committee voted 7-0-0 to recommend to the Select Board the allocation of \$11,620 of ARPA funds for the Trails Committee.

PRESENTATION/DISCUSSION/VOTE - Update on Town forest tree removal and time sensitive request of \$100,000 to fund winter 22/23 tree removal and RAAC vote on whether or not to recommend to Select Board as time sensitive request:

Town Manager Fidel Maltez and Town Forest Committee Chair Bill Sullivan reviewed the Town Forest Committee's initial request for ARPA funding, which was \$175,000-\$200,000 for two phases of dead tree removal in the Town Forest. The time sensitive request of \$100,000 allows the DPW to go out to bid ahead of November Town Meeting on one phase of tree removal in the winter of FY23. The \$100,000 might be more than enough for the tree removal and invasive species management, but with price volatility and inflation, will allow for a buffer if prices come in higher than quotes that were received a year ago.

On a motion by Marianne Downing, and seconded by Tom Wise, the Reading ARPA Advisory Committee voted 7-0-0 to recommend to the Select Board allocating \$100,000 of ARPA funds to the DPW in FY23 for Phase 3 tree cutting and invasive species removal in the Town Forest.

PRESENTATION/DISCUSSION - John Feudo of Burbank Y to present on request of \$96,100 ARPA funding for needs for adaptive and/or specialized recreation programs for individuals/children with disabilities:

John Feudo, Allison Lennon, and Michele Sanphy, of the Burbank YMCA, were present with Melissa Pucci to request ARPA funds to support special needs programs, including adaptive swim programs, at the Y. Membership at the Y is only back to 65% of what it was prior to the pandemic, and the Y has struggled to bring back special needs programs due to funding. The Y is requesting \$96,100 for programming to alleviate two aspects of Public Health in the community: special needs and mental health, with programming including adaptive swim lessons and adaptive water exercise for children and adults with disabilities, weekly or biweekly social group for people with disabilities, and subsidized mental health services such as music therapy, art therapy, and advisory programs with clinical partnerships. The funds are anticipated to help 3,844 people over three years. The activities would be free to participants, and not restricted to just Reading residents. However, Chris Haley asked that if a fee structure ever has to be implemented to ensure that Reading residents receive priority.

The Y has partnered with Angelfish to assist with adaptive swim classes and Mr. Feudo stated that the Y would gladly partner with Reading Recreation for other adaptive opportunities.

PRESENTATION/DISCUSSION - Reading Food Pantry - discussion on request for approximately \$124,600 various site needs, renovations, purchases, and supplemental gift cards for needy families:

Vanessa Alvarado and Simone Payment were present on behalf of the Reading Food Pantry. The Food Pantry serves approximately 120 households, and has seen sharp increases in need due to the pandemic and increase in food costs. Expenses for the Food Pantry have grown an additional \$1,500 per month. The current space is in the basement of the Old South Church, and has many challenges with storage and capacity. The request for ARPA funds totals \$124,600, which includes \$6,000 for an industrial size refrigerator, \$3,600 for

supplemental gift cards, \$15,000 for a site selection consultant to expand the Food Pantry, and \$100,000 for a fit-out and renovation for a new space. An estimate to expand the current space is \$650,000, and the Food Pantry is seeking grant funding and donations for the rest of the construction costs.

RAAC members expressed concern about the expenses for the consultant and possible renovation of church space. Ms. Alvarado and Ms. Payment assured the Committee that any space renovated for the Food Pantry would be dedicated to Food Pantry use and not utilized by the church.

PRESENTATION/DISCUSSION - Reading Community Garden seeking \$25,000 in ARPA funding for Mattera phase 2 projects:

Cathy Zeek presented the request for \$25,000 for the second phase of the Community Garden expansion. The goals for phase two include: increasing accessibility by adding a walkway from the handicapped parking and completing grading for the walkway and ramp, providing 25 additional gardening plots on the second terrace, and collaborating with Town groups to educate, demonstrate, and participate on sustainability, climate, and food insecurity. Materials and labor for increasing accessibility is estimated at \$7,000, and materials to construct the plots is estimated at \$18,000.

RAAC members expressed concern about expanding capacity so soon with seemingly little demand and suggested the possibility of getting more funding from the state. Mr. Maltez stated that he heard from Brad Jones this week who had submitted an earmark request for the Community Garden.

The Reading ARPA Advisory Committee took a brief recess at 9:25 pm, and reconvened at 9:31 pm.

DISCUSSION - RAAC members to review, present, discuss each member's overall first draft ARPA allocation recommendations for remaining ARPA funds in view of allowed ARPA uses:

The Committee reviewed the list of proposed and requested projects for ARPA funds, and each member provided their suggested allocations for each project. [See addendum for spreadsheet of individual allocation recommendations].

Discuss future agenda items:

Members agreed August 3rd should be the deadline for any other requests. At the next meeting on August 3rd, the Committee will revisit the spreadsheet of projects, and dedicate discussion time to topics that do not have consensus among members such as essential pay and water and sewer. They will also define a process to decide how to recommend allocating the remaining ARPA funds.

A subsequent meeting will be scheduled for August 31st to discuss their final recommendations to the Select Board.

Review/Approve minutes from 6/15/2022 meeting:

On a motion by Shawn Brandt, and seconded by Geoffrey Coram, the Reading ARPA Advisory Committee voted 7-0 to approve the meeting minutes of June 15, 2022.

On a motion by Mark Dockser, and seconded by Tom Wise, the Reading ARPA Advisory Committee voted 7-0 to adjourn at 11:18 pm.

