

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

REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

Tuesday, April 23, 2024

ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY

7:00 P.M.

- I. **CALLING OF MEETING TO ORDER AND FLAG SALUTE**
- II. **HEARING OF VISITORS**
- III. **READING AND APPROVAL OF RECORDS**
  - A. March 26, 2024
  - B. April 1, 2024
- IV. **REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT**
  - A. Guidance Department Update (Ms. Christina Park, Director of Guidance)
  - B. World Language Department Update (Ms. Kristina Wilson, Department Head)
- V. **PRINCIPAL REPORTS**
  - A. 2024-2025 High School Improvement Plan (Mr. Jonathan Bourn, High School Principal)

- B. 2024-2025 High School Handbook (Mr. Jonathan Bourn, High School Principal)

**VI. REPORT OF THIS DIRECTOR OF PUPIL PERSONNEL SERVICES**

Home School Request (Mr. James Robbins, Director of Pupil Services)

**VII. REPORT OF THE ASSISTANT SUPERINTENDENT**

2024-2029 Abington Public School Department Strategic Plan

**VIII. REPORT OF THE SUPERINTENDENT OF SCHOOLS**

- A. Establishment of the Final Day for the 2023-2024 school year as Wednesday, June 12, 2024 (1/2 Day for students)
- B. Consideration of the 2024-2025 School Calendar
- C. Consideration of the Regional Educational Assessment and Diagnostic Services (READS) Collaborative Agreement

**IX. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATES**

*Tuesday, May 28, 2024, at 7PM*

- X. INFORMATIONAL ITEMS:** (Most items will not be discussed at the meeting unless a member of the School Committee has a specific question or comment.)

- FY 2023 End-of-Year Audit Report
- Excellence In Special Education Award Letter
- **Personnel Administration – Informational**
  1. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved Christine Beckvold as a long-term substitute Special Education teacher effective March 11, 2024.
  2. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved John Crowley as a long-term substitute STEAM teacher effective April 1, 2024.

3. On the recommendation of James Robbins, Director of Pupil Services, the superintendent has approved Alivia Kinney as a Speech-Language Pathologist at Woodsdale Elementary School effective in the FY25 school year.
4. The superintendent has accepted the resignation of Catherine Spaziani, special education teacher, within Abington Public Schools, for purposes of retirement at the end of the 2023 - 2024 school year.
5. The superintendent has accepted the resignation of Janet Fitzgerald, paraprofessional, within Abington Public Schools, for purposes of retirement at the end of the 2023 - 2024 school year.
6. The superintendent has accepted the resignation of Julia Pendrak, paraprofessional, within Abington Public Schools, at the end of the 2023 - 2024 school year.
7. On the recommendations of Jonathan Bourn, Principal of Abington High School and Peter Serino, Athletic Director, the superintendent has appointed the following volunteer spring coaches:

**Softball**

Felicia Baptista

**Baseball**

Tyler Perakslis  
Stephen Perakslis  
James Donohue

**Girls Lacrosse**

Courtney McCabe  
Chris Beatrice

• **Dates to Remember**

1. Wednesday, April 24-Green Wave Boosters Meeting in the AMS/AHS Cafeteria
2. Saturday, April 27- Abington Town Elections at BBES

**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 Ms. Melanie Whitney, Members. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent; and Ms. Danielle Gaylor, Executive Secretary.

**II. HEARING OF VISITORS**

None

**III. READING AND APPROVAL OF MINUTES**

February 27, 2024

**VOTED:** On motion of Julie Groom (Danielle Grafton) the members of the School Committee unanimously voted to approve the minutes of February 27, 2024.

**IV. REPORT OF THE ATHLETIC DIRECTOR**

Mr. Peter Serino gave an update on the proposed improvements to Memorial Field, using CPA funds. He provided materials that outlined the upgrades that will be made, the estimated costs associated, and the timeline. The project will address an immediate need to replace the 34-year-old field lights, which are not operating at full capacity and are on the verge of failure. The current materials to fix the lights are hard to find and are extremely expensive, therefore, the proposal includes a complete replacement of the lights. In addition, the project will address two critical safety issues, poor field conditions in the "Dust Bowl" area, and the conflicting overlays of the varsity and junior varsity baseball fields.

He outlined the recent improvements that have been made to the existing fields and upgrades that have been purchased to aid other sports teams. He also discussed how the improvements to Memorial Field will be beneficial to other organizations, including youth sports, as there will be more options for additional practice space, and will provide more options for scheduling.

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

Ms. Meg Doherty, Department Head of Math & Computer Science discussed her Department's progress and areas of growth. All students who participated in the fall MCAS retakes went through a bootcamp that filtered through the math teachers highlighting specific standards to review. All Juniors who participated in the Spring retakes were pulled into Bridge Blocks to help prepare them, and Seniors were pulled for 1 on 1 sessions. The Math Department has been piloting a series of different curriculums including (Reveal, Illustrative Math, envisions, HMH Into Math, Midschool Math, FishTank) since 2022. Ms. Doherty shared that none of the programs piloted completely encompass all the standards that are needed. As a result, the Department will be looking to create their own curriculum for grades 9-11. To do this, the team will work backwards using highly rated programs through OER as the backbone, they will start with MCAS questions and do a deep dive into the standards. Grades 5-8 are exploring MidSchool Math and grades 5-6 are potentially renewing enVision.

Ms. Doherty shared the strengths of the Department which include dedicated and patient educators that have a variety of experience. The teachers are continuing to work in Building Thinking Classrooms (BTC) into their classes, they are teaching real life experiences while staying in line with the Vision of the Graduate. Ms. Doherty also reviewed the results of the most recent AP test scores.

- B. Dr. Christopher Basta, Director of Curriculum, Instruction, and Assessment reviewed the Student Opportunity Act Plan for the 2024-2026 school years. The new three-year Student Opportunity Act (SOA) Plan is due to DESE from districts that receive SOA funds by April 1st. Additionally, DESE is establishing a three-year improvement target for each district to include in their SOA plans. This plan will focus on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers (the purpose of SOA funding). The SOA plan will focus on supporting Abington's “Lowest Performing Students” – specifically Students with Disabilities and English Learners.

**VOTED:** On the motion of Melanie Whitney (Heidi Hernandez) the members of the School Committee unanimously voted to approve the Student Opportunity Act Plan as presented.

- C. Dr. Basta provided details for the 2024 Summer Credit Recovery Program. The summer program will return to a fee-based summer academy, therefore, tuition-paying students from surrounding districts can join our cohorts. Classes are offered in the areas of English Language Arts, Math, History, and Science. The program will run from July 8- August 2<sup>nd</sup> and will serve grades 7-12.

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

Dr. James Robbins, Director of Student Services, provided details on the 2024 Extended School Year Program. The intent of the program is to prevent regression of learned skills during the summer months and promote readiness for the school year ahead. The program services students with disabilities, and eligibility is determined through IEPs. The program will run from July 8- August 2<sup>nd</sup> and will serve grades P-8.

## **VI. PRINCIPALS' REPORTS**

- A. Peter Schafer presented on behalf of Jonathan Bourn the High School Student Travel and Education Abroad to Puerto Rico on April vacation 2025.

**VOTED:** On the motion of Danielle Grafton (Chris Coyle) the members of the School Committee unanimously voted to approve the Abington High School Trip to Puerto Rico during April vacation 2025.

- B. Jennifer Barresi, Principal of the Woodsdale Elementary School discussed the SY 2024-2025 School Improvement Plan for the Woodsdale School. The SIP includes 3 main goals. Goal 1: Culture and Inclusion: WES will continue using the core values of responsibility, respect and resilience to foster a positive culture and climate and prioritize communication with families to foster strong parent engagement. Goal 2: Teaching and Learning: WES will continue to utilize multi-tiered systems of support as a framework to positively impact the social, emotional, behavioral, and academic needs of all students. Lastly, Goal 3: Create a Safe Space and Place to Learn and Become Good Citizens: WES will continue to organize and manage a high-quality, safe environment devoted to high quality teaching and learning.

**VII. REPORT OF THE ASSISTANT SUPERINTENDENT**

A. Dr. Moschella provided an update on the FY25 Budget. She handed out the final proposed budget of \$30,793,642. She asked that the budget number be voted on during the next School Committee Meeting on April 1, 2024, at 6:30pm before the Town Meeting.

B/C. The School Committee voted in Dr. Felicia Moschella to the North River Collaborative Board of Directors and READS collaborative Board of Directors for the 2024-2025 school year.

**VOTED:** On the motion of Danielle Grafton (Heidi Hernandez) the members of the School Committee unanimously voted to appoint Dr. Felicia Moschella to serve as the Abington Public Schools' representative on the Board of Directors of North River Collaborative for the 2024-2025 school year.

**VOTED:** On the motion of Julie Groom (Chris Coyle) the members of the School Committee unanimously voted to appoint Dr. Felicia Moschella to serve as the Abington Public Schools' representative on the Board of Directors of READS Collaborative for the 2024-2025 school year.

**IX. ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATES**

*April 1, 2024 @ 6:30 p.m. prior to Town Meeting in the Glass Classroom in AMS/AHS Library  
April 23, 2024, Regular Monthly Meeting @ 7 p.m.*

**X. INFORMATIONAL ITEMS:**

- READS Quarterly Report
- Personnel Administration -- Informational
  1. On the recommendation of Annie Robinson, Principal of Abington Early Education Program, the superintendent has appointed Samantha Curley as a paraprofessional effective March 25, 2024.
  2. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved Sean Sellon as a long-term substitute paraprofessional effective March 5, 2024.
  3. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent has approved Heidi Rizzo as a long-term substitute paraprofessional effective February 26, 2024.
  4. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved Anne-Marie Padilla as a 192-Day Guidance Administrative Assistant effective March 13, 2024.

5. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved William Caseley as a .6 long-term substitute math teacher effective March 15, 2024.
6. On the recommendations of Jonathan Bourn, Principal of Abington High School and Peter Serino, Athletic Director, the superintendent has appointed the following spring coaches:

Ultimate Frisbee - Jason Scott  
Head Softball - Jenna Olem  
Head Baseball - Steve Perakslis  
JV Baseball - Jason Brown  
Head Tennis - Bridget Wakelin  
Boys Head Track - Mike Caseley  
Girls Head Track - Matt Campbell  
Boys Assistant Track - Connor Bennett  
Girls Assistant Track – Will Caseley  
Boys Head Lacrosse - Michael Grafton  
Head JV/ Boys Lacrosse - Zach Carey  
Girls Head Lacross - Emily Beatrice  
Aux Tennis - Jose Andrade

7. On the recommendation of Jean Connon, Director of Food Services, the superintendent has appointed Paula Avery as a cafeteria worker within Abington Public Schools.
8. The superintendent has accepted the resignation of Janet Kelliher, Administrative Assistant at Abington High School, for the purpose of retirement effective at the end of the 2023-2024 school year.
9. The superintendent has accepted the resignation of Kimberly McHugh, a teacher at Abington High School, for the purpose of retirement effective at the end of the 2024-2025 school year.
10. The superintendent has accepted the resignation of James Gorman, a teacher at Abington Middle School, effective February 28, 2024.

Dates to Remember

1. Monday, April 1<sup>st</sup> @ 6:30pm – School Committee Meeting (prior to Town Meeting) in the Glass Classroom in AMS/AHS Library
2. Monday, April 1<sup>st</sup> @ 7:00pm-Town Meeting at AMS/AHS Auditorium
3. Tuesday, April 2<sup>nd</sup> – Deadline for online nomination submissions for the Chet Millett Outstanding Educators & Support Staff and Deirdre Volunteer Service Awards
4. Monday, April 15<sup>th</sup> – Patriots Day – All School Offices and Buildings Closed
5. Monday, April 15<sup>th</sup> – Friday, April 19, 2024 – Spring Vacation

XI. ADJOURNMENT

**VOTED:** On the motion of Danielle Grafton (Heidi Hernandez)  
the members of the School Committee unanimously  
voted to adjourn the March 26, 2024, School  
Committee Meeting at 9:08pm

  
\_\_\_\_\_  
Heidi Hernandez, Secretary



**ABINGTON SCHOOL COMMITTEE**

1071 WASHINGTON STREET  
ABINGTON, MA 02351



## School Committee Meeting

Monday April 1, 2024  
6:30pm

### Glass Classroom in AMS/AHS Library

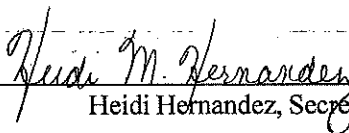
**Present:** Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Julie Groom and Ms. Melanie Whitney, Members.

**Meeting Notes:** Dr. Moschella outlined and discussed changes to the FY25 preliminary budget proposal as described by the attached Increase by Major Category spreadsheet.

**VOTED:** on motion of Heidi Hernandez (Melanie Whitney) the members of the School Committee unanimously voted to approve \$30,793,642 as the School Department's FY25 operation budget.

**Adjournment:**

**VOTED:** the members of the School Committee unanimously voted to adjourn at the close of the April 1, 2024 Annual Town Meeting at 9:21pm

  
Heidi Hernandez, Secretary



# **Abington High School Guidance Department**

**School Committee Presentation  
By Christina Park  
April 2024**

# COUNSELOR BREAKDOWN

Students are assigned a Guidance Counselor based on their last name. Students typically have the same counselor all 4 years of high school.

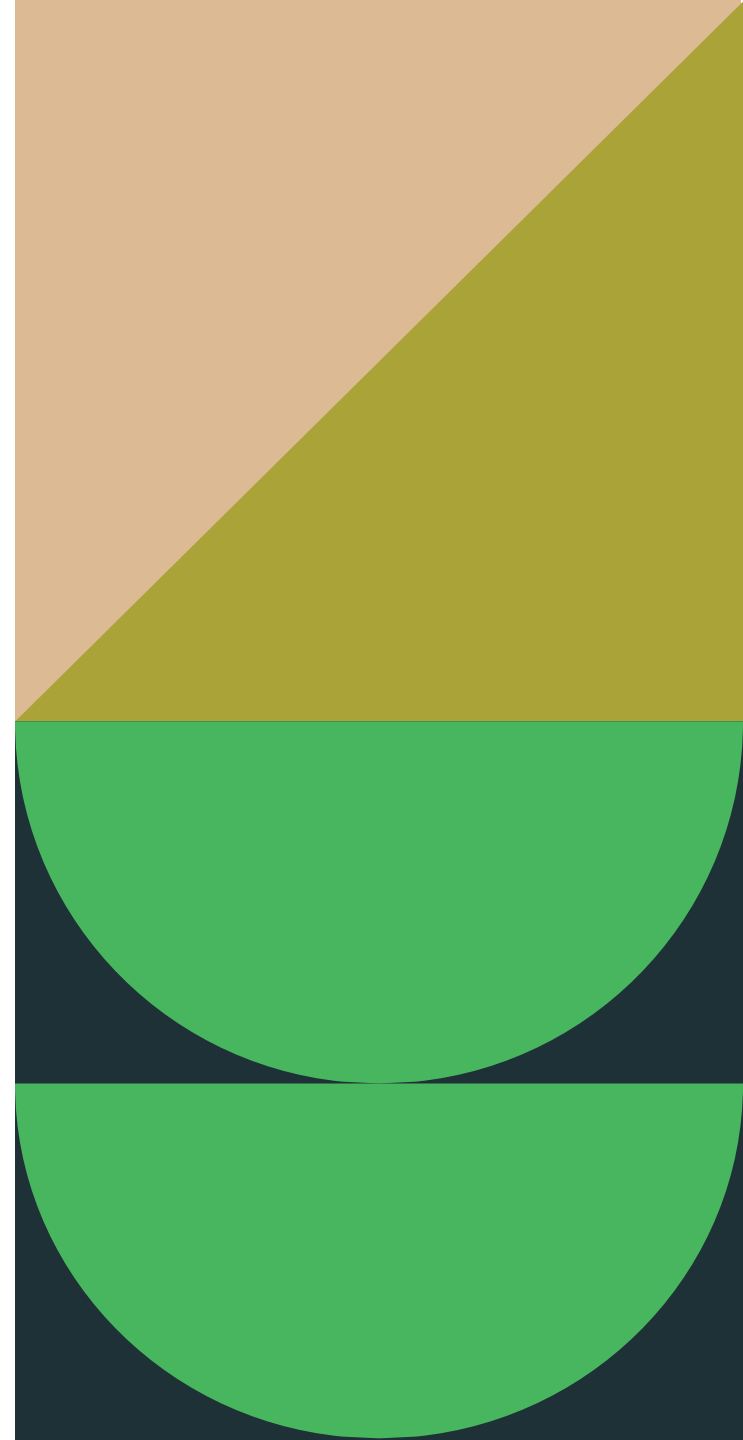
Sarah McGinness - Students with the last names A-F

Christina Park - Students with the last names G-M

Jessica Coscia - Students with the last names N-Z

Individualized counseling on:

Social Emotional Needs. Academic Counseling. Course Selection.  
Postsecondary Planning. New Student Registrations.



# GUIDANCE CURRICULUM

## Grade 9 – Orientation to High School

- Graduation requirements
- GPA
- Academic eligibility
- Attendance policy
- Clubs/Activities

## Grade 10 – Introduction to Naviance

- Career Interest Inventory – match interests to potential careers/areas of study

## Grade 11 – Post Secondary Planning

- Overview of the post-secondary planning process
- Naviance College Application features

## Grade 12 – Post Secondary Planning Cont.

- Create a Common App account
- Review of the college application process
- Review Naviance college application features

# NAVIANCE DEMO

NAVIANCE FEATURES SHOWN IN THE JUNIOR  
WORKSHOPS:

- College Search
- Scattergram
- Colleges I'm Thinking About

<https://student.naviance.com/abington>

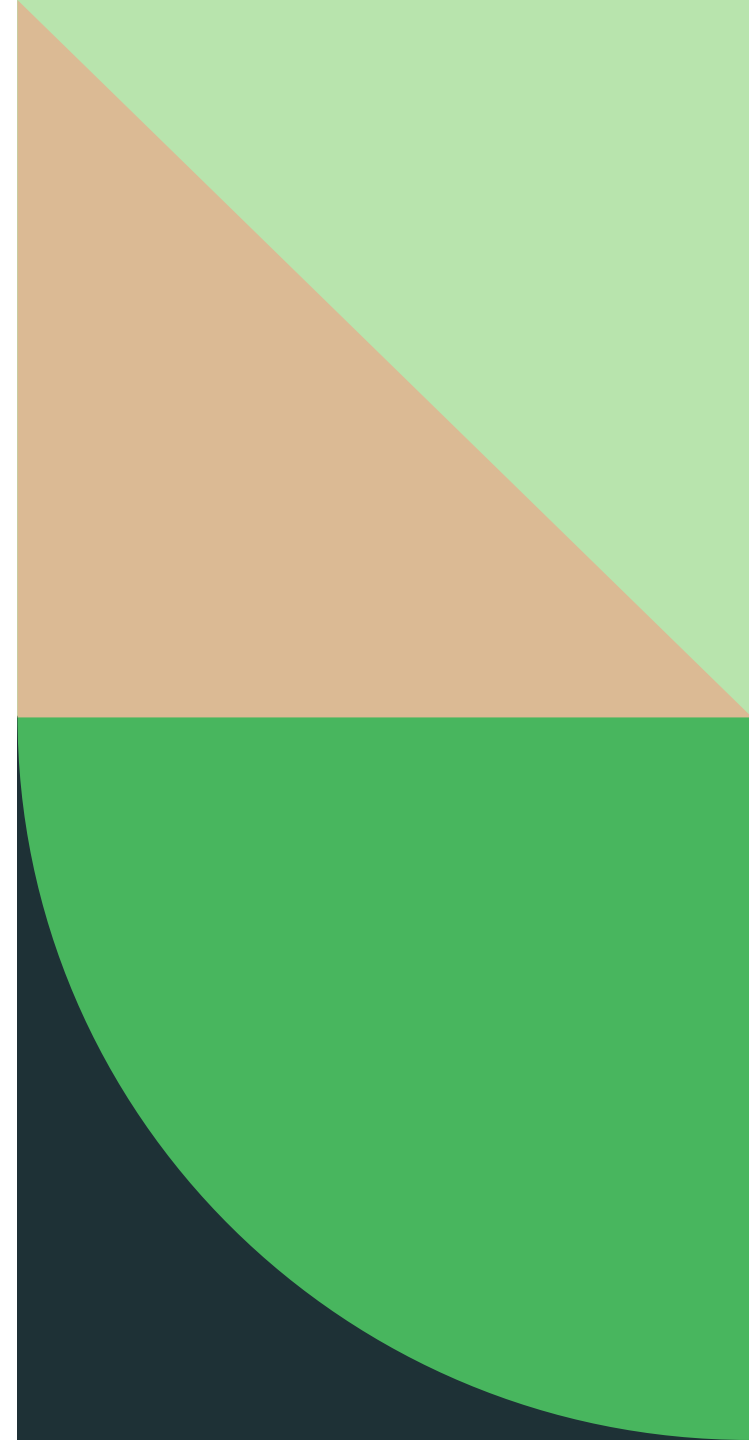
# GUIDANCE EVENTS

\*indicates new this year

- College Fair field trip
- Financial Aid Night
- PSATs + Results workshop
- Exam coordination
- On the Spot Admissions Days
- Junior Parent Night
- Course Selection per grade level
- Signs of Suicide Program w/ School Psychologist & Health Department
- Senior College Decision Day
- Scholarship Awards Night
- \*2 times per week sessions during bridge block for College Application help
- College Information Sessions during Bridge Block
- Trade School information sessions
- Organization of military branch lunch visits for student inquiry
- Showcased local part-time job opportunities
- \*College Essay Workshop conducted by Bridgewater State University English Professor
- \*Bridge Block College Application Workshop for students with unique circumstances -"High School Completers" Tuition Equity Law Passed July 1, 2023

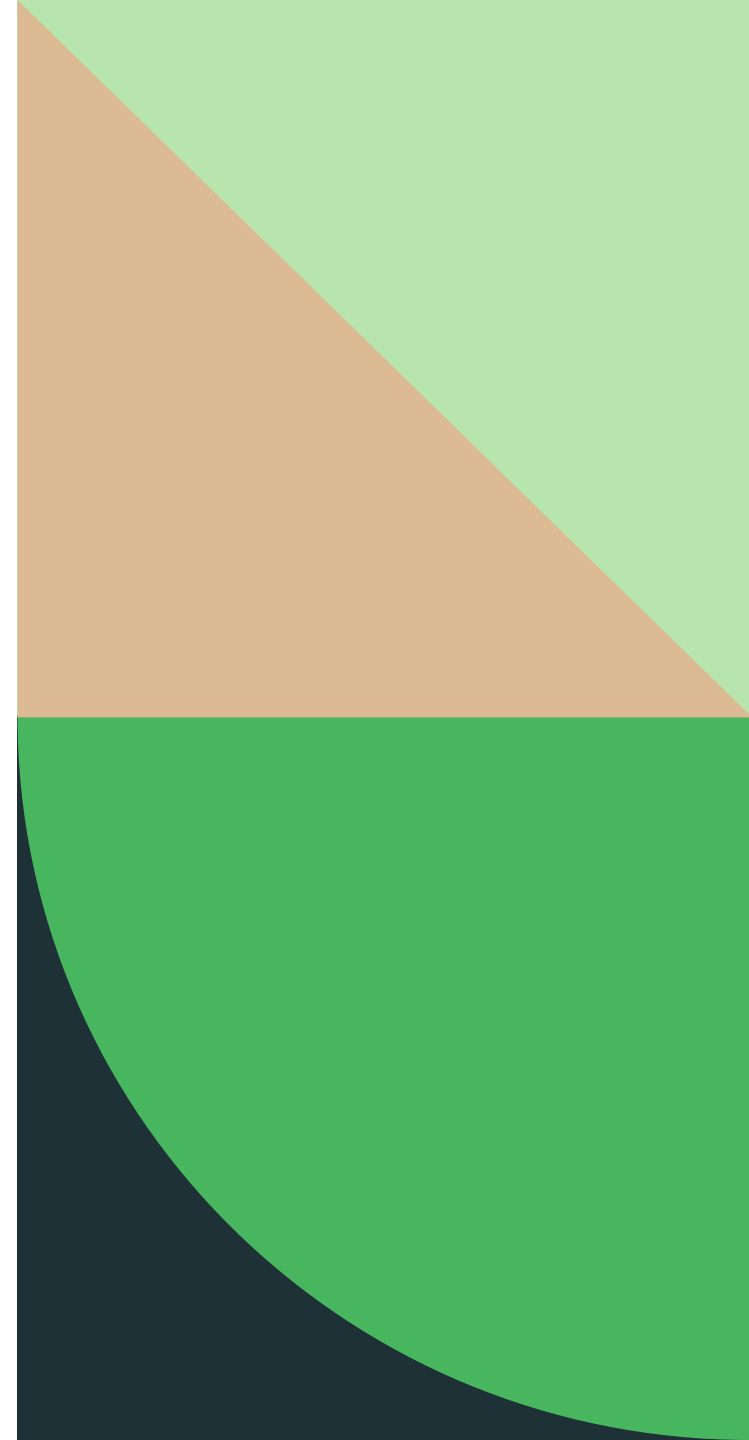
# PARTNERSHIPS AND RESOURCES

- Care Solace
- Mass Hire
  - STEM Career Field Trip, Career Day Conference Field Trip, Construction Day Field Trip, \*College Essay Writing Workshop
- \*Quincy College Dual Enrollment-New for 2024-2025 school year



# STRENGTHS

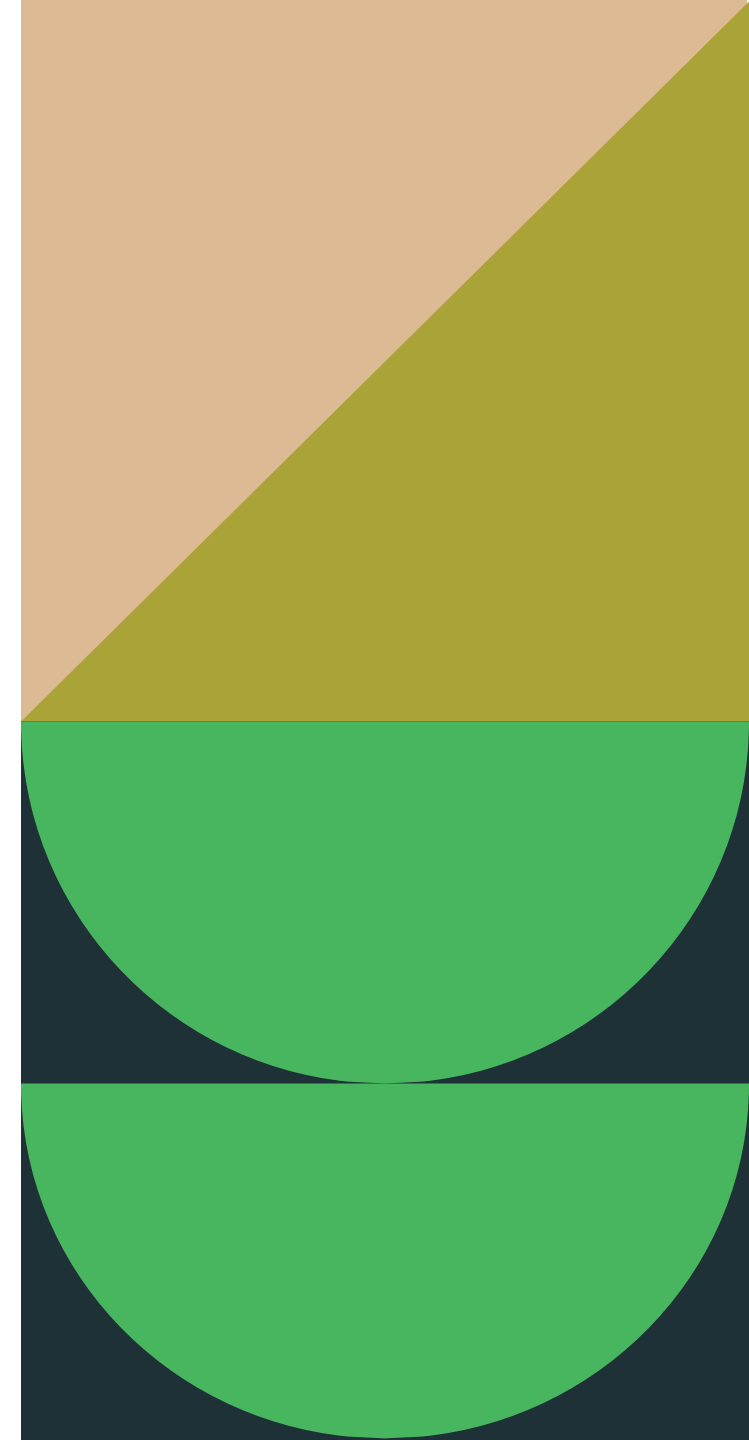
- Experienced Staff
- Ongoing commitment to the social emotional well-being and academic success of all students
- Collaboration amongst all stakeholders
- Technology & Communication






# PROGRESS ON AREAS FOR GROWTH AS PRESENTED IN 2022-2023

- Continue to increase student knowledge of the variety of post- secondary options available to them
  - Massasoit On the Spot Day, Southeastern Technical Institute, Military Branches. New this year- Stonehill College, Suffolk University, Bridgewater State University Essay Writing Workshop.
- Continue to be educated on the local mental health resources available for our students
  - Upcoming Professional Development on Community Resources
- Promote summer enrichment options for students
  - Document created for summer dual enrollment & summer programs offered at local colleges/universities created on the Junior Class Canvas Page and presented during the Junior Post Secondary Planning workshops



# **AREAS FOR GROWTH FOR THE 2024-2025 SCHOOL YEAR**

- Continue to increase student knowledge of the variety of post-secondary options available to them
  - Continue to be educated on the local mental health resources available for our students
  - Research resources and programs from other school districts that support students transitioning back to school after an extended absence
- 
- A decorative green curved shape is located in the bottom right corner of the slide, starting from the bottom edge and curving upwards and to the left.

# DATA INFORMING FUTURE GOALS

- Safety Risk Assessment- An assessment conducted by School Psychologist, School Adjustment Counselor or Guidance Counselor when there is a high level of concern
- Care Solace Referrals
- Trauma Incidents- APD makes us aware of any student who have had police presence in their life in some way outside of the school day

# VISION OF THE GRADUATE

Through individual counseling, our department focuses significantly on the following domains:

## **SOCIALLY COMPETENT CONTRIBUTOR:**

- Displays tolerance and empathy
- Learns about and values cultural differences
- Advocates for needs beyond oneself
- Is physically and intellectually present in daily interactions
- **Successfully navigates social situations: *Facilitates Mediations***
- Builds and maintains healthy relationships
- **Uses technology to enhance learning for self and others: *The Naviance Program***

## **SELF-AWARE INDIVIDUAL:**

- **Prioritizes and manages time effectively: *Meeting with students and devising plans after an extended absence***
- Models healthy lifestyle choices
- Manages stressful situations
- Demonstrates resiliency
- Advocates for themselves
- **Takes intellectual risks: *Course Selection Conversations***

# World Language Department

School Committee Presentation

By Kristina Wilson

Tuesday, April 23, 2024

# Second Language Learner Activity

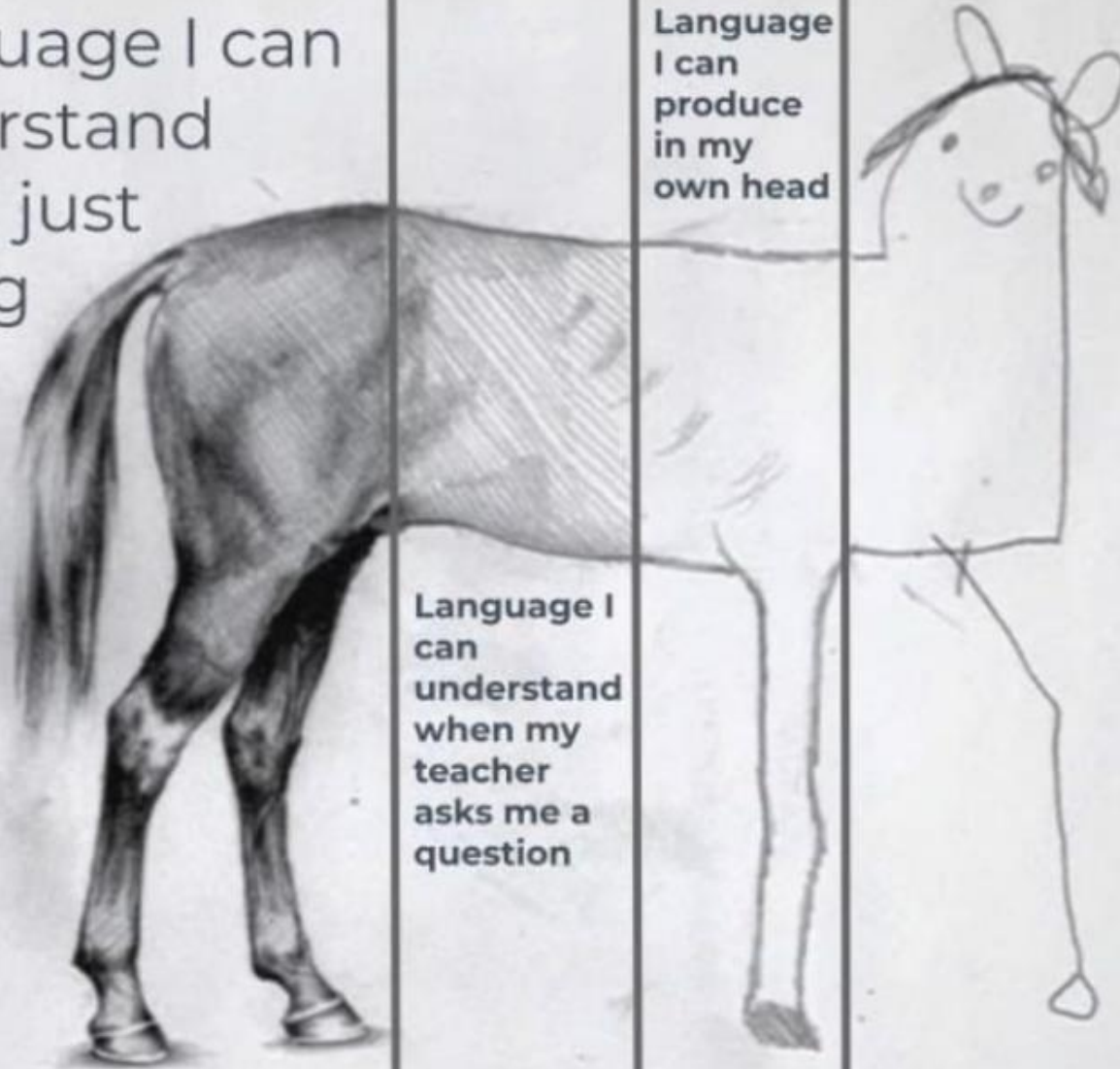


Language I can understand while just sitting in class

Language I can produce in my own head

Language I can understand when my teacher asks me a question

Language I can produce once I hit "record"



# Progress on Areas for Growth as presented in 2023

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Remainder of department attended Proficiency Academy in June 2023

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Grades 7-12 adopted common grading breakdown aligned with national standards and modes of communication

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Entire department participated in AVANT Advance training, all will be certified by the end of the school year

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Extended textbook license until end of 2024-2025 SY to sample new resources during Fall of 2024



# Departmental Strengths

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Application of strategies learned at Proficiency Academy

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Collaboration within course-sharing

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Implementation of skills learned from AVANT training

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# Moving forward

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Currently creating instructional vision for department

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Vetting new resources that align with our instructional vision, adopt 2025-2026 SY

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Assessing our scope and sequence to align with instructional vision

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Offer AP Spanish Language 2025-2026 SY

# Instructional Vision + VoG

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Authentic sources

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Aligned with proficiency

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Relevant and of interest to students

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Depth vs. breadth with skills

**I'VE GOT A FEVER FOR  
ACQUIRING LANGUAGE**



**AND THE ONLY CURE IS...  
MORE INPUT!**

SpanishPlans.org

#CIworks

# STAMP DATA

Year	Number of Tests Taken	Languages	Students Qualifying for Seal of Biliteracy
2024	78	5	4+* Tests are not yet graded for 2024
2023	98	3	18** students
2022	86	5	6*** students

*\*2 Spanish, 3 Portuguese*

*\*\*8 Spanish, 1 Russian, 10 Portuguese*

*\*\*\*3 Spanish, 3 Portuguese*

**Questions?**

**Thank you!**

# ABINGTON HIGH SCHOOL



## 2024-2025 IMPROVEMENT PLAN

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## Abington High School 2023-2024 School Council

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Jonathan Bourn	Principal/Chairperson	
Steve Wakelin	Community Representative	Term ends September 2024
Matthew Cutter	Teacher Representative	Term ends September 2024
Pamela Ferrone	Parent Representative	Term ends September 2024
Donna Peavey	Parent Representative	Term ends September 2025
Keri Westhaver	Parent Representative	Term ends September 2024
Mark Regalbuto	Teacher Representative	Term ends September 2025
Jack Regan	Student Representative	Term ends June 2024
Alexis Bevilacqua	Student Representative	Term ends June 2025

*Non-voting participants - Assistant Principal Kate Casey, School Committee Rep Heidi Hernandez*

# Abington Public Schools Mission Statement

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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.

## Goals and Objectives

### *Teaching and Learning*

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

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

### *Technology*

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

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

### *Finance and District Operations*

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

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

### ***Facilities***

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

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

### ***Community Support***

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

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

## Student Achievements

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1. Fifty-eight percent of Class of 2025 students achieved Meeting/Exceeding Expectations compared to 58 percent of the state. However, this 2025 cohort scored 35 percent Meeting/ Exceeding Expectations in grade 8, so achievement reflects an 11 percent increase since then. Class of 2025 students also showed improvement since grade eight in the following subcategories: Low Income, Students with Disabilities, English Learners, and High Needs Status.
2. Thirty-seven percent of the Class of 2025 scored in either the Exceeding Expectations or Meeting Expectations categories of the Mathematics MCAS exam, compared to fifty percent of the state.
3. Forty-two percent of the Class of 2026 scored in either the Exceeding Expectations or Meeting Expectations categories of the Biology MCAS exam compared to forty-seven percent of the state. This year, student competency was determined using the Next Generation Science Standards scale as opposed to the Legacy scale used in previous years.
4. Sixty Abington High School students took the STAMP test in Spanish, thirteen students took the STAMP test in Portuguese, and three students took the STAMP test in other languages.
5. Ninety-three Abington High School students took 166 Advanced Placement exams in May 2023 in Biology, Calculus AB, Computer Science A, Computer Science Principles, Drawing, English Language and Composition, English Literature and Composition, Environmental Science, European History, Macroeconomics, Microeconomics, Psychology, Statistics and United States History.
  - Thirteen students took the Biology exam. Four students, 31.3%, scored 3 or better.
  - Five students took the Calculus exam. Two students, 40%, scored 3 or better.
  - One student took the Computer Science A exam. The College Board lost his scores.
  - Sixteen students took the Computer Science Principles exam. Eight students, 50%, scored 3 or better.
  - Two students took the Drawing exam. All students, 100%, scored a 3 or better.
  - Forty students took the English Language & Composition test. Nineteen students, 50%, scored 3 or better.
  - Twenty-six students took the English Literature & Composition test. Twenty-one students, 80%, scored 3 or better.
  - Fifteen students took the Environmental Science test. Four students, 26%, scored 3 or better.
  - Six students took the European History test. Five students, 83%, scored 3 or better.
  - One student took the Macroeconomics test. No student, 0%, scored 3 or better.
  - One student took the Microeconomics test. No student, 0%, scored 3 or better.
  - Two students took the Psychology test. One student, 50%, scored 3 or better.
  - Fourteen students took the Statistics test. Two students, 14%, scored 3 or better.
  - Twenty-five students took the United States History test. Seven students, 28%, scored 3 or better.
6. Twenty-five student athletes participated in Unified soccer and basketball.

7. The National Honor Society inducted thirty-six new members in recognition of their outstanding qualities of scholarship, leadership, service, and character.
8. Thirty-eight Abington High School seniors qualified for the John and Abigail Adams Scholarship. The Adams Scholarship provides a tuition waiver for four years of undergraduate education at Massachusetts state colleges and universities for students who are accepted.
9. The Abington High School “Champions” Marching Band earned an “Excellent” rating at the 2023 US Bands New England States Championship.
10. The Abington High School Jazz Band performed at the “Open Mic Night” and will perform at the Spring Band Concert.
11. Five Concert Choir students and One Concert Band student auditioned to represent Abington High School at SEMSBA and District festivals. One student was accepted by audition to participate in the Senior District Music Festival.
12. One Abington High School student was accepted by audition to participate in the SEMSBA Junior Music Festival, and one student was accepted by audition to participate in the SEMSBA Senior Music Festival.
13. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.
  - Multiple Abington High School teams qualified for and participated in MIAA tournaments.
  - Multiple Abington High School teams participated in service projects throughout the year.
  - Two Abington High School students were honored at a Scholar-Athlete spring banquet.
  - Three Abington High School students were members of the Norwell-Abington Cooperative Girls’ Hockey team. One player represented Abington in the all senior game and the MA/CT all-star game.
  - The Abington High School boys’ basketball team helped raise money in Coach Byron’s memory for the Coaches against Cancer and student scholarships.
  - The Abington High School Cheerleaders won the Fall South Regional Championship.
  - The Abington High School Cross Country teams and Track teams had All-State qualifiers.
  - The lone Abington wrestler advanced to New England’s as a member of the Rockland Wrestling team.
  - Athletes participated in the Abington Athletics Cleanup.
  - The Abington High School girls’ soccer team volunteered at the Abington COPES Road Race and hosted a “Pink Night” game to bring awareness to Breast Cancer.
  - Ten Abington High School students participated in the Math Team and finished a successful season.
  - Thirty-four Abington High School students were certified in CPR.
  - The GSA launched the first Abington High School school-wide Pride Week.
  - The Gem Club sponsored a drive for personal care products for St. Mary’s Center for Women and Children.
  - The Community Service class sponsored a Canned Foods drive.
  - The Peer Leaders sponsored the “We Do Care Project”.
  - The Active Minds Club sold bandanas to raise Mental Health Awareness.
  - Members of the Active Minds Clubs participated in the “Kyle Cares” conference to view other mental health resources to bring back to AHS.
  - The Class of 2024 participated in Credit for Life to explore personal finances.
  - Student/athletes attended a leadership and sportsmanship conference at Gillette Stadium.

# Summary of 2023-2024 Abington High School School Improvement Plan

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<b>Goal #1</b>	<b>Identify opportunities to implement High Quality Performance Assessments connected to the Vision of the Graduate.</b>
<ul style="list-style-type: none"><li>● The AHS Science Department piloted high Quality Performance Assessments across several subjects in December and January of this school year.</li><li>● The Social Studies department will offer a High Quality Performance Assessment on the Civil Rights movement in April to juniors enrolled in United States history courses.</li><li>● Members of the AHS staff formed a Professional Learning Community (PLC) on exploring and expanding HQPA's, and making recommendations to the larger staff and school community.</li><li>● High Quality Performance Assessments will continue to be implemented and refined as part of an Abington High School student's learning experience for the years ahead.</li></ul>	

<b>Goal #2</b>	<b>Revisit and define the philosophy and utilization of Bridge Block to best serve the academic needs of students in meeting course standards and the Vision of the Graduate.</b>
<ul style="list-style-type: none"><li>● Members of the AHS staff formed a Professional Learning Community (PLC) focused on Bridge Block best practices and expectations to reflect the current and future academic and social needs of students.</li><li>● Utilization of MyFlexLearning software has improved compatibility with Aspen, allowing teachers to better recommend bridge block placements and keep attendance.</li><li>● Feedback and input from staff to inform changes and updates to the timing and placement of Mentor Group, as well as best practices for bridge block captured in the bridge block handbook.</li><li>● Department Heads &amp; Directors reviewed Hanover group research on secondary scheduling including several bell schedule models.</li><li>● Cohorts of staff visited select high schools to review schedules and programming.</li><li>● Staff input and feedback gathered on scheduling priorities through surveys and focus groups.</li><li>● The AHS bell schedule will continue as part of the 2024-2025 School Improvement Plan.</li></ul>	



# Abington High School

2024-2025

## School Improvement Goals

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<b>Goal 1</b>	Identify and implement school wide best practices for grades and grade reporting aligned with the Vision of the Graduate.
<b>Goal 2</b>	Evaluate and improve school structures such as but not limited to the 'Waterfall' Schedule and Bridge Block to maximize teaching, learning and support academic interventions at Abington High School.



## Abington High School -- School Improvement Goal #1

<b>Goal #1</b>	Identify and implement school wide best practices for grades and grade reporting aligned with the Vision of the Graduate.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
AHS Faculty read and discuss 'Grading for Equity' by Joe Feldman.	Principal/Assistant Principal	AHS PD calendar & Faculty Meeting Agendas.  School-wide professional practice goal for SY 24-25	May 2025 and Ongoing
School Council concurrently reads and discusses select portions of 'Grading for Equity'.	Administration School Council	Community input into needs and interests of students and parents with grades & grading.  Recommended changes to AHS Program of Studies & Student Handbook, as needed.	June 2025
Identify best practices in grade and grade reporting to be implemented in SY 25-26.	Administration Faculty School Council Department Heads & Directors	Consensus around 3-5 best practices for school wide grading.  Memorandum of best practices shared with School Council and/or added to AHS Faculty Manual.	June 2025

## Abington High School -- School Improvement Goal #2

<b>Goal #2</b>	Evaluate and improve school structures such as but not limited to the ‘Waterfall’ Schedule and Bridge Block to maximize teaching, learning and support academic interventions at Abington High School.
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Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Identify scheduling priorities with staff.	Principal/Assistant Principal	Professional Development, DH/Director Meeting Agendas, and Faculty Meeting Agendas Fall of 2023 & Winter 2024. Scheduling priorities survey completed.  Formation of AHS staff member schedule focus group.	Spring 2024 & Ongoing  March 2024
Analyze existing bell schedules and bell schedule options.	Principal/Assistant Principal Department Heads & Directors	Create possible bell schedules that target scheduling priorities and address scheduling constraints while meeting contractual obligations.	January 2024 - December 2024
Present sample schedule(s) to community groups for feedback and input.	Principal/Assistant Principal Department Heads & Directors School Council	Sample rotating schedules presented to stakeholder groups for consideration.  If favorable, present recommended rotating schedule change to School Council and School Committee for implementation in SY 25-26	April 2024  December 2024

Review and modify teaching & learning with a new schedule (if applicable).	Principal/Assistant Principal Department Heads & Directors Director of Curriculum & Instruction	Ongoing Professional Development how to modify curriculum, instruction & assessment for longer block classes during Faculty Meetings and Professional Development.	Fall 2024 & Spring 2025, if applicable.
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# APPENDIX A

SCHOOL COUNCIL BY-LAWS
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## **Article I**

The purpose of the Abington High School Council is to provide students with the opportunities to attain their highest level of achievement.

## **Article II**

The make-up of the Council shall consist of the principal, three (3) parents of students attending the school, two (2) teachers, one (1) community representative at large and two (2) students. Regardless of the size of the Council, the number of parent representatives should be equal to the number of teachers who serve on the Council plus the principal. The number of community representative(s) at large cannot exceed fifty (50) percent of total membership of the Council.

## **Article III**

The officers of the Council shall consist of two (2) co-chairpersons, the principal and one other member of the Council and a secretary. One co-chairperson and a secretary will be elected by the Council

## **Article IV**

Parent representatives to the Council will be elected by the parents of students attending Abington High School. The election will be held by the Abington High School Parent Teacher Organization. Teacher representatives to the Council will be elected by the teachers at Abington High School. Student representatives to the Council will be elected by the Abington High School student body. The community representative to the Council will be appointed by the principal.

## **Article V**

Parents, teachers, and students will be elected to two-year terms. If for any reason a member of the Council cannot complete his or her term, an election will be held to replace that member until the original term expires. The community representative at large will be appointed by the principal to a two-year term.

## **APPENDIX B**

### **SCHOOL COUNCIL GROUND RULES**

- To schedule meetings a semester in advance.
- To post agenda for meetings in advance.
- To establish definitive meeting times.
- To establish an attendance policy (members are asked to contact one of the co-chairpersons if unable to attend a meeting.)
- To commit to focus on a topic.
- To participate in active listening.
- To listen respectfully (members welcome public input when relevant to the topic under discussion.)
- To adhere to consensus decision making.

## APPENDIX C

<h3>Vision of the Graduate Proficiency Indicators</h3>
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#### **Critical thinker - Proficiency- I can:**

- Seek new knowledge without support
- Gather information from a range of perspectives
- Reason through and weigh evidence before making a decision
- Demonstrate an open-minded thought process
- Construct arguments and articulate my own conclusions

#### **Engaged Participant - Proficiency- I can:**

- Seek new knowledge
- Collaborate towards personal and common goals
- Use feedback to adjust my behavior
- Express my thoughts, ideas, and emotions meaningfully and creatively
- Actively contribute to school community
- Advocate for myself and others
- Persevere through daily tasks

#### **Socially Competent Contributor - Proficiency- I can:**

- Exhibit tolerance and empathy
- Learn about and value cultural differences
- Advocate for needs beyond myself
- Be physically and intellectually present in daily interactions
- Successfully navigate social situations
- Build and maintain healthy relationships
- Use technology to learn and share ideas

#### **Self-Aware Individual - Proficiency- I can:**

- Prioritize tasks and manage time effectively
- Make and model healthy lifestyle choices
- Manage Stress and persevere through obstacles
- Bounce back from setbacks and use self-reflection and feedback from others to improve myself
- Advocate for myself
- Evaluate opportunity and take intellectual risks

# AHS Student Handbook

Category	Current Language	Proposed Language
<p style="text-align: center;"><b>Attendance</b></p>	<p style="text-align: center;">Pages 8-12</p>	<p style="text-align: center;">Add - See attached attendance language titled "Proposed AHS Student Handbook Attendance Language." Delete everything from pages 8-12 except for "Tardy To School" and "Dismissals from School" paragraphs on page 10</p>
<p style="text-align: center;"><b>Senior Privilege</b></p>	<p>Page 76: 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.</p>	<p style="text-align: center;">Delete</p>
<p style="text-align: center;"><b>Code of Conduct</b></p>	<p>Starting on page 44: Explanation of Behavior and Consequences</p>	<p style="text-align: center;">Add vaping to all lines in the Explanation of Behavior and Consequences section which reference smoking</p>
<p style="text-align: center;"><b>Search and Seizure</b></p>	<p>Page 53: If a student is suspected of violating school rules or state law, they may be subject to reasonable search and seizure by a school official, including the search of their locker and/or personal effects. Searches by trained canines may occur throughout the year.</p>	<p>If a student is suspected of violating school rules or state law, they may be subject to reasonable search and seizure by a school official, including the search of their locker and/or personal effects. <i>As part of their reasonable searches, school officials may use metal detectors.</i> Searches by trained canines may occur throughout the year.</p>



## **District Plan for Success 2024-2029**



## INTRODUCTION

This document presents the strategic plan for the Abington Public Schools. It establishes a long-range direction for the district and provides a clear focus for future pursuits by identifying priorities for improvement. This strategic plan is the culmination of analysis and work by a strategic planning committee consisting of teachers, administrators, parents, school committee members, and community leaders.

Strategic Planning is a process for creating an organization's preferred future. It is a long-range planning process for organizational renewal and transformation which provides a framework for improving programs, management functions, and evaluation of an organization's progress. Strategic planning helps organizations think and act strategically, develop effective strategies, clarify future directions, establish priorities, improve organizational performance, build teamwork and expertise, and deal effectively with a rapidly changing environment. The strategic planning process involves a series of steps that moves an organization through:

- ◆ analyzing relevant external trends and their implications;
- ◆ assessing organizational capacity to manage external change;
- ◆ developing a mission statement, vision statement, and guiding beliefs;
- ◆ establishing objectives, initiatives, and action plans designed to move the organization to where it wants to be;
- ◆ setting a strategic direction to follow to achieve its mission and objectives;
- ◆ communicating its mission, beliefs, and objectives/initiatives to all stakeholder groups;
- ◆ implementing action plans it has developed; and
- ◆ monitoring progress, solving problems, and renewing action plans.

Organizations implement strategic planning to effectively deal with change in a proactive, rather than reactive manner by establishing a common purpose, a sense of direction, priorities for change, and a blueprint for action. This plan presents an analysis of the district's strengths and weaknesses as well as opportunities and threats anticipated by emerging trends and changing conditions. Based upon this understanding and analysis, this document defines the mission, vision, guiding beliefs, objectives, and initiatives which will guide the school district during the next five years.

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## **Abington Public Schools Strategic Planning Committee Members**

Peter G. Schafer – Superintendent  
Heidi Hernandez – School Committee  
Melanie Whitney – School Committee  
Felicia Moschella, Ph.D. – Assistant Superintendent  
James Robbins, Ed.D. – Director of Student Services  
Christopher Basta, Ed.D. – Director of Curriculum, Instruction, & Assessment  
Richard Bykowski – Director of Technology Services  
Jonathan Bourn – Principal, Abington High School  
Matthew MacCurtain – Principal, Abington Middle School  
Jennifer Barresi – Principal, Woodsdale Elementary School  
Julie Thompson – Principal, Beaver Brook Elementary School  
Annie Robinson – Director, Abington Early Education Program  
Taren Whitman – AEA President and Middle School Grade 6 Teacher  
Marcela Avelar Campos – AHS Parent  
Michelle Bispo De Oliveira – APS Parent  
Elizabeth Despres – AHS English Learner Educator and ELE Director  
Andrea Doyon – WES Reading Specialist  
Kristi Ericson – BBES Parent  
Pam Ferrone – AHS Parent  
Alex Haggerty – Abington Board of Selectmen Representative  
Pam Kalen – AMS Special Educator  
Pam Neely – AMS Parent  
Rebecca Pulkinen – BBES Wellness Teacher  
Shawna Torpey – WES Parent  
Kristina Wilson – AHS World Language Teacher and Department Head  
Jennifer Worden – AEEP Paraprofessional

Dr. Ruth Gilbert-Whitner –Planning for Success Facilitator

<b>MISSION</b>
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.
<b>VISION</b>
The Abington Public School District, in partnership with families and the community, is a model school system that provides opportunities for all students to think critically and creatively, communicate effectively, and act responsibly to achieve their highest potential in academics, arts, and athletics. We provide state-of-the-art resources for teaching and learning, technology, and facilities in an environment that is safe and supportive, enabling students to become life-long learners. Our students are prepared to face the challenges of the future in an ever-changing world.
<b>GUIDING PRINCIPLES</b>
<p>We believe in...</p> <ul style="list-style-type: none"> <li>● making decisions in the best interests of students.</li> <li>● supporting all students in achieving success.</li> <li>● fostering the physical, intellectual, technological, social, emotional, and artistic development of our students.</li> <li>● creating a safe, supportive, organized, and equitable learning environment.</li> <li>● providing challenging educational experiences that build character.</li> <li>● developing self-discipline and personal responsibility.</li> <li>● promoting creativity, problem-solving, effective communication, and critical thinking skills.</li> <li>● cultivating the educational partnership among home, school, and community.</li> <li>● nurturing a culture of collaboration, collegiality, acceptance, and mutual respect.</li> <li>● inspiring all students to become lifelong learners.</li> </ul>
<b>THEORY OF ACTION</b>
If the Abington Public Schools establish, implement, and communicate a P-12 vision and mission on teaching and learning; create consistent centralized systems, methods, and protocols for improved home-school communication; create inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students; and ensure district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families, then all students will participate in relevant, challenging educational experiences that prepare them to be engaged, responsible citizens and members of the global community.

STRATEGIC OBJECTIVES			
Teaching & Learning	Communication	Culture & Inclusion	District Operations
Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment.	Enhance methods and practices for home-school communication.	Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.	Facilities and district operations provide high-quality, safe teaching and learning opportunities for all students, staff, and families.
STRATEGIC INITIATIVES			
1.1 Refine district-wide vision of teaching & learning.	2.1 Update centralized system and practices for home-school communication for classrooms, buildings, and the district.	3.1 Sustain and expand inclusive practices and training for all staff to benefit diverse learners.	4.1 Maintain innovative and physically safe schools by implementing best practices and preventative measures.
1.2 Develop school-based, age-based end of year expectations linked to the AHS Vision of the Graduate.	2.2 Review and revise communication practices for active & resolved emergencies in conjunction with local authorities.	3.2 Refine and align Social, Emotional Learning (SEL) classroom practices for all students to develop their social-emotional skills and competencies.	4.2 Enhance and diversify hiring and retention practices using an equity lens.
1.3 Update the procedure for writing, revising, and implementing a vertically and horizontally aligned curriculum.	2.3 Refine methods and practices for consistent school to home communication within and across schools and classrooms.	3.3 Increase family awareness of opportunities to be involved in school-based activities.	4.3 Develop a committee to evaluate infrastructure and make recommendations based on current and future teaching and learning.
1.4 Refine and align existing Response to Intervention (RtI) practices to implement a P-12 Multi-Tiered System of Supports (MTSS) adhering to DESE guidance to improve outcomes for all students.			4.4 Review and refine long-term, sustainable budget strategies to address district needs.

<b>OUTCOMES</b>
<p>By June 30, 2029, Abington Public School students experience standards-based instructional practices and expectations that provide them with the transferable skills and knowledge they need for successful transitions between grades and buildings and for their lives after graduation.</p> <p>By June 30, 2029, the Abington Public Schools have developed a vertically and horizontally aligned curriculum writing &amp; revision process that enables teachers to meet the social and emotional needs and State expectations of all students.</p> <p>By June 30, 2029, the Abington Public Schools have implemented a P-12 Multi-tiered System of Support that relies on warehoused student performance data and standardized data analysis procedures to improve student learning outcomes.</p>
<p>By June 30, 2029, the Abington Public Schools provide consistent, centralized methods for home-school communication that will provide clear, predictable, and timely communication to the school community as evidenced by increased family engagement. (e.g. surveys, focus groups, attendance, family satisfaction, etc.)</p> <p>By June 30, 2029, the Abington Public Schools provide consistent methods for internal communication that will provide administration and staff with clear expectations and guidance for communication within and between schools as measured by staff surveys and observations.</p>
<p>By June 30, 2029, the Abington Public Schools provide training on inclusion and equitable practices for all staff members to increase student learning outcomes as measured by IEP goals, ACCESS benchmarks, and MCAS analysis.</p> <p>By June 30, 2029, the Abington Public Schools implement consistent SEL practices and curriculum to improve social-emotional competencies among our students as measured by student surveys.</p> <p>By June 30, 2029, diverse families of most students are participating in school culture and activities.</p>
<p>By June 30, 2029, the Abington Public Schools’ policies and human resource practices focus on attracting, supporting, and retaining a high-quality, diverse workforce.</p> <p>By June 30, 2029, the Abington Public Schools has a comprehensive facilities plan addressing P-12 facilities including a review of existing facilities focused on meeting the teaching and learning needs of all students, staff, and families.</p> <p>By June 30, 2029, the Abington Public Schools’ budget is sustainable and sufficient to operate the district and support the instructional mission.</p>

**ABINGTON PUBLIC SCHOOLS  
2024-2025  
SCHOOL CALENDAR**

**August and September (22)**

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

Aug. 20 - New Teacher Orientation  
 Aug. 26 - All Staff Report  
 Aug. 27 - Faculty In-Service  
 Aug. 28 - Grades 1-12 Report  
 Aug. 28 & 29 Kindergarten Orientation  
 Aug. 29 AEEP Orientation  
 Aug. 30 - No School  
**Sept. 2 - Labor Day - No School**  
 Sept. 3 - AEEP/Kindergarten Begins  
 Sept. 9 - Inservice/Early Release Day

