

# Reading Public Schools

## School Committee Meeting Packet

February 29, 2024



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: 2024-02-29

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
7:00 p.m.	E.	New Business 1. Vote to Approve 07-01-2024 through 06-30-2027 Reading Cafeteria Employees (AFSCME, Council 93, Local 1703) Contract
7:05 p.m.	B.	Public Comment  Focus on Excellence 1. Parker Leaders and Parker World of Difference  Consent Agenda 1. Minutes (02-08-2024) 2. RMHS Boys Swim Team Donation 3. RMHS Ski Club Field Trip Request (2) 4. Robotics Competition Field Trip Request 5. Acceptance of FY24 High School Senior Internship in Education Project Grant Award  Accounts Payable Warrant Reports 1. 02-08-2024 2. 02-15-2024 3. 02-22-2024  Payroll Warrant Reports 1. 02-02-2024 2. 02-19-2024  Reports 1. Student 2. Assistant Superintendent for Teaching & Learning 3. Assistant Superintendent for Student Services

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

		4. Superintendent 5. Liaison/Sub-Committee
7: 15 p.m.	D.	Old Business 1. Discussion and Vote on FY25 School Calendar
7:20 p.m.	E.	New Business 2. ARC Core Implementation Plan Update: What we are seeing in classrooms and next steps for calibrating and customizing 3. Special Education Program Review Progress Tracking Update (SOAR, SAIL, EMBARC, REACH, & LEAD) 4. FY25 Kindergarten Enrollment Update 5. Review of Charter Committee Updates to Reading Home Rule Charter and Collation of Feedback
	F.	Information / Correspondence 1.
9:00 p.m.		Adjourn

Join Zoom Meeting

<https://readingpsma.zoom.us/j/81488911454>

Meeting ID: 814 8891 1454

Find your local number: <https://readingpsma.zoom.us/u/kevtzi5din>

**Reading Public Schools**  
**School Committee Meeting Packet**  
**February 29, 2024**



**Consent Agenda**



# Town of Reading Meeting Minutes

## Board - Committee - Commission - Council:

### School Committee

Date: 2024-02-08

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, Charles Robinson and Carla Nazzaro

#### **Members - Not Present:**

Erin Gaffen

#### **Others Present:**

Director of Finance and Operations Dr. Derek Pinto, Assistant Superintendent of Learning & Teaching Dr. Sarah Hardy (remote) and Superintendent Dr. Thomas Milaschewski

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

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### Topics of Discussion:

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

### **B. Public Comment**

**Public Comment** – Student members of the Students of Color and Allies for Equity, Justice and Inclusion (SOCA4EJI) followed up with the School Committee on the review and change of policy FF – Naming New Facilities.

### **Focus on Excellence**

1. Parker Kindness Kits – Dr. Milaschewski welcomed the Parker students, Principal Rubino and teacher Ms. Peterson to share about their work creating and distributing “kindness kits” for the Pine Street Inn.

### **Consent Agenda**

1. Minutes (01-25-2024)
2. RMHS Basketball Support Team Donation
3. Habitat for Humanity Field Trip Request
4. Request to Surplus Property

### **Warrant Reports**

1. 12-22-2023

2. 01-05-2024
3. 01-19-2024
4. 01-25-2024
5. 02-01-2024

Mr. Wise provided one correction to the minutes from January 25<sup>th</sup> correcting “RIF” to “RFI”. He also noted Habitat for Humanity is a field trip the committee should review in the future as it occurs outside of the school year.

**Mr. Wise motioned to approve the consent agenda as amended**, seconded by Mr. Robinson. The vote passed 5-0.

## Reports

1. Director of Finance & Operations – Dr. Pinto briefly discussed his participation in the Killam sustainability meetings. Dr. Pinto and Food Service Director Ms. Franzetti met with the acting Town Manager and other town officials recently to discuss the composting initiative to move that forward. Dr. Pinto has met with Mr. Feudo at the YMCA to learn more about services and programs provided in the community. At the end of the month, Dr. Pinto will present the recommended budget to the Finance Committee and will review year-to-date expenses with principals and cost center managers.
2. Assistant Superintendent for Learning & Teaching –
  - a. Dr. Hardy and other central office leadership have been invited into elementary classrooms over the last few weeks to observe as a number of classes are finishing up unit two of ARC Core Literacy Program. Students have published research books as a result of ending this unit. It has been great to see the student work in action.
  - b. Recently, a virtual parent information night was held for families at the high school to walk them through the math pathways and how we are supporting students. We will be providing information in the district newsletter about the summer geometry course so everyone has access to the information.
3. Superintendent – No report
4. Liaison/Sub-Committee
  - a. Mr. Brandt – The select board has been in the process of appointing a new town manager. They will be meeting again next week.
  - b. Mrs. Nazzaro – No report
  - c. Ms. McLaughlin – No report
  - d. Mr. Robinson –
    - i. The Charter Review Committee met with town counsel to review the proposed changes. The committee will be going to other committees for feedback.
    - ii. SWEC met and received another presentation from the RFI – Edge Sports. Mr. Robinson also attended the select board meeting last week to share feedback on the capital discussion.
  - e. Mr. Wise – No Report

## **E. New Business**

### **1. Killam Building Project Update with Designer Lavallee | Brensinger Architects (LBA)**

Dr. Milaschewski introduced LBA and Colliers who shared a presentation updating the committee on where we are to date with the Killam School Building Project, what to expect ahead and how the community can stay engaged. Highlights of the presentation included:

- Review of the preliminary overall project schedule and feasibility study work plan
- Project goals
- Educational visioning
- Community engagement
- Existing conditions assessments
- Next steps as we move forward in the process

The full presentation can be found in the packet.

### **2. FY25 School Calendar Initial Review & Discussion**

Dr. Milaschewski reviewed the draft 2024-2025 school year calendar. A finalized draft will be provided on February 29<sup>th</sup> for a vote. The union will also be reviewing between now and then to provide feedback. We have received consistent feedback regarding religious holidays, and we have kept our practice to not have any religious days off. A lot of students celebrate a variety of religious holidays and traditions making it challenging to capture all those days in the calendar. We adhere to the policy around religious holidays and have tightened up on our end by putting more mechanisms in place to make sure everyone in the school community is aware of the policy.

The committee discussed the RISE back to school nights and difficulty for families attending with students in multiple schools. The committee also discussed the number of days off in the month of November and the fact that the last day of school as it stands currently would potentially be on a Monday which can lead to high absences. A potential idea was shared to hold school the Friday after the first day to have the last day in June be a Friday.

Dr. Hardy mentioned the idea of in future years moving the in-service day to October instead of November. Dr. Milaschewski reminded the committee the calendar could require amendments if the high school pilot schedule goes through. There was a request for the committee to review policy IMDA – Accommodations for Religious and Ethnic Observances to review language with respect to the classification of major non-national religious holidays and test scheduling with respect to these holidays.

### **3. FY24 Q2 Financial Report w/ Potential Budget Trans Approvals**

Dr. Pinto reviewed the FY24 Q2 financial report. This report spans from July 1, 2023 to December 31, 2023. Dr. Pinto noted the projected end year balance at this stage of \$565,000. There is a plan to use those funds in the remaining months of the school year on the following: new curriculum purchases, tutoring and academic support for students, refresh of existing technology and augmentation of the special education reserve fund.

**Mr. Wise motioned to adjourn**, seconded by Mr. Robinson. The vote passed 5-0.

<https://www.youtube.com/watch?v=1xqD3D4nkLo>

**Meeting Adjourned from regular session at approximately 8:32pm.**



# 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: February 27, 2024  
RE: Vote to Accept RMHS Boys Swim Team Donation

Please vote to accept a donation of \$1,500 from the RMHS Boys Swim Team. This donation is in support of the RMHS boys varsity assistant coach, Mike Houlihan.

Please find attached the donation letter from Shawn Green.

Thank you.

February 6, 2024

Reading School Committee

82 Oakland Road

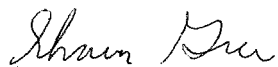
Reading, MA 01867

To Whom it May Concern,

The RMHS Boys Swim Team would like to donate \$1,500.00 to pay the salary of the RMHS boys varsity assistant coach, Mike Houlihan. Please accept check # 1194 made to the Reading Public Schools.

Upon approval and acceptance, please make payment to

Sincerely,

A handwritten signature in cursive script that reads "Shawn Green".

Shawn Green

RMHS Boys swim team support

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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: February 27, 2024  
RE: Vote to Approve RMHS Robotics Field Trip Request

Please vote to approve an out of state field trip request to Bedford High School in Bedford, NH for Robotics Competition. The trip will take place on February 17<sup>th</sup> from 7:00 AM to 5:00 PM. We are asking the School Committee to retroactively approve this trip as the Robotics Team was notified after our last School Committee meeting leaving us with short notice to have the request approved.

Please find attached the field trip approval form.

Thank you.

# Reading Public Schools



## Field Trip Approval Form

Trip Coordinator:	Chuck Strout
School:	RMHS
Grade(s) Attending:	9-12
Destination:	Bedford High School, Bedford NH
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Day Trip - Out of State
Educational Purpose of Trip:	Robotics Competition
Date(s) of Trip:	2/17/24
Time of Departure:	7:00 am
Time of Return:	5:00 pm
Cost of Trip:	\$0
Will there be fundraising? If yes, please attach a fundraising plan.	No
No. of students attending:	~20
No. of teachers attending:	1
No. of other adults attending:	4
No. of Nurses attending:	0
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>	Private Car
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):	
Food will be provided by (if applicable):	Student will bring or buy food
Will there be students participating in the trips who have food allergies? If so, I have verified	no

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.	
Please describe the educational alternative for those students who will not be attending the trip.	Other competitions
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?	
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?	
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)?	
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.	Any member of team

### 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?	
Departure Information (location and carrier):	
Return Trip Information (location and carrier):	
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):	
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)?	

**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**

Are there any current travel warnings or advisories issued by the State Department? Please go to <a href="http://www.cdc.gov">www.cdc.gov</a> or <a href="http://www.travel.state.gov">www.travel.state.gov</a> . If YES, please explain:	
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?	N/A
<p><b>Note:</b>                  Copies of all students' passports shall be maintained by the Trip Coordinator.                  At least one staff member accompanying the students must have a phone number with an international service.                  Name of Staff member and Telephone Number:</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] DATE 2/9/24  
 Principal (For All Field Trips)

APPROVED [Signature] DATE 2/9/24  
 School Nurse (For All Field Trips)

APPROVED [Signature] DATE 2/9/24  
 Assistant Superintendent of Schools for Student Services

APPROVED [Signature] DATE 2-9-24  
 Assistant Superintendent of Schools for Teaching & Learning

APPROVED [Signature] DATE 2/9/24  
 Director of Health Services

APPROVED [Signature] DATE 2/20/24  
 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 \_\_\_\_\_

## **Itinerary**

**7:00pm Depart RMHS**

**7:30pm Load-in robot at Bedford High School**

**8:30pm Attend Opening Ceremonies**

**8:45pm Compete in Qualifying Matches**

**11:30pm Alliance Selection**

**11:45pm Lunch**

**12:15pm Playoff Matches**

**3:30pm Attend Closing Ceremonies**

**5:00pm Return to RMHS**



# 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: February 27, 2024  
RE: Vote to Approve RMHS Ski Club Field Trip Request

Please vote to approve an out of state field trip request to Pats Peak Henniker, NH for an RMHS Ski Club trip. The trip will take place on March 3<sup>rd</sup> from 7:30 AM to 5:30 PM and it is anticipated that students from grades 9-12 will participate.

Please find attached the field trip approval form.

Thank you.

# Reading Public Schools



## Field Trip Approval Form

Trip Coordinator:	Daniella Speziale
School:	RMHS
Grade(s) Attending:	9-12
Destination:	Pats Peak Henniker, NH
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Out of State <i>Day trip (DS)</i>
Educational Purpose of Trip:	Student Club (RMHS Ski Club)
Date(s) of Trip:	3/3/2024
Time of Departure:	7:30AM
Time of Return:	5:30PM
Cost of Trip:	Approx \$100 (lift ticket and bus fee)
Will there be fundraising? If yes, please attach a fundraising plan.	Yes
No. of students attending:	Approx 40
No. of teachers attending:	2
No. of other adults attending:	none
No. of Nurses attending:	none
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	N/A
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>	Coach Bus
Name of Company(ies) providing Transportation:	MBT 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	Student list has not yet finalized. If so I will send emails and talk to students with allergies to pack

A. Itinerary

**Ski Club Trip Schedule to Pats Peak Henniker, NH**

**3/3/24**

**7:00am:** Meet in the teachers parking lot and board the bus

**7:30am:** Leave from the high school

**9:00am:** Arrive at the mountain and pick up ski passes and rentals

**3:30pm:** Meet back at the bus

**4:00pm:** Leave the mountain

**5:30pm:** Arrive back at the high school

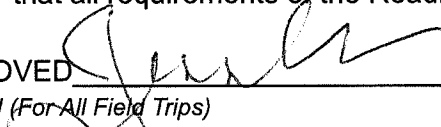
D. Fundraising Plan


The RMHS Ski Club officers held a fundraising event with Chipotle in Reading in December 2023. They raised a total of \$230. In February, the officers will held another fundraising event with Mandarin in Reading. They raised a total of \$200.

