

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 and address.

Chris Coyle, Chair

This meeting may be digitally recorded

ABINGTON PUBLIC SCHOOLS
ABINGTON, MA 02351

MEETING OF THE ABINGTON SCHOOL COMMITTEE

TUESDAY, May 23, 2023

ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY

7:00 P.M.

ACTION AGENDA - ADMINISTRATIVE RECOMMENDATIONS

- I. CALLING OF MEETING TO ORDER AND FLAG SALUTE

- II. REORGANIZATION OF SCHOOL COMMITTEE AND APPOINTMENTS TO SUBCOMMITTEES

- III. HEARING OF VISITORS

- IV. READING AND APPROVAL OF RECORDS

April 25, 2023

- V. REPORT OF THE DIRECTOR OF STUDENT SERVICES

Announcement of the Special Education Advisory Committee (SEPAC) Award for Outstanding Service in Special Education (Dr. James Robbins, Director of Student Services)

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

- A. World Language Department Update (Kristina Wilson, Department Head)
- B. Wellness Department Update (Karin Daisy, Department Head)
- C. Advanced Placement Environmental Studies Student Report on Polyfluorinated Substances (PFAS) (Nicole Corbett, Department Head)
- D. Announcement of the Chester J. Millett, Jr., Outstanding Teacher and Support Personnel Award Winners (Dr. Chris Basta, Director of Curriculum, Instruction, and Assessment)

VII. PRINCIPALS' REPORTS

- A. Presentation of Proposed Changes to the Abington High School Student Handbook (Jonathan Bourn, Principal and Kate Casey, Assistant Principal)
- B. Presentation of Proposed Changes to the Abington Middle School Student Handbook (Matt MacCurtain, Principal and Jessica Sullivan, Assistant Principal)
- C. Presentation of SY 2023-2024 School Improvement Plan for Abington Middle School (Matthew MacCurtain, Principal)

VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS

Announcement of the Deirdre Award for Outstanding School-Community Service

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

Tuesday, June 20, 2023 @ 7 p.m.

X. INFORMATIONAL ITEMS:

- A. Department of Elementary and Secondary Education (DESE) Tiered Focused Monitoring Final Report and Audit (Dr. James Robbins, Director of Student Services)
- B. Secondary Math Program Correspondence (Dr. Chris Basta, Director of Curriculum, Instruction, and Assessment)
- C. Woodsdale Phonics Instructional Correspondence (Dr. Chris Basta, Director of Curriculum, Instruction, and Assessment)
- D. Abington Town Department Collaboration on Mock Car Accident at AHS

- **Personnel Administration**

1. The superintendent has accepted the resignation for the purpose of retirement from Cheryl Hatch, Food Services, effective at the end of the 2022-2023 school year.
2. The superintendent has accepted the resignation of Samantha Curry as a paraprofessional within the Abington Public Schools effective April 24, 2023.
3. The superintendent has accepted the resignation of Jamaal Dixon, as a special education teacher within the Abington Public Schools effective at the end of the 2022-2023 school year.
4. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary, the superintendent has approved the appointment of Tammy Reid as a long-term substitute grade 4 teacher effective on May 8, 2023.
5. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved the appointment of Marissa Morganelli as a Biology and Environmental Science teacher effective in the 2023-2024 school year.

- **Dates to Remember**

1. Thurs., May 25 – Last Day of School for Seniors
2. Thurs., May 25 – Senior Reception, AHS @ 4:00 p.m.
3. Tues., May 30 – Music Banquet @ AHS Courtyard @ 5:30 p.m.
4. Wed., May 31 – Senior Athletic Awards @ AMS Cafeteria @ 6:30 p.m.
5. Thurs., June 1 – Senior Awards Night – AHS Auditorium @ 7:00 p.m.
6. Fri., June 2 – Senior Stroll @ 10am

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7. Fri., June 2 – Senior Picnic @ Reilly Field @ 11:00 a.m.
8. Sat., June 3 – Graduation @ AHS Front Lawn @ 10:00 a.m.
9. Thurs., June 8-ESL Parent Night @ AHS/AMS Auditorium
10. Wed., June 14 – Last Day of School for Students in Grades PreK-11(half day)
11. Tues., June 20 – Regularly Scheduled School Committee Meeting @ 7:00 p.m.

XI. ADJOURNMENT

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

A regular meeting of the School Committee was held in the Library at 201 Gliniewicz Way.

Present: Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Julie Groom and Wendy Happel Member. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent for Business and Finance; and Ms. Danielle Gaylor, Executive Secretary.

II. HEARING OF VISITORS

Caitlin Carroll 9 Orchard Lane, spoke on firearm statistics and school safety and asked the School Committee members to consider adding an SRO Officer to each school. Melanie Whitney 70 Loganberry Drive asked the Chief of Police (Chief DelPapa) to address community safety questions surrounding SRO training and how negative experiences surrounding trauma are addressed. Chief DelPapa addressed community questions on school safety and discussed the extensive SRO trainings, upgraded safety equipment, the protocols and procedures that the department has in place to ensure the highest level of school safety. Lindsey Young, 47 Mulberry Drive spoke about a current online petition in support of an SRO in all school buildings for the goal of deterring and preventing a school shooting. Allison Lindval, 438 Randolph St, is a senior at Abington High school and wanted to provide a student perspective on school safety, she is in support of an SRO in each school. Shawna Torpy, 30 Pine Tree Lane, wanted to make the public aware of a Safety Group that was formed a year ago with the goal of improving school safety. The group meets with Superintendent Schafer and Assistant Superintendent Dr. Moschella on a regular basis and asked for public support for their ongoing improvement efforts. Lisa Brown 65 Nash Memorial Road, asked that the topic of mental health continue to be part of the discussion when talking about school safety.

