

Reading Public Schools

School Committee Meeting Packet

December 14, 2023



Open Session 7:00p.m.

Reading Memorial High School Library

Reading, MA



Town of Reading Meeting Posting with Agenda

Board - Committee - Commission - Council:

School Committee

Date: 2023-12-14

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Agenda:

Purpose: Open Session

Meeting Called By: Thomas Wise, Chair

Notices and agendas are to be posted 48 hours in advance of the meetings excluding Saturdays, Sundays and Legal Holidays. Please keep in mind the Town Clerk’s hours of operation and make necessary arrangements to be sure your posting is made in an adequate amount of time. A listing of topics that the chair reasonably anticipates will be discussed at the meeting must be on the agenda.

All Meeting Postings must be submitted in typed format; handwritten notices will not be accepted.

Topics of Discussion:

7:00 p.m.	A.	Call to Order
7:05 p.m.	E.	<p>New Business</p> <ol style="list-style-type: none"> Vote to Approve 07-01-2024 through 06-30-2027 Reading Facilities School Custodians Contract Vote to Approve 07-01-2024 through 06-30-2027 Reading Administrative Secretaries Association Contract
7:10 p.m.	B.	<p>Public Comment</p> <p>Focus on Excellence</p> <ol style="list-style-type: none"> Birch Meadow Composting Program <p>Consent Agenda</p> <ol style="list-style-type: none"> Minutes (11-30-2023) Wrestling Tournament Field Trip Approval Friends of Reading Rockets Hockey Donation Golf Equipment Donation Acceptance of FY24 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant Award <p>Warrant Reports</p> <ol style="list-style-type: none"> 11-28-2023 12-07-2023 <p>Reports</p> <ol style="list-style-type: none"> Student Director of Finance & Operations Assistant Superintendent of Teaching & Learning Superintendent Liaison/Sub-Committee

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

7:40 p.m.	E.	New Business 3. Northeast Education Consortium Budget/Facilities Issue Presentation and Discussion 4. Q1-FY24 Human Resources Update 5. Q1-FY24 Financial Update 6. FY25 School Committee Budget Priorities Discussion 7. Dyslexia Early Identification, Notification, and Escalation Process Review and Discussion
	F.	Information / Correspondence 1. Liberman, Rebecca – "RE: Please make the first day of Rosh Hashanah and the day of Yom Kippur days off from school"
9:30 p.m.		Adjourn

Join Zoom Meeting

<https://readingpsma.zoom.us/j/81401209300>

Meeting ID: 814 0120 9300

Find your local number: <https://readingpsma.zoom.us/u/kdFyUv3PzR>

Reading Public Schools

School Committee Meeting Packet

December 14, 2023



Consent Agenda



Town of Reading Meeting Minutes

Board - Committee - Commission - Council:

School Committee

Date: 2023-11-30

Time: 7:00 PM

Building: School - Memorial High

Location: School Library

Address: 62 Oakland Road

Session: Open Session

Purpose: Open Session

Version: Draft

Attendees: **Members - Present:**

Tom Wise, Sarah McLaughlin, Shawn Brandt (remote), Erin Gaffen, Charles Robinson and Carla Nazzaro

Members - Not Present:

Others Present:

Assistant Superintendent Dr. Sarah Hardy (remote), Assistant Superintendent Dr. Jennifer Stys, Superintendent Dr. Thomas Milaschewski and Student Sachi Selvakumar

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

Topics of Discussion:

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

Roll Call into session – Mr. Brandt – here, Mr. Robinson – here, Mrs. Gaffen – here, Ms. McLaughlin – here, Mr. Wise – here, and Mrs. Nazzaro – here.

E. New Business

1. Vote to Approve 09-01-2024 through 08-31-2027 Reading Teachers Association Contract

Mr. Wise noted contract negotiations with the Teachers Association have concluded for the contract starting next September through August of 2027. Thank you to the union for a productive and collaborative process and thank you to Dr. Milaschewski, Ms. Jessica Bailey and the staff. The following key financial terms and notes were shared regarding the contract:

- COLAs of 2.75/3.25/4.00 for FY25/FY26/FY27
- Longevity was added in Years 15, 20, 25, 30, and 25 with amounts of \$500, \$750, \$1000, \$1250, and \$1500.
- Addition of an M45 Lane.
- Reduction of after-school meetings in December, April, and one other month at the discretion of the administration.
- Adjustments to the Parental Leave language, including up to 20 days for non-birthing parents.

- Extended working year for High School Guidance Counselors to account for Schedule Building and Adjustments.
- Continuation of the Joint Labor Management Committee on Workload for Special Education Teachers & Service Providers.
- Continuation of the Joint Labor Management Committee but with a focus on the newest DESE Teacher Evaluation Rubric with the goal of implementation in FY25.
- Creation of a Joint Labor Management Committee to focus on Safe Schools.
- Creation of a Joint Labor Management Committee to focus on Stipends and an efficient Club Creation/Dissolution Process.
- Creation of a Joint Labor Management Committee to focus on Nursing related concerns.

Mr. Wise also thanked the Finance Committee and Town Manager for their support.

Mrs. Gaffen motioned to approve the 9-1-2024 through 8-31-2027 Reading Teachers Association contract, seconded by Mrs. Nazzaro. Mr. Wise added this is currently a Memorandum of Understanding which will be turned into a contract. This also must be approved by the Town Manager who is present on Zoom with us tonight.

Roll Call Vote – Mr. Brandt – yes, Mr. Robinson – yes, Mrs. Nazzaro – yes, Mrs. Gaffen – yes, Ms. McLaughlin – yes, Mr. Wise – yes, Town Manager Mr. Fidel Maltez – yes. The vote passed 7-0.

B. Public Comment

Public Comment – None

Focus on Excellence

1. Spring 2023 State Champion Boys Lacrosse Team – Dr. Milaschewski welcomed and congratulated Coach Hardy and the RMHS Boys Lacrosse Team for their Division II State Championship win in June. RPS believes this represents the strongest level of team athletic accomplishment and we are excited to recognize this achievement tonight at the highest level of the district. It is important to note how well the team did in the classroom embodying what it means to be a student athlete and the way the team carries themselves in the community as they are held to a high standard by Coach Hardy. Thank you to Coach Hardy who has been the only Reading Boys Lacrosse coach in history since the program began in 2001 and thank you to the strong coaching staff: Rob Parkins, David Lautman, Brendan Murphy, Jackson Fritz and Doug Gibbs. Dr. Milaschewski acknowledged the team captains: Robbie Granara, Finn Granara, Ethan Haggerty, Mark Boyle, and Mike Miele. Coach Hardy had the opportunity to speak in front of the School Committee about the team and their successful season.

Consent Agenda

1. Minutes (11-02-2023)
2. RMHS Field Trip Approval

3. Best Buddies Donation
4. Friends of Reading Soccer Donation
5. Special Olympics Unified Champion Schools Donation
6. Coolidge PTO Donation
7. Donors Choose Intent to Donate
8. Accept FY24 Safe and Supportive Schools Grant Award
9. Revised FY24 Enrollment Update

Warrant Reports

1. 11-02-2023
2. 11-09-2023
3. 11-16-2023
4. 11-22-2023

Mrs. Gaffen motioned to approve the consent agenda, seconded by Mr. Robinson. Roll Call Vote – Roll Call Vote to approve the consent agenda, Mr. Brandt – yes, Mr. Robinson – yes, Mrs. Nazzaro – yes, Ms. McLaughlin – yes, Mrs. Gaffen – yes, and Mr. Wise – yes. The vote passed 6-0.

Reports

1. Student – Sachi Selvakumar provided the following highlights:
 - RMHS held the Thanksgiving pep rally organized by the Student Council where the State Championship Field Hockey team and all fall athletics were recognized. The Student Council also put on an amazing Veterans Day ceremony honoring local veterans in the community.
 - Acknowledgement of the RMHS Students of the Month and seniors demonstrating leadership and core values who have been recognized by RMHS teachers.
 - RMHS Drama had a great showing of *Something Rotten!* Shout out to Ms. Cunha and Dr. Mosher for another successful show.
 - The RMHS marching band won the NESBA Division I State Championship. This is the marching bands third straight state championship!
 - The Unified Basketball team had their end of season banquet where all the students were recognized. Thank you to Mrs. Herlihy for her hard work organizing this season.
 - Tryouts for winter athletics are underway and competitions start within the next two weeks.
 - Students are amid quarter two with mid-term exams happening in January.
 - Mr. Wise noted the first student advisory committee meeting took place tonight and it was quite productive.
2. Assistant Superintendent of Teaching & Learning – Dr. Hardy announced the social emotional learning curriculum review team has officially launched. Thank you to Ms. Jillian Gately and Ms. Erica McNamara for their work on the team. We will keep the committee updated on progress.
3. Assistant Superintendent of Student Services – Dr. Stys thanked Mrs. Tara Herlihy and the YMCA for their work with Unified Sports this season. Thank you to Ms. Kelly DiCato and Ms. Lisa Studer for the training they provided tonight for early childhood community partners.

4. Superintendent – Dr. Milaschewski let the committee know the second annual RPS community report should be arriving in mailboxes in the next few days. Please let us know if you do not receive a copy so we can make sure a copy is provided.
5. Liaison/Sub-Committee
 - a. Mr. Brandt – The Select Board will be appointing a screening committee for the Town Manager search and an interim Town Manager is expected to be appointed on Tuesday. The Audit Committee received a clean audit report.
 - b. Mr. Robinson – The Charter Review Committee met twice and has started going through different sections of the charter. Eventually the School Committee will be invited to offer some feedback on sections of the Charter pertaining to the schools.
 - c. Mrs. Nazzaro – The Killam School Building Committee met with the designer selection panel for a review of applications. There were four submissions of which one company was not selected for review due to how much work they currently have. Three companies were selected to give a presentation and interview with the team. Lavallee Brensinger Architects (LBA) was selected as the design company, and they are signing off on the contract today. Mr. Maltez's position on the committee will be handed over to the Interim Town Manager.
 - d. Mrs. Gaffen – The District Wellness Committee had their first meeting and focused on nutrition and getting more students to eat breakfast. It was noted breakfast is free at middle and high school everyday. The Food Service Department is looking into establishing a cart service for students to grab and go. Overall, the committee is encouraging movement for students and teachers. The Coalition met and focused on social emotional work for students and the YRBS survey. Mrs. Gaffen also noted this weekend is the REF Festival of Trees.
 - e. Ms. McLaughlin – The Dickens Faire is coming up on December 9th.
 - f. Mr. Wise – Mr. Brandt covered the audit report which came in clean. Mr. Wise added that the audit of Athletic receipts was also clean with a very low percentage of cash receipts vs. ACH, Check, and Credit Card.

E. New Business

2. Learning Center Program Review Presentation & Discussion

Dr. Stys and Director of Special Education Allison Wright presented on the Learning Center Executive Summary. Dr. Stys stated this presentation is a summary of the report and the first few slides set the stage and explain why there is urgency around these program reviews. The evaluators commended the district's commitment to completing program reviews and for the work being done to make sure all special education staff have had training in reading and the brain. The evaluators also noted the districts collaboration with families.

The evaluators noted general observations and needs within the district. Needs include strengthening Tier 2 implementation and the student support team (SST) process, defining the identity and purpose of learning centers, and refining the inclusion service delivery. Along with needs, the evaluators provided recommendations to meet these needs.

This year, the community can expect a virtual presentation which is scheduled for December 7th, staff training on the new IEP process as well as training for parents, a training to help support parents with students in the middle school level so they thrive socially and academically, and ongoing office hours to address questions and concerns.

The district has not decided if third party evaluators will be engaged for every program review going forward. It was important to the district to have a third-party evaluator for this initial go around with reviews and we are working with the program coordinators to determine the next cycle of reviews.

The committee asked questions and discussed some of the following areas:

- Putting supports in place for students not on IEP's needing an environment like the Learning Center
- How are parents engaging? The team works closely with SEPAC and keeps them informed. SEPAC also provides great feedback to us so we can address areas of concern. This year we have seen a decrease in questions from parents. Parents/caregivers go to Dr. Stys and Ms. Wright directly when they do have concerns and a survey is provided to every family after every IEP meeting as follow up.
- How do we clarify Tier 1 vs Tier 2? The team is working on a presentation to talk about this specifically. They also work closely with SEPAC and individual schools to make sure students are receiving the services they need. There is great collaboration between Student Services and the Learning & Teaching team to make sure support is in place for students.
- Through rigorous targeted instruction and evaluations, we are working hard to make sure students receive services to meet their needs and programs are effective.
- It is important to have transition support across all levels and to have built-in support systems. We can see this lost at the middle and high school levels.

3. Community Math Pathways Committee Findings Presentation & Discussion

Dr. Hardy introduced Math Pathway Committee members joining tonight's presentation. The Community Math Pathways presentation will include an understanding of Math Pathways, review of the Math Pathways Advisory Committee tasks, and strategies to improve RPS Math Pathways as well as next steps and a timeline.

The committee objectives were to:

- examine the impact of middle school course placements determining the future ceilings of students within advanced math courses,
- evaluate the discrepancy between student enrollment in advanced math courses vs. school demographics,
- explore options for more advanced math course choices and interest-based options for juniors/seniors,
- and increase opportunities for accessing various math courses.

The committee had three main tasks:

1. Consolidate research and review sample pathways – There were several articles reviewed and discussed relating to Math Pathways. As the committee reviewed sample pathways they learned about alternative options. It is important to note these are not potential replacements, but promising practices that could be applied in Reading.
2. Review Reading data – RPS data shows disparities in students with disabilities, African American/Black students, and Hispanic students.
3. Review the RPS Math Pathways – There are challenges with our current Math Pathways. The middle school course placements determine the future ceilings of students within advanced math courses. Current high school acceleration options are not appealing to students and are not accessible to all. Students enrolled in advanced courses are not reflected in school demographics. There are limits to senior courses matching student post-secondary goals and aspirations.

As for the next steps, the committee is looking at strategies to improve Math Pathways. Overall, there are six strategies provided:

1. Improve systems and structure that support student success in math.
2. Increase options for middle school acceleration in math.
3. Refine Grade 12 course selection for on-grade pathway.
4. Improve support for current acceleration points in high school.
5. Intentionally support students with disabilities, students of color and Hispanic students along the Math Pathway
6. Improve communication about Math Pathways with students and families.

School Committee members noted this has been a conversation for a long time and it is important to offer choices to students while also challenging students and getting them where they need to be. The committee discussed creating flexibility for students to take more challenging classes. If students have the math ability, we want this available to them.

The committee was encouraged by the idea of bringing back the math lab as often students who need the help do not seek the help needed.

G. Executive Session

Mrs. Gaffen motioned to adjourn to Executive Session and not return to open session to discuss strategy with respect to collective bargaining on the bargaining position of the public body (Reading Facilities School Custodians) as the chair declares an open meeting will have a detrimental effect on the bargaining position of the Reading School Committee, seconded by Mr. Wise.

Roll Call Vote – Roll Call Vote to adjourn to Executive Session, Mr. Brandt – yes, Mr. Robinson – yes, Mrs. Nazzaro – yes, Ms. McLaughlin – yes, Mrs. Gaffen – yes, and Mr. Wise – yes. The vote passed 6-0.

<https://www.youtube.com/watch?v=wx4R0wml-n0>

Meeting Adjourned from regular session at approximately 10:10pm

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: December 12, 2023
RE: Vote to Approve a Wrestling Tournament Field Trip

Please vote to approve an out-of-state field trip to Nashua, NH for the RMHS Wrestling Team to participate in a tournament. The trip will take place on January 6, 2024, from 6:00 am to 8:00 pm.

Please find attached the field trip approval form.

Thank you.



Field Trip Approval Form

Trip Coordinator:	Craig Murphy
School:	RMHS
Grade(s) Attending:	9-12
Destination:	Nashua, NH 36 Riverside St Nashua, NH
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Local, Day trip, out of State
Educational Purpose of Trip:	Athletics - wrestling tournament
Date(s) of Trip:	Jan 6, 2024 Saturday
Time of Departure:	6am
Time of Return:	8pm
Cost of Trip:	—
Will there be fundraising? If yes, please attach a fundraising plan.	No
No. of students attending:	13
No. of teachers attending:	3 coaches
No. of other adults attending:	—
No. of Nurses attending:	—
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	—
Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks? If not, describe the plan to ensure this is completed prior to the field trip?	yes
Transportation Required (put all that applies) <i>Bus, Train, Boat, Plane, Private Car, Other</i>	Bus (van)
Name of Company(ies) providing Transportation:	
Name of Educational Travel Organization conducting the trip (*Please attach the 3 quotes for the Travel Organizations considered if the cost of the trip exceeds \$10,000):	N/A
Food will be provided by (if applicable):	N/A
Will there be students participating in the trips who have food allergies? If so, I have verified	N/A

that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options.	
If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.	N/A
Please describe the educational alternative for those students who will not be attending the trip.	N/A
Please describe the accommodations/ transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?	N/A
Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?	N/A
Do any students require the administration of prescription medication during the trip? If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?	N/A
If you are in a location that does not have cell service, what is the plan for contacting emergency services?	
Please describe the process that will be used to determine student eligibility for the trip.	students attending are varsity wrestlers

Checklist for Day trips

Please attach the following to this document:

✓	a. A detailed itinerary of the trip
N/A	b. A copy of any contract associated with the field trip
✓	c. A list of all adults who will be chaperoning the field trip
N/A	d. Fundraising plan (if applicable)

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

Is the bus driver getting sufficient rest in accordance with federal regulations and common sense?	N/A
Departure Information (location and carrier):	N/A
Return Trip Information (location and carrier):	N/A
Lodging will be provided by (if applicable): *Please include if the Educational Travel Company is requiring security on each floor of the lodging*	N/A
Address and Phone No. of Lodging (if applicable):	N/A
Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?	N/A

Checklist for Overnight trips

Please attach the following to this document:

N/A	a. A detailed itinerary of the trip
N/A	b. Signed state ethics financial disclosure forms from all staff whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. Before planning the trip staff should complete the <u>DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST AND DETERMINATION BY APPOINTING AUTHORITY AS REQUIRED BY G. L. c.268A, § 19</u>
N/A	c. A copy of any contract associated with the field trip.
N/A	d. A list of all adults who will be chaperoning the field trip.
N/A	e. Fundraising plan (if applicable)
N/A	f. Quotes from three travel organizations (applicable for trips costing more than \$10,000)

The Following Section is for Out of Country Field Trips Only

<p>Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov. If YES, please explain:</p>	<p>N/A</p>
<p>Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?</p>	<p>N/A</p>
<p>Note: <i>Copies of all students' passports shall be maintained by the Trip Coordinator.</i> <i>At least one staff member accompanying the students must have a phone number with an international service.</i> Name of Staff member and Telephone Number:</p>	<p>N/A</p>

=====

To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED [Signature]
 Principal (For All Field Trips)

DATE 12/4/23

APPROVED [Signature]
 School Nurse (For All Field Trips)

DATE 12/7/23

APPROVED [Signature]
 Assistant Superintendent of Schools for Student Services

DATE 12/6/23

APPROVED [Signature]
 Assistant Superintendent of Schools for Teaching & Learning

DATE 2-4-23

APPROVED [Signature]
 Director of Health Services

DATE 12/7/23

APPROVED _____
 Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

DATE _____

=====

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

DATE _____

Nashua South Wrestling Tournament Agenda

Leave Reading by bus 6:00 am

Arrive for a 7:15 AM weigh in

Wrestling begins at 8:30 AM

Return home by bus at conclusion of tournament (When all Reading wrestlers are eliminated)

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: December 12, 2023
RE: Vote to Approve a Wrestling Tournament Field Trip

Please vote to approve an out-of-state field trip to Plaistow, NH for the RMHS Wrestling Team to participate in a tournament. The trip will take place on January 20, 2024, from 6:00 am to 8:00 pm.

Please find attached the field trip approval form.

Thank you.