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**To be completed by Reading Public School Administration:**

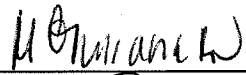
I certify that all requirements of the Reading Public Schools Field Trip Policy have been fulfilled.


APPROVED  DATE 2/8/24  
Principal (For All Field Trips)

APPROVED  DATE 2/14/24  
School Nurse (For All Field Trips)

APPROVED  DATE 2/16/24  
Assistant Superintendent of Schools for Student Services

APPROVED  DATE 2-15-24  
Assistant Superintendent of Schools for Teaching & Learning

APPROVED  DATE 2/14/24  
Director of Health Services

APPROVED  DATE 2/20/24  
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 \_\_\_\_\_

# Reading Public Schools

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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: February 27, 2024  
RE: Vote to Approve RMHS Ski Club Field Trip Request

Please vote to approve an out of state field trip request to Sunday River Ski Resort in Bethel, ME for an RMHS Ski Club trip. The trip will take place on March 17<sup>th</sup> from 6:30 AM to 7:30 PM and it is anticipated that students from grades 9-12 will participate.

Please find attached the field trip approval form.

Thank you.

# Reading Public Schools



## Field Trip Approval Form

Trip Coordinator:	Daniella Speziale
School:	RMHS
Grade(s) Attending:	9-12
Destination:	Sunday River Ski Resort (Bethel, ME)
Type of Trip: (Put all that applies) <i>Local, Day trip, Overnight, In State, out of State or International</i>	Out of State Day Trip
Educational Purpose of Trip:	Student Club (RMHS Ski Club)
Date(s) of Trip:	3/17/24
Time of Departure:	6:30AM
Time of Return:	7:30PM
Cost of Trip:	Approx \$100 (lift ticket and bus fee)
Will there be fundraising? If yes, please attach a fundraising plan.	Yes
No. of students attending:	Approx 35
No. of teachers attending:	2
No. of other adults attending:	none
No. of Nurses attending:	none
If a nurse is attending, is the nurse licensed to practice in the state/country of the field trip?	N/A
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>	Coach Bus
Name of Company(ies) providing Transportation:	MBT 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	Student list has not yet finalized. If so I will send emails and talk to students with allergies to pack

A. Itinerary

**Ski Club Trip Schedule to Sunday River Ski Resort**  
**3/17/24**

**6:00am:** Meet in the teachers parking lot and board the bus

**6:30am:** Leave from the high school

**10:00am:** Arrive at the mountain and pick up ski passes and rentals

**3:30pm:** Meet back at the bus

**4:00pm:** Leave the mountain

**7:30pm:** Arrive back at the high school



January 23, 2024

**Reading Memorial High School  
Daniella Speziale  
62 OAKLAND RD  
Reading, MA 01867**

Dear **Daniella**,

Thank you for choosing Sunday River Resort as your destination for the upcoming Ski Season. Please confirm your group's ski dates prior to completing this agreement with your Group Sales Manager.

Please read the attached Sunday River Group Letter of Intent carefully before signing and returning to the Group Sales Office with by **February 6, 2024**. Quoted group rates are specific to the following date(s):

- **Sunday, March 17, 2024**

Discounts are not available before or after the date(s) of your visit.

**Group Rates and Minimums:**

- To offer group rates, Sunday River requires a minimum of twenty (20) lift tickets purchased per day.
- Season pass/Ikon pass holders, Children 5 & under, and Super Seniors 80+ do not count towards the group lift ticket minimums. These individuals will not use the group link, and will need to purchase a Child/Super Senior lift ticket/RFID card via the Sunday River website.
- Sunday River requires ski group members to purchase lift tickets and rentals directly from the resort via the group discount online link – which will be provided by Sunday River.
- Lift ticket, rental and lesson purchases are non-refundable and non-transferable.
- Cancellations **MUST use the Easy Change website:** <https://www.sundayriver.com/easy-change>

If you are in agreement, please sign one copy and return it to the Sunday River Group Sales Office.

We want your trip to be exceptional, and we're here to make planning easy and to help ensure your stay is fun for all. Please let us know how we can help.

Sincerely,

Clay Harvey  
Group Sales Manager  
(207) 824-5179  
[clay.harvey@sundayriver.com](mailto:clay.harvey@sundayriver.com)



• Lessons are not available to groups at discounted rates **on weekends** due to high demand in Snowsports School. If lessons are needed, the individual will need to make plans and purchase directly through Sunday River Snowsports School at retail rates, subject to availability.

• **Lift Tickets are only valid for the dates of your trip.**

• **Please note that lift ticket purchases are non-refundable and non-transferable.**

**\*If someone has purchased but needs to cancel one or more ski days, they MUST use the Easy Change website: <https://www.sundayriver.com/easy-change>**

Easy Change allows you to receive credit for your purchase in the form of a credit voucher that may be used towards another online purchase. *We ask that your Easy Change is requested by 11:59PM prior to your scheduled day of skiing.* Vouchers generated during the 2023-24 ski season will expire on April 30, 2025.

## 2023 – 2024 Day Bus Procedures

### Bus Parking and Transportation:

- Please be aware that bus parking is not available at the mountain on weekends due to increased traffic.
- Buses are allowed to drop-off and pick-up passengers in front of South Ridge Lodge at appropriate arrival and departure times only.
- Bus parking will be provided at the back lot of the Sunday River Brew Pub (29 Sunday River Rd, Bethel, ME 04217).
- Bus Drivers must park at Sunday River Brew Pub and may shuttle back to the resort via the Sunday River Shuttle.
- Unfortunately, we won't be able to offer shuttle services to & from the Town of Bethel this winter. Please plan your transportation accordingly.

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Clay Harvey  
Group Sales Manager

January 23, 2024

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Daniella Speziale  
Reading Memorial High School

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# Reading Public Schools

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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: February 12, 2024  
FR: Katelyn Finnegan, Finance and Business Analyst  
RE: Acceptance of FY24 High School Senior Internship in Education Project Grant Award

The Department of Elementary and Secondary Education has awarded the Reading Public Schools with a FY24 High School Senior Internship in Education Project Grant in the amount of \$45,000.

The funds will be used to pay seniors for internships in the field of education. This was also done in 2022-2023, but we are working to expand these opportunities this year by adding additional internship placements and support the RPS elementary schools at the same time. Each intern will be paid for 100-hrs of interning, for a total of \$1,500. Seniors are currently applying for internships that will begin at the start of term 4, in early April, and extend through the last week of classes for seniors.

Thank you for your support with your vote to accept the FY24 High School Senior Internship in Education Project Grant Award.

# Reading Public Schools

## School Committee Meeting Packet

February 29, 2024



Old Business

# Reading Public Schools

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



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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 & Teaching  
DATE: February 27, 2024  
RE: FY25 School Calendar Discussion & Vote

During the February 29 meeting, we will share a final version of the proposed FY25 school calendar. After receiving feedback from RTA, we have made one minor change from the initial draft which is the addition of Christmas to the “major religious & cultural holidays”. As it stands now, the holidays listed on the calendar are those that take place during the academic year leaving Christmas unlisted.

The high school recently piloted a new schedule. If this new schedule is adopted for the 2024-2025 school year, there could potentially be minor impacts to this proposed calendar. If that is the case, we will come back to the School Committee with a revised calendar.

# Reading Public Schools | 2024-2025 CALENDAR

## AUGUST '24

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 19-23** New Staff Induction
- 26-27** Teacher In-Service: No School
- 28** First day of School (1-12)
- 28-29** Pre-K & K Orientation
- 30** No School

**Teacher Days: 4      Student Days: 2**

## JANUARY '25

S	M	T	W	Th	F	S
			H	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

- 1** New Year's Day: No School
- 2** School Resumes
- 10** MS & HS Early Dismissal
- 20** M.L.K. Day: No School

**Teacher Days: 21      Student Days: 21**

## SEPTEMBER '24

S	M	T	W	Th	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2** Labor Day: No School
- 3** First day of School PK and K
- 11** PK-5 Back to School Night\*\*
- 12** PK & HS Back to School Night (Early Dismissal)\*\*
- 19** MS Back to School Night (Early Dismissal)
- 27** MS & HS Early Dismissal

**Teacher Days: 20      Student Days: 20**

## FEBRUARY '25

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	V	V	V	V	22
23	24	25	26	27	28	

- 7** MS & HS Early Dismissal
- 17** Presidents' Day: No School
- 18-21** February Vacation: No School

**Teacher Days: 15      Student Days: 15**

## OCTOBER '24

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 14** Columbus Day: No School
- 25** MS & HS Early Dismissal

**Teacher Days: 22      Student Days: 22**

## MARCH '25

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 10** Teacher In-Service: No School

**Teacher Days: 21      Student Days: 20**

## NOVEMBER '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	H	H	30

- 5** Teacher In-Service: No School
- 11** Veterans Day: No School
- 14** PK-5 Conferences: Early Release
- 15** Conferences PK-12: No School
- 27** Early Release\*
- 28-29** Thanksgiving Recess: No School

**Teacher Days: 18      Student Days: 16**

## APRIL '25

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	V	V	V	V	26
27	28	29	30			

- 4** MS & HS Early Dismissal
- 21** Patriots' Day: No School
- 22-25** April Vacation: No School

**Teacher Days: 17      Student Days: 17**

## DECEMBER '24

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	V	V	H	V	V	28
29	V	V				

- 23-31** Winter Recess: No School

**Teacher Days: 15      Student Days: 15**

## MAY '25

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	H	27	28	29	30	31

- 9** MS & HS Early Dismissal
- 15** PK-5 Open House
- 22** MS Open House (Early Dismissal)
- 26** Memorial Day: No School
- 30** High School Graduation

**Teacher Days: 21      Student Days: 21**

## JUNE '25

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	H	20	21
22	23	24	25	26	27	28
29	30					

- 16** Last Day of School (Early Release)\*  
(No Snow Days)
- 19** Juneteenth
- 24** Last Day of School (Early Release) \*  
(5 Snow Days)

**Teacher Days Without Snow Days: 11  
Student Days Without Snow Days: 11**

\*Note: On 11/27/24 and the last day of school, the below release schedule will be observed:

### District-Wide Early Release Schedule

School:	Start:	Early Release:
Elementary	8:25 AM	11:00 AM
Middle	7:50 AM	10:45 AM
High School	8:30 AM	11:15 AM

**Total Student Days: 180  
Total Teacher Days: 185**

# Reading Public Schools | 2024-2025 CALENDAR

## BACK TO SCHOOL AND OPEN HOUSE NIGHTS

### Fall: Back to School Nights

Preschool – 5<sup>th</sup> Grade – September 11, 2024  
 Middle School – September 19, 2024  
 Preschool & High School – September 12, 2024

### Spring: Open Houses

PK and Elementary – May 15, 2025  
 Middle School – May 22, 2025

\*\*Wood End and Killam Pre-K locations will have Back to School the same night as Elementary. The High School Pre-K location will be the same night as High School Back to School Night.

## PARENT/GUARDIAN – TEACHER CONFERENCES

**Preschool – 5<sup>th</sup> Grade:** November 14, 2024  
**Preschool – 12<sup>th</sup> Grade:** November 15, 2024

## SCHOOL START AND RELEASE TIMES

School	Start Time	End Time	Early Dismissal	District-Wide Early Release
Elementary	8:25 AM	2:45 PM	12:45 PM	11:00 AM
Middle	7:50 AM	2:30 PM	12:30 PM	10:45 AM
High	8:30 AM	3:02 PM	1:02 PM	11:15 AM

## STUDENT ABSENTEE LINES:

Barrows	<a href="mailto:ambabsences@reading.k12.ma.us">ambabsences@reading.k12.ma.us</a>	781-942-9166
Birch Meadow	<a href="mailto:bmeabsences@reading.k12.ma.us">bmeabsences@reading.k12.ma.us</a>	781-944-2335
Joshua Eaton	<a href="mailto:jeeabsences@reading.k12.ma.us">jeeabsences@reading.k12.ma.us</a>	781-942-9161
Killam	<a href="mailto:JWKAbsences@reading.k12.ma.us">JWKAbsences@reading.k12.ma.us</a>	781-944--7831
Wood End	<a href="mailto:weeabsences@reading.k12.ma.us">weeabsences@reading.k12.ma.us</a>	781-942-5420
Parker	<a href="mailto:wspabsences@reading.k12.ma.us">wspabsences@reading.k12.ma.us</a>	781-944-1236
Coolidge	<a href="mailto:awcabsences@reading.k12.ma.us">awcabsences@reading.k12.ma.us</a>	781-942-9158
RMHS	<a href="mailto:RMHSAttendance@reading.k12.ma.us">RMHSAttendance@reading.k12.ma.us</a>	781-670-2819
RISE	<a href="mailto:riseabsences@reading.k12.ma.us">riseabsences@reading.k12.ma.us</a>	781-942-9179

When sending an email or leaving a voice message, please leave your child's name, teacher name (if elementary), reason for absence/tardy and expected date/time of return.