III. READING AND APPROVAL OF MINUTES

- A. March 28, 2023 – Chris Coyle asked that the meeting minutes be amended to remove Wendy Happel from the attendance list as she was unable to attend the March 28th School Committee meeting.

VOTED: on motion of Chris Coyle (Heidi Hernandez) the members of the School Committee unanimously voted to approve the minutes of March 28, 2023 with amendment.

- B. Executive Session February 28, 2023

VOTED: on motion of Danielle Grafton (Julie Groom) the members of the School Committee unanimously voted to approve the minutes of the Executive Session on February 28, 2023

- C. Executive Session March 22, 2023

VOTED: on motion of Heidi Hernandez (Danielle Grafton) the members of the School Committee unanimously voted to approve the minutes of the Executive Session on March 22, 2023

IV. PRESENTATION OF M.A.S.S. CERTIFICATE OF ACADEMIC EXCELLENCE

Ryan Libby Senior at Abington High School was awarded the M.A.S.S. CERTIFICATE OF ACADEMIC EXCELLENCE

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

Christina Park, Guidance Department Head, provided an update on the department. She shared that the goals of her department aligns with the Vision of the Graduate and the counselors provide individualized counseling on social emotional health, academic counseling, course selection and postsecondary planning. Through individual counseling, the department focuses on the following domains; socially competent contributors and self-aware individuals. Ms. Park discussed the ongoing events that the guidance office holds such as college fairs, STEM and Career field trips, as well as presentations from college representatives and technical schools. Ms. Park, discussed the new partnership with MASS Hire. Ms. Park also shared the many resources in which the guidance staff communicates with students and parents which includes but is not limited to monthly newsletters and Canvas pages.

Elizabeth Despres, ELE Department Head provided an update on the English Learner Education Department. She provided statistics on the number of English learners currently attending school in Abington. Ms. Despres spoke on the progress of the department which included, the addition of staff and curriculum materials. She also discussed her goals for the department moving forward which includes allowing more time for common planning with ELE teachers, decreasing EL drop-outs in the high school level and a focus on written ELE curriculum that is better aligned with general education curriculum for grades K-12.

VI. REPORT OF THE DIRECTOR OF TECHNOLOGY

Rich Bykowski Director of Tech Services provided a technology update. The Technology department manages, monitors and maintains the technology and software district wide, they support students and staff and provides training on various software. The department works with several district departments to improve processes and efficiencies. Mr. Bykowski spoke on the management of cybersecurity and reported that the district was awarded a state funded grant for staff cybersecurity training. In addition, APS applied for an additional security grant to add more cameras to Beaver Brook and Woodsdale, in addition to the electronic doors and locks at both schools. Mr. Bykowski remarked on the accomplishments of curriculum, instruction, and special education technology goals.

VII. PRINCIPAL'S REPORTS

Jennifer Barresi, Principal of the Woodsdale Elementary School discussed the SY 2023-2024 School Improvement Plan for the Woodsdale School which includes the improvement of student performance through curriculum, instruction, and assessment, maximize opportunities provided by technology to transform teaching and learning and obtain and responsibly manage equitable, predictable and sustainable funding for educational programs, facilities and operations, provide state-of-the-art facilities and generate strong community support for the school district.

VIII. REPORT OF THE ASSISTANT SUPERINTENDENT

Dr. Moschella, Assistant Superintendent of Schools presented an update on School Safety. Dr. Moschella shared that the safety and security of the students and staff are the Abington Public school's highest priority. She spoke on the strong partnerships with the Abington Police Department and the Abington Fire Department and the ongoing collaboration to have the safest schools possible. Dr. Moschella shared the protocols and procedures that are in place to ensure the best and most reasonable precautions for our students, staff and families.

IX. REPORT OF THE SUPERINTENDENT OF SCHOOLS

Establishment of the Final Day for the 2022-2023 school year as Wednesday, June 14, 2023 (1/2 Day for students).

VOTED: on motion of Chris Coyle (Heidi Hernandez) the members of the School Committee unanimously voted to approve June 14th as the last day of school

Consideration of the 2023-2024 School Calendar.

VOTED: on motion of Danielle Grafton (Julie Groom) the members of the School Committee unanimously voted to approve the 2023-2024 School Calendar

X. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATES

Tuesday, May 23, 2023 at 7PM

XI. INFORMATIONAL ITEMS:


- Correspondence to the GreenWave Boosters for recent contribution
- Personnel Administration – Informational
- 1. The superintendent has accepted the resignation of Steve Shannon, Music Teacher and Music Director for purposes of retirement effective June 30, 2023.
- 2. On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent has approved Lauren Dooley, as a long-term substitute effective March 2023 through the end of this year.
- 3. On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent has approved Jennifer Gonzalez, as a TLC paraprofessional effective April 24, 2023.
- 4. On the recommendations of Jonathan Bourn, Principal of Abington High School and Peter Serino, Athletic Director, the superintendent has appointed Emily Lyons as an Auxiliary Tennis Coach, Jennifer Worden as an Assistant JV Lacrosse Coach and Mick Barry as an Auxiliary Ultimate Frisbee Coach.
- 5. The superintendent has accepted the resignation of Alexandria Carreiro as a Teacher at Abington High School effective June 30, 2023.

• Dates to Remember

1. Saturday, April 29- Abington Town Elections at BBES
2. Wednesday, May 4-Green Wave Boosters Meeting

XII. ADJOURNMENT –

Before adjourning at 9:15pm, Superintendent Peter Schafer along with the School Committee thanked Wendy Happel for her time, service and dedication as a member of the Abington School Committee.


Heidi Hernández, Secretary

World Language Department

School Committee Presentation

By Kristina Wilson

Tuesday, May 23, 2023

A man in a dark suit, light blue shirt, and dark tie is sitting at a table, smiling and gesturing with his hands. He is looking towards a woman with blonde hair, seen from the back, who is wearing a blue sweater and holding a pen over a notepad. The background is plain white.