Reading Public Schools

van # 184924



Field Trip Approval Form

Trip Coordinator:	Craig Murphy
School:	RMHS
Grade(s) Attending:	9-12
Destination:	Plaistow, NH (Timberlane HS) 36 Greenough Plaistow, NH
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Local, Day trip, Out of State
Educational Purpose of Trip:	Wrestling tournament
Date(s) of Trip:	Jan 20, 2024 saturday
Time of Departure:	6 AM
Time of Return:	8 pm
Cost of Trip:	_____
Will there be fundraising? If yes, please attach a fundraising plan.	NO
No. of students attending:	13
No. of teachers attending:	3 coaches
No. of other adults attending:	_____
No. of Nurses attending:	_____
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	_____
Have all adults had the necessary CORI and/or SAFIS Criminal Background Checks? If not, describe the plan to ensure this is completed prior to the field trip?	YES
Transportation Required (put all that applies) <i>Bus, Train, Boat, Plane, Private Car, Other</i>	Bus (van)
Name of Company(ies) providing Transportation:	
Name of Educational Travel Organization conducting the trip (*Please attach the 3 quotes for the Travel Organizations considered if the cost of the trip exceeds \$10,000):	N/A
Food will be provided by (if applicable):	N/A
Will there be students participating in the trips who have food allergies? If so, I have verified	N/A

that the food vendor(s) will be able to accommodate all of our students with food allergies or have otherwise made arrangements to ensure that students with food allergies have safe food options.	
If swimming is involved, the school has determined that a lifeguard will be on duty at all times when students are in the water.	N/A
Please describe the educational alternative for those students who will not be attending the trip.	N/A
Please describe the accommodations/ transportation plan to assure student(s) with disabilities or individuals needing accommodations attending the trip to have equal access to the experience?	N/A
Please describe the medical needs of the students attending the trip and the plan to assure students with medical needs have equal access to the experience?	N/A
Do any students require the administration of prescription medication during the trip? If so, what is the plan for the administration of prescription medication (see 105 CMR 210.00)?	N/A
If you are in a location that does not have cell service, what is the plan for contacting emergency services?	N/A
Please describe the process that will be used to determine student eligibility for the trip.	brothers attending are varsity team members

Checklist for Day trips

Please attach the following to this document:

✓	a. A detailed itinerary of the trip
N/A	b. A copy of any contract associated with the field trip
✓	c. A list of all adults who will be chaperoning the field trip
N/A	d. Fundraising plan (if applicable)

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

Is the bus driver getting sufficient rest in accordance with federal regulations and common sense?	N/A
Departure Information (location and carrier):	N/A
Return Trip Information (location and carrier):	N/A
Lodging will be provided by (if applicable): *Please include if the Educational Travel Company is requiring security on each floor of the lodging*	N/A
Address and Phone No. of Lodging (if applicable):	N/A
Has the school determined that the facility has adequate insurance consistent with the level of risk involved (e.g. sedentary trip as opposed to outdoor, physically active trip)?	N/A

Checklist for Overnight trips

Please attach the following to this document:

	a. A detailed itinerary of the trip
	b. Signed state ethics financial disclosure forms from all staff whose field trip cost will be covered. This is for any field trip where the cost per person is over \$50. Before planning the trip staff should complete the <u>DISCLOSURE BY NON-ELECTED MUNICIPAL EMPLOYEE OF FINANCIAL INTEREST AND DETERMINATION BY APPOINTING AUTHORITY AS REQUIRED BY G. L. c.268A, § 19</u>
	c. A copy of any contract associated with the field trip.
	d. A list of all adults who will be chaperoning the field trip.
	e. Fundraising plan (if applicable)
	f. Quotes from three travel organizations (applicable for trips costing more than \$10,000)

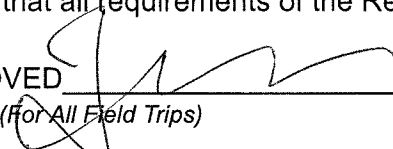
The Following Section is for Out of Country Field Trips Only


<p>Are there any current travel warnings or advisories issued by the State Department? Please go to www.cdc.gov or www.travel.state.gov. If YES, please explain:</p>	<p>N/A</p>
<p>Does each student and staff member have the appropriate documentation necessary for travel to the country/countries being visited and for return to the United States?</p>	<p>N/A</p>
<p>Note: <i>Copies of all students' passports shall be maintained by the Trip Coordinator.</i> <i>At least one staff member accompanying the students must have a phone number with an international service.</i> Name of Staff member and Telephone Number:</p>	<p>N/A</p>

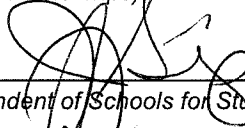
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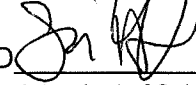
To be completed by Reading Public School Administration:

I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.

APPROVED  DATE 12/4/23
 Principal (For All Field Trips)

APPROVED  DATE 12/5/23
 School Nurse (For All Field Trips)

APPROVED  DATE 12/20/23
 Assistant Superintendent of Schools for Student Services

APPROVED  DATE 12-5-23
 Assistant Superintendent of Schools for Teaching & Learning

APPROVED  DATE 12/7/23
 Director of Health Services

APPROVED _____ DATE _____
 Superintendent of Schools (For All Extended, Overnight, Out of State, & International Field Trips)

=====

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

Timberlane Wrestling Tournament Agenda

Leave Reading by bus 6:15 am

Arrive for a 7:30 AM weigh in

Wrestling begins at 9 AM

Return home by bus at conclusion of tournament (When all Reading wrestlers are eliminated)

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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: December 12, 2023
RE: Vote to Accept Friends of Reading Rockets Hockey Donation

Please vote to accept a donation of \$2,000 from the Friends of Reading Rockets Hockey, Inc. This donation is for the benefit of the two assistant coach positions.

Please find attached the donation letter from Board Member Stephen Lomanno.

Thank you.



Friends of Reading Rockets Hockey, Inc.
C/O Jon Vedder
133 Van Norden Road
Reading, MA 01867

November 15, 2023

Reading Public Schools
62 Oakland Street
Reading, Ma 01867

Re: Donation

To whomever it may concern,

Enclosed please find a check for \$2,000 to contribute to the boy's ice hockey team. This donation is made on behalf of the Friends of Reading Rockets Hockey, Inc. This check should be used to pay the two assistant coaches positions. Please note that our Federal Identification number is 45-2502338, and that all of our filings with the Internal Revenue Service and Commonwealth of Massachusetts are current.

Best regards

Stephen Lomanno
Board Member

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Olivia Lejeune, Executive Assistant to the Superintendent
DATE: December 12, 2023
RE: Vote to Accept Golf Equipment Donation

Please vote to accept golf equipment which has been donated by the Cleary Family for the benefit of the RMHS Golf Team.

Please find below a list of items being donated:

1. Set of Golf Clubs w/ bag.
2. Set of irons in a box.
3. Set of wood clubs in a box.
4. Miscellaneous box of used golf balls.
5. Various golf hats and equipment.
6. Boxes of golf books.

Thank you.

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Thomas Zaya, Assistant Principal for Athletics and Student Activities
DATE: December 12, 2023
RE: Golf Equipment Donation

Dear Dr. Milaschewski,

The Cleary Family of Reading has donated some golf equipment and books from their father that recently passed away. The family has donated the following items to the RMHS Golf Team and the students of RMHS. We would like to thank the family for this generous donation. Please see a list of the items below.

1. Set of Golf Clubs w/ bag.
2. Set of irons in a box.
3. Set of wood clubs in a box.
4. Miscellaneous box of used golf balls.
5. Various golf hats and equipment.
6. Boxes of golf books.

Thank you,

Thomas Zaya

Reading Public Schools

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



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

TO: Reading School Committee
CC: Dr. Thomas Milaschewski, Superintendent of Schools
Dr. Derek Pinto, Director of Finance and Operations
DATE: December 7, 2023
FR: Katelyn Finnegan, Finance and Business Analyst
RE: Acceptance of FY24 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant Award

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant in the amount of \$32,060.

The purpose of the Fund Code 274 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant is to support schools and districts to implement IEP Improvement Project, with a strong emphasis on transitioning to utilization of the newly revised forms and processes.

Thank you for your support with your vote to accept the FY24 Individuals with Disabilities Education Act Part B (IDEA) Federal Targeted Special Education Program Improvement Grant Award.

Reading Public Schools

School Committee Meeting Packet

December 14, 2023



New Business

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Dr. Thomas Milaschewski, Superintendent
DATE: December 12, 2023
RE: Northeast Education Consortium Budget/Facilities Issue Presentation and Discussion

During the December 14th School Committee meeting we will discuss a budget/facilities issue at Northshore Education Consortium (NEC). As you know, we are a member-district of NEC and I am representing the district on the Board. In short, the school is in need of a comprehensive HVAC renovation that will cost \$11.5MM. NEC is proposing to fund the project through tuition increases (initially covered through a \$9.4MM loan) and a one-time assessment (around \$2MM). During the 12/19 NEC Board meeting, we will be voting on whether to approve the loan with assurances that obligations will be met through a combination of assessment, tuition increases, and budget cuts. If the Board approves, we will also discuss the mechanism for determining the one-time assessment. While NEC continues to refine these models, they are recommending the use of a tiered model based on enrollment, leading to a one-time assessment of \$32,000 for Reading. This assessment figure could increase/decrease slightly if the recommended model were to shift.

I am including a few documents in the packet that may be of interest for you to gain additional context, including an [overview PPT](#) of the HVAC project and the [NEC annual report](#) (still in draft form). Fran Rosenberg, NEC Executive Director, will join our meeting on Thursday to answer any questions from the School Committee.



**NORTHSHORE
EDUCATION
CONSORTIUM**

112 Sohier Rd. HVAC Project

NEC Board Meeting December 6th, 2023

What are we asking the Board to approve today?

We are asking you to make a long-term investment in NEC, and the KOG school in particular, and to avert a potentially catastrophic emergency closure of the KOG school.

We are recommending that you vote today to:

1. Approve a loan of \$9.4MM with an approximate annual cost of \$840K.
2. Accept the construction bid of \$11,474,000 (with an expectation of value engineering)
3. Post a bid for the relocation of Recovery High School, with annual rent not to exceed \$225,000.

We are recommending that in order to do this districts will:

1. Make a one-time capital assessment (options to be presented)
2. Increase tuition rates (options to be presented)



What does this project include?

Although we have referred to this as an “HVAC” project, and it started as a discussion and estimates based only on 1:1 HVAC replacement, by 2023 it had expanded to meet building codes and address additional critical and costly facility needs which had been repeatedly delayed since 2009

This project will result in the following:

- **New HVAC system**
- **Full Roof replacement – Stripping roof, abatement, and complete insulated new roof.**
- **Electrical system upgrade to support HVAC**
- **Replacement of four boilers**
- **Add heat in stairwell and entryway**
- **Temperature control zone valves**
- **A safe roof access ladder**
- **Skylight replacement**

Completion of this project will make this a much more functional space for NEC/KOG for the next 20 years!



Why has project cost increased exponentially even since the board voted to go forward in May 2023?

- Since the pandemic, HVAC contractors have been flooded with work. The demand for these services as well as the cost has risen exponentially because of this.
- The majority of the work will have to be done on second shift. Finding workers for second shift is a challenge, as mentioned there is plenty of work and the second shift is not appealing to most.
- Only one quote given due to conditions listed above.



Review of Board Decisions to Date

- In 2009, Connell Consulting conducted a facilities assessment. They recommended replacement of the HVAC system that was already past its useful life. They also pointed to the need to address other expensive issues, including 4 boilers, 18 zone valves, the roof, the skylight, and aging electrical systems.
- In 2017, the NEC Board created a capital plan. The HVAC project was put on the plan. Rough estimates indicated that this would be a \$500,000- \$1,000,000 project for a 1:1 direct replacement.
- In FY19, the system failed and we had to close KOG for 2 days during ESY. Spent \$50K on repairs and lost 2 days of tuition revenue (\$87K).
 - NEC decided to accelerate the timeline. The plan was to more aggressively fund the capital plans but the pandemic happened and delayed this plan. We continued to spend resources into maintaining a system that was increasingly faulty and expensive to repair.



Review of Board Decisions to Date Cont.

- In September of 2022 we hired the OPM, Atlantic Construction for an initial contract of \$224K.
 - December of 2022 we hired the designer/engineer, BLW for an initial contract of \$292K.
 - In January of 2023 we reviewed the initial report and recommendations from BLW.
 - Simple direct replacement is not advisable, the technology is significantly outdated.
 - Presented with three viable options, all in the \$5-6MM range.
 - The recommended option was estimated at \$6MM, this would completely modernize the system, bringing it up to code and providing improved heating, cooling, and significantly improved ventilation, air quality, and energy efficiency. This estimate was only based on HVAC costs
- In May 2023, we had a plan to proceed and fund the project with a new scope and anticipated cost of \$10MM. This included all of the items listed on the 2009 report.
- In October 2023, the project went to bid. Only 1 bid was received, \$3.8MM over estimate. Since the bid, we have met with general contractor, OPM, and engineer to lower estimate approx. \$1MM from bid, through value engineering.
- Currently, system is not working in parts of the building, have a \$30K invoice to repair.



Other Options Explored

- **Selling building and relocating KOG**

- This was determined as not a viable option. Essentially, the cost of this project annually \$570K would be equivalent to \$7.91/S.F. for annual rent. After consulting with David Hark at the Drumlin Group, it was determined that we would not be able to find a location and retrofit it to meet the needs of our KOG students anywhere near this S.F. cost.

- **Reject bid and resubmit**

- Time is of the essence, we continue to put resources into a failing system. We are risking an irreparable catastrophic failure that could result in a closure of 112 Sohier Rd.
- There is a very likely chance that if we were to rebid, we would receive zero bids or the bid number would increase.

- **Find a buyer for the building and lease it back to us with cost of project included**

- Again, time is critical at this point. We would need to go through the bidding process as this is a real property transaction.
- The fair market value came in less than expected for the building, finding a buyer could be difficult. The value in use to the RHS/KOG students and staff is much greater than the fair market value.



Why is KOG Unique?

Fair Market Value vs Value in Use

- 100 Students at KOG is not simply equivalent to 5 classrooms and 20 staff.
 - KOG is
 - 24 Classrooms
 - 11 of which have in-room bathrooms, 8 have in-room bathrooms shared between two rooms. These rooms have adult sized changing tables.
 - There are 10 installed overhead lifts. 5 in classrooms, 3 in bathrooms, and 2 in PT rooms.
 - 11 specialized OT, PT, SLP, and vision spaces.
 - 3 nurses offices
 - Fully accessible specialized playground
 - 5-room Vocational Center
 - 5 specialized sensory and recreational spaces
 - 6 specially designed time-out spaces.



Why has project become so urgent?

- Medically fragile populations require controlled temperature
- Ongoing issues with heating/cooling have resulted in significant employee and union concerns, especially given Covid-era ventilation issues.
- Complete failure of this system would render the building inoperable and would be catastrophic for our largest, most expensive, and most complex program, it could cause a closure of 112 Sohier Rd....leaving over 100 students without placements and over 100 employees at risk.
- Parts for the existing system are becoming more elusive and expensive.
- The risk of delaying this project is exposing NEC to a catastrophic financial crisis.



Projected Project Budget

	May 2023	Bid: Oct 2023	Bid Detail: 11-13-23	
HVAC Upgrade	\$ 6,352,466	\$ 9,428,160		
Bonds/Permits/Ins	incl. in above	incl. in above	\$200,000.00	
General Conditions	incl. in above	incl. in above	\$1,600,000.00	
Demolition	incl. in above	incl. in above	\$210,000.00	
Structural Steel/Misc. Metals	\$ 20,295	incl. in above	\$115,000.00	
Roofing	\$ 1,332,705	\$ 1,216,000	\$1,216,000.00	
Carpentry/Gypsum/Misc	incl. in above	incl. in above	\$300,000.00	
Unit Prices	incl. in above	\$ 829,840	\$830,000.00	
Plumbing	incl. in above	incl. in above	\$98,000.00	
HVAC Equipment	incl. in above	incl. in above	\$2,450,000.00	
HVAC Piping	incl. in above	incl. in above	\$1,240,000.00	
HVAC Sheet Metal	incl. in above	incl. in above	\$1,100,000.00	
HVAC Insulation	incl. in above	incl. in above	\$460,000.00	
HVAC ATC	incl. in above	incl. in above	\$1,175,000.00	
HVAC Misc.	incl. in above	incl. in above	\$132,000.00	
Electrical	incl. in above	incl. in above	\$348,000.00	
Phasing	incl. in above	incl. in above	incl. in above	
Construction Cost	\$ 7,705,466	\$ 11,474,000	\$ 11,474,000	
Possible savings:				
Unit prices	N/A	N/A	\$ (415,000)	Limited use
VAV boxes elimination	N/A	N/A	\$ (820,000)	V-E
Construction & Closeout - Design and OPM			\$ (100,171)	Reduced for 9-month Construction frame
Revised Possible Savings	\$ -	\$ -	\$ (1,335,171)	
Construction Contingency @ 10%	\$ 770,547	\$ 860,550	\$ 1,147,400	
Owner Contingency @ 2.5%	\$ 192,637	\$ 143,425	\$ 286,850	
Soft Cost (per MSBA Criteria:)				
Construction & Closeout - Design and OPM @ 13%	\$ 1,001,711	\$ 1,001,711	\$ 1,001,711	
Roof and HVAC Commissioning @ \$1.46/sf	\$ 103,368	\$ 60,000	\$ 60,000	Limited scope
Total Anticipated Project Cost	<u>\$ 9,773,728</u>	<u>\$ 13,539,686</u>	<u>\$ 12,634,790</u>	



Financing Considerations

- Bank is only willing loan up to 85% of equity in assets which is \$7.2MM. Mass Development will guarantee the other 15% which is an additional \$2.1MM. Total loan amount would be approx. \$9.4MM with an approximate annual cost of \$840K.
- Bank will waive existing reserve covenant to allow NEC to pay for the remainder of unfunded project cost.
- Bank will require NEC to replenish those reserves over four years.
- We are strongly recommending an assessment along with significant tuition increases. The assessment will be needed to meet immediate cash flow requirements. Using all of our surplus is too great of a risk.
- NEC will be required to use \$1.5-\$2MM of reserves for the beginning of the project.
- Currently, NEC has \$4.6MM in reserves. The estimated project cost will require \$3.4MM in cash from NEC.
- Bank loan of \$9.3MM will kick in after the first \$1.5-2MM is used.
- The remaining \$1.5-2MM will come from reserves.



Where else can NEC reduce costs?

- Reduce 10% of all curriculum, supply, and program expenses, conference, travel, PD, and memberships. \$41K
- Plan on using a zero based budget model to build FY25 budget, going line by line, identifying opportunities for cost reduction and increased efficiencies.
- New HVAC system will save resources with energy efficiency as well as eliminating the repair costs for the old system.



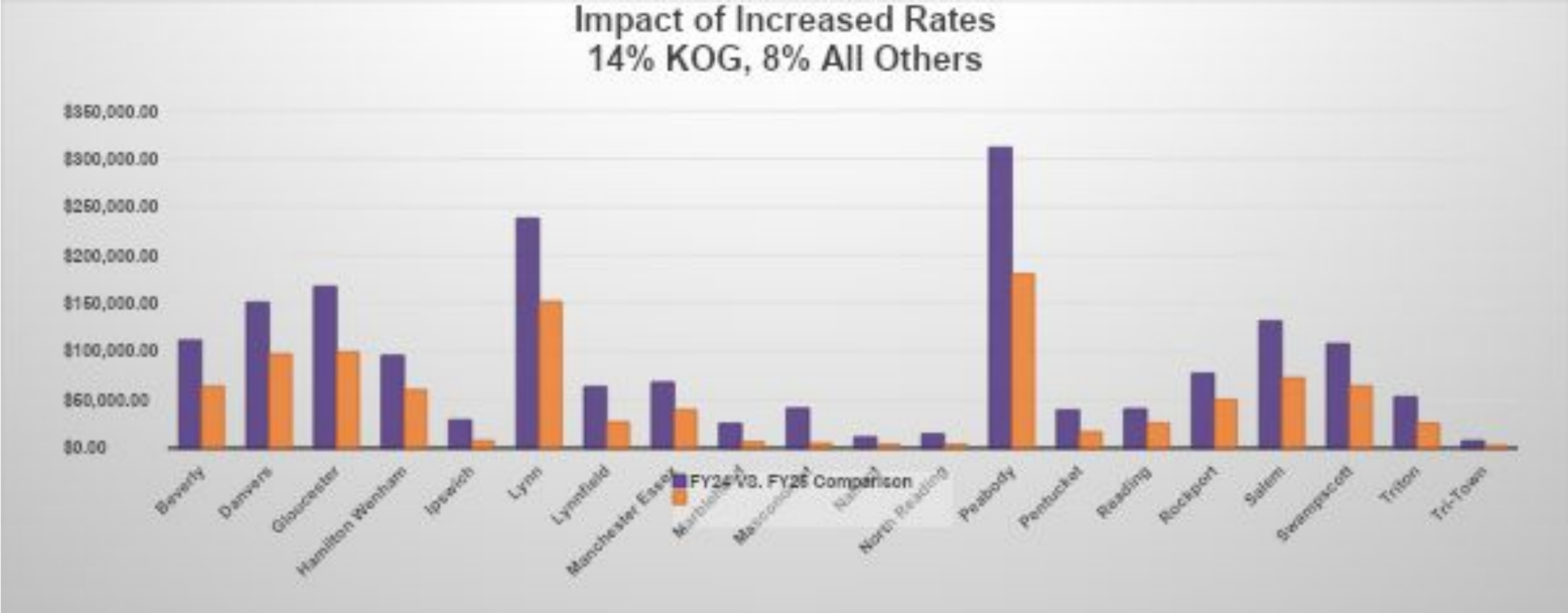
Financial Projections FY25

	Operating Budget	Increases and Additional Costs For FY25 Budget
FY2024 Budget	\$28,570,756.00	
FY25 Salary Increase		\$809,812.82
Reserve Replenishment		\$500,000.00
FY2025 HVAC loan cost - estimate		\$840,000.00
Non Salary Expense Increase		<u>\$501,990.54</u>
Operating Budget and HVAC Costs Increase		\$2,651,803.36

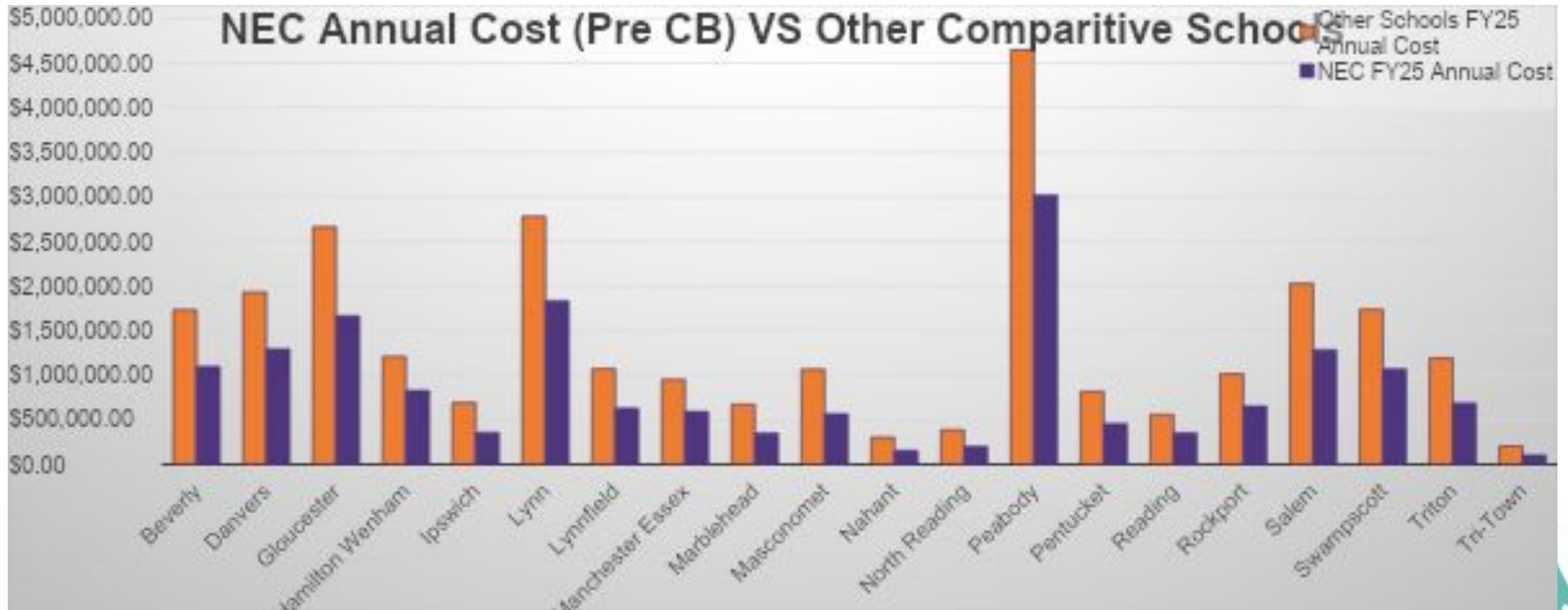
- Projected FY25 Budget = \$31,222,559.36
- Assuming RHS move is permanent, KOG will utilize 85% of 112 Sohier Rd.
- If RHS moves permanently, KOG will need to absorb 1 year and 3 months of occupancy costs.
- Loan repayment would begin 12-15 months after receiving funding.
- In order to meet financial obligations, in addition to an assessment, KOG tuition rates need to be increased by 14% and all other programs 8% for FY25.



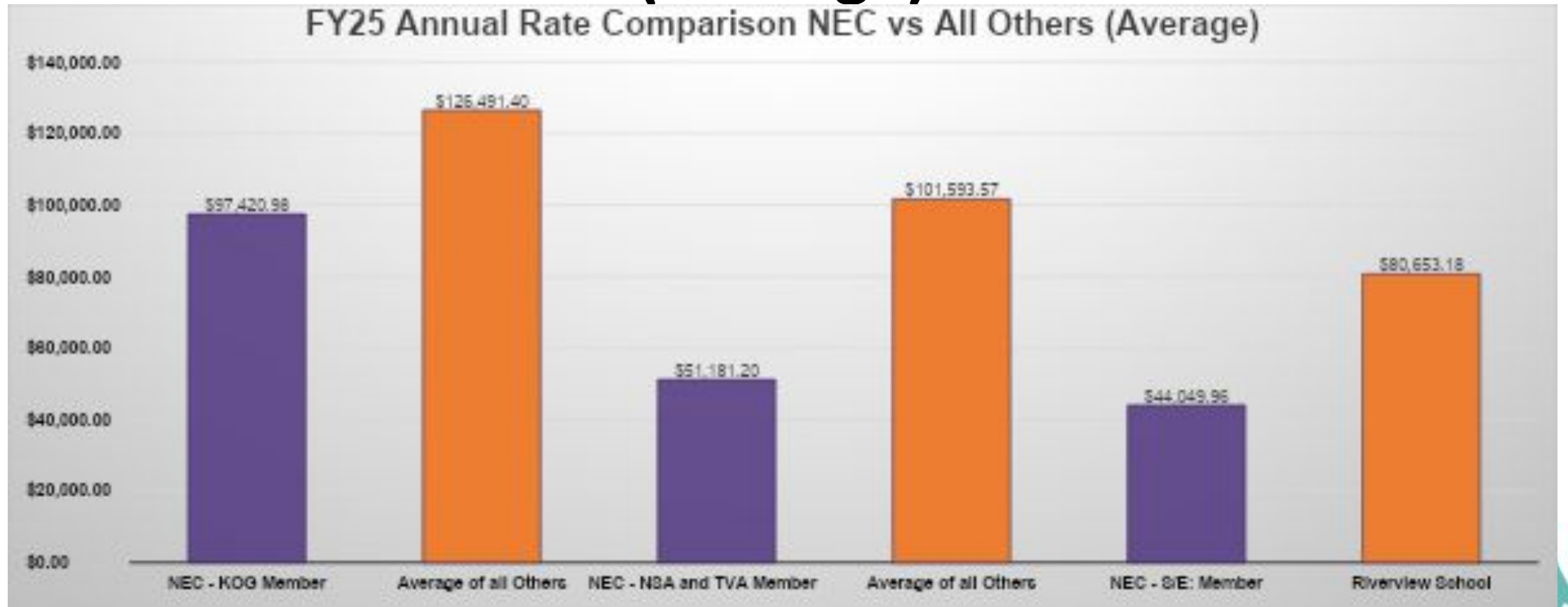
Tuition Increase and Impact to Districts



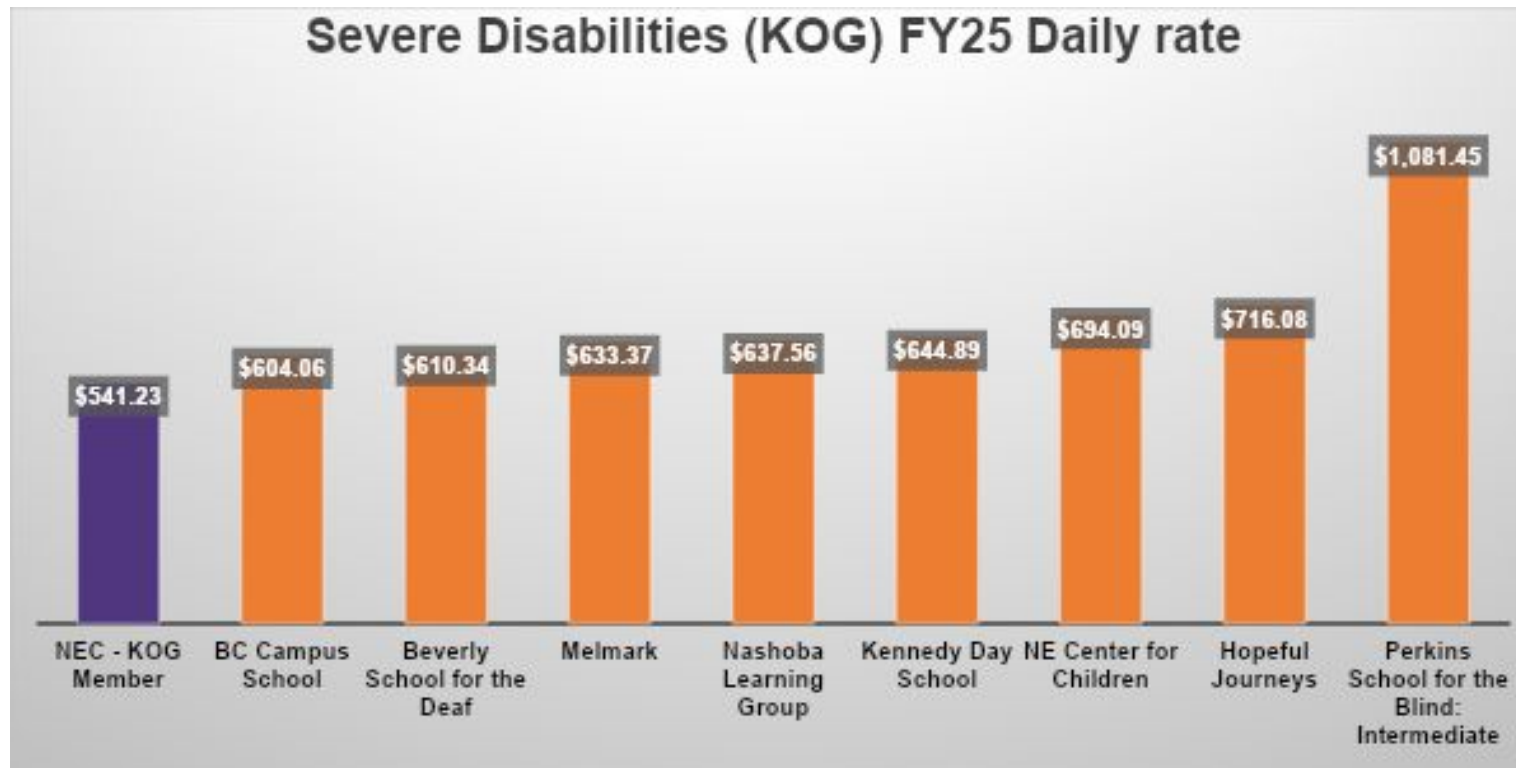
NEC Annual Cost VS Private Day School



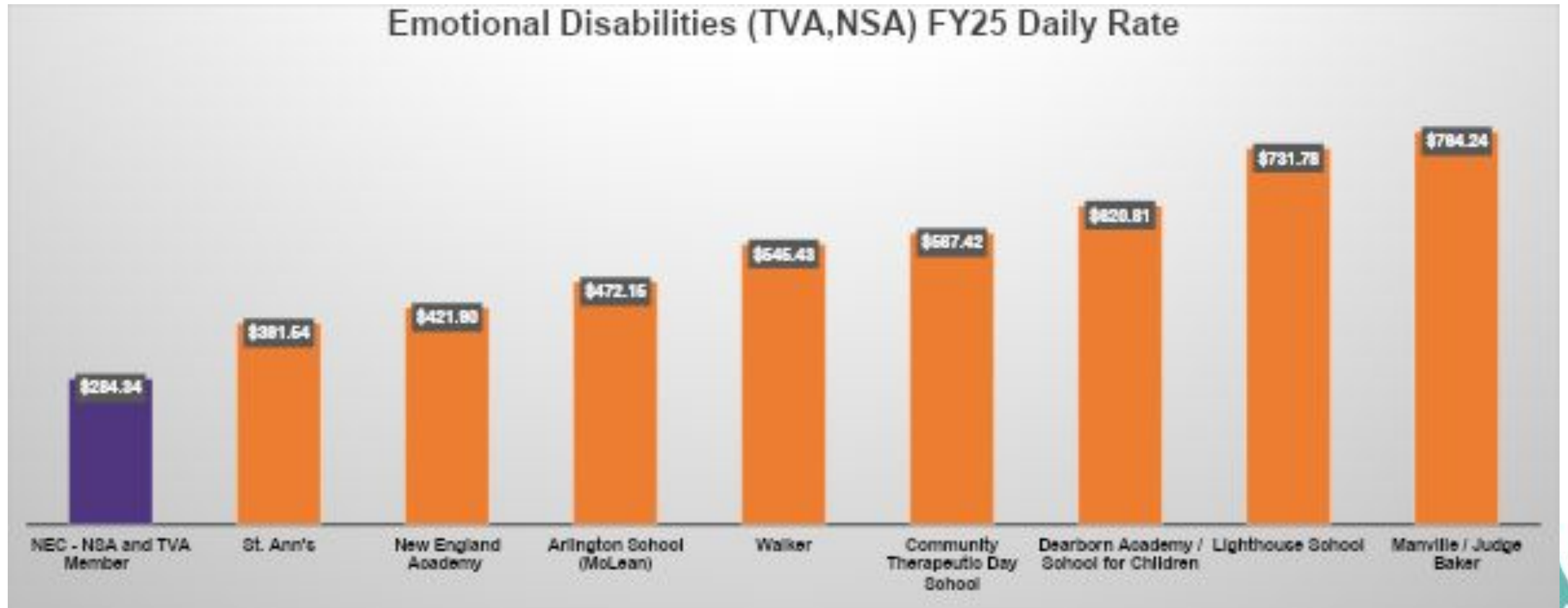
Annual Rate Comparison NEC VS All Others (Average)



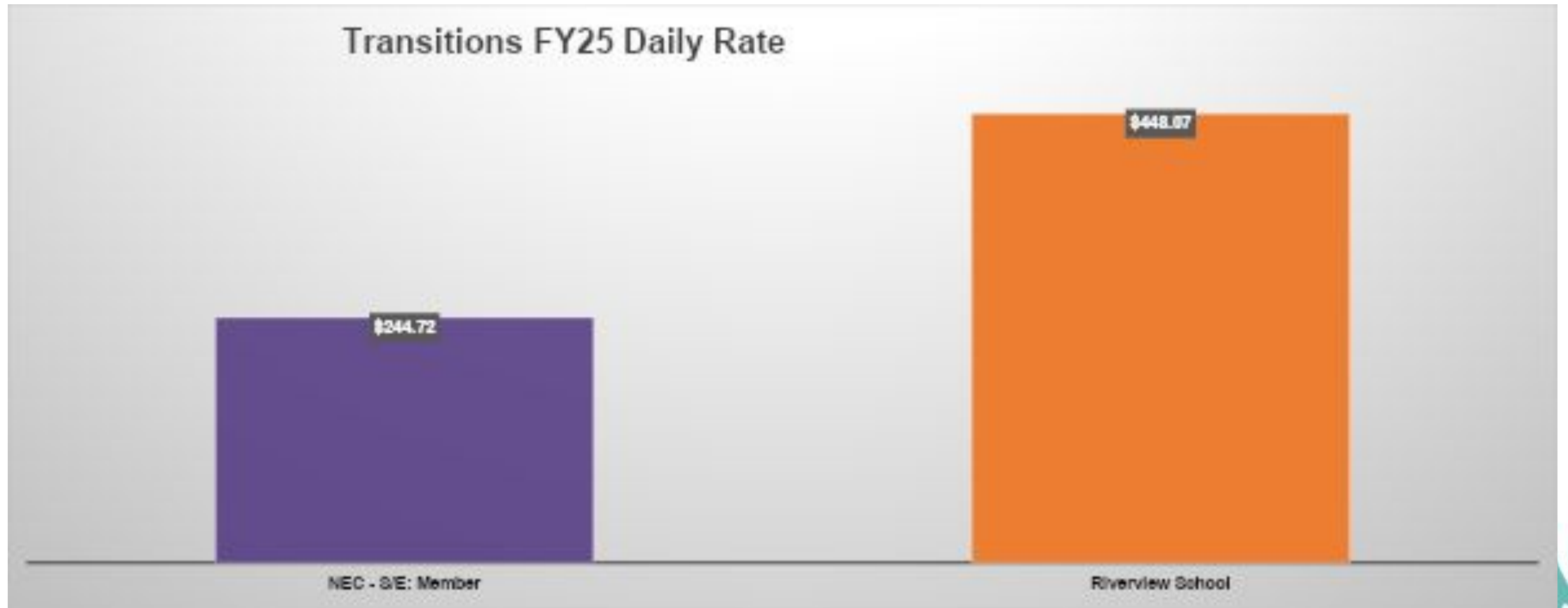
Daily Rate Comparison KOG



Daily Rate Comparison TVA, NSAL, NSAU



Daily Rate Comparison SOAR/EMBARK



Impacts of RHS Permanent Move

- Moving RHS would increase occupancy cost for KOG.
- Conservatively, with RHS moved to a new location, we could fit three more classrooms.
- This would increase bottom line for FY26 approx. \$430K. This could help rebuild surplus and maintain standard tuition increases.
- Would enhance the development and services provided to both KOG and RHS students and staff.
- FY25 we will need to absorb the rent for RHS.

3 Additional KOG classrooms could support 15 more students
This will require 3 teachers, and at the high end 9 paras

Revenue			
Kog Rates		# of Students	Total
	\$97,420.98	15	\$1,461,314.70
	\$43,176.36	3	\$129,529.08
			\$1,590,843.78
Expenses			
	Amount	# of Staff	Total
Benefits	\$22,206.40	12	\$266,476.80
Teacher Salary	\$104,509.05	3	\$313,527.15
Para Salary	\$38,389.57	9	\$345,506.13
Increased Occupancy	\$250,000.00		\$250,000.00
			\$1,175,510.08
Total Net			\$415,333.70



Decisions that we are asking you to make today



**NORTHSHORE
EDUCATION
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1. To approve the loan with assurances that obligations will be met through a combination of member assessment, tuition increases, and budget cuts.
2. To accept the bid and sign a contract with Amanti
3. To sign a lease with Cummings



Administrative Offices

112 Sohier Road • Beverly, MA 01915 • tel: 978-232-9755 ext. 1253 • fax: 978-232-9449 • frosenberg@nsedu.org

Francine H. Rosenberg M.Ed.

Executive Director

December 8, 2023

Dear Superintendent/ NEC Board Member;

Here is a hard copy of NEC's approved 2023 Annual Report. We have also mailed a copy to your School Committee Chair, and hope that you will share this with other members of your Committee.

If you need additional hard copies, we are happy to provide them. You can also find an electronic copy posted on our website.

Thank you for your ongoing support of NEC!

Sincerely,

A handwritten signature in black ink that reads "Francine H. Rosenberg". The signature is written in a cursive style with a large, looping flourish at the end.

2022-2023

ANNUAL REPORT



**NORTHSHORE
EDUCATION
CONSORTIUM**

Northshore Education Consortium
112 Sohier Road, Beverly, MA 01915
Tel: 978-232-9755 | www.nsedu.org



“Our family will forever be grateful to the phenomenal team at NEC. The level of specialized instruction and therapeutic support my child has received over the past several years has far exceeded my hopes. I am grateful for where my child is today and the opportunities that lay ahead for him. It is beyond exciting to watch the positive changes in a child’s life unfold, when they benefit from learning in the best possible environment for their unique needs.”

- NEC Parent



**NORTHSHORE
EDUCATION
CONSORTIUM**

Member School Districts: Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich, Lynn, Lynnfield, Manchester-Essex Regional, Marblehead, Masconomet Regional, Nahant, North Reading, Peabody, Pentucket Regional, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town School Union (Boxford, Middleton, Topsfield)



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Message from the Executive Director

November 2023

Dear Northshore Education Consortium Members and Friends,

I am pleased to share this report highlighting the activities and accomplishments of the 2022-2023 school year.

Our core mission of providing high quality, cost-effective public programs, supports, and resources to assist member districts in meeting the needs of students who require specialized educational services is more critical, and more challenging, than ever. I am proud of the many ways in which we have mobilized to meet our goals, despite ongoing struggles with staffing shortages, behavioral acuity and financial stress.

A major focus this year has been building our infrastructure to support our program operations. Without safe, functional, and attractive buildings, state-of-the-art technology and business operations, and a strong structure for workforce development, we cannot meet our goals. This year we started to work on a multi-year, multi-million dollar project for upgrading our HVAC systems at 112 Sohier Road, implemented our new accounting and HR software, and worked to develop a more robust long-range capital plan. We also recommitted to strengthening our school safety and emergency preparation, purchasing Navigate 360/ALICE training materials, and working to update our emergency plans. In addition, we settled a three-year collective bargaining agreement with our AFT local.

477 students were educated in our day schools this year, and over 150 students in member districts received services through our Vision Services or our Connections Wraparound Program. In addition we provided training and consultation to our member districts, and ran well-attended job-alike groups for special education administrators, out of district coordinators, educational team chairpeople, and school psychologists.

In our day schools we continued to work on assuring that our services were trauma-informed and culturally proficient, and we recommitted to utilizing principles of restorative practice, differentiated instruction, and universal design for learning. Our staff PD days and our educator goals reflected these commitments.

We continue to take great pride in the wide array of vocational, enrichment and community opportunities we provide for our students and families. NEC students participate in a range of onsite and offsite vocational experiences, and enjoy educational outings to the Topsfield Fair, museums, and arts performances. Our students participated in Special Olympics, intramural sports, game nights, and prom, and they engaged with the arts through Express Yourself and Young Audiences. NEC families attended an array of family nights in each of our programs.

We were very proud that our DESE mid-cycle review went smoothly, and we were found to be in compliance with all of the criteria monitored with no findings of concern.

I am incredibly proud of the work we have done as a team over the past year. It is a privilege to work with colleagues who care so deeply about our students, and with children, young adults, and families who demonstrate great resilience every day.