## SCHOOL CLOSURE DATES

August 30, 2024	January 1, 2025
September 2, 2024	January 20, 2025
October 14, 2024	February 17 – 21, 2025
November 5, 2024	March 10, 2025
November 11, 2024	April 21 – 25, 2025
November 15, 2024	May 26, 2025
November 28 – 29, 2024	June 19, 2025
December 23 – 31, 2024	

## ADDITIONAL MAJOR RELIGIOUS & CULTURAL HOLIDAYS

<a href="#">Oct 3-4* Rosh Hashanah**</a>	Jan 7 Orthodox Christmas
<a href="#">Oct 12* Yom Kippur**</a>	Jan 29 Lunar New Year
Nov 1 Diwali Begins	Mar 1 Ramadan Begins
Dec 25 Christmas	April 13 Palm Sunday
Dec 26-Jan 2* Hanukkah	<a href="#">April 18 Good Friday**</a>
Dec 26-Jan 1 Kwanzaa	March 31 Eid al-Fitr
	<a href="#">April 12-20* Passover**</a>
	April 20 Easter & Orthodox Easter

\*Begins the night before at sundown

\*\*Please follow religious observance accommodations linked above

## Preschool and ELEMENTARY EARLY DISMISSAL DAYS

Elementary will be dismissed at 12:45 every Friday. Exceptions are listed below and Preschool early dismissals are noted:

November 27, 2024	District-Wide Early Release	11:00 AM
June 16/24, 2025	Last Day of School	11:00 AM

## MIDDLE SCHOOL EARLY DISMISSAL DAYS

September 19, 2024	Back to School Night	12:30 PM
September 27, 2024	Professional Development	12:30 PM
October 25, 2024	Professional Development	12:30 PM
November 27, 2024	District-Wide Early Release	10:45 AM
January 10, 2025	Professional Development	12:30 PM
February 7, 2025	Professional Development	12:30 PM
April 4, 2025	Professional Development	12:30 PM
May 9, 2025	Professional Development	12:30 PM
May 22, 2025	MS Open House	12:30 PM
June 16/24, 2025	Last Day of School	10:45 AM

## HIGH SCHOOL EARLY DISMISSAL DAYS

September 12, 2024	Back to School Night	1:04 PM
September 27, 2024	Professional Development	1:04 PM
October 25, 2024	Professional Development	1:04 PM
November 27, 2024	District-Wide Early Release	11:15 AM
January 10, 2025	Professional Development	1:04 PM
February 7, 2025	Professional Development	1:04 PM
April 4, 2025	Professional Development	1:04 PM
May 9, 2025	Professional Development	1:04 PM
June 16/24, 2025	Last Day of School	11:15 AM

## EXTENDED SCHOOL YEAR

July 7 – August 7, 2025

# Reading Public Schools

## School Committee Meeting Packet

February 29, 2024



New Business

# Reading Public Schools

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



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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: February 28, 2024  
RE: ARC Core Implementation Plan Update

During the 2/29 School Committee meeting, we will provide an update on the ARC Core Implementation Plan. Please find a copy of the presentation in the packet.

Thank you.



# ARC Core Implementation Plan Update

February 29, 2024

# 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

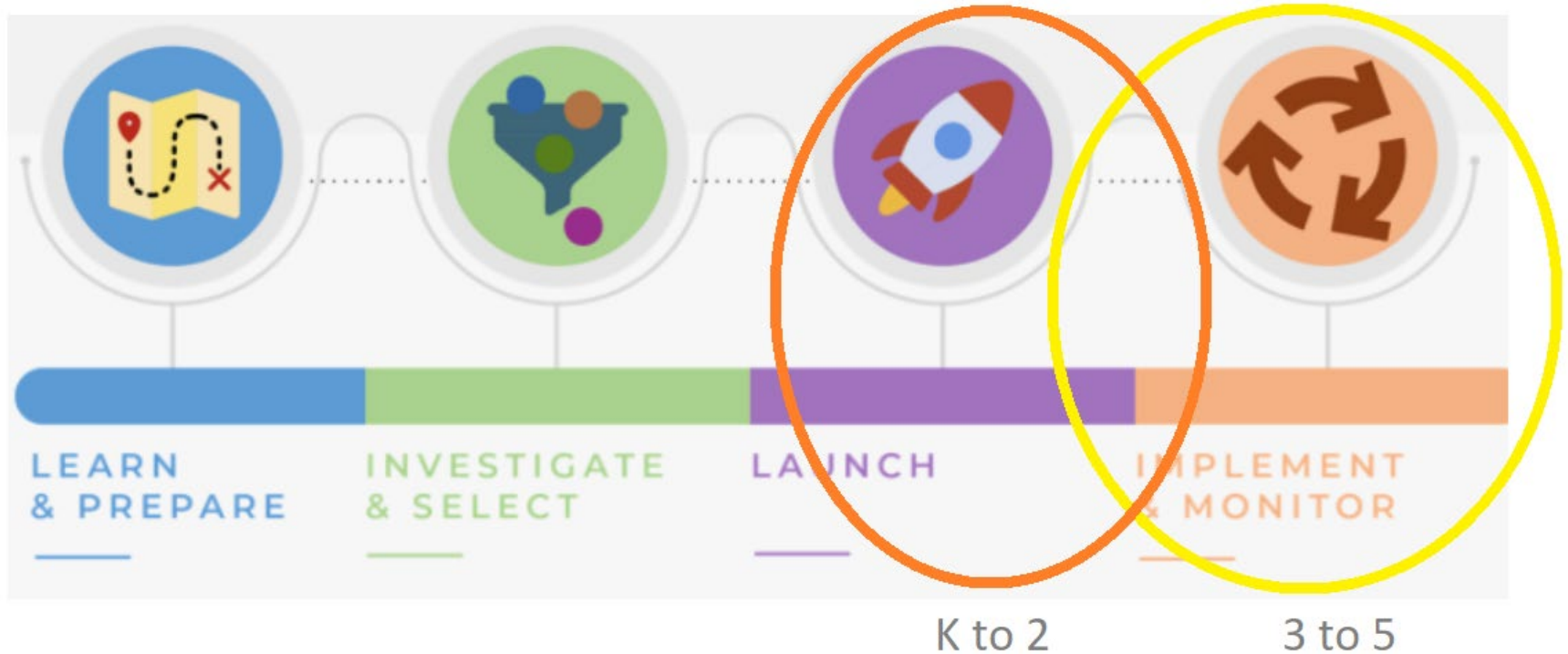
## February presentation topics

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



**Tonight!**

# Process for Adoption of New Curricular Resources





## IMPLEMENT

Plans for ongoing implementation including PD, curriculum document revision, & ongoing monitoring



The goal of the implement step is to ensure that teachers, support staff, and administration participate in targeted learning and ongoing support to implement curriculum changes with integrity. The Implement step is an ongoing process of implementation that can last between 1 to 4 years. Components of the Implement step include some of all of the following:

- Targeted professional learning
- Collaboration with Implementation Team (group of stakeholders to inform and guide ongoing implementation efforts)
- Communication and education of community (*students, families*) about any curriculum shifts they can expect to see
- Ongoing monitoring of curriculum implementation through data gathering
- Responsive adjustment of implementation supports

Implementation steps include memorializing curriculum, instruction, and assessment routines that can be shared across schools, grades, levels, and staff. This may include creation or revision of curriculum guides, curriculum maps, pacing guides, and continued training and on-boarding plans for staff.

# Ongoing Monitoring of Curriculum Implementation

Year 1 and 2 focus - What do we see in the classroom?

- Use of walkthroughs and observations to monitor for the following:
  - Use of new materials
  - Application of new instructional methods and routines
  - Evidence of student voice and work as central to learning
- Review of student work products with teachers and leadership team
- Examination of teacher use of IRLA and School Pace to capture student learning, including routines for data collection, to monitor strategic instruction

Year 2, 3 and beyond - How well is it working? How can it be improved?

- Review of student growth and achievement
- Review of important indicators, such as IEP referrals and DIBELS results over time
- Collection of staff and student feedback
- Analysis of Implementation Team Communication Loops

# Targeted Professional Development: Grades K-2

Year 1 Focus: *What does this look like in the classroom?*

- Organizing materials and learning about the format and structure of teacher-facing materials
- Calibrating on routines and expectations
- Supporting understanding about the shifts (how, what, when) in teaching foundational skills throughout the year - *continued focus in 24-25*
- Learning about the important features and purpose of knowledge-building curriculum
- Understanding assessments, learning how to administer, and how to interpret and target practice based on the results - *continued focus in 24-25*

# Targeted Professional Development: Grades 3-5

Year 2 Focus: *What does this look like in the classroom?*

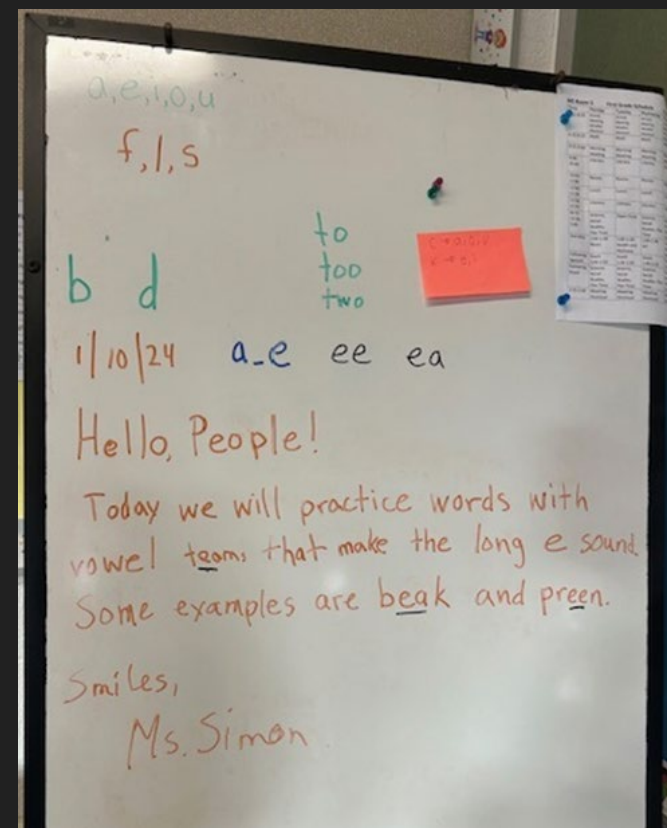
- Delving deeper into instructional materials to leverage to knowledge-building aspects of the program
- Understanding the alignment of materials to grade level standards and expectations
- Utilizing the IRLA to monitor student progress and target individual supports for students
- Coaching on strategic instruction (IRLA, Toolkits, Power Goals, equitable conferencing) with ARC team
- Focusing on writing in collaborative Friday workshops

# What We Are Seeing in Classrooms



## Foundational Skills:

Daily, whole class instruction in phonological awareness and phonics through an interactive morning message routine.

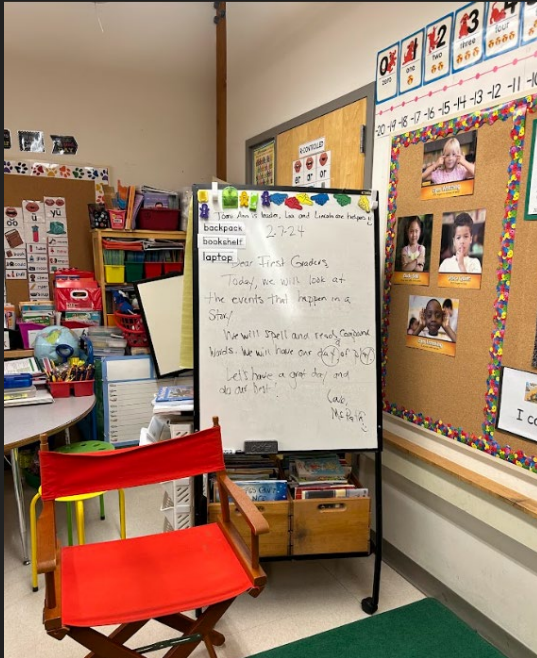


## Grade 1; Morning Messages linked to content and skills

Hello friends!

Today is Wednesday. We have PE at 1:00. You will listen to some more family stories with a problem and a solution. Let's have a wonderful Wednesday.

Love,  
Mrs. Rice and Mrs. M



# Foundational skills: A daily whole class lesson in phonological awareness and phonics with Word Study Notebook support for practice

## Day 2 Lesson Focus: Fiction vs. Nonfiction/ Informational Text

Morning Meeting & Foundational Skills 5-15 min.	Interactive Read-Aloud 15-40 min.	Reading Lab 20-40 min.	Writing 20-40 min.
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### Morning Meeting

This week, we will learn more about Wild and Endangered Animals and discover "HOW" facts while reading nonfiction books. Today, we will use the word "chip" to help us do that.

#### 1. Warm Up: Phonological Awareness

Post or project the Key Word Strip. Students also have a version in their Word Study Notebooks.

**Locate the Word Family on the Key Word Strip:** This is a Key Word Strip. Point to the word "chip" on the Key Word Strip. We will use the word "chip" to read and spell many words today.

**Onset Substitution Practice:** Say "chip." Now say it again, but change /ch/ to /sh/. What's the new word?... Right, "ship." Continue to substitute onsets (e.g., /f/, /h/, /l/, /r/, /t/, etc.) as long as student engagement is high. Remember, this should take no longer than one minute.