Requester	Amount requested	Amount or added amount MARIANNE chooses to allocate	Amount or added amount MARK chooses to allocate	Amount or added amount CHRIS chooses to allocate	Amount or added amount TOM chooses to allocate	Amount or added amount SHAWN chooses to allocate	Amount or added amount GEOFFREY chooses to allocate	Amount or added amount JOE chooses to allocate	Amount or added amount ANDREW chooses to allocate	ACTUAL ARPA Allocated as of 7/13/2022		
Town Side												
Public Health	\$250,000	\$0			-\$100,000					250,000		
Town - Water and Sewer <i>other than water reserves</i>	\$1,350,000	\$1,000,000	\$0	\$0	\$1,350,000	\$300,000	\$1,350,000	\$1,504,680		n/a		
Town - water capital supplement	\$650,000	\$0								650,000		
Town - Recreation dept and Recreation committee	\$1,725,000	\$1,625,000	\$1,500,000	\$1,500,000	\$1,425,000	\$1,725,000	\$1,000,000	\$1,400,000		n/a	\$1,453,571	
Town-Elder services	\$900,000	\$0		\$100,000						900,000		
Town Conservation Dept - Maillet Sommes Land	\$100,000	\$23,000	\$0	\$23,000	\$0	\$23,000	\$23,000	\$23,000		77,000		
Reading Community Garden - mattera phase 2	\$25,000	\$0	\$0	\$0	\$0	\$12,500	\$0	\$25,000				Moved to Town Projects from Private
Town - various human services initiatives		\$0						\$250,000		n/a		
Other- describe												
Other- describe												
Total ARPA member sub allocation - TOWN		\$2,648,000	\$1,500,000	\$1,623,000	\$2,675,000	\$2,060,500	\$2,373,000	\$3,202,680	\$0			
Totals	\$5,000,000									1,877,000		
Schools												
Reading Public Schools	\$2,000,000	\$0								2,000,000		
Other (describe)		\$0										
Other (describe)		\$0										
Total ARPA member sub allocation - SCHOOLS		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Totals	\$2,000,000									2,000,000		

LaVerde, Jacquelyn:
For Water Capital

LaVerde, Jacquelyn:
food truck/food

LaVerde, Jacquelyn:
0 if funded by earmarks or 25k

Requester	Amount requested	Amount or added amount MARIANNE chooses to allocate	Amount or added amount MARK chooses to allocate	Amount or added amount CHRIS chooses to allocate	Amount or added amount TOM chooses to allocate	Amount or added amount SHAWN chooses to allocate	Amount or added amount GEOFFREY chooses to allocate	Amount or added amount JOE chooses to allocate	Amount or added amount ANDREW chooses to allocate	ACTUAL ARPA Allocated as of 7/13/2022		
Private and Community Requests (Non town/schools)												
Reading/North Reading Chamber of Commerce - initial request	\$55,000	\$15,000	\$10,000		\$55,000	\$55,000	\$0	\$55,000				
Reading Rotary	\$75,000	\$25,000	\$25,000	\$0	\$0	\$25,000	\$0	\$25,000				
Reading Garden Club	\$12,000	\$12,000	\$0	\$12,000	\$0	\$12,000	\$0	\$8,000		n/a		
Reading Food Pantry	\$124,600	\$20,000	\$20,000	\$20,400	\$20,400	\$35,400	\$20,400	\$24,600				
Burbank Y/special education parents	\$96,100	\$65,000	\$75,000	\$96,100	\$96,100	\$96,100	\$96,100	\$96,100				
Other potential Private Requests								\$10,000				
Other Food Pantry Potential Capital			\$80,000			\$100,000						
Other (describe)												
Total ARPA member sub allocation - PRIVATE/COMMUNITY		\$137,000	\$210,000	\$128,500	\$171,500	\$323,500	\$116,500	\$218,700	\$0			
Total Private	\$362,700											

LaVerde, Jacquelyn:
 0 without a north reading match?
 Match north reading if anything

LaVerde, Jacquelyn:
 town should cover otherwise, \$25,000

LaVerde, Jacquelyn:
 20k immediate needs re fridge, etc reserve addl 80k pending demonstration of need & opportunity

Requester	Amount requested	Amount or added amount MARIANNE chooses to allocate	Amount or added amount MARK chooses to allocate	Amount or added amount CHRIS chooses to allocate	Amount or added amount TOM chooses to allocate	Amount or added amount SHAWN chooses to allocate	Amount or added amount GEOFFREY chooses to allocate	Amount or added amount JOE chooses to allocate	Amount or added amount ANDREW chooses to allocate	ACTUAL ARPA Allocated as of 7/13/2022		
RAAC Committee ideas/suggestions												
Mark - Affordable housing revamp	\$500,000		\$500,000			\$175,000				n/a		
Mark - food pantry support	\$100,000									n/a		
Mark - electric vehicle pilot program	\$100,000									n/a		
Sidewalks/trees	\$375,000									n/a		
Mark - farmer's market feasibility study	\$100,000									n/a		
Mark - bleachers/floor at field house	\$2,750,000									n/a		
Chris - community dog park on town owned land	\$250,000			\$0						n/a		
Joe - more work on lot 5 of town forest	\$150,000									n/a		
Other Sr Ctr			\$1,000,000									
Other Future ARPA needs		\$300,000										
Total ARPA member sub allocation - INDIVIDUAL		\$300,000	\$1,500,000	\$0	\$0	\$175,000	\$0	\$0	\$0			
Total of RAAC	\$4,325,000											
Total RAAC less bleachers	\$1,075,000											
Totals of all requests and allocations (v1 unions) not including RAAC ideas	\$13,466,020									3,885,000		
Total of above plus RAAC ideas	\$17,791,020											
Total above plus RAAC less bleachers	\$14,541,020											

LaVerde, Jacquelyn:
pending grant opportunities

LaVerde, Jacquelyn:
Sr Ctr Capital

