ABINGTON PUBLIC SCHOOLS

SCHOOL COMMITTEE AGENDA

Dr. Felicia Moschella, Superintendent
Melanie Whitney, Chairperson

Location: Abington Middle/High School Library, Abington, MA 02351

Date: Tuesday, October 27, 2026

Time: 7:00 P.M.

Welcome to an open meeting of the Abington School Committee. This is the agenda that will be discussed this evening. Please note that the 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.

Melanie Whitney, Chair

THIS MEETING MAY BE DIGITALLY RECORDED

I. CALL TO ORDER

- Call Of Meeting to Order
- Pledge of Allegiance

II. HEARING OF VISITORS

III. READING AND APPROVAL OF MINUTES

IV. REPORT OF THE ASSISTANT SUPERINTENDENT (Dr. Christopher Basta)

- Report on the 2025-2026 MCAS Results
- Abington Innovates Update

V. PRINCIPALS' REPORT

- AHS School Improvement Plan (SIP)

VI. REPORT OF THE DIRECTOR OF STUDENT SERVICES (Dr. James Robbins)

- Continuation of Services

VII. REPORT OF THE SUPERINTENDENT (Dr. Felicia Moschella)

- Strategic Plan: Annual Updates

VIII. REPORT OF THE EXECUTIVE DIRECTOR OF FINANCE & OPERATIONS (Sarah Gainey)

- Food Services: Policy Update

IX. NEW BUSINESS

- MASC/MASS Annual Joint Conference Resolutions

X. INFORMATIONAL ITEMS

XI. ADJOURNMENT

ABINGTON SCHOOL COMMITTEE

Meeting Minutes

September 1, 2026/6:30 p.m.
Abington Middle/High School Library

I. CALL TO ORDER

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

Present: Ms. Melanie Whitney, Chair; Ms. Pamela Neely, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Caroline Ellis and Mr. Christopher Coyle, Members. Also in attendance were Dr. Felicia Moschella, Superintendent; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gainey, Director of Business and Finance; Mr. Cameron MacNeil-Berry, Student Representative; Ms. Nicole Leach, Administrative Assistant.

II. HEARING OF VISITORS

Mike McDonald of 3 Pinecrest Rd addressed the Committee regarding parent communication and transparency around health education. The Committee explained that the district must follow state curriculum requirements and noted that communication with families can continue to be reviewed.

III. READING AND APPROVAL OF RECORDS

Due to the timing of the meeting posting, the Committee did not take substantive votes. Items requiring action were deferred to a virtual meeting on Friday, September 4, 2026.

IV. STUDENT REPRESENTATIVE

The Committee welcomed Cameron MacNeil-Berry, a senior at Abington High School, as the new student representative.

V. REPORT OF THE ASSISTANT SUPERINTENDENT (Dr. Christopher Basta)

a. **Professional Development Update:** Dr. Basta shared with the committee how staff completed opening-of-school professional development focused on iReady, curriculum development, common assessments, the Vision/Portrait of a Graduