

This meeting may be digitally recorded

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

TUESDAY, NOVEMBER 29, 2022

ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY

7:00 P.M.

Note: A Public Hearing on School Choice participation for the 2023-2024 school year will be held at 7:00 p.m.

- I. CALL OF MEETING TO ORDER AND FLAG SALUTE
- II. HEARING OF VISITORS
- III. READING AND APPROVAL OF RECORDS
 - A. October 25, 2022.
- IV. UNFINISHED BUSINESS
 - A. Consideration of a Change of School Books for *This Book is Gay* (J. Dawson).
- V. REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT
 - A. 2022 MCAS Review. (E. Gonsalves, M. Doherty and N. Corbett)

VI. REPORT OF THE ATHLETIC DIRECTOR

- A. Update on the Athletic Program.

VII. REPORT ON THE MASC DELEGATE ASSEMBLY (H. Hernandez)

VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

- A. Consideration of the Abington Public Schools' participation in the School Choice Program for the 2023-2024 school year in accordance with Chapter 76, The Education Reform Act of 1993.
- B. Update on Administrator Searches.
- Beaver Brook Principal
 - High School Assistant Principal

IX. ESTABLISHMENT OF NEXT SCHOOL COMMITTEE MEETING DATES

Tuesday, January 3, 2023 @ 7:00 p.m.
Public Hearing on the FY-2024 Preliminary Budget @ 7:30 p.m.

Tuesday, January 24, 2023 @ 7:00 p.m.
Regular Monthly Meeting

X. INFORMATIONAL ITEMS:

- Correspondence from the Massachusetts Department of Elementary and Secondary Education: 2023 Special Education Determination under Part B of the Individuals with Disabilities Act (IDEA)
- READS Collaborative Annual Report
- Dates to Remember
 1. Wed., December 7 – AEF Meeting @ Town Hall @ 7 p.m.
 2. Tues., December 13 – Inservice/Early Release Day for Students
 3. Fri., December 23 – Mon., January 2 – Holiday Vacation Break

4. Mon., January 2 – News Year’s Day Observed – All School Offices and Buildings Closed
5. Tues., January 3 – School Committee Meeting with an FY-24 School Department Budget Hearing @ 7:30 p.m.
6. Sat., January 7 – AEF Trivia Night at the Abington K of C @ 7 p.m.
7. Mon., January 16 – Martin Luther King Day – All School Offices and Buildings Closed
8. Tues., January 25 – Next Regular School Committee Meeting @ 7 p.m.
9. Fri., January 27 – Inservice/Early Release Day for Students

• **Personnel Administration - Informational**

1. The Superintendent has accepted the resignation of Lance Hammond as a maintenance worker within the Abington Public Schools for the purpose of retirement effective on January 3, 2023.
2. The Superintendent has accepted the resignation of Melissa Manley as a tutor within the Abington Public Schools effective on Friday, November 18, 2022.
3. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of Diane Salvetti as a long-term substitute biology teacher effective on Monday, November 14, 2022.
4. On the recommendations of Jason Linn, Maintenance Director, and Felicia Moschella, Assistant Superintendent, for the Abington Public Schools, the Superintendent has approved the appointment of Edward Belcher as a maintenance worker effective on Tuesday, January 3, 2023.
5. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of Kristina Wilson as the Director of World Languages for the 2022-2023 school year.
6. 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:
 - William Caseley Head Girls’ Indoor Track
 - Jenna Olem Head Softball
 - Stephen Perakslis Head Baseball
 - Bridget Wakelin Head Tennis
 - Michael Caseley Head Boys’ Track and Field
 - William Caseley Head Girls’ Track and Field
 - Michael Grafton Head Boys’ Lacrosse
 - Gabrielle Majenski Head Girls’ Lacross

7. The Superintendent has granted Ms. Jacklyn Gurry, a wellness 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 or about February 15, 2023 and continue to on or about April 26, 2023.
8. The Superintendent has granted Ms. Loreen McGrath, a cafeteria worker within the Abington Public Schools, a maternity leave of absence effective on November 14, 2022, and continuing to on or about March 6, 2023.
9. The Superintendent has granted Ms. Thea Showstack, a school psychologist within the Abington Public Schools, a leave of absence in accordance with Options B and A as stipulated in Article XXV, Section 7 of the Unit A Agreement. This leave of absence will begin on or about November 28, 2022 and continue for the remainder of the 2022-2023 school year.

XI. EXECUTIVE SESSION by roll call vote in accordance with MA G.L. Chapter 30A, Section 21(a)(3) for the purpose of updating the Committee on negotiations with AEA Units A and B, and Superintendent of Schools' salary re-opener, 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 not to return to regular session.

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

A regular meeting of the School Committee was held in the Auditorium 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; Elizabeth Lindo, Student Representative; and Ms. Theresa Minnehan, Administrative Assistant.

Prior to the start of the meeting, Mr. Coyle stated that due to the size of the crowd this evening, the meeting was moved from the library to the auditorium. He stated that there is nothing on this evening's agenda to remove a school group or club. He also asked that people be respectful to others when speaking under the Hearing of Visitors section. The agenda item related to a possible vote to remove a book at a future meeting is driven by MA General law, Chapter 71, Section 50. He stated that he received a request from a member of the School Committee who would like an agenda item to vote on the removal of the book, *This Book is Gay*, and he continued that any member has as much right as the Chair to have the topic discussed, the only way to vote is to give notice this evening that a vote could take place at any future meeting. He stated that no vote would be taken this evening on the removal of the book, *This Book is Gay*. He would prefer for the removal of any instructional materials to go through the steps outlined in our policy, KEC, Challenged Educational Materials, opposed to using state law. However, there have been no formal complaints made to the Superintendent regarding any materials. He also asked that when speaking to give your name and address. The policy allows three minutes to speak and he will ask to end or cut it short if going on too long. He also asked for proper conduct this evening and that there be no personal complaints against any individual. He may have to end Hearing of Visitors before all get a chance to speak, but encouraged community members to email any member of the Abington School Committee or Mr. Schafer, Superintendent of Schools. Mr. Schafer gave an update on information and the status of where we are; he was asked to remove the book; *This Book is Gay* from the high school library shared area. He removed it after reviewing portions of the book. After reading the entire book he decided to put the book back on the high school side of the library. He stated that the book cautions students about safe sex, and online behavior and other cautionary messages to students. He tried to put a review committee together but there isn't an actual challenge of the book so the policy doesn't fit.

II. **HEARING OF VISITORS**

Mr. Shannon, President of the Abington Education Association, and teacher in the Abington Public Schools, asked to speak to the Abington School to request a swift, fair and equitable settlement to the Association's collective bargaining agreements.

The following residents asked to be heard regarding the book, *This Book is Gay*.

- Alex Hagerty, 515 Summer Street, not speaking on behalf of the Board of Selectmen but rather on behalf of himself
- Sue McHugh, 30 Elm Street
- Kristine Simmons, 36 Thaxter Avenue
- Beth McDonnell, 45 Spruce Street
- Susan Wakelin, 47 Buckboard Lane
- Steven Driscoll, Quincy, was not given an opportunity to speak due to being from out of town.
- Rachel Abell, 571 Randolph Street

Danielle Grafton requested that the School Committee take a brief recess.

VOTED: on motion of Danielle Grafton (Chris Coyle) the members of the School Committee voted to take a recess. Ms. Happel opposed to a recess.

Upon return Mr. Coyle continued the Hearing of Visitors' section, but stated that it would end at 8:10 p.m.

- Thomas Burke, 254 Presidential Drive
- Patricia Baldner, 76 East Street
- Galen Cunniff, 369 High Street

Public comment ended at 8:10 p.m. and Mr. Coyle reviewed the process that if you want to challenge a book our policy is online.

III. READING AND APPROVAL OF MINUTES

A. September 28, 2022.

VOTED: on motion of Chris Coyle (Heidi Hernandez) the members of the School Committee unanimously voted to approve the minutes of September 28, 2022, as presented.

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

A. Art Department Update. (M. Poirier)

This presentation was tabled for a future meeting.

V. **NEW BUSINESS**

A. Notice of the Consideration of a Change of School Books at the November School Committee Meeting for *This Book is Gay* (J. Dawson)

Mr. Coyle stated that this section should be considered notice of the consideration of a change of school books at the November or any future meeting of the book, *This Book is Gay*. It could happen at the next meeting or a meeting thereafter. Ms. Happel asked how we figure out what meeting this would take place and Mr. Coyle stated that he would decide when developing future agendas. Ms. Happel stated that the people chosen to be on the original review committee were biased. Mr. Schafer stated that the policy outlines who participates and given that we are a small district he looks for people from neither side to review the book. Mr. Schafer stated that he follows policy as outlined and chose parents from the school council who were democratically chosen. Mr. Coyle stated that his preference would be to go through Abington School Committee policy rather than state law and he stated that the notice has been given and he will not put this on the agenda if it is going through our policy. Mr. Coyle stated that he will review with Attorney Joseph Emerson whether the change must go through a School Committee vote.

VI. **UNFINISHED BUSINESS**

A. MASC/MASS Annual Joint Conference (November 2-5, 2022) at Resort and Conference Center at Hyannis, Hyannis, MA

1. Appointment of a Voting Delegate.

VOTED: on motion of Chris Coyle (Danielle Grafton the members of the School Committee unanimously voted to Appoint Heidi Hernandez as the voting delegate on the 2022 MASC Resolutions as informed by the Abington School Committee.

2. Review of 2022 Resolutions.

#1 Regarding Sanctuary Laws for Transgender Students.

VOTED: on motion of Chris Coyle (Julie Groom) the members of the School Committee voted to support resolution #1.

Yes: Chris Coyle
Julie Groom
Danielle Grafton
Heidi Hernandez

No: Wendy Happel

#2 To Increase the Maximum Balance Allowed by the Special Education Reserve Fund.

VOTED: on motion of Julie Groom (Danielle Grafton) the members of the School Committee unanimously voted to support resolution #2.

#3 Membership of the Board of Elementary and Secondary Education.

VOTED: on motion of Chris Coyle (Heidi Hernandez) the members of the School Committee voted to support resolution #3.

Yes: Chris Coyle
Julie Groom
Danielle Grafton
Heidi Hernandez

No: Wendy Happel

#4 Preserving Local Governance of Massachusetts Schools

VOTED: on motion of Danielle Grafton (Julie Groom) the members of the School Committee unanimously voted to support resolution #4.

#5 Personal Finance Literacy

VOTED: on motion of Danielle Grafton (Julie Groom) the members of the School

Committee unanimously voted to support resolution #5.

#6 Establishment of a Regional School Assessment Reserve Fund

VOTED: on motion of Danielle Grafton (Heidi Hernandez) the members of the School Committee voted to support resolution #6.

Yes: Chris Coyle
Julie Groom
Danielle Grafton
Heidi Hernandez

Abstain: Wendy Happel

VII. REPORT OF THE DIRECTOR OF STUDENT SERVICES

A. Additional Home School Requests for the 2022-2023 School Year.

Dr. Robbins requested the approval of two additional families to home educate their school-aged children. These requests came in after our August meeting. These 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 (Chris Coyle) the members of the School Committee unanimously voted to approve the additional Home Education Programs for the 2022-2023 school year as recommended by Dr. Robbins.

VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

A. Abington Public Schools' Targeted District Review Report (April 2022).

Mr. Schafer stated that at the end of the last school year, DESE provided an audit of the District. This is done periodically, and we have just received our report back and it is overall a positive report. There are some areas to reflect on as we improve the District and he wanted to make all aware that the report is back, and he would like to review some positive areas and as well as the recommendations for improvement. This is not a review of the MCAS reports that department heads

give annually. However, MCAS results are cited as a District in this report. He reviewed in the executive summary teachers express a desire for more structured time to analyze and respond to student-level data as well as have access to a data dashboard to ensure that important data are readily available. The District understands that data usage is an area of need and is working toward meeting the identified need. Mr. Schafer stated that this is in the works, and we have the ability to provide this for staff. Table summaries were given in the Report for strengths and areas for growth and Mr. Schafer reviewed those indicators and their strengths and areas for growth. He then referred the Committee to the Assessment section on page 15 and stated that our strength is that we use a variety of assessments to measure and monitor student performance and that we communicate with families using a variety of methods such as standards-based report cards, grade promotion letters, and universal screener data. He stated that an area for growth is to adopt a formal structure data dive processes. Mr. Schafer stated that the document is online and we will digest this Report and be reflective about the Report and what needs to be worked on. Ms. Hernandez was impressed with the student engagement at the high school level and believes it is a testament to our teachers.