**I CAN
CONJUGATE A VERB
IN 10 TENSES.**

**I SEE YOU TOOK 4 YEARS OF
SPANISH. HOW PROFICIENT ARE YOU?**

Progress on Areas for Growth as presented in 2021-2022

Entire department participated in off-site visits to observe teaching to proficiency

Decided on common grading breakdown to align with new state standards + proficiency

**How will teaching for
proficiency look different?**

**WHEN YOUR SPANISH TEACHER
DOESN'T MAKE YOU MEMORIZE
VOCABULARY AND GRAMMAR**

**AND HELPS YOU LEARN BY SPEAKING
SPANISH IN FRONT OF YOU AND HAVING YOU
SPEAK**

makeameme.org

Sample proficiency lesson - use PACE model for
grammar (ser-to be with descriptions)

PROFICIENCY VS. LEGACY

Acquisition of language

Learning about language

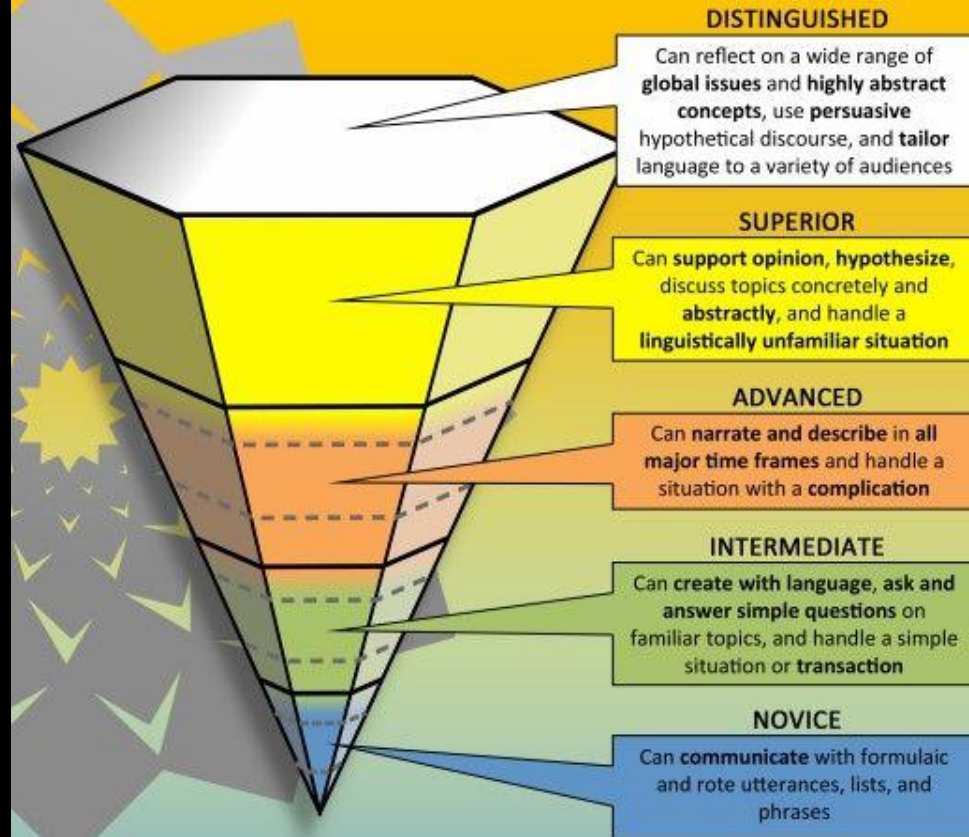
Focus on use of language with vocabulary + grammar embedded

Focus on grammar + discrete vocabulary

Real-life, authentic situations + themes

Often centered around a textbook series

ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING
THE FUNCTIONS OF THE MAJOR LEVELS



Proficiency + Vision of the Graduate

Performance-based skills align with all four domains

Goal to incorporate language from the VOG into rubrics for modes of communication

What's next?

Department members attending proficiency academy June 26-29, 2023

Textbook license expires 2024, department will explore alternative resources in 2023-2024 SY

2023-2024 department will participate in Avant Advance training

Addition of Spanish Honor Society in 2023-2024 SY

STAMP DATA

| Year | Number of Tests Taken | Languages | Students Qualifying for Seal of Biliteracy |
|-------------|------------------------------|------------------|---|
| 2023 | 98 | 3 | 18 students |
| 2022 | 86 | 5 | 6 students |

Questions?

Wellness Department

School Committee Presentation

By Karin Daisy

March 28, 2023

Progress on Areas for Growth as presented in 2021-2022

Added a full-time wellness teacher to be shared with MS and HS

Have worked to vertically align health curriculum in the areas of human growth/development & sexuality (secondary) and eating disorders.

Had a representative from the National Eating Disorders Association (NEDA) provide meaningful professional development specific to our department

Status quo on the Massachusetts Frameworks- not updated since 1999, though our interpretation and approach has evolved

Strengths of the Department

Constantly making adjustments to practice to meet the needs of the students. (alternate topics and/or assessments if necessary)

Updating curriculum materials on an ongoing basis as new health information becomes available. EX: Covid, Vaping trends, mental health activities in freshman health

SOS (signs of suicide) program in grades 7 and 9

Our updated program of studies (2018) is still going strong and the interest in Wellness electives is high.

Health related programs and presentations at the school include Minding your Mind, Internet safety, Vaping video through Abington Cares

Areas for Growth

Need more instructional time in grades K-4

Continued vertical alignment of the curriculum

3 of our staff positions are filled with substitute teachers

Continued meaningful professional development

► Action steps

More instructional time in
grades k-4

- **Would require additional staff to increase the frequency that grades 1-4 meet for health and PE**

► Action steps

Continued vertical alignment of curriculum
and more meaningful PD

- **Department based PD time can be used for this**
- **Find qualified people to present various training for our staff**
- **Seek an off-campus PD opportunity for the wellness department that meets the needs of our department**

AHS Vision of the Graduate

- ▶ **SELF-AWARE INDIVIDUAL**

- ▶ Manages stressful situations

- ▶ Students in health and PE classes are given a broad range of stress management skills to practice

- ▶ **SOCIALLY COMPETENT CONTRIBUTOR:**

- ▶ Uses technology to enhance learning for self and others

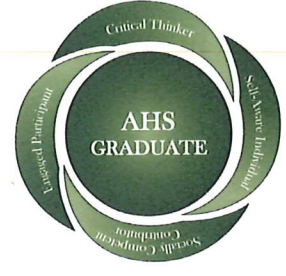
- ▶ When students ask certain health related questions, they are encouraged to look for the answers themselves and then we discuss validity of source as a class



ABINGTON HIGH SCHOOL

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Jonathan Bourn, Principal
Kate Casey, Interim Assistant Principal

As voted on at the AHS School Council meeting on April 25, 2023, here are the proposed student handbook changes for the 2023-2024 school year. The changes address the student dress code, senior privilege and attendance.

Dress Code

Current language: “The Fourteenth Amendment to the Constitution guarantees a student’s right to appear in school in clothing of their choice provided that no style or type of clothing is worn that endangers the health, safety, welfare of the school community, limits participation in any activity or disrupts an environment conducive to the educational process. Clothing considered inappropriate for school and school related activities includes: hoods, spiked collars, spiked bracelets and long, heavy chains, exposed undergarments, contain messages which displays violence, alcohol, drugs, illegal behavior, sexually explicit messages, vulgarity, or bare feet violations of the dress code will result in disciplinary action. Students will comply with the reasonable request of any staff member regarding hats, student dress and/or inadequate clothing. Students are expected to correct the issue before returning to class. Students may request to meet with an administrator regarding any dress code concern.

Proposed language: “The responsibility for the dress and appearance of the students will rest with individual students and parents/guardians. They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements above. Examples of such clothing may include messages advocating violence, gangs, weapons, alcohol, drugs, illegal behavior or expressing hate speech, vulgarity, and/or slurs or derogatory images of individuals based upon sex, gender, religion, race, ethnicity, disability, sexual orientation, and/ or protected status. This Dress Code shall not be enforced to the extent that it conflicts with religious observance or a documented medical condition.

Senior privilege

Current language: None

Proposed language: “Seniors in good academic standing and who meet attendance expectations will be able to leave after period 7, 1:27, on Wave Week Wednesdays during Term 2, 3 and 4, with parent/ guardian permission. Eligibility may be reviewed periodically throughout the year. As this is a privilege, this may be revoked at any time by administration.”

Attendance: See chart on page 2 – this chart outlines all the things the school may do to address excess absences, tardies and dismissals.

Proposed language: In the attendance section of the handbook, we voted to add court appearances and driver’s license tests to the list of excused absences (page 9). These have been accepted in the past as excused absences but are not documented in the handbook. We also propose to edit college and military visits (# 6) in the excused absences section to include placement exams and interviews for college and military visits.

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.

This is Hard Work - You Can Do It - I Will Help You

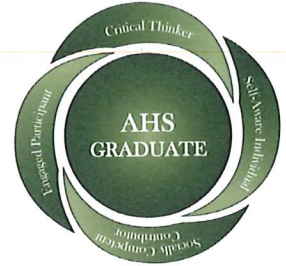


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Jonathan Bourn, Principal
Kate Casey, Interim Assistant Principal



Attendance Chart

| 0-5 Unexcused tardies and/or dismissals per term and unexcused absences are per year | 6- 10 Unexcused tardies and/or dismissals per term. Unexcused absences per year | 11-15 Unexcused tardies and/or dismissals per term. Unexcused absences per year | 16+ Unexcused tardies and/or dismissals per term. Unexcused absences per year. |
|--|---|---|---|
| <ul style="list-style-type: none"> Meeting Expectations | <ul style="list-style-type: none"> Warning Letter from Administrator Student meeting Email or meeting with to co-curricular advisor or coach | <ul style="list-style-type: none"> Parent Meeting with Administrator Lunch Detention After School Detention Social Probation Loss of privileges E-Hall Pass restrictions Buy Backs Loss of Parking Privilege Other | <ul style="list-style-type: none"> Disciplinary Action Parent Meeting DCF Credit Loss Credit Recovery Summer School CRA Other |

Please let me know if you have any questions. Thank you.

Kate Casey
Asst. Principal

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MATTHEW MAC CURTAIN
PRINCIPAL

JESSICA SULLIVAN
ASSISTANT PRINCIPAL

CAROLINE MCDERMOD
GUIDANCE
(781) 982-2172

To: Peter Schafer, Supt of Schools
From: Matthew MacCurtain, Principal
CC: Jessica Sullivan
Date: 5/11/2023
Re: AMS Handbook Changes

Peter,

The AMS School Council is recommending the following change to the dress code. This is the only substantive change to the AMS Student Handbook.

CURRENT LANGUAGE:

Dress Code

Abington Middle School takes great pride in the appearance and behavior of its students. Our school dress code is governed by health, safety, and the protection of school property. All students are expected to come to school dressed neatly, cleanly, appropriately and modestly.