#### 2. Morning Message

As you write your Morning Message, model using Key Words and Power Words to spell new words.

**Example: Dear Researchers,**

*Hip Hip Hoop!* It's time to find some "HOW" facts about Wild and Endangered Animals. Can you share a tip for reading nonfiction books?

Love,

(Your Name)

#### Interactive Writing

Share the thinking and the pen with students to compose the Morning Message.

**Think-Aloud:** Think aloud about what you want to write. Say the message or part of the message aloud before you write. Ask students to say it with you.

**Write:** Students help figure out and write parts of the message with you (use Key Words to spell new words, practice student Power Goals, and use grade-level mechanics (capital letters, end punctuation, etc.)).

**Phonics Focus:** Stop before you write the word "chip." I want to write the word "tip." Say it. Stretch it out. Point to the word on the Key Word Strip that rhymes with "tip." Yes, "chip." How do you spell "chip"?... Yes, /c-h-i-p/. If /c-h-i-p/ spells "chip," how do you spell "tip"?... Yes, /t-i-p/. Now let's write it. What do you hear first?... Yes, /t/. How do we spell that?... Yes, with the letter "t." Let's write "t." What do you hear next?... Yes, /i/. How do we spell that?... Yes, with the letters "i" "p." Let's write "ip." Now let's blend the parts together and read the word. Repeat this process to write the word "tip."

**Language Conventions (Nouns):** What words in our message are nouns, words that name people, places, things, or ideas?... Yes, "researchers," "facts," "animals," "books," etc. Underline the word(s) as students respond.

#### Foundational Skills Focus

##### Phonological Awareness

Onset and Rime

##### Phonics

Read, Spell, and Analyze  
One-Syllable Words:  
Short "I": -ip

##### Word Study

Read and Spell  
One-Syllable Words

##### Physical Stretch

Integrate as much movement as possible into your Morning Message.

For example, have all students stand up. I'm going to say some words.

If you hear the /t/ sound in the word, jump up (e.g., cap, sit, pet, flap, rat, etc.).

### Word Study: -ip Week 1: Day 2

1. Say  2. Write the missing letters. Read the words.

\_\_ip ch\_p chi\_

3. Spell  \_\_\_\_\_

4. Say  5. Write the missing letters. Read the words.

\_\_ip sh\_p

6. Spell  \_\_\_\_\_

7. Read the words out loud. Underline ip in each word.

chip ship hip  
zip tip lip  
clip clips lips













8. Say and write the words. Circle (ip) in each word.

Do you clip your chips?  
yes no

### Zip-Zap! Week 1: Day 2

Zip through -ip words. Read them fast!

 chip  hip  dip  
 sip  slip  lip  
 ship  ships  hips  
 lips  flips  clips

Zap the -ap words. Read the words. Color the boxes with the words that rhyme with zap.

	clap	trap	zip	map	
	lake	tap	hit	slap	
	jet	nap	sip	flap	

### 3. Phonics/Word Study

**Read the Message:** Have students try to read the message in unison with you.  
**Analyze the Message:** Ask students to find and circle, underline, box, etc., parts of the message related to the Phonics Focus (using Key Words to read and spell new words) and student Power Goals (e.g., using Power Words to spell new words, correctly spelling Power Words, letter sound correspondences, etc.).

**Study:** Key Word "chip"

- Locate the Word Family on the Key Word Strip. Today, we are using "chip" to read and spell many words. Let's take a closer look at "chip."
- Map Sounds to Letters in the Key Word
  - What is the first sound you hear in "chip"? (/ch/)
  - What letters spell that sound? ("c" and "h")
  - Cover the ch-. What part is left? (-ip)
  - What sounds do you hear in /ip/? (/i/ and /p/)
  - What letter or letters spell each sound? ("i" and "p")

**Spell:** Let's make a list of all the -ip words we can.

- What other words can you think of with -ip? Let's write them on our Word Study chart. Generate new words in the word family.
- Students stretch out words to write them using skywriting, palm writing, or dry-erase boards.

**Read New Words (Chunking):** Read and study the words on the list together. Coach as needed. For example:

- Here's how you can read "zip":
- Cover the "z"
  - Read -ip
  - Put /z/ in front and say "zip."

**Look for Patterns:** What part is the same in all the words on our list?... Yes, -ip. Let's underline it. What sounds do you hear in /ip/? What letter or letters spell each sound? Circle the letter that spells the sound /i/. This sound is called short "i."

**Form Connections to Other Short "I" Word Families:** Add today's word family to your Rime Unit Word Wall.

- Let's look at our Rime Unit Word Wall. What other word families/rimes do you know that have the /i/ sound like in -ip? Whisper it to your partner.
- Who can come and point to one they found?... Yes, in -it and -in you can hear the sound /i/ like in -ip, and the sound is spelled with the letter "i."

**Apply:** Students complete the day's activities in their Word Study Notebooks.

## Grade 1; Foundational Skills lesson



Foundational skills: Differentiated instruction using Toolkits in small groups that is targeted to the individual needs of students.



# Foundational skills: Toolkits provide explicit and systematic instruction in phonological awareness and phonics. Toolkit lessons are implemented through equitable conferencing schedules.

## 1 Blue Zone 1

Use 10 Power Words (Without Onsets) to Read and Spell 100 New Words

		Text	Page
Lessons 1-2	Consonant + Power Word = New Word -all	Who Can I Call? (-all)	5
Lessons 3-4	-it	Let's Quit (-it)	25
Lessons 5-6	-am	Slam Bam Sam (-all, -it, -am)	33
Lessons 7-9	-an -and	Dan Gets a Call (-an, -and)	41
Lessons 10-12	-at -eat	Dan Gets a Cat (-at, -eat)	55
Lessons 13-14	-in	What's So Good About Matt? (-an, -and, -at, -eat, -in)	69
Lessons 15-16	-out -up	The Grand Scam (all 10 phonograms)	77

Oral Rhyming for Students W

Lesson 1 (continued): Consonant + Power Word = New Word

### Zone 1 Practice Protocol

In each Zone 1 lesson, you will see the following protocol for introducing a new Power Word rime.

#### Students Will:

##### Phonological Awareness

**Generate Rhyming Words:** Say a word that rhymes with the Power Word rime. (e.g., all → ball)

**Isolate Onset:** Know what sound(s) represents the onset. (/b/)

**Segment Onset and Rime:** Delete the beginning sound(s) initial consonant, blend, or digraph. (all)

**Blend Onset and Rime:** Add the onset back on and say the word again. (ball)

##### Phonics/Word Study

**Letter-Sound Knowledge:** Know what letter(s) represents the onset. ('b')

**Spell:** Spell (or skywrite) the word.

**Orthographic Mapping (with Regular Vowel Patterns):** Analyze the word to determine which sound is made by each letter.



#### MLLs Coaching Tip

MLLs in 1B are acquiring decoding skills as well as English vocabulary, pronunciation, and other linguistic features. Do not assume that they can easily come up with words that rhyme in English or that they already know the meaning of every word they encounter, even very common ones. Encourage them to think about what they know across something new, whether it's decoding skills, or both. Honor their agency in identifying what they need help with and do not penalize them for it. For additional support coaching MLLs, consult the Guide to MLL Coaching with Multilingual Learners.

#### Coaching Tip

Focus only on what all students are working at. There is no reason to ever read anything or write anything. Move on to reading as soon as you can.

Lesson 1 (continued): Consonant + Power Word = New Word

### Lesson 1: -all

**Goal:** Today you will be able to read and spell any word that rhymes with all.

#### Phonological Awareness

**Generate Rhyming Words:** Say a word that rhymes with the Power Word rime. Who can give us a word that rhymes with all? (e.g., fall)

**Isolate Onset:** Everyone say that word. (fall)

What sound do you hear at the beginning? (/f/)

Just say /f/. Where are your lips?

**Segment Onset and Rime:** Delete the beginning sound(s) initial consonant, blend, or digraph. (N). Everyone say fall. Take off /f/. What's left? (all)

**Blend Onset and Rime:** Add the onset back on and say the word again. Say /f/. Add -all. What word is it? (fall)

#### Phonics/Word Study

**Letter-Sound Knowledge:** What letter does fall start with? ('f')

**Spell:** Spell (or skywrite) the word. Everyone write fall in the air.

How do we spell fall?

Close your eyes and spell fall.

Write the word on the board.

**Reading New Words (Chunking with Word Families):** Here's how you can read fall:

- Cover up the "e"
- Read all.
- Put /f/ in front and say fall.



#### Warning Signs

Students entering 1B should already be able to supply rhyming words. If

Example of a targeted skills lesson in a toolkit



#### MLLs Coaching Tip

Take a moment to ensure that MLLs in the group know the meanings of all these words. Offer short sentences to clarify the meanings. Have them add any new vocabulary to their notebooks.

## Read and Spell

all	hall	halls
tall	mall	malls
fall	falls	small
ball	balls	stall
call	calls	stalls
wall	walls	



You have a phone call



Lesson 1 (continued): Consonant + Power Word = New Word

1B Zone 1

**Reading:** Let's read these -all words.

**Model (if necessary):**

- Cover up the initial letter(s) AND, when necessary, the ending consonant(s).
- Say all. Say the onset. Add the final consonant(s), where applicable. Blend to say the word.

**Guided Practice:** Ask students to cover/uncover the onsets as they work to read the words.

**Reading with Clues:** Have students look at the -all word lists to answer the following questions:

- Where can you shop?
- What's the opposite of "short"?
- What's the opposite of "big"?
- Where do you keep a horse?
- What word starts the same as "smile"?
- What words start the same as "wish"?

**Spelling/Skywriting:** Have students spell a few of the words from memory, stretching the words out as they write them.

#### Coaching Tip

Students may find it easier to practice blending words if they begin with onsets that can be held (e.g., /f/, /m/, /s/, /z/).

#### Coaching Tip

Have students offer the clues. This exercise keeps them reading and rereading the words.

#### Read and Spell

all	hall	halls
fall	mall	malls
ball	balls	small
call	calls	stall
wall	walls	stalls



# Knowledge Building

Each unit is built around an important topic. Students spend time immersed in texts related to the topic while engaging in activities that allow them to discuss and write about the content they are learning.



READING  
PUBLIC  
SCHOOLS

Reading Focus	Final Writing Product(s)	Focus Standards	Standards In All Units
Literacy Lab (100 Book Challenge)	Literature & Informational	R.1, R.4, R.10, W.9, W.10	Reading #1, #4, #7, #9, #10 Writing #4-10 Speaking & Listening #1-6 Language #1-6
Informational	Informational Text/Book	R.2, R.5, R.7, W.2	
Genre Study	Literature	Literary Essay & Short Story	
Argument	Informational	Argumentative Essay	

	Unit 1	Unit 2	Unit 3	Unit 4
Grade K	ARC Literacy Labs <sup>®</sup>	<b>Zoology</b> NGSS K-LS 1-1	<b>Ecology</b> NGSS K-ESS2	<b>Entomology</b> NGSS K-ESS3
Grade 1		<b>WILD AND ENDANGERED ANIMALS</b> NGSS 1-LS 1-3	<b>Family Stories</b> MA 1.T1	<b>Plants</b> NGSS 1-LS 1-3
Grade 2		<b>Bugs In their environments</b> NGSS 2-LS 2-2, LS 4-1	<b>ANIMAL STORIES &amp; Animals</b>	<b>Jobs in My COMMUNITY</b> MA 2.T1-5
Grade 3		<b>WEATHER AND CLIMATE</b> NGSS 3-ESS 2-3	<b>TRADITIONAL TALES &amp; World Cultures</b>	<b>Marine Life</b> NGSS 3-LS 1-4
Grade 4		<b>ANIMAL ADAPTATIONS</b> NGSS 4-LS 1-2	<b>American Historical Fiction &amp; American History</b> MA 4.T4	<b>U.S. STATES</b> MA 4.T1-4
Grade 5		<b>Ecosystems</b> NGSS 5-PS3-1, LS1-2 ESS 2-3	<b>ADVENTURE &amp; Survival</b>	<b>Civil War Era</b> MA 5.T5



## Knowledge-Building

Explicit instruction in content vocabulary with lots of opportunities to use in context.

Bug Group	Body	Legs	Wings	Other
Insect	3 parts - antennae - abdomen - thorax	6 legs	some have wings	2 antennae
Arachnid (spider)	2 parts - Cephalothorax (head) - abdomen (stomach)	8 legs	no wings	
Centipede	many segments feet	one pair of legs per segment total 20 legs	no wings	2 antennae
Millipede	many round segments	2 pairs of legs per segment 1000 per segment	no wings	2 antennae

RQ #1

What kind of bug is this?  
How do you know?

Grade 2, Unit 2  
Models for research questions with anchor charts

Ecosystems				
All Living Things Need	Air	Water	Energy	Shelter
	• nose/mouth lungs	• drink nectar (bees)	Food	• safe from predators
	• gills (fish)	• drink water	• plants	• other animals
	small holes called spiracles (bugs)	• plants that have water in them		• weather

RQ #2

- In which ecosystem(s) does this bug live?
- How does this bug depend on its surroundings to get what it needs?