IX. REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS

A. School Safety and Update on November 8th Professional Development ALICE Training.

Dr. Moschella gave an update on what will take place on the staff half day of professional development on November 8th and she reiterated that there is no school for students on this day. She stated that staff will be refreshed on the ALICE safety program and (Alert, Lockdown, Inform, Counter and Evacuate) and to make decisions based on the information received during an incident. This training does not start or end on November 8th. All staff have gone through training and/or watched an ALICE video. On November 8th there will be an e-learning component and presentations provided by the Abington Police Department and Abington Public School staff. She thanked the police department for their partnership in school safety in general. Students and staff participate in ongoing ALICE drills in each building which varies based on age level throughout the school year.

X. ESTABLISHMENT OF NEXT SCHOOL COMMITTEE MEETING DATE

Tuesday, November 29, 2022 @ 7 p.m.

XI. INFORMATIONAL ITEMS

1. Tues., November 8 – No School for Students- Half Day of Professional Development for Staff.
2. Wed., November 9 – Abington Education Foundation (AEF) Board Meeting @ Abington Town Hall @ 7 p.m.
3. Thurs., November 10 – National Honor Society Induction @ AHS Auditorium @ 6:30 p.m.

4. Fri., November 11 – Veterans’ Day – All School Offices and Buildings Closed
5. Wed., November 23 – Half Day (Thanksgiving Break) Thurs., November 24 and Fri., November 25 – All School Offices and Buildings Closed
6. Tues., November 29 – Next Regularly Scheduled School Committee Meeting @ 7 p.m.

• **Personnel Administration - Informational**

1. The Superintendent has accepted the resignation of Aanton Lynch, Jr., as a paraprofessional within the Abington Public Schools effective on October 7, 2022.
2. The Superintendent has accepted the resignation of Saysha Martin as a lunch/recess paraprofessional within the Abington Public Schools effective on October 21, 2022.
3. The Superintendent has accepted the resignation of Katie McPhee as a lunch/recess paraprofessional within the Abington Public Schools effective on October 5, 2022.
4. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Stacie Chase as a paraprofessional within the Abington Public Schools effective on September 22, 2022
5. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the Superintendent has approved the appointment of Charles Elledge as a paraprofessional within the Abington Public Schools effective on October 17, 2022.
6. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the Superintendent has approved the appointment of David Lyons as a long-term substitute wellness teacher within the Abington Public Schools effective on October 6, 2022, and continuing to on or about January 3, 2023.
7. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the Superintendent has approved the appointment of Deidre McCarthy as a paraprofessional within the Abington Public Schools effective on October 31, 2022.
8. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Katie O’Neill as a paraprofessional within the Abington Public Schools effective on September 22, 2022.
9. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the reassignment of Tammy Reid as a paraprofessional to a tutor within the Abington Public Schools effective on September 26, 2022.
10. On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of Jennifer Whitman as a long-term substitute

paraprofessional within the Abington Public Schools effective on October 24, 2022, continuing to on or about January 15, 2023.

11. On the recommendation of Jennifer Barresi, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of the following lunch/recess paraprofessionals:
 - Judith Durant
 - Jillian Gonzalez
 - Myra Gretskey
 - Janet Parsons

12. On the recommendation of Melanie Savicke, Assistant Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of the following lunch/recess paraprofessionals:
 - Theresa Corbett
 - Jillian Gonzalez
 - Adriana Rampino

13. 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:
 - Meg Doherty Math Team
 - Presley Mahanna Freshman Class

14. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of the following enrichment club advisors for the 2022-2023 school year:
 - Vicki Graham Minecraft
 - Timothy Leonelli Instrumental Music & Drama
 - Melissa Manley Alliance
 - Angela Nguyen Running
 - Samuel Perkins Chess
 - Lauren Peruzzi Running

15. The Superintendent has granted Ms. Cassandra Edouard, a paraprofessional within the Abington Public Schools, a parental leave of absence in accordance with Option A as stipulated in Article VI of the ESP Agreement. This leave of absence will be for the 2022-2023 school year.


XII. EXECUTIVE SESSION
@ 8:39 p.m.

VOTED: by roll call vote in accordance with MA G.L. Chapter 30A, Section 21(a)(3) for the purpose of updating the Committee on 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 not to return to regular session

Yes:

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


Heidi Hernandez, Secretary



MCAS 2022 Review

Dr. Christopher Basta, *Director of Curriculum, Instruction, & Assessment*

Nicole Corbett, *Science Department Head*

Meg Doherty, *Math Department Head*

Dr. Elizabeth Gonsalves, *English Department Head*

1

How much ground was lost nationally during the pandemic?

In the winter of 2022, the [National Assessment of Educational Progress \(NAEP\)](#) administered its long-term trend assessment, the “Nation’s Report Card,” which is normally given to a sample of fourth and eighth graders across the country in math and reading every two years. Since 2019, **math** in grades four fell 5 points, while grade eight dropped 8 points. National **reading** scores, however, dropped just 3 points in both grades when compared to the 2019 test.

MCAS Test Administration 2019-2022

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	No tests administered	No tests administered
2021	Half-test administered	Full test administered
2022	Full test administered	Full test administered

2

State MCAS Results 2019-2022

Subject	Grade	2019 % M/E	2021 % M/E	2022 % M/E	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
ELA	3-8	52	46	41	-6	-5	-11
ELA	10	61	64	58	+3	-6	-3

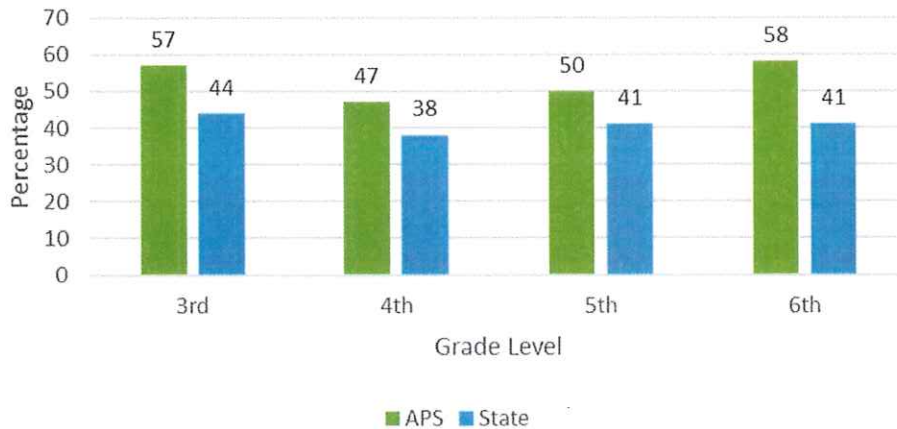
Subject	Grade	2019 % M/E	2021 % M/E	2022 % M/E	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
Math	3-8	49	33	39	-16	+6	-10
Math	10	59	52	50	-7	-2	-9

Subject	Grade	2019 % M/E	2021 % M/E	2022 % M/E	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
Science	5	49	42	43	-7	+1	-6
Science	8	46	41	42	-5	+1	-4
Science	10*			47			

*First administration of the Next-Generation Science MCAS in grade 10 Physics and Biology and not comparable to prior years.

3

ELA MCAS: School vs. State Comparison 2022 Meeting/Exceeding Expectations



	Grade 3	Grade 4	Grade 5	Grade 6
ELA	13	9	9	17

4

3-6 ELA Areas of Strength and Growth

Strengths:

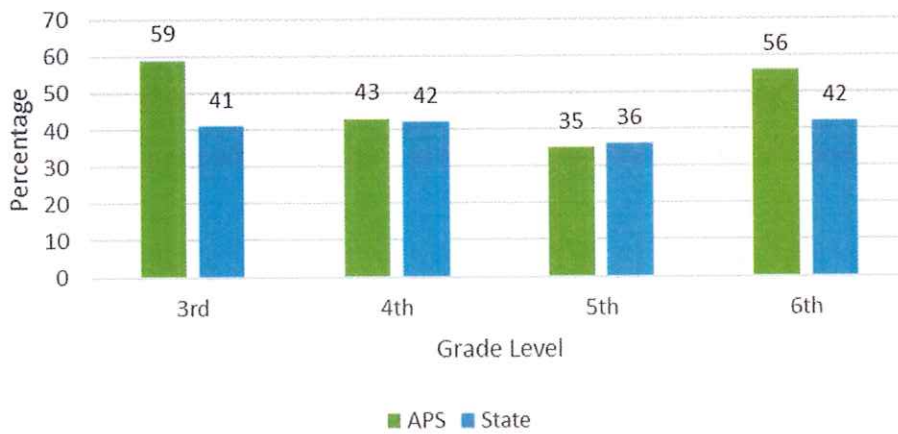
- ✓ Intervention supports for all students
- ✓ Addition of systematic/explicit phonics instruction in lower elementary
- ✓ Independent reading stamina

Recommendations:

- Continue Professional Development on data-informed small group instruction
- Enhance student engagement through small groups, stations, and independent work
- Explore explicit phonics intervention in 3rd - 4th
- Investigate, enhance, and align writing instruction K-6
- Continue to align/enhance K-6 reading instructional vision

5

Math MCAS: School vs. State Comparison 2022 Meeting/Exceeding Expectations



	Grade 3	Grade 4	Grade 5	Grade 6
Math	18	1	-1	14

6

3-6 Math Areas of Strength and Growth

Strengths:

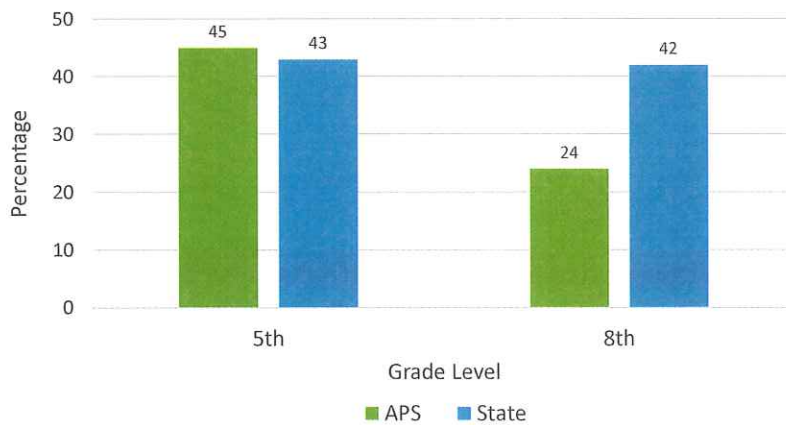
- ✓ Intervention supports for all students
- ✓ Updated enVision 2020 math program
- ✓ Working toward independent learning and stations

Recommendations:

- Incorporate more targeted math in STEAM classes in 5 and 6
- Enhance student engagement through small groups, stations, and independent work
- 5-12 Professional Development in Math Thinking and Problem-Solving
- 5-12 Math Committee to plan next steps in math instruction, resources, and structures
- Align K-12 math instructional vision
- P-4 Math Committee in 2023-2024

7

Science MCAS: School vs State Comparison 2022
Meeting/Exceeding Expectations



	Grade 5	Grade 8
Science	2	-18

8



9

GRADE 8 SCIENCE PRACTICE TEST / SESSION 1 / 22 OF 23 / 0%

This question has two parts.

A plant species produces two types of seeds, rounded seeds and wrinkled seeds. The allele for rounded seeds (**R**) is dominant to the allele for wrinkled seeds (**r**). A plant heterozygous for this trait (**Rr**) is crossed with a homozygous plant (**rr**).

Part A

Complete the Punnett square for this cross. Each allele or allele pair may be used once, more than once, or not at all.

R r RR Rr rr

	R	r
R		
r		

Part B

10

Science Areas of Strength and Growth

Strengths:

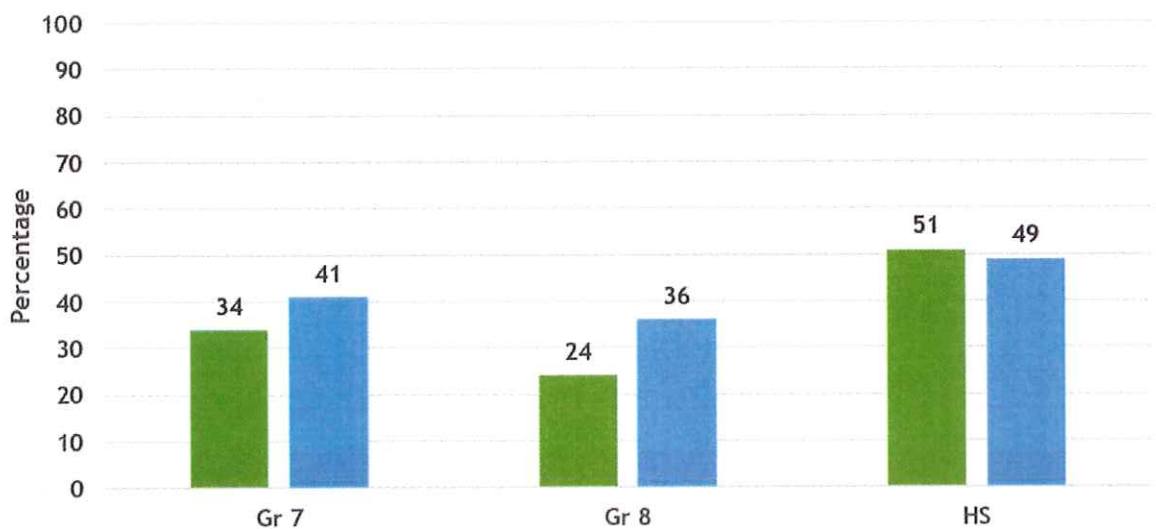
- ✓ Overall achievement exceeding the State for grade 9 for both the Legacy and Next Gen scoring systems
- ✓ Collaborative department that regularly meets to discuss alignment of curricula with the 2016 MA Science Framework and common assessments
- ✓ Incorporates hands-on activities and labs utilizing physical technology and equipment (i.e., Vernier equipment and software) and virtual learning platforms (i.e., Gizmos)

Recommendations:

- Adjust areas of focus in the curriculum based on student performance results data
- Continue to work on engagement by building on use of physical and virtual labs and activities
- Have students work more often with online MCAS practice tests and similar assessment styles

11

SS Math MCAS: School vs. State Comparison 2022



	Grade 7	Grade 8	HS
Math	-7	-12	2

12

AMS/AHS Math Areas of Strength and Growth

Strengths:

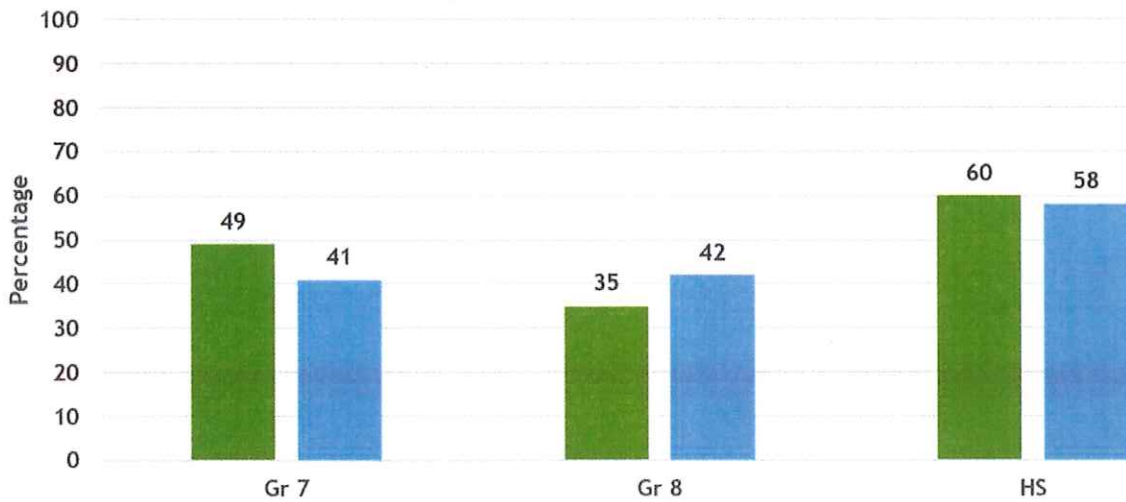
- ✓ Similarity, Right Triangles, and Trigonometry at the High School
- ✓ Probability and Statistics in grade 7
- ✓ Grade 8 (currently grade 9) cohort lessened the gap in EE/ME from the previous year.
- ✓ Staff added so small group supports can be done both during the day and after school.

Recommendations:

- Continue the work begun in 2019 in choosing and creating a curriculum that fosters independent thinking, mathematical discourse and perseverance in problem solving
- Professional development to support teachers in creating a problem-based classroom where math becomes the tools to solve the problem
- Continue work in identifying and closing gaps created during the pandemic
- Incorporate more targeted math in STEAM classes in 7 and 8
- Creation of a 5-12 Math committee to create a math vision and to choose and implement a new curriculum that fosters perseverance and critical thinking
- Time dedicated to coaching and teacher-to-teacher observations to promote discourse about best practices in teaching and learning

13

SS ELA MCAS: School vs. State Comparison 2022



	Grade 7	Grade 8	HS
ELA	8	-7	2

14

AMS/AHS ELA Areas of Strength and Growth

Strengths:

- ✓ 7th: Writing argument using evidence from 2 articles, essays about two characters' challenges
- ✓ 8th: Analysis of purpose of punctuation, short sentences, and conventions
- ✓ 10th: Authors' Craft and Structure decisions on sentence and paragraph levels
- ✓ Response to essay items in both content & conventions, for all students & in many subgroups

Recommendations:

- Promote comparison of multiple genre/texts on similar topics
- Focus on inferential reading comprehension in discussion and in writing
- Provide regular feedback on reading comprehension & writing with revision opportunities
- Practice selection of the best answer on multiple choice items with several possible answers
- Continue to use IXL as a targeted intervention tool in both Middle School and High School

15

Additional questions?

Thank you!

16



MCAS 2022 Review

Dr. Christopher Basta, *Director of Curriculum, Instruction, & Assessment*
 Nicole Corbett, *Science Department Head*
 Meg Doherty, *Math Department Head*
 Dr. Elizabeth Gonsalves, *English Department Head*

1

How much ground was lost nationally during the pandemic?

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2

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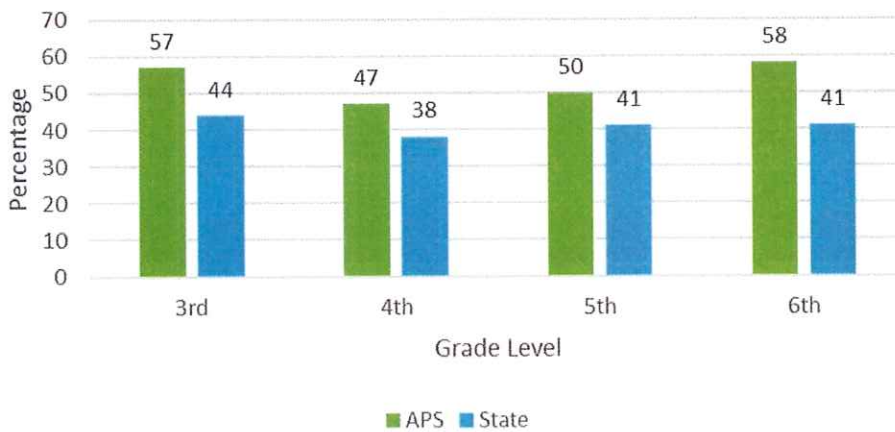
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Math	10	59	52	50	-7	-2	-9

Subject	Grade	2019 % M/E	2021 % M/E	2022 % M/E	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
Science	5	49	42	43	-7	+1	-6
Science	8	46	41	42	-5	+1	-4
Science	10*			47			

*First administration of the Next-Generation Science MCAS in grade 10 Physics and Biology and not comparable to prior years.

3

ELA MCAS: School vs. State Comparison 2022 Meeting/Exceeding Expectations



	Grade 3	Grade 4	Grade 5	Grade 6
ELA	13	9	9	17

4

3-6 ELA Areas of Strength and Growth

Strengths:

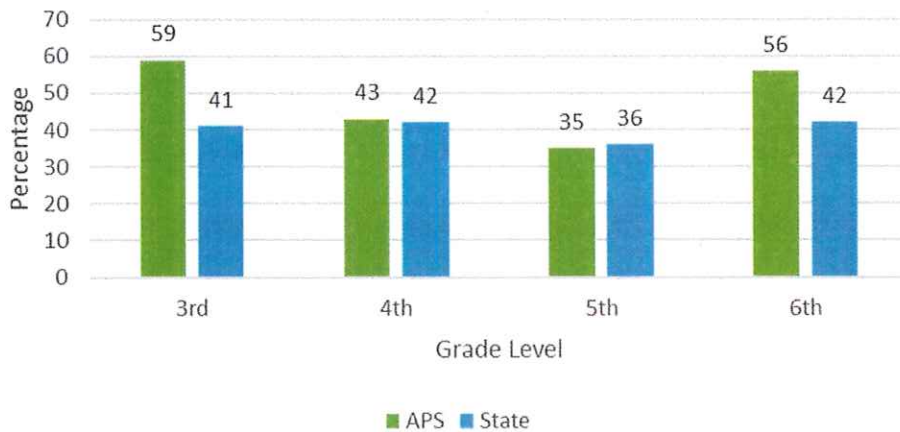
- ✓ Intervention supports for all students
- ✓ Addition of systematic/explicit phonics instruction in lower elementary
- ✓ Independent reading stamina

Recommendations:

- Continue Professional Development on data-informed small group instruction
- Enhance student engagement through small groups, stations, and independent work
- Explore explicit phonics intervention in 3rd - 4th
- Investigate, enhance, and align writing instruction K-6
- Continue to align/enhance K-6 reading instructional vision

5

**Math MCAS: School vs. State Comparison
2022 Meeting/Exceeding Expectations**



	Grade 3	Grade 4	Grade 5	Grade 6
Math	18	1	-1	14

6

3-6 Math Areas of Strength and Growth

Strengths:

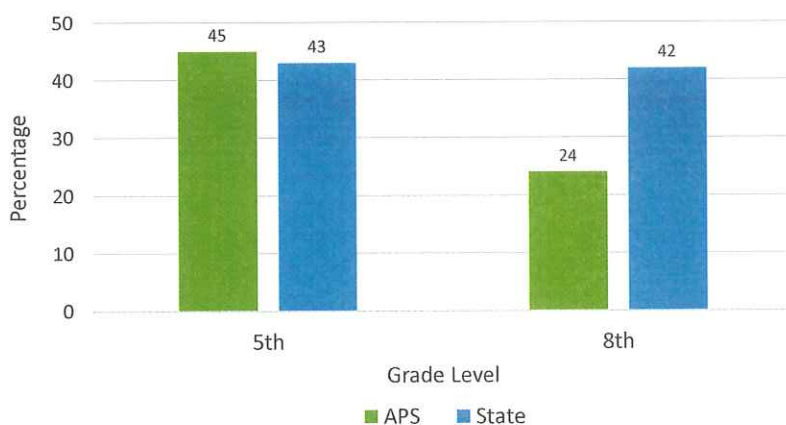
- ✓ Intervention supports for all students
- ✓ Updated enVision 2020 math program
- ✓ Working toward independent learning and stations

Recommendations:

- Incorporate more targeted math in STEAM classes in 5 and 6
- Enhance student engagement through small groups, stations, and independent work
- 5-12 Professional Development in Math Thinking and Problem-Solving
- 5-12 Math Committee to plan next steps in math instruction, resources, and structures
- Align K-12 math instructional vision
- P-4 Math Committee in 2023-2024

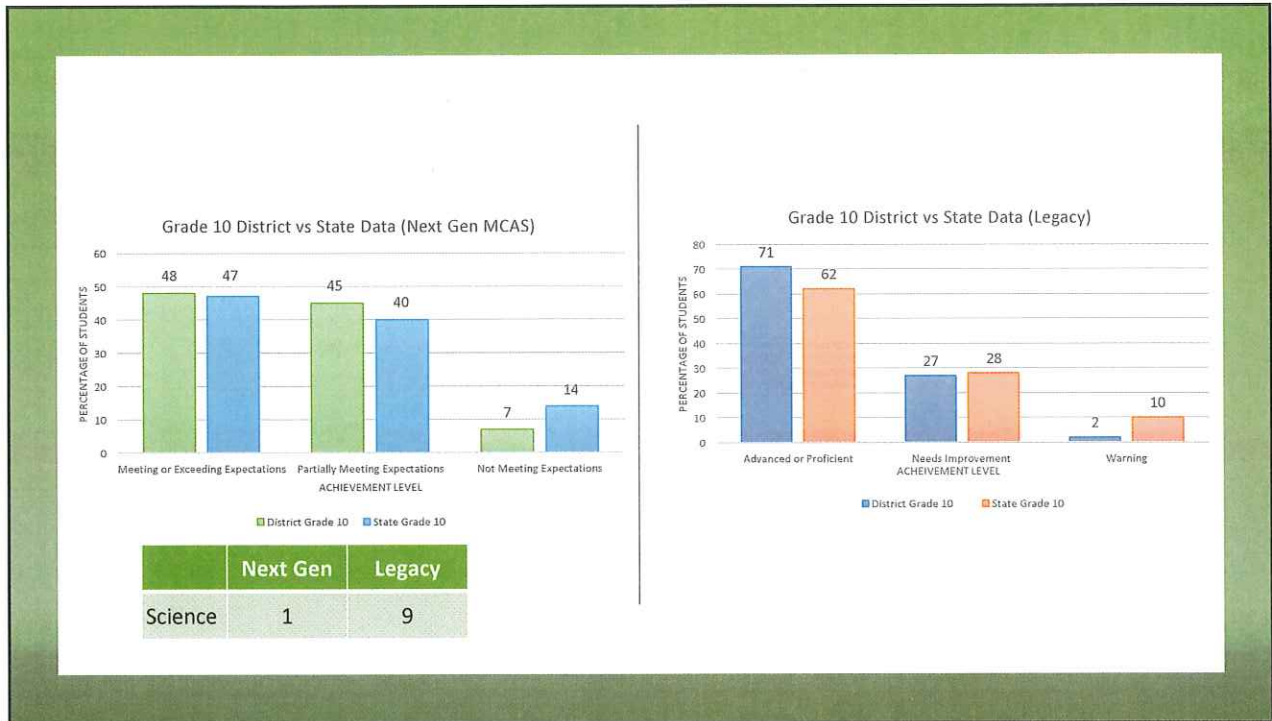
7

Science MCAS: School vs State Comparison 2022
Meeting/Exceeding Expectations



	Grade 5	Grade 8
Science	2	-18

8



9

← → Review Bookmark

GRADE 8 SCIENCE PRACTICE TEST / SESSION 1 / 22 OF 23 / 0%

This question has two parts.

A plant species produces two types of seeds, rounded seeds and wrinkled seeds. The allele for rounded seeds (R) is dominant to the allele for wrinkled seeds (r). A plant heterozygous for this trait (Rr) is crossed with a homozygous plant (rr).

Part A

Complete the Punnett square for this cross. Each allele or allele pair may be used once, more than once, or not at all.

R r RR Rr rr

Part B

10

Science Areas of Strength and Growth

Strengths:

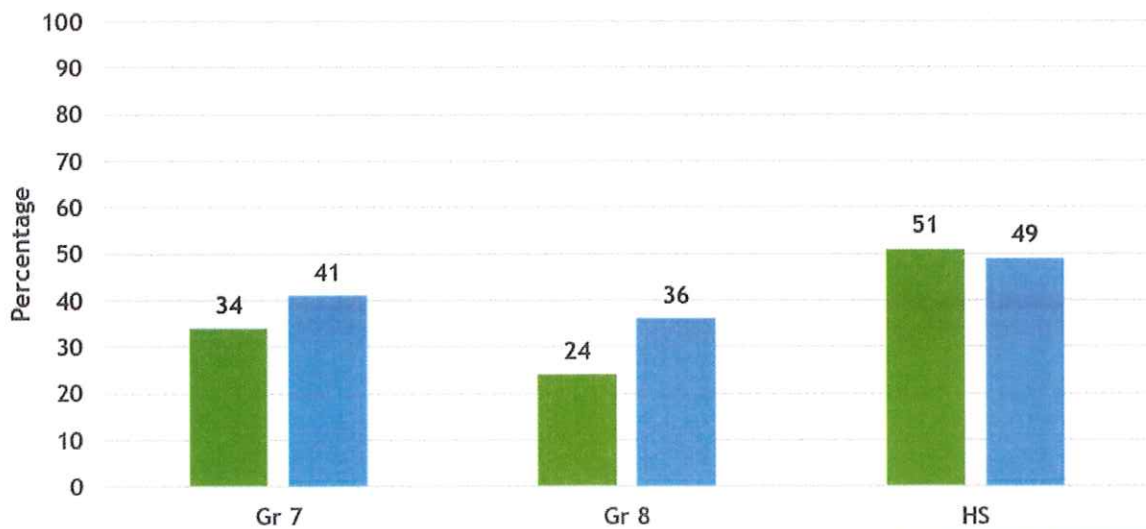
- ✓ Overall achievement exceeding the State for grade 9 for both the Legacy and Next Gen scoring systems
- ✓ Collaborative department that regularly meets to discuss alignment of curricula with the 2016 MA Science Framework and common assessments
- ✓ Incorporates hands-on activities and labs utilizing physical technology and equipment (i.e., Vernier equipment and software) and virtual learning platforms (i.e., Gizmos)

Recommendations:

- Adjust areas of focus in the curriculum based on student performance results data
- Continue to work on engagement by building on use of physical and virtual labs and activities
- Have students work more often with online MCAS practice tests and similar assessment styles

11

SS Math MCAS: School vs. State Comparison 2022



	Grade 7	Grade 8	HS
Math	-7	-12	2

12

AMS/AHS Math Areas of Strength and Growth

Strengths:

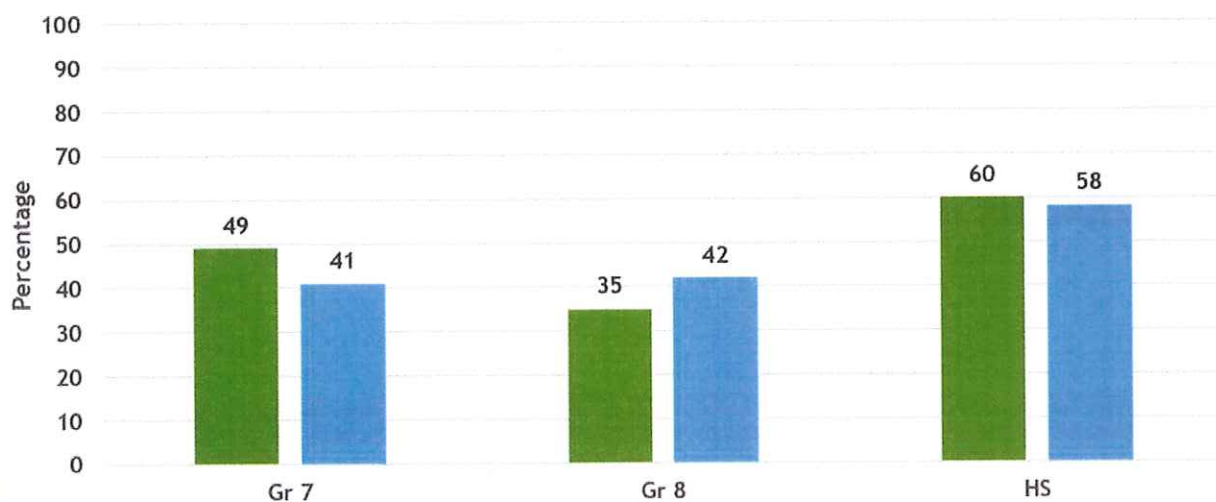
- ✓ Similarity, Right Triangles, and Trigonometry at the High School
- ✓ Probability and Statistics in grade 7
- ✓ Grade 8 (currently grade 9) cohort lessened the gap in EE/ME from the previous year.
- ✓ Staff added so small group supports can be done both during the day and after school.

Recommendations:

- Continue the work begun in 2019 in choosing and creating a curriculum that fosters independent thinking, mathematical discourse and perseverance in problem solving
- Professional development to support teachers in creating a problem-based classroom where math becomes the tools to solve the problem
- Continue work in identifying and closing gaps created during the pandemic
- Incorporate more targeted math in STEAM classes in 7 and 8
- Creation of a 5-12 Math committee to create a math vision and to choose and implement a new curriculum that fosters perseverance and critical thinking
- Time dedicated to coaching and teacher-to-teacher observations to promote discourse about best practices in teaching and learning

13

SS ELA MCAS: School vs. State Comparison 2022



	Grade 7	Grade 8	HS
ELA	8	-7	2

14

AMS/AHS ELA Areas of Strength and Growth

Strengths:

- ✓ 7th: Writing argument using evidence from 2 articles, essays about two characters' challenges
- ✓ 8th: Analysis of purpose of punctuation, short sentences, and conventions
- ✓ 10th: Authors' Craft and Structure decisions on sentence and paragraph levels
- ✓ Response to essay items in both content & conventions, for all students & in many subgroups

Recommendations:

- Promote comparison of multiple genre/texts on similar topics
- Focus on inferential reading comprehension in discussion and in writing
- Provide regular feedback on reading comprehension & writing with revision opportunities
- Practice selection of the best answer on multiple choice items with several possible answers
- Continue to use IXL as a targeted intervention tool in both Middle School and High School

15

Additional questions?

Thank you!

16



ABINGTON PUBLIC SCHOOLS

"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."

ADMINISTRATIVE OFFICES

1071 Washington Street
Abington, MA 02351-2096
www.abingtonps.org

PETER SCHAFER
SUPERINTENDENT

FELICIA MOSCHELLA, Ph.D.
ASSISTANT SUPERINTENDENT

CHRISTOPHER BASTA, Ed.D.
DIRECTOR OF CURRICULUM,
INSTRUCTION AND ASSESSMENT
(781) 982-2150
FAX (781) 506-9651

JAMES ROBBINS, Ed.D.
DIRECTOR OF STUDENT SERVICES
(781) 982-2175

Beaver Brook Elementary School Principal Search Process

The following multi-step process has been established to assist in the search for a Beaver Brook Elementary School Principal:

Step	Timeline
1. Profile Inquiry <ul style="list-style-type: none"> • Meet with Staff • Survey Parents and Staff 	Mid-December
2. Advertise / Post position	January 3, 2023 – January 17, 2023
3. Establish a Screening Committee	Week of January 9, 2023
4. Meeting of Principal Screening Committee to: <ul style="list-style-type: none"> • Review Principal job description • Develop Principal profile • Develop interview questions and <i>Candidate Interview Sheet</i> • Determine final candidate recommendations for interviewing 	January 3, 2023 – January 17, 2023
5. Interview candidates	Week of January 23, 2023
6. Site visits and finalists interview with the Assistant Superintendent and Superintendent	Week of January 30, 2023
7. Superintendent of Schools introduces appointee to the Abington School Committee	February 24, 2023

The **Principal Screening Committee** will be comprised of:

- Felicia Moschella, Ph.D. Chairperson
- Peter Schafer, Superintendent of Schools
- Annie Robinson, Education Program & Out of District Coordinator
- 2 Elementary staff members
- 2 Elementary Parents (1 BBES and 1 AEEP)
- 1 Abington School Committee Member

The role of the Principal Screening Committee is to identify a minimum of two (2) candidates to be recommended as finalists to the Superintendent of Schools. The role of the Superintendent of Schools will be to interview the finalists and appoint a candidate.

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, homelessness, national origin, race, religion, sex, gender identity or sexual orientation. The contents of all publications are available upon request in languages other than English.



