

Dear Visitors:

Welcome to an open meeting of the Abington School Committee. This is the agenda that will be discussed this evening. Please note that Hearing of Visitors is included; and if you have a statement or question, please be kind enough to wait to be recognized by the Chair and give your name.

Wendy Happel, Chair

***This meeting may be digitally recorded***

ABINGTON PUBLIC SCHOOLS  
ABINGTON, MA 02351

REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

TUESDAY, MAY 24, 2022

**ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY**

**7:00 P.M.**

I. CALLING OF MEETING TO ORDER AND FLAG SALUTE

*Moment of Silence for Katelyn McCarthy, Abington High School Senior*

IA. Reorganization of School Committee and Appointments to Subcommittees

- Chairperson
- Vice-Chairperson
- Secretary
- Subcommittees
  - Business and Finance
  - Unit A Collective Bargaining
  - Support Staff – Collective Bargaining
  - Non-Union Bargaining
  - School Building Committee
  - Policy Review and Update
  - Health and Wellness
  - Social Emotional Learning
  - Activities, Arts & Athletics
  - Abington Education Foundation
  - School Council Liaisons

II. HEARING OF VISITORS

III. READING AND APPROVAL OF RECORDS

- A. April 26, 2022.

IV. REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION & ASSESSMENT

- A. Wellness Department Update (K. Casey)
- B. Proposed Revisions to the Abington Public Schools' Wellness Policy.
- C. Announcement of the Chester J. Millett, Jr., Outstanding Teacher and Support Personnel Award Winners.

V. REPORT OF THE ATHLETIC DIRECTOR (P. Serino)

- A. Consideration of Grade 8 Participation in High School Sports

VI. REPORT OF THE DIRECTOR OF STUDENT SERVICES

- A. SEPAC Award.

VII. PRINCIPALS' REPORTS

- A. ***Matthew MacCurtain – Abington Middle School***
1. SY 2022-2023 School Improvement Plan.
- B. ***Jonathan Hawes – Woodsdale Elementary School***
1. SY 2022-2023 School Improvement Plan.

VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

- A. Introduction of New Principal for the Woodsdale Elementary School.
- B. Field Trip Request for the Music and Art Departments to New York City from April 28, 2023 through April 30, 2023.

IX. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATE

*Tuesday, June 21, 2022 @ 7 p.m.*

X. INFORMATIONAL ITEMS:

- **Personnel Administration – Informational**
  1. The Superintendent has accepted the resignation for the purpose of retirement from Bernie Darcy, Director of Food Services, effective June 30, 2022.
  2. The Superintendent has accepted the resignation of Kiran Jayakumar as a mathematics teacher within the Abington Public Schools effective at the end of the 2021-2022 school year.
  3. The Superintendent has accepted the resignation of Megan Kaspar as an ELE teacher within the Abington Public Schools effect at the end of the 2021-2022 school year.
  4. The Superintendent has accepted the resignation of Colleen Quinn as a paraprofessional within the Abington Public Schools effective on March 31, 2022.
  5. The Superintendent has accepted the resignation of Griselis Sanchez as a paraprofessional within the Abington Public Schools effective on April 29, 2022.
  6. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of Mike DiRado as a long-term substitute art teacher effective on Tuesday, April 26, 2022.
  7. On the recommendation of James Robbins, Director of Student Services, the Superintendent has approved the appointment of Renee Gassler as a long-term substitute school psychologist effective on or about May 27, 2022, continuing to the end of the 2021-2022 school year.

8. On the recommendation of Julie Thompson, Assistant Principal of Beaver Brook Elementary School, the Superintendent has approved the appointment of Nancy Mahoney as a 15-hours per week lunch/recess paraprofessional effective on April 27, 2022.
9. On the recommendation of James Robbins, Director of Student Services, the Superintendent has approved the appointment of Holly McKeown as a Board Certified Behavior Analyst (BCBA) within the Abington Public Schools effective on July 1, 2022.
10. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of Susan Mullen as a long-term substitute math teacher effective on or about May 14, 2022, and continuing for the remainder of the 2021-2022 school year.
11. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Dejanae Sheppard as a paraprofessional within the Abington Public Schools effective on May 20, 2022.

• **Dates to Remember**

1. Wed., May 25 – Grades 7 & 8 Spring Concert @ AMS Auditorium @ 7 p.m.
2. Thurs., May 26 – Last Day of School for Seniors
3. Thurs., May 26 – Senior Class Barbecue, Reilly Field @ 6:30 p.m.
4. Tues., May 31 – Music Banquet @ Abington Senior Center @ 6:00 p.m.
5. Wed., June 1 – Senior Athletic Awards @ AMS Cafeteria @ 6:00 p.m.
6. Thurs., June 2 – Senior Awards Night – AHS Auditorium @ 7:00 p.m.
7. Fri., June 3 – Senior Stroll @ 8:45 a.m. & Graduation Rehearsal @ AHS Auditorium @ 10:00 a.m.
8. Fri., June 3 – Senior Picnic @ Reilly Field @ 11:00 a.m.
9. Sat., June 4 – Graduation @ AHS Front Lawn @ 10:00 a.m.
10. Mon., June 6 – Underclass Awards @ AHS Auditorium @ 8:30 a.m.
11. Wed., June 8 – Grades 5 & 6 Spring Concert @ AMS Auditorium @ 7 p.m.
12. Tues., June 21 – Regularly Scheduled School Committee Meeting @ 7:00 p.m.
13. Thurs., June 23 – Last Day of School for Students in Grades PreK-11

- XI. **EXECUTIVE SESSION** by roll call vote for the purposes of (1) in accordance with G.L. Chapter 30A, Section 21(a)(3) to discuss strategy for negotiations with AEA Units A and B since, as declared by the Chair, to hold this discussion in open session may have a detrimental effect on the bargaining position of the Committee; and (2) in accordance with G.L. Chapter 30A, Section 21(a)(2), to conduct a strategy session in preparation for negotiations with the following nonunion personnel: Superintendent, Assistant Superintendent, Director of Student Services, Director of Curriculum, Instruction and Assessment, Principals and Assistant Principals and not to return to regular session.

**ABINGTON SCHOOL COMMITTEE**

*2022-2023 Organization and  
Subcommittee Structure*

**Chair**

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**Vice-Chair**

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**Secretary**

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***Subcommittee Assignments:***

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Business and Finance

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Unit A-Collective Bargaining

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Support Staff - Collective Bargaining

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Non-Union – Bargaining

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School Building Committee

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Policy Review and Update Subcommittee

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Health and Wellness Subcommittee

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Social Emotional Learning Subcommittee

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Activities, Arts & Athletics Liaison

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Abington Education Foundation Liaison

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School Council Liaisons

AHS:

AMS:

WES:

BBES:

Pre-Kindergarten:

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## ABINGTON SCHOOL COMMITTEE

### *2021-2022 Organization and Subcommittee Structure*

<b>Chair</b>	Wendy Happel
<b>Vice-Chair</b>	Chris Coyle
<b>Secretary</b>	Danielle Grafton
<b><i>Subcommittee Assignments:</i></b>	
Business and Finance	Danielle Grafton and Julie Groom
Unit A-Collective Bargaining	Chris Coyle and Wendy Happel
Support Staff - Collective Bargaining	Julie Groom
Non-Union – Bargaining	Heidi Hernandez
School Building Committee	Chris Coyle
Policy Review and Update Subcommittee	Chris Coyle and Wendy Happel
Health and Wellness Subcommittee	Heidi Hernandez
Activities, Arts & Athletics Liaisons	Wendy Happel & Heidi Hernandez
Social Emotional Learning Subcommittee	Heidi Hernandez and Julie Groom
Abington Education Foundation Liaison	Danielle Grafton
School Council Liaisons and # of years as that Scho Liaison:	AHS: Wendy Happel, Year 1 AMS: Chris Coyle, Year 2 WES: Julie Groom, Year 1 BBES: Heidi Hernandez, Year 1 Pre-Kindergarten: Danielle Grafton, Year 3



Abington, Massachusetts

April 26, 2022

Regular Meeting

**I. CALL OF MEETING  
TO ORDER AND  
FLAG SALUTE**

A regular meeting of the School Committee was held in the Library at the Middle/High School.

Present: Ms. Wendy Happel, Chair; Mr. Chris Coyle, Vice-Chair; Ms. Danielle Grafton, Secretary; Ms. Julie Groom, and Ms. Heidi Hernandez, Members. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent; Ms. Elizabeth Lindo, Student Representative; and Ms. Theresa Minnehan, Administrative Assistant.

**II. HEARING OF VISITORS**

None.

**III. READING AND APPROVAL OF MINUTES**

A. March 22, 2022.

VOTED: on motion of Julie Groom (Wendy Happel) the members of the School Committee unanimously voted to approve the minutes of March 22, 2022, as presented.

**IV. Presentation of the M.A.S.S. Certificate of Academic Excellence**

Mr. Bourn, Abington High School Principal, was pleased to announce that Enver Amboy, a senior at Abington High School, is the recipient of the Certificate of Academic Excellence presented by Mr. Peter Schafer, Superintendent of Schools. This Certificate is awarded annually on behalf of the Massachusetts Association of School Superintendents to the student who has distinguished himself in the pursuit of excellence during his high school career. Mr. Bourn highlighted Enver's involvement at Abington High School including being a member of the National Honor Society, Cross Country and Track and Field Teams, Book Club, Gaming Club and Math Team. Enver is also learning Japanese in an Independent Study. He stated that he plans to attend UMass Amherst to study Engineering in the Fall. School Committee members congratulated Enver on this prestigious award.



V. **REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT**

A. Art Department Update.

Michelle Poirier, Director of Art, was present this evening to give a presentation on the Art Department for Grades K-12. She reported on the strengths of the department which included two new educators, the new kindergarten curriculum, and the return of the district-wide art shows. She also reported on areas in need of improvement such as bringing staffing levels back up, the reduction in instructional time in grades K-4 from 45 minutes to 30 minutes, strategies and best practices working with ELL students and meaningful professional development activities specific to art. Ms. Poirier reviewed the art department curriculum for grades 9-12 and the current enrollment of students in art courses at the high school. Ms. Poirier was pleased to announce that there will be a visual art show on May 18<sup>th</sup> from 3 to 7 p.m., *Celebrate the Arts*, and the high school's spring concert will follow at 7 p.m.

School Committee members thanked Ms. Poirier for these updates and attending this evening's meeting.

B. Chet Millett Outstanding Teacher and Support Personnel Awards Update.

Dr. Fedorowicz reported that the nominations for the Outstanding Teacher and Education Support Staff closed on April 3, 2022. The Committee has met and reviewed the 67 nominations submitted and the winners will be announced on Tuesday, May 3<sup>rd</sup>, Teacher Appreciation Day. Dr. Fedorowicz thanked the members of the committee for their work as well as those for taking the time to submit nominations. She also thanked Danielle Grafton for recommending and helping to make this process an on-line submission.

C. Summer School Updates.

Dr. Fedorowicz gave an update on the secondary summer school program, Green Wave Academy. She reported that the program is for grades 7-12 and is to be held at 201 Gliniewicz Way. The purpose is to address learning loss and gaps due to the Pandemic and for students with failing grades in Math, ELA and Science. It is free of charge and transportation will be provided. The program will run from July 5-28 from 8:45 a.m. to 1:00 p.m. (Monday through Thursday). Students in grades 9-12 will receive credit towards their high school credit and the middle school students attending summer school will supplant their grades. There is an ACE program to help students who are failing so that they may avoid attending summer school.

New at the Beaver Brook Elementary School is the summer BOOST program for rising second graders who are two or more reading levels below where they need to be and not attending the ESY or EL summer programs. Invites will be sent out on May 13<sup>th</sup> and there is space for 72 students based on teacher recommendations. The program will run from 8:30 a.m. to 10 a.m. and again from 10:45 a.m. to 12:15 p.m. Transportation will not be provided. If the program is successful there could be a similar

program for rising third graders going to Woodsdale. Mr. Schafer stated that the BOOST program will target the students who need it the most and he is appreciative of the work put into the summer programs by the school principals. Dr. Moschella stated that the purpose of the ESSER grant funds is to address these needs. Dr. Robbins was also present to update the committee on the extended school year program for students with educational disabilities. He reported that Abington has approximately 360 students with educational disabilities and one hundred and twenty students will be eligible for this program. The federal and state departments of education give guidance on eligibility for the summer program. Two factors to consider in order to be eligible include if the student demonstrates regression of learned skills or is making slow progress on his/her IEP goals. Dr. Robbins reported that grade level teachers are assigned to the students in Prek-8 who will arrange math and ELA instruction as well as address IEP goals for individual cases. Grades 9-12 students will have services which will be contracted out through North River Collaborative who will create an integrated program focusing on academics, life skills, day to day and vocational skills. Other needs to be addressed will also be contracted out. He stated that we also hire for the summer speech language therapists, school psychologists, occupational and physical therapists to address student needs. Transportation is based on a case by case basis. The ESY program will also be held at 201 Gliniewicz Way.

## VI. PRINCIPALS' REPORTS

### A. *Jonathan Bourn – Abington High School*

#### 1. SY 2022-2023 School Improvement Plan

Mr. Bourn was present this evening to update the committee on the 2022-2023 School Improvement Plan for Abington High School. The high school's School Council passed the Plan at its recent meeting. He began with a background on the School Improvement Plan for this past year which was complicated; however, as part of the NEASC process it was required to have a current Plan. He gave a summary of the 2020-2021 Plan in the midst of the Pandemic and what was able to be accomplished during the last school year. Many of the recommendations from the NEASC visit became the basis of the School Improvement Plan. The four goals from this year will continue and although there will only be two goals in the 2022-2023 School Improvement Plan they will highlight programmatic changes. Goal #1 is to *Advance the Vision of the Graduate as the Centerpiece of Abington High School's Academic Progress*. There are four activities or indicators of accomplishment and the first three are direct recommendations from the NEASC report for continued accreditation. School Committee members asked questions around the Model Schools Workshop and professional development. Mr. Bourn then highlighted Goal #2 which is to *Develop and Expand the Skillset and Repertoire of the Professional Staff on Cultural Proficiency in the Building and Classroom*. He highlighted the three indicators of accomplishments for this goal such as ongoing district wide training on becoming a cultural proficient educator, attract, recruit and retain staff from diverse backgrounds and explore the creation of a voluntary student group focused on cultural proficiency, equity and diversity.