With thanks for your ongoing support,



Francine H. Rosenberg, M.Ed.
Executive Director
Northshore Education Consortium

Collaborative Information

HISTORY
















Founded in 1974, the Northshore Education Consortium was one of the first regional collaboratives in Massachusetts and is the largest provider of intensive special education services to children and youth with emotional, behavioral, and developmental disabilities on the North Shore.

GOVERNANCE AND LEADERSHIP

Northshore Education Consortium is governed by a 20-member Board of Directors, representing the 22 districts served, (Tri-Town School Union is represented by their shared Superintendent.) All districts are represented by their Superintendent. The full board meets six or seven times per year. Each board member also serves on one of four subcommittees: Finance, Facilities, Policy, and Personnel. Each subcommittee meets as needed throughout the year.

The Administrative Leadership Team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

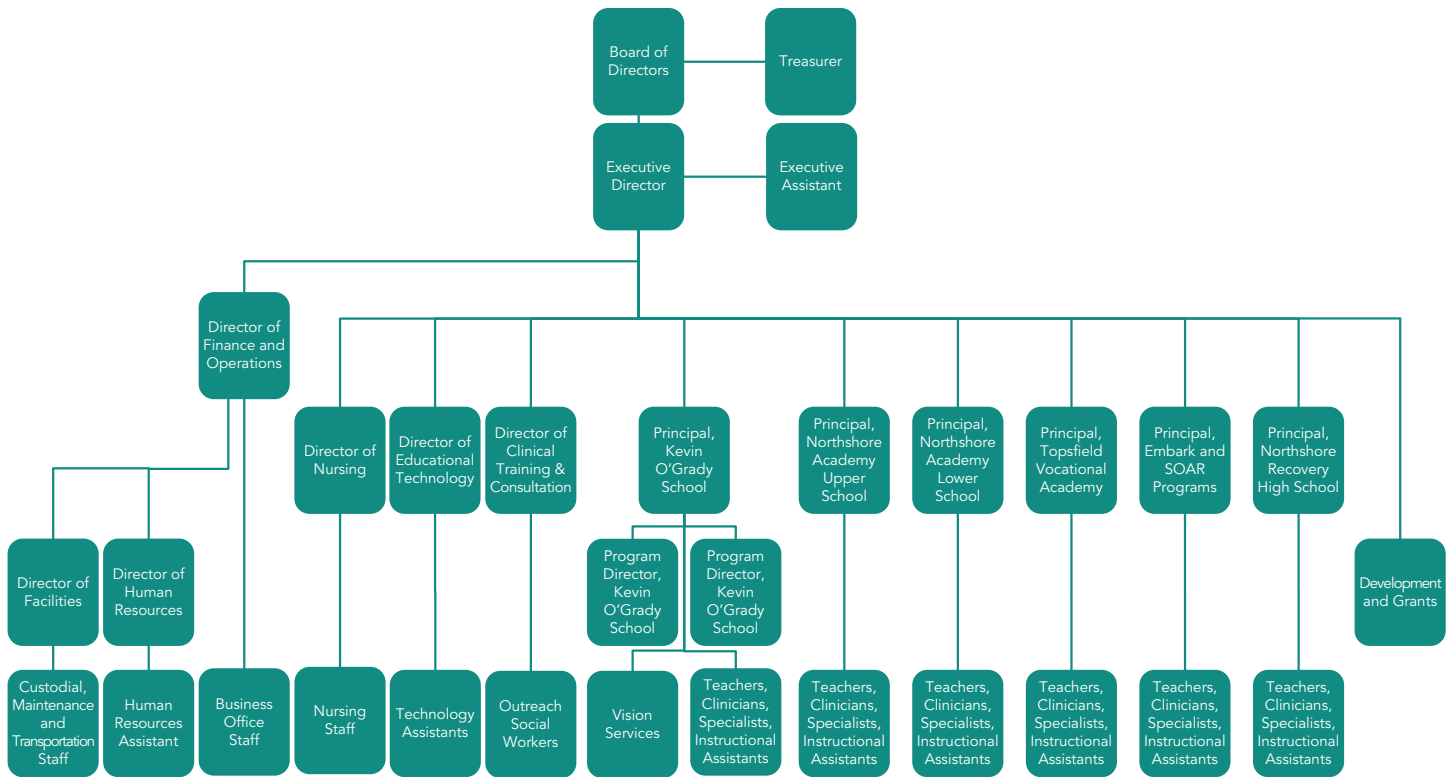
MEMBER DISTRICTS / BOARD OF DIRECTORS, 2022-2023

-  Beverly Public Schools - **Dr. Suzanne Charochak**
-  Danvers Public Schools - **Ms. Mary Wermers**
-  Gloucester Public Schools - **Mr. Ben Lummis**
-  Hamilton-Wenham Regional School District - **Mr. Eric Tracy**
-  Ipswich Public Schools - **Dr. Brian Blake**
-  Lynn Public Schools - **Ms. Debra Ruggiero**
-  Lynnfield Public Schools - **Ms. Kristen Vogel**
-  Manchester-Essex Regional School District - **Ms. Pamela Beaudoin**
-  Marblehead Public Schools - **Dr. John Buckey**
-  Masconomet Regional School District - **Dr. Michael Harvey**
-  Nahant Public Schools - **Mr. Anthony Pierantozzi**
-  North Reading Public Schools - **Dr. Patrick Daly**
-  Peabody Public Schools - **Dr. Joshua Vadala**
-  Pentucket Regional School District - **Dr. Justin Bartholomew**
-  Reading Public Schools - **Dr. Thomas Milaschewski**
-  Rockport Public Schools - **Dr. Mark Branco**
-  Salem Public Schools - **Dr. Stephen Zrike**
-  Swampscott Public Schools - **Ms. Pamela Angelakis**
-  Triton Regional School District - **Mr. Brian Forget**
-  Tri-Town School Union - **Dr. Scott Morrison**



Collaborative Information

ORGANIZATION CHART



ADMINISTRATIVE LEADERSHIP TEAM, 2022-2023

- Francine Rosenberg**, Executive Director
- Larry Fleming**, Director of Finance and Operations
- Rebecca Rein**, Director of Nursing
- Eric Aldrich**, Director of Educational Technology
- Windi Bowditch**, Director of Clinical Training and Consultation
- Martha Krol**, Principal/Director, Kevin O’Grady School
- David Mercier**, Principal/Director, Northshore Academy Upper School
- Tracy Farraher**, Principal/Director, Northshore Academy Lower School
- Lynsey Page**, Principal/Director, Topsfield Vocational Academy
- Ellen Heald**, Principal/Director, Embark & SOAR Programs
- Michelle Lipinski**, Principal/Director, Northshore Recovery High School
- Monique Bourgault**, Director of Facilities
- Nancy Celli**, Director of Human Resources



Mission / Core Values & Beliefs / Vision

MISSION

The mission of the Northshore Education Consortium is to support member districts by offering high quality, cost-effective school programs, consultation, professional development, support services and resources to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs.

CORE VALUES

1. Individualized, Strength-Based Education
2. Compassion and Respect
3. Teamwork and Collaboration
4. Excellence and Lifelong Learning

GUIDING BELIEFS

1. Communities need a broad continuum of options for children with disabilities and other risk factors.
2. All children deserve an education that allows them to achieve their full human potential, whether that means preparation for college or career, or maximum independent functioning and quality of life.
3. All children deserve an education that is individualized, strength-based, and has high expectations for achievement.
4. People with disabilities and their families deserve to be treated with compassion and respect.
5. Best outcomes are achieved through multi-disciplinary teamwork and collaboration between families, educators, and community partners.
6. Every member of the community, regardless of age, role, or ability should be engaged in a continuous learning process with a commitment to the highest level of excellence.

LONG-RANGE VISION

Our vision is to provide a continuum of services for our region, to ensure the best possible outcomes for all students, particularly those with risk factors or disabilities. We will strive to do this by providing outstanding educational programs, but also by becoming the “go to” resource in the region for individuals looking for consultation, training, information or guidance around helping children with special needs.

We will achieve this vision by continuously developing the following:

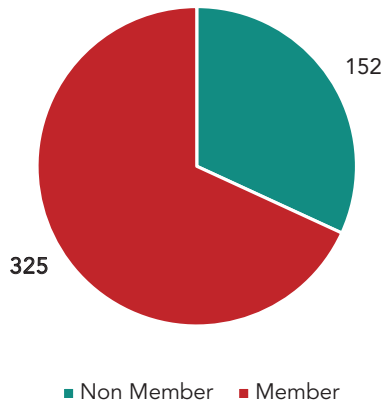
1. High quality, specialized programs for children with complex special needs, addictions, or other unique challenges. This includes, but is not limited to:
 - a. Assuring that our programs utilize the latest evidence-based practices.
 - b. Assuring that high standards are set for all students, regardless of disability, and that we are continuously measuring our success in meeting those standards.
 - c. Assuring that we have access to current technology, adaptive equipment, and other resources necessary for preparing our students for college, career, citizenship, and maximum independent functioning.
 - d. Providing opportunities for students to experience a rich array of opportunities beyond the core curriculum, including arts, fitness and wellness, community trips and activities, service learning, internships and supported work opportunities, etc.
 - e. Maintaining strong connections to community organizations that provide medical and mental health services.
 - f. Providing supports and services for families of children with special needs.
2. State-of-the-art professional development opportunities for our own staff and those from our districts, enabling them to stay up-to-date on best practices for complex youngsters.
3. Consultation, home, and school-based services that respond to the needs of our districts.
4. Partnerships with other schools and collaboratives, colleges, state and community agencies to advocate for and promote the interests of children and young adults with complex needs and their families.
5. Commitment to Diversity, Equity, Inclusion, and Belonging



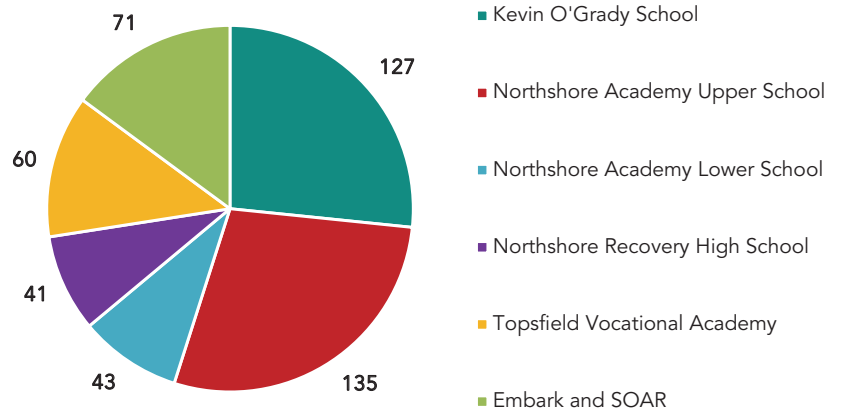
School Programs 2022-2023

During the 2022-2023 school year, Northshore Education Consortium's approved day schools served 477 students from 20 member and 44 non-member districts.

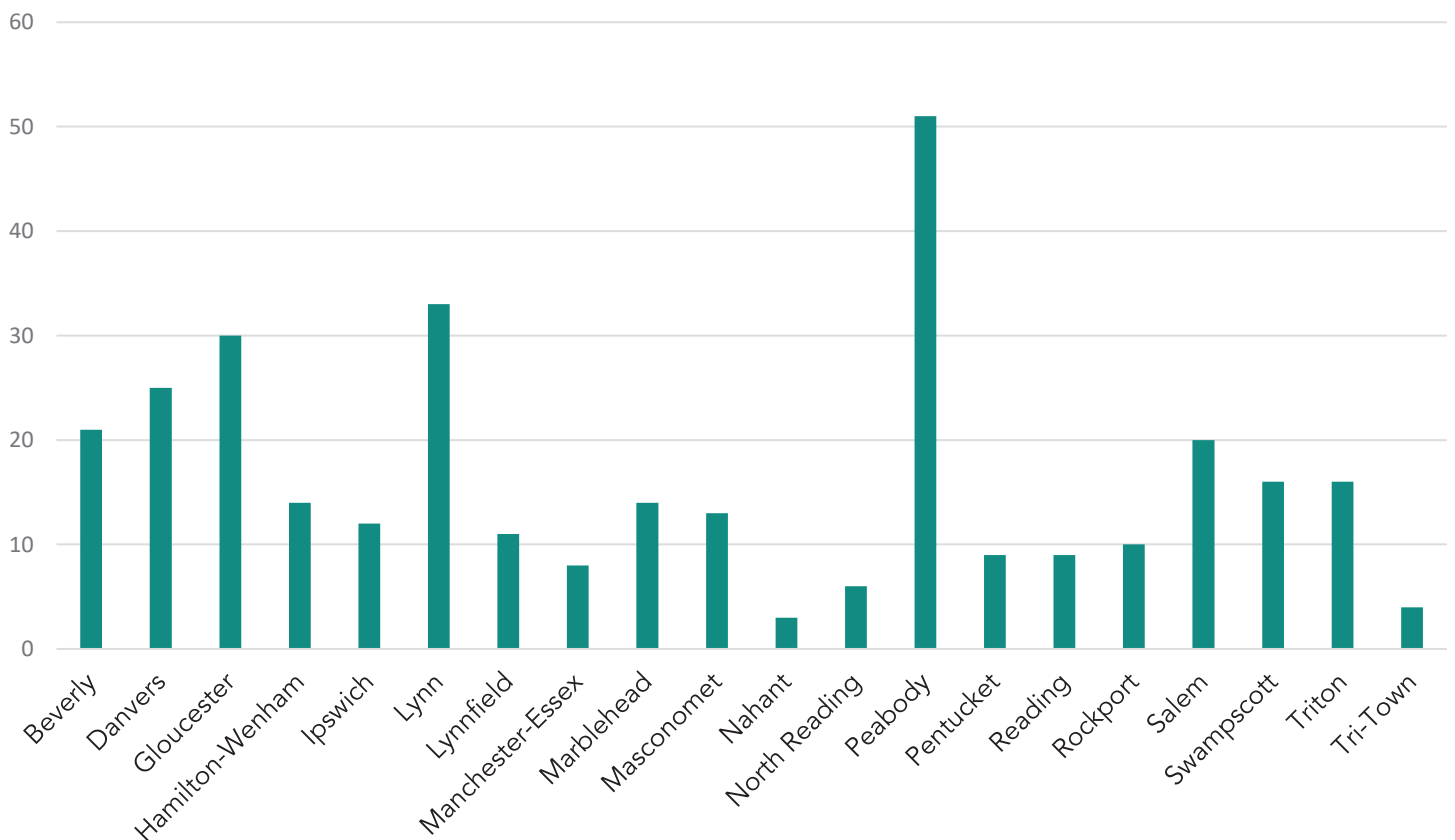
STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



STUDENTS BY PROGRAM



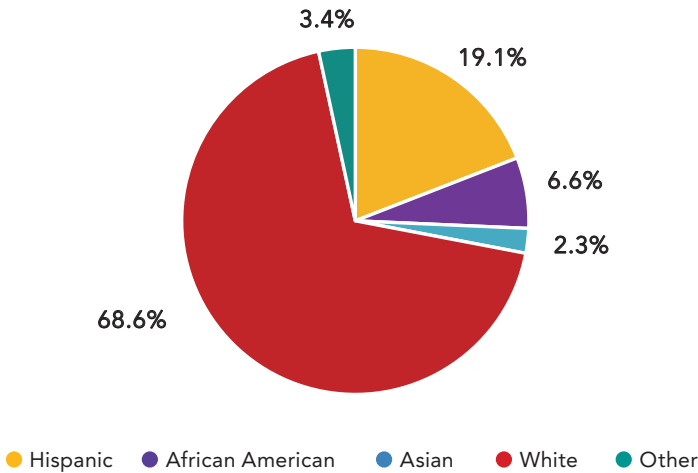
STUDENTS SERVED BY MEMBER DISTRICTS



Demographics 2022-2023

The following information is based on the Department of Elementary and Secondary Education School and District Profile Data.

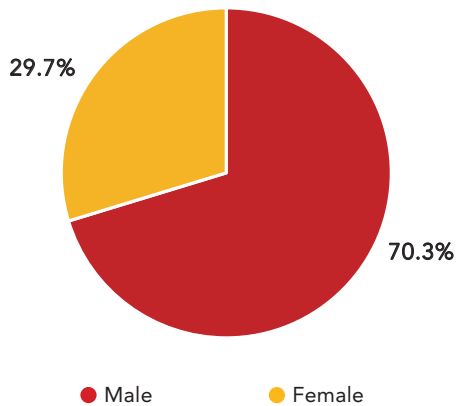
RACE & ETHNICITY



“When people ask him about school, he often says, ‘I don’t like it – I LOVE it!’”

- NEC Parent

GENDER



ADDITIONAL DATA

First Language not English	8.9%
English Learner	1.1%
Low-Income	64.6%

Kevin O’Grady School

112 SOHIER ROAD | BEVERLY, MA

The **Kevin O’Grady School (KOG)** serves students ages 3-22 with significant developmental disabilities including:

- Intellectual impairments
- Autism
- Multiple disabilities
- Physical disabilities
- Complex medical needs
- Sensory impairments
- Visual impairments

The staff of the Kevin O’Grady School believes that team collaboration is essential to maximize each student’s level of independence, development of functional life skills, and academic achievement. Various services and therapies are integrated within the classroom setting, offering a more intensive model of support and intervention. The school focuses on developing academic and life skills to maximize students’ educational potential and increase opportunities for meaningful participation in home and community activities.

During the 2022-2023 school year, KOG served 127 students from 33 districts.

MCAS-Alt portfolios were submitted for all eligible students in grades 3-10.

APPROACH

At the Kevin O’Grady School, each student’s program focuses on developing these core skills:

- Communication (including augmentative and assistive technology)
- Functional academics
- Activities of daily living
- Social and leisure skills
- Pre-vocational and vocational skills
- Movement and functional mobility
- Adaptive behavioral skills

SPECIALIZED SERVICES

- Vision, orientation and mobility and deafblind services
- Support groups and workshops for families
- Augmentative and assistive technology assessments
- Adaptive equipment and wheelchair clinic

PROGRAMS

Foundations Program

The Foundations Preschool classroom provides intensive services for children ages 3-6 with special needs. The program follows the Massachusetts Department of Education Guidelines for Preschool Learning Experiences. Within an integrated classroom with peer models, students acquire the communication, social/emotional, and self-help skills they need to successfully transition back to schools within their community or other specialized programs. All services are provided within the classroom to assure comprehensive integration and carryover of learning objectives. In addition to their bright, cheerful classroom, children enjoy playing on the school’s beautiful, accessible playground for young students. A glider, swings, climbing structure and sensory stations provide outside fun for children of all abilities.

Access Program

The Access Program provides intensive services for students ages 6-22 with multiple impairments, including students with complex medical needs. Students actively engage in daily routines, activities, and experiences that provide optimal levels of stimulation required to explore their environment and increase quality of life. For some students, complex medical issues require frequent care from qualified personnel. Nursing services and therapies are integrated into the classroom with the emphasis on teaming with classroom staff to meet the objectives of each student’s Individualized Education Plan (IEP). Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Kevin O'Grady School

Reach Program

Reach provides intensive services for children ages 6-13 on the Autism Spectrum or who have developmental or intellectual impairments. Students acquire the academic, communication, social/emotional and self-help skills they need to reach their full potential. Teachers use research-based teaching methodologies. The emphasis is on learning through systematic instruction, including structured teaching and applied behavior analysis. Adaptations, including sensory diets, augmentative communication systems, adaptive equipment, and environmental supports, enable students to engage actively in learning. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Strive Program

Strive classrooms provide intensive services for students with intellectual and multiple impairments, including students with autism and complex medical needs, 7-22 years of age. Students acquire the ability to access the curriculum through varied targeted developmental communication and/or motor skills. Adaptations include: sensory diets, augmentative communication systems, adaptive equipment, and environmental supports that enable students to actively engage in learning. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Target Program

Target provides intensive services for adolescents and young adults ages 11-22 who are on the Autism Spectrum or have intellectual impairments. Students focus on the academic, communication, social/emotional, self-help, pre-vocational, vocational, and life skills needed for them to become active members of the community. Students begin by practicing skills within our structured, in-house vocational centers including: Training Center, Recycle, Supply & Delivery, Clerical, and Prime Products. Job skills include: recycling paper, cans and bottles, stocking shelves, making items to sell, and preparing mailings. They also work on developing independence and responsibility by participating in community outings and vocational internships. Students undergo a comprehensive vocational assessment to identify their skills, strengths, and vocational interests. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School (NSAU)** serves students in grades 7-12 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders or be dealing with several of these challenges simultaneously. NSAU served 135 students from 40 districts during the 2022-2023 school year. 15 students participated in work opportunities to learn job skills within the school and three students participated in dual enrollment classes through North Shore Community College. 16 students graduated. Two of these students went on to college, five entered the workforce, three entered a trade school, and five continued to receive special education or other additional services. At NSAU, social/emotional learning is fully integrated into the students' day with a multi-tiered system of support enabling them to focus on academic progress while also enhancing the core social/emotional competencies of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

NSAU's programs and services have been designed to help students enhance their academic and social skills to prepare them for return to their school district, college, and/or job placement. This is accomplished through assigning each student to a multi-disciplinary team of professionals which includes an academic advisor, clinician, and behavior specialists. This team and the students' parents/guardians work together to meet the individual student's needs using innovative educational programming. Core academics take place during the first half of the day along with skill focus strands and vocational opportunities through its Media, Art, Cosmetology, and Culinary programs. Various social/emotional enrichment opportunities are provided in the afternoon in the form of Outdoor Adventure classes, Health and Wellness classes, Leadership groups, and student-interest clubs. All students have an Individual Educational Plan and are referred through the Special Education Department of the student's sending school district.