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 DIRECTOR OF STUDENT SERVICES
 (781) 982-2175

Abington High School Assistant Principal Search Process

The following multi-step process has been established to assist in the search for a High School Assistant Principal:

Step	Timeline
1. Advertise / Post position	January 3, 2023 – January 17, 2023
2. Establish a Screening Committee	Week of January 8, 2023
3. Meeting of Assistant Principal Screening Committee to: <ul style="list-style-type: none"> • Review Assistant Principal job description • Develop Assistant Principal profile • Develop interview questions and <i>Candidate Interview Sheet</i> • Determine final candidate recommendations for interviewing 	January 3, 2023 – January 17, 2023
4. Interview candidates	Week of January 23, 2023
5. Finalists interview with the Assistant Superintendent and Superintendent	Week of January 30, 2023
6. Superintendent of Schools introduces appointee to the Abington School Committee	February 24, 2023

The **Assistant Principal Screening Committee** will be comprised of:

- High School Principal, Chairperson
- Director of Student Services
- 2 High School Staff Members
- 2 High School Parents
- 1 Abington School Committee Member

The role of the Assistant Principal Screening Committee is to identify a minimum of two (2) candidates to be recommended as finalists to the Superintendent of Schools. The role of the Superintendent of Schools will be to interview the finalists and appoint a candidate.

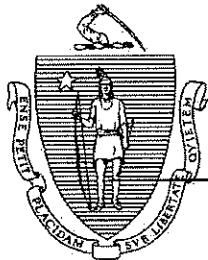
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From: Neal, Holly-Anne (DOE) <holly-anne.neal@state.ma.us>

Sent: Monday, November 14, 2022 1:52 PM

To: Peter Schafer <peterschafer@abingtonps.org>

Subject: 2023 Special Education Determination under Part B of the Individuals with Disabilities Education Act (IDEA)



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

November 14, 2022

James Robbins
Special Education Director
Abington Public School District
1071 Washington St.
Abington, MA 02351

RE: 2023 Special Education Determination under Part B of the Individuals with Disabilities Education Act (IDEA) – Meets Requirements (MR)

Dear James Robbins:

The purpose of this letter is to notify you of the MA Department of Elementary and Secondary Education's (the Department) local special education determination under Part B of the Individuals with Disabilities Education Act (IDEA): **Abington Public School District Meets Requirements (MR).**

Annually, the Department is required to identify each LEA's specific needs for technical assistance or intervention in the area of special education.^[1] The Department is required to assign each LEA one of four categories: Meets Requirements (MR), Needs Assistance (NA), Needs Intervention (NI), and Needs Substantial Intervention (NSI). In prior years, the LEA determinations were aligned with LEA accountability levels unless additional performance and compliance measures, specific to special education, warranted a change in the LEA determination. To ensure that the Department's Special Education Accountability system is a

[1] As required by the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1416

transparent process focused on data that most impacts outcomes for students with disabilities, the LEA determination process was revised in 2021. The Department developed the LEA determinations Rubric to calculate each LEA's determination level. The rubric specifically considers the following:

- 5-Year Cohort Graduation rates for students with disabilities;
- Annual Dropout rate for students with disabilities;
- Public School Monitoring special education compliance data;
- Problem Resolution System special education complaint data;
- Performance on Special Education State Performance Plan/Annual Performance Report (SPP/APR) Indicators; and
- Data and findings of Significant Disproportionality.

For the full LEA Determinations Rubric, see the [Special Education Policy Memo SY2022-2023 — 3: 2022-2023 Determinations of Need for Special Education Technical Assistance or Intervention.](#)

Each LEA is evaluated using the rubric and based on the overall score, placed into one of the LEA determination categories. As described in the determination rubric, final LEA determinations reflect both performance and compliance in special education. This year, the 5-Year Cohort Graduation rate and Least Restrictive Environment (Indicators 5 and 6) continue to be prioritized by the Department and are weighted x1.5 and x2.0 respectively. Additionally, points for Problem Resolution System Complaints are calculated per 1000 students with disabilities.

Data for Abington Public School District:

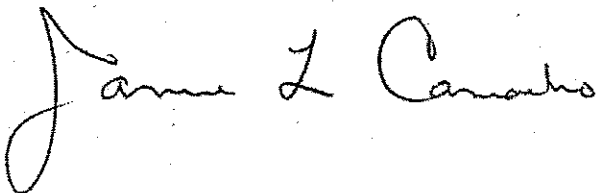
	Annual Dropout Rate (2021)	5-Year Cohort Graduation Rate (2020) <i>Points x1.5</i>	Public School Monitoring Compliance (SY2021-2022)	Problem Resolution System Letters of Finding Issued per 1000 SWD (SY2021-2022)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Compliance Indicators (4B, 9, & 10) (SY2020-2021)	Special Education State Performance Plan/Annual Performance Report (SPP/APR) Performance Indicators (5 & 6) (SY2021-2022) <i>Points x2</i>	Significant Disproportionality Data (SY2021-2022 & SY2022-2023)
LEA Data	1.8%	63.6%	--	0	Ind 4B: No Status Ind: 9 No Status Ind 10: No Status	69.7%	SY21-22: No Status SY22-23: No Status
Rubric Points	3 out of 4 points	1.5 out of 6 points	-- out of -- points	4 out of 4 points	4 out of 4 points	6 out of 8 points	4 out of 4 points

Abington Public School District earned 22.5 out of 30 possible points on the rubric, or 75%.

As a result of this determination, the Department is not requiring the LEA to engage in specific targeted and technical assistance activities. For additional information about the data, including access to the LEA's source data, go to [Frequently Asked Questions about LEA Determinations of Need for Special Education Technical Assistance or Intervention.](#)

If you have any questions about the LEA's special education determination, please feel free to contact Holly-Anne Neal, Systems Improvement Supervisor, Special Education Planning and Policy, at Holly-Anne.Neal@mass.gov.

Sincerely,



Jamie Camacho
Director, Special Education Planning and Policy

cc: Peter G Schafer, Superintendent

December 2022 Annual Report for 21-22

READS Collaborative

Promoting the success and well-being of every learner since 1974

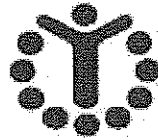


Regional Educational Assessment and Diagnostic Services (READS) Collaborative

105 East Grove St., Middleborough, MA 02346

READS Collaborative's mission is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

www.readscollab.org



Approved by the Board on xxxxxxxx

READS Collaborative is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 18 Member Districts.

Leadership at READS Collaborative

READS Collaborative is governed by a Board of Directors which consists of the superintendent from each Member District.

Executive Committee as of December 2022

President – Paula Bailey, Ed.D., Superintendent, Acushnet

Vice-President – John Cabral, Superintendent, Taunton

Secretary/Clerk – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

- Peter Schafer, Superintendent, Abington
- Melissa Ryan, Superintendent, Berkley
- Derek Swenson, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Scott Knief, Superintendent, Carver
- William Runcy, III, Superintendent, Dighton-Rehoboth Regional
- Elizabeth Legault, Superintendent, East Bridgewater
- Alan Strauss, Superintendent, Freetown-Lakeville Regional
- Carolyn Lyons, J.D., Superintendent, Middleborough
- Michael Nelson, Superintendent, Marion, Mattapoissett, Rochester
- Joseph Baeta, Ed.D., Superintendent, Norton
- Mark Bodwell, Superintendent, West Bridgewater

Special Education Administrators Advisory Committee

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- Paul Tzovolos, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Melissa Leary, Carver
- Marie-juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Ashley Bouley, Freetown-Lakeville Regional
- Craig Davidson, Marion, Mattapoissett, and Rochester
- Jennifer Healy, Middleborough
- Vincent Cerce, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathy Marble, West Bridgewater

READS Collaborative Administration

- Theresa Craig, Ed.D., Executive Director
- Lindsey Albernaz, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Deirdre Dowd-Pizzuto, READS Academy Director of Program Advancement
- Erinn Fauteux, Program Director, READS Academy PreK-6
- Justin Smith, Program Director, READS Academy 7-12+
- Evelyn Rankin, Program Director, Deaf and Hard of Hearing Program
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program
- Bethany Estrella, OTD, Coordinator, District Services
- Carrie Smith, Academy Clinical Director

READS Collaborative Treasurer – Patrick Meagher

READS Collaborative Administrative Leadership Team

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- Justin Smith, Program Director, READS Academy 7-12+
- Carrie Smith, Academy Clinical Director
- Evelyn Rankin, Director, Deaf and Hard of Hearing Program, High School & Outreach
- Shannon Allen, Program Director, Deaf and Hard of Hearing Program. Preschool-8th
- Bethany Estrella, OTD, Coordinator, District Services
- Michelle Holden, Administrative Assistant to the Executive Director
- Linda Woodcock, Clinic Manager
- Christine Shea, Technology Coordinator
- John Dorn, Psy.D., Neuropsychologist
- Rachael Kent, Student Support and Referral Coordinator, READS Academy PreK-12+

READS Collaborative Mission Statement

The mission of READS Collaborative is to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.

Guiding Beliefs and Core Values

- **RESPECT** for each other through strong connections to students and families fosters active engagement in the student's education.
- **ENCOURAGEMENT** of a sense of belonging and responsibility for the community is essential to student social and emotional well-being.
- **ACHIEVEMENT** promotes a sense of comfort, confidence and growth when an individual's needs are met. Continuous assessment of programs and services assures student learning, achievement and growth.
- **DETERMINATION** is an essential trait to cultivate in order for students to contribute to an increasingly diverse, complex, technological, and rapidly changing global society.
- **SUCCESS** of the students, and the organization, is accomplished through a respectful approach to shared decision-making, meaningful encouragement, recognition of achievement and determination to continuously improve.

Vision Statement

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of READS Collaborative takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.
- READS Collaborative emphasizes determination as the key to achieving academic growth and to preparing for a successful transition to a general education setting, higher education or vocation, and a productive adult life.
- READS Collaborative continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. READS Collaborative continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

READS Collaborative is a non-profit, public educational organization that specializes in the development of regional educational programs for children with low incidence disabilities. READS Collaborative provides diagnostic services, therapeutic services, assistive technology consultation, summer programming and professional development throughout the region. READS Collaborative provides comprehensive educational programming for children with emotional and/or social challenges and children who are Deaf or hard-of-hearing.

READS Collaborative is focused on the mission to *provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner*. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 18 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

READS Collaborative builds connections between students, families, school districts and community

services. READS Collaborative improves the educational outcomes for children and families of area communities by providing services through a highly specialized, trained staff of educators, administrators, therapists and assistants. Students participate in educational experiences at READS Collaborative that improve their opportunities for passing state tests, receiving a high school diploma and exploring options for higher education or employment.

Information on Programs and Services Provided by the Collaborative

General Statistics

- READS Collaborative was established in 1974
- Years in Service – 48
- Employees – 146
- 18 Member Districts:
 - Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Rochester, Middleborough, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater
- Total Member and Non-Member Districts Served – 18 Members, 30+ Non-Members

Programs Sites

Norton, West Bridgewater, Middleborough, Taunton (Bristol-Plymouth VTHS)

Enrollment

- READS Academy – 97 students
- Deaf and Hard of Hearing Program – 49 students
- Family Success Partnership – 65 families
- District Services - approximately 300

Programs and Services Provided to Member and Non-Member Districts

● Administrative Mentoring
● Alternative Education/Therapeutic Intervention Program K -12+ Public Day Program - READS Academy Program
● Assistive Technology Assessments and Consultation
● Augmentative and Alternative Communication (AAC) Assessments and Consultation
● Clinical Evaluations
● Deaf and Hard-of-Hearing Program (PreK-12+)
● District Services (Therapeutic Intervention and Support)

● Early Intervention – Specialized Deaf and Hard of Hearing Services (birth to 3)
● Educational Audiology Consultation
● Family Success Partnership (Wraparound Services)
● Grant Applications, as a collaboration of districts
● In-District Program Consultation
● Program Evaluations and Consultation to School Districts
● Program Evaluation
● Professional Development
● Social Emotional Learning and Behavioral Health Consultation
● Summer Programs
● Teacher of the Deaf Consultation

Staff Demographics *Indicates part-time or per diem staff

Administrators/Directors/Coordinators Executive Director (1) Program Directors (5) District Services Coordinator (1) Business Manager (1) Clinic Manager (1) Technology Coordinator (1) Clinical Director (Academy)(1)	11	Administrative Clerks and Secretaries Administrative Assistant to Executive Director (1) Business Office Associate and Title IX Coordinator (1) Business Office Associate (1) Administrative Secretary (1) *Transcriptionist (part-time)	5
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, *Music and PE teachers, etc.	*31	Special Education Administrative Clerks and Secretaries Program Secretaries	5
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	30	Counselors	11
*Occupational Therapists & Assistants	6	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	4
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	12
*Clinical Psychologists	3	School Psychologists	2
*Audiologist	1	Bus Driver	1

*Assistive Technology and AAC Specialist	1	
--	---	--

Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

The **READS Collaborative Agreement** sets forth the purpose of the collaborative as:

“The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

The focus of READS Collaborative is the provision and creation of special education programs and services in the least restrictive environment, the provision of diagnostic assessments for children within the local communities, and the delivery of professional development for educators.