**B. Christopher Basta – Beaver Brook Elementary School**

1. SY 2022-2023 School Improvement Plan.

Dr. Basta was present this evening to update the committee on the 2022-2023 School Improvement Plan for the Beaver Brook Elementary School. He thanked the members of the Beaver Brook's School Council for their commitment and work both last year and this year to develop the last two year's School Improvement Plans. He gave a summary of the 2021-2022 goals highlighting the work of staff in teams and departments to re-establish connections to curriculum, routines and relationships for students, families and staff, coming out of a Pandemic. Providing rigorous and relevant curriculum and instruction in an optimal learning environment was successful due the WIN (What I Need) Model and based on the individual needs of students at each grade level. The continuation of developing a positive climate for students, families and staff was another goal this year which included many enrichment activities for the Beaver Brook School community. Dr. Basta then highlighted the three goals for the 2022-2023 School Improvement Plan which the School Council recently approved: Goal #1, *Improve reading proficiency of all students*; Goal #2, *Improve supports and outcomes for students with disabilities as well as English Learners*, and Goal #3, *Increase family engagement in student learning experiences*. He highlighted the activities and indicators of accomplishment for each goal, including a phonics program, an Orton Gillingham reading program training/implementation by special educators, increase implementation of DESE mandated SEI strategies in general education classrooms, hosting school wide curriculum nights, STEM and Literacy.

**VII. REPORT OF THE SUPERINTENDENT OF SCHOOLS**

A. Establishment of the Final Day for the 2021-2022 School Year.

Mr. Schafer stated that due to four inclement weather days, the last day of school for the 2021-2022 school year will be Thursday, June 23, 2022. He recommended that the School Committee set this date as the final day.

VOTED: on motion of Chris Coyle (Danielle Grafton) the members of the School Committee unanimously voted to set Thursday, June 23, 2022, as the final day of school for the 2021-2022 school year.

B. Consideration of 2022-2023 School Calendar.

Mr. Schafer stated that at last month's meeting we shared a draft calendar with Good Friday as a no school day and this evening in the School Committee's packet is a draft calendar with Good Friday as a school day. Members of the School Committee discussed this last month and took the time to hear

from families Dr. Moschella stated that for the 12-month employees Good Friday would be a floating holiday. The School Committee members recommended that the calendar be voted on this evening with Good Friday, April 7, 2023, as a school day.

VOTED: on motion of Danielle Grafton (Chris Coyle) the members of the School Committee unanimously voted to approve the 2022-2023 school calendar as presented with Good Friday as a school day.

Prior to adjourning Mr. Schafer stated that the Woodsdale School Principal search is being led by Dr. Moschella. She stated that a search committee has been established and the position has been advertised. The search committee met earlier this evening for the first time and selected certified and qualified applicants to interview next week. The charge of the committee is to provide Mr. Schafer with finalists and should a candidate come out of that pool that candidate would be introduced at the May School Committee meeting or the position would be re-advertised if there is no viable candidate.

#### VIII. ESTABLISHMENT OF NEXT SCHOOL COMMITTEE MEETING DATE

*Tuesday, May 24, 2022 @ 7 p.m.*

#### IX. INFORMATIONAL ITEMS:

- Abington High School 2021-2022 Winter Season Recap
- Personnel Administration – Informational
  1. The Superintendent has accepted the resignation for the purpose of retirement of Margaret Cipriano as a Physical Therapist within the Abington Public Schools effective at the end of the 2021-2022 school year.
  2. The Superintendent has accepted the resignation of Natalie Collins as a paraprofessional within the Abington Public Schools effective March 22, 2022.
  3. The Superintendent has accepted the resignation of Jaclyn Farias as a Science Teacher within the Abington Public Schools effective at the close of the 2021-2022 school year.
  4. The Superintendent has accepted the resignation of Kelly Foley as a BCBA within the Abington Public Schools effective on April 29, 2022.

5. The Superintendent has accepted the resignation of Jonathan Hawes as the Woodsdale Elementary School Principal effective on June 30, 2022.
6. The Superintendent has accepted the resignation for the purpose of retirement of Karen Kitterick as a Mathematics Teacher within the Abington Public Schools effective June 30, 2022.
7. The Superintendent has accepted the resignation for the purpose of retirement of Thomas Kitterick as a Science Teacher within the Abington Public Schools effective June 30, 2022.
8. The Superintendent has accepted the resignation of Joan Marrocco as a 15-hours per week lunch/recess paraprofessional within the Abington Public Schools effective on April 14, 2022.
9. The Superintendent has accepted the resignation of Kathleen McGuigan as an elementary teacher within the Abington Public Schools effective at the end of the 2021-2022 school year.
10. The Superintendent has accepted the resignation for the purpose of retirement of Nancy McSharry as a Reading Specialist within the Abington Public Schools effective June 24, 2022.
11. The Superintendent has accepted the resignation of Colleen Quinn as a paraprofessional within the Abington Public Schools effective on March 31, 2022.
12. The Superintendent has accepted the resignation of Karin Sanborn as a tutor within the Abington Public Schools effective on April 1, 2022.
13. The Superintendent has accepted the resignation of Casey Widmann as an elementary teacher within the Abington Public Schools effective at the end of the 2021-2022 school year.
14. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Rebecca Coburn as a substitute tutor within the Abington Public Schools effective on March 28, 2022, and continuing to on or about June 7, 2022.
15. On the recommendation of Chris Basta, Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of Ashley Sarro as a TLC paraprofessional within the Abington Public Schools effective on Monday, April 25, 2022.

16. The Superintendent has appointed Megan Tomlin as the PreK-12 Site Coordinator and Academic Program Director for the 2022 Summer Programs.
17. On the recommendations of Jonathan Bourn, Principal of Abington High School, and Peter Serino, Athletic Director, the Superintendent has approved the appointment of the following additional coaches for the 2022 spring season:
  - Felicia Baptista                      Auxiliary Softball
  - Michael Barry                         JV Ultimate Frisbee
  - Jason Brown                          Freshman Baseball
  - Owen Kearney                         JV Boys' Lacrosse

- **Dates to Remember**

1. Sat., April 30 – Abington Town Elections 8 a.m. to 6 p.m. @ BBES
2. Sat., April 30 – Cleanup Day at Ames Nowell State Park
3. Wed., May 4 – Green Wave Boosters Meeting
4. Tues., May 24 – School Committee Meeting @ 7 p.m.
5. Wed., May 25 – Inservice/Early Release Day

X. **ADJOURNMENT**  
@ 8:21 p.m.

VOTED:            on motion of Danielle Grafton (Julie Groom)  
                         the members of the School Committee  
                         unanimously voted to adjourn the April 26,  
                         2022, School Committee meeting at 8:21 p.m.