Standards of dress for students shall comply with the following:

1. Clothing shall not be provocative, distracting, obscene or hazardous. Any apparel that makes reference to violence, drugs, alcohol, sex or profanity is not considered appropriate school attire.
2. Bare midriffs, see-through garments, halter tops, spaghetti straps, low-cut blouses, tube tops, bathing suits, pajamas, pajama pants or slippers are not to be worn to school.
3. Shorts and skirts must be equal in length or longer than the end of the student's fingers when their arms are held loosely by their side.
4. Students are allowed to wear hats in the school building during school hours.
5. Students are not allowed to wear outerwear within the building during school hours. Coats and jackets are not to be worn during the school day. Sweatshirts, sweaters, fleece tops and blazers are permitted. **ALL JACKETS, AND COATS NEED TO REMAIN IN THE STUDENT'S LOCKER.**

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RECOMMENDED DRESS CODE LANGUAGE

Students are expected to dress appropriately for a school setting and in a manner that is conducive to learning and safety at school and school-related events. The Administration and/or their designee are responsible for determining whether a student's attire is within policy standards. Articles of clothing that advocate or display violence, weapons, alcohol or other drugs, illegal behavior, or expressions of vulgarity are not allowed. Excessively revealing clothing, or clothing that exposes undergarments, midsections, backs, chests, and buttocks is prohibited. Students are required to wear shoes. Students are not to wear hoods (on sweatshirts/jackets) inside the school. A parent/ guardian will be called to bring a change of clothes for their child if necessary. Students and/or parents may request to meet with an administrator regarding dress code concerns.

**Abington Middle School
School Improvement Plan
2023-2024**



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Abington Middle School School Council Members

| | | |
|-----------------------|-------------------------------|--------------------------|
| Matthew J. MacCurtain | Principal/Chair | |
| Jessica Sullivan | Assistant Principal/Secretary | |
| Tim Leonelli | Teacher | Term ends September 2024 |
| Emelie Kalesnik | Teacher | Term ends September 2024 |
| Donna Peavey | Parent | Term ends September 2024 |
| Pam Neely | Parent | Term ends September 2024 |

Abington Public Schools

Mission Statement:

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

Guiding Principles:

We believe in...

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

Abington Middle School Recent Highlights

- **Created Mathematics intervention programming for all grade levels, servicing roughly 18% of students through both pull out and push in mathematics intervention**
- **Created ELA intervention programming for grades 5&6, servicing roughly 19% of fifth and sixth grade students through both pull out and push in intervention**
- **Redesigned partial inclusion programming at grades 5&6 to meet needs of a growing population, with plans to expand to grade 7&8 for Fall 2023**
- **Created a new bell schedule that allows for a homeroom extended by 25 minutes two day per week, allowing for advisory instruction in grades 5-8, including executive functioning and SEL lessons**
- **Continued Boost After School Tutoring**
 - **Meets twice a week providing tutoring and advisory services for students experiencing academic difficulties**
- **Worked with AHS National Honor Society Advisors to create an after-school tutoring opportunity open to all students**
- **Utilized Compass social work interns to expand after school offerings to include and Alliance club**
- **Continued student recognition programs including Wave Awards and Student of the month**
- **Partnering with Abington Copes to host No First Time Drug and Alcohol Education**

Abington Middle School
School Improvement Goals for 2022-2023

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

Abington Middle School Improvement Goal #1

| Goal #1 | Increase student achievement through enhancements to Curriculum, Instruction and Assessment | | |
|--|---|---|---------------------------------|
| Activity and/or Professional Development | Person(s) Responsible | Indicator of Accomplishment | Expected Completion Date |
| Analyze local, common and statewide assessments and curricular progress. | School Administration Director of Curriculum, Instruction, & Assessment Department Heads & Directors Faculty | <ul style="list-style-type: none"> • Analyze MCAS data through data team meetings • Develop grade level and school wide student learning goals, priorities and areas for ongoing focus. • Analyze & Refine intervention schedule for ELA and Mathematics in grades 5 through 8. • Seek to include intervention as well as opportunities for enrichment for students not requiring specific intervention | June 2024 |
| Identify and Implement new Mathematics programming. | School Administration Director of Curriculum, Instruction, & Assessment | <ul style="list-style-type: none"> • Schedule specific Professional Development and coaching days with Mathematics consultants to: <ul style="list-style-type: none"> ○ Provide opportunities for identification of best practices and curriculum resources. ○ Allow teachers to participate in best practice coaching and immediate feedback in Math • Identify Mathematics Programs & Units to Pilot | June 2024 |

| | | | |
|--|--|--|-------------------------|
| | <p>Department Heads/Curriculum Coordinators</p> <p>Faculty</p> | <ul style="list-style-type: none"> • Identify Mathematics Program for Purchase • Provide ongoing professional development during program implementation | |
| <p>Build upon and strengthen existing extracurricular intervention programming</p> | <p>School Administration</p> <p>Faculty</p> | <ul style="list-style-type: none"> • Continue and strengthen “Boost” after-school tutoring and AHS NHS tutoring as available • Provide drop-in boost opportunities for students | <p>June 2024</p> |
| <p>Develop and implement an advisory and intervention model</p> | <p>School Administration</p> <p>Faculty</p> | <ul style="list-style-type: none"> • Advisory and intervention periods <ul style="list-style-type: none"> ○ SEL Lessons ○ Executive Functioning ○ Academic Interventions • Continue Advisory Design Committee • Model for scheduling students into groups for advisory and interventions to include students at all levels • Schedule students into small advisory groupings (reduce the student to staff ratio of current Advisory groupings) • Write/Develop Advisory Curriculum to include SEL and Executive Functioning lessons & Units | <p>June 2024</p> |

Abington Middle School Improvement Goal #2

| | | | |
|---|--|--|---------------------------------|
| Goal #2 | Continue to cultivate a safe, welcoming, and inclusive school community, that builds on existing strengths and increases students' social emotional and executive functioning skill level. | | |
| Activity and/or Professional Development | Person(s) Responsible | Indicator of Accomplishment | Expected Completion Date |
| Continue to develop WAVE PBIS | School Administration Faculty | <ul style="list-style-type: none"> • WAVE Committee meetings • Develop common grade level, team and classroom expectations and practices around WAVE PBIS to include clearly defined expectations • Include common practices for in classroom behavior management and acknowledgement of student success • Continue student participation in development of PBIS items | June 2024 |
| Develop and implement an advisory and intervention model | | <ul style="list-style-type: none"> • Advisory and intervention periods <ul style="list-style-type: none"> ○ SEL Lessons ○ Executive Functioning ○ Academic Interventions • Continue Advisory Design Committee • Model for scheduling students into groups for advisory and interventions to include students at all levels • Schedule students into small advisory groupings (reduce the student to staff ratio of current Advisory groupings) • Write/Develop Advisory Curriculum to include SEL and Executive Functioning lessons & Units | June 2024 |
| Provide professional development focused on supporting all students | School Administration | <ul style="list-style-type: none"> • Schedule professional development • Provide follow up during staff meetings and CPT • Evidence garnered from learning walks | June 2024 |

| | | | |
|---|--|--|-----------|
| through a universal design approach. | Faculty | <ul style="list-style-type: none"> • Faculty meeting/Focus groups | |
| Continue to collaborate with Woodsdale Elementary School to enhance the student transition from elementary to middle school | School Administration Guidance Adjustment Counselor and School Psychologists | <ul style="list-style-type: none"> • Continue Woodsdale Visit Days to include possible additional visits throughout Spring • Orientation program to include tour, school/classrooms visits, meet with administration, meet with teachers, counselors, student panel presentation • Schedule Parent transition evening(s) <ul style="list-style-type: none"> ○ Academics ○ Technology – Grading | June 2024 |



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
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Jeffrey C. Riley
Commissioner

May 2, 2023

Peter Schafer, Superintendent
Abington Public Schools
1071 Washington Street
Abington, MA 02351

Re: Tiered Focused Monitoring Report for Special Education and Civil Rights

Dear Superintendent Schafer:

The Office of Public School Monitoring recently conducted a Tier 1 Tiered Focused Monitoring (TFM) Review in your district. During this review, the Department monitored selected special education and civil rights criteria to determine your district's compliance with laws and regulations.

We are pleased to tell you that the Department has found your district to be in compliance with all of the criteria monitored during the TFM Review and no corrective action is required at this time.

Enclosed you will find a copy of the Tiered Focused Monitoring Report. To access the report on the Department's website, please visit <http://www.doe.mass.edu> and select *Security Portal* then *PQA WebMonitoring*. Continue by selecting *Home > PSM Tier Review > Feedback/CIMP > View TFM Report*. The Tiered Focused Monitoring Toolkit, which includes the regulatory requirements specific to the special education and civil rights criteria referenced in this report, can be found at <http://www.doe.mass.edu/psm/resources/default.html>.

In closing, we would like to thank the administration and staff who shared their time and thoughts so generously during the preparation and onsite phases of the review, and we commend you on your commitment and diligence in the areas reviewed under TFM. Special thanks are given to James Robbins for coordinating this visit for the district. Should you need any additional information or assistance, please do not hesitate to contact Julie Evans at (781) 338-3754.

Sincerely,

Julie Evans

Julie Evans
Tiered Focused Monitoring Review Chairperson
Office of Public School Monitoring

Amy Paulin

Amy Paulin, Assistant Director
Office of Public School Monitoring

cc: Christopher Coyle, School Committee Chairperson
James Robbins, Local Monitoring Review Coordinator



Abington Public Schools

Tiered Focused Monitoring Report

**For Group B Universal Standards
Tier Level 1**

Date of Onsite Visit: March 14, 2023

Date of Final Report: May 2, 2023



Jeffrey C. Riley
Commissioner of Elementary and Secondary Education

**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TIERED FOCUSED MONITORING REPORT**

Abington Public Schools

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MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION REPORT INTRODUCTION

During the 2022-2023 school year, Abington Public Schools participated in a Tiered Focused Monitoring Review (TFM) conducted by the Department's Office of Public School Monitoring (PSM). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on special education and civil rights. **The Department is pleased to report that the district was found to be in compliance with all criteria reviewed; no corrective action is required at this time.**

Each school district, charter school, vocational school, and virtual school undergoes a Tiered Focused Monitoring Review every three years. The statewide Tiered Focused Monitoring cycle is posted at <https://www.doe.mass.edu/psm/tfm/6yrcycle.html>.

Regularly monitored standards are divided into two groups, known as Group A Universal Standards and Group B Universal Standards. Districts and schools are monitored on an alternate set of Universal Standards every three years.

Group A Universal Standards address:

- Student identification
- IEP development
- Programming and support services
- Equal opportunity

Group B Universal Standards address:

- Licensure and professional development
- Parent/student/community engagement
- Facilities and classroom observations
- Oversight
- Time and learning
- Equal access

The Department has also reserved a specific set of criteria, collectively known as Targeted Standards, employed if LEA or school level risk assessment data indicate there is a potential issue; the identified Targeted Standards are assessed in addition to the Universal Standards.

Universal Standards and Targeted Standards are aligned with the following regulations:

Special Education (SE)

- Selected requirements from the federal Individuals with Disabilities Education Act (IDEA-2004); the federal regulations promulgated under that Act at 34 CFR Part 300; M.G.L. c. 71B, and the Massachusetts Board of Education's Special Education regulations (603 CMR 28.00), as amended September 20, 2022.

Civil Rights Methods of Administration and Other General Education Requirements (CR)

- Selected federal civil rights requirements, including requirements under the Every Student Succeeds Act (ESSA); Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, together

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with selected state requirements under M.G.L. c. 76, Section 5 as amended by Chapter 199 of the Acts of 2011 and M.G.L. c. 269 §§ 17 through 19.

- Selected requirements from the Massachusetts Board of Education’s Physical Restraint regulations (603 CMR 46.00).
- Selected requirements from the Massachusetts Board of Education’s Student Learning Time regulations (603 CMR 27.00).
- Various requirements under other federal and state laws.