# Knowledge-Building:

Explicit instruction in academic vocabulary with lots of opportunities to use in context.

Grades 3 & 4, Unit 3  
Models for story elements with anchor charts

## Key Characteristics of American Historical Fiction

Story Element	Examples	Generally in this genre...
Setting	New York City, Gettysburg, 1874	<ul style="list-style-type: none"> <li>In the past</li> <li>True events</li> </ul>
Characters	Everett, Kids Our Age	<ul style="list-style-type: none"> <li>made up people who are realistic</li> </ul>
Plot		
Theme		
Language	"sharecrop" "exoduster"	<ul style="list-style-type: none"> <li>fits the time and place</li> <li>Tier 3 vocab</li> <li>Cultural</li> </ul>

**SAID'S DEAD**

cried asked  
exclaimed  
stated realized  
retorted shouted  
screamed  
mumbled  
murmured  
whispered

**Transition Words/phrases**

First, next, then  
Last, finally  
A little later  
After that

Also  
Another

## FOCUS ON ELA

Setting	Characters	Plot	Theme
late 1600s Kingdom house palace	Cinderella Step family fairy prince	Cinderella is mistreated but goes to the ball and marries the prince	Be kind to everyone Love conquers all!
1600s Ghana, Africa (Akan Kingdom)	Fremma Family Prince Pharaoh	Fremma is mistreated but wears a flower dress and the prince comes to her village and asks her to be his princess	Share with others Be kind to everyone & don't buy beauty
1000 years ago China Kingdom village	Xiao Step family fish king	Xiao is mistreated but the fish spirit grants her wishes & she marries the greedy king	Don't be greedy Be kind Get to know someone before you marry them
1000 years ago Persia Kingdom	Hakuchi King Old lady	Indrakshi delivering a message, Hakuchi asks a woman and gets magic sandals	Trust your gut / follow your heart Need our help Always do the right thing Be brave

### Traditional Tales

Antagonist: the villain

Minor Character: someone in the past

Story Elements Thinking Map

Story Element	Examples
Setting	...
Characters	...
Plot	...
Theme	...
Language	...

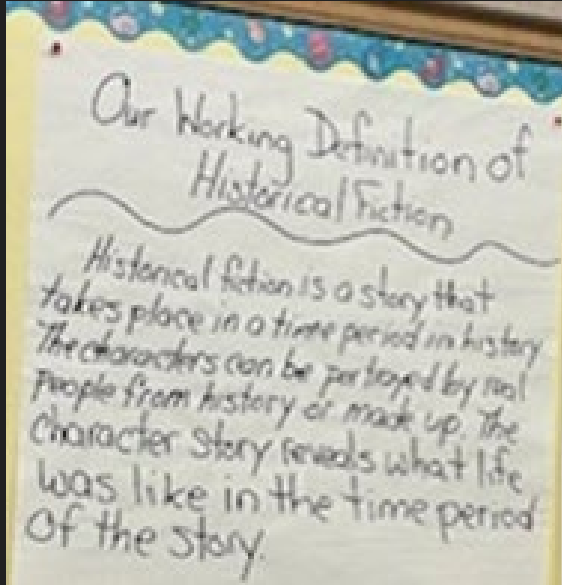
**ACADEMIC VOCABULARY**  
words used in a story

Share with it  
Revolution  
Kill the queen

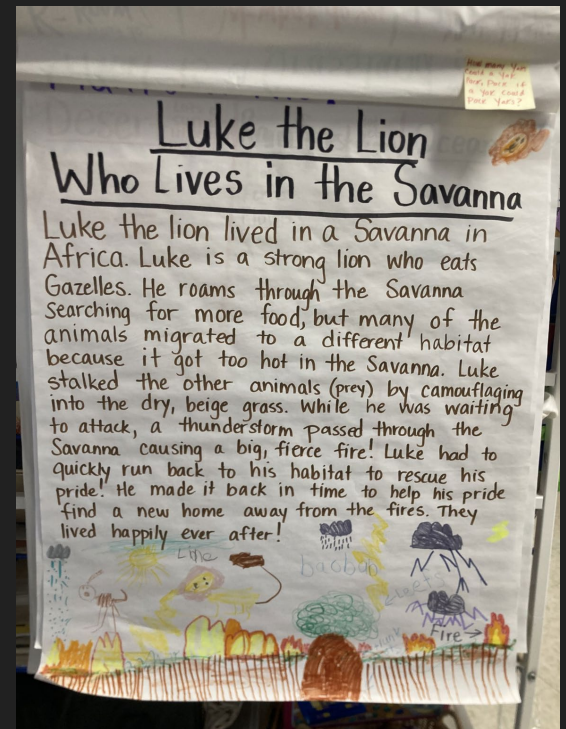


## Knowledge-Building:

Growing students general knowledge through whole class, grade-level instructions. Opportunities for collaboration to process, understand and interpret content together.



*Grade 4, Unit 3  
Co-constructed definition  
of historical fiction*



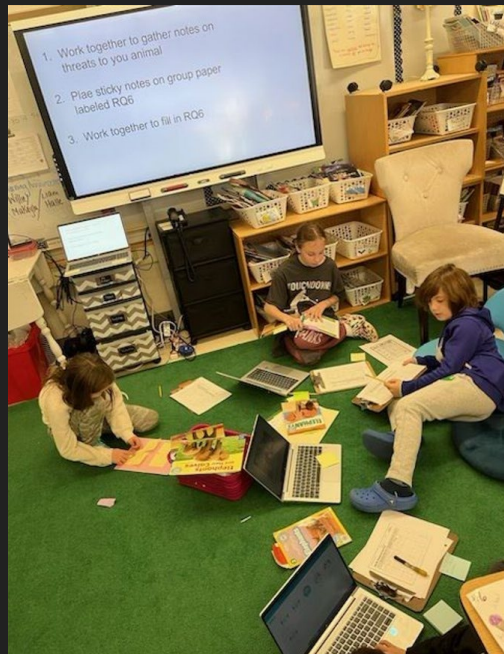
*Grade K, Unit 3  
Co-constructed story  
about the savanna  
written after learning  
about the savanna*

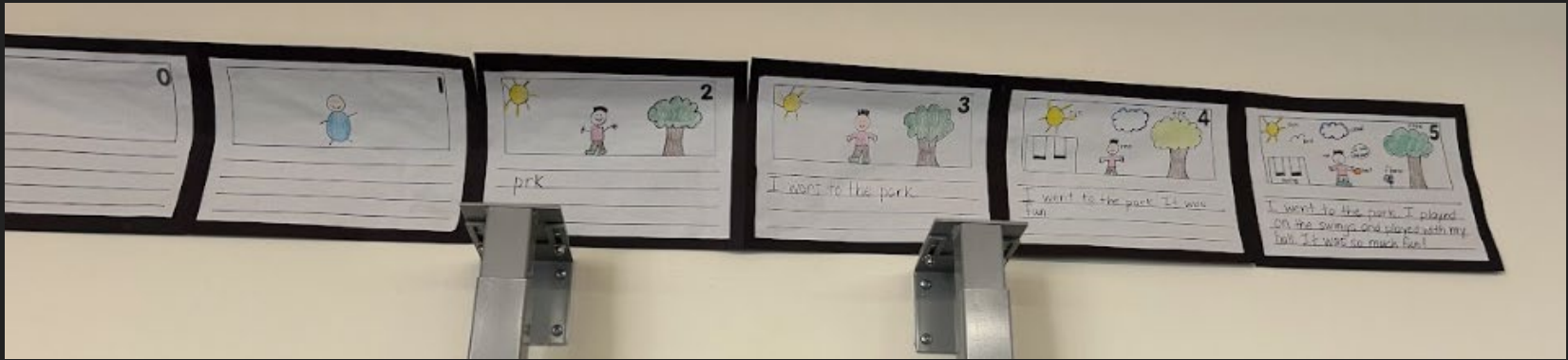


Knowledge-Building: Students are engaged in frequent writing about their topics that is grounded in evidence they have gathered from their research.

## *Grade 4 Unit 2*

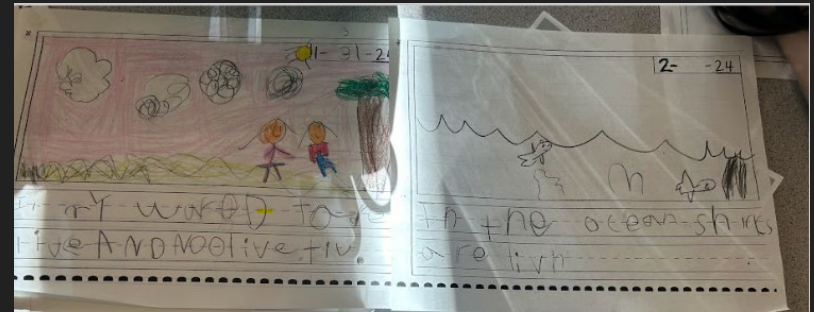
*Working collaboratively to build knowledge and research skills*





Writing: Modeling for students what work could and should look like.

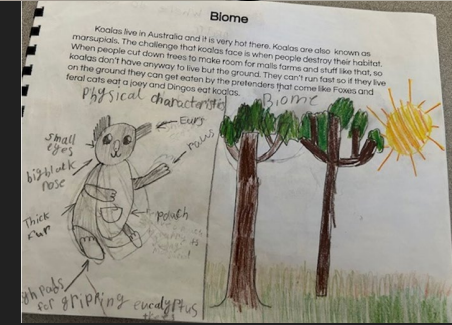
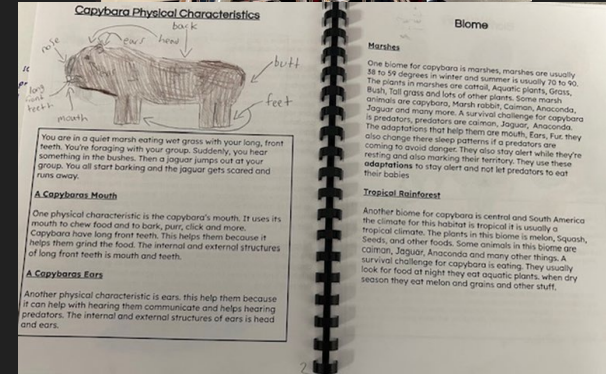
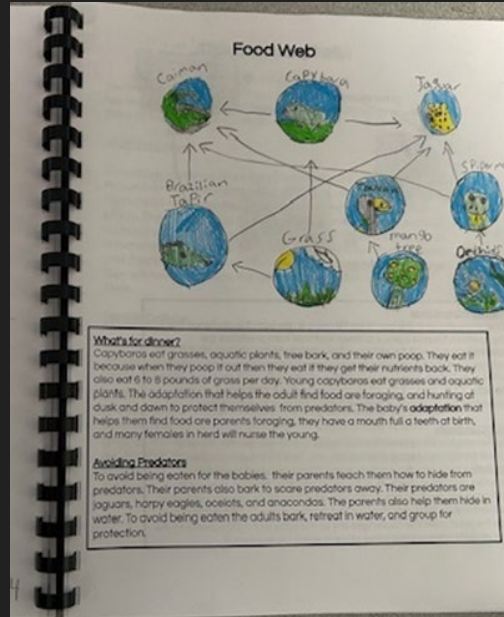
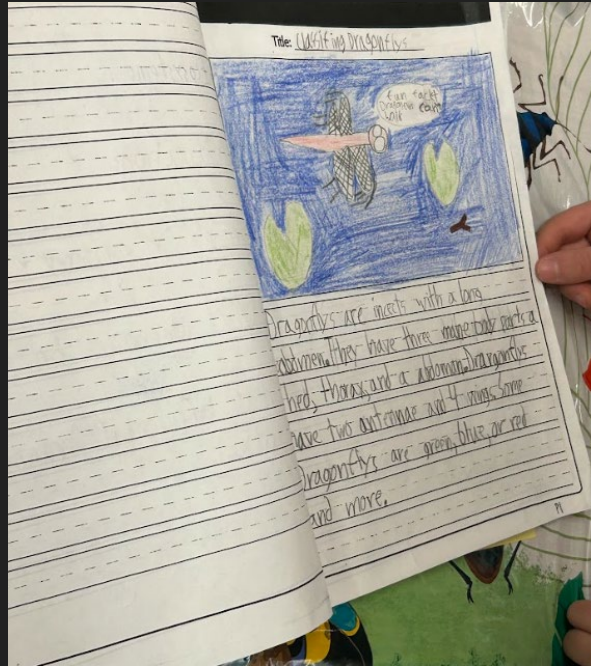
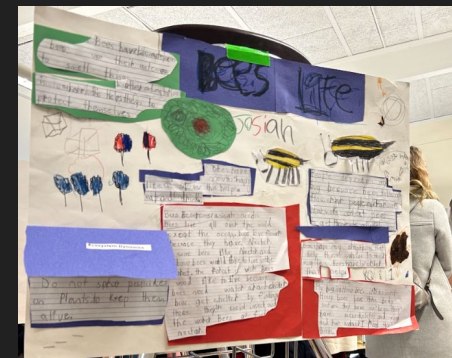
*Progressions in Kindergarten with rubric posted in room*





Writing: Research projects that are anchored in the unit and grade level content to extend and solidify learning.