ACADEMICS

- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project-based learning, and opportunities for physical and recreational development, including a dynamic outdoor adventure program
- Small classroom size, which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to accurately assess the educational strengths and needs of each student
- Vocational programming and work study opportunities presenting college and/or employment options to students

CLINICAL SERVICES

- Psychosocial assessment to accurately determine social, emotional, and behavioral interventions needed to support student success in the classroom
- Case management coordinating school-based services and/or facilitating referrals to outside agencies for substance abuse treatment, psychiatric assessment, and individual and/or family therapy
- Family supports and communication
- School-based counseling
- Psycho-Social Educational Groups (i.e., life skills, anger management, transition to young adulthood, teen health, social skills, college and career preparation, social thinking curriculum-based groups, etc.)
- Art/expressive therapy
- Speech and language, occupational therapy, or physical therapy if needed
- Positive Behavior Interventions Systems



Northshore Academy Upper School

STUDENT SUPPORT SERVICES

- Social skill development specific to classroom and community interaction (anger management, decision making, critical thinking)
- Crisis management
- Positive Behavior Intervention plans and emotional support targeted at keeping the student in their classroom
- Restorative practices to create a positive culture, develop personal insight, improve social dynamics

TRANSITION PLANNING AND COLLEGE PREPARATION SERVICES

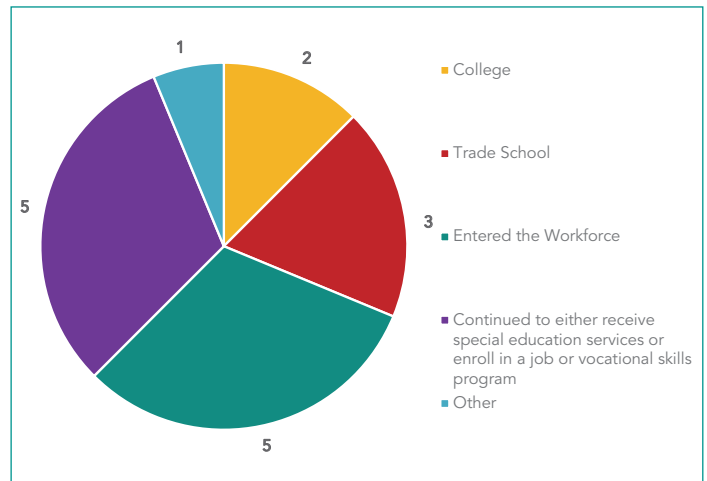
- Career awareness and exploration activities (job shadows, class sessions, and workshops)
- Career center workshop
- College planning and preparation throughout the year
- Internships
- Classes on employment and career development skills
- Numerous college and trade school tours and information sessions
- Transition Planning Night for parents to provide information about college exploration, career preparation, digital portfolio use, the IEP process and transition planning, and how to use community resources and supports to prepare students for life after high school
- Close collaboration with the Massachusetts Rehabilitation Commission
- Onsite PSAT and SAT
- Dual enrollment

ENRICHMENT ACTIVITIES

- Intramural basketball and soccer teams
- Saturday and school vacation hiking trips
- Drivers Education provided on site in collaboration with Triad Driving Academy
- After-school “LAN” parties (Local Area Network) which give students an opportunity to come together and develop social skills while engaging in a variety of gaming activities
- Electives, including digital media and technology, culinary arts, fine arts, cosmetology, music, drama, and rock climbing



POST-GRADUATION PLANS



NSAU served 135 students from 40 districts during the 2022-2023 school year. 16 students graduated. Two of these students went on to college, five entered the workforce, three entered a trade school, and five continued to receive special education or other additional services.

Northshore Academy Lower School

83 PINE STREET | PEABODY, MA

The Northshore Academy Lower School (NSAL) is located in West Peabody and serves students in grades K-6 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. NSAL served 43 students from 26 districts during the 2022-2023 school year.

NSAL features small self-contained classrooms with a great deal of individual support. Clinical and behavioral support staff work closely with each classroom team, creating a closely connected multi-disciplinary team working with each student and their family.

In recent years, Northshore Academy Lower School has worked to embrace a Trauma-Informed approach. Eight staff members have completed a certificate program in trauma & learning through Lesley University. All staff have completed Level 1 training through MGH's THINK:KIDS program, and five program leaders received intensive coaching on the implementation of their Collaborative Problem Solving approach. We are proud that these efforts have resulted in a decreased need for time-out or physical intervention.

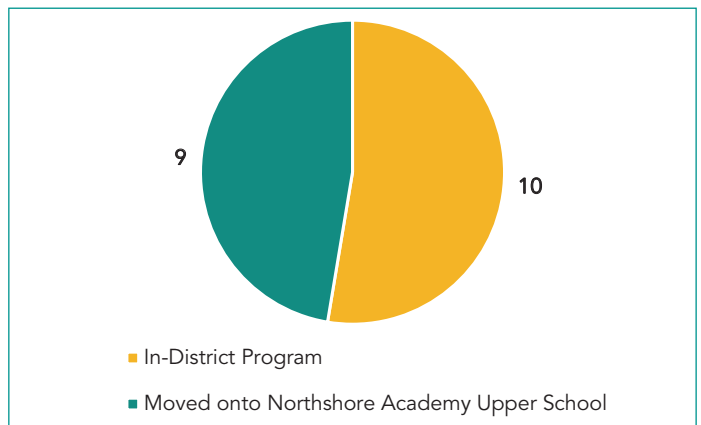
NSAL has filled a need for districts to provide comprehensive, short-term assessment for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress and/or return to a less restrictive placement.

Many students who attend Northshore Academy Lower School, whether for a short- or a longer-term placement, are able to return to a less restrictive environment.

During the 2022-2023 school year, 19 students “graduated” from NSAL; either because they were ready to return to a less restrictive environment or because they completed 6th grade. Ten of these students returned to an in-district setting, while nine moved onto Northshore Academy Upper School.



SCHOOL PLACEMENT POST GRADUATION



During the 2022-2023 school year, 19 students “graduated” from NSAL; either because they were ready to return to a less restrictive environment, or because they completed 6th grade. Ten of these students returned to an in-district setting, while nine moved onto Northshore Academy Upper School.



Topsfield Vocational Academy

248 BOSTON STREET | TOPSFIELD, MA

Topsfield Vocational Academy (TVA) is located in Topsfield and serves students in grades 9-12 with a range of learning, social-emotional, and behavioral health challenges.

During the 2022-2023 school year Topsfield, Vocational Academy educated 60 students from 26 districts. 10 students graduated in 2023 and all of them have an interest in working in the community. One student received an \$84,000 scholarship to Montserrat College of Art.

In addition to academic and clinical programming, TVA features onsite vocational shops in the areas of culinary arts, print design, and carpentry. Students also participate in independent offsite jobs, as well as supervised, small group offsite vocational opportunities.

TVA offers a wide variety of community-based vocational internships. TVA maintains a partnership with the Essex Shipbuilding Museum, giving students the opportunity to participate in building boats and learning about the maritime history of the region.

TVA supports diverse learners. We educate the whole child and teach them, not only the academic content they need to graduate from high school, but also the life skills, training, and global perspective they need to be successful in a changing world.

Last year we integrated community-based trips into our curriculum to expose our students to a variety of environments and to build capacity with social expectations. In addition to fun community-based trips, students also give back to the community through a variety of community service opportunities and service learning projects.

TVA embraces connections and we have started planning events with our families and local community members. We started a Spring Festival last year that celebrates the diverse cultures of our community and brings people together for food and celebration. We are hoping to continue this tradition and many more.

TVA provides a unique learning environment with supportive staff where students are able to build confidence and capacity.



Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

Northshore Recovery High School (NRHS), located in Beverly, is designed to meet the complex needs of high school students who struggle with substance use and co-occurring mental health/academic needs. Since we are aware that this journey is not linear, especially for young people who struggle with substances, we continue to work with students who are still working towards their individual recovery goals. We will continue to provide a harm reduction approach to working with students and their families.

Unlike other NEC programs, students can be referred to NRHS by schools, parents, courts/state agencies, mental health providers, and other youth-serving agencies.

Funded by the State Department of Education and local school districts, NRHS provides students a trauma-informed high school environment with specialized clinical and intervention support needed by students who are struggling with issues related to substance use, trauma, mental health, and learning challenges.

During the 2022-2023 school year, NRHS served 41 students from 23 communities. Seven students graduated in June 2023. Most of them are gainfully employed and working towards developing strategies to continue to address their substance use and stabilization needs.

PROGRAM DETAILS

- NRHS' competency-based curriculum aligns with Massachusetts Frameworks, MCAS testing protocols, and course requirements of the districts we serve.
- While not a special education placement, staff at NRHS are able to meet the needs of students with IEPs who require accommodations and/or specially designed instruction.
- Students are eligible for graduation from their sending school district. The NRHS Guidance Director is responsible for coordinating requirements and credits needed for graduation with sending districts.
- Guidance staff work closely with districts, treatment providers, and other residential placements to provide an accurate transcript for enrolled students.
- NRHS provides wrap around case management for students who have complex histories with court, the Massachusetts Department of Children and Families, and other community adolescent and adult serving agencies.
- Recovery Counselors and Social Workers develop wraparound recovery plans for all students. The plan includes academics, substance use, stabilization supports, transitional services, employment, and mental health needs.
- Staff works closely with parents/guardians and collaborating partners to provide clinical and behavioral support and find ways to support our students and their families.
- All students participate in clinical groups and drug testing as part of the program.
- NRHS Counselors will be available for onsite support and referral recommendation and facilitation as needed.



Transition Programs

SALEM STATE UNIVERSITY | 121 LORING AVENUE | SALEM, MA

NEC's **Transition Programs (SOAR & Embark)** prepare young adults ages 18-22 with moderate learning, psychiatric or intellectual disabilities for successful independence and employment, and in some cases, continuing education.

Fifteen students graduated from Embark and SOAR in 2023. 8 received diplomas, and 7 received certificates of completion. 3 of these students went on to paid employment and college. 2 students went on to supported employment. 10 went on to adult day programs, although 4 of these students also had paid employment with varying levels of support. All students completed travel training and learned to use public transportation, and two received their driver's licenses. 12 of the students completed certificates in CPR, First Aid, Serve Safe, or OSHA. At the time of graduation, 10 students were receiving ongoing support from DDS, 2 from DMH, and 13 from MRC.

Embark Program

The **Embark Program** is located at the Enterprise Center at Salem State University and is geared toward students with learning delays and intellectual disabilities. Students use the college campus resources (such as the library, bookstore, wellness center, and food court) to enhance their academic, vocational, and physical education. In 2022-2023, Embark served 36 students.

PROGRAM COMPONENTS

The Embark experience has two major components: independent life and occupational development. The components are integrated and together contribute to the successful transition of each student from home and school to independent life.

Independent Life

The Independent Life component focuses on foundation skills:

- Using resources within the community
- Public transportation training
- Consumer skills
- Social skill training and application
- Leisure options
- Oral and written communication; computer literacy
- Current events and issues
- Health issues and other issues pertaining to adult sexuality
- Occupational Development

Occupational Development

The Occupational Development component includes foundation skills, vocational/career preparation and placement, occupational assessment and advisement; internship opportunities. Students must attend Embark for a minimum of two years, up to a maximum of four years. The program sequence is individualized and includes the following:

- Vocational assessment
- Internship and/or job placement
- Residential living preparation
- Transition-related issues
- Maintaining employment



Transition Programs

SOAR Program

SOAR is a specially designed transition program for students ages 18-22 with Autism Spectrum disorders, anxiety disorders and related diagnoses. The goal of the program is to assist students in transitioning to college and the world of work and to support students in becoming confident contributing members of society.

The SOAR program is located at the Enterprise Center at Salem State University. Students will experience the benefits of campus life while learning life and career skills such as travel training, organization, study skills, and social functioning. The program is geared toward students motivated to prepare for the next level of independence on a college campus or in the work force. During the 2022-2023 school year, 35 students attended the program.

PROGRAM COMPONENTS

- Self advocacy curriculum (self-awareness, self-disclosure)
- Time management
- Physical education (self-calming, self-regulation, yoga, wellness activities)
- Study skills (test preparation)
- Class etiquette
- Executive functioning supports/skills training
- Negotiating
- Weekly community trips
- Transportation options (travel training, rideshare options)
- Leisure activities
- Social skills
- Vocational training through paid and unpaid community based internships
- Use of a variety of technology options



Consultation, Contract Services & Regional Collaboration

During the 2022-2023 school year, Northshore Education Consortium provided vision, orientation, and mobility services to 89 students from 23 districts, and mental health consultation or wraparound services to 60 students from 11 districts.

CONNECTIONS WRAPAROUND PROGRAM

The Connections Wraparound Program added yet another clinician to the team this year, thanks to grant funding and increased district interest. Grant funding enabled us to keep the costs low. Connections served 60 students from 11 districts, provided wraparound supports to students from the regional PASS program, and provided training and consultation to participating districts on topics such as school refusal, mental health disorders, trauma, and family challenges.

In addition, we provided in-district clinical supervision to four member districts, and continued to provide grant-subsidized Youth Mental Health First Aid training.

REGIONAL JOB-ALIKE GROUPS

Northshore Education Consortium continues to host the expanded job-alike groups for Special Education Administrators, team chairpeople, and school psychologists, providing much-needed collegial support.

We have over 100 people in the email groups for Team Chairs and Out of District Coordinators, and an average of 33 attendees at each meeting, representing 12 districts.

Our School Psychologist Group has 70 members, with an average of 25 attending each meeting.

We provide these groups free of cost to our members.

REGIONAL COLLABORATION

We are pleased to collaborate with the YMCA of the North Shore and Children's Friend and Family Services/JRI to run the very successful Positive Alternatives to Student Support Program, providing alternatives to long-term suspension for youth experiencing behavioral health challenges.

In addition, we are proud that several members of our leadership team have presented at the Youth at Risk Conference and through Massachusetts Partnerships for Youth.

NORTHSHORE EDUCATION CONSORTIUM FAMILY CENTER

The Northshore Education Consortium Family Center runs several parent support groups and maintains a comprehensive resource library filled with books, pamphlets, and other materials on a wide range of disabilities and special education, mental health, and substance abuse issues. These resources are available for parents and professionals throughout the region.

"I just wanted to thank you and your school/staff for all of their dedication, kindness and genuine investment in their students. It is the best feeling to send my child to a place that celebrates his every little victory as much as I do. The staff make me feel like my child is seen and important. I leave everyday knowing he was challenged, loved and supported all day."

- NEC Parent



Cost Effectiveness of Programs & Services

Northshore Education Consortium's approved day programs are both cost effective based on a clear financial analysis of rates, but also enable districts to save on transportation costs by keeping students closer to home, and they are able to provide a higher quality service to students by pooling specialized expertise within one central location.

The simplest way to discuss the cost effectiveness of NEC-approved public day programs is to compare them to private special education placements that serve similar populations. (See chart on page 21.)

Based on an analysis of private schools serving similar populations, member districts can save over \$300 per day (over \$50,000 per year, not including transportation costs) by sending a student to an NEC program. NEC tuition rates include all therapy and nursing services.

COST EFFECTIVENESS OF NORTSHORE RECOVERY HIGH SCHOOL

It is difficult to articulate the cost-effectiveness of Northshore Recovery High School based on financial analysis. There are only five Recovery High Schools in Massachusetts, and there are not a lot of similar programs or schools to compare them to. By providing a regionalized Recovery High School, we are able to offer highly specialized services to a targeted group of high risk teenagers and enable these students to receive the needed supports to earn their diplomas. Most districts would be unable to provide these services within districts, as the cohort of students who need the services would be too small.

Districts were charged tuition of \$83 to \$133 per day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by the Massachusetts Department of Public Health grant.

Many of the students, prior to enrollment at Northshore Recovery High School, were utilizing extensive mental health services within their public schools or were enrolled in public or private day or residential schools with tuitions ranging from \$260 (Northshore Academy Upper School) to over \$700 per day.

COST EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

We continue to provide a range of job-alike groups for special education and clinical staff from our member districts at no cost. Over 150 professionals participate in these groups. We have been successful in seeking philanthropic grants to offset the cost of most of our training and consultation services. We charge member districts \$150 per hour for professional consultation whereas, when we have needed to hire consultants to work with our staff, we have paid upwards of \$250.

SUBSIDIZING THROUGH PHILANTHROPY

Given our desire to keep tuition rates affordable and to provide the highest quality programs and services for our students, we have expanded our capacity to seek private philanthropic dollars to supplement and enhance what we are able to provide without increasing tuition rates. During the 2022-2023 school year, Friends of Northshore Education Consortium raised \$500,000 through grants and private donations. This enabled us to provide low-cost training, purchase new technology and communication devices, as well as to support a wide range of extracurricular and enrichment activities. The Friends of Northshore Education Consortium is an established 501(c)(3) non-profit that exists for the sole purpose of supporting NEC programs through fundraising efforts including events, grant proposals and major gift donations (EIN# 61-1479553).



Friends of NEC's annual road race, Festivus 5K for Autism 2022, raised over \$35,000 to support NEC students.



We are the grateful recipient of a \$275,000 Cummings Grant to support capital needs over the next three years.

Cost Effectiveness of Programs & Services

Severe Disabilities

School	Daily Rate FY 24
NEC - Kevin O'Grady School: Member	\$475
NEC - Kevin O'Grady School: Non-Member	\$588
BC Campus School	\$577
Beverly School for the Deaf: Children's Communication Center	\$583
Melmark	\$605
Nashoba Learning Group	\$609
Kennedy Day School	\$616
NE Center for Children	\$663
Hopeful Journeys	\$684
Perkins School for the Blind: Intermediate	\$1,033

Emotional Disability (Grades K-12)

School	Daily Rate FY 24
NEC - Northshore Academy, Topsfield Vocational: Member	\$263
NEC - Northshore Academy, Topsfield Vocational: Non-Member	\$324
St. Ann's	\$374
New England Academy	\$403
Arlington School (McLean)	\$451
Walker	\$521
Community Therapeutic Day School	\$542
Dearborn Academy / School for Children	\$593
Lighthouse School	\$699
Manville / Judge Baker	\$730

Intellectual Disability / Autism (Ages 18-22)

School	Daily Rate FY 24
NEC - Embark/SOAR: Member	\$226
NEC - Embark/SOAR: Non-Member	\$263
Riverview School	\$428

Progress toward Achieving Purpose & Objectives

The purpose and objectives of Northshore Education Consortium are stated in the Collaborative Agreement as:

PURPOSE

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

FOCUS

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

OBJECTIVES

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence-based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium & member districts.

In terms of Objective 1, the Executive Director continues to be a regular participant in Massachusetts Organization of Educational Collaborative (MOEC) state-wide and regional meetings, is a regional representative to the MOEC Board, and will become President of the MOEC Board next year. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region’s universities and child-serving state agencies.

Progress toward meeting Objectives 2-4 is generally assessed in an ongoing way by looking at utilization of programs and services, gathering both formal and informal data about student outcomes, and gathering both formal and informal feedback from consumers including school district personnel and parents. In the spring of 2023, the Executive Director invited special education administrators from member districts to participate in focus groups held on Zoom to give feedback on existing programs and share thoughts and ideas about anticipated future needs. Information about utilization, outcomes, and cost effectiveness is contained in each of the program descriptions in earlier sections of this report.

Strategic Goals

We have continued to be guided by our three strategic goals:

Goal 1: Continue to Strengthen Quality of Programs and Services

Goal 2: Maintain Financial and Leadership Stability for Long-Range Sustainability

Goal 3: Expand capacity to meet Regional Needs around Special Education and Youth at Risk and participate in larger scale efforts

Specific accomplishments:

Goal 1: Diversity, Equity, and Inclusion (DEI) and Curriculum goals were incorporated into educator evaluation goals in a more comprehensive manner, and program development continued in all areas. Our PD days focused on the goals of DEI, Universal Design, and Restorative Justice. A team consisting of three principals and our HR coordinator attended the 7-part DESE PLC on Educator Diversification and developed an action plan for recruitment and retention of diverse employees. Our committee continued to meet regularly, and during our DESE mid-cycle visit, the reviewers noted the visibility of our DEI efforts.

We welcomed a new Principal at Topsfield Vocational Academy who implemented a variety of new initiatives to strengthen the quality of academic, vocational, and clinical programming.

Goal 2: Throughout the year, we continued to implement the Infinite Visions software to upgrade our accounting and HR procedures. We completed negotiations and implemented a new Collective Bargaining agreement. A new Director of Finance was hired. The year ended with a slight operating surplus, thus maintaining fiscal stability despite ongoing fluctuations in enrollment, a high level of student acuity, and ongoing workforce challenges.