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Danielle Grafton, Secretary

# Wellness Department K-12

SCHOOL COMMITTEE PRESENTATION

KATE CASEY

5.24.2022

# Strengths of the Department

- ▶ Constantly making adjustments to practice to meet the needs of the students
  - ▶ EX: Covid restrictions for the 2020-2021 school year
- ▶ Updating curriculum materials on an ongoing basis as new information is available:
  - ▶ Trends in vaping use among youth
  - ▶ Minding your Mind
- ▶ Signs of Suicide Curriculum (SOS) which is used in grades 7, 9 and 12
- ▶ Updated Program of Studies for the high school
  - ▶ Fall 2018 school year and going strong



# Areas of Improvement

- ▶ Over time, there has been a reduction Health and PE instructional time in grades K-4
- ▶ More department time on in-service days
- ▶ Meaningful professional development activities specific to Health and PE
- ▶ New games and activities for students to expand offerings
- ▶ Vertical alignment within several units of the Health curriculum
- ▶ \*\* Massachusetts Comprehensive Health Curriculum Frameworks have not been updated since 1999\*\*

# Wellness Department Curriculum: K-2

## Health Education

- ▶ 1 time a week for 30 minutes
- ▶ Focused on self-esteem to inspire them to care for own physical and mental health
  - ▶ Social-emotional skill building
  - ▶ Self-advocacy/empowerment
  - ▶ Self confidence
  - ▶ Collaboration/communication with classmates
  - ▶ Group decision-making skills
- ▶ Focused on learning how to create, maintain and manage their relationships
  - ▶ Personal space
  - ▶ Personal boundaries
  - ▶ Social development
  - ▶ Interpersonal relationships
  - ▶ Empathy

## Physical Education

- ▶ 1 time a week for 30 minutes
- ▶ Focused on games and fitness activities that help to improve motor skills as well as social skills
- ▶ Learned about the benefits of exercise:
  - ▶ Fun
  - ▶ Challenging
  - ▶ Good health
  - ▶ Self-expression
  - ▶ Social interaction

# Wellness Department Curriculum: 3-4

## Health Education

- ▶ 1 time a week for 30 minutes
- ▶ **Deeper dive** into self-esteem: focus to inspire care for own physical and mental health
  - ▶ Social-emotional skill building
  - ▶ Self-advocacy/empowerment
  - ▶ Self confidence
  - ▶ Collaboration/communication with classmates
  - ▶ Group decision-making skills
- ▶ **Deeper dive** learning how to create, maintain and manage their relationships
  - ▶ Personal space
  - ▶ Personal boundaries
  - ▶ Social development
  - ▶ Interpersonal relationships
  - ▶ Empathy
- ▶ Safety

## Physical Education

- ▶ 1 time a week for 30 minutes
  - ▶ Group problem solving and peer interactions
  - ▶ Building knowledge and skills through physical activity
  - ▶ Fitness
- ▶ Learned about the benefits of exercise:
  - ▶ Fun
  - ▶ Challenging
  - ▶ Good health
  - ▶ Self-expression
  - ▶ Social interaction

# Wellness Department Curriculum: 5-8

## 5th and 6th

### ▶ Health Education

- ▶ 1 time a week
- ▶ 47-minute classes
- ▶ Help students to acquire health knowledge, strengthen decision-making skills and practice skills needed to adopt and maintain healthy behaviors

### ▶ Physical Education

- ▶ 1 time a week
- ▶ 47-minute classes
- ▶ Develop physically literate individuals who enjoy a lifetime of healthful physical activity through various games, sports and activities

## 7th and 8th grade

### ▶ Health Education

- ▶ 30 classes during one trimester
- ▶ 47-minute classes
- ▶ Relationship skills and social awareness with an emphasis of taking the perspective of and empathizing with others.
- ▶ SEL alignment

### ▶ Physical Education

- ▶ 60 classes per year during one trimester
- ▶ Develop social and emotional wellbeing by experiencing meaningful and affirming physical activity learning opportunities

# Wellness Department Curriculum: 9-12

## Physical Education

- 4-year graduation requirement
- Class offerings
  - Lifelong Fitness (9/10 & 11/12)
  - Competitive Games (9/10 & 11/12)
  - CrossFit (11/12)
  - Personal Fitness (11/12)

## Health Education

- 2.5 credits graduation requirement
  - Health (9) Required
- Electives
  - Current Issues in Health (10)
    - Mental Health
    - Physical Health
    - Social Health
  - Child Development (11/12)
    - Reproductive system
    - Pregnancy and Birth
    - Physical, social, emotional, intellectual development from birth to age 6
  - CPR/AED/First Aid (11/12)
    - AHA Certification for FA/CPR/AED Child/Infant/Adult
    - Work with AFD to create hands on training opportunities
  - Life 101 (12)
    - Critical thinking opportunities with real world applications designed to prepare students for life after high school
    - Consumer health
    - Personal safety
    - Job and college prep

## Hybrid Course

- Combination of Health and Physical Education
- Mind Body Spirit (11/12)
  - Emotional Health
  - Mental Health
    - Stress, depression and anxiety
  - Physical Health
    - Yoga

# Human Growth and Development or Sex Education

## Elementary

- Personal Safety
  - Private parts and areas of the body

## Middle School

### Grades 5/6 Lessons

- Change is good – all students
  - Changes during puberty
- Reproductive System
  - Anatomy and Function
    - Menstruation
  - Separate instruction
  - 2 lessons – male and female anatomy
- Reproduction Basics – all students
  - Embryotic and fetal development

Grade 7 Reproductive anatomy and function

Grade 8 Sexually transmitted infections

## High School

- All topics are introduced and discussed
  - Reproduction
  - Menstruation
  - Relationships and dating abuse
    - Rape
  - Sexually transmitted infections
  - Human sexuality
    - Gender
    - Sexual orientation



# Wellness Department Enrollment High School

2020-2021

746 students  
enrolled in 34  
sections of  
Wellness classes

2021-2022

784 students  
enrolled in 34  
sections of  
Wellness classes

2022-2023\*  
Preliminary

803 students to be  
enrolled in 34  
sections of  
Wellness classes

\*Subject to  
change with  
additional staff  
member



Questions



Abington Public Schools Wellness Policy  
*on Nutrition and Physical Activity*

This policy is based on Massachusetts standards that apply to competitive foods and beverages sold or provided to students 30 minutes before the beginning of the school day until 30 minutes after the school day ends (foods and beverages sold in vending machines must comply with the standards at all times). It also conforms to Section 204 of the Healthy, Hunger-Free Kids Act of 2010, Public Law 111-29. These Massachusetts standards and Federal regulations went into effect on August 1, 2012 unless otherwise noted subsequent to this publication.

