

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.

Chris Coyle, Chair

ABINGTON PUBLIC SCHOOLS
ABINGTON, MA 02351

REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

WEDNESDAY, SEPTEMBER 28, 2022

ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY

7:00 P.M.

- I. CALL OF MEETING TO ORDER AND FLAG SALUTE

- II. HEARING OF VISITORS

- III. READING AND APPROVAL OF RECORDS
 - A. August 31, 2022.

- IV. REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT
 - A. Music Department Update. (S. Shannon, Director)

- V. PRINCIPAL REPORT
 - A. *Matthew MacCurtain – Abington Middle School*
 1. Consideration of an Out-of-State Field Trip to Philadelphia for the Abington Middle School, Grade 8 Students, from June 8-10, 2023.

- VI. REPORT OF THE DIRECTOR OF STUDENT SERVICES
 - A. Additional Home School Requests for the 2022-2023 School Year.

VII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

- A. Be SMART Safety Program (Ms. Ellis & Ms. Maguire).

VIII. REPORT OF THE ASSISTANT SUPERINTENDENT

- A. FY-2024 School Department Development and Article Planning Schedule.

IX. NEW BUSINESS

- A. Report of the Resolutions Committee.

X. ESTABLISHMENT OF NEXT SCHOOL COMMITTEE MEETING DATE

Tuesday, October 25, 2022 @ 7:00 p.m.

XI. INFORMATIONAL ITEMS:

- 9-11 Hannah Tirrell, Jack Regan, Charlie Hernandez
- READS Collaborative Quarterly Report – September 2022
- Correspondence on Equity in Special Education Indicators and Initiatives Status School Year 2022-2023
- **Dates to Remember**
 1. Wed., October 5 – SEPAC Meeting @ Abington Middle/High School Library @ 7 p.m.
 2. Mon., October 10 – Columbus Day – All School Buildings and School Offices Closed
 3. Tues., October 11 – Green Wave Boosters’ Meeting @ AHS @ 7 p.m.
 4. Wed., October 12 – Learning Expo @ Woodsdale School @ 6 p.m.
 5. Sun., October 16 – Green Wave Boosters’ Annual Door-to-Door Drive from the Abington Town Hall from 11 a.m. to 1 p.m.
 6. Tues., October 25 – Regularly Scheduled School Committee Meeting @ AMS/AHS Library at 7:00 p.m.

- **Personnel Administration - Informational**
 1. On the recommendation of Jean Connon, Director of Food Services, the Superintendent has approved the appointment of Heather Cordaro as a three hour per day cafeteria worker within the Abington Public Schools effective on Monday, September 19, 2022.
 2. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of Ashley Dinsmore as an EL tutor within the Abington Public Schools effective on Monday, September 12, 2022.
 3. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Patricia Griffith as a paraprofessional within the Abington Public Schools effective on Thursday, September 1, 2022.
 4. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Jordana Gomes as a paraprofessional within the Abington Public Schools effective on Monday, September 19, 2022.
 5. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Gianna Johnson as a paraprofessional within the Abington Public Schools effective on Monday, September 12, 2022.
 6. On the recommendations of James Robbins, Director of Student Services, and Ms. Julie Thompson, Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of Tracy King as a long-term substitute TLC paraprofessional within the Abington Public Schools effective on Monday, September 19, 2022.
 7. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Michaela Neves as a paraprofessional within the Abington Public Schools effective on Wednesday, August 31, 2022.
 8. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the reassignment of Laura Nuttall from a paraprofessional position to an EL tutor position at the Woodsdale Elementary School effective on Monday, September 26, 2022.
 9. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Stacy Reed as an EL

teacher within the Abington Public Schools effective on Monday, September 19, 2022.

10. On the recommendations of James Robbins, Director of Student Services, and Ms. Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Laura Storey as a specially certified tutor within the Abington Public Schools effective on Wednesday, September 21, 2022.
11. 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 coaches for the 2022-2023 school year:
 - Connor Bennett Auxiliary Cross Country
 - Matthew Henriksen JV Golf
12. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of the following advisors for the 2022-2023 school year:
 - Patricia London Honor Society
 - Victoria Tansey (ACE) Academic Center for
Enrichment
 - Daniel Murphy Student Council
 - Megan Tomlin Spring Musical Producer
Newspaper
 - Brian Lanner Anti-Bullying Club
 - Bill Siegel Peer Leader
 - Karin Daisy Gay Straight Alliance Club
Global Studies
 - Steve Shannon Director of the Fall Show,
Drama Society & Music
Director/Conductor
 - Brendan Remillard Producer Fall Show
 - James Sullivan Director of the Musical
 - Presley Mahanna Costumer
 - Kelly Woodrow Art/Scenic Design Director
 - Megan Tomlin Musical Producer
 - Henry Beckvold Technical Director
 - Susan Mullen Sophomore Class
 - Susan Harrington & Katrina Park Senior Class Co-Advisors
 - Shannon Burke Junior Class
 - Christen Couture Visual Art/Media Club
 - Adam Talbot High School Intramural
 - Jason Scott & Matt Cutter Gaming Club Co-Advisors
 - Erin Slayton Yearbook Advisor
 - Tim Leonelli Jazz Band & Middle School
Enrichment

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- Janny Kelliher HS Student Account Bookkeeper
- Tim Leonelli & Charlie Blanchette Co-Marching Band Advisors
- Bridget Wakelin Unified Sports

13. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the Superintendent has approved the appointment of Ann Parks as the middle school student account bookkeeper.

XII. ADJOURNMENT

Abington, Massachusetts

August 31, 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: Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Julie Groom, and Ms. Wendy Happel, Members. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent; and Ms. Theresa Minnehan, Administrative Assistant.

II. HEARING OF VISITORS

None.

III. READING AND APPROVAL OF MINUTES

A. June 21, 2022.

VOTED: on motion of Wendy Happel (Heidi Hernandez) the members of the School Committee unanimously voted to approve the minutes of June 21, 2022, as presented.

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

A. Introduction of Dr. Chris Basta, Director Curriculum, Instruction and Assessment

Dr. Basta was introduced this evening as the Abington Public Schools' Director of Curriculum, Instruction and Assessment, a position he was appointed to on August 1, 2022. Dr. Basta thanked Mr. Schafer and the screening committee for the opportunity to serve in this new position.

B. Update on Elementary Professional Development.

Dr. Basta gave an update on this school year's elementary professional development which will focus on improving small group instruction by using student data working with both the building leadership and TLA. The focus will be on literacy, but the learning applies to all small group instruction and this work can transfer to math and science. Beaver Brook's curriculum review committee looked at phonics and recommended project READ for grades 1 and 2 and Lively Letters for Kindergarten, both phonics programs that we purchased. The coaching teachers will receive will be directly through the company and webinars. Wooddale will also focus on literacy this year. There will be a committee at both schools to look at next steps.

V. **REPORT OF THE DIRECTOR OF STUDENT SERVICES**

A. 2022 Extended School Year Wrap Up.

Dr. Robbins reported on the 2022 extended school year programs including the special education and English learners' programs. The extended school year program is available to students with disabilities who are vulnerable to regression. This is part of a federal and state requirement where we prevent regression and prepare students for the year ahead. Dr. Robbins stated that the program allows for an opportunity to trial new intervention arrangements for students such as attempting new student groupings and to work through challenges. Teachers seek fun learning opportunities such as field trips to the library and Timber Lanes bowling and music appreciation for the preschool students. He gave a breakdown of the number of staff both certified and support staff, the content addressed, 114 students participated out of 131 eligible and the hours, four hours per day four days per week. Transportation was IEP dependent. He then reviewed the English Learner Education program which was offered due to ESSER funding. The purpose of the EL summer program was to prepare level 1 and 2 EL students for the 2022-2023 academic year. Level 1 students focused on language support, high school students completed a hands-on learning activity where they read through dialogues, looked at evidence and assessed suspects to solve a crime. Students were able to practice their reading and writing skills in a more relaxed, targeted environment. He gave a breakdown of the number of staff both certified and support staff, grades levels served, student participation, 30 out of 45 eligible and the duration of the program, four hours per day four days per week. Most students received transportation.

B. 2022 Summer Program Review

Dr. Basta gave an update on the summer boost programs starting with the rising grade 2 reading program which was to help maintain the growth during the school year using ESSER funds. Dr. Basta reviewed the intent of the program and highlighted the activities. The program was for students not eligible for the extended school year program or summer EL services but for students who were 2 or more levels below the reading benchmark on the grade 1 spring reading assessment and/or based on teacher recommendation. Students engaged in daily play-based centers to develop essential skills in phonics, sight words, reading comprehension and writing and received small group guided reading instruction. Students increased confidence and competency to help boost readiness for second grade. There were 2 certified staff members and 4 support staff. Twenty one out of 40 invited participated in the program, four hours per day for four days per week. The program was flexible around family planned vacation; however, vacation plans and transportation needs were factors in families lack of participation in the program. Exit evaluations took place and will be prepared and shared with the school committee members.

Dr. Basta then reviewed the more traditional summer program for students in grades 7-12, the Green Wave Summer Academy, a program for credit recovery and promotion

requirements. Megan Tomlin was the Director of this program and she also helped with the ESY and EL programs. Overall the students had a good experience. Out of the 50 students attending, 46 earned credit. Middle School Humanities and STEM, High School Algebra 1 & 2, Geometry, History, English and Interdisciplinary Studies were offered for students. The program had seven certified staff members, two support staff and ran for 1.5 hours per day, four days per week for four weeks. Twenty-five students availed themselves to the free transportation that was provided. All programs were held at the middle/high school complex.

The last focus over the summer was enrichment camps. A summer instrumental camp with 52 students in grades 5-8 participated for two 2-hour sessions, three days per week for two weeks as well as twenty students in grades 9-12 participated in the strength and conditioning camp for two 1.5 hour sessions, four days per week for seven weeks. Dr. Basta thanked the members of the Abington School Committee, Mr. Schafer, Dr. Moschella and Dr. Robbins for supporting the summer programs as well as all the program staff.

C. 2022-2023 Home School Requests.

Dr. Robbins requested the approval of the twelve families to home educate their school-aged children. All families are in compliance with the procedures set forth by Massachusetts State Law, Chapter 71, Section 1, 2, and 3, Chapter 76, Section 1, and the Abington Public Schools. He recommended this evening that the school committee approve their request to home educate their child(ren).

VOTED: on motion of Heidi Hernandez (Julie Groom) the members of the School Committee unanimously voted to approve the Home Education Programs for the 2022-2023 school year as recommended by Dr. Robbins.

VI. **REPORT OF THE SUPERINTENDENT OF SCHOOLS**

A. Back to School Report.

Mr. Schafer reported on the startup of the school year and that it went well in regard to class assignments, transportation and the return of staff and families, especially after two years of disruption. He stated that in addition to all the summer programs that took place this year buildings were prepared, the hiring process for new staff or new staff assignments was complete, schedules and assignments were made, bus assignments and routes, new student registrations and preparing buildings and individual classrooms. He also thanked the various departments within the school department and their staff for their assistance in helping to make for a smooth opening as well as the fire, police, the building department, library, PTO's, First Student, the DPW and the Abington School Committee for their support.

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

A. Update on Bus Registrations/Busing.

Dr. Moschella began by thanking the transportation summer staff. She reported on the process of establishing routes and stops for students and that over the last two weeks an additional 80 bus applications have been submitted and processed. She asked that parents/guardians be patient as these late applications mean changes to routes and stops. Tags are distributed and lists are updated for the drivers, all part of the process to account for our students. She also asked that parents give it a week or two for the routes to become more established. Next week with the start of kindergarten the Beaver Brook school buses will be slowed down.

B. Status Report on 2022 Summer Facility Projects.

Dr. Moschella talked about summer facility projects, thanking the maintenance and custodial staff and their summer crews. She highlighted some of the work done over the summer beginning with water and air filter replacements, furniture moved to appropriate locations, painting, plumbing repairs and floors were cleaned and waxed. The buildings look great and are very welcoming. There was concern around having a short amount of time to deep clean the areas around the summer programs presence at the middle/high school building, but the custodial staff was able to make it all work for the first day of school. She mentioned that the Town of Abington and the Green Community Group updated LED lighting, fans were added at BBES and Woodsdale to help with air flow. She also reported that the side soccer field is coming along and progress is being made. Seeding and fertilizing will take place before the winter and it is hopeful that light use of the field will take place in the Spring.

C. Update on the Breakfast/Lunch Programs.

Dr. Moschella communicated that this school year breakfast and lunch is free due to the Massachusetts State funding. Families are encouraged to apply for the waiver to get into other programs in the state to help them financially. She reported that the last couple of years lunch numbers were not required at the Beaver Brook and Woodsdale Schools but will now be rolled out slowly this year. They were used at Abington High School and Middle School last year. Families can receive their lunch numbers from the school administrative assistants or from the cafeteria staff. Students cannot get two free lunches but can pay for the additional meal and they also have to pay for snacks and water.

VIII. ESTABLISHMENT OF NEXT SCHOOL COMMITTEE MEETING DATE

Due to a special town meeting on September 27th, the School Committee will look for another meeting date, to be determined and communicated in the near future.

IX. INFORMATIONAL ITEMS:

- Announcement of the First Annual *Deirdre Volunteer Service Award* Recipient given by the Townwide PTO to Pamela Neely

Mr. Coyle recognized Pamela Neely as the first recipient of the Deirdre Volunteer Service Award for all her work volunteering in our schools. He also recognized and thanked the other nominees, Rachel Collins, Melissa Merrick, Susan Nash, Melanie Whitney and Katie Williamson.

- MASC/MASS Joint Conference, November 2nd through November 5th

School committee members were asked to let Mrs. Minnehan know if they are interested in attending the conference and she will register them for the conference

- 2022-2023 School Committee Meeting Dates
- 2022-2023 School Committee Subcommittee
- Welcome Back Letter to Staff

- **Dates to Remember**

1. Fri., September 2 – No School for Students
2. Mon., September 5 – Labor Day – All School Offices Closed
3. Tues., September 6 – Town Elections @ BBES
4. Tues., September 6 – AEEP and Kindergarten Begin
5. Wed., September 7 – Green Wave Boosters' Meeting @ 7 p.m.
6. Sun., September 18 – Abington COPEs Road Race and Walk @ Woodsdale School – 9 a.m. start
7. Sun., September 18 – Music Parents' Craft Fair @ AMS/HS @ 10 a.m.
8. Thurs., September 22 – Inservice/Early Release Day for Students
9. Tues., September 27 – Special Town Meeting @ AMS/AHS Auditorium @ 7 p.m.

- **Personnel Administration - Informational**
 1. The Superintendent has accepted the resignation of Alyssa Barrientos as a paraprofessional within the Abington Public Schools.
 2. The Superintendent has accepted the resignation of Neve Browne as a paraprofessional within the Abington Public Schools.
 3. The Superintendent has accepted the resignation of Rachael Copenrath as a Specially Certified Tutor within the Abington Public Schools.
 4. The Superintendent has accepted the resignation of Heather Cordaro as a 3-hour per day cafeteria worker within the Abington Public Schools.
 5. The Superintendent has accepted the resignation of Janet Caron as a special education teacher/team chair within the Abington Public Schools.
 6. The Superintendent has accepted the resignation of Amanda Darling as a special education teacher/team chair within the Abington Public Schools.
 7. The Superintendent has accepted the resignation of Sharlene Fedorowicz as the Abington Public Schools' Director of Curriculum, Instruction and Assessment within the Abington Public Schools.
 8. The Superintendent has accepted the resignation of Andrea Freedman as a speech language pathologist within the Abington Public Schools.
 9. The Superintendent has accepted the resignation of Victoria Garvin as a TLC paraprofessional within the Abington Public Schools.
 10. The Superintendent has accepted the resignation of Holly Hynes as a special education teacher within the Abington Public Schools.
 11. The Superintendent has accepted the resignation of Ceara Kelly as a tutor within the Abington Public Schools.
 12. The Superintendent has accepted the resignation of Cheryl Kelly as an elementary teacher within the Abington Public Schools.
 13. The Superintendent has accepted the resignation of Heather Sexton as a technology tutor within the Abington Public Schools effective August 29, 2022.

14. The Superintendent has appointed Dr. Christopher Basta as the Director of Curriculum, Instruction and Assessment effective August 1, 2022.
15. The Superintendent has appointed Kate Casey as the Interim Assistant Principal at Abington High School effective July 1, 2022.
16. The Superintendent has approved the reassignment of Ed Donahue as an elementary teacher at Abington Middle School to an elementary teacher at the Woodsdale Elementary Schools effective in the 2022-2023 school year.
17. The Superintendent has approved the appointment of Marissa Hebert as a speech language pathologist assistant within the Abington Public Schools for the 2022-2023 school year.
18. The Superintendent has approved the reassignment of Nicholas Rodriques as a special education teacher at the Woodsdale Elementary School to a Team Chair at the Woodsdale and Beaver Brook Elementary Schools effective in the 2022-2023 school year.
19. The Superintendent has approved the appointment of Diane Salvetti as a long-term substitute math teacher for Ms. Lauren Bates effective on September 6, 2022, and continuing to October 3, 2022.
20. The Superintendent has approved the appointment of Melanie Savicke as the Interim Assistant Principal at the Beaver Brook Elementary School effective August 17, 2022.
21. The Superintendent has approved the reassignment of the following paraprofessionals to a tutor position within the Abington Public Schools for the 2022-2023 school year:

Colleen Blanchard	Middle School Math Interventionist
Shannon Burke	High School Tutor
Melissa Manley	Middle School Tutor
Michelle Meehan	BBES/WES Technology Tutor
Susan Tirrell	Middle School Math Interventionist
22. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent approved the appointment of the following staff for the 2022-2023 school year:
 - Shannon Burke Tutor
 - Frank Cormos One-Year Substitute Wellness Teacher
 - Allison Dennehy Math Teacher
 - Jamaal Dixon Special Education Teacher
 - Catherine Ferris Math Teacher

- Philip Foley Math/Computer Science Teacher
- Matthew Henriksen Wellness Teacher for Middle/High School
- Moira Leon Special Education Teacher (CBV Program)
- Olivia Leonardo Math Teacher
- Rebekah Lish Biology/Environmental Science Teacher
- David Lyons Paraprofessional
- Julia Pendrak Tutor
- Beth Quinn EL Teacher
- Ross Weber Science Teacher
- Katrina Wilson World Languages Teacher

23. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent approved the appointment of the following staff for the 2022-2023 school year:

- Connor Bennett Science Teacher
- Samantha Bollin Paraprofessional
- Carolyn Bunszell Paraprofessional
- Bridget Byrne Grade 5 Teacher
- Brennah Campbell School Psychologist
- Michael Caseley Math Teacher
- Joseph Costantino Digital Literacy/Computer Science
- Christen Couture .5 Art Teacher for Middle/High School
- Amy LeFort English Teacher
- Kyra Hockey Paraprofessional
- Lindsey MacNeil Geography Teacher
- Jill Meegan Special Education Teacher
- Katelyn Minnehan Specially Certified Tutor
- Laura Regan Grade 6 Teacher
- Susan Saunders Grades 5 & 6 Literacy Specialist
- Stephanie Shields Special Education Teacher
- Stephen Werra One Year Substitute Wellness Teacher

24. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent approved the appointment of the following staff for the 2022-2023 school year:

- Michelle Beatrice Special Education Teacher
- Jason Drinkwater EL Teacher
- Carol Duchaney Recess/Lunch Paraprofessional
- Cynthia Gannon Special Education Teacher
- Kristen Lewis .2 Music Teacher
- Amber McNamara Grade 3 Teacher
- Melissa Moore EL Teacher

- Susan Mullen Grade 3 Teacher
 - Kasey Zielinski Grade 4 Teacher
25. On the recommendation of Chris Basta/Julie Thompson, Principal of the Beaver Brook Elementary School, the Superintendent approved the appointment of the following staff for the 2022-2023 school year:
- Keila Alves EL Teacher
 - Claudia Barry 15-Hours Per Week Title One Para
 - Marisa Clougher One-Year Substitute Special Education Teacher
 - Ashley Cuomo Kindergarten Paraprofessional
 - Jessica Deery Paraprofessional
 - Donna Desmond Paraprofessional
 - Michele Donlon Speech Language Pathologist
 - Tessa Dracoules .4 School Nurse
 - Melissa Foley Special Education Teacher
 - Matthew Galvin Paraprofessional
 - Courtney MacFadgen Grade 2 Teacher
 - Katie McPhee Recess/Lunch Para
 - Sonia Nunes EL Tutor
 - Julie Porter Reading Teacher
 - Kristina Quigley Special Education Teacher
 - Brendan Remillard Paraprofessional
 - Susan Sayce Recess/Lunch Para
 - Julia Thompson Interim Principal
26. On the recommendation of Annie Robinson, Coordinator of the Early Education Program, the Superintendent has approved the appointment of the following staff member for the 2022-2023 school year:
- Taiylor DeMarco Paraprofessional
 - Michelle Hart Administrative Assistant
 - Stacey Roberts Paraprofessional
27. On the recommendation of Jean Connon, Director of Food Services and Custodial Services, the Superintendent has approved the appointment of the following staff Members for the 2022-2023 school year:
- Deidre Antes Manager of Nutrition & Food Services Operations
 - Karima Yakouty Cafeteria Worker
28. On the recommendations of Jonathan Bourn, Principal of Abington High School, and Peter Serino, Athletic Director, the Superintendent has approved the following coaches for the 2022-2023 school year:
- Kiana Bueno Fitness

- Matthew Henriksen JV Golf
 - Samantha Zina JV Girls' Soccer
29. On the recommendations of Jonathan Bourn, Principal of Abington High School, and Peter Serino, Athletic Director, the Superintendent has approved the following volunteer fall coaches for the 2022-2023 school year:
- **Boys Soccer:**
Jose Andrade, John Stark
 - **Girls' Soccer:**
Olivia Leonardo
 - **Football:**
Joe D'Antonio, Keith Faxon, Kalonji Kabongo and David Lyons
 - **Cheerleading:**
Jen Krouse and Sue Pack
30. The Superintendent has granted Ms. Katelyn Hawkes, a special education teacher within the Abington Public Schools, a parental leave of absence in accordance with Options B and A as stipulated in Article XXIV of the Unit A Agreement. This leave of absence will begin on August 29, 2022 and continue to on or about October 24, 2022.
31. The Superintendent has granted Mr. James Gorman, a wellness teacher within the Abington Public Schools, a career leave of absence as stipulated in Article XXV of the Unit A Agreement for the 2022-2023 school year.
32. The Superintendent has granted Ms. Melanie Savicke, a special education teacher within the Abington Public Schools, a career leave of absence as stipulated in Article XXV of the Unit A Agreement for the 2022-2023 school year.
33. The Superintendent has approved the following recommendations from principals for Professional Teacher Status beginning in the 2022-2023 school year:
- Jennifer Caseley – Abington Middle School
 - Orianne Greene – Abington High School
 - Katelyn Hawkes – Beaver Brook Elementary School
 - Sarah LaPointe – Abington High School
 - Rebecca Lennon – Woodsdale Elementary School
 - Timothy Leonelli – Abington Middle School
 - Patricia London – Abington High School
 - Kacie McCarthy – Early Education Program
 - Daniel Murphy – Abington High School

- Alison Rand – Beaver Brook Elementary School
- Nicholas Rodriquez – Woodsdale Elementary School
- Melanie Savicke – Beaver Brook Elementary School
- Rebecca Selenow – Abington Middle School
- Mercy Vaillancourt – Beaver Brook Elementary School
- Bridget Wakelin – Abington High School

X. EXECUTIVE SESSION
@ 7:28 p.m.

VOTED: by roll call vote, members of the Abington School Committee adjourned the regular meeting to enter into Executive Session to present updates on negotiations with the Abington Education Association Units A and B, and discussion of the Assistant Superintendent's contract and not to return to regular session.

Yes:
Ms. Grafton
Ms. Groom
Ms. Happel
Ms. Hernandez
Mr. Coyle

Heidi Hernandez, Secretary

The background of the slide is a warm, golden-brown image of a music score. A pencil is shown pointing to a specific staff of music. The text is overlaid on this background.

Abington Public Schools Music Department

Report to School Committee

September 28, 2022

Presented by Steve Shannon, Director of Music

Progress on Areas for Growth from 2021/22

- A .2 position was added to address additional classrooms in Grades 3 & 4
- AMS scheduling allowed for staff to teach in their primary areas, providing more robust and consistent instruction in Grades 7 & 8 music electives (instrumental/vocal emphasis)
- We are maintaining or growing our numbers in most curricular areas

Enrollment in performance-based, curricular classes

	2019/20	2020/21	2021/22	2022/23
Grade 5/6 Band	121	n/a	163	150
	Gr. 5 79	-	Gr. 5 106	Gr. 5 Approx. 90
	Gr. 6 42	-	Gr. 6 57	Gr. 6 60
Grade 7/8 Band	64	n/a	73	104
HS Band	29	25	24	28
Grade 7/8 Chorus	192	n/a	80	87
HS Chorus	31	23	22	15

Strengths and other informational items

- Exploring an SEL workshop for our next departmental in-service day
- Marching Band has increased from 17 to 31 participants since last year
- The Music Parents have donated approx. \$16,000 to fund new Marching Band uniforms (expected delivery in December)
- The Music Parents, staff and students successfully ran the 42nd Annual Craft Fair on September 18th
- Plans are confirmed for the AHS New York City trip April 28-30, 2023
- Co-curricular offerings at both AMS and AHS are running at pre-pandemic levels
 - AHS Fall Play (Nov. 17/18) and Musical (March 9-11)
 - AMS Spring Musical Production (May 12/13)
 - AMS after school music clubs



ABINGTON
HIGH SCHOOL

DIRECTORS
TIMOTHY LEONELLI
CHARLIE BLANCHETTE

MUSICIAN
2022



Areas for Growth/Challenges

- Continued attention paid to scheduling of High School Band and Chorus as they often run opposite other singleton electives and AP courses
- Continued attention paid to AMS and AHS staff teaching in their primary areas (instrumental vs. vocal emphasis)
- Increase of instructional minutes in Grades K – 4
- Continued advocacy and consideration of K – 12 Music Department needs as part of an overall District vision for success, growth, and sustainability of the music program

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) AMS Staff TBD
Destination Philadelphia

Grade/Course and Section: Grade 8

Date June 8, 2023 Time Leaving 6:00 AM Time Returning June 10, 2023 9:00 PM

Contact Person/Staff-in- Charge Matthew MacCurtain Telephone 781-982-2170

No. Students in class 179 No. Students going TBD
(Published list to faculty one week in advance and revised list on day of field trip)

Estimated costs per student: \$720.00 Ratio of students/chaperones 10:1

Provisions for students not attending : Alternate work in school in addition to alternate field trip

Please check the boxes upon completion:

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

Fundraising: Yes No _____ If yes, explain : Mickman Brothers Wreath Sales, PTO Fundraising, Individual Student Chocolate Sales

Potential hazards/safeguards: Out of state travel

Methodology/Integration with Curriculum

This trip has close connection to the grade 8 Civics curriculum through visits to Independence Hall, the US Constitution Center, Museum of the American Revolution in addition to other curriculum connections through visits to the Franklin Institute.

Follow-up:

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

Provide Documentation, if appropriate:

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

Approved [Signature] Date 9/21/2022
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)



Abington Middle School - Philadelphia Adventure 2023

Inclusions:

- All transportation
- 24/7 Grand Classroom speciality guide
- All meals including lunches
- All lodging - 4 students per room
 - Single room for nurse and 2 per room for Administration and Teachers
- All activity fees on final itinerary
- Driver and third party vendor gratuities
Grand Classroom guide tips optional
- Expert tour planning
- Night Security in hotels
- Medical and dental insurance
- 24 hour emergency support
- School nurse trip included
- Promotional materials
- Personalized web page for registration and paperwork management
- Full accounting services with custom payment schedules available
- On-call, on-site, local Grand Classroom student travel specialist

Who: Abington Middle School

What: Philadelphia Adventure

When: June 8th - 10th, 2023

All inclusive pricing: \$720

(Based on 45 students per bus with total 120 - 140+)

Travel Protection Plan included. TRP - \$35.00

Optional upgrade to TRP+ = \$48.00 upon registration

Please see Terms and Conditions for program details

Registration Deposit = \$50.00

Chaperone Ratio: 10:1

Students register online by visiting

www.grandclassroom.com

Click "Find my Trip/Register and search for your school name

Pricing Proposal by: Gregg Wachtelhausen

Sample Itinerary

Day One:

- Depart for Philadelphia
- Lunch en route
- Meet Grand Classroom Guide
- Arrive at Franklin Institute for tour with IMAX movie
- Visit the Rocky Steps
- Dinner as a group
- Check into hotel

Day Two:

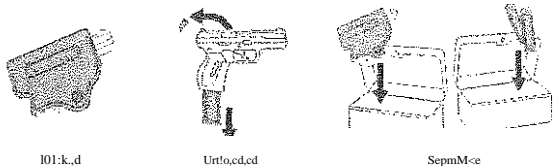
- Breakfast at hotel
- Depart for downtown Philadelphia
- Explore the National Constitution Center
- Delegates Cafe
- Museum of American Revolution
- Depart for Spirit of Philadelphia
- Spirit of Philadelphia
- Free time at Penn's Landing
- Return to hotel

Day Three:

- Breakfast at hotel
- Check out of hotel, depart for downtown
- Tour Independence Hall and see the Liberty Bell
- Lunch
- Depart for home

FIREARMS ARE THE #1 LEADING CAUSE OF DEATH FOR AMERICAN CHILDREN AND TEENS

Assume children and teens can find guns. Store firearms locked, unloaded and separate from ammunition.



BeSMARTforKids.org



Secure all guns in your home and vehicles

Model responsible behavior around guns

Ask about the presence of unsecured guns in other homes

Recognize the role of guns in suicide

Tell your peers to be SMART

For more information on what you can do to keep kids safe, visit BeSmartforKids.org

Tips for Talking to Your Child

- Make gun safety a normal safety conversation, starting at an early age.
- Ask your child what they already know about guns and what questions they have.
- If your child finds a gun, they should stop; not touch it (even if it looks like a toy), walk away, and tell a grown-up.
- Repetition is key. Talk about gun safety routinely and age-appropriate information as your child matures.

- In a moment of crisis, access to a gun can be the difference between **life and death**.
- **4.6 million children** in the US live in homes where there is at least one loaded, unsecured firearm.
- Each year, nearly 350 children under age 18 unintentionally shoot themselves or someone else.
- Nearly 40 % of child gun deaths are suicides - over 700 child gun suicides each year. Over 80% of children who died by gun suicide used a gun accessible to them from their own home or that of a family member.
- 78% of school shooters under 18 obtained the gun(s) from the home of a parent, relative or friend.
- Hiding a gun is not the same as securing the gun. Secure firearm storage is associated with up to an 85% decreased risk of firearm suicide and unintentional firearm injury among children and teens.

If you have any questions, would like a free gun lock or would like to get involved with this life-saving program, please contact us at besmartsouthshore.ma@gmail.com. We offer a 1-hour educational presentation and are happy to present for any group interested

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ABINGTON PUBLIC SCHOOLS

FY2024 BUDGET DEVELOPMENT AND ARTICLE PLANNING SCHEDULE

Month

October and November

- Send out FY-2024 budget proposal / request memo and forms to Principals, Dept. Heads and Directors (due back by November 22, 2022)
- Finance Committee tour of school facilities (TBD)

December

- Superintendent and other Central Office Administrators meet with Principals, Dept. Heads and Directors to review budget proposals (December 7 and 8)
- Administration Meets with Business and Finance Subcommittee (TBD)

January

- Chairman of the School Committee, School Committee Members and the Superintendent hold a FY-2024 Public Budget Hearing (January 3, 2023)
- Review FY-2024 Budget Draft by Administrative Team (January 3, 2023)
- Superintendent presents to the School Committee the FY-2024 Preliminary Budget and Article Information for referral to the School Committee's Business and Finance Subcommittee (January 3, 2023)
- FY-2024 Preliminary Budget and Article Information submitted to the Town Manager/Board of Selectmen and Finance Committee (January 3, 2023)

February

- School Committee's Business and Finance Subcommittee meets with school administration, Board of Selectmen and town Finance Committee as scheduled to review and revise FY-2024 Preliminary Budget and Article Information (TBD)

March

- School Committee's Business and Finance Subcommittee present their recommendations on the FY-2024 Proposed Budget and Article Information to the full School Committee for review (TBD)
- School Committee's Business and Finance Subcommittee and administration meets with town Finance Committee as scheduled (TBD)
- School Committee adopts their Proposed FY-2024 Budget and Sponsored Articles for transmittal to the Town Manager/Board of Selectmen (TBD)

April, May and June

- Chairman of the School Committee, other members of the School Committee, the Superintendent and other school administrators meet with the Finance Committee or the Finance Committee Liaison Subcommittee as needed and as requested to review Proposed FY-2024 Budget and Articles (TBD)
- School Committee approves final, Certified FY-2024 Budget and Articles
- School Committee Chairman presents Budget and Article requests at Town Meeting (TBD)
- Town Meeting votes on FY-2024 Budget and Articles (TBD)

report of the resolutions committee

The members of the Resolutions Committee met on July 5, 2022 to consider resolutions proposed by member districts for consideration at the 2022 Annual Meeting of the Association. Members present were: Stacey Rizzo, Chair, Revere; Andrea Wadsworth, Lee; Jason Fraser, Plympton and Silver Lake Reg.; Paul Schlichtman, Arlington; Barbara Davis, Holbrook; Stephanie Clougherty, Carver; Beverly Hugo, Framingham; Beverly Griffin Dunne, Peabody and Essex North Shore Vocational School; Margaret Hughes, Narragansett; Robert Swartz, Gardner

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: REGARDING SANCTUARY LAWS FOR TRANSGENDER STUDENTS

(Sponsored by the Lexington School Committee and co-sponsored by the Worcester, Somerville, Grafton, and Franklin School Committees)

WHEREAS the Commonwealth of Massachusetts has a long history of standing for civil rights, including advocacy for a bill of rights in the U.S. Constitution; and

WHEREAS Massachusetts codified gender identity as a protected class in the 2011 Act Relative to Gender Identity; and

WHEREAS all children deserve a safe environment in which to grow up; and

WHEREAS some state governments are now criminalizing supportive medical care for trans individuals, moving to bar families from traveling to access such care, and otherwise violating the civil rights of trans children and their families; and

WHEREAS the defense of the civil rights of the historically marginalized is contained within the first article of the Massachusetts Constitution right of "seeking and obtaining their safety and happiness;"

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Great and General Court to join with other states in the passage of so-called "sanctuary" laws to ensure such children and their families have "the power of enjoying, in safety and tranquility, their natural rights and the blessings of life," as guaranteed by the Constitution of the Commonwealth.

RATIONALE: The 2011 passage of the Act Relative to Gender Identity marked a Massachusetts commitment to the civil rights of transgender residents. Laws recently passed or being considered in other states would put into question this protection, as some such laws call for families to be prosecuted for seeking medical treatment for their children, even across state lines. This is a profound violation of the civil rights of these children, and it increases the potential harm both to them and to their families. In response, a number of states are considering so-called sanctuary laws which would shield families from such prosecution, and extend to those children the rights guaranteed to them by Massachusetts law. As of the passage of this resolution, no such bills have been filed in Massachusetts. The Legislature must back up the 2011 Act with this further protection.

RESOLUTION 2: TO INCREASE THE MAXIMUM BALANCE ALLOWED BY THE SPECIAL EDUCATION RESERVE FUND

(Sponsored by the Plympton School Committee)

WHEREAS the Municipal Modernization Act allows for municipalities in conjunction with their school districts to create a Special Education Reserve Fund to cover the cost of unanticipated or unbudgeted special education costs, including the cost of out-of-district placements and special education transportation; and

WHEREAS the current language of the Special Education Reserve Fund caps the balance at 2 percent of annual net school spending, which for many rural and small districts does not leave enough in reserves to meet the needs of a single student who is placed into a collaborative setting, never mind a student who may be medically fragile and in need of an intensive residential placement; and

WHEREAS school districts with large student bodies are more likely to experience multiple unanticipated and unbudgeted special education related expenses throughout the school year;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend Chapter 40, Section 13E, by deleting "2 percent of the annual net school spending" and by inserting the following "5 percent of the annual net school spending."

RATIONALE: Current prices for special education day programs in Massachusetts Collaboratives can cost a district between \$50,000 to \$70,000 per student and private provider day programs can cost districts between \$70,000-\$100,000 per student. These prices do not include the cost to transport the students to these separate settings which is part of the overall price and can fluctuate in cost. Private residential special education settings can cost a district between \$120,000-\$250,000 per student.

The 5 percent cap would allow for deeper investment of the municipality's own monies towards preventing mid-year budget crisis and positioning the school district to have the ability to provide an appropriate public education in the least restrictive setting to all students. The 5 percent cap would also allow reserves to grow to a sustainable level which hopefully would not be wiped out by a single year of special education related expenses.

RESOLUTION 3: MEMBERSHIP OF THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the Arlington School Committee)

WHEREAS the Board of Elementary and Secondary Education has broad powers to set education policy and enact regulations for Massachusetts public schools; and

WHEREAS the Board of Elementary and Secondary Education has the power to choose a receiver to replace an elected school committee; and

WHEREAS the Board of Elementary and Secondary Education governs educator licensure in Massachusetts; and

WHEREAS practicing educators and school committee members are prohibited from serving on the Board of Elementary and Secondary Education; and

WHEREAS the teaching profession is the only profession or trade in Massachusetts where the holders of a license are prohibited from serving on its governing board; and

WHEREAS professional expertise and a commitment to public governance should not disqualify a person from serving in a leadership role;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls for the enactment of legislation to repeal the provision of Massachusetts law that prohibits practicing educators and sitting school committee members from serving on the Board of Elementary and Secondary Education;

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls for legislation to reconstitute the Board of Elementary and Secondary Education by including members with expertise as licensed educators and members with expertise in public school governance.

RESOLUTION 4: PRESERVING LOCAL GOVERNANCE OF MASSACHUSETTS SCHOOLS

(Sponsored by the Arlington School Committee)

WHEREAS the Massachusetts Department of Elementary and Secondary Education has exercised its power to take over school districts in Lawrence in 2011, Holyoke in 2015, and Southbridge in 2016; and

WHEREAS the placement of the public schools of Lawrence, Holyoke, and Southbridge in receivership has removed their respective school committees from their role as the governing board for their schools, and has replaced local governance with a state receiver; and

WHEREAS a Boston Globe analysis of test scores, graduation rates, college enrollment, and a dozen other metrics in Lawrence, Holyoke, and Southbridge shows state receivers have failed to meet almost all of its stated goals for the districts; and

WHEREAS the Massachusetts Department of Elementary and Secondary Education has no plan, strategy, or timeline for restoring local governance and accountability to the voters of Lawrence, Holyoke, and Southbridge; and

WHEREAS the Massachusetts Association of School Committees asserts that a strong system of local governance and accountability is the foundation of excellent schools;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Commonwealth of Massachusetts to restore local governance and accountability for the Lawrence, Holyoke, and Southbridge Public Schools no later than July 1, 2023; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation to limit any future state takeovers to a term of no more than three years.

RESOLUTION 5: PERSONAL FINANCIAL LITERACY EDUCATION

(Sponsored by the Framingham School Committee)

WHEREAS students will need to make wise financial decisions to promote financial well-being throughout their lives; and

WHEREAS students will need to develop actionable strategies to manage their futures, including managing their budgets by developing savings plans, navigating credit and debt, and creating a blueprint for financing higher education or their careers; and

WHEREAS students will need to be informed consumers when making everyday purchases for both small and large items; and

WHEREAS with guidance and financial literacy, students have increased chances of affording and attaining a college education; and

WHEREAS without prior long-term financial planning, higher education plans do not come to fruition for many students due to extraordinary tuition rates; and

WHEREAS college tuitions and other financial choices, such as credit card debt and loans, can saddle students with a lifetime of debt due to their inability to pay back student and other type of loans;

THEREFORE BE IT RESOLVED that MASC file legislation that would have the effect of ensuring that all students have exposure to personal financial literacy curricula and, ultimately, graduate from high school with the lifelong knowledge of how to be fiscally responsible to avoid being deterred by financial woes. This legislation should ensure that the students at various levels would benefit from curriculum in Massachusetts' public schools which would include content in personal financial literacy.

RATIONALE: Because many students and their families today do not plan far enough ahead for college tuition, many students are not able to attend institutions of higher learning or need to drop out due to inadequate funds. This resolution will help to ensure that students are knowledgeable about the best options available to them in order to be fiscally responsible and receive the best advice in attaining their goals by being educated about the best options for paying tuitions, use of credit cards, securing personal loans (including car loans) etc.

RESOLUTION 6: ESTABLISHMENT OF A REGIONAL SCHOOL ASSESSMENT RESERVE FUND

(Sponsored by the Silver Lake Regional School Committee)

WHEREAS Regional School Committees of the Commonwealth are tasked with producing financially sound budgets designed to meet the needs of all their students just like all public school committees of Massachusetts; and

WHEREAS municipalities of Regional Schools are presented with Regional Assessments which can fluctuate dramatically based on enrollment percentage changes and can be further exacerbated by unbalanced adjustments of the Equalized Valuation (EQV) of property, a key metric in the states formula used to calculate the minimum required local contribution; and

WHEREAS in 2016 the State of Massachusetts passed the Municipal Modernization Act which aimed to grant more local control and encouraged financial efficiencies where possible, the precedent exists in statute to support the

creation of a Regional Schools Assessment Reserve Fund which could be used to offset abnormally large increases to a municipality's regional assessment;
THEREFORE BE IT RESOLVED: that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to enact or amend legislation which permits municipalities to establish a Regional School Assessment Reserve Fund.

Proposed language for legislation could include:

To amend M.G.L. Part I, Title VII, Chapter 40, by inserting Section 13F as follows:

Chapter 40, Section 13F
Regional School Assessment Reserve Fund for payments towards future Regional Assessments

Any municipality which accepts this section by a majority vote of the municipality's legislative body may establish and appropriate or transfer money to a reserve fund to be utilized in the upcoming fiscal years, to pay for the Regional Assessment in years when the Regional Assessment increases by more than 35% over the previous year's Regional Assessment. The balance in the reserve fund shall not exceed 10 percent of the annual Regional Assessment for the municipality.

Funds shall only be distributed from the reserve funds after a majority vote of the municipality's legislative body in years when the Regional Assessment is more than 3.5% in order to bring the Regional Assessment down to no less than 2.5% increase. The municipal treasurer may invest the monies in the manner authorized in section 54 of chapter 44 and any interest earned thereon shall be credited to and become part of the fund.



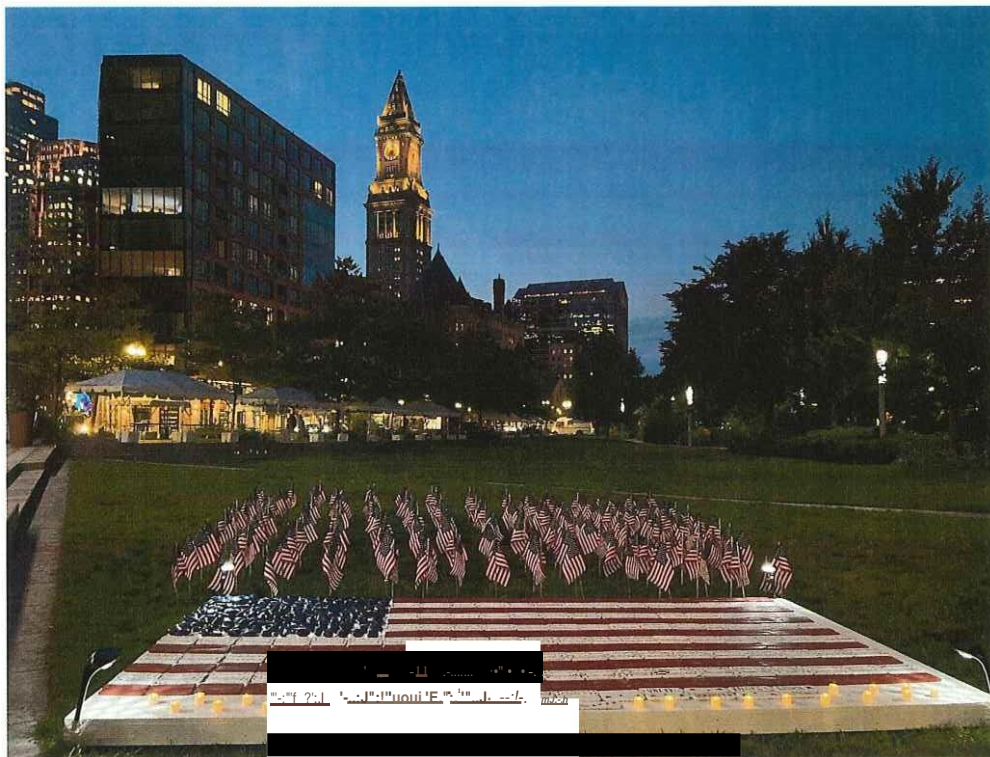
9.11 TRIBUTE SERVICE

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Ambassador and Alumni,

Our hearts are filled with gratitude for a **beautiful weekend of unity, remembrance, and Tribute Service** with the Massachusetts Military Heroes Fund.

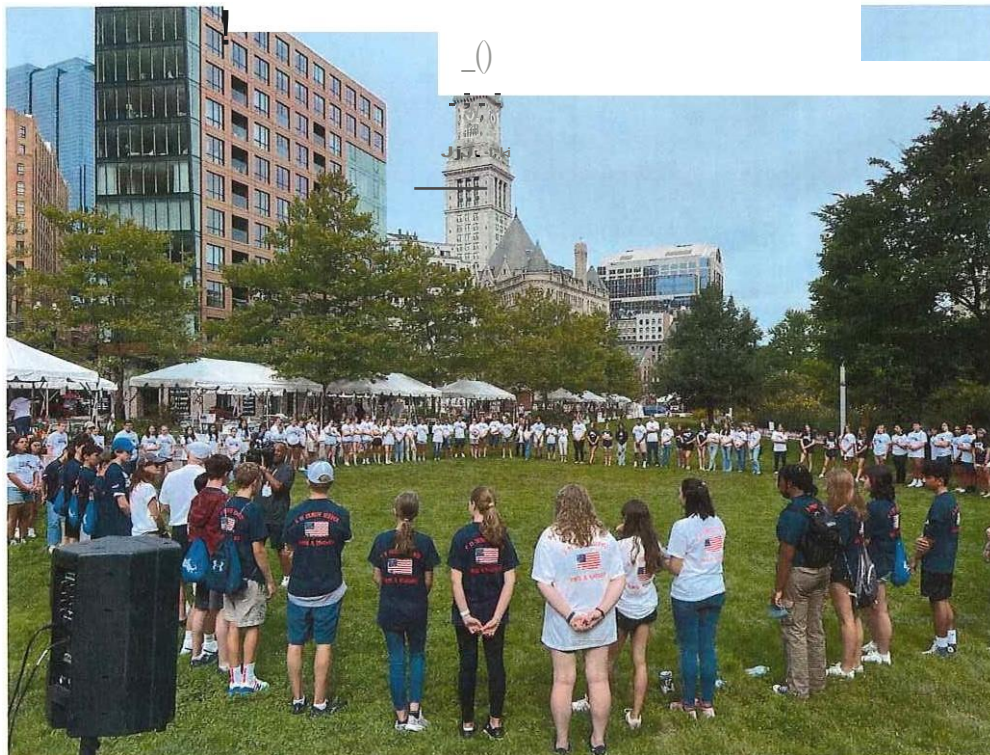
Across the state, Tribute Service team members led service in gratitude for First Responders and the military; convened for the National Moment of Silence and Peaceful Remembrance; and created Tribute Stone Gardens in places of honor in their hometowns. Our social media channels were filled with beautiful Tribute Stones and inspiring remembrances that brought **comfort and hope** to the 9.11 families and families of the Fallen. Each act of service made possible by the generosity of neighbors, support of family and friends, and the Tribute Service team's initiative and dedication.



On Sunday in Boston, more than 250 Ambassadors, Alumni, 9.11 families and bereaved families of the Fallen, and volunteers **united for a day of service and remembrance**. Our day began with the National Moment of Silence at 8:46 am, followed by the recitation of the names of the 206 local victims of the September 11th terrorist attacks. Each name said with love and a prayer of strength and hope for their families.

The team was then invited for quiet remembrance on our Memorial Path, which included a Tribute Flag for the loved ones lost on 9.11 -- the white stripes comprised of 206 white pavers, each one bearing the name of a beloved neighbor, family member, or friend -- and a Tribute Stone Garden that honored Massachusetts Fallen since 2001. After reflection and a project dedication to those they wished to honor...service began!

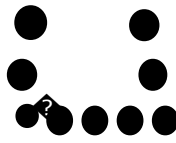
We were very honored to be joined by Senator Ed Markey, Governor Charlie Baker and First Lady Baker, and Mayor Michelle Wu as we created 750 care packages for troops serving abroad and veterans served by the New England Center and Home for Veterans. Each of our honored guests offered moving reflections on **the power of service to uplift and unite**, and the importance of our conviction to "never forget". You can check out our service in [The Globe](#) and on [WBZ-TV](#). This link to [2 short Instagram video](#) provides perspective on the service experience.



Charlie, Mary, Michaela, Oyin, and I are so thankful to every member of the Tribute Service team. We're inspired by your commitment throughout the summer months and **proud of the excellence with which you lead**. From the Berkshires to the Cape, 35ONE united in remembrance, demonstrated gratitude, and re-dedicated ourselves to a world defined by compassion and love. Our resolve ever-inspired by the radiant lives lost 21 years ago and in active military duty since.

We will never forget.

With gratitude,
Carolyn



READS Collaborative

Quarterly Report Overview - September 2022

- **READS Strategic Plan Priorities- 2021-2024 (www.readscollab.org)**
 - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
 - DHH staff are exploring updated emergency communication options for Deaf staff and students.
 - Academy ERT will review all emergency procedures and conduct drills within the first months of school.
 - READS continues to follow DESE guidance regarding COVID mitigation strategies. Masks are not required for the 22-23 school year but are optional for staff and students who choose to wear one.
 - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - **READS** has established a stipend for two leaders of this work.
 - Enhance programs and services to better serve the students and families, our staff, and the member districts.
 - This year there will be 4 Family Success Partnership counselors providing support to 65 families in 7 districts.
 - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
 - READS referrals and enrollment numbers are returning to pre-pandemic levels.
 - Contracts for consultation services and in-district services have shown tremendous growth over the past two years.
- **Fiscal Update**
 - READS received a MA Capital Skills grant that will support the expansion of work-based learning experiences in Health Care and Welding. Learning Stations and software purchased through this grant will provide augmented reality learning experiences in Science with be available across grades at the Academy and in the high school program in DHH.
- **Legislation/Compliance**
 - All DESE required reports have been submitted and certified.
- **Student/Staff Feature**
 - Staff were thankful for an in-person Opening Day on August 29th that featured positive psychologist Pam Garammone to successfully set the tone for a 1% happier school year.
 - Congratulations to READS Employee of the Year 2022: Evelyn Rankin, Deaf and Hard of Hearing Program Director.

Dear Superintendent Peter G Schafer:

The Department of Elementary and Secondary Education (MA DESE) and local education agencies (LEAs) across the Commonwealth have made it their priority to increase educational access and equity for our most marginalized students, especially students with disabilities. This priority necessitates that we identify inequities in special education and respond to them. As part of this work, MA DESE implements multiple initiatives.

The purpose of this email is to notify your LEA of its status across these initiatives and indicators for the 2022-2023 school year. It is recommended all district staff carefully read all information in this email as if flagged or identified there will be required actions of the LEA.

Information about your LEA's status for each initiative and indicator are included in the table below.

Abington's Status for Initiatives and Indicators

<u>Initiatives and Indicators</u>	<u>Status</u>	<u>Area of Identification/Flag</u>
Indicator 4A	Not Identified	
Indicator 4B	Not Identified	
Indicator 9	Not Flagged	
Indicator 10	Not Flagged	
Significant Disproportionality	Not Identified or At-Risk	

More information on Significant Disproportionality and other equity in special education initiatives and indicators is available here: <https://www.doe.mass.edu/sfs/discipline/indicators-4-9-10.docx>.

MA DESE is working to create a system of technical assistance, professional development, and other supports that is customized for each LEA. This will include district level supports, professional learning communities (PLCs), and online trainings.

For LEAs identified or at-risk of significant disproportionality in special education and LEAs flagged or identified for indicators 4, 9 and 10, you will receive an email with more information about requirements, upcoming technical assistance opportunities and PLC groups.

More Information on Indicators and Initiatives

Significant Disproportionality in Special Education: IDEA requires states to measure whether students from certain racial and ethnic groups are disproportionately receiving special education services in specific disability categories, whether they are disproportionately placed in certain settings, and whether they are disproportionately receiving certain kinds of disciplinary removals. IDEA requires different calculations for this measurement than it requires for Indicators 9, 10, 4A, and 4B.

LEAs identified with significant disproportionality are required to complete the following:

1. Review and, if appropriate, revise policies, practices, and procedures (PPPs)
2. Publicly report revisions of PPPs
3. Reserve 15% of IDEA funds for comprehensive coordinated early intervening services (CCEIS) to address factors contributing to the significant disproportionality. Funds must be used for students ages 3 through grade 12 and for students with or without disabilities.
4. Identify and address factors that may be contributing to significant disproportionality
5. **Submit action plans to DESE for approval in spring 2023.** More information on these action plans will be included in follow-up email.

Though at-risk LEAs are not required to take specific action right now, they may wish to assess their policies, practices, and procedures for reasons that may have contributed to the LEA's high risk ratios or take additional steps to examine the data that suggest disproportionality.

Any LEA at-risk for future identification with or identified with significant disproportionality is invited to participate in the MA DESE provided technical assistance and professional development.

Data for Significant Disproportionality in Special Education is made available to all LEAs, no matter their status for this initiative, in an Edwin report: SP301 Significant Disproportionality in Special Education. This report can be found in Edwin Analytics in the Security Portal: <https://gateway.edu.state.ma.us/>.

More information on Significant Disproportionality is available here:

- [What is Significant Disproportionality Quick Reference Guide](#)
- [Significant Disproportionality Fiscal Implications Reference Guide](#)
- [MA DESE Significant Disproportionality Website](#)

Indicators 4A and 4B are required by the Individuals with Disabilities Education Act (IDEA) and, through data analysis, measure whether students with IEPs, overall and from certain racial and ethnic groups, are suspended or expelled in LEAs more than students with IEPs statewide. Through this data analysis LEAs are identified for indicators 4A and 4B.

All LEAs identified by way of this data analysis are required to identify and address factors that may be contributing to disproportionality. LEAs found to have policies, practices, and procedures (PPPs) that lead to this discrepancy are required to write a corrective action plan which must be completed by the next reporting year.

Any LEA identified under indicators 4A and 4B are invited to participate in MA DESE provided technical assistance and professional development

More information on Indicator 4 is available here:

<https://www.doe.mass.edu/sfs/discipline/indicators-4-9-10.docx>.

Indicators 9 and 10 are required by IDEA and, through data analysis, measure whether students from certain racial and ethnic groups are disproportionately receiving special education services in LEAs, both in general and in specific disability categories, because they were inappropriately determined eligible for special education services. Through this data analysis LEAs are flagged for indicators 9 and 10.

All LEAs flagged by way of this data analysis are required to send PPPs to MA DESE. IDEA requires MA DESE to determine whether the disproportionate representation is due to inappropriate identification of students for special education services by reviewing the LEA's PPPs regarding disability determination and eligibility determination. If it is determined that PPPs are inappropriate and are contributing to the disproportionate representation, corrective action procedures are required.

Any LEA flagged under indicators 9 or 10 are invited to participate in MA DESE provided technical assistance and professional development.

More information on Indicators 9 and 10 is available here:
<https://www.doe.mass.edu/sfs/discipline/indicators-4-9-10.docx>.

Please contact Brian Coonley of the MA DESE's Special Education Planning & Policy Office at 781-338-3374 or brian.coonley@mass.gov with questions. He will be your primary point of contact on this matter.

Thank you, in advance, for your shared attention to this important work. We look forward to our continued partnership.

Best Regards,



Russell D. Johnston, PhD
Senior Associate Commissioner

CC: James Robbins, Special Education Director
Felicia Moschella, District Business Leader
Peter G Schafer, Curriculum Director
Brian Coonley, Special Education Equity and Inclusion Specialist
Jamie Camacho, Director, Office of Special Education Planning and Policy