PSM Team:

Depending upon the size of a school district and the number of special education programs to be reviewed, a team of one to four Department staff members conducts onsite activities over one to five days in a school district or charter school.

Tier Level:

The level of monitoring varies based on tier designation, aligning supports to the level of need and ensuring that districts and schools with greater needs receive appropriate supports to make sustained improvements.

| Tier | Title | Description |
|------|--|---|
| 1 | Self-Directed Improvement | Data points indicate no concern on compliance and student outcomes. |
| 2 | Directed Improvement | No demonstrated risk in areas with close link to student outcomes. |
| 3 | Corrective Action | Areas of concern include both compliance and student outcomes. |
| 4 | Cross-unit Support and Corrective Action | Areas of concern have a profound effect on student outcomes and ongoing compliance. |

For the 2022-2023 school year, the tier assignments are based on:

- Annual drop-out rate for students with disabilities
- Five-year cohort graduation rate for students with disabilities
- Public School Monitoring compliance data from the previous review
- Problem Resolution System data, specifically findings of noncompliance
- Special education SPP/APR compliance Indicator data for Indicators 4B, 9 & 10
 - Indicator 4B: Significant discrepancy by race or ethnicity in removal of students with IEPs greater than 10 days
 - Indicator 9: Overall disproportionate representation of racial and ethnic groups identified as eligible for special education
 - Indicator 10: Disproportionate representation of racial and ethnic groups within specific disability categories
- Special education SPP/APR performance Indicator data for Indicators 5 & 6
 - Indicator 5: Education Environments (6-21)
 - Indicator 6: Preschool Environments
- Significant Disproportionality data 2021-2022 & 2022-2023

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Tiering adjustments may be made for districts engaged in work with the Department’s Statewide System of Support and have schools identified as requiring assistance and intervention. Tiering assignments may also be adjusted for schools and districts unable to remedy noncompliance within one year of the previous TFM review, as well as for charter schools requiring additional oversight based on conditions of their charter.

For more information regarding the TFM Review Process, including district and parent resources, please visit < <https://www.doe.mass.edu/psm/tfm/default.html> >.

TIERED FOCUSED MONITORING FINAL REPORT Abington Public Schools

The Massachusetts Department of Elementary and Secondary Education conducted a Tiered Focused Monitoring Review at Abington Public Schools during the week of March 13, 2023, to evaluate the implementation of Group B Universal Standards in the program areas of special education, civil rights, and other related general education requirements. The team appreciated the opportunity to interview staff and parents, to observe classroom facilities, and to review the programs underway in the district.

In preparing this report, the team reviewed extensive written documentation regarding the operation of the district's programs, together with information gathered by means of the following Department program review methods:

Self-Assessment Phase:

- District review of special education and civil rights documentation for required elements including document uploads.
- Upon completion of the self-assessment, the district submitted the data to the Department for review.

On-site Phase:

- Interviews of administrative, instructional, and support staff consistent with those criteria selected for onsite verification.
- Interview of parent advisory council (PAC) representative.
- Review of additional documents for special education and civil rights.
- Surveys of parents of students in special education: Parents of students in special education were sent a survey that solicited information regarding their experiences with the district's implementation of special education programs, related services, and procedural requirements.
- Observations of classrooms and other facilities: The onsite team visited a sample of classrooms and other school facilities used in the delivery of programs and services to determine general levels of compliance with program requirements.

DEFINITION OF COMPLIANCE RATINGS

| | |
|-----------------------------------|--|
| Commendable | Any requirement or aspect of a requirement implemented in an exemplary manner significantly beyond the requirements of law or regulation. |
| Implemented | The requirement is substantially met in all important aspects. |
| Implementation in Progress | This rating is used for criteria containing new or updated legal requirements; the district has implemented any old requirements contained in the criterion and is training staff or beginning to implement the new requirements in such a way that the onsite team anticipates that the new requirements will be implemented by the end of the school year. |
| Partially Implemented | The requirement, in one or several important aspects, is not entirely met. |
| Not Implemented | The requirement is totally or substantially not met. |
| Not Applicable | The requirement does not apply to the school district or charter school. |

Abington Public Schools

SUMMARY OF COMPLIANCE RATINGS

| | Universal Standards Special Education | Universal Standards Civil Rights and Other General Education Requirements |
|---------------------------------|--|---|
| IMPLEMENTED | SE 15, SE 32, SE 35, SE 36, SE 50, SE 51, SE 52, SE 54, SE 55, SE 56 | CR 3, CR 7, CR 7A, CR 7B, CR 7C, CR 8, CR 10A, CR10B, CR 10C, CR 12A, CR 16, CR 17A, CR 20, CR 21, CR 22, CR 23, CR 24, CR 25 |
| PARTIALY IMPLEMENTED | None | |
| NOT IMPLEMENTED | None | |
| NOT APPLICABLE | SE 52A | |

The full list of criteria and information regarding the requirements can be found in Appendix B of the Tiered Focused Monitoring Toolkit available at < <https://www.doe.mass.edu/psm/resources/tfm-toolkit.docx>>.