**October (22)**

M	T	W	TH	F
		1	*2	3
7	8	9	10	**11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Oct. 3 - Inservice/Early Release Day  
 Oct. 10 - AHS Conferences  
 Oct. 11 - Conferences, **AHS** Early Release  
**Oct. 14 - Columbus Day - No School**  
 Oct. 17 - BBES Conferences  
 Oct. 18 - Conference, **BBES** Early Release  
 Oct. 24 - WES Conferences  
 Oct. 25 - Conferences, **WES** Early Release

**November (17)**

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Nov. 5 - Inservice/Election Day - No School  
 Nov. 7 - AMS Conferences  
 Nov. 8 - Conferences, **AMS** Early Release  
**Nov. 11 - Veterans' Day Observed - No School**  
 Nov. 27 - Early Release Day - NO LUNCH  
**Nov. 28 & 29 - Thanksgiving - No School**

**December (15)**

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Dec. 11 - Inservice/Early Release Day  
**Dec. 23 - Holiday Vacation Begins**

**January (21)**

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**Jan. 1 - New Year's Day - No School**  
 Jan. 9 - Inservice/Early Release Day  
**Jan. 20 - Martin Luther King Day - No School**  
 Jan. 30 - AEEP Conferences  
 Jan. 31 - AEEP Conferences

**February (15)**

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Feb. 4 - Inservice/Early Release Day  
**Feb. 17 - Winter Vacation Begins**

**March (21)**

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Mar. 19 - Inservice/Early Release Day

**April (17)**

M	T	W	TH	F
		1	2	3
7	8	9	10	11
14	15	16	17	***18
21	22	23	24	25
28	29	30		

**April 21 - Spring Vacation Begins**

**May (21)**

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**May 26 - Memorial Day - No School**  
 May 29 - Inservice/Early Release Day

**June (14)**

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

**June 19 - Juneteenth**  
 June 20 - Tentative Last Day of School (PreK-11) - Early Release Day (includes 5 Snow Days)

\*Rosh Hashanah begins at sundown on October 2nd - School in session

\*\*Yom Kippur begins at sundown on October 11th - School in session

\*\*\*Good Friday is on April 18th - School in session

**Total 185 Days**  
 2024-2025 School Year

School Hours	Early Release Hours	Early Release Days
AEEP - 8:20-10:55, 11:35-2:10	AEEP - 8:20-10:55, No PM Session	9/9      10/3      10/11 - AHS
BBES - 9:00-3:05	BBES - 9:00-12:00	10/18 - BBES    10/25 - WES    11/5
WES - 8:40-2:45	WES - 8:40-11:40	11/8 - AMS      11/27      12/11
AMS - 7:50-2:22	AMS - 7:50-11:10	1/9              2/4              3/19
AHS - 7:25-1:57	AHS - 7:25-10:46	5/29              Last Day
Teacher Conferences	Open Houses	Progress Reported in ASPEN
AEEP - 1/30 5-7pm, 1/31 8am-10:45am	BBES - 8/26 3-5pm	BBES & WES - 12/6, 3/14, TBA
BBES - 10/17 5-7pm, 10/18 1-3:15pm	WES - 8/26 4-6pm	AMS - 10/10, 12/6, 1/22, 3/21, 4/30, TBA
WES - 10/24 5-7pm, 10/25 12:45-3pm	AMS 5 & 6 - 8/26 5-7pm	AHS - 10/4, 11/8, 12/13, 1/24, 3/7, 4/11, 5/16, TBA
AMS - 11/7 5-7pm, 11/8 12:05-2:20pm	AMS 7 & 8 - 9/4 5-7pm	<b>Other Important Dates</b>
AHS - 10/10 5-7pm, 10/11 11:45am-2:00pm	AHS - 9/5 5-7pm	AHS Grade 8 Family Night 11/7 - 6:30-7:30pm
		AHS Graduation - May 31, 2025



# *READS Collaborative*

105 East Grove St., Middleboro, MA 02346

## **REGIONAL EDUCATIONAL ASSESSMENT AND DIAGNOSTIC SERVICES (READS) COLLABORATIVE AGREEMENT**

Pursuant to *M.G.L. c. 40, § 4E*.

### **PREAMBLE / AUTHORIZATION**

This document constitutes the Collaborative Agreement (herein, “Agreement”) of the Regional Educational Assessment and Diagnostic Services (READS) Collaborative (herein, “the Collaborative”), established pursuant to the provisions of Chapter 40, Section 4E of the General Laws of the Commonwealth of Massachusetts and acts or amendments thereof as they may from time to time be enacted by the legislature, and 603 CMR 50.00. This Agreement shall be effective upon approval by the Massachusetts Board of Elementary and Secondary Education (hereinafter “BESE”).

This Agreement replaces the original Agreement dated December 15, 1987, as most recently amended on March 20, 2014, entered into by and between the school committees listed in Section I (herein, the “Member Districts”) and will be effective upon the approval of the Member Districts and the BESE as indicated on the signatory page.

### **SECTION I: MEMBERSHIP**

The membership of READS Collaborative, as of the effective date of this Agreement, includes the school committees from the following districts (herein after “Member Districts”), as indicated by the signatures of the chairs of the school committees:

1. School Committee for the Abington Public Schools
2. School Committee for the Acushnet Public Schools
3. School Committee for the Berkley Public Schools
4. School Committee for the Bridgewater-Raynham Regional School District
5. School Committee for the Bristol-Plymouth Regional Technical School District
6. School Committee for the Carver Public Schools
7. School Committee for the Dighton-Rehoboth Regional School District
8. School Committee for the East Bridgewater Public Schools
9. School Committee for the Freetown-Lakeville Regional School District
10. School Committee for the Marion Public Schools
11. School Committee for the Mattapoissett Public Schools
12. School Committee for the Middleborough Public Schools
13. School Committee for the Norton Public Schools
14. School Committee for the Rochester Public Schools
15. School Committee for the Somerset Public Schools
16. School Committee for the Somerset-Berkley Regional School District
17. School Committee for the Taunton Public Schools
18. School Committee for the West Bridgewater Public Schools

## **SECTION II: MISSION, OBJECTIVES, FOCUS, AND PURPOSES**

***READS Collaborative is focused on the mission to provide high quality, cost-effective educational programs and services for all students to prepare them for higher education or a career.***

The purpose of READS Collaborative is to complement the educational programs of local school districts and to respond to additional needs of Member Districts as determined by the Board of Directors (herein, “the Board”). Such programs and/or services maximize cost efficiency and program effectiveness through a Collaborative effort. Notwithstanding any other provision of these articles, the Collaborative is organized exclusively for education purposes, as specified in Section 501(c) (3) of the Internal Revenue Code, and shall not carry on any activities not permitted to be carried on by an entity exempt from Federal Income tax under Section 501 (c) (3) of the Internal Revenue Code. No substantial part of the activities of the Collaborative shall be the carrying on of propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office. The focus of READS Collaborative is to provide quality services that improve the lives and futures of children with disabilities as a collaboration with Member Districts.

The overall objectives of READS Collaborative are:

1. to complement the educational programs and services of districts in the least restrictive environment in a cost-effective manner;
2. to improve the growth of students in academics, social-emotional skills, communication and well-being;
3. to provide a range of diagnostic and educational assessments for students from districts in the southeast region;
4. to offer quality professional development opportunities to general and special education teachers, related service providers, and administrators; and
5. to expand program and services in a manner consistent with the needs of the students and/or the Member Districts.

READS Collaborative does not discriminate on the basis of race, sex, color, religion, sexual orientation, gender identity, age, disability, national or ethnic origin, status as a veteran, limited English speaking ability or any other protected class in the administration of its educational policies, administrative policies, scholarship or loan programs, athletic and other school administered programs or in employment. The Board’s policy of nondiscrimination will extend to students, staff, the general public and individuals with whom it does business.

## **SECTION III: PROGRAMS AND SERVICES TO BE OFFERED**

The Collaborative will offer the following programs and services, which shall complement the educational programs and services of districts in a cost-effective manner:

1. Approved Public Day school placements
2. Specialized Substantially Separate Programs
3. Wraparound Services
4. Other programs and services for students as requested by Member Districts
5. Therapeutic consultation, assessment, intervention and support
6. Diagnostic and educational testing, evaluation and recommendation
7. Professional development
8. Grant applications and activities



9. Other cost-effective services as determined by the Board of Directors as permitted by M.G.L. c. 40, § 4E; 603 CMR 50.00.

#### **SECTION IV: GOVERNANCE**

1. The Collaborative shall be managed and operated by a Board of Directors (hereinafter “the Board”) whose members are appointed annually by the Member Districts.
2. The Board shall be comprised of the Superintendent of each of the Member Districts (hereinafter known as Board Members)The superintendent of each Member District shall be appointed to represent their Member District(s) to serve on the Board, and be entitled to a single vote for each district they represent. The Commissioner of the Department of Elementary and Secondary Education (herein Commissioner), shall appoint an individual to serve as liaison from the Department of Elementary and Secondary Education (herein Department) to the READS Collaborative Board of Directors.
3. The Board shall have all the powers and duties conferred and imposed upon educational Collaborative Boards by law, BESE policy and regulation, and this Agreement.
4. The Board shall annually elect or appoint an Executive Committee which shall consist of a President (who serves as the Board Chair), a Vice-President and a Secretary/Clerk. In successive years, the Vice-President shall move up to the position of President and the Secretary/Clerk shall move up to the position of Vice-President. A new Secretary/Clerk shall be nominated and appointed by a majority vote of the Board in June, but no later than September, of each year. The Board will vote to recognize the new Executive Committee at the first Board meeting in September. The new Executive Committee shall commence responsibilities after the vote.
5. The Board shall establish an advisory committee known as the Special Education Administrators (SEA), composed of each Member District’s Special Education Administrator. The purpose of the SEA shall be to advise the Board regarding programmatic issues related to the special education of students enrolled in the Collaborative and to review the program budgets.
6. The Board shall meet at least 6 times per year to conduct its business, one meeting of which shall be a joint meeting with the SEA. The superintendent appointed by each Member District shall count as a Board member for each district they represent. A majority of the Superintendents serving on the Board shall constitute a quorum at any meeting. A majority vote of the quorum shall be necessary to pass any resolution, policy or procedure brought before the Board, except in those cases where a two-thirds vote or a unanimous vote of the entire Board is necessary under the stipulations provided for within this Agreement.
7. The Board shall conduct all meetings in accordance with Chapter 30A, §§ 18 - 25 of the Massachusetts General Laws (Open Meeting Law).
8. The Board shall select and employ an executive officer (hereinafter known as the Executive Director), who shall serve under the general direction of the Board and who shall be responsible for the daily operation and supervision of the Collaborative. The Board shall delegate authority to the Executive Director to the extent permitted by applicable law and regulation.
9. The Board shall develop policies and shall operate in accordance with those policies.

## **SECTION V: CONDITIONS OF MEMBERSHIP**

1. Each Member District shall commit to purchase one clinic slot per quarter as an annual requirement of membership in the Collaborative. READS Collaborative does not assess a membership fee.
2. Each Board Member shall be responsible for providing timely information and updates to its appointing Member District(s) on Collaborative activities, as outlined in M.G.L. c. 40, § 4E and 603 CMR 50.04(2) and for providing other information as required or requested.
3. Each Board Member shall be an active and engaged voting member of the Board and shall attend scheduled meetings and fulfill all duties as may be required by the Board, 603 CMR 50.00 and the Collaborative Agreement.
  - a. The attendance of a Board Member who is absent from 50% or more of scheduled Board meetings over a two-year period will be documented and brought to the attention of said Board Member by the President of the Board.
  - b. The Executive Committee will decide by majority vote to draft a letter to the Board Member notifying them that the lack of participation of their district will be brought to the attention of the READS Board of Directors at their next scheduled meeting.
  - c. If the Board Member continues to be absent from READS Board of Directors' meetings, the Executive Director will meet with the Executive Committee of the Board of Directors. Attendance of the Board Member at meetings over the previous two-year period and since the letter of notice was sent by the President will be reviewed. The impact on the ability to achieve a quorum to complete Collaborative business will be reviewed and a recommendation will be provided to the Board.
  - d. The Board will decide by majority vote to send a letter to the Chairperson of the Member District's School Committee notifying them of the lack of attendance of the Member District's appointee at Collaborative Board meetings and the resulting impact on votes and the work of the Collaborative.
4. All appointed Board Members are required to complete the state-mandated training in the timeframe set forth in M.G.L. c. 40, § 4E and 603 CMR 50.05(3) and 50.12(3).

## **SECTION VI: POWERS AND DUTIES OF THE BOARD**

The Board shall manage the Collaborative and shall be responsible for providing fiduciary and organizational oversight and accountability over the operation of the educational collaborative. The Board shall be vested with all authority and responsibilities provided to it by M.G.L. c. 40, § 4E and 603 CMR 50.00 and all acts and regulations amendatory thereof, including but not limited to the following:

1. It is the function and responsibility of the Board to formulate policy for the Collaborative, to hire all staff, and to ensure compliance with applicable state and federal laws and regulations, including M.G.L. c. 40, § 4E and 603 CMR 50.00.
2. The READS Collaborative shall be a public entity.
3. The Board shall be vested with the authority to enter into agreements with Member Districts, non-Member Districts or other collaboratives to establish mutually beneficial programs and services or pricing arrangements.
4. The Board shall be responsible for:
  - a. ensuring adherence to this Collaborative Agreement (herein "Agreement") and progress toward achieving the purposes and objectives set forth in the Agreement;

- b. determining the cost-effectiveness of programs and services offered by the Collaborative;
  - c. ensuring that any borrowing, loans, or mortgages are cost-effective, necessary to carry out the purposes for which the Collaborative is established, in the best interest of the Collaborative and its Member Districts, and consistent with the terms of this Agreement, including the provisions of Section VII.C; and
  - d. approving all expenditures, including contracts, borrowing, and the purchase and sale of real estate.
5. The Board has standing to sue and be sued to the same extent as a city, town, or regional school district.
6. The Board is a public employer and shall ensure that all employees possess the necessary and required credentials and approvals, including those required by M.G.L. c. 71, § 38G and 603 CMR 7.00, M.G.L. c. 74 and 603 CMR 4.00, and all acts and regulations amendatory thereof. The Board may apply for a waiver to exempt the Collaborative Board for any one school year from the requirement to employ certified or approved personnel in accordance with M.G.L. c. 40, § 4E.
7. The Board shall hire an Executive Director to oversee and manage the operation of the Collaborative, a Business Manager or an employee with responsibilities similar to those of a town accountant to oversee Collaborative finances, at least one School Nurse to support Collaborative programs, and a Treasurer, who shall annually give bond consistent with the requirements of M.G.L. Ch. 40, § 4E. The Board shall ensure that there is segregation of duties between the Executive Director, Treasurer, and Business Manager, and that these employees shall not serve as a Board Member or as an officer or employee of any related for-profit or non-profit organization as defined in M.G.L. Ch. 40, § 4E.
8. The Board shall appoint an appropriate individual to serve as the Treasurer. The Treasurer of the Board may make appropriate investments of the money of the Collaborative consistent with Section 55B of chapter 44.
9. The Treasurer shall give bond annually for the services they perform as the Collaborative Treasurer in a form approved by the Department of Revenue and in such sum, not less than the amount established by said Department, as shall be fixed by the Board.
10. The Board may, in its discretion, pay compensation to the Treasurer for their services.
11. The Treasurer of the Collaborative shall not be eligible to serve as a Board Member or otherwise as an employee of the Collaborative.
12. The Board shall ensure that no employee of the Collaborative is employed at any related for-profit or non-profit organization.
13. All deeds, leases, transfers, notes, bonds, and other obligations endorsed by the Collaborative, as approved by majority vote of the Board, shall be signed by the President and the Treasurer.
14. The Board Members, Executive Director and employees of the Collaborative shall not be personally liable for any debt, liability, or obligation of the Collaborative.
15. All persons, corporations, or other entities extending credit to, contracting with, or having any claim against the Collaborative may look only to the funds and property of the Collaborative for the payment of any debt, damages, judgment or decree, or for any money that may otherwise become due or payable to them from the Collaborative.
16. The Board shall ensure that the Collaborative completes and files an annual report and an annual independent audit, as well as such other student, program, financial and staffing

information, reports or documents as the Department deems necessary. The Board shall ensure that annual reports and annual independent audits are filed with appropriate governmental agencies and posted on the Collaborative's website, consistent with the requirements of M.G.L. c. 40, § 4E and 603 CMR 50.00.

## **SECTION VII: FINANCE**

### **A. Financial Terms**

1. Each Member District shall commit to purchase one clinic slot per quarter as a requirement of membership in the Collaborative as noted in Section V.1.
2. The annual share of each Member District for tuition is based on Member District participation in an individual tuition-based program. The tuition shall be assessed per each student projected to be in a tuition-based program for the fiscal year. The tuition for each individual program is determined based on projected expenses for the program and an allocation for administrative costs, then divided by the number of students projected for enrollment in that program.
3. The Board shall have the authority to borrow money in anticipation of income up to ninety (90) days to meet ongoing payroll obligations.
4. A school committee of any city, town, or regional district may authorize the prepayment of tuition for any educational program or service of the Collaborative to the Treasurer of the Collaborative.
5. The Collaborative shall pay all its accrued debts within thirty (30) days of the notification/receipt of said bills on a no less than monthly basis.
6. The programs and/or services offered by this Agreement may be made available to children from districts who are not parties to this Agreement only if the particular program or service to which entrance/utilization is sought can entertain the addition of another child without burdening or interfering in any way with the program or service's operation and/or delivery.
7. The Board shall vote annually to establish the rate of the Non-Member surcharge on all program tuitions, clinic services and related services provided to Non-Member Districts in order to offset administrative costs and to contain costs for Member Districts. This surcharge shall not exceed 25%.
8. The Board may, by majority vote, apply for and accept gifts, grants, enter into contracts or receive contributions from governmental and private sources, whether in cash or in kind.
9. The Collaborative is subject to M.G.L. c. 30B for the procurement of goods and services.

### **B. Collaborative Fund**

1. The Board herein agrees to establish and manage a Collaborative General fund, known as the READS Fund (hereinafter known as the Fund).
2. The Fund shall be the depository of all monies paid by the Member Districts and Non-Member Districts and all grants, gifts, or contracts from the federal government, state government, charitable foundations, private corporations, or any other source; all such monies shall be paid directly to the Collaborative Board and will be deposited in the General fund, in accordance with all applicable law and regulations.

3. The Treasurer, subject to the direction of the Board, shall receive and disburse all money belonging to the Collaborative, without further appropriation.
4. All payments must be approved in accordance with the READS procedure for warrant signing which includes a requirement that all warrants be signed by two of the three Board Members of the Executive Committee.
5. The Treasurer may make appropriate investments of funds of the Collaborative not immediately necessary for operations, consistent with M.G.L. c. 44, § 55B.

**C. Borrowing, Loans, and Mortgages:**

1. The Board may authorize the borrowing of funds or enter into short- or long-term Agreements or mortgages, and acquire or improve fixed assets including real property to support Collaborative operations, subject to the following procedures:
  - a. All borrowing, loans, and mortgages shall be discussed at a public meeting of the Board;
  - b. The Board shall investigate options related to borrowing, loans, and mortgages in order to determine that the terms related to any borrowing, loans and mortgages are the most favorable available at the time of the application;
  - c. The Board shall determine, at a public meeting, through a majority vote, that the terms related to borrowing, loans, and mortgages are cost-effective and are the most favorable available at the time of the application; and
  - d. The Board shall determine, at a public meeting, through a majority vote, that the borrowing, loans or mortgages are necessary to carry out the purposes for which the Collaborative is established.
2. In the event that such borrowing, loan or mortgage is for the acquisition or improvement of real property:
  - a. The Board shall discuss its intent to apply for a real estate mortgage at a public meeting of the Board prior to the meeting of the Board at which the final vote is taken;
  - b. The Board shall provide notice to each Member District within thirty (30) calendar days of applying for real estate mortgages; and
  - c. The Board shall approve such action by a majority vote.

**D. Cumulative Surplus Funds in Excess of the Regulatory Limit**

Unexpended general funds (as defined in 603 CMR 50.00) at the end of the fiscal year, plus any previous year's surplus funds (as determined through the audited financial statements) will be considered cumulative surplus.

1. The determination of cumulative surplus shall not include funds deposited in a capital reserve as provided for in 603 CMR 50.07(10), funds deposited in trust in accordance with M.G.L. c. 32B, § 20, or any amounts prepaid for tuition or services in accordance with M.G.L. c. 40, § 4E.
2. On an annual basis, after the Board has discussed the audit results of the previous fiscal year, the Board shall approve, by majority vote, the final dollar amount of the cumulative surplus.
3. The Board will retain no more than 25 percent in cumulative surplus, in accordance with 603 CMR 50.03(5) (b)10.
4. The Board shall determine whether such final dollar amount of surplus funds is within the established 25 percent limit.

5. If the surplus funds exceed the 25 percent limit, the Board shall determine the amount of funds that will be allocated to the Capital Fund, OPEB Trust, Clinic credit or Tuition credit and amend the budget to reflect those allocations consistent with 603 CMAR 50.07(9) as noted below.

*Cumulative surplus funds in excess of the agreement limit or 25 percent of the audited year's general fund expenditures, must be returned or credited to member districts consistent 603 CMR 50.07(9) and with the process outlined in the collaborative agreement and in the following ways:*

1. *Credited to member districts for tuition, services, etc. These credits must be used by the end of the fiscal year in which the vote is taken.*
  2. *Deposited to an irrevocable trust and/or reserve fund. These deposits must be allocated by board vote to an approved capital reserve fund and/or to an irrevocable trust for retiree benefits. Once allocated, such funds are no longer available to the collaborative for any other purpose. Deposits must be made within 30 days after the vote of the collaborative board.*
  3. *Returned to the school districts/towns. The collaborative board must follow the process as outlined in the collaborative agreement for returning surplus funds to member districts. The return of funds must be made within 30 days after the vote of the collaborative board.*
6. Upon withdrawal of a Member District, the Board shall ensure that the withdrawing Member District shares in any payments from funds designated by the Board for return as Tuition credit as defined in Section VII.D.5.b. to its Member Districts for the current fiscal year of withdrawal only. Other than funds designated by the Board for return to the Member Districts, individual Member Districts choosing to withdraw will not be entitled to receive a share of any other assets of the Collaborative.

#### **E. Annual Budget Preparation**

On an annual basis the Board shall propose a budget for the upcoming fiscal year. The proposed budget shall contain all operating expenditures, capital expenditures, debt service payments, and deposits to capital reserve, to be paid from general fund revenues of the Collaborative. All funds received for the operation of the Collaborative shall be considered general fund revenues with the exception of grants, contracts, or gifts. The annual budget is prepared as early as possible in the previous fiscal year to allow Member Districts to build their own budget, knowledgeable of the Collaborative tuitions. The process is as follows:

1. By April 30 of each year, the Board shall adopt a budget for the upcoming fiscal year. The Board shall identify the programs or services to be offered by the Collaborative in the upcoming fiscal year and the corresponding costs.
2. The proposed budget shall contain all planned financial activity for the upcoming fiscal year.
3. The proposed budget shall be classified into such line items as the Board shall determine, but shall at a minimum delineate amounts for operating expenditures,

and capital expenditures, including debt service payments and deposits to capital reserve.

4. As applicable, capital expenses shall be included in the budget and paid through tuition or fees for programs which they benefit. Capital expenses are defined as the acquisition or improvement of fixed assets, including real property, with a unit cost of \$5,000 and a useful life of one year or more, debt payments and deposits into capital reserve in accordance with 603 CMR 50.02.
5. The proposed budget process used to determine tuition prices for Member District and Non-Member District students, as well as the methodology to determine fees for services and clinic slots is based on the cost of providing Collaborative programs as described below.
  - a. The Executive Director annually determines the projected expenses necessary for each Collaborative program during the next fiscal year, based on an estimate of projected student enrollment in programs and projected Agreements for services.
  - b. The Executive Director identifies the next fiscal year's projected revenue from each funding source. These include a summary of projected receipts from tuitions and fees, grant funds and funds other than general fund revenues (i.e. donations, interest and investment income) based on the current fiscal year.
  - c. The Executive Director determines the total increase or decrease in required revenue needed to balance the overall budget by comparing anticipated revenue with expenses.
  - d. Program Directors present the preliminary budget to their individual SEA sub-committees which review and endorse the budget.
  - e. The Executive Director presents the preliminary budget to the full SEA for endorsement.
  - f. The Executive Director presents the preliminary budget to a joint meeting of the President of the Board, the Personnel Subcommittee of the Board and Finance Sub-Committee of the Board.
6. The Executive Director shall present the proposed budget to the full Board for discussion and shall propose tuition rates and fees needed to balance the budget.
7. The Board shall adopt the final budget by affirmative majority vote at a subsequent meeting no earlier than ten (10) working days after the Board meeting at which the Collaborative budget was first proposed, but no later than June 30 of the preceding fiscal year.

**F. Transmitting the Budget and Payment Terms:**

1. The Treasurer shall certify and transmit the budget, the fees for service, the committed clinic slot cost for membership and the tuition rates for the upcoming fiscal year to each Member District not later than June 30 of the preceding fiscal year.
2. The Collaborative shall invoice Member and Non-Member Districts on a quarterly basis, ninety (90) days in advance for all clinic slot payments and tuition payments. All fees-for-service are billed monthly. Payment shall be received by the Collaborative within 30 days of billing.

**G. Procedure for Amending the Budget:**

1. All budget amendments must be in writing and must be submitted to the Executive Director five working days before the Board meeting at which they will be discussed.
2. Any amendment that does not result in an increase in the tuition rates or fees for services shall be discussed by the Board and shall only be approved upon an affirmative majority vote.
3. Any amendment to the budget that results in an increase in the tuition rates, clinic slots, or fees for services shall adhere to the following procedures:
  - a. All Board Members shall, within ten (10) working days of the public meeting at which the amendment was first proposed, report to their Member Districts the content of the proposed amendment to the budget.
  - b. All amendments shall be voted on by the Board at a second public meeting of the Board following the completion of step 3.a. by all Member Districts. Adoption shall require a majority vote.
  - c. The Treasurer shall certify and transmit the amended tuition rates, clinic slots and fees for services to each Member District not later than ten (10) working days following the affirmative vote of the Board.
4. The Board has the authority to reduce tuition rates, clinic slots and fees for services to Member Districts and non-Member Districts, when doing so is determined to be in the best interest of the Collaborative.

**SECTION VIII: PROCEDURE FOR AMENDING THE COLLABORATIVE AGREEMENT**

Any and all subsequent amendments and/or revisions to this Agreement voted by the Board shall be subject to approval in accordance with the following procedures:

1. Any Board Member or the Executive Director may propose an amendment to the Collaborative Agreement. An amendment must be prepared in order to admit a new Member District, or to document the withdrawal of a Member District.
2. The proposed amendment shall be included in the posting of a public meeting of the Board.
3. A majority vote of the quorum of the Board is required to approve a proposed amendment except that any amendment that includes the admission of a new district shall require a majority vote of the entire Board as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XI.
4. The Executive Director shall submit the proposed amendment to the Department for initial review.
5. Following the Department review, the Executive Director shall make such changes as the Department requires.
6. The proposed amendment to the Agreement shall be read a second time at the next regular meeting subsequent to the Department review, at which time, in order to be approved, there must be a majority vote of the Board in favor of the amendment except as detailed in Section 3 above. If the Board makes additional changes to the proposed amendment to the agreement, the document must be resubmitted to the Department for an additional review. Following the Department review and approval by the Board, the



amended Agreement shall be submitted to the Member Districts and any new Member District(s), for a majority vote to approve the amended Agreement.

7. Once a majority of all Member Districts and all new Member District(s) have approved and signed the amended Agreement, the Collaborative shall submit the signed amended Agreement in accordance with 603 CMR 50.03(4) to the Commissioner for approval by the BESE.
8. No amendment to the Collaborative Agreement shall be effective until approved and authorized by a majority of the Member Districts and by the BESE, except that any amendment that includes the admission of a new district shall require a two-thirds vote as indicated in Section IX; the withdrawal of a district membership shall require a two-thirds vote as indicated in Section X.2; and the termination of the Collaborative Agreement shall require a unanimous vote as indicated in Section XI.

**SECTION IX: PROCEDURE AND TIMELINE FOR ADMITTING NEW MEMBER DISTRICTS**

A school district, through its School Committee, or Charter School Board may become a Member District of the Collaborative consistent with the following terms:

1. Any School Committee or Charter School Board may apply for membership to the Collaborative by giving written notice of such request to join to the attention of the President of the Board. A copy of the vote of the School Committee or Charter School Board vote to seek membership shall accompany the request to apply.
2. Such written request shall be brought before the Board for discussion and action.
3. The request will be reviewed and a decision will be rendered within approximately sixty (60) days of the receipt of the written request to become a Member District.
4. A new Member District may be accepted by a majority vote of the entire Board, subject to majority vote of two-thirds of the Member School Committees, acceptance of the amended Agreement by the new Member District and approval by the BESE. The Collaborative Agreement shall require an amendment consistent with Section VIII of this Agreement.
5. A School Committee or Charter School Board may be admitted to the Collaborative as of July 1<sup>st</sup> of any fiscal year provided that all required approvals, including that of the BESE and Member Districts, are obtained by the preceding April 30th of the fiscal year prior to the fiscal year in which the new Member District is to be admitted to the Collaborative.
6. Pending approval of the amendment by the BESE, the Board may by majority vote extend the rights, privileges and membership responsibilities, with the exception of voting, to the districts that have been approved for membership by the Board and Member Districts as of July 1<sup>st</sup> of the fiscal year that membership would begin. These privileges include the right to receive member tuition rates and access to all services provided to Member Districts. The school committee or charter school Board may designate a non-voting representative to the Board until BESE approval of the amendment and may contribute to discussions before the Board and receive all correspondence from the Collaborative. The rights and privileges extended to the pending district will be contingent upon fulfilling 1) the responsibility to commit to purchase at least one clinic slot per quarter as an annual requirement of membership and 2) the responsibility to attend Board meetings and participate in governance of the Collaborative (with the exception of voting on matters before the Board).