End of Unit 2 projects (multiple grades)



## Writing: Explicit instruction in writing fundamentals with instruction in the context of students' writing.

10/23/23 #21

Under the ice is about a baby seal growing up. I know this because the book is sorta like a time line, like in every paragraph the pup gets older and does more advanced things.

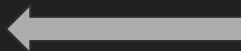
First, the seal is a day old, and drinks its mom's milk. Next, the seal is a few weeks old, and grows blubber, then at 2 weeks old, it starts diving with its mother. After that, the seal learns how to catch food.

To sum it up, under the ice is about a baby seal growing up.

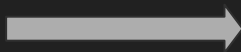
- Introduction
- ✓ transitions
- Use direct evidence
- Unpack evidence

This is important  
This shows

*Grade 4  
Pre-assessment for  
Unit 2 with  
identified goals*



*Post-assessment  
for Unit 2 where  
student met all  
goals set*



Giraffes [redacted] 1/18/24

Did you know that a giraffe can be up to 17 feet tall? Well it's true. Another thing that's true is how a giraffe's body helps it survive in their habitat.

First, giraffes have spotted skin. They have this for camouflage. A giraffe's skin is as spotted as a camouflage suit in the military. This shows that giraffes need spots on their body in order to survive.

Next, giraffes can gallop at speeds of 30 miles (48km) per hour. They run with their back legs spread and their front legs tucked close together with their back legs. In the text it states "They run in a similar way to jackrabbits." (pg.44.) This is important because in order to survive, they have to run fast.

Lastly, giraffes have big eyes which help them see. They are widely spaced on either side of the head. Giraffes need this to see predators. This proves that giraffes have big eyes to survive.

From spotted skin, to galloping at 30 mph (kph,) to having big eyes, these examples show the giraffes body helps them survive in their habitat.

What We Are Learning

# Areas We Continue to Calibrate

## Spring 2024

- Training focus with K-2 on a deeper understanding of the foundational skills scope and sequence
- Supporting teachers in routines for data collection using School Pace
- Bolstering staff use of strategic instruction through toolkit lessons

## Looking ahead to 2024/25

- Explicit PD for K-2 teachers in strengthening knowledge base of foundational skills instruction, including research-based routines and practices
- Continue partnership with The Hill for Literacy to build consistency in foundational skills instruction

# Areas we are customizing in ARC Core to better meet our needs

We continue to monitor implementation and identify areas we want to adjust programming to better meet the needs of RPS students. Below are some of the ways we are customizing ARC Core:

- Winter 2024: Adding to and adjusting some ARC rubrics for writing assessments
- Spring 2024: Creation of a grammar scope/sequence for RPS
- Spring 2024: Changing a core text in a grade 5 unit and adapting a grade 5 post assessment passage
- Next year: Adding in additional vocabulary routines
- Ongoing: Gathering exemplars in a systematic way to support staff

# Areas We Continue to Monitor

- K-2 Foundational instruction, materials and approach
  - Gathering feedback from K-2 teachers and literacy specialists
  - Leveraging learning from the Hill for Literacy - Science of Reading course to examine foundational skills lessons
  - Observations and walkthrough by leadership to see foundational skills lessons in action
- K-2 Foundational skills scope and sequence
  - Using IRLA and screening data to see if scope and sequence allows students to meet benchmarks (particularly in K and 1)
- Connection of knowledge building content with science and social studies curriculum
  - Gathering feedback from K-5 teachers and literacy specialists
  - Determining which topics need additional texts for research



Questions?

# Reading Public Schools

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



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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: February 28, 2024  
RE: Special Education Program Review Update

During the 2/29 School Committee meeting, we will provide an update on the Special Education Program Reviews. Please find a copy of the presentation in the packet.

Thank you.



# Special Education Program Review Update

**Feb. 29, 2024**

*The goal of this presentation is to provide an update on progress relating to recommendations provided through the recent special education program reviews, both overall and by specific programs. At the end of the year, the district will present and distribute a written update on each of the recommendations outlined in the program reviews.*



# Presentation Agenda

## 1. Context

- Program Review Requirements
- Goals of Program Reviews
- Timeline

## 1. Updates across all programs

## 1. Updates by specific programs

- REACH
- SOAR
- LEAD
- SAIL/EMBARC
- LIFT
- RISE
- Learning Center





# Tiered Focused Monitoring (TFM) Requirements

## State Requirements

**SE 56 - Special education programs and services are regularly evaluated**

**What is required:**

Documents

Interviews

## Federal Requirements

M.G.L. c. 69, section 1A

M.G.L. c. 69, section 1I

M.G.L. c. 71B, section 3





# Goals of Program Reviews

- Develop and calibrate the strengths and weaknesses of our programming from an outside perspective
- Ensure evidence based practices and action steps to inform us of strategies, systems and staffing to improve student outcomes
- Consistency within and across systems and practices to impact student outcomes
- Create clear, measurable, transparent outcomes
- Provide clear reports on progress and next steps



# Belief and Urgency

All students feel that one's authentic self is seen, valued, affirmed, and connected by/to the school and district.

The urgency is the lives of children and an obligation to ensure that students receive the education they need and deserve in the least restrictive environment with instruction based in evidenced based practices.





# Program Reviews - Where We've Been and What's Ahead

- **2019-2020:** Internal evaluation of the overall functioning of the special education systems
- **2020-2021:** Internal evaluation of reading evaluations and instructional systems
- **2021-2022:** External evaluation of E.M.B.A.R.C., S.O.A.R., S.A.I.L., and R.E.A.C.H.
- **2022-2023:** External evaluation of R.I.S.E. and Learning Center
- **2023-2024:** External evaluation of L.E.A.D.
- **2024-2025:** External evaluation of specially designed reading instruction (\*tentative)





# **Updates Spanning Across Programs**



## Updates Spanning Across Programs

**Recommendation: Hire a Program Administrator with appropriate credentials to supervise specialized programs**

Update: Currently, all substantially separate programs have a program coordinator to supervise and coordinate implementation of recommendations. For 2024-2025, we are considering shifting our staffing model to allow for a full time Program Administrator.

**Recommendation: Hire a Transition Specialist.**

Update: Madison Burns started in the role in the fall of 2023 and is focusing on short and long term transition planning as well as development of the LIFT program.

**Recommendation: Revise the current program description to define program missions, philosophies, and outcomes**

Update: Program descriptions, missions, philosophies, and outcomes have been re-written and posted on the district website.



## Updates Spanning Across Programs (continued)

**Recommendation: Increase parent and staff communication.**

Update: There have been several initiatives to increase parent/staff communication, including individual calls to all program families, written quarterly program updates, and consistent vertical program meetings.

**Recommendation: Plan high-quality professional development for teachers, paraprofessionals, and related service providers.**

Update: We created a new Inclusion Specialist role, filled by Jackie Pelusi, to provide job-embedded coaching to general education and special education teachers around supporting students in the least restrictive environment. The feedback around this role has been extremely positive from staff. Also, we are developing a plan for program-specific training over the summer for all program staff.

**Recommendation: Improve transition planning for each student moving between schools.**

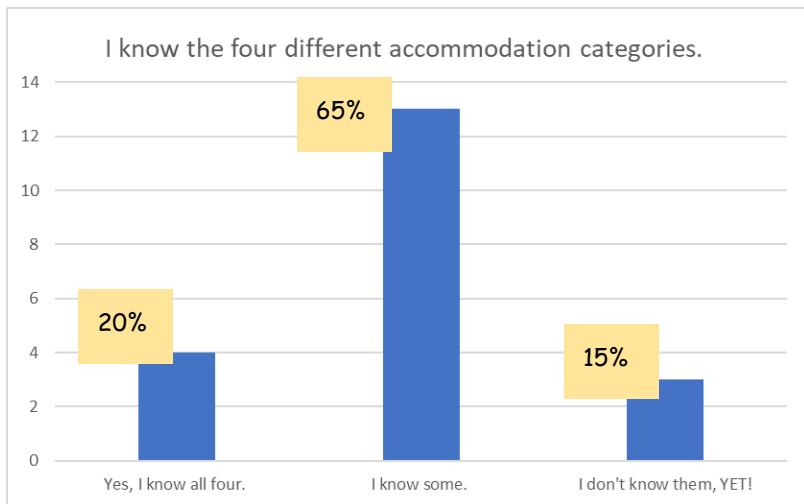
Update: Starting this school year, every student on an IEP will have a documented transition form outlining individual student needs. Additionally, there will be specific program transition activities developed.



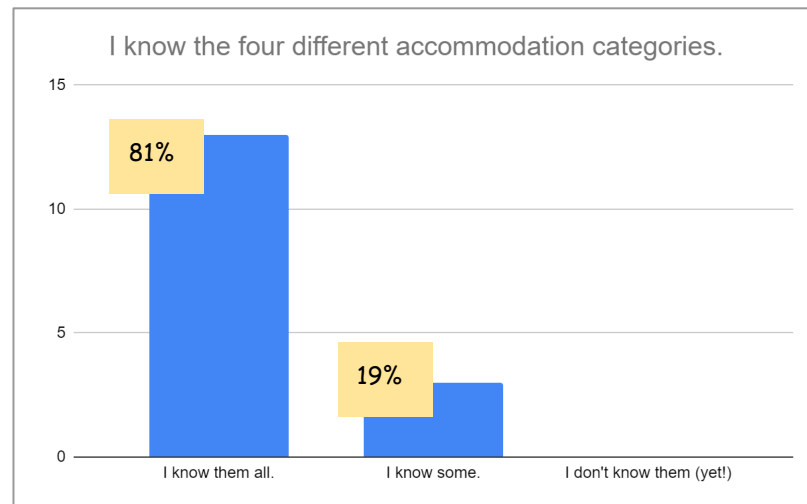
## Middle School Paraeducator PD

Monthly PD focused on accommodations to support students.

In September 2023...



In December 2023...





# Updates by Specific Programs



# REACH: Resiliency, Executive Functioning, Academics, Coping Skills, Habits of Mind

Coordinator: Kelly DiCato

## **Program Review Recommendations:**

- Hire a Program Administrator with appropriate credentials to supervise specialized programs at all levels.
- Hire a Transition Specialist.
- Revise the current program description to define the REACH program mission, philosophy, and outcomes of the program.
- Define the roles of the Teachers, Paraprofessionals, and Support-related service providers.
- Implement team meeting times for REACH Teachers, Paraprofessionals, and Support-Related Service providers.
- Provide relevant professional development to all REACH staff.
- Create a documented transition plan for each student moving from Barrows Elementary School to Parker Middle School to Reading High School.
- Selected a data collection system that is consistent, recorded as a team, easy to share, and informs academic and behavioral instruction.
- Integrate Social Emotional Learning (SEL) initiatives into school culture.
- Consider an evaluation of paraprofessional salaries and job descriptions.
- Conduct a comprehensive evaluation of the Learning Center, SOAR, and LEAD programs before the 2023-2024 school year.



# **REACH: Resiliency, Executive Functioning, Academics, Coping Skills, Habits of Mind**

Coordinator: Kelly DiCato

## **Major Initiatives:**

- Pursuing additional training in ACT (Acceptance and Commitment Therapy) for all professional staff
- Winter/Spring Vertical meeting time has a focus on students transitioning between levels
- In collaboration with the SOAR program applied for reducing Time Out Grant offered by DESE
- Pursuing a social emotional curriculum to vertically align programming
- Working with Parker administration to identify needed schedule changes for next school year
- Creating a summer PD for general education staff as REACH will transition to 8th grade at Parker next school year
- REACH staff are a part of the district SEB (Social Emotional Behavior) committee
- Refining staff roles
- Team meeting times have been implemented for staff consultation



# **SOAR: Social Skills; Organizational Skills; Academic Skills in Real World Situations**

Coordinator: Melissa Forbes

## **Program Review Recommendations (General):**

- Implement collaboration structures to ensure that teachers and specialists have the time and space to work together to support students by having meetings on a biweekly basis (especially for inclusive classroom teachers with SOAR students).
- In co-taught classrooms provide teachers with designated collaborative planning time on a weekly basis as a team to ensure teachers that are co-teaching are well prepared for instruction
- Build a library of modified and accommodated curriculum and assignments (general and special education teachers work together to modify all assignments for every grade level, in accordance with the unique needs of their students). Each time a modification is made, the modified version gets added to the library of modified resources for every assignment in every grade level, which can help meet different types of needs and save teachers' time.
- SOAR students should each have an individual binder that contains their disability impact statement, their accommodations, and data sheets for behavior and objective tracking
- A specific SOAR program staff member designated to the SOAR classrooms for on duty support, which is outlined in a structured weekly schedule
- Create exit criteria to fade out supports from sub-separate classrooms to inclusive classrooms, based on data
- Designated SOAR paraprofessionals who are aware of student's needs/goals
- Consistent progress and team meetings where data is graphed and analyzed and adjustments are made