Purpose and Goals

The Abington Public Schools are committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Abington Public Schools that:

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans* (<http://health.gov/dietaryguidelines/>).
- Qualified child nutrition professionals (School Food Service Director) will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs including the School Breakfast Program and the National School Lunch Program.
- The Abington Public Schools will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

**TO ACHIEVE THESE POLICY GOALS:**

I. Wellness Advisory Committees

The school district and/or individual schools within the district will work with the Wellness Advisory Committee to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The committee also will serve as a resource to school sites for implementing those policies. The Wellness Advisory Committee consists of a group of

individuals representing the school and community, and will include the Food Services Director, Wellness Director, School Committee members, school administrators, teachers, health professionals, parents, students, and members of the public.

## II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

### Meals served through the School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk, and nutritionally-equivalent non-dairy alternatives (to be defined by USDA);
- ensure that half of the served grains are whole grain;
- schools *will* share information about the nutritional content of meals with parents and students. Such information *is* made available on menus, websites, cafeteria menu boards, placards, or other point-of-purchase materials;
- ***carb count menus will be made available to everyone on the district's website and posted in cafeterias.***

### Free and Reduced-priced Meals

Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as "grab-and-go" breakfast.

### Meal Times and Scheduling

- will provide students with ideally 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch ([http://nasbe.org/healthy\\_schools/hs/natsandbytopics.php](http://nasbe.org/healthy_schools/hs/natsandbytopics.php));
- should schedule meal periods at appropriate times, *e.g.*, lunch should be scheduled between 10 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will ideally schedule lunch periods *to* follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks;

- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs.

### Qualifications of School Food Service Staff

Qualified nutrition professionals will administer the school meal programs. As part of the school district's responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

### Sharing of Foods and Beverages

Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

**Elementary Schools: The school food service program will approve and provide all food and beverage sales to students in elementary schools.** Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. Foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

**Middle and High Schools:** In middle and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

### Beverages

- Allowed: water or seltzer water without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain 100% fruit juice (4 oz) and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- Not allowed: By law, soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 100% real fruit juice (4 oz) or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

## Foods

Refer to <https://www.mass.gov/service-details/mass-in-motion-improving-school-nutrition> or the John Stalker A-List, <https://johnstalkerinstitute.org/resources/school-snacks/alist/>

- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).

## Portion Sizes

Refer to <https://www.mass.gov/service-details/mass-in-motion-improving-school-nutrition> or the John Stalker A-List, <https://johnstalkerinstitute.org/resources/school-snacks/alist/>

## Fundraising Activities.

To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. All foods used for fundraising purchases must be packaged by a manufacturer with nutrition information available. Schools will encourage fundraising activities that promote physical activity. ~~The school district will make available a list of ideas for acceptable fundraising activities (see page 20, <https://www.mass.gov/service-details/mass-in-motion-improving-school-nutrition>).~~

## Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and any allergy-related issues in the building or classroom. Parents will be encouraged to provide appropriate healthy snacks. Healthy snack lists will be made available to families at the beginning of the school year to assist them in their food choices. <https://www.mass.gov/service-details/mass-in-motion-improving-school-nutrition> or <https://johnstalkerinstitute.org/resources/school-snacks/alist/>

## Rewards

Schools will *limit* foods or beverages, especially those that do not meet the nutrition standards, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

## Celebrations

Schools *will* limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually.

~~*School sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school sponsored events outside the school day should strive to meet the nutrition standards for meals and/or foods and beverages.*~~

## III. Nutrition and Physical Activity Promotion and Food Marketing

### Nutrition Education and Promotion

Abington Public Schools aim to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

### Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (food or beverages provided to students outside of the reimbursable school meals program 30 minutes before the beginning of the school day until 30 minutes after the school day ends with foods and beverages sold in vending machines must comply with the standards at all times). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy

products is encouraged. All snacks or ala carte items will come from, or meet the guidelines put forth in the Stalker-A-List. <https://johnstalkerinstitute.org/resources/school-snacks/alist/>

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

#### IV. Physical Activity Opportunities and Physical Education

Physical Education (P.E.) K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive physical education in accordance with Massachusetts Frameworks.

<https://www.doe.mass.edu/frameworks/health/1999/1099.pdf> All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (*e.g.*, interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess. **PreK-6** students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. All elementary, middle, and high schools will attempt to offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will also offer interscholastic sports programs where possible. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage, verbally and through the provision of space, equipment, and activities, daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment: Teachers and other school and community personnel will not use physical activity (*e.g.*, running laps, pushups) or withhold opportunities for physical activity (*e.g.*, recess, physical education) as punishment.

## Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (ideally 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class.

Toward that end:

- classroom health education should complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and
- to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

~~***Safe Routes to School. The school district should assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts to encourage students to walk and/or bike to school when possible.***~~

Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. Regulations regarding the use of school facilities are outlined in the Abington Public Schools Joint Use Policy.

## Communications with Parents

Abington Public Schools will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide nutrition information and nutrient analyses of school menus on school websites. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents with a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities

<http://www.mass.gov/eohhs/docs/dph/mass-in-motion/school-nutrition-guide.pdf> or  
<http://www.johnstalkerinstitute.org/alist/alist.pdf>

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through

a website, newsletter, or other take-home materials, special events, or physical education homework.

### Monitoring and Policy Review

Monitoring: The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

The Food Service Director will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

Assessments will be repeated every three years by the Wellness Advisory Committee to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review its' nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

The Wellness Director will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school committee and also distributed to the Wellness Advisory Committee, school councils, parent/teacher organizations, school principals, and school health services personnel in the district.

*Approved by the  
Abington School Committee  
May 28, 2013*



**Abington Middle School  
School Improvement Plan  
2022-2023**



The Abington Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity or sexual orientation. The contents of all Abington Public Schools publications are available upon request in languages other than English.

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# Abington Middle School School Council Members

Matthew J. MacCurtain	Principal/Chair	
Jessica Sullivan	Assistant Principal/Secretary	
Allison Ferrigno	Teacher	Term ends September 2022
James Gorman	Teacher	Term ends September 2022
Renee Lindo	Parent	Term ends September 2022
Pam Neely	Parent	Term ends September 2023

# Abington Public Schools

## **Mission Statement:**

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

## **Guiding Principles:**

We believe in...

- making decisions in the best interests of students.
- supporting all students in achieving success.
- fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- creating a safe, tolerant, supportive, organized, and equitable learning environment.
- providing challenging educational experiences that build character.
- developing self-discipline and personal responsibility.
- promoting creativity, problem solving, effective communication, and critical thinking skills.
- cultivating the educational partnership among home, school, and community.
- nurturing a culture of collaboration, collegiality, and mutual respect.
- encouraging staff initiative and innovation.
- implementing professional development that is essential for effective instruction and improved student learning.
- reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- recognizing that effective and appropriate technology is essential for teaching and learning.
- inspiring all students to become life-long learners.