ABINGTON PUBLIC SCHOOLS

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PETER SCHAFER
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ADMINISTRATIVE OFFICES

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

DATE: May 12, 2023
TO: Peter Schafer - *Superintendent*
FROM: Christopher Basta, EdD - *Director of Curriculum, Instruction, & Assessment*
SUBJECT: 5-12 Math Curriculum Review Committee Update

Abington Public Schools began a math curriculum review in 2019 based on trends in APS student assessment data over the past several years as well as observations and concerns from staff, students, and families about how we were preparing our students as mathematicians. After being interrupted by the pandemic, a 5-12 math committee was reformed this past fall. The new committee, made up of teachers, special educators, the math department head, and administrators, met from October to May with the following action steps:

- Review pre-pandemic committee work
- Review 5-12th grade state math standards and prepare surveys for staff, students, and families
- Review MCAS longitudinal student assessment data and survey results
- Develop a 5-12 math instructional vision for APS
- Identify math programs that best match APS needs/vision and compare to DESE ratings and programs in use in neighboring districts
- Pilot selected programs

The APS 5-12 Math Instructional Vision is attached. Piloting of programs began in March but has been slowed down by mandated MCAS testing. Therefore, the committee will complete its piloting in the fall. The committee hopes to make a recommendation for program adoption in FY25. Programs included in the pilot for grades 5-8 include Core Curriculum (Mid School Math), enVision Math (Savvas), Reveal Math (McGraw-Hill), Illustrative Math (Kendall-Hunt), Illustrative Math (Imagine Learning), and Illustrative Math (McGraw-Hill). Programs included in the pilot for grades 9-12 include Discovery Math (Kendall-Hunt), College Preparatory Mathematics (CPM), Reveal Math (McGraw-Hill), Illustrative Math (Kendall-Hunt), Illustrative Math (Imagine Learning), and Illustrative Math (McGraw-Hill).

Another update will be provided in the fall after the pilots conclude.

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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APS 5-12 Math Instructional Vision

In the Abington Public Schools, we envision that every student will approach mathematics with perseverance, be empowered to think quantitatively, and be a creative problem solver. We strive for students in math to be critical thinkers who curiously seek new knowledge, gather information from a range of perspectives, reason through and weigh evidence before making a decision, demonstrate an open-minded thought process, and construct arguments/form conclusions. We are committed to curriculum, instruction, and assessment that actively engage students, stimulate curiosity and inquiry, and promote deep understanding.

We believe all students should engage in instructional and assessment practices that emphasize explanation, justification, and number sense. As advocated by the practices described in the 2017 Massachusetts Curriculum Frameworks for Mathematics, students will:

- Persevere with solving interesting problems,
- Reason abstractly and quantitatively,
- Construct viable arguments,
- Critique the reasoning of others, and
- Model with mathematics.

Guiding Principles for APS Staff:

- Support all students as they strive to demonstrate the math practices noted above
- Ensure that every math task, discussion, and learning activity has an entry point for all students
- Foster student engagement through a growth mindset supporting productive struggle
- Deliver meaningful, engaging tasks that promote reasoning and collaboration
- Implement traditional and creative formative, summative, and high-quality performance-based assessment strategies to provide multiple ways for students to show what they know;
- Employ formative assessment data to differentiate instruction through small groups, centers, and tiered activities
- Encourage and recognize different approaches to problem solving as well as the use of multiple representations
- Provide multisensory approaches and supports (i.e., models, visuals, tables, graphs, manipulatives, notes, scaffolding, etc.)
- Promote discourse to encourage discovery and convey understanding
- Develop number sense by asking for, and justifying, estimates, mental calculations, and equivalent forms of numbers
- Create language-rich, culturally proficient classrooms that emphasize vocabulary, explanations, and solutions to real world math problems in the context of meaningful discourse among diverse students
- Plan the use of instructional time with intentionality centered on the math practices noted above
- Focus on mastery and engagement over compliance

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DATE: May 12, 2023
TO: Peter Schafer - *Superintendent*
FROM: Christopher Basta, EdD - *Director of Curriculum, Instruction, & Assessment*
SUBJECT: Woodsdale Phonics Review Committee Update

Based on trends in APS student assessment data over the past several years as well as current brain research into reading, as a District we have committed to adding systematic phonics instruction to our elementary classroom literacy instruction. Following Beaver Brook Elementary School's implementation of research-based phonics programs this past fall, Woodsdale Elementary School completed a phonics program review this spring. The committee, made up of classroom teachers, special educators, reading specialists, and administrators, met from January to April with the following action steps:

- Discuss observations and concerns of Woodsdale staff and current research
- Review 2nd – 4th grade applicable state ELA standards and prepare survey for staff
- Review DIBELS & MCAS longitudinal student assessment data and staff survey results
- Establish a rubric for program review based on data, standards, and best practices
- Use developed rubric to review programs
- Use APS Instructional Resource Rubric to recommend program adoption in FY24

Programs reviewed by the committee included: Phonics for Reading (Curriculum Associates), From Phonics to Reading (Sadlier, Inc.), Spelling Connections (Zaner-Bloser), Project Read: Linguistics (Language Circle), Morpheme Magic (Glaser), University of Florida Literacy Institute: Foundations (Ventris Learning), Foundations/Just Words (Wilson Language Training), and Elevate (Reading Horizons). After narrowing the programs down to Phonics for Reading and Foundations/Just Words, the committee spent a few weeks exploring these two resources and piloting with students.

In early May, the committee recommended Wilson Language Training: Foundations (grade 3) and Wilson Language Training: Just Words (grade 4) as the Woodsdale phonics programs to be implemented in the 2023-2024 school year. I would like to thank the members of the committee for their diligent efforts as volunteers representing their colleagues: Jennifer Barresi (WES Principal), Andrea Doyon (Reading Specialist), Amber McNamara (grade 3 Teacher), Ashley Patterson (grade 4 Teacher), Pam Safrine (Special Educator), Christine Stavropoulos (grade 3 Teacher), and Kasey Zielinski (grade 4 Teacher).

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May 15, 2023

Kate Casey
Assistant Principal
Abington High School
Abington MA 02351

Dear Kate,

I want to express my appreciation to you for coordinating all aspects of mock car accident staged for the students of the Class of 2023 at Abington High School. The abundant danger and tragic consequences of driving under the influence would not have been conveyed as clearly without the program.

We will never know the true impact on the Class of 2023's decision making and how many lives will be saved by the program. If they were not already, every person witnessing the mock accident was made an anti-driving under the influence advocate. This experience will influence good decision-making for them, their families and friends in the future.

On behalf of the students and community you and I both care so much about, thank you.

Sincerely,

Peter Schafer
Superintendent of Schools