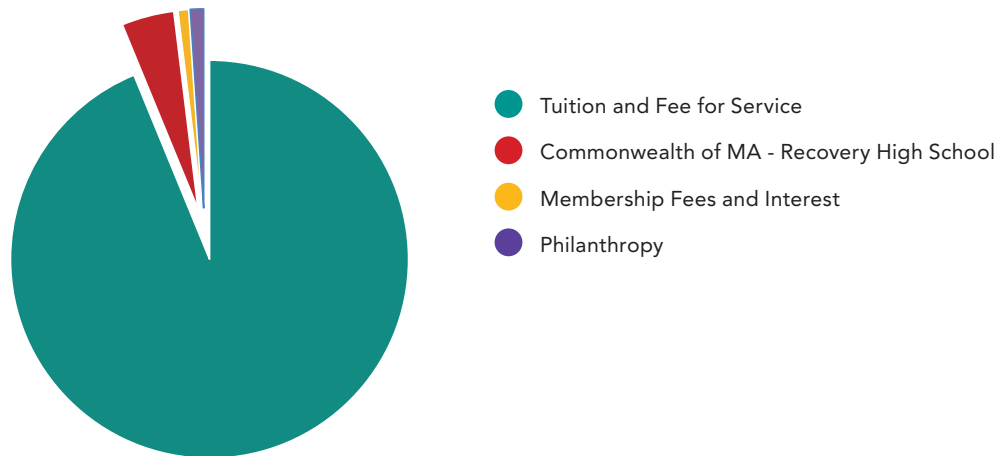
Goal 3: NEC played an important role throughout the year in supporting our region by offering well-attended job-alike groups, offering training on stress, trauma, and mental health, and expanding our wraparound programming. Senior staff continued to be active in state-wide coalitions and committees, as well as to provide training and consultation to member districts as well as to the broader community.

Financial Summary FY 2023

A snapshot of Northshore Education Consortium’s financial performance is included below. For more detailed information, please see the Audited Financial Statements and Uniform Financial Report.

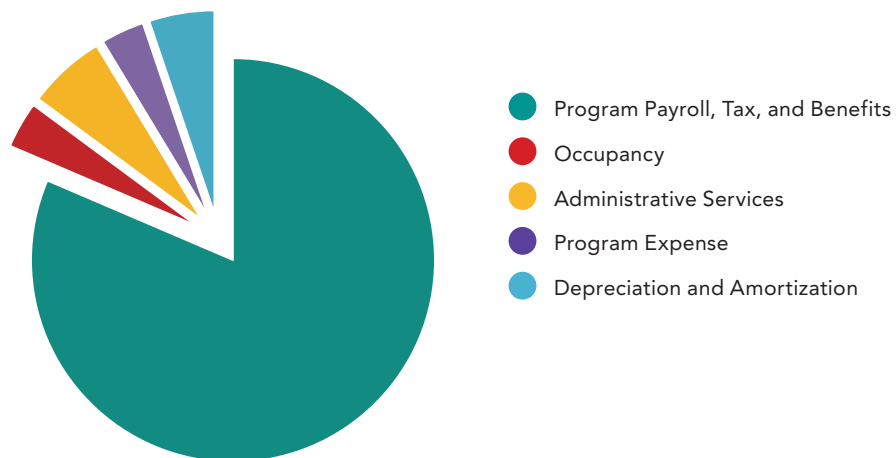
FY 2023 REVENUE SOURCES

Source	Dollars	Percentages
Tuition and Fee for Service	\$26,571,610	93.80%
Commonwealth of MA - Recovery High School	\$1,206,744	4.26%
Membership Fees and Interest	\$245,890	0.87%
Philanthropy	\$305,000	1.08%
Total Revenue	\$28,329,244	100%



FY 2023 EXPENSE CATEGORIES

Category	Dollars	Percentages
Program Payroll, Tax, and Benefits	\$22,611,295	81.44%
Occupancy	\$1,025,559	3.69%
Administrative Services	\$1,727,470	6.22%
Program Expense	\$956,252	3.44%
Depreciation and Amortization	\$1,444,579	5.20%
Total Expenses	\$27,765,155	100%





**NORTHSHORE
EDUCATION
CONSORTIUM**

Executive Director | Fran Rosenberg | frosenberg@nsedu.org
112 Sohier Road, Beverly, MA 01915
Tel: 978-232-9755 | www.nsedu.org

Reading Public Schools

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



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

To: Reading School Committee
From: Michelle Roach, Human Resources Director
Date: December 12, 2023
Re: Human Resources Quarterly Update

During the School Committee meeting on December 14th, we will review the Human Resources Quarterly Update presentation.



Human Resources Update

MICHELLE ROACH

DIRECTOR OF HUMAN RESOURCES



SY23-24 Hiring and Open Positions

Openings Filled for the SY2023-2024

	New Hires	Transfer
Teacher/Nurse	39	13
One-Year Teacher/Nurse	11	4
Administrators/Non-Union (6 APs, Killam Principal, RISE Director, 2 Math Coaches, 3 BCBA's, Director of Finance, 2 Network Support Specialists, Athletic Trainer, etc.)	21	6
Food Services	6	5
Paraeducator	25	10
Facilities	3	1
Long Term Sub	4	4
Daily Sub	31	
Total Filled: 144*		

*Not including Substitute or Extended Day Hires

Current Open Positions

Admin/Non-Union: 0

Food Services: 2

Paraeducators: 1

Facilities: 0

Total Open Positions: 3



SY23-24 Leaves and Terminations (All Roles)

Departures (19)

YTD Resignations: 9

YTD Involuntary Terms: 3

Quick Quits (< 30 days): 3

Upcoming June 30th Teacher Retirements: 4

Leave of Absences (38)

Current: 13

Completed: 9

Anticipated: 16



Current Initiatives

Updated Forms for Onboarding

New Hire & Position Update Form

Reference Check Form

Job Description Audit and Revision

Contract Negotiations with 5 Bargaining Units

Automate Mandated Trainings

NEW HIRE & POSITION UPDATE FORM

Please use this form to notify Human Resources when you are filling an open position with a RPS internal or external candidate, or making a change to an existing position (i.e. change in scheduled hours).

Completed packets can be sent electronically to andrew.ecostichus@reading.k12.ma.us or a hard copy can be interofficed to Human Resources at Central Office. For New Hires, please send the three reference checks in addition to this form.

TO BE COMPLETED BY HIRING ADMINISTRATOR:

Type of Change:	<input type="checkbox"/> NEW HIRE <input type="checkbox"/> TRANSFER <input type="checkbox"/> CHANGE IN CURRENT POSITION	
TalentEd Posting ID:	Candidate Name:	Position Title:
FTE or Biweekly Hours:	Position Location:	If temporary, length of assignment:
Replacement for:	Tentative Start Date:	Does candidate hold the required license?
_____ / <input type="checkbox"/> New Position		<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> No License Required

GOOGLE SEARCH DETERMINATION (NEW HIRES ONLY)

Search Terms:

HIRING ADMINISTRATOR:	HIRING ADMINISTRATOR SIGNATURE:	DATE:
_____	_____	_____

TO BE COMPLETED BY HUMAN RESOURCES:

Posting Date:	Org / Object:	Incumbent Salary:
Bargaining Unit:	Paraeducator Table (if Applicable):	Recommended Salary:

APPROVED BY:

HR Director's Signature:	Finance Director's Signature:	Superintendent's Signature:
_____	_____	_____

READING PUBLIC SCHOOLS REFERENCE CHECK FORM

CANDIDATE NAME	_____
POSITION TITLE	_____
REFERENCE	_____
ORGANIZATION / POSITION TITLE	_____
DATE OF REFERENCE CHECK	_____

Briefly describe how you and the candidate worked together, including the duration and nature of your collaboration.

The candidate is a finalist for position. Based on your experience with the candidate, how would they perform in this role?

What are the candidate's professional strengths? How did the candidate grow during the time that you worked together?

What are the candidate's areas for improvement? In what area does the candidate require additional development and/or support?

Can you share a specific example of a challenge that the candidate faced and how they dealt with it?

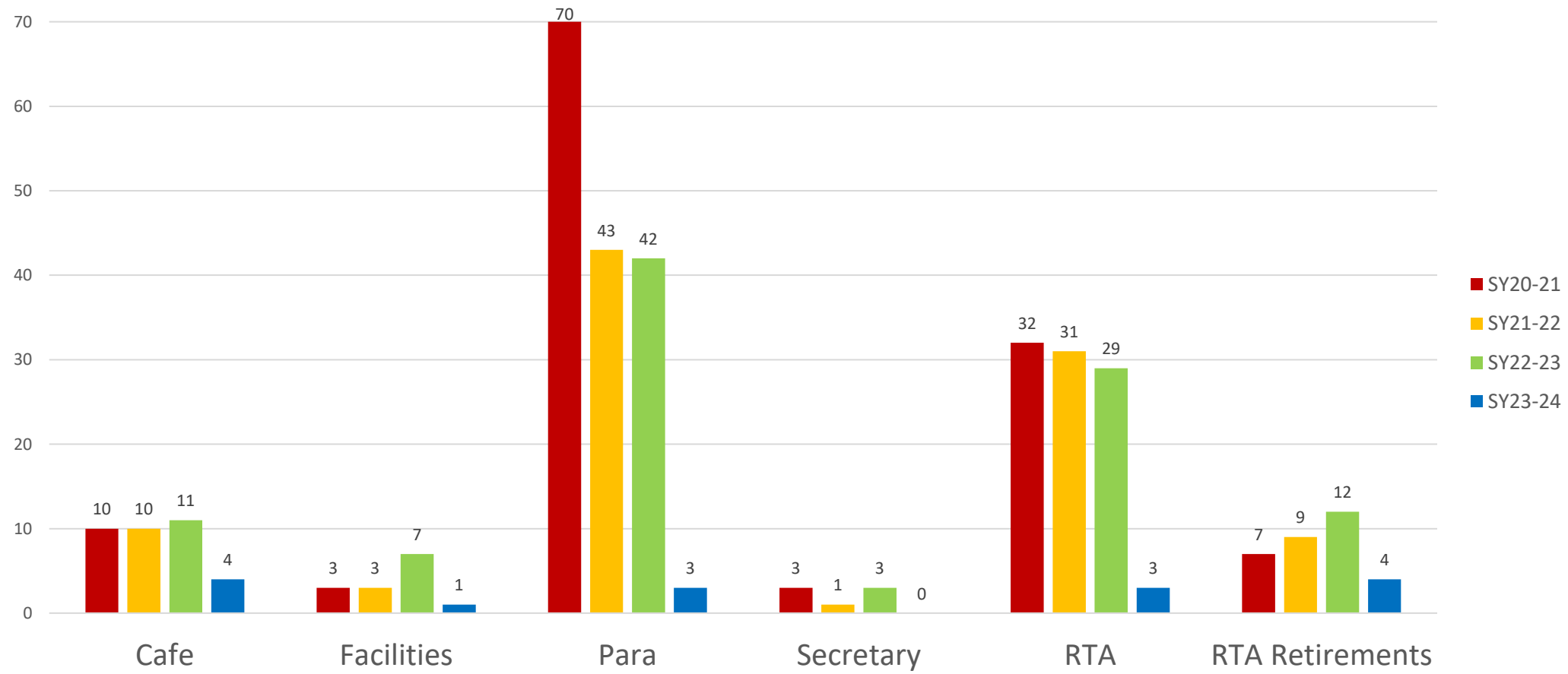
Why did the candidate leave your organization?

If the opportunity arose, would you rehire the candidate?

COMMENTS Provide any additional comments to support your assessment and recommendation.

RECOMMEND FOR HIRE	<input type="checkbox"/>	NOT BEST FIT FOR POSITION	<input type="checkbox"/>	FURTHER DISCUSSION NEEDED	<input type="checkbox"/>
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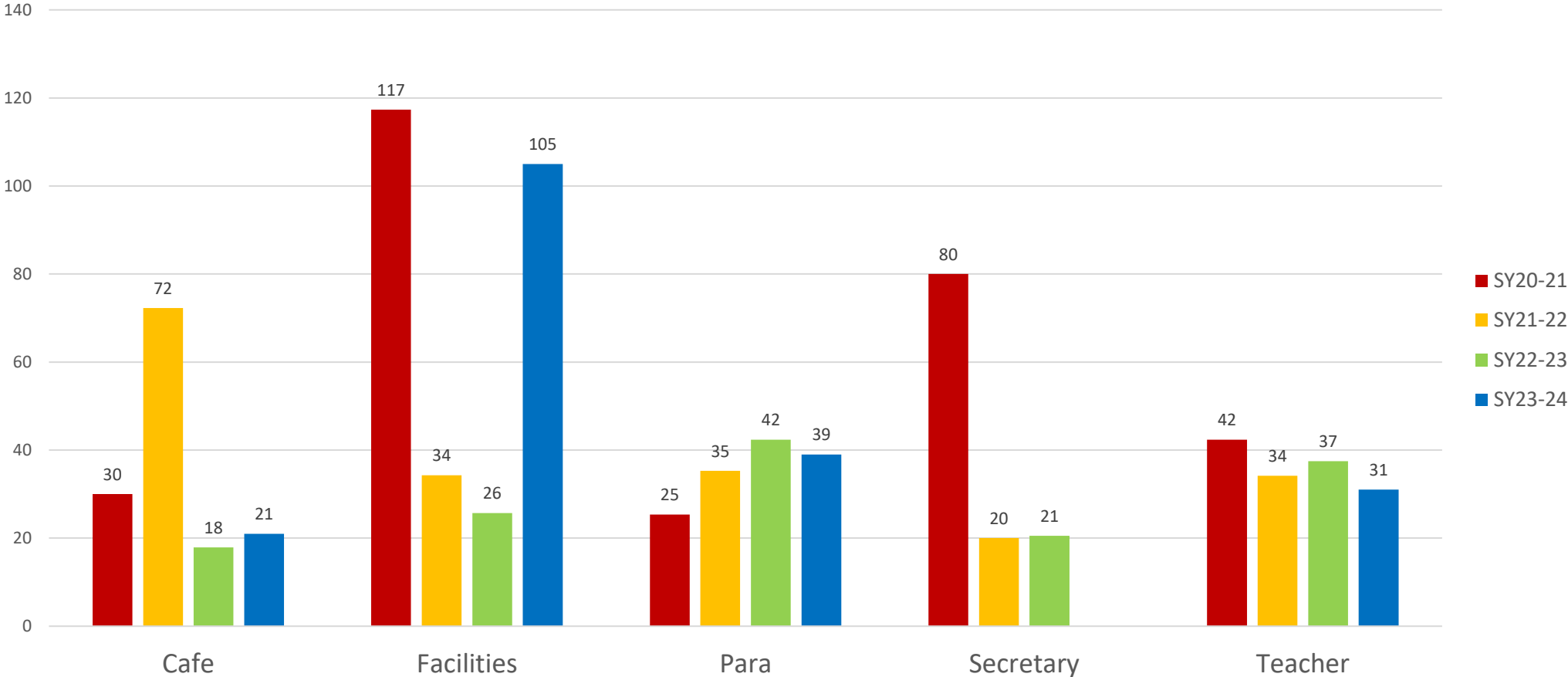
Retirement and Termination Data By Bargaining Unit



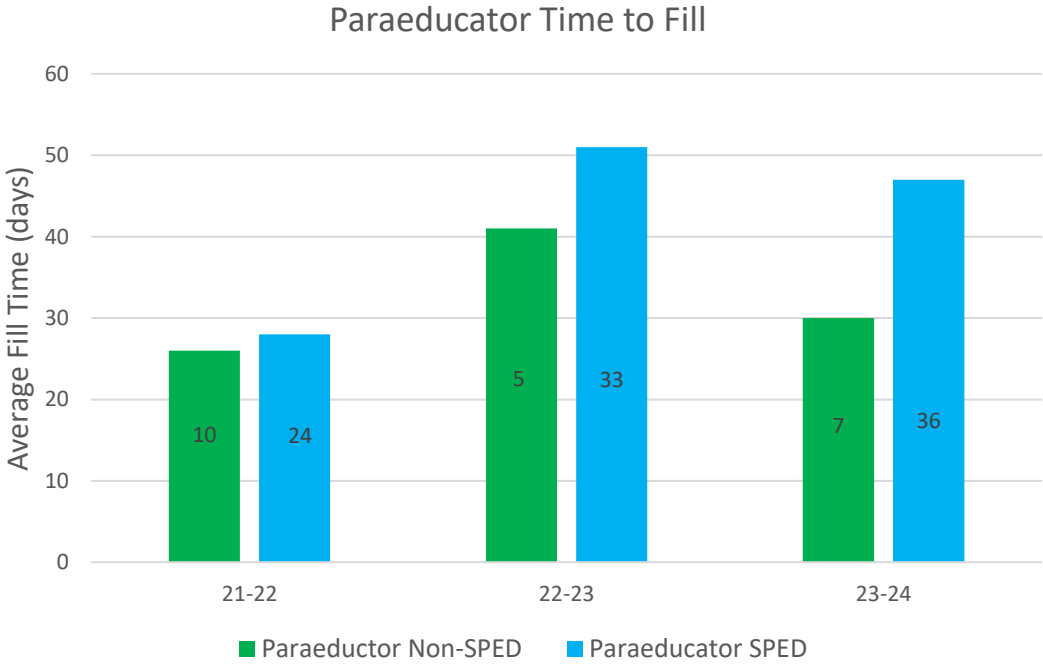
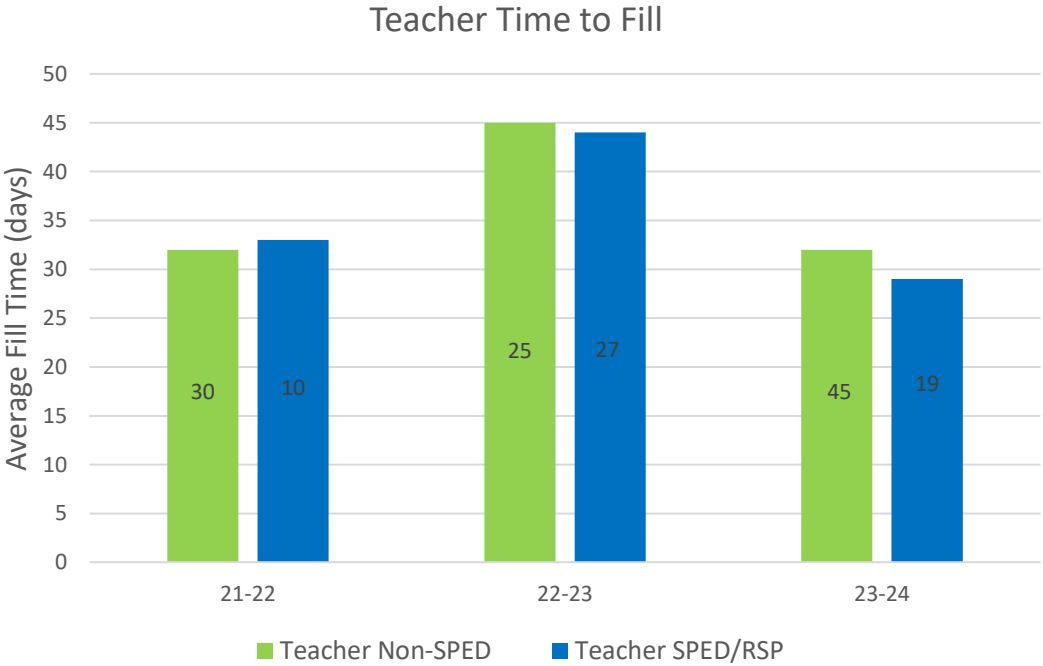
*Note: Retirements are included within terminations for every category excluding RTA

Recruitment Year-to-Year

Average Time to Fill Positions (Days)



Time to Fill Special Education vs. General Education



*Note: The numbers on top of the data bars show the number of positions that were filled

Teacher/Para Substitute Fill Rate Comparison

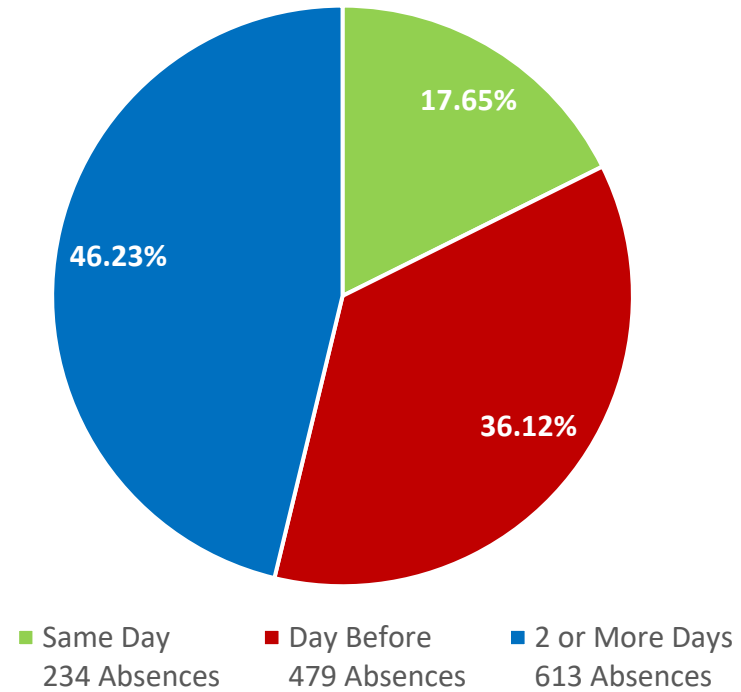
	SY 21-22			SY 22-23			SY 23-24		
Month	Average Daily Absences	Average Daily Subs	*Average Fill Rate (%)	Average Daily Absences	Average Daily Subs	*Average Fill Rate (%)	Average Daily Absences	Average Daily Subs	*Average Fill Rate (%)
September	24	7	33%	33	10	38%	34	12	45%
October	37	8	28%	49	16	44%	46	15	45%
November	43	11	36%	45	14	46%	45	14	44%
December	49	16	39%	64	22	46%	52	17	43%**

* Average fill rate is based on the number of positions that require a substitute

** Through December 15th

Teacher/Para Absence Lead Time

Absence Lead Time
10/1/2023 – 12/12/2023



Reading Public Schools

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



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

To: Reading School Committee
From: Derek Pinto, Director of Finance & Operations
Date: December 14, 2023
Re: **FY24 First Quarter Financial Report (FY24 Q1)**

In the spring of 2023, the Reading Public Schools was appropriated **\$54,006,623** by Annual Town Meeting for the Fiscal Year 2024. The School Department expects to meet all financial obligations within the total amount appropriated.