## Abington Middle School Recent Highlights

- Addition of STEAM teacher
  - Increased the number of sections of math/science at 7-8 grade
- Added a full time School Adjustment Counselor
- Created a partial inclusion program to meet the needs of special education students in grades 7&8 who require more intensive supports for portions of their day
- Created a new bell schedule that allows for a homeroom extended by 25 minutes one day per week, allowing for advisory instruction in grades 5-8, with plans to expand this into a multiple day per week advisory program
- Created Boost After School Tutoring
  - Meets twice a week providing tutoring and advisory services for students experiencing academic difficulties
  - First run in spring 2021 and reduced anticipated summer school enrollment by almost 2/3.
- Worked with AHS National Honor Society Advisors to create an after-school tutoring opportunity open to all students
- Worked with AHS Athletic Director to include grade 8 students in AHS Athletics.
- Utilized Compass social work interns to expand after school offerings to include Girls Group and Alliance club
- Implemented Best Buddies program for grades 5-8, an inclusive and supportive after school peer support and activity groups
- Implemented student recognition programs including Wave Awards and Student of the month
- Hosted Chris Poulos guest speaker, who provided life lessons in core values, anti-bullying, and character education

**Abington Middle School**  
**School Improvement Goals for 2022-2023**

<b>Goal 1</b>	Increase student achievement through enhancements to Curriculum, Instruction and Assessment
<b>Goal 2</b>	Continue to cultivate a safe, welcoming, and inclusive school community, that builds on existing strengths and increases students' social emotional and executive functioning skill level

**Abington Middle School Improvement Goal #1**

<b>Goal #1</b>	Increase student achievement through enhancements to Curriculum, Instruction and Assessment		
<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
Analyze local, common and statewide assessments and curricular progress.	School Administration Director of Curriculum, Instruction, & Assessment  Department Heads & Directors  Faculty	<ul style="list-style-type: none"> <li>• Continue the use of grade level standards progress tracker</li> <li>• Analyze MCAS data through data team meetings</li> <li>• Develop grade level and school wide student learning goals, priorities and areas for ongoing focus.</li> </ul>	June 2023
Utilize a coaching and professional development model to continue work focused on grade 5 ELA and	School Administration  Director of Curriculum,	<ul style="list-style-type: none"> <li>• Schedule specific Professional Development and coaching days with consultants for ELA and Mathematics to:               <ul style="list-style-type: none"> <li>○ Provide opportunities for identification of best practices and curriculum resources</li> </ul> </li> </ul>	June 2023

<p>grade 5-8 Mathematics</p>	<p>Instruction, &amp; Assessment</p> <p>Department Heads/Curriculum Coordinators</p> <p>Faculty</p>	<ul style="list-style-type: none"> <li>○ Allow teachers to participate in best practice coaching and immediate feedback</li> <li>○ Develop and implement up to date curriculum based on most current learning standards and available high quality resources</li> </ul>	
<p>Build upon and strengthen existing extracurricular intervention programming</p>	<p>School Administration</p> <p>Faculty</p>	<ul style="list-style-type: none"> <li>● Continue and strengthen “Boost” after-school tutoring and AHS mentor tutoring as available</li> <li>● Explore after school social emotional support programming <ul style="list-style-type: none"> <li>○ Social Work Interns</li> <li>○ After School Clubs</li> </ul> </li> </ul>	<p>June 2023</p>
<p>Develop and implement an advisory and intervention model</p>	<p>School Administration</p> <p>Faculty</p>	<ul style="list-style-type: none"> <li>● Advisory and intervention periods <ul style="list-style-type: none"> <li>○ SEL Lessons</li> <li>○ Executive Functioning</li> <li>○ Academic Interventions</li> </ul> </li> <li>● Advisory Design Committee</li> <li>● Model for scheduling students into groups for advisory and interventions to include students at all levels</li> <li>● Develop intervention schedule for ELA and Mathematics in grades 5 through 8.</li> <li>● Seek to include intervention as well as opportunities for enrichment for students not requiring specific intervention</li> </ul>	<p><b>June 2023</b></p>



**Abington Middle School Improvement Goal #2**

<b>Goal #2</b>	Continue to cultivate a safe, welcoming, and inclusive school community, that builds on existing strengths and increases students’ social emotional and executive functioning skill level.		
<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
Continue to develop WAVE PBLL	School Administration  Faculty	<ul style="list-style-type: none"> <li>• WAVE Committee meetings</li> <li>• Collect baseline school climate data from a school climate survey (Conducted Spring 2022)</li> <li>• Increased student participation in development of PBIS items:               <ul style="list-style-type: none"> <li>○ Themes</li> <li>○ Core tenants of AMS WAVE</li> </ul> </li> <li>• Identifying social skills components that can be incorporated in WAVE PBLL (example :address bullying/harassment/teasing)</li> </ul>	June 2023

Develop and implement an advisory and intervention model		<ul style="list-style-type: none"> <li>• Advisory and intervention periods <ul style="list-style-type: none"> <li>○ SEL Lessons</li> <li>○ Executive Functioning</li> <li>○ Academic Interventions</li> </ul> </li> <li>• Advisory Design Committee</li> <li>• Model for scheduling students into groups for advisory and interventions to include students at all levels</li> <li>• Develop intervention schedule for ELA and Mathematics in grades 5 through 8.</li> <li>• Seek to include intervention as well as opportunities for enrichment for students not requiring specific intervention</li> </ul>	June 2023
Continue to provide professional development and resources to faculty and staff to build capacity in SEL and cultivate executive functioning skills in the classroom	School Administration  Faculty	<ul style="list-style-type: none"> <li>• Provide regular opportunities for staff to engage in activities that address their own social-emotional needs during faculty meetings and pd opportunities</li> <li>• Identification of executive functioning programming with aligned staff professional development</li> </ul>	June 2023
Continue to collaborate with Woodsdale Elementary School to enhance the student transition from elementary to middle school	School Administration  Guidance  Adjustment Counselor and School Psychologists	<ul style="list-style-type: none"> <li>• Transitioning planning group</li> <li>• Move-Up/Visit Days</li> <li>• Orientation program to include tour, school/classrooms visits, meet with administration, meet with teachers, counselors, student panel presentation</li> <li>• Transition opportunities available throughout the summer</li> </ul>	September 2022

# **Woodsdale School:**

*School Improvement Plan*

2022-2023

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**WES School Council Members**

Chairperson/Principal: Jonathan Hawes

Staff Representative: Stephanie Clark, Cheryl Kelly (Year 1)

Parent Representative: Jennifer Cummings (Year 1)

School Committee Representative: Julie Groom

**Mission  
Statement**

The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.

## **District Guiding Beliefs:**

We believe in:

- ❖ making decisions in the best interests of students.
- ❖ supporting all students in achieving success.
- ❖ fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.
- ❖ creating a safe, tolerant, supportive, organized, and equitable learning environment.
- ❖ providing challenging educational experiences that build character.
- ❖ developing self-discipline and personal responsibility.
- ❖ promoting creativity, problem solving, effective communication, and critical thinking skills.
- ❖ cultivating the educational partnership among home, school, and community.
- ❖ nurturing a culture of collaboration, collegiality, and mutual respect.
- ❖ encouraging staff initiative and innovation.
- ❖ implementing professional development that is essential for effective instruction and improved student learning.
- ❖ reviewing and updating curriculum, instruction, and assessment in a regular cycle.
- ❖ recognizing that effective and appropriate technology is essential for teaching and learning.
- ❖ inspiring all students to become life-long learners.