# **SOAR: Social Skills; Organizational Skills; Academic Skills in Real World Situations**

Coordinator: Melissa Forbes

## **Program Review Recommendations (General continued):**

- Professional development for all staff on Autism Spectrum Disorder, Co-teaching, and positive behavior intervention and supports
- Evaluate how staff spend their time and provide guidance on effective use of time (training on utilizing and structuring academic support blocks appropriately)
- Expand the reach and impact of social, emotional, and behavioral supports by using Social Emotional Learning curriculum across schools (i.e. Circles Curriculum, Teachtown, Character Strong, etc.)
- Adding transition and vocational assessments/curriculum (i.e. AFLS, Essentials for Daily Living, Assessment for Employment and Vocational Skills, etc.)
- Hiring a transition specialist to oversee short and long-term transition planning
- Adding assessments for social skills, communication, coping skills, and executive functioning skills (ABLLS, AFLS, Essentials for Daily Living Skills, etc.)
- Dedicated SOAR BCBA (to conduct functional behavior assessments, create a behavior support plan based on the data, and train staff on the implementation of the plan)
- Designated space for students to use as a break area when they are dysregulated
- SOAR Communication logs for communication between home and school
- Funding for transport to the community and activities in the community
- SOAR program open house for parents/students/teachers to meet prior to the school year



# **SOAR: Social Skills; Organizational Skills; Academic Skills in Real World Situations**

Coordinator: Melissa Forbes

## **Program Review Recommendations (Teaching Strategies):**

- Differential Reinforcement Procedures
- Shaping
- Functional Communication Training (FTC)
- Prompt Hierarchy
- Token System
- Interpersonal Training
- Natural Environment Teaching (NET) and Incidental Teaching (IT)
- Modeling/Imitation
- Reinforcement Systems
- Social Emotional Learning (SEL)
- Premack Principle
- Priming
- Denied access/Delayed access/Termination of preferred activity



# SOAR: Social Skills; Organizational Skills; Academic Skills in Real World Situations

Coordinator: Melissa Forbes

## **Major Initiatives:**

- An additional full time BCBA was added to increase the support the SOAR program
- In collaboration with the REACH program applied for reducing Time Out Grant offered by DESE
- Aligning programming and working closely with the Inclusion Specialist to have students remain in the least restrictive setting
- Critically analyzing student level of need and providing the appropriate supports within LRE
- Expanding staff understanding of LRE and the impact on instructional practices
- Vertical meeting in collaboration with SAIL and EMBARC to discuss fostering independence for students with diverse needs
- Planning summer professional development around K-12 transition planning for students with ID and Autism Increasing independence in the mainstream and modifying curriculum
- SOAR staff are a part of the district SEB (Social Emotional Behavior) committee
- In conjunction with SAIL and EMBARC secondary students have increased access to Unified Sports, Best Buddies, Community Outings/Partnerships with YMCA



# **LEAD: Language; Executive Functioning; Academics; Determination**

Coordinator: Renee Limauro

## **2018 Program Review Recommendations:**

Program Review with MGH IHP is ongoing, with anticipated completion during the spring of 2024, Recommendations from Bridge Program (LEAD) Program Review completed in 2018 by Dr. Melissa Orkin with Crafting Minds at the middle school level

### **Assessment**

- Implement Benchmark & Progress Monitoring Assessments that can be administered at least three times over the course of the year to evaluate students' progress towards grade-level benchmarks, identify areas of strength and weaknesses, and provide recommendations for targeted instruction. Examples of some widely used assessments are AiMswEB, and iReady.
- Broaden diagnostic battery to include measures that assess skills related to naming speed/retrieval and single word reading and decoding efficiency. Recommended measures include the Test of Word Reading Efficiency (TOWRE-2).

### **Educators' Experiences**

- Development of vertical instruction plan for Bridge program students will support the alignment of curricula across grade levels and explicitly address how skills build on each other in various domains (i.e. ELA, math, science, social studies). Furthermore, steps can be taken to maximize students' self-regulation in learning through incremental increases in autonomy over the course of middle school.
- In response to concerns shared by Bridge program faculty, grade-level planning time should include all faculty.
- Development of a Bridge program council or leadership team that represents the interests of Bridge program faculty & administrators and also can prioritize the instructional needs of educators or the means for addressing recommendations from this report. The team can make recommendations to administrators about instructional directions of the program, professional development support, and necessary resources, and materials.



# LEAD: Language; Executive Functioning; Academics; Determination

Coordinator: Renee Limauro

**2018 Program Review Recommendations:** *continued from 2018 review*

## **INSTRUCTION & PROFESSIONAL DEVELOPMENT**

- Integrate specialized remediation with English Language Arts (ELA). One prominent concern among families is the lack of a significant program in ELA skills. Identifying a remedial literacy program that is more integrative in nature, and is specifically tailored towards building reading fluency and comprehension skills would be highly beneficial for most Bridge program students. One such program is called Language! Live.
- Consistently use graphic organizers for reading comprehension instruction. A delimited, rotating set of graphic organizers or mind maps should be identified and practiced with extensively (ideally every reading) to facilitate the internalization of strategies. Organizers that align with the goals of ELA at each grade level will be most helpful, these include main idea and details, character study, character development over time, compare and contrast, sequential, cause and effect, etc.
- Written expression instruction. Writing is a complex process that requires the integration of literacy, comprehension and self-regulation skills, and this process needs to be taught explicitly and systematically. While Framing Your Thoughts sentence level helps students in building high-quality sentences and understanding parts of speech, systematic, multi-sensory structured writing programs that support the development of passages are also essential. Examples of these programs include EmPOWER and Step Up to Writing.
- Follow the gradual release of responsibility model. A gradual release of responsibility model follows three systematic steps in which responsibility for a particular practice or activity incrementally shifts from the teacher's domain to the student's domain. By in large, teachers provided students with some explicit modeling and many opportunities for independent practice but needed to increase the time spent on the middle step - guided instruction.



# LEAD: Language; Executive Functioning; Academics; Determination

Coordinator: Renee Limauro

**2018 Program Review Recommendations:** *continued from 2018 review*

## **INSTRUCTION & PROFESSIONAL DEVELOPMENT**

- Use academic support time to build executive function skills. The purpose of academic support is often two-fold, both to help students complete their assignments but also to support the development of critical strategies that address weaknesses in executive function skills. There are a number of wonderful multi-sensory strategies that teachers can use with students to help them prepare for an exam, and align with best practices for building key executive function skills. One recommended resource is *Promoting Executive Function in the Classroom*, Ed. Lynn Meltzer (2010).
- Employ closure routines at the conclusion of each lesson to reiterate/revisit important concepts. Closure Activities end a lesson and create a lasting impression, a phenomenon sometimes referred to as the “recency effect.”
- Consider a classroom management curriculum that fosters self-regulation. There is a strong relationship between academic success and self-regulation. Students with language-based learning disabilities are prone to weaknesses in regulatory control and struggle to inhibit impulsive behaviors like engaging in inappropriate behaviors, off-topic discussions, calling out, etc. However, self-regulation in addition to other social/emotional competencies is critical for academic success. By integrating strategies that explicitly teach and support the development of social-emotional and academic competencies, teachers will be able to establish a supportive and productive learning environment. One evidence-based approach that has been modified for use with middle-school students is the Responsive Classroom program.
- A review of educator and family surveys revealed an opportunity to leverage assistive technology resources as a means for facilitating autonomy among Bridge program students. As they move into high school and beyond, students with documented language-based learning disabilities rely heavily on assistive technology tools to manage academic and professional demands. Familiarizing themselves with the tools and finding the best resource for their needs will be highly beneficial in the long run. Resources within the district, like an Assistive Technology specialist or outside organizations like CAST (Center for Applied Special Technology) can provide excellent guidance on how to integrate these types of tools.



## **LEAD: Language; Executive Functioning; Academics; Determination**

Coordinator: Renee Limauro

**2018 Program Review Recommendations:** *continued from 2018 review*

### ***COMMUNICATION WITH FAMILIES***

- A common concern among families is that their children are being “carried” rather than taught autonomous strategies which facilitate independent learning and achievement. Developing a platform that students can use to showcase their work, along with metacognitive reflections that describe areas of success, challenge and anticipated change in the future can be highly beneficial in sharing qualitative academic growth with families and supporting students’ ownership of the learning process.



# LEAD: Language; Executive Functioning; Academics; Determination

Coordinator: Renee Limauro

## Major Initiatives:

- Established battery of sensitive reading assessments in 2020, which continue to be administered for all initial evaluations & reevaluations for students for whom there are reading concerns & IEP reading services
- Language! Live implementation at middle & high school levels and RAVE-O implementation at the elementary level
- Brain Frame graphic organizers & Key Comprehension Routine graphic organizers used at middle & high school levels
- Framing Your Thoughts Sentence Structure & Paragraph Development as well as Landmark's From Talking To Writing writing curricula used at the elementary and middle schools
- Google Read & Write provided for and used by all students
- C Pens provided for all LEAD students to access text independently
- Elementary: Additional staff hired to teach structured reading groups
- Middle School Advisory: Ongoing, topics have included Reading & the Brain, Myths about Dyslexia, & Famous People w/Dyslexia. Elementary Advisory to begin in March.
- High School & Middle School: SMARTS executive functioning curriculum alignment & implementation
- Literacy PD: Wilson Reading System, Seeing Stars, Landmark Outreach, Crafting Minds Making Meaningful Growth – Using Progress Monitoring to Plan Instruction, Spring '24: Sarah Ward/Executive Functioning, Summer '24 Meaningful Inclusion Practices
- Program Review: MGH Institute of Health Professions conducted a records review, observed LEAD small group & inclusion classes at all levels, & will be facilitating focus groups (administrators, staff, & families), sending out a family survey, & composing an executive summary, including recommendations





**SAIL: Strategies to Support Academics, Independence and Life Skills**

**EMBARC: Education; Meaningful Inclusion; Becoming Independent; Advocacy; Relaxation and Leisure Activities; Community Integration**

Coordinators: Tina Nutter and Adam Blaustein

**Program Review Recommendations:**

- Provide a Program Administrator with the credentials to supervise the K-12 specialized programs.
- The district should use the 2022-2023 school year as a phase out year for the current Inclusion SAIL program at Wood End and Coolidge Middle School.
- Build a comprehensive EMBARC Curriculum K-12.
- Hire and share a system-wide Transition Specialist for SAIL, EMBARC, and REACH.
- The district should agree on program descriptions, including entrance and exit criteria that clearly define the EMBARC program's mission, philosophy, and outcomes at all levels.
- Document the referral process to the EMBARC Programs K-12.
- Plan ongoing high-quality professional development for teachers, paraprofessionals and support related service providers.
- Build a stronger philosophy around data collection and consider an outline data recording platform.
- Implement a district classroom management strategy implemented by all Staff.
- Provide common meeting times among staff at all levels.
- Consider early fall (2022) program evaluation of the K-12 Learning Centers, SOAR and LEAD programs.



**SAIL: Strategies to Support Academics, Independence and Life Skills**

**EMBARC: Education; Meaningful Inclusion; Becoming Independent; Advocacy; Relaxation and Leisure Activities; Community Integration**

Coordinators: Tina Nutter and Adam Blaustein

**Major Initiatives:**

- Review student profiles and conduct evaluations and observations to facilitate alignment of appropriate supports including ensuring students are supported in the least restrictive environment
- Secondary students-increased access to Unified Sports, Best Buddies, community outings/partnerships with YMCA in conjunction with SOAR
- Critically analyzing student needs and caseloads
- Piloting data collection system to measure student progress
- Aligning programming and working closely with the Inclusion Specialist to have students remain in the least restrictive setting with appropriate behavioral and instructional supports
- Meetings with staff vertically to discuss fostering independence for students with diverse needs in collaboration with SOAR
- Planning summer professional development with a focus on K-12 transition planning for students with Intellectual and Autism disabilities, also increasing independence in the inclusion setting and modifying curriculum to meet the needs of all students.



## **LIFT: Living; Independence; Functional; Transition** (new 18-22 year old transition program)

**Program Review Recommendations:** *This is a new program, so there was not a formal program review completed*



# **LIFT: Living; Independence; Functional; Transition** **(new 18-22 year old transition program)**

## **Major Initiatives:**

- Developed vision for the program including program description and flyer to outline major components of the program
- Identified staffing needs, space needs and material needs for the program
- Posted for the lead teacher for the LIFT Program
- Continued to build community partnerships for internships, paid positions, and recreational opportunities.
  - YMCA, Reading Public Library, Meals on Wheels, Calareso's, Creative Arts
- Continue to identify jobs within the building for pre-vocational students.
- Partner with Pre-ETS vendors such as the Northeast Independent Living Program to get students involved with their Transition to Adulthood Program (TAP) and Pre-Employment Transition Services Program (Pre-ETS).
- Visitation/meetings with other districts:
  - In person visits and observations in Gloucester and Littleton to discuss their program implementation and to learn more about their community partnerships.
  - Virtual meetings with Amesbury, Andover, Charlestown, Ipswich, and Stoneham to discuss their program implementation and to learn more about their community partnerships.



# **RISE: Respect; Inclusion; Safety and Effort**

Program Coordinator: Kerry Wilcox

## **Program Review Recommendations:**

- Culture, communication and identity issues in RISE must be addressed.
- Hire a .60 FTE Educational Team Supervisor (ETS) for Fall 2023
- Increase parent and staff communication.
- Develop and document the transition process from RISE to kindergarten.
- Improve the RISE application and screening process for students without disabilities.
- Establish behavioral management systems in the classrooms.
- Update the RISE curriculum to align with kindergarten and implement with fidelity in all classrooms.
- Reconfigure the classrooms, both full and half day, and develop a continuum which meets the needs of students with moderate-to-severe disabilities.