The overall objectives of READS Collaborative are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;*
- 2. to improve the academic growth of students;*
- 3. to provide a range of diagnostic educational assessments for local districts;*
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers; and*
- 5. to expand programs and services in a manner consistent with the needs of the Member Districts.”*

The **READS Collaborative Strategic Plan** for 2021 -2024 sets forth the following priorities.

- Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- Enhance programs and services to better serve the students and families, our staff, and the member 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.

Continuing Impact of the Ongoing Pandemic

As students in surrounding districts returned to more in-person learning throughout the state last year the predicted increase in mental health concerns and emotional challenges resulted in corresponding increase in: referrals for placements in the READS Alternative Program; requests for counselors, psychologists and other mental health professionals; increasing the number of evaluations conducted at READS Clinic; and a critical need for additional staff to meet the needs of the students. Due to the staffing shortages that are plaguing schools throughout the country, READS now has instituted a waiting list for students who are referred but cannot be accepted because of the vacant positions in our programs.

READS made a commitment throughout the pandemic to maintain staffing levels, even when enrollment was low and finances were challenging, in order to sustain the capacity to accept students who are referred to our programs. The lack of applicants for open positions is a newer challenge within the last 8 months that is having a negative impact on the capacity to accept students from our sending districts.

The pandemic also continues to have a negative impact on a consistent rate of attendance for staff and students. During the 2021-2022, for the first time READS had over 20% of the days in the school year when 20-30% of the staff were absent.

An additional challenge that continues to be felt by all educators is the significant increase in the social/emotional and mental health challenges that students are presenting and the lack of access to mental health services outside of the school day. READS is in a similar position to other collaboratives of continuing with placement of students who ordinarily would qualify for a higher level of care and/or receiving students who are returning from emergency/crisis care without having any sustainable supports in place to improve their emotional wellbeing.

Program Specific Progress Toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and

READS is in the process of revising the Collaborative Agreement for approval by the Board, Member School Committees and the DESE. The agreement is being revised to admit two new members – Brockton Public Schools and Whitman-Hanson Regional School District, and to adjust and refine language in the finance section.

A brief overview of the actions taken in the past year to meet the 5 objectives of READS Collaborative as set forth in the Collaborative Agreement are:

- 1. to complement the educational programs and services of districts in a cost-effective manner;**
 - a. Grants received: Capital Skills, Safe and Supportive Schools Grant, application for MTSS – MH grant, SSVP/COPS Grant, MASSCUE scholarships for staff participation.
 - b. Tuition increases were 4% despite financial challenges due to the pandemic.
 - c. Two additional districts are seeking membership
 - d. The process for issuing tuition and clinic credits is being revised to better support the collaborative funds
- 2. to improve the academic growth of students;**
 - a. Students educated in person for the entire school year 21-22 with the exception of those whose families chose to keep them home. Educators balanced in-person, remote and hybrid learning for their students simultaneously.
 - b. Student's academic learning and social emotional progress has continued despite the challenges of quarantines, covid-related illnesses and other factors
- 3. to provide a range of diagnostic educational assessments for local districts;**
 - a. READS Clinic offers psychoeducational, neuropsychological, risk, personality, Central Auditory Processing Systems, Functional Listening Assessments (ASL) and Educational Audiology and Audiological Assessments.
 - b. READS District Services offers Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education and other assessments as requested.
- 4. to offer quality professional development opportunities to general and special education teachers and related service providers;**
 - a. This year READS has offered or coordinated several professional development sessions:
 - i. Educator Evaluation for Administrators
 - ii. Mentoring
 - iii. SCRO Social Emotional Wellness Symposium March 2022
 - iv. SCRO Symposium National Speaker Series – Tackling School Avoidance,
 - v. Special Education Transportation Savings with Colleen Cavanaugh of MAPT for Transportation coordinators
 - vi. Presentations on the Wraparound Services Model of Family Success Partnerships to the Commissioner and his team, the MOEC Executive Directors, MASS Executive Institute and the MASS/MASC joint conference.

5. **to expand programs and services in a manner consistent with the needs of the Member Districts.”**

- a. The wraparound services known as Family Success Partnership has continued to grow each year. This year it is expanding to serve 65 families in 7 districts.
- b. READS has hired 2 additional full time counselors to respond to this need.
- c. READS Academy has increased an additional full time counselor and a Clinical Director to meet the increasingly complex needs of students in that program.
- d. District Services has contracted with a member school district to provide 4 counselors to meet their growing needs.
- e. Teacher of the Deaf consultation to students in their home district has expanded enough to require 2 full time consultants.
- f. The READS Member Districts will consider revising the Collaborative Agreement to allow for the addition of 2 more school districts in the coming months: Brockton Public Schools and Whitman-Hanson Regional School District. The revisions will include additional changes to support the fiscal operation of the collaborative.

Progress Toward Achieving the Objectives in READS Strategic Plan

The READS Collaborative Strategic Plan for 2021 -2024 sets forth the following priorities.

- o Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic.
- o Promote social justice and improvement in practices that impact equity, diversity and inclusion.
- o Enhance programs and services to better serve the students and families, our staff, and the member districts.
- o 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.

The relocation of READS Academy to a newly renovated and leased facility in the fall of 2021 has provided a more equitable learning space for the social, emotional, physical, and academic learning of the students. READS Member School Committees formally approved the Capital Fund and the reserve limit through votes taken at school committee meetings during the spring of 2022.

Progress toward the objectives in the Strategic Plan are included within the description of each corresponding program heading below.

READS Academy Program Overview

READS Academy's new location at 44 Bedford St. in Middleborough consist of one public day school building that houses two schools: Academy PreK-6 and Academy 7-12+.

READS Academy is a therapeutic public day school that establishes strong connections within the school community. The Academy serves children and adolescents between the ages of 3 to 22 who have been diagnosed with emotional, behavioral, neuro-developmental and learning disabilities, and require specialized instruction and services to meet their IEP goals. The mission of READS Academy is to facilitate a student's personal growth on an emotional and psychological level and to provide a structure for improving interpersonal and social skills through academics and counseling. The Academy is a highly structured program offering individualized and small-group academic instruction, individual and group counseling, and individualized emotional support and intervention. Therapeutic services such as speech/language therapy, occupational/physical therapy, adaptive physical education are also available. READS Academy promotes student learning success within the Massachusetts Curriculum Frameworks and the MCAS. The school operates on a 10-month calendar with an Extended School Year 5-week summer program.

The community at READS Academy cares for the students individually and collectively throughout the school year. This is especially evident during the holidays, which can be particularly difficult for students in the Academy. The Kindness Closet accepts donations and provides gift baskets, food items and gift cards to families in need. The Emporium is filled with donated items, including clothing, that students can select for themselves or wrap and gift to their family members.

Students' successes are measured and documented using READS Analytics. The READS Analytics tool gathers data for review by staff, students, and IEP teams in the following areas: Social Emotional Learning Skills, Employability Skills and Academic Skills. The analytics tool provides data that is integral to instruction, assessment, intervention and team discussions around students' readiness to return to their home school district.

READS Academy Assessment Services

READS Academy offers short-term placement for Assessment Services at all grade levels, including the new preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. This year READS has restructured the leadership model at READS Academy to include a Clinical Program Director who provides guidance and input to the PreK-6 and 7-12+ Program Directors and the Student Support and Referral Coordinator.

READS Alternative Learning Program Supports (ALPS)

READS did not have sufficient staffing to provide this highly specialized intervention for students at the Academy during the 2021-2022 school year. The program is being reviewed during the 2022-2023 to determine if the model can be adjusted to provide services and reentry support for students within the current staffing levels. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose needs exceed the Academy Program structure and supports.

Therapeutic Support and Services in All READS Academy Locations include:

- Individual and group counseling daily
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (4)
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
 - Individualized and small group academic instruction
 - Technology Instruction PreK-12
 - MCAS preparation and support
 - Reading Intervention
 - Pre-vocational training
 - Fine Arts education opportunities including Art and Music
 - Employability Skills (9-12+)
 - Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings

- Consultation to referring school districts

READS Academy - PreK-6 School at Bedford St., Middleborough

READS Academy Program Director Erinn Fautuex supervises programming that serves the students, families and districts in preschool to grade 6. The addition of a preschool classroom during the 2021-2022 received DESE approval and was added in response to requests from districts. The READS Academy's PreK-6 specialized staff has added a counselor to bring the number to 3 full time counselors. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development.

READS incorporates hands-on, project-based learning to engage students at all levels. The Academy is a Project Lead the Way school and has a dedicated makerspace that provides additional opportunities for students to engage in STEAM activities.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education, Class Dojo and other applications to provide families with access to student learning.

The elementary students will be learning science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. These devices are expected to arrive in the late fall of 2022.

READS Academy - 7-12+ School at Bedford St., Middleborough

READS Academy Program Director Justin Smith supervises programming that serves the students, families and districts in 7 - 12+. The READS Academy's specialized staff includes 4 full time counselors as well as special educators with experience and specialized training in promoting self-regulation and social development. READS has 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

Students at READS Academy acquire empathy and a sense of social justice through organized student council activities to raise funds for worthy causes. The students and staff have raised hundreds of dollars for organizations such as the Hoyt Foundation, Jimmy Fund, Susan G. Komen Breast Cancer Fund and Hurricane Relief.

Community members donate new and gently used items to the school Emporium where students can use "READS bucks" earned for acts of kindness and behavior levels to purchase household items, clothes and gifts for themselves and family members. There has been a significant increase in the need to provide food and clothing directly to students and their families. In response, the Academy expanded the "Kindness Closet" to provide food staples that students can take home to share with their families.

READS Academy has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education and other applications to provide families with access to student learning.

READS Academy 9-12+ offers pre-vocational tracks within the public day high school, such as:

- Industrial Technology:
 - 3-D and Laser Printing Lab
 - Drone Pilot Lab
 - Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.

- NEW this year as a result of the Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations are being introduced in the fall of 2022.

Dual Enrollment

READS Academy offers Dual Enrollment in partnership with Bristol Community College and Bay State College according to student interest.

Work-Based Learning Program

READS Academy offers a Work-Based Learning Program for high school students who seek prevocational and vocational training in the form of on-site internships and off-site work study placements. This component of the program offers career readiness, transitional services, and opportunities for students to experience real-life working expectations to build employability skills and helps them to strengthen community connections.

WBL Programming includes Employability Skills Classes, vocational counseling, job shadowing and coaching, on-site internships, and off-site work-study placements as well as focused tutoring for successful performance on MCAS and acquisition of a high school diploma.

Off-site Work Based Learning

Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic.

READS Academy - 9-12 at West Bridgewater Middle Senior High School

READS Academy also offers a substantially separate therapeutic classroom for students in grades 9-12 which is located in the West Bridgewater Middle/Senior High School. Students in this classroom have the opportunity for integration into a mainstream school setting, while continuing to receive specialized academic, behavioral, and emotional support. This placement option is available for students who may be ready to transition from more restrictive educational placements, yet continue to require additional levels of therapeutic and academic support before returning to a full inclusion setting. The team of two teachers and one psychologist provide specialized support for students as they learn in the general education setting. Special Services (OT, PT, Speech/Language and Specialized Reading Instruction) are also provided in this setting. The students are fully embedded in the life of the West Bridgewater Public Schools including general education classes, school clubs and athletics. Program Advancement Director Deirdre Dowd-Pizzuto supervises programming that serves the students, families and districts of students in the 9-12 classroom.

READS Academy Program Advancement

READS Academy is continuously advancing services that support students in the Academy and students in their home districts. Program Advancement Director Deirdre Dowd-Pizzuto is the contact person for these services for providing resources to meet the mental health needs of students. The following are some of the services that have been put in place over the past year to respond to the needs of students, families and districts.