## **District Goals and Objectives:**

### **Teaching and Learning**

#### **1 To improve student performance through curriculum, instruction, and assessment.**

- 1.1 Provide rigorous and relevant curriculum and instruction in an optimal learning environment.
- 1.2 Analyze student performance data from a variety of sources to make informed decisions.
- 1.3 Commit time and resources for meaningful collaboration and high quality professional development.

### **Technology**

#### **2 To maximize opportunities provided by technology to transform teaching and learning.**

- 2.1 Provide all staff and students access to current hardware and software, achieving one to one computing ratio.
- 2.2 Develop technology literacy curriculum for all students.
- 2.3 Continue to provide professional development in instructional technology.
- 2.4 Provide appropriate instructional technology support.
- 2.5 Commit to a regular plan to evaluate, consider, and acquire emerging technology.

#### **Finance and District Operations**

##### **3 To obtain and responsibly manage equitable, predictable, and sustainable funding for educational programs, facilities, and operations.**

- 3.1 Collaborate with the community, local, state, and federal officials to obtain sustainable and predictable financial support.
- 3.2 Provide transparency and encourage community participation in the budgetary process.
- 3.3 Plan and secure funding through traditional and alternative sources, in order to provide state-of-the-art facilities, infrastructure, technology, and other capital projects.
- 3.4 Provide relevant professional development in the area of technology to maximize data management and business continuity.

#### **Facilities**

##### **4 To provide state-of-the-art facilities.**

- 4.1 Secure the necessary votes to support the renovation, expansion, and /or construction of school facilities.
- 4.2 Present required Massachusetts School Building Authority (MSBA) applications and have them accepted and funded.
- 4.3 Begin work on MSBA and town funded projects as soon as possible.
- 4.4 Continue to avail ourselves of alternative funding sources for maintenance and upgrades to school facilities.

#### **Community Support**

##### **5 To generate strong community support for the school district.**

- 5.1 Create and implement a plan to effectively communicate the achievements of the students and staff of the Abington Public Schools.
- 5.2 Increase family and community participation in the educational process and the life of the schools.
- 5.3 Broaden our students' awareness of their responsibility to participate in their community.
- 5.4 Build strong community support for education through the approval of the annual budget and special budget requests at town meeting.

## **Summary of 2021-2022 Goals:**

### **Goal # 1: Implement practices to challenge, support, and celebrate the achievement of students and staff**

- Introduced Reading Workshop coaching & framework for units of study. Staff edited/adjusted a working document throughout the year, based on collaborative planning and coaching feedback.

- Canvas integration throughout Gr 3 & 4, utilized for assignments, reading, annotation, assessments, and submissions.
- Adjusted SPED service scheduling/cohorting to better vertically align with district
- Technology integration continues to be robust. Students construct/compose work digitally, share with educators and each other, take assessments online, etc. With help from the Technology Dept., a 1:1 ratio was achieved.

**Goal # 2: Create opportunities for increased community connections**

- Consistent communication through varied means is in place (newsletter, Facebook, emails)
- Community involvement returns to Woodsdale: MCAS information night, curriculum night, classroom/grade-level events

**Goal # 3: Provide a healthy and safe learning environment through effective leadership and operations**

- Implemented ALICE emergency response protocols & provided student and staff training throughout the year (reverse evacuation, school-wide evacuation)
- Woodsdale Owl program continued to highlight the good work our students were doing to adhere to our monthly character trait focus. Over 1600 Owl Awards were earned, an average of 9 students a day were recognized.
- Expanded on SEL offerings, continuing to utilize Second Step and Morning Meeting, snack & lunch groups through school psychologist & social work intern.

## **Woodsdale School Improvement Plan**

All goals/action steps, although specific to the Woodsdale School, are consistent with the vision, mission, goals, and objectives of Abington Public School District's Vision 2020 Strategic Plan. This plan identifies the following goals as primary areas of focus for the 2022-2023 school year:



<b>Goal # 1</b>	Implement practices to challenge students, support academic & social-emotional needs, and further technology utilization
<b>Goal # 2</b>	Create opportunities for increased community connections
<b>Goal # 3</b>	Provide a healthy and safe learning environment through effective leadership and operations

### **Woodsdale School Improvement Goal #1**

Implement practices to challenge students, support academic & social-emotional needs, and further technology utilization
--

<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
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<p>1. Support, evaluate, and implement the balanced-literacy approach to English Language Arts.</p>	<p>Principal, Director of Curriculum, Instruction and Assessment, Educators</p>	<ul style="list-style-type: none"> <li>• TLA coaching for Reading Workshop continues (6 sessions)</li> <li>• Scope &amp; Sequence edits are implemented to reflect the work done in '21-22 as well as Reading Dept. curriculum plan</li> <li>• Formalized Writing programming for both Gr 3 &amp; 4</li> <li>• Provide training and coaching for staff to continue to build toolkits (strategies, conferencing, writing, phonics, etc.)</li> <li>• Classroom libraries, mentor texts, and book club sets are ordered or replenished to support student needs as well as Reading Workshop needs</li> </ul>	<p>June 2023</p>
<p>2. Establish weekly or daily Canvas integration</p>	<p>Principal, Director of Curriculum, Instruction and Assessment, Technology Integrationist, Technology Tutor, Educators</p>	<ul style="list-style-type: none"> <li>• Educators utilize Canvas LMS for weekly or daily tasks</li> <li>• Students access assessments, assignments, and resources through Canvas</li> <li>• Consistent expectations (staff &amp; students) and best practices are developed and revisited</li> </ul>	<p>Ongoing</p>
<p>3. Examine statewide testing performance and develop action plan to target High Needs population</p>	<p>Principal, Director of Curriculum, Instruction and Assessment, Educators, SPED Team Chair</p>	<ul style="list-style-type: none"> <li>• Schedule &amp; hold data meetings (October)</li> <li>• Develop goals to address High Needs performance</li> <li>• Identify students falling within the High Needs subgroup and track individual academic progress throughout the school year (October)</li> <li>• Monitoring student performance for MCAS tutoring program (Spring)</li> </ul>	<p>Ongoing</p>
<p>4. Promote the effective integration and use of technology in classrooms, lessons, and other applications.</p>	<p>Principal, Director of Curriculum, Instruction and Assessment, Technology staff, Educators</p>	<ul style="list-style-type: none"> <li>• Technology needs assessed with staff and Dir. of Technology</li> <li>• Continued utilization of technology integrationist by classroom teachers</li> <li>• Students creating and collaborating using Office365 products, Canvas</li> </ul>	<p>Ongoing</p>

5. Revisit processes & protocols to support the needs of identified subgroups within WES population	Principal, Educators, School Psychologist, School Psych Intern	<ul style="list-style-type: none"> <li>• Utilize increase in EL staffing to support EL levels effectively (combination of push-in and pull-out services)</li> <li>• Enact &amp; refine protocols to support nondiscrimination on the basis of gender identity</li> <li>• Continue to maximize Partial Inclusion and TLC integration to the extent possible (based on success &amp; capacity of the individual student)</li> </ul>	June 2023
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## Woodsdale School Improvement Goal #2