# **RISE: Respect; Inclusion; Safety and Effort**

Program Coordinator: Kerry Wilcox

## **Major Initiatives:**

- Community building activities during staff meetings
- Development and implementation of a screening process that will support the child find process more efficiently
- Allocated a part time Team Chairperson for RISE
- Analyzing the application and screening process
- Professional development in math and literacy and implementing with fidelity across all classrooms
- Streamlining the early childhood special education evaluation process to ensure continuity across evaluators supporting the eligibility process and ensure
- Caregiver workshop series on child development led by RISE staff coming this spring
- Continued partnership with area preschools including workshops led by district wide staff
- Continued professional development support staff understanding of least restrictive environment, child development, best practice in early childhood/early childhood special education and the implementation of the new IEP
- Added a transitional program and streamlining program offerings to meet student needs



# Learning Center

## Program Review Recommendations:

- **Strengthen Tier 2 implementation and the SST process**

The district has worked very hard to improve general education ELA/Math instruction through implementation of ARC/Illustrative Math. Special education and general education staff have received very targeted professional development in this area. Additionally, the district has provided a tremendous amount of training for special education staff in specialized reading instruction. The next step is to focus on implementing the DCAP, and strengthening the SST and Tier 2 supports. If Tier 1 and Tier 2 supports are done with fidelity, there should be a reduction in referrals for special education services. During interviews, staff indicated that special education was often the only option for additional support because of the lack of Tier 2 supports.



# Learning Center

## **Program Review Recommendations Continued:**

- **Define the identity and purpose of the Learning Centers**

The purpose of the Learning Center support for students across the district was not consistent. This should be the number one priority for students to learn the skills, as determined through their IEP to be as independent as possible to access the curriculum. The district needs to rewrite the program description of the learning center to clarify this information. Additionally, meeting with the SEPAC might be helpful to further parents' understanding of skill building vs homework or test help.

There needs to be a discussion between special education staff, general education staff and parents about the balance of assisting the student vs. trying to get a good grade on the test. General education should focus on teaching executive functioning to all students. Developing the skills to be independent should be the priority for all students. If a student requires specially designed instruction in this area, then the special education teachers need access to a curricular tool such as the SMARTS curriculum.

The district should define and provide professional development on best practices for teaching skills in the general education setting. It is important to remember the focus is teaching a specific skill outlined in the IEP, not assisting in teaching the general education lesson and only providing prompting for students receiving IEP direct instruction. This will include training paraprofessionals on how to efficiently and effectively collect data.

Teachers and students would benefit from periodic observations from a clinical staff person and direct principal coaching and feedback in supporting students with behavioral and academic concerns.

The district should consider changing the name from the Learning Center to “Learning Strategies Center”(LSC). The goal here is to identify the purpose of the Learning Center. We believe giving students the skills is the priority rather than just assisting with specific tests or homework. Learning Center is not a place. It is a service.





# Learning Center

## **Program Review Recommendations Continued:**

- **Define the identity and purpose of the Learning Centers**

When students require pull out services for an academic area, it is important to determine criteria for skill building to access the general education curriculum.

If the students have mastered the goals in their IEP and are independent in the general educational classroom, they should not need the services from the Learning Center staff. It is important that IEPs do not continue to support students with test taking and homework as a guided study hall. That is a general education service.

The district needs to continue to provide professional development on all new curriculum materials. In addition to the new core curricular materials, supplemental programs for specially-designed instruction should be explored in the areas of: Writing programs to supplement the ARC program, behavior management in the classroom, spiral math programs to supplement district math programs and modify Illustrative Math and increasing crafting minds professional development.

The district should consider adding a Program Coordinator to oversee this work, as they have done with the other program supports in Reading. Not only should the program description be updated but the Program Coordinator should help to establish consistency on topics such as the role of the general education teacher, special educator, and paraprofessionals, who is modifying the curriculum. The administrator should look closely at the workload vs. caseload of students assigned to Learning Center Teachers and related service providers. In addition, the building level Team Chairperson, Principal and Assistant Principals should take an active role in the oversight of the Learning Centers.



# Learning Center

## Program Review Recommendations Continued:

- **Refine Inclusion Service Delivery**

Across all levels, there is an inconsistent approach to the provision of inclusion services. There was a very positive response from the majority of the staff interviewed to implement a collaborative model of instruction. It is crucial that the district define and make concrete action steps to define meaningful inclusion and how it is measured.

Additional training should be provided to the Paraprofessionals as they support students in general education settings while accessing general education curriculum.

In accordance with state and federal guidelines every district must ensure that they are not over servicing students. In Reading, it is important to define what is the specially designed instruction in the general education classroom. It is important to adjust staffing to meet students needs not to accommodate teaching schedules or the general education topic. As the district continues to review and refine programming for students on IEPs, a shift in staffing across buildings may be required to support students within their Least Restrictive Environment within their home school.

As administrators are completing observations and evaluations of staff, it is important to ensure that IEP accommodations, modifications and direct instruction recommendations are being implemented with fidelity and that data is taken consistently.



# Learning Center

## Major Initiatives:

- Professional Development includes: Wilson Reading System. Seeing Stars, Landmark Outreach, Crafting Minds Making Meaningful Growth – Using Progress Monitoring to Plan Instruction
- All elementary special education teachers are included in the general education ELA and math curriculum professional development
- Special Ed. Literacy Coach: Ongoing coaching at department meetings & for individual cases regarding literacy instruction that's targeted, as well as students & instructional practices observations to facilitate alignment of appropriate supports
- Exploring new names that depict the services provided in this model
- Weekly Executive Functioning professional development for all district staff (Michelle Goldner, Occupational Therapist)
- Utilizing Inclusion Specialist to develop student programming and provide professional development
- Working on the goal of providing consistency within and across systems and practices to impact student outcomes.
- The Inclusion Specialist is assisting in aligning SST practices across schools
- The Special Education Literacy Coach and the Humanities Coordinator have presented to school administration, literacy specialists, and team chairs on the use of progress monitoring and the impact on SST, reading instruction and special education evaluation
- Training provided to all District Leadership and special education teachers on service delivery and the impact on student services based on data collected
- Training for all staff regarding LRE and building independence as related to the new IEP
- Training for paraeducators on providing support in the inclusion setting
- Building Leaders and Team Chairs continue to conduct evaluations and walkthrough with a focus on IEP implementation



# Upcoming Meetings

- **Tuesday 3/19 @ 6pm: ESY Presentation**
- **Thursday 4/11 12-1pm: Transition Presentation** - (via ZOOM) Presentation with Team chairs and Principals with breakout sessions to allow for individual school conversations.
- **Wednesday 4/24 @ 6 pm: Transition Presentation** (In person - location TBD) - Presentation with Team chairs with breakout sessions to allow for individual school conversations
- **Wednesday 5/8 @ 6pm: New IEP Presentation** (In Person - location TBD) -This will be a presentation for families to review DESE's NEW IEP Improvement Project to include our timeline for rollout, what the new forms look like and what to expect for any adjustments to the team meeting process. (We will have a sign up for this presentation so we can be prepared with how many families will be attending as we need to be sure to accommodate a large crowd if needed)
- **Thursday 5/9 @ 12 pm: New IEP Presentation** (via ZOOM) -This will be a presentation for families to review DESE's NEW IEP Improvement Project to include our timeline for rollout, what the new forms look like and what to expect for any adjustments to the team meeting process. (This session will be recorded so we can post on our website and share with families as requested).

# Reading Public Schools

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



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Phone: 781-944-5800  
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To: Reading School Committee  
From: Olivia Lejeune, Executive Assistant to the Superintendent  
Date: February 22, 2024  
Re: FY25 Kindergarten Registration Update

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As of February 22, 2024, Reading Public Schools has received 220 registrations for enrollment in the kindergarten program for the 2024-2025 school year. Of this total, 3 families requested enrollment in the half day kindergarten program. We have had 28 students not on census data register for kindergarten. Projected Kindergarten enrollment for the 2024-2025 school year totaled 268 students. The census data for rising Kindergarten age students, those born between 9/1/2018 and 8/31/2019, totaled 268 students leaving us 48 students behind in registrations compared to census and projected enrollment.

While we are 48 students behind in registrations, we currently have 57 students that we know of unregistered that are eligible to attend kindergarten in the fall. Last year, the kindergarten registration update was provided to School Committee on March 2<sup>nd</sup>. At that point, there were 262 registrations with census data totaling 284 eligible students. Our beginning of year enrollment totaled 298 students.

The timeline for kindergarten registration is outlined below:

- December 7, 2023 - Mail parent/guardian letters and post info to website
- January 5, 2024 - Post registration documents
- January 9, 2024 - Virtual Kindergarten Information Session
- January 31, 2024 - Kindergarten Registration Parents/Guardians bring in their completed registration packet
- February 9, 2024 – Second mailing to parents/guardians of unregistered students
- February 27, 2024 – Third mailing to parents/guardians of unregistered students
- By March 15, 2024 - Principals reach out to enrolled students to share transition activities
- Spring 2024 -Building-based transition activities

As noted above, we started outreach to parents/guardians on December 7<sup>th</sup> by mailing a flyer to the home of all eligible kindergarten students. That flyer included a QR code for parents/guardians to sign up for email communications. After the Kindergarten Registration Night, we mailed a second flyer to the home of all eligible kindergarten students who did not register. Our third mailing, sent earlier this week was a letter from the Superintendent sharing information about the importance of registering their student as early as possible to ensure they are placed in their neighborhood school.

We will continue to closely monitor kindergarten registrations as we will need to make decisions around potential class size consolidations this spring. We plan to provide updated enrollment numbers to School Committee during the April 4<sup>th</sup> School Committee meeting.

Below please find projected kindergarten class sizes by school for the 220 registrations received to date:

Reading Public Schools Kindergarten Enrollment							
Actual Class Sizes 2023-2024							
Projected Class Sizes 2024-2025							
Registered Class Sizes 2024-2025							
Actual Class Size, 2023-2024		Projected Class Size, 2024-2025		Registered Class Size, 2024-2025 as of February 22			Comments
Barrows	Grade K	Barrows	Grade K	Barrows	Grade K	Difference between registered and projected	
FDK	20	FDK	21	FDK	16		
FDK	20	FDK	22	FDK	16		
FDK	20	FDK	22	FDK	17		
<i># Sections</i>	3	<i># Sections</i>	3	<i># Sections</i>	3		
<b>Total</b>	<b>60</b>	<b>Total</b>	<b>65</b>	<b>Total</b>	<b>49</b>	<b>-16</b>	
Birch Meadow	Grade K	Birch Meadow	Grade K	Birch Meadow	Grade K	Difference between registered and projected	
FDK	21	FDK	15	FDK	12		
FDK	21	FDK	15	FDK	12		
FDK	21	FDK	15	FDK	13		
<i># Sections</i>	3	<i># Sections</i>	3	<i># Sections</i>	3		
<b>Total</b>	<b>63</b>	<b>Total</b>	<b>45</b>	<b>Total</b>	<b>37</b>	<b>-8</b>	
Joshua Eaton	Grade K	Joshua Eaton	Grade K	Joshua Eaton	Grade K	Difference between registered and projected	
HDK		HDK		HDK			
FDK	20	FDK	21	FDK	20		
FDK	20	FDK	22	FDK	20		
FDK	19	FDK	22	FDK	20		
<i># Sections</i>	3	<i># Sections</i>	3	<i># Sections</i>	3		
<b>Total</b>	<b>59</b>	<b>Total</b>	<b>65</b>	<b>Total</b>	<b>60</b>	<b>-5</b>	2 Request for HDK
Killam	Grade K	Killam	Grade K	Killam	Grade K	Difference between registered and projected	
FDK	19	FDK	14	FDK	10		
FDK	19	FDK	14	FDK	11		
FDK	19	FDK	14	FDK	11		
FDK	19	FDK	14	FDK	11		
<i># Sections</i>	4	<i># Sections</i>	4	<i># Sections</i>	4		
<b>Total</b>	<b>76</b>	<b>Total</b>	<b>56</b>	<b>Total</b>	<b>43</b>	<b>-13</b>	1 Request for HDK
Wood End	Grade K	Wood End	Grade K	Wood End	Grade K	Difference between registered and projected	
FDK	21	FDK	18	FDK	15		
FDK	22	FDK	19	FDK	16		
FDK		FDK		FDK			
<i># Sections</i>	2	<i># Sections</i>	2	<i># Sections</i>	2		
<b>Total</b>	<b>43</b>	<b>Total</b>	<b>37</b>	<b>Total</b>	<b>31</b>	<b>-6</b>	
TOTAL	Grade K	TOTAL	Grade K	TOTAL	Grade K	Difference between registered and projected	
<b>Total Sections</b>	<b>15</b>	<b>Total Sections</b>	<b>15</b>	<b>Total Sections</b>	<b>15</b>		
<b>Total Students</b>	<b>301</b>	<b>Total Students</b>	<b>268</b>	<b>Total Students</b>	<b>220</b>	<b>-48</b>	