**SECTION X: PROCEDURE AND TIMELINE FOR WITHDRAWAL OF CURRENT MEMBER DISTRICT(S)**

1. Any Member District, by appropriate vote, must give six (6) months written notice to the Board of READS Collaborative of its intent to withdraw from the Collaborative.
2. The Board must approve the withdrawal by a two-thirds vote. The Member Districts must approve the withdrawal by a majority vote consistent with the process for amending the Collaborative Agreement in Section VIII.
3. No Member District can withdraw membership except at the end of the fiscal year provided the six (6) months notice is given and provided that the BESE has approved the withdrawal by April 30th of the fiscal year in which the withdrawal is to occur.
4. No Member District who withdraws from the Collaborative shall be entitled to any asset of the Collaborative except that a withdrawing Member District shall be entitled to the tuition credit referenced in Section VII.D.5.b. The tuition credit for the withdrawing district may be applied to subsequent year tuition or paid to the withdrawing district in accordance with Section VII.D.5.b.
5. Any Member District or Member Charter School Board that withdraws will still be responsible for outstanding payments due to the Collaborative.
6. A Member District or Member Charter School Board that has withdrawn from the Collaborative will continue to be liable to the Collaborative for its share of liability in the collaborative of any debts, claims, demands, or judgments against the Collaborative, incurred during said school committee's or charter school Board's membership based on percentage of fiscal participation during that membership.
7. The withdrawal of any Member District(s) shall require an amendment to the Collaborative Agreement consistent with Section VIII.

**SECTION XI: PROCEDURE FOR TERMINATION OF THE COLLABORATIVE AGREEMENT**

1. The process to terminate the Collaborative must be initiated by following the process for amending the Collaborative Agreement as outlined in Section VIII except that in order for the Collaborative to be terminated, the Board must vote unanimously to begin the process to terminate the Agreement.
2. Each Member District must provide written evidence of approval by majority vote of the Member School Committee or Charter School Board to terminate this Agreement by sending an intent to terminate and a copy of the vote or approved minutes to the attention of the Executive Committee at least 9 months in advance of the end of the fiscal year.
3. The Board shall review the intent to terminate notices at the first meeting after a majority of School Committee votes have been received by the Executive Committee.
4. The Board shall take action to terminate the Agreement at the next subsequent Board meeting by a majority vote of the entire Board.
5. Written notice of intent to terminate will be provided to Non-Member Districts accessing the programs and services of the Collaborative, at least six (6) months before the end of such fiscal year.
6. Following the affirmative vote of all Member Districts to terminate the Collaborative Agreement, the Board shall submit the documentation required by 603 CMR 50.11 to the Department.

7. Upon termination of this Agreement, the Board shall:
  - a. Determine the fair market value of all assets of the collaborative, including, but not limited to, real estate, capital property, equipment, and supplies owned by the collaborative;
  - b. Determine the process for the appropriate disposition of federal/state funds, equipment and supplies;
  - c. Identify the Member District responsible for maintaining all fiscal records;
  - d. Identify the Member District(s) responsible for maintaining employee and program records;
  - e. Ensure the confidential return of records related to individual students to the sending Member or Non-Member Districts;
  - f. Determine the means of meeting all liabilities (debts and obligations) of the collaborative, including obligations for post-employment benefits. All liabilities must be met before any monies are distributed to Member Districts;
  - g. Provide for a final fiscal audit and ensure the appropriate disposition of all assets and liabilities of the collaborative, including any unencumbered funds held by the collaborative, and any capital property and real estate owned by the collaborative. Unless the Board determines otherwise, all assets shall be sold and the monies shall be used to fund any liabilities. Net assets will be distributed to the Member Districts.
8. The Board will utilize a two-fold process to distribute net assets:
  - a. **Part I** of the process recognizes contributions of perpetual/existing Member Districts who have contributed to the development and expansion of the Collaborative over the past four decades. Perpetual/existing Member Districts are those included in the allocation figures below:

After all liabilities have been met and a final audit has been completed the net assets as determined by an audit performed as of June 30, 2013 are to be apportioned to the perpetual/existing Member Districts according to the following formula: Abington – 8%, Berkley – 1%, Bridgewater-Raynham Regional – 18%, Carver – 3%, Dighton-Rehoboth Regional – 6%, East Bridgewater – 3%, Freetown-Lakeville Regional – 8%, Marion – 1%, Mattapoissett – 4%, Middleborough – 11%, Rochester – 4%, Taunton – 22%, West Bridgewater – 11%.
  - b. **Part II** recognizes contributions of all districts who may become Member Districts after July 1, 2013.

After all liabilities have been met and a final audit has been completed the FY 13 net asset figure will be deducted and apportioned according to the formula in Part I. The remaining net assets will then be apportioned to all Member Districts at the time of termination of the Agreement based on fiscal contribution. The fiscal contribution is purely a calculation of percentage of fiscal participation in the Collaborative over the period of membership from July 1, 2013 to the date of dissolution.

Should the Department revoke and/or suspend the approval of the educational Collaborative Agreement, the Board will follow all instructions from the Department, and Section XI shall be implemented to the extent these procedures are consistent with the order of the Department terminating the Collaborative Agreement.

## **SECTION XII: INDEMNIFICATION**

Neither the Executive Director nor any other employee of the Collaborative, nor any appointed representative to the Board, shall be liable to the Collaborative or to any Member District thereof for any act or omission of the Executive Director or any other employee of the Collaborative or any appointed representative to the Board, or be held personally liable in connection with the affairs of the Collaborative, except only for liability arising out of his own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative, or its Member Districts.

Neither the Executive Director nor any other employee of the Collaborative nor any appointed representative to the Board or Member District shall be personally liable for any debt, claim, demand, judgment, decree, liability or obligation of any kind of, against or with respect to the Collaborative, or arising out of any action taken or omitted for, or on behalf of the Collaborative and the Collaborative shall be solely liable therefore and resort shall be had exclusively to the Collaborative property for the payment or performance thereof and each appointed representative to the Board, Member School Committee and the Executive Director or any other employee of the Collaborative shall be entitled to full indemnity and full reimbursement out of Collaborative property, including, without limitation, fees and disbursements of counsel, if, contrary to the provision hereof, such appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee shall be held personally liable. Any person dealing with the Collaborative shall be informed of the substance of this provision except that any such person need not be informed of the indemnification contained herein and, where the Board deems it appropriate, documents or instruments executed by or by authority of the Board shall contain reference hereto.

The Executive Director or any other employee of the Collaborative and his/her legal representatives and each appointed representative to the Board and his/her legal representatives, and each Member School Committee and its legal representatives shall be indemnified by the Collaborative against all liabilities and expenses, exclusive of amounts paid in settlement and counsel fees, incurred in reasonable settlement of any action, suit or proceeding to which such appointed representative to the Board, Member School Committee or Executive Director or any other employee of the Collaborative or his/its legal representatives may be made a party or otherwise involved by reason of his/its capacity as an appointed representative to the Board, Executive Director or any other employee of the Collaborative or Member School Committee, except only liabilities and expenses arising out of his/its own willful misfeasance, bad faith, gross negligence or reckless disregard of duty to the Collaborative as finally adjudged in such action or, in the event of settlement or termination of such action without final adjudication, as determined by independent counsel for the Collaborative. Said right of indemnification shall be in addition to any other rights to which such appointed representatives to the Board or Executive Director or any other employee of the Collaborative or Member School Committee may be entitled as a matter of law or which may be lawfully granted to him/her.

**SECTION XIII: EFFECTIVE DATE**

This Agreement shall become effective on July 1, 2023 and shall continue indefinitely, providing that all requisite approvals, including that of the Board of Elementary and Secondary Education have been obtained no later than April 30, 2023. This Agreement has been approved by duly authorized votes at public meetings held by the individual school committees whose chairpersons have signed below.

**Date approved by READS Collaborative Board of Directors: 1/19/2023**

Dates approved by Member School Committees and signatures:

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Abington Public Schools	_____
	Date of School Committee Vote
_____	
Name of CHAIRPERSON of Abington School Committee (Please Print)	
_____	_____
Signature of CHAIRPERSON of Abington School Committee	Date

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**Powers &  
Sullivan, LLC**  
CPAs AND ADVISORS

***TOWN OF ABINGTON, MASSACHUSETTS***

***REPORT ON APPLYING AGREED-UPON PROCEDURES  
OVER COMPLIANCE APPLICABLE TO MASSACHUSETTS  
SCHOOL DISTRICTS'  
END-OF-YEAR FINANCIAL REPORT***

***YEAR ENDED JUNE 30, 2023***

**TOWN OF ABINGTON, MASSACHUSETTS**  
**REPORT ON APPLYING AGREED-UPON PROCEDURES**  
**OVER COMPLIANCE APPLICABLE TO**  
**MASSACHUSETTS SCHOOL DISTRICTS’**  
**END-OF-YEAR FINANCIAL REPORT**  
**YEAR ENDED JUNE 30, 2023**

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**INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING  
AGREED-UPON PROCEDURES OVER COMPLIANCE APPLICABLE  
TO MASSACHUSETTS SCHOOL DISTRICTS'  
END-OF-YEAR FINANCIAL REPORT**

To the Honorable Board of Selectmen  
and the School Committee  
Town of Abington, Massachusetts

We have performed the procedures enumerated below, related to the requirements set forth in the Massachusetts Department of Elementary and Secondary Education's (the DESE) *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements* related to the End-of-Year Financial Report (the EOYR) prepared by the Town of Abington, Massachusetts (Town) for the year ended June 30, 2023. The Town's management is responsible for its compliance with those requirements.

The engaging party, the Town, has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose specified in the Massachusetts Department of Elementary and Secondary Education's *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements* related to the End-of-Year Financial Report prepared by the Town for the year ended June 30, 2023. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes. For purposes of performing these procedures, findings were reported only if they exceeded 3% of Line 1850 in the EOYR.

Our procedures and results are reported in the attached Schedule of DESE EOYR Compliance Supplement Procedures and Results.

We were engaged by the Town to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the AICPA. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on compliance with specified requirements. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the Town and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agree-upon procedures engagement.

This report is intended solely for the information and use of the Town of Abington, Massachusetts, and is not intended to be and should not be used by anyone other than these specified parties.

*Powers & Sullivan, LLC*

April 2, 2024



**SCHEDULE OF DESE EOYR COMPLIANCE SUPPLEMENT PROCEDURES AND RESULTS**

DESE Compliance Supplement Requirements	Agreed-Upon Procedures	Results
<b>General Compliance Requirements</b>		
1. For All EOYR Schedules:		
A. Ascertain if the financial information was prepared in accordance with the budgetary basis of accounting (e.g., modified accrual plus current year encumbrances minus expenditures of prior year encumbrances).	Obtained copies of the current and prior year accounting ledger reports with the School Department General Fund expenditures, including any outstanding encumbrances, and determined that the total expenditures reported on Schedule 1 of the EOYR consisted of current year expenditures and encumbrances, less prior year encumbrances.	Procedure performed without exception.
a. Trace the amounts reported to accounting and other records that support the audited financial statements and verify [determine] agreement or perform alternative procedures to verify [determine] the accuracy and completeness of the reports and that they agree with the accounting records.	Traced individual amounts reported to the underlying support (e.g., accounting ledger).	Procedure performed without exception.
B. Trace non-financial data to records that accumulate and summarize data.		
a. Perform tests of the underlying data to verify [determine] that the data was accumulated and summarized in accordance with the required or stated criteria and methodology, including the accuracy and completeness of the schedules. For Schedule 7, test eligibility criteria for reimbursable riders (pupils residing greater than 1.5 miles from their school of attendance).	Non-financial DESE placement amounts reported on Schedule 4 were traced to support obtained from the District.  Non-financial rider data reported on Schedule 7 were traced to detailed rider listings provided by the District.	Procedure performed without exception.
b. When intervening computations or calculations are required between the	Traced the number of students included in the summary rider listings reported on the EOYR	Procedure performed without exception.

records and the schedules, trace reported data elements to supporting worksheets or other documentation that link the schedules to the data.	back to the detailed transportation reports and determined the number of reimbursable and non-reimbursable riders reported on the EOYR were properly calculated.	
C. Determine if the District's accounting system meets the following DESE requirements:		
a. Determine whether the District uses an accounting system that 1) provides for the reporting of all instructional costs by school location and 2) is in accordance with 603 CMR 10.03 (3)(a).	Obtained copies of the District's expenditure reports and observed that the District's accounting ledger account structure includes specific account segments for each school location.  Obtained copies of the District's expenditure reports and inspected to confirm that the accounting system is in accordance with 603 CMR 10.03 (3)(a).	Procedure performed without exception.
b. Determine if the accounting system is supported by up-to-date written policies and procedures and that the policies and procedures are followed on a uniform and consistent basis.	Obtained a current set of policies and procedures related to the accounting system and determined that such policies are followed.	Procedure performed without exception.
c. Determine if the District maintains written policies and procedures related to the classification of salaries and expenses by program, function and object and that the policies and procedures are followed on a uniform and consistent basis.	Obtained a current set of policies and procedures related to the classification of salaries and expenses by program, function, and object and agree that such policies are followed.	Procedure performed without exception.
2. Obtain written representation from management that the reports provided to the auditor are true copies of the EOYR submitted or electronically transmitted to the Department.	Obtained a signed Representation Letter from management which states that the reports provided are true copies of the EOYR submitted or electronically transmitted to DESE.	Procedure performed without exception.
3. Determine that the District submitted a signed Certification Statement.	Obtained signed Certification Statement submitted to DESE.	Procedure performed without exception.