On the following pages, a financial overview of the School Department's FY24 First Quarter Financial Report (FY24 Q1) will be presented, spanning the period from July 1, 2023, to September 30, 2023. The FY24 Q1 Report will be presented to the School Committee on December 14, 2023. Subsequent quarterly reports are scheduled for completion as follows:

- Quarter 2: financial status through December 31, 2023, present in February 2024
- Quarter 3: financial status through March 31, 2024, present in May 2024
- Quarter 4: financial status through June 30, 2024, present in September 2024

This FY24 Q1 Financial Report is organized into four sections:

1. Financial Summary of the Operating Fund by Cost Center through Q1
2. Description of the Cost Centers and Drivers
3. Recommendation for Q1 Budget Transfers between Cost Centers
4. Financial Summary of Special Revenue Funds: Grants and Revolving Accounts

Please contact me if you have any questions or would like more information related to the FY24 Q1 Report.

FY24 Q1 FINANCIAL REPORT

1. Financial Summary of the Operating Fund by Cost Center through Q1 with Projected End Year Balances

**Reading Public Schools
FY24 Q1 Financial Report**

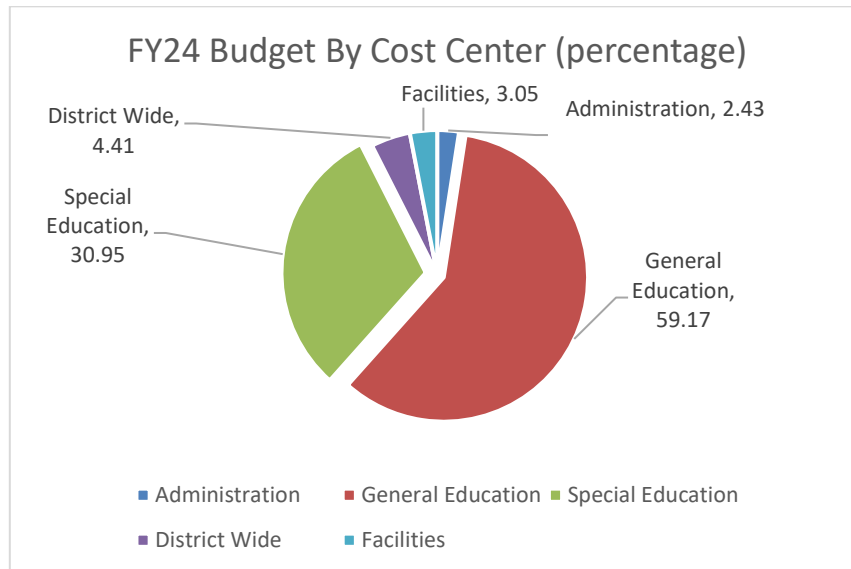
Cost Center	FY24 Original Budget	Transfers	FY24 Revised Budget	FY24 Q1 Expenditures	FY24 Q1 Encumb./Req.	FY24 Q1 Available	FY24 Q1 % USED
Administration	1,311,157 2.43%	-	1,311,157	308,290	54,860	948,007	27.70%
General Education	31,954,246 59.17%	-	31,954,246	4,248,911	288,107	27,417,229	14.20%
Special Education	16,716,166 30.95%	-	16,716,166	1,714,013	3,318,050	11,684,103	30.10%
District Wide:							
Health Services	913,224	-	913,224	121,400	1,908	789,916	13.50%
Extra Curricular	78,087	-	78,087	24,559	5,725	47,803	38.78%
Athletics	720,528	-	720,528	106,248	13,116	601,165	16.57%
Technology	668,433	-	668,433	99,148	7,660	561,624	15.98%
Sub-total District Wide	2,380,272 4.41%	-	2,380,272	351,354	28,409	2,000,509	15.95%
School Facilities	1,644,782 3.05%	-	1,644,782	322,825	336,952	985,005	40.11%
GRAND TOTAL	54,006,623		54,006,623	6,945,393	4,026,378	43,034,852	20.32%

At the end of Q1, 20.32% (\$10.97M) of the appropriated funds had been expended. This represents an approximation of the dollars spent last year at this same time (20.40%, \$10.56M). This balance will likely fluctuate during the remainder of the fiscal year due to the many factors that influence and drive expenditures. Factors that may impact the projected balance include, but are not limited to, staff medical and maternity leaves, new student enrollment, changes in student needs, new enrollment, staff turnover, delays in hiring, and unfilled of substitute teaching and paraprofessional coverage. Each subsequent quarterly report, starting with Q2 will reflect updated data and project an end-of-year status based on information available and historical trends.

The format of this financial overview begins with defining the accounts that comprise each cost center followed by the first quarter financial status by cost center, summarizing the drivers that have resulted in the balances as of September 30, 2023. This report concludes with an overview of other funding sources that support the Reading Public Schools: Grants, Revolving Funds and Student Activity Accounts.

2. Description of the Cost Centers and Drivers Impacting Projected Fund Balances

The Reading Public Schools’ general fund consists of five cost centers, which are approved by the Reading School Committee annually through the budget development process. The type of expense accounts associated with each cost center are named below. Funds can be transferred between cost center with the consent and approval of the School Committee. The chart below (FY24 Budget by Cost Center) depicts the percentage allocation per cost center, and the narrative that follows provides the dollar amounts and further detail.



Administration: Budget makes up 2.43% of total appropriation

Administration – represents 2.43% (\$1.31M) of the appropriated budget and is comprised of central office administrators and assistants, legal and audits, accounts payable, payroll, human resources, data information management, telecommunication services, professional development.

At the end of Quarter 1, 27.70% (\$363K) of the appropriated Administration Cost Center budget had been expended and encumbered, representing a decrease in the dollars spent from FY23, same time in FY23 (30.30%, \$396K).

Regular Day (General Education): Budget makes up 59.17% of total appropriation

Regular Day – represents 59.17% (\$31.95M) of the appropriate budget and is comprised of school principals and secretaries, general education teachers, tutors, paraprofessionals, guidance counselors, English Language and instructional specialists, leadership and mentor stipends, substitutes, transportation, professional development, instruction and curriculum materials, instructional technology, library materials, assessment software.

At the end of Quarter 1, 14.20% (\$4.5M) of the appropriated Regular Day Cost Center budget had been expended and encumbered, representing an increase in the expenditures over last year (14.40%, \$4.3M).

Special Education: Budget makes up 30.95% of total appropriation

Special Education- represents 30.95% (\$16.71M) of the budget and is comprised of special education administration and secretaries, special education teachers and paraprofessionals, therapeutic specialists (occupational therapists, physical therapists, speech/language pathologists) extended school year staff and expenses, special education legal services, home and hospital tutoring, consultation and evaluation services, adaptive equipment and technology, testing and assessment services and materials, special education instruction materials, special education transportation, out of district tuition.

At the end of Quarter 1, 30.10% (\$5.0M) of the appropriated Special Education Cost Center budget had been expended and encumbered, in contrast with 28.60%. (\$4.8M) in FY23. Massachusetts General Laws allow out of district pre-payments of up to three months of any approved private placements and up to 100% of collaborative placements in which students are attending. This prepayment of special education private day and collaborative out of district placements is a practice used over the years in Reading, and will be repeated in FY24 to defray FY25 expenses – details will be forthcoming.

District Wide: Budget makes up 4.41% of total appropriation

District Wide services represents 4.41% (\$2.38M) of the appropriated budget and is comprised of the following categories:

- **Health Services:** makes up 38% (\$913K) of the District Wide Cost Center and is comprised of a director of nursing, nurses, nurse substitutes, school physician consultant services, medical supplies, testing equipment.
- **Extracurricular:** makes up 3% (\$78K) of the District Wide Cost Center and is comprised of a Student Activities Coordinator, advisor stipends, transportation, membership, supplies, equipment.
- **Athletics:** makes up 30% (\$721K) of the District Wide Cost Center and is comprised of an /Assistant Principal/Athletic Director, secretary, coaches, officials, transportation, venue rental membership, supplies, equipment, uniforms.
- **Technology:** makes up 28% (\$668K) of the District Wide Cost Center and is comprised of a network administrator, computer technicians, Internet services, software and licensing, clocks, bells and telephones, network infrastructure repair, maintenance, supplies, equipment.

At the end of Quarter 1, 15.95% (\$380K) of the appropriated District Wide Cost Center budget had been expended and encumbered, in contrast with 15.50% (\$344K) in FY23.

School Facilities: Budget makes up 3.05% of total appropriation

School Facilities – represents 3.05% (\$1.64M) of the total appropriated budget and is comprised of a custodial manager, custodians, courier, contracted cleaning services (RMHS, Coolidge,) radios, equipment, supplies, uniforms.

At the end of Quarter 1, 40.11% (\$660K) of the appropriated budget had been expended and encumbered, compared with 42.80% (\$693K) in FY23.

3. Recommendations for Quarter 1 Budget Transfers between Cost Centers

At the end of Q1, there are no recommended budget transfers needed to reallocate funds to cover expenditures.

4. Financial Summary of Special Revenue Funds: Grants and Revolving Accounts

In addition to the General Fund, Special Revenue Funds consisting of grants and revolving funds support the delivery of services to students attending Reading Public Schools. Please find below the FY24 Q1 financial summary and a description of each grant awarded. This is followed by a FY24 Q1 financial summary of revolving funds.

Grants

All FY24 grants awarded to the Reading Public Schools have been approved by the School Committee. Some grants are expended across fiscal years. Please find below Q1 Financial Overview and End Year Status for all grants with beginning balances in FY24:

FY 24 Quarter 1 Grant Balance												
Grant	FY22				FY23				FY24			
	Beginning FY24 Year Balance	Q1 Expended & Encumb.	Remaining Requirement	Projected End Year Balance	Beginning FY24 Year Balance	Q1 Expended & Encumb.	Remaining Requirement	Projected End Year Balance	Beginning FY24 Year Balance	Q1 Expended & Encumb.	Remaining Requirement	Projected End Year Balance
STATE												
METCO					\$ 131,570	\$ 10,765	\$ 120,805	\$ -	\$ 815,699	\$ 53,110	\$ 762,589	\$ -
Dept. of Public Health					\$ -	\$ -	\$ -	\$ -	\$ 111,733	\$ -	\$ 111,733	\$ -
New England Dairy					\$ 7,500	\$ 7,500	\$ -	\$ -				
EARMARK- RMHS Keyboard									\$ 25,000	\$ -	\$ 25,000	\$ -
Investigating History									\$ 29,525	\$ 1,898	\$ 27,627	\$ -
Northeast Food									\$ 18,096	\$ -	\$ 18,096	\$ -
Innovation Career Pathways Planning									\$ 25,000	\$ -	\$ 25,000	\$ -
Innovation Career Pathways Support									\$ 75,000	\$ -	\$ 75,000	\$ -
TOTAL STATE	\$ -			\$ -	\$ 139,070			\$ -	\$ 1,100,053			\$ -
FEDERAL												
Title I	\$ 38,471	\$ 38,471	\$ -	\$ -	\$ 81,714	\$ 76,180	\$ 5,534	\$ -	\$ 86,870	\$ 476	\$ 86,394	\$ -
Title II	\$ -	\$ -	\$ -	\$ -	\$ 19,635	\$ 9,542	\$ 10,093	\$ -	\$ 44,205	\$ -	\$ 44,205	\$ -
Title IV	\$ -	\$ -	\$ -	\$ -	\$ 6,436	\$ -	\$ 6,436	\$ -	\$ 10,000	\$ -	\$ 10,000	\$ -
IDEA 240	\$ 21,691	\$ 21,691	\$ -	\$ -	\$ 313,235	\$ 109,466	\$ 203,769	\$ -	\$ 1,188,131	\$ 27,136	\$ 1,160,995	\$ -
IDEA 262	\$ -	\$ -	\$ -	\$ -	\$ 4,079	\$ -	\$ 4,079	\$ -	\$ 21,465	\$ 1,122	\$ 20,343	\$ -
ARP 252	\$ 24,450	\$ 24,450	\$ -	\$ -								
ESSER II	\$ 8,432	\$ 8,432	\$ -	\$ -								
ESSER III	\$ 310,549	\$ 52,541	\$ 258,008	\$ -								
TOTAL FEDERAL	\$ 403,593			\$ -	\$ 425,099			\$ -	\$ 1,350,671			\$ -

\$5,534 remains in Title1 FY23 which will be expended shortly. In FY24, we expect to fully expend all FY24 Title 1 funds awarded. This will support students from low-income families across two qualifying schools (Parker and Killam). Title 1 funds are earmarked specifically and solely for the purpose of supporting qualifying students in specific schools.

The school department has been diligent about expending oldest grant funds first in compliance with their acceptable use prior to the grant deadline. These focused efforts have allowed the district to become more efficient and effective with monitoring, making decisions about, and better leveraging funds.

Illustrated in the table below are the spending deadlines for each State and Federal grant:

SPENDING DEADLINES	FY22	FY23	FY24
STATE			
METCO		12/31/2023	12/31/2024
Dept. of Public Health			6/30/2024
New England Dairy		11/30/2023	
EARMARK- RMHS Keyboard			6/30/2024
Investigating History			6/30/2024
Northeast Food			6/30/2024
Innovation Career Pathways Planning			6/30/2024
Innovation Career Pathways Support			6/30/2024
FEDERAL			
Title I	9/30/2023	9/30/2024	9/30/2025
Title II		9/30/2024	9/30/2025
Title IV		9/30/2024	9/30/2025
IDEA 240	9/30/2023	9/30/2024	9/30/2025
IDEA 262		9/30/2024	9/30/2025
ARP 252	9/30/2023		
ESSER II	9/30/2023		
ESSER III	9/30/2024		

Descriptions and acceptable uses of each State and Federal grant follows below:

State Grants:

- **METCO:** the Metropolitan Council for Educational Opportunity is a state funded, voluntary educational desegregation program designed to eliminate racial imbalance through the busing of children from Boston, MA and Springfield, MA to suburban public schools in thirty-eight communities. These funds pay for program coordination, transportation, instructional services, and community engagement related to Boston resident students attending Reading Public Schools through participation in the METCO program.

- **Department of Public Health:** provides for mandated screenings, professional development, and substitute coverage for nurses.
- **New England Dairy:** funds can be used to support equipment and marketing needs related to expanding school meal programs including breakfast, summer meals, and serving new dairy menu items like smoothies and hot chocolate milk.
- **Earmark RMHS Keyboard:** Not less than \$25,000 shall be expended for a classroom set of Nord stage 3 88 stage keyboards for the Reading Memorial high school performing arts program.
- **Investigating History:** This competitive grant is designed to fund the costs associated with professional development, as well as cover additional costs of implementation such as teacher planning time outside of contract hours or the purchase of printed copies of the Investigating History materials, to facilitate a successful adoption of the Investigating History materials across a school or district.
- **Northeast Food for Schools:** This opportunity has proposed to increase the capacity to procure local unprocessed/minimally processed foods, and foods from local producers (including farmers, food hubs, and fishermen).
- **Innovation Career Pathways Planning & Support:** designed to give students coursework and experience in a specific high-demand industry, such as information technology, engineering, healthcare, life sciences and advanced manufacturing. Also, to create strong partnerships with employers in order to expose students to career options and help them develop knowledge and skills related to their chosen field of study before they graduate high school.
- **Note - Circuit Breaker:** although not a grant, DESE reimburses school districts for a portion of out of district tuition placement and transportation costs. In FY24, DESE will defray \$1,601,098 in tuition and transportation costs, charging those expenses directly to the Circuit Breaker reimbursement fund. The end of year balance is expected to be zero.

Federal Grants:

- **Title I:** aids schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. These funds are allocated to paraprofessional and extended school year instructional services.
- **Title II A:** provides supplemental resources to school districts to support systems of support for excellent teaching and leading. The priorities of Title IIA are to: increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. These funds are allocated to provide professional development for teachers.
- **Title IV:** ensures that all students have access to a high-quality educational experience. The priorities of Title IV are to: support well-rounded educational opportunities; support safe and healthy students; and support effective use of technology. These funds pay for technology integration activities and materials for teachers and classrooms.
- **IDEA 240:** provides appropriate special education services for eligible students and to maintain state/local effort in special education. These funds pay for special education paras, BCBA, and professional development.
- **IDEA 262:** ensures that eligible 3, 4, and 5-year-old children with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs in the least restrictive environment. These funds pay for early childhood instruction and professional development.

- **ARP 252:** addresses challenges related to the pandemic, including school re-entry, disruption in the education of children with disabilities, mental health services; sustainability; focuses on issues of equity in special education and early intervention services. Funds are allocated to provide professional development, instructional materials, and testing/assessment materials.

Revolving Accounts:

Revolving Accounts are comprised of fee-based programs, extracurricular activities, and donations. Apart from donations, a total of **\$1.6M** of Fee-based Revolving Funds offset the FY24 operating budget with user and event fees generated by the special revenue funds noted in the table on the page to follow:

FY24 First Quarter Financial Report and End Year Status: Revolving Accounts						
Fee-Based Programs	Fund code	FY24 Beginning Year Balance	FY24 Q1 Actual Revenue	FY24 Q1 Actual Expend / Enc.	FY24 Q1 Balance	FY 24 Offsets
Athletics	4320	\$ 117,775	\$ 44,321	\$ 3,800	\$ 158,296	\$ 392,900
Community Education -Drivers Education and Adult Education	4390	\$ 125,025	\$ 12,000	\$ 12,159	\$ 124,866	
Community Education - Summer Programs	4400	\$ 51,027	\$ 10,543	\$ 47,264	\$ 14,306	
Drama Activities Coolidge	4380	\$ 30,294	\$ -	\$ 1,448	\$ 28,846	\$ 15,000
Drama Activities Parker	4360	\$ 50,654	\$ -	\$ -	\$ 50,654	\$ 15,000
Drama Activities RMHS	4350	\$ 74,320	\$ 600	\$ -	\$ 74,920	\$ 34,000
Extended Day Program	4378	\$ 499,365	\$ 234,739	\$ 166,196	\$ 567,907	\$ 50,000
After School Activities Parker	4370	\$ 72,170	\$ 1,559	\$ 1,837	\$ 71,892	
Extracurricular Parker	4327	\$ 640	\$ -	\$ -	\$ 640	
Extracurricular Coolidge	4326	\$ 2,698	\$ -	\$ -	\$ 2,698	
Extracurricular Band Activities	4354	\$ 11,570	\$ 200	\$ 367	\$ 11,403	
Guidance Testing	4325	\$ 11,480	\$ 6,689	\$ -	\$ 18,169	
Full Day Kindergarten Tuition	4440	\$ 621,319	\$ 198,315	\$ -	\$ 819,634	\$ 600,000
RISE Preschool Program	4410	\$ 214,735	\$ 76,938	\$ 911	\$ 290,762	\$ 350,000
Special Education Tuition	4430	\$ 95,136	\$ 3,608	\$ 18,270	\$ 80,474	\$ 50,000
School Choice	4315	\$ 40,831	\$ 10,206		\$ 51,037	\$ 45,000
School Lunch Program	4310	\$ 771,637	\$ 316,563	\$ 557,451	\$ 530,750	
School Transportation	4330	\$ -	\$ 41,245	\$ -	\$ 41,245	
Use of School Property	4420	\$ 81,469	\$ 21,445	\$ 18,336	\$ 84,578	\$ 105,000
Lost Books	4450	\$ 31,595	\$ 412	\$ 1,698	\$ 30,309	
TOTAL Fee-based Revolving Funds		\$ 2,903,740	\$ 979,383	\$ 829,736	\$ 3,053,387	\$ 1,656,900

- **Athletics:** Fees are paid by families for students’ participation in athletics.
- **Community Education** (Drivers Education, Summer Programs): Fees are paid by families for students to participate in drivers’ education and summer programs. Fees paid by individuals for participation in Community Education events and courses.
- **Drama:** Fees are paid by families for students’ participation in after school drama and band programs.
- **Extended Day:** Fees are paid by families for students to participate in extended day programs before and after schools.
- **Extracurricular and Band:** Fees are paid by families for students to participate in afterschool band and fine and performing arts activities.
- **Guidance:** Fees are paid by families for students to take PSAT, SAT and AP tests.
- **Full Day Kindergarten:** Fees are paid by families for enrollment in the Full Day Kindergarten program.
- **RISE Preschool:** Fees are paid by families for enrollment in the RISE preschool program.
- **Special Education Tuition:** Fees paid by other another public school district for students to attend special education programs in Reading.
- **School Choice:** allows families to enroll their children in schools in communities other than the city or town in which they reside. Tuition is paid by the sending district to the receiving district.
- **School Lunch:** Revenues are generated through state and federal reimbursements and lunchtime a la carte sales.