To create opportunities for increased community connections

<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
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1. Utilize community connections for participation, curriculum support, and input	Principal, Educators, School Resource Officer, community	<ul style="list-style-type: none"> <li>• Establish opportunities for parent input &amp; feedback (similar to past year's Focus Groups)</li> <li>• Provide MCAS overview for Gr 3 parents</li> <li>• Survey parents regarding homework, school culture &amp; climate, etc</li> </ul>	February 2023
2. Effectively communicate with the community through electronic means.	Principal, Director of Curriculum, Instruction and Assessment, Educators	<ul style="list-style-type: none"> <li>• Update website &amp; social media regularly</li> <li>• Information published is translated appropriately</li> <li>• Online extensions of each classroom in place (via Canvas, Remind, or Facebook), expectation of weekly communication from classrooms maintained</li> <li>• Sources such as Constant Contact, newsletters, notices, and social media are used to promote Woodsdale School happenings</li> </ul>	Ongoing
3. Encourage community partnerships that benefit the Woodsdale school community.	Principal, Educators, community members	<ul style="list-style-type: none"> <li>• Host information sessions such as School-to-Home Supports (homework, online resources, math/reading support), SPED services &amp; SST/IST, MCAS</li> <li>• Newcomer resources are developed for families entering Woodsdale School (including Abington Recreation resources, sports sign-ups, social media resources, FAQs etc.)</li> <li>• Celebrate the representative cultures within our Woodsdale families through whole-school and family recognition (ex. culture fairs, exposure within classrooms, whole-school DEI initiatives)</li> </ul>	June 2023

### **Woodsdale School Improvement Goal #3**

To provide a healthy and safe learning environment through effective leadership and operations

<b>Activity and/or Professional Development</b>	<b>Person(s) Responsible</b>	<b>Indicator of Accomplishment</b>	<b>Expected Completion Date</b>
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1. Continue to utilize & develop Woodsdale OWL Award program for student recognition	Principal, Educators, PTO	<ul style="list-style-type: none"> <li>• Spread positive messages of citizenship, social responsibility, and respect through Morning Meetings/ All-School Meetings</li> <li>• Daily recognition by staff, with follow-up/outreach extended to families (phone calls, social media posts, recognition school-wide)</li> </ul>	Ongoing
2. Establish response to SEL needs (identified via student survey & teacher input)	Principal, Educators, School Psychologist, School Psych Intern	<ul style="list-style-type: none"> <li>• Addressing areas of need identified within Climate Survey (delivered to students this past March)</li> <li>• Continue to develop student's toolkit to address conflict, stress, and expressing feelings (through Second-Step and Morning Meeting)</li> </ul>	June 2023
3. Develop the social-emotional tool kit of staff and students alike	Principal, Educators, School Psychologist, School Psych Intern	<ul style="list-style-type: none"> <li>• Second Step curriculum continues to be implemented</li> <li>• Utilize Morning Meeting within classrooms school-wide</li> <li>• Provide formal education opportunities for School Psychologist &amp; classroom teachers</li> </ul>	Ongoing
4. Work with the DPW, Facilities Manager, and Custodial Staff to attend to safety and aesthetics.	Principal, DPW, Custodial staff, Educators, community, PTO	<ul style="list-style-type: none"> <li>• Host Spring and Fall cleanups for beautification purposed (planting flowers, grass seeding, mulch, etc)</li> <li>• Exploring alternatives to recess equipment</li> <li>• Attending to Woodsdale play area needs (possible updates to external areas or playground equipment)</li> </ul>	June 2023
5. Address various internal building needs	Principal, Maintenance Dept, Custodial staff, Educators, community, PTO	<ul style="list-style-type: none"> <li>• Explore space needs for incoming classes (2023-24 SY classroom increases)</li> <li>• Identify areas for OT/PT services</li> <li>• Explore Audio/Visual upgrades to WES cafeteria/auditorium</li> </ul>	June 2023



Dear Woodsdale Community,

Over the last month, an extensive search process has been underway to select the next Principal of the Woodsdale Elementary School. The search process included two rounds of interviews, in-depth reference checks and a site visit to MacArthur Elementary School in Waltham.

We are very pleased to announce Ms. Jennifer Barresi has been appointed to the role of Principal at the Woodsdale Elementary School beginning July 1.

Ms. Barresi received a Bachelor of Arts degree in Psychology and Elementary Education from Merrimack College, a Master of Science degree in Reading from Wheelock College, and a CAES advanced degree in Educational Leadership from Boston College. She was a K-6 classroom teacher, literacy specialist specializing in reading and writing for grades K-4, Prek-5 Literacy Program Coordinator, and District Staff Developer. Ms. Barresi has most recently been the Assistant Principal at the MacArthur Elementary School for the last three years.

Over the coming month, Ms. Barresi will be working closely with Mr. Hawes to ensure a smooth transition to the Woodsdale.

Please join us in welcoming Ms. Barresi to Abington.

Felicia Moschella, Ph.D.  
Assistant Superintendent of Schools  
Principal Search Committee Chair

Peter Schafer  
Superintendent of Schools

Please check applicable field trip:

- Day Trip
- Extended Day Trip
- Overnight Trip
- International

ABINGTON PUBLIC SCHOOLS

Field Trip Plan Sheet  
Grades PreK-12

(Should be submitted at least four (4) weeks in advance)

Teacher(s) MUSIC/ART Grade/Course and Section Ensembles and Advanced art classes

Destination New York City

Date 4/28/23- 4/30/23 Time Leaving 5:30 am Time Returning 11 pm

Contact Person/Staff-in- Charge Steve Shannon Telephone 508-846-8624

No. Students in class undetermined No. Students going undetermined  
(Published list to faculty one week in advance and revised list on day of field trip)

Estimated costs per student \$750 Ratio of students/chaperones 10:1

Provisions for students not attending plans will be left

Please check the boxes upon completion:

- Current CORI on file for all chaperones
- Emergency Contacts
- Field Trip Consent Form & Release from Liability (Adult Student)
- Permission Slip and Medical Release
- Field Trip Consent Form & Release from Liability & Indemnity Agreement (Parent/Guardian)

Fundraising: Yes  No  If yes, explain Music Parent fundraisers

Potential hazards/safeguards None

Educational Objective(s) To experience the culture of NY Theater and Art


Methodology/Integration with Curriculum

Preparation ongoing

Follow-up \_\_\_\_\_

Components and Procedures of the Field Trip to be considered, but not limited to, (check if applicable):  
Provide Documentation, if appropriate:

- Accommodations
- Travel Plan/Itinerary
- Driving Record Request Form
- Transportation
- Overnight and/or International Field Trip Medical Information Form
- Liability Insurance
- Cancellation/Trip Insurance

Approved  Date 4/20/22  
Principal

One copy to the Building Principal  
 One copy to the Office of the Superintendent  
 One copy to the School Nurse  
 One copy to the Director of Food Services  
 One copy to the Abington School Committee (if applicable)

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
 Superintendent of Schools (If applicable)  
 Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Committee (If applicable)