<p>4. Determine if amendments required from prior year's audit were submitted.</p>	<p>Inquired of the District if DESE required any amendments to be made. Inspected correspondence and documentation from the District that amendments were made.</p>	<p>Procedure performed without exception. No amendments were required.</p>
<p><b>Specific Compliance Requirements</b></p>		
<p>I. Revenues</p>		
<p>A. Revenue from Local Sources</p>		
<p>1. Trace Revenues from Local Sources reported on Schedule 1 to the municipal and District accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree.</p>	<p>Traced revenues from Local Sources reported on Schedule 1 to revenue per the accounting ledger reports provided by the District.</p> <p>Traced local sources revenues reported in the District's accounting ledger to Local Sources reported on Schedule 1.</p>	<p>Procedure performed without exception.</p>
<p>C, D, and E. Revenues from Federal Grants, State Grants and Revolving and Special Funds</p>		
<p>2. Trace the revenue from state aid, federal grants, state grants, and revolving and special funds to the detail in District's accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree with the possible exception of revenue from state aid, federal grants and state grants, which are entered by the state based on allotments. Validate that the DESE Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on line 510 match the final FY23 grant revenue file posted on the DESE EOYR website.</p> <p>Note: Amounts deposited in legally authorized revolving accounts (e.g. School</p>	<p>Traced state aid, federal grants, revolving and special funds revenues reported on Schedule 1 to accounting ledger reports provided by the District.</p> <p>Traced state aid, federal grants, state grants, revolving and special funds revenues reported in the District's accounting ledger to state aid, federal grants, state grants, revolving and special funds revenues reported on Schedule 1.</p> <p>Traced state aid, federal grants and state grants reported on Schedule 1 to the amounts posted on the DESE website and the amounts reported in the District's accounting ledger.</p> <p>Determined that the DESE Administered Federal Grant revenues entered on line 300 and the</p>	<p>Procedure performed without exception.</p>

Choice) cannot be transferred to the General Fund.	DESE Administered State Grant revenues on line 510 match the final FY23 grant revenue file posted on the DESE EOYR website.	
II. Expenditures		
A. By School Committee and B. By City or Town		
3. Trace the amounts reported for general fund education expenditures from Schedule 1, line 1850 to the municipal accounting ledgers and to the District accounting ledgers. Also, trace the expenditures reported on the District's accounting ledgers to expenditures reported on Schedule 1. These amounts should agree. If a crosswalk exists between the accounting ledgers and the EOYR, verify [determine] that the crosswalk agrees with the accounting ledgers in total and trace a sample of expenditures from the crosswalk to the accounting ledger.	<p>Traced amounts reported for General Fund education expenditures from Schedule 1, line 1850 to the accounting ledger report/crosswalk.</p> <p>Traced the General Fund education expenditures reported on the District's accounting ledgers/crosswalk to expenditures reported on Schedule 1.</p> <p>Determined that the crosswalk agrees with the accounting ledger in total and traced all expenditures from the crosswalk to the general ledger.</p>	Procedure performed without exception.
4. Trace the amounts reported for a sample of DESE functions (i.e., teachers, principals), object codes (i.e., professional salaries (01), other salaries (02), and other expenditures (04-06)) and DESE programs (i.e., regular day, special education, etc.) in Schedule 1 to the detail in the accounting ledgers or to the crosswalk, if applicable. These amounts should agree.	Selected a sample of DESE functions reported in Schedule 1 and traced the amounts reported by function, object code, and DESE program to the general ledger.	Procedure performed without exception.
5. Test Extraordinary Maintenance (4300) expenditures for the following: Verify [determine] that expenditures do not include salaries; verify [determine] that the expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement; and verify [determine] that expenditures classified as	Obtained detailed expenditure report for Extraordinary Maintenance expenditures reported on Schedule 1 of the EOYR and determined that these expenditures do not include salaries and that these expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement, if applicable.	Procedure performed without exception. No extraordinary maintenance expenditures.

<p>Extraordinary Maintenance (4300) do not exceed the per project per school dollar limit for extraordinary maintenance of \$150,000. Trace the expenditures to the detail in the accounting ledgers.</p>	<p>Determined that these expenditures do not exceed the per project per school dollar limit for extraordinary maintenance of \$150,000.</p> <p>Traced expenditures reported to the accounting ledger.</p>	
<p>6. Determine how expenditures for fringe benefits are assigned or allocated to Schedule 1 Employee Benefits, Insurance (5100, 5200).</p>		
<p>a. Trace the reported cost to the detail in the accounting ledgers using the methodology indicated. These amounts should agree.</p>	<p>Traced expenditures reported for fringe benefits to the accounting ledger and/or other records (i.e., invoices, allocation schedules, written agreement between the City and School Department indicating the agreed-upon allocation methodology, etc.).</p>	<p>Procedure performed without exception.</p>
<p>b. Determine if expenses are charged to 5150 Employee Separation Costs. If no expenses are charged inquire if any District employees retired in FY23. In the event District employees retired, there should be costs/expenses reported.</p>	<p>Determined the District separately reports Employee Separation Costs (5150). If no amounts were reported, inquired if any District employees retired in the current fiscal year.</p>	<p>Procedure performed without exception.</p>
<p>c. Determine if the District reported Insurance for Retired Employees (5250) separately and appropriately.</p>	<p>Determined the District separately reports insurance for Retired School Employees (5250) and traced the amount reported to the accounting ledger.</p>	<p>Procedure performed without exception.</p>
<p>7. If amounts are reported for Rental Lease of Equipment or Buildings determine if the required rental lease schedule is maintained locally.</p>	<p>Traced amounts reported for Rental Lease of Equipment or Buildings to rental lease schedule.</p>	<p>Procedure performed without exception. No rental lease of equipment or buildings.</p>
<p>8. Verify [determine] that expenditures charged to lines 1683 or 2060, Short-term Interest RANs (5400) relate exclusively to Revenue Anticipation Notes (RANs).</p>	<p>Traced amounts reported on lines 1683 or 2060, Short-term Interest RANs (5400) to supporting documentation and determined that costs relate exclusively to Revenue Anticipation Notes (RANs).</p>	<p>Procedure performed without exception.</p>

<p>9. Verify [determine] that expenditures charged to line 1684 or 2065, Short-term Interest BANs (5450) relate exclusively to Bond Anticipation Notes (BANs).</p>	<p>Traced amounts reported on lines 1684 or 2065, Short-term Interest BANs (5450) to supporting documentation and determined that costs relate exclusively to Bond Anticipation Notes (BANs).</p>	<p>Procedure performed without exception.</p>
<p>10. Identify expenditures reported as long-term School Construction debt for principal (8100) and interest (8200). Verify [determine] that BANs are not included in these functions. Trace the reported costs to the treasurer's debt schedule. Trace the reported amount to the detail in the accounting ledgers. These amounts should agree. <b>Note: If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), verify [determine] that the revenue was reported on line 130 and that expenses were reported for paydown of principal (8100) or Purchase of Land and Buildings (7100, 7200) if applicable.</b></p>	<p>Traced amounts reported as long-term School Construction debt for principal (8100) and interest (8200) to the treasurer's debt schedule and to detail in the accounting ledgers and determined that BANs are not included in these functions.</p> <p>If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), determined that the revenue was reported on line 130 and that expenses were reported for paydown of principal (8100) or Purchase of Land and Buildings (7100,7200).</p>	<p>Procedure performed without exception.</p>
<p>11. Trace the expenditures for tuition payments to other public-school Districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school Districts (9500) to the detail in the accounting ledgers. These amounts should agree. Note: If the District prepaid FY24 special education tuition, verify [determine] that prepaid tuition was not included as an FY23 expense. If the District prepaid FY23 tuition from FY22, that amount should be included as an FY23 expense.</p>	<p>Traced the expenditures for tuition payments to other public-school Districts in state (9100), to out of state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school Districts (9500) to the accounting ledgers.</p> <p>Inspected supporting documentation (invoices) for prepaid special education tuition and determined that the District did not include FY24 special education tuition as an expenditure on the EOYR, but if the District prepaid FY23 tuition from FY22, that amount was included as an FY23 expenditure on the EOYR.</p>	<p>Procedure performed without exception.</p>

12. For municipal expenditures that result in services directly related to the school committee:		
a. Obtain a copy of a written agreement between the School Committee and municipal officials documenting agreed upon methodologies to be used when allocating, distributing or assigning Municipal expenditures to the District.	Obtained a copy of the written agreement between the School Committee and City documenting the methodologies to be used when allocating, distributing, or assigning municipal expenditures to the District.	Procedure performed without exception.
b. Test the amounts reported using the documented methodology. These amounts should agree.	Recalculated the amounts reported based on the written methodology previously obtained.	Procedure performed without exception.
13. Expenditures from Federal Grants, State Grants and Special Funds		
a. Trace amounts claimed as Circuit Breaker expenses on line 3080 column 7 to the accounting ledgers or journals.	Traced amounts reported as Circuit Breaker expenses on line 3080 column 7 to the accounting ledger.	Procedure performed without exception.
b. Determine if the District charged a restricted indirect rate to grants and indicate so in the report (including the rate charged).	Through inquiry of personnel, determined if the District charged a restricted indirect rate to grants. If applicable, reported the grant and the rate charged.	The District did not charge a restricted indirect rate to grants.
<b>Schedule 3</b>		
14. For Schedule 3 expenditures:		
a. Verify [determine] that the District's accounting system includes school location codes and trace the amounts reported by school location on the linked file to the accounting ledgers. These amounts should agree.	Traced the amounts reported by school location to the accounting ledger.	Procedure performed without exception.
b. If staff is assigned to more than one school, determine if the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.	Through inquiry of personnel and inspection of payroll reports, determined that the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by school location.	Procedure performed without exception.

c. If allocations are used to assign staff salaries to schools, programs, functions, or objects, was the allocation supported by a documented methodology?	If allocations were used to assign staff salaries to schools, programs, functions, or objects, determined that the allocations were supported by a documented methodology.	Not applicable as allocations were not used to assign staff salaries.
d. If allocations are used for non-salary expenditures, determine if the District maintains a documented methodology for consistency in application. Allocations are acceptable on Schedule 3 for non-salary expenditures although direct assignment or charging is preferable.	If allocations were used for non-salary expenditures, determined that the allocations were consistent with the documented methodology.	Not applicable as allocations were not used to assign non-salary expenditures.
e. Ensure amounts reported as Districtwide expenditures cannot be assigned to a specific school.	Determined that Districtwide expenditures were not assigned to a specific school.	Procedure performed without exception.
<b>Schedule 4</b>		
15. Ascertain the methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4 and review the propriety of the methodology. Test the amounts reported on Schedule 4 using this methodology. These amounts should agree.	Obtained the methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4. Determined through comparison that the methodology was consistent with prior years and is based on the number of special education students reported by placement code or direct expenditures reported by placement code. Recalculated the amounts reported on Schedule 4 based on the methodology.	Procedure performed without exception.
<b>Schedule 7</b>		
16. Trace the transportation expenditures reported on Schedule 7 to the transportation expenditures reported on Schedule 1. These amounts should agree. Ensure that all expenditures reported do not include unliquidated encumbrances. Determine the methodology used to allocate transportation	Traced transportation expenditures reported on Schedule 7 to transportation expenditures reported on Schedule 1 and determined that expenditures reported did not include unliquidated encumbrances.	Procedure performed without exception.



<p>expenditures on Schedule 7 and verify [determine] the accuracy of the allocations. Also, if applicable, verify [determine] that reimbursable expenditures have been reduced by transportation revenue received from students transported.</p>	<p>Obtained supporting documentation of the District's methodology used to allocate transportation expenditures on Schedule 7 and recalculated the amounts reported based on the methodology.</p> <p>If transportation fees are reported on Schedule 1, traced reimbursable expenditures reported to the underlying support (and ensured that expenditures were reduced by any transportation revenue received).</p>	
<p>17. Determine if there is adequate detail to support amounts reported (expenses and riders) for special education pupils transported outside the District.</p>	<p>Obtained supporting documentation (reports from accounting system and rider lists) to support amounts reported (expenses and riders) for special education pupils transported out the District.</p>	<p>Procedure performed without exception.</p>
<p>18. Trace the riders reported on Schedule 7 to the detailed transportation records and verify [determine] that the amounts reported on Schedule 7 are accurate and consistent with the detailed records.</p>	<p>Traced riders reported on Schedule 7 to the detailed transportation records maintained by the District.</p>	<p>Procedure performed without exception.</p>
<p>19. Determine if the District's accounting system separates costs in order to facilitate reporting as outlined in Schedule 7, including in- or out-of-District, pre-school, non-public, school choice, charter school).</p>	<p>Determined that the District's accounting system separates costs to facilitate reporting as outlined in Schedule 7, including in- or out-of-District, pre-school, non-public, school choice, charter school).</p>	<p>Procedure performed without exception.</p>
<p>a. Determine if reimbursable expenditures claimed on line 4283 Homeless to Outside the District and line 4285 Homeless from Outside the District are supported by adequate documentation.</p>	<p>Obtained supporting documentation (reports from the accounting system or invoices) for reimbursable expenditures claimed on Line 4283 for Homeless to Outside the District and Line 4285 for Homeless from Outside the District.</p>	<p>Procedure performed without exception.</p>
<p>b. Verify [determine] that foster care transportation was not claimed as homeless and is reported appropriately on line 4286.</p>	<p>Determined foster care transportation was not claimed as homeless and is reported appropriately on Line 4286.</p>	<p>Procedure performed without exception.</p>

<p>If a cost allocation plan was used to determine reimbursable expenditures, review the propriety of the plan and test the expenditures reported.</p>	<p>If a cost allocation plan was used, obtained the District’s methodology to allocate reimbursable expenditures reported on Line 4283 and Line 4285 and agreed through comparison that the plan was consistent with prior years and is based on the number of homeless students in each category.</p> <p>Recalculated the amounts reported on Line 4283 and Line 4285 based on the cost allocation plan.</p>	<p>Procedure performed without exception.</p>
<p><b>Schedule 19</b></p>		
<p>20. Determine if the school District has reported all changes to Schedule 19 Part A.1 — Appropriation by School Committee to the Department. Compare the final School Committee appropriation to Schedule 19 Part A.1 as filed/amended to determine if all changes were reported.</p>	<p>Traced final School Committee Appropriation amount per Line 7320 of Schedule 19 to the District’s annual adopted budget.</p>	<p>Procedure performed without exception.</p>
<p>21. Determine amounts budgeted in Schedule 19 Part A.2 are consistent with methodologies outlined in the agreement noted in procedure II A. 4 a. above.</p>	<p>Obtained documentation to support the amounts budgeted in Schedule 19, Part A.2. Recalculated the amounts in accordance with the methodologies identified in procedure II A. 4 a. above.</p>	<p>Procedure performed without exception.</p>
<p>22. Determine that retiree health insurance (5250) is reported separately.</p>	<p>Observed Line 7490 to confirm whether amounts were reported for retiree health insurance (5250) and that retiree health insurance (5250) is reported separately.</p>	<p>Procedure performed without exception.</p>

## **SUPPLEMENTARY INFORMATION**

In accordance with Step 13b in the Department of Elementary and Secondary Education's *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements*, the Town did not charge a restricted indirect cost rate to grants.



# 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

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April 11, 2024

Re: Excellence in Special Education Award

Dear Peter,

I am writing to update you on Abington SEPAC's timeline and procedures related to the 2024 *Excellence in Special Education Award*. The *Excellence in Special Education Award* has been provided by Abington's SEPAC since the 2021-2022 school year. The intent of the award is to recognize and celebrate Special Educators whose efforts have gone beyond the call of duty and led to substantial improvements in the lives of students with disabilities. For the 2024 award, SEPAC will be adhering to the following timeline:

- April 12- Nomination forms will be sent out to the community (through Constant Contact and Talking Points). The nomination window will remain open until May 10.
- April 23- Informational note regarding the Award at the School Committee Meeting.
- April 24- Reminder notice sent to the community through Constant Contact and Talking Points
- May 6 – Final reminder notice sent to the community.
- May 14- All nominations issued to the SEPAC Board
- May 22- Notify winners and nominees
- May 28- Winners formally announced at the School Committee Meeting

I will keep you updated on SEPAC's progress throughout the Award process. Thank you,

James Robbins