- **Transportation:** Fees are paid by families for students to ride existing bus routes, based on seats available.
- **Use of School Property:** Some community organizations which use school facilities pay a fee for space and/or custodial coverage.
- **Lost Books:** Fees are collected and used to replace lost or damaged books.

Gifts/Donations:

Restricted donations for specific purposes and unrestricted donations for general use are made to the School Committee for approval and acceptance in accordance with School Committee Policy

Gifts/Donations	Fund code	FY24 Beginning Year Balance	FY24 Q1 Actual Revenue	FY24 Q1 Actual Expend./Enc.	FY24 Q1 Balance
District Donation Fund	4790	\$ 14,355	\$ 600	\$ 7,253	\$ 7,702
Barrows Donations Fund	4791	\$ 4,842	\$ 209	\$ 1,889	\$ 3,162
Birch Meadow Donation Fund	4792	\$ 7,579	\$ 241	\$ -	\$ 7,820
Joshua Eaton Donation Fund	4793	\$ 2,730	\$ 409	\$ -	\$ 3,138
Joshua Eaton Donation Fund	4751	\$ 9,630	\$ -	\$ -	\$ 9,630
JW Killam Donation Fund	4794	\$ 20,804	\$ 262	\$ -	\$ 21,066
Wood End Donation Fund	4795	\$ 5,590	\$ 134	\$ -	\$ 5,724
Coolidge Donation Fund	4796	\$ 9,444	\$ 10,229	\$ -	\$ 19,673
Parker Donation Fund	4797	\$ 11,522	\$ 10,353	\$ 4,213	\$ 17,661
High School Donation Fund	4798	\$ 19,725	\$ 6,771	\$ 3,641	\$ 22,854
SEPAC Donation Fund	4760	\$ 300	\$ -	\$ -	\$ 300
Special Education Donation Fund	4799	\$ 319	\$ -	\$ -	\$ 319
Libby Scholarship Donation Fund	4752	\$ 1,222,829	\$ -	\$ -	\$ 1,222,829
TOTAL Gift/Donation Revolving Funds		\$ 1,329,670	\$ 29,206	\$ 16,997	\$ 1,341,880

Student Activity Accounts:

A Student Activity Account (SAA) may be used for monies raised by student organizations and expended to benefit those students. MGL c.71 Section 47 governs monies deposited into a student activity account. Q1 financial activity:

Student Activity Accounts	Fund code	FY24 Beginning Year Balance	FY24 Q1 Actual Revenue	FY24 Q1 Actual Expend./Enc.	FY24 Q1 Balance
Barrows Student Activities	8950	\$ 5,970	\$ 83	\$ -	\$ 6,053
Birch Meadow Student Activities	8950	\$ 10,334	\$ 142	\$ -	\$ 10,476
Joshua Eaton Student Activities	8950	\$ 6,783	\$ 88	\$ 609	\$ 6,262
JW Killam Student Activities	8950	\$ 11,829	\$ 364	\$ -	\$ 12,193
Wood End Student Activities	8950	\$ 14,824	\$ 260	\$ -	\$ 15,084
Coolidge Student Activities	8950	\$ 55,634	\$ 1,764	\$ 14,620	\$ 42,778
Parker Student Activities	8950	\$ 7,861	\$ 49,623	\$ 8,500	\$ 48,984
High School Student Activities	8950	\$ 125,513	\$ 8,481	\$ 189	\$ 133,805
RISE Student Activities	8950	\$ 2,655	\$ 36	\$ -	\$ 2,691
TOTAL Student Activity Accounts		\$ 241,403	\$ 60,841	\$ 23,917	\$ 278,326

The Town Treasurer’s Office designates an account into which all SAA funds generated through student activity clubs are deposited and a SAA checking account has been established for each secondary school with which funds are expended for the sole purpose of supporting student activity clubs. Interest is generated on these funds.

Please contact me with questions or requests for additional information related to the FY24 Q1 Financial Report.

Reading Public Schools

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



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

TO: Reading School Committee
FROM: Dr. Sarah Hardy, Assistant Superintendent for Learning and Teaching
DATE: December 12, 2023
RE: Early Literacy Screening Presentation

During the 12/14 School Committee meeting, we will present on the early literacy screening and literacy intervention plan. A copy of the presentation can be found in the packet.

Thank you.

Early Literacy Screening

December 14, 2023

Plan for Literacy School Committee Updates During 23/24

October presentation topics

- Information about first few weeks regarding K-2 Implementation
- Overview of Implementation Plan for ARC Core

December presentation topics

- **Early Literacy Screening and Literacy Intervention Plan**
 - Overview of new screening tool; process for family communication and intervention plans
 - Sharing of plan for literacy intervention based on screening tool

February presentation topics

- Update on Implementation Plan for ARC Core - What are we seeing in classrooms?



Tonight!

Contents of This Presentation

- Overview of new screening tool - DIBELS 8th edition (through Amplify's mCLASS program)
 - Explain what universal screening is/does
 - Share DESE Universal Screening Guidance
- Process for family communication of results and intervention plan
- Initial plan for Tier 2 literacy intervention based on screening results
- Consistent system across all elementary schools with responsive adjustment of intervention supports/progress monitoring

Instructional Vision for Literacy in RPS - Working Draft

In Reading Public Schools, all our classrooms are literacy classrooms, where students see themselves as readers and writers across genres and content areas. In our classrooms, educators deliver effective, evidence-based literacy instruction that is accessible and equitable for all students. Educators develop students' word recognition and language comprehension to foster skilled readers and critical thinkers who:

- communicate ideas and theories about text through reading, writing, speaking, and listening,
- build knowledge to extend understanding and perspective related to themselves, others, and the world around them,
- utilize their literacy skills to be high level thinkers, debaters, and analyzers, and
- engage in authentic tasks and dialogue that demonstrate the ability to analyze and reason, defend a thesis, and expand on others' ideas in connection with real world problems and situations.

Clarification about Terminology

Massachusetts uses dyslexia as the foundation for the universal literacy screener law. However, literacy screening has a broader goal than solely identifying students with dyslexia. Dyslexia was the driver for the law, but there are other factors that put students at risk for reading difficulties.

Universal screening and subsequent targeted instruction allows us to be responsive to all factors and can benefit many students, including those without a disability.

Intervening early can fill gaps and actually change the learning trajectories and outcomes for students, with and without disabilities.

Universal screening and subsequent targeted instruction is a general education process.

Child Find Obligation

Universal Literacy Screening is not the same as evaluating a student for special education eligibility.

At any point in the screening and intervention process, if any member of the team feels the problem is beyond a curriculum or instructional issue, and they believe it could be disability related, a special education evaluation can be initiated. That evaluation is a separate process from the Universal Screening Process.

Massachusetts General Law

Chapter 71, Section 57A: Students with potential indicators of a neurological learning disability; guidelines for development of screening procedures

The department of elementary and secondary education, in consultation with the department of early education and care, shall, subject to appropriation, issue guidelines to assist districts in developing screening procedures or protocols for students that demonstrate 1 or more potential indicators of a neurological learning disability including, but not limited to, dyslexia.

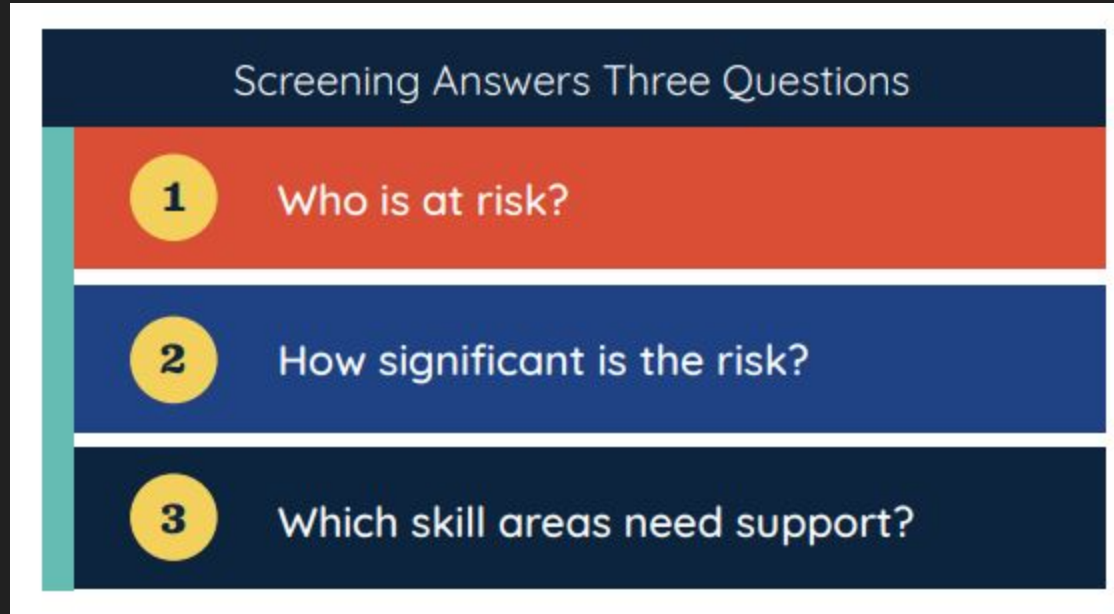
Dept. of Elementary and Secondary Education Regulation

Early Literacy Screening, Regulation 603 CMR 28.03(1)(f) — Effective July 1, 2023

On September 20, 2022, the Board of Elementary and Secondary Education adopted an amendment to 603 CMR 28.03 that requires all elementary schools to assess each student's reading abilities and early literacy skills at least twice per year from kindergarten through at least third grade. The regulation, 603 CMR 28.03(1)(f), takes effect on July 1, 2023.

The full regulations can be found at: [603 CMR 28.03: School District Administration and Personnel Regulations](#).

What is Universal Screening?



More About Universal Screeners

- Screening tools are designed to predict the likelihood of reading challenges without the presence of targeted interventions and support
- If a student is determined to be at risk based on the screening tool, interventions will start right away
- Universal screening is used in conjunction with other data sources (from core instruction and progress monitoring) to create a plan for each student
- Universal screening tools include a progress monitoring component

More Terminology: What is Our Universal Screening Tool?

Company: Amplify



Platform for data/assessment: mCLASS



Benchmark and Progress Monitoring Assessment: DIBELS 8th edition



Meets all DESE expectations for a Universal Screener and stores data year over year

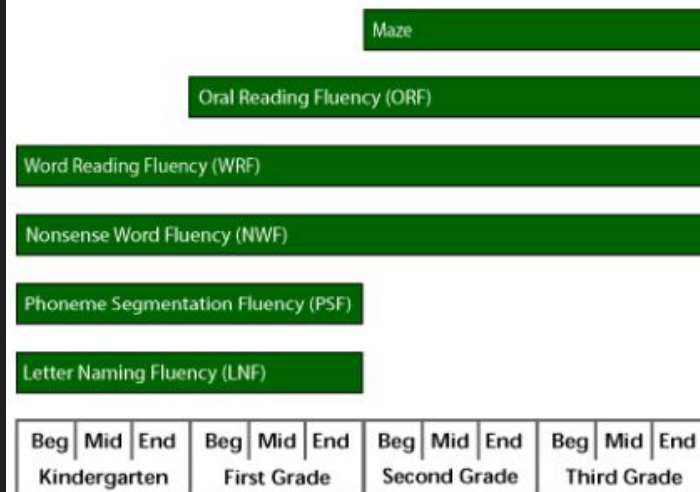
Overview of DIBELS

The DIBELS 8th Edition Measures

DIBELS 8th Edition consists of six subtests designed to assess component skills in reading. The subtests are aligned with four of the five "Big Ideas" in reading. For more information about each measure and skill area, see the [DIBELS 8th Edition Administration and Scoring Guide](#).

Measure	Measurement Areas
Letter Naming Fluency (LNF)	Risk Indicator
Phonemic Segmentation Fluency (PSF)	Phonological Awareness
Nonsense Word Fluency (NWF)	Alphabetic Principle and Phonics
Word Reading Fluency (WRF)	Alphabetic Principle and Phonics Accuracy and Fluency
Oral Reading Fluency (ORF)	Alphabetic Principle and Phonics Accuracy and Fluency Comprehension
Maze	Comprehension

Administration Timeline



Professional Development/Training

In September, all literacy specialists and reading tutors were trained by staff at Amplify on the assessment, how to administer, and how to use the mCLASS platform.

Special Educators were also trained on how to use this tool, and are currently working with Renee Limauro and Crafting Minds on how to progress monitor students.

Universal Literacy Screening Schedule (all students)

Grades 1 to 3

- October (due to training; will be in Sept. going forward)
- January
- May

Kindergarten

- November
- May

In addition, progress monitoring will be utilized between screenings for student below or well-below benchmark.

How do we communicate about universal screening to families of K-3 students?

Communication before the screening process

All Students

- All families received a notice 9/22/23 via email from principals informing them of the screening process
- Communication of results was consistent in message and timeline across 5 schools

Communication after the screening process

Students Scoring Below Benchmark

- Email from literacy specialist informing of results and the intervention plan

Students Scoring Well Below

- Phone call from principal/literacy specialist
- Letter home informing of results, intervention plan, and follow up communication

How do we respond to universal screening results in K-3?

Risk Level	Instructional Support
At or Above Benchmark	Classroom teachers provide core instruction which includes differentiated and targeted skill instruction at student's level
Below Benchmark	Tutors (and literacy specialists, as schedule permits) provide targeted support within the classroom matched to skills gaps. Students scoring at this risk level are progress monitored monthly.
Well Below Benchmark	Literacy Specialists provide targeted pull-out support matched to skills gaps. Pull-out groups are formed based on student need according to subtest data. These students are progress monitored every two weeks.

What happens if a student doesn't make progress towards benchmark?

- Students are progress-monitored throughout the intervention, so instruction can be fine tuned at any point.
- After 8 weeks of intervention, literacy specialists assess whether or not students are making adequate progress using the AIM line mCLASS provides.
- If adequate progress has not be made, an additional intervention will be put into place (change in frequency or intervention resource).
- If after two rounds of intensive intervention support a student has not made adequate progress, a referral to the SST will be made for a student evaluation

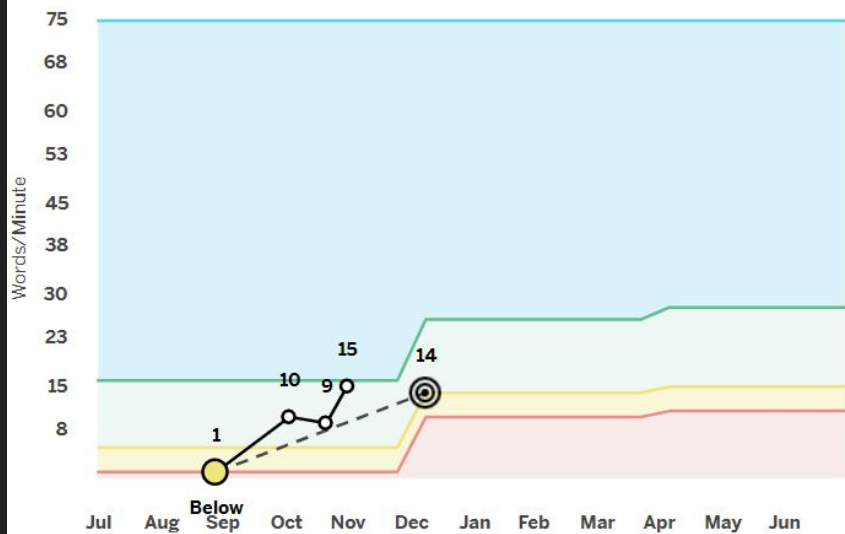
mCLASS Assists in Monitoring Progress

Decoding NWF-WRC

🎯 Benchmark Goal: **14** 📍 Custom Goal Set: **14**

Custom Goal Set displays if it is different from Benchmark Goal.

Click and drag the cursor to zoom in.

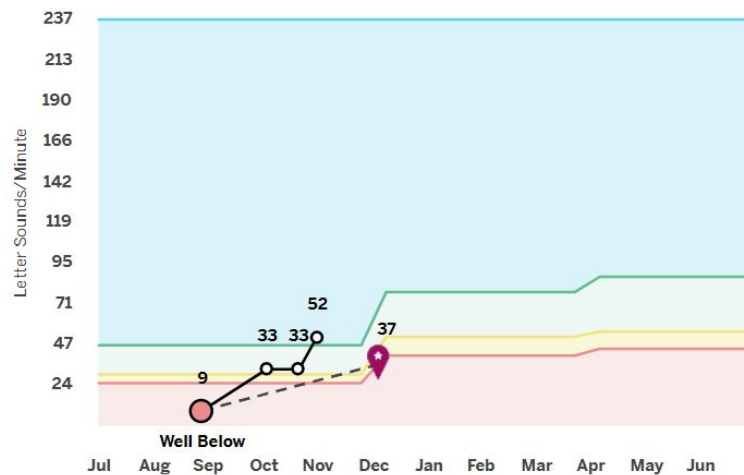


Letter Sounds NWF-CLS

🎯 Benchmark Goal: **52** 📍 Custom Goal Set: **37**

Custom Goal Set displays if it is different from Benchmark Goal.

Click and drag the cursor to zoom in.



Responsive Adjustment of Intervention Supports

- Elementary literacy specialists
 - meet monthly to review intervention resources and best practices as a team and the impact they have on students,
 - meet after each benchmark to review data and form intervention groups, and
 - carefully consider and adjust assessment windows for benchmarking and progress monitoring.

Building Consistency Across Schools

Steps for the 23/24 school year.

- Use of tool same in general and special education (progress monitoring)
- Regular meetings with literacy specialists to monitor and adapt plan
- Use of a consistent plan across for literacy intervention and targeted supports
- Review of Student Support Team structures across elementary schools to align with new literacy universal screening plan

Literacy Specialist Team

- Colleen DeRosa, Joshua Eaton
- Stacey Foresman, Wood End
- Erin Gibson, Barrows
- Alison Matthews, Killam
- Jan Rhein, Birch Meadow



Reading Public Schools

School Committee Meeting Packet

December 14, 2023



Information/Correspondence

From: [Milaschewski, Thomas](#)
To: [Rebecca Liberman](#); [DG School Committee](#)
Cc: oesj@ci.reading.ma.us
Subject: RE: Please make the first day of Rosh Hashanah and the day of Yom Kippur days off from school
Date: Tuesday, December 5, 2023 5:19:57 PM

Hi Rebecca,

Thanks for reaching out to share your feedback and concerns. This is certainly a topic that we have discussed over the past few years with the School Committee as we developed the school calendar. In short, we have steered away from this practice given the amount of major religious and cultural holidays celebrated across various traditions within our community.

This past year we have focused on setting better communication, tied with clearer expectations/accountability, with leaders and staff on the SC policy regarding homework/tests on religious holidays. As a result, we have seen that this policy is followed with more fidelity across our district and we expect this to continue moving forward. With that said, I certainly recognize the limitations of this approach, both in ensuring consistent application of the policy and also in how work can pile up for our students when not being in school for a day or two.

We will discuss this topic again over the next few months as we develop the school calendar for the 2024-2025 school year. I know that our administration and the School Committee will take your feedback into consideration during this process.

Best,
Tom

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

From: Rebecca Liberman <rfliberman@gmail.com>
Sent: Monday, December 4, 2023 10:04 AM
To: DG School Committee <SchoolCommittee@reading.k12.ma.us>; Milaschewski, Thomas <Thomas.Milaschewski@reading.k12.ma.us>
Cc: oesj@ci.reading.ma.us
Subject: Please make the first day of Rosh Hashanah and the day of Yom Kippur days off from school

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

Dear Supt. Milaschewski and members of the School Committee,

I urge you to make the first day of Rosh Hashanah and Yom Kippur days off from school, as was done for a few years back in the early 2010s but was then discontinued.

Supposedly there is a policy in place to prevent exams, homework assignments, projects, tryouts and learning that cannot be made up from being scheduled on these days, but this policy is routinely violated.

Not that long ago, a 9th grade biology exam was scheduled in violation of the policy, and other violations occur regularly. Even when the policy is not directly violated, this time can be very stressful for those who observe these holidays, with homework piled up, and sometimes one or more exams later in the same week.

Many other school districts manage to give these days off, including Peabody, Lexington, and Newton. I can't understand why Reading cannot figure out a way to help its Jewish students and staff this way. Because these holidays generally fall at the beginning of the school year, it can be especially difficult for students who observe these days and need to ask for extensions on homework assignments, postponement of exams, etc.

I urge you to find a way to implement these as days off again, as we did in the past.

Thank you.

Rebecca Liberman

50 Pratt St.

METCO host and former RMHS parent