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities

- Collaborative Problem Solving - Think:kids Program from MGH with Dr. Stuart Ablon
- Social Resilience Model - Professional Development Offering
- Mental Health First Aid - Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
 - inform IEP Teams in the development of goals and objectives
 - monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
 - enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports
- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements

READS Academy's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS Academy staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022. The Emergency Response Team has scheduled 'table drills' to practice emergency evacuations in the event of an intruder.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. READS Academy has several staff members and all 3 Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee. A stipend for leadership of this work has been established for the Academy program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity audit to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all the above.
- **Priority 4** - 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 Academy enrollment trends have improved significantly since December of 2021. Due to the increasing referrals for placement and the simultaneous decrease in applicants for open staff positions READS is unable to accept all students who are appropriate for the placement and must keep enrollment lower than anticipated thus the fiscal health of the collaborative is a continuing concern this year.

Deaf and Hard-of-Hearing Program, PreK -12+, EI and Consultation

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Directors, Evelyn Rankin and Shannon Allen, sit on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 43 years the

program has educated hundreds of children with hearing loss. The program currently (FY22) serves 51 students in grades PreK-12+ and 10+ children (birth to 3) in specialized Early Intervention.

The DHH program offers flexible and wide-ranging programming options within public school settings. There are eight classrooms for children in Preschool through grade 12 located within the Norton Public Schools. There is a second high school classroom option at Bristol-Plymouth Regional Technical High School. READS DHH program has the only program for Deaf students that is fully matriculated into a vocational high school. It has been stated that “the READS Deaf and Hard of Hearing Program is unmatched in the state.”

Program options range from self-contained classrooms with a Teacher of the Deaf providing maximum support in a small group, to full inclusion in general education settings with appropriate supports tailored to individual students. Instruction is accessible to students through the direct use of American Sign Language, interpreted ASL, use of spoken English, and a variety of specialized instructional techniques that enhance language and literacy for d/Deaf students.

The DHH preschool is a full-day program offering intensive language intervention (ASL and spoken language/listening, as appropriate), sensory-motor integration, Early Childhood Learning Standards and social-emotional skills. Students engage in play-based learning with an early literacy focus incorporating themes based on children’s literature.

Beginning in kindergarten and continuing through elementary grades, students receive academic and language instruction within self-contained classes with a Teacher of the Deaf while they also have opportunities to be included in general education classrooms. Students at this level join hearing peers for Specials classes (Art, PE, Computers, and Music (when accessible)), and are increasingly accessing content in the general education classroom with interpreters or other accommodations and supports through the DHH program. Intensive literacy intervention and support is provided throughout the elementary years from two specialized Teachers of the Deaf.

Middle school students are fully included in general education Science classes with interpreters and modifications as needed. Additionally, they join STEM, Tech Ed, PE, Art and Music. Students are included in Math, Social Studies and English classes according to IEP Team recommendations and with appropriate support and services needed to succeed. At the middle school level, students often begin participating in extra-curricular activities with their hearing peers as well. Social emotional learning at this age is fully supported through both the general curriculum and with the assistance of a School Adjustment Counselor. The middle school level also includes programming for students with multiple diagnoses in addition to hearing loss or deafness. This classroom was developed in response to requests from two districts.

Students at both Norton High School and Bristol-Plymouth Vocational Technical High School are surrounded with supports that assist them in meeting the competency requirements for a high school diploma or certification of completion. They are able to participate in all school activities including extracurriculars according to their interests. Students in the DHH program who do not have an additional diagnosis to hearing loss will typically graduate from high school within 4 years. Some students attend high school for an additional year or two depending on their IEP transition goals. Students with an additional diagnosis are able to continue with a transition plan that includes placement in the program until the age of 22 as appropriate. Transition planning for these students includes participation in in-school pre-vocational internships & off-site internships as students are ready to do so.

The DHH program provides each child with access to a specialized teacher as well as teaching assistant in the classroom. Currently, Deaf adults, both teachers and assistants, provide in-depth modeling of American Sign Language in our classrooms. Children have strong spoken language models provided by hearing adults who are also skilled in ASL.

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified

as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

The DHH program provides each child with speech and language intervention that is specialized to their level of language acquisition, communication mode and type of amplification. The Speech and Language Pathologists and Assistants are fluent in ASL and have specialized skills in working with DHH students. The DHH program provides each child intensive literacy intervention in the early grades and continued support through high school. The Literacy Specialists have specialized training in providing literacy intervention to children with hearing loss and incorporate tools and assessments designed for children who are Deaf or hard-of-hearing.

The DHH program provides children with specialized counseling services through a structured social emotional learning program designed for children with hearing loss in the early grades and ongoing group or individual counseling support as needed at the secondary level.

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. For the last several years, the Team placed in the top 4 overall in the East Regional competition and qualified for the National Competition at Gallaudet University. The competition for the last two years was held virtually due to the pandemic.

In partnership with Norton Public Schools, students in DHH have access to one-to-one Chromebooks, Google for Education and other technology. READS has provided each classroom with a state of the art Promethean TouchScreen to replace outdated SmartBoards.

New this year: READS DHH preschool is serving as a paid co-op placement for a student from Bristol-Plymouth Regional Technical High School as part of their Early Education and Care learning experience. This new partnership has provided the student with an opportunity for work experience and has provided the program with much needed support staff during a staffing shortage.

DHH Services Provided in All Locations

- Therapeutic support that includes:
 - Spoken language skill development
 - American Sign Language instruction
 - Speech/Language therapy
 - Specialized aural habilitation for children with Cochlear Implants and the full range of audition
 - Explicit literacy instruction
 - Small group and individual counseling
 - Educational Audiology consultation
- Academic Support to promote college and career readiness that includes:
 - Small group & individual instruction
 - General education classroom participation with supports
 - Educational Interpreters
 - School-to-work programming at the high school level
 - Opportunities to participate in extracurricular activities

Additional services may include:

- Extra-curricular support
- Intensive intervention

- One to one assistant (job coach, nurse, note taker)
- Occupational/physical/adaptive physical education as needed
- Vision consultation as needed
- Extended School Year
- Functional Listening Evaluations

Consultation Services from a Teacher of the Deaf (TOD)

The READS Consulting Team has expanded this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 65 students in their home schools/districts. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to demand, READS is expanding this service and will go from 1 to 2 full time Consulting Teachers of the Deaf.

DHH Early Intervention Specialty Service Provider

READS DHH Educators also serve as Specialty Service Providers through the Department of Public Health to meet the needs of families with children identified with reduced hearing or deafness from birth to age 3. These Early Intervention services focus on building the infant or toddler's communication skills while supporting parents and connecting them to resources and other families with similar experiences.

READS provides specialized instruction and support to children and families through contracts with several Early Intervention Offices. These services are provided per-diem and offer families in-home therapeutic intervention in areas that include: care of cochlear implants; American Sign Language instruction; behavioral intervention; language development; communication development (alternative and augmentative communication if needed); auditory attention skills; fine motor development for sign language proficiency and early literacy.

The number of children receiving specialized services from DHH staff through Early Intervention varies each year. There are currently 10 children receiving in-home services and support to families. READS provides specialized Early Intervention in partnership with EI Centers in Brockton, Taunton, Fall River and others.

Educational Audiology Consult

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going from 58 to 65 reflecting a trend of 4 straight years of increased contracts. This service is billed through the Clinic though many requests are initially received through the DHH program.

Deaf and Hard of Hearing Program's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. READS DHH staff have continued to comply with all state and federal mandates regarding the pandemic. Academy staff recently completed the Safe and Supportive Schools survey. The survey will be issued to students and families in the fall of 2022.

- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. DHH has several staff members and both Directors participating in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee which was formed in April of 2021. A stipend for leadership of this work has been established for DHH Teacher Mollie Roque to promote the goals within the DHH program. In addition, the Safe and Supportive Schools grant award will provide funding for an equity review to support a defined action plan for future years.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - 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 DHH program continues to have a stable enrollment of students and several new referrals each year. In response to the demand for consultation services additional staff are being sought to provide services for students in districts..

District Services

The District Services Program is a highly individualized program encompassing a wide variety of services, including consultation, evaluation, and direct services in response to the needs of students and districts in the following areas:

- Academic Tutoring in the Home
- Adaptive Physical Education
- Applied Behavioral Analysis, training and support
- Assistive Technology Assessments and Consultation
- Augmentative and Alternative Communication (AAC) Assessments and Consultation
- Family Success Partnership Counselor (wraparound services)
- Functional Behavioral Assessments, consultation and training
- Home-Care Services
- Occupational Therapy
- Orientation and Mobility Consultation
- Physical Therapy
- Professional Development
- Program Reviews
- Sensory Integration, evaluation/consultation
- Speech/Language Evaluation and Intervention
- Specialized Staffing, including counselors
- Summer services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery for the students, families and districts. Services expanded within this calendar year include the Family Success Partnership (FSP). This service has expanded from 6 to 7 districts and the number of families supported has increased from 46 to 75. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary. Since February 2016 when READS launched this service with one part-time counselor, the FSP counselors have assisted well over 200 families to meet their goals by supporting them outside of the school day and at locations that are convenient to the families' schedules. FSP counselors have continued providing individual counseling services as a bridge to more comprehensive services, connected families to community resources, stabilized food and housing instability and strengthened connections between families and schools. Anecdotal information identified incidences of family

intervention that avoid potential out of district placements. This service is a factor in significant cost avoidance for districts. Qualitative data is gathered continually to evaluate the impact of this program, which identifies the themes in family goals, the additional resources added for families, and the satisfaction rates of families and districts.

Program Reviews are conducted for Member Districts at reduced cost. Past reviews have been conducted for Speech and Language services, Alternative Program models and Substantially Separate Program models.

District Services continues to coordinate and provide Assistive Technology and AAC services. The Assistive Technology/AAC Team is composed of a Speech Pathologist and Occupational Therapist with specialized expertise. This team can identify low, mid, and high-tech assistive/AAC tools that can support students with learning and communication. The AT/AAC team's expanded services include a software/equipment loan program and a model for sustained support for implementation after the initial assessment and recommendations are made.

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, tutoring, ABA, AT, and APE. Services provided increased from 281 students in 2021 to 336 and from 40 to 48 districts as of November 2022. Social emotional support demand was increased for a second year with the addition of three more full time social emotional clinicians being added who provide school-wide support and intervention (which are not included in the total student support numbers). There were 32 AT evaluations completed during the 21-22 school year which is more than double the number of AT evaluations (13) conducted prior to the pandemic in FY19.

All District Services referrals are carefully evaluated; goals and objectives are formulated; and a service/consultation delivery system is established by the service provider in coordination with the school/district.

District Service's Progress toward Achieving the Objectives and Purposes Set forth in the Collaborative Agreement and Strategic Plan

- **Priority 1** - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic. District Services staff comply with all safety directives from both READS Collaborative and the host schools in which they work.
- **Priority 2** - Promote social justice and improvement in practices that impact equity, diversity and inclusion. The Director of District Services is a participant in the meetings of the Social Justice, Equity, Diversity and Inclusion Committee.
- **Priority 3** - Enhance programs and services to better serve the students and families, our staff, and the member districts. See all of the above.
- **Priority 4** - 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. District Services continues to offer services to students and families in their schools/homes and has seen an increase in contracts for services and a significant increase in requests for Family Success Partnership services and mental health providers.

***READS Diagnostic Clinic and Ancillary Services
Progress toward Achieving the Objectives and Purposes Set forth in the
Collaborative Agreement and Strategic Plan***

Clinic

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, evaluations of audiological and central auditory processing, speech/language evaluations, classroom

observations, educational audiology consultations, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

Referrals to the various programs are accepted at any time during the year and are sent by the Special Education Teams through the Special Education Administrator of the district in which the child resides. Requests are reviewed by the Clinic Manager and Lead Psychologist. Specialized evaluations of children with hearing loss are offered in coordination with the Director of the Deaf and Hard of Hearing Program.

The Clinic provided 213 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 256 evaluations of students from Member and non-member districts during the 21-22 school year. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be an offering of the clinic.

Districts are permitted to use up to 25% of their pre-committed evaluation slots for Risk Assessments (not to exceed 5). This expansion of Member's use of clinic slots reflects READS Collaborative's responsiveness to an increased need of the districts as indicated by the Special Education Administrators group and was adopted as general operational practice for the 2019-2020 school year.

Educational Audiology Assessment and Consultation (identified under DHH program offerings) to school districts have grown consistently in the fourth year of this service. During the 21-22 school year the number of consultations increased from 58 to 65 reflecting a trend of 4 straight years of increased contracts.

Professional Development

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered Educator Evaluation for New Administrators on 2 different occasions during the winter and summer of 2022 as a hybrid model via ZOOM to support both Member and Non-Member Districts. For the first time a consultation model was offered as a follow support for new administrators to implement the best practices of educator evaluation. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

Regional and State Capacity – SCRO (Southeast Collaborative Regional Organization) and MOEC

SCRO

READS Collaborative facilitated the fifth annual Symposium on March 23 and 24, 2022 welcoming over 250 educators back to an in-person symposium focused on the social-emotional wellbeing of students as they were exhibiting challenges in school following the pandemic.

The first SCRO National Speaker Symposium was facilitated by READS Collaborative on September 28, 2022 and featured a topic that is critical for schools post-pandemic: Tackling School Avoidance with Lynn Lyons. The symposium was attended by over 150 educators, counselors and administrators from across the southeastern region of the state.

MOEC

Dr. Theresa Craig is currently serving as President of the Executive Board of MOEC. Recently Dr. Craig represented MOEC at the 50th Anniversary Celebration of Chapter 766 Special Education Law at the Massachusetts State House. In the spring of 2022 Dr. Craig led a panel of Executive Directors in a presentation to Commissioner

Riley and Associate Commission Regina Robinson to provide an overview of wraparound services that collaboratives are providing for families in member districts. During the Paul Andrews MASS Summer Executive Institute Dr. Craig, Dr. Estrella and Counselor Sarah Cochran presented Family Success Partnership information to superintendents. An extended presentation was also provided by a panel of Collaborative Directors during the November MASS/MASC joint conference in Hyannis.

MOEC hosted an inaugural breakfast for Collaborative Board Members at the MASS/MASC joint conference in November. Dr. Craig, as President, and Joanne Haley-Sullivan, as Executive Director of MOEC, shared an overview of the work of collaboratives. The audience of 25-30 was very engaged in the session which went over the expected time limit due to their questions and interest. The attendees recommend making this breakfast an annual event and anticipate a growing audience in the years to come.

Cost Effectiveness of READS Collaborative Programs

READS COLLABORATIVE BUDGET SUMMARY - FY22

<i>PROGRAM</i>	<i>FY22 APPROVED BUDGET</i>
Administration	\$1,441,820
Clinic	\$317,270
Clinic Ancillary	\$170,200
Deaf and Hard-of-Hearing Program	\$3,050,952
Academy Program	\$6,368,396
District Services & Ancillary	\$1,208,495
Teacher of the Deaf	\$114,478
DHH Summer	\$82,709
Academy Summer	\$160,152
District Services Summer	\$77,305
Early Intervention	\$23,425
Professional Development	\$16,498
<i>TOTAL FY22 BUDGET</i>	<i>\$13,031,700</i>

The collaborative structure is designed to leverage cost savings on behalf of districts in the provision of programs and services to children with disabilities as well as other collaborations for services. The collaborative's process for the development of the budget provides for a thorough review of revenues and expenses in relation to tuition rates and fees for services. Budget subcommittees of the Special Education Administrators Advisory Group meet for an in-depth review of the following budgets: READS Academy, Deaf and Hard-of-Hearing, District Services and the Clinic. The Personnel Subcommittee and Finance Subcommittee of the Board of Directors and the President of the Board meet jointly to do a further analysis of the proposed budget. The Special Education Administrators Advisory Group meets as a whole to endorse the budget after another review of revenues, expenses,

tuition rates and projected service fees. The Board of Directors then meets to review the budget and discuss any additional adjustments prior to a subsequent meeting to vote approval of the budget.

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space in September 2021. READS Academy tuition saw an increase over the previous 3 years in order to build toward funding for the new location but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process. READS Collaborative has considerable assets in property ownership on East Grove St. READS leases 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth RVTHS and 1 from West Bridgewater Public Schools at reasonable rates.

READS Collaborative's educational programs provide interventions that promote a student's return to their home district to continue learning as appropriate. Students also receive support that has proven successful in helping them meet competency determinations for a high school diploma, most often within 4 years. Both of these programmatic goals result in reduced expenses for school districts as students spend fewer years in READS Collaborative, if appropriate, than they might spend in a private placement.

No Membership Fee

READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 18 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

Competitive Tuition Rates

The costs of services and programs provided by READS Collaborative are highly competitive and result in cost savings to the Member and Non-Member Districts when compared to other out of district placements. The services would not be available in the area if the Collaborative did not coordinate them on behalf of the Board of Directors and in collaboration with the Special Education Administrators Advisory Group. A comparison of tuition rates with private schools and other collaboratives does not yield an accurate or informative description of the multi-faceted cost effectiveness of READS programs and services but is provided in the appendices.

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. Appendix B shows a comparison of tuition ranked by daily rates for similar programs which students from the region may attend. The READS Academy Program offers a comprehensive therapeutic approved public day program at a tuition rate that is comparable to programs in both private schools and public collaboratives. The FY23 tuition for Member districts was \$58,860.00. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

READS delineates tuition levels for the DHH program in order to provide more cost effective alternatives that reflect the level of student need. The READS DHH program tuition for levels 1 and 2 is lower than comparable private school programs and is the only program in the region to offer mainstream opportunities in core content as well as electives and specials. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting. The Member rates for the Level 1 Tuition for FY 23 for the majority of students placed in the DHH program is \$66,780. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs, support for

participation in extracurricular activities, specialized interventions and summer programs are not included in these rates.

Due to the evolving nature of the communication and learning needs of students in the DHH program a revised 2 tiered tuition structure, which was developed in cooperation with the Special Education Administrators Advisory Group, was implemented in FY21.

The assessment of cost-effectiveness for programs includes several factors that cannot be measured in tuition alone such as:

- proximity to the child's home district and reduced transportation costs for sending districts in most cases;
- reduced tuition costs for Members;
- higher rate of student return to districts for students in the READS Academy Program after improved self-regulation, resulting in multiple years of savings on tuition;
- increased likelihood of meeting competency determinations for graduation after 4 years of high school for most students (as determined by the Team) rather than the cost of educating them until they are 22 in both the Academy and DHH resulting in multiple years of savings on tuition;
- comprehensive support for families that reduces district day-to-day personnel resources to resolve issues and meet the child's needs thereby reducing the strain on resources of counselors, administrators and educators in the district; and
- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

In relation to fees for service, the Collaborative absorbs the liability of health insurance costs and unemployment benefits for specialized service personnel and support personnel. The Clinic, District Services and Ancillary Services (including professional development) are designed to merely recoup the cost of providing the service and compensate the collaborative for administrative costs.

The surplus funds from these services are typically returned to the Member Districts in the form of Clinic Credits and Tuition Credits in the subsequent year thereby providing an additional financial benefit and further reducing the cost of participation in programs and services.

Tuition Credits and Clinic Credits to Districts at the Close of FY22

There were no Tuition Credits or Clinic Credits issued for FY 22 due to the impact of the COVID-19 pandemic on enrollment and services.

READS has provided cost-effective solutions to Member Districts since 1974 and will continue to provide those solutions into the future in alignment with the mission statement **to provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner.**



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Appendix A

Strategic Planning Action Steps 2021-2024

- **Priority 1** Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic
 - Develop and Staff Elements of 3 Tiers of Support for Mental Health as identified for priority implementation by Special Education Administrators.
 - Enhance mitigation and prevention strategies to reduce the spread of illnesses such as COVID-19.
 - Form a Wellness Committee to develop action steps to address the ongoing physical and mental wellbeing of students and staff.

- **Priority 2** Promote social justice and improvement in practices that impact equity, diversity and inclusion.
 - Invite staff from across the collaborative to engage in initial conversations.
 - Form a Committee and develop a 3 year plan.
 - Embed Antiracist Leadership Competencies in Program Director and Leadership Team Agendas and Professional Development.

- **Priority 3** Enhance programs and services to better serve the students and their families, our staff, and the member districts.
 - Build on the skills learned during remote learning to provide flexible growth opportunities for students and staff, and engagement opportunities for families.
 - Develop a process for improvement that encompasses a balanced, 3-pronged approach to: Academics, College and Career Readiness and Personal Social Development.
 - Expand programs that prepare students to transition to a fulfilling adult life through opportunities for internships, certification leading to employment, college readiness and dual enrollment, building financial literacy, preparing for adult responsibilities, and building healthy relationships.
 - Review program staffing models to provide increased opportunity for advancement and leadership.

- **Priority 4** 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.
 - Create supports throughout programs that result in improved focus on referrals and enrollment.
 - Engage in purposeful marketing of the Collaborative programs and services to attract more referrals to programs and more contracts for services.
 - Review the effectiveness of technology solutions to support students, staff and families in engagement, access, academics, college and career readiness, and personal social development.
 - Review Academy budget to align revenues and expenses related to staffing and the new building.
 - Develop a plan to allocate funds to the capital fund to prepare for an option to own 44 Bedford St. in the future.

Appendix A

Deaf and Hard of Hearing Tuition Comparison FY23

Tuition Comparisons for placements that DHH students have transferred from, or to, over the past decade. For reference only:

Deaf and Hard of Hearing Programs FY23						
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price	
Perkins School for the Blind	Intensive Day	Deaf/Blind/ Multi-Impaired	205	\$214,291.78	\$1,045.33	
Learning Ctr. for the Deaf	Day	Walden	216	\$157,173.93	\$727.66	
Perkins School for the Blind	Intermediate Day	Intermediate Day	205	\$185,788.60	\$906.29	
Perkins School for the Blind	Day	Day	205	\$143,326.57	\$699.15	
Beverly School for the Deaf	Day	Child. Comm. Ctr.	204	\$104,427.82	\$511.90	
<i>READS DHH - Level 2 Intensive 3 Non-Member Students projected</i>	Day - Level 2	<i>Deaf and Hard of Hearing</i>	180	\$88,920.00	\$494.00	<i>No increase for FY23</i>
Learning Ctr. for the Deaf	Intensive Day	Day	198	\$93,945.43	\$474.47	
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84	
Walker, Inc.	Day	Walker School	216	\$98,739	\$457.13	
Cardinal Cushing School & Training Ctr.	Day	Day	216	\$95,384.10	\$441.59	
Learning Ctr. for the Deaf	Day	Day	198	\$84,776.57	\$428.16	
Beverly School for the Deaf	Day	BSD	204	\$85,369.20	\$418.48	
Willie Ross School for the Deaf	Day	Day	180	\$71,142.64	395.24	
READS DHH - Level 1 17 Member, 29 Non-Member Students projected	Day - Level 1	Deaf and Hard of Hearing	180	\$66,780	\$371	
Clarke School for the Deaf	Day	Day Education	180	\$64615.68	\$350.08	

Appendix C READS Academy Therapeutic Day Program Tuition Comparison FY23

Therapeutic Day Programs FY23						
Agency Name	Program Type	Name	Days of Operation	Annual Price	Daily Price	
McLean Hospital, Inc.	Day	CNS	216	\$114,004.17	\$527.80	
F. L. Chamberlain School, Inc.	Day	Day	216	\$109,701.84	\$507.88	
Cardinal Cushing School & Training Ctr.	Day	Day/Vocational	216	\$101,916.55	\$471.84	
Home for Little Wanderers	Day	Southeast Campus Day	216	\$101,233.25	\$468.67	
Walker, Inc.	Day	Walker School	216	\$98,739.44	\$457.13	
Italian Home for Children, Inc.	Day	Italian Home Day	220	\$91,880.29	\$417.64	
Stevens Children's Home	Day	Stevens Home	224	\$87,504	\$390.64	
Justice Resource Institute	Day	Granite Day	202	\$71,485.60	\$353.89	
New England Academy	Day	NE Academy	198	\$70,010.34	\$353.59	
Pilgrim Area Collaborative	Day	Pilgrim Academy - Elementary	180	\$60,400	\$335.00	FY22 rates
North River Collaborative	Day	North River Academy	180	\$57,960	\$322	FY22 rates
READS Collaborative Member	Day	READS Academy	180	\$58,860	\$327	
Walker, Inc.	Day	Beacon High School	198	\$63,688.50	\$321.66	
Pilgrim Area Collaborative	Day	Pilgrim Academy - Middle High School	180	\$53,280	\$296	FY22 rates
Justice Resource Institute	Day	Anchor Academy	198	\$59,875.38	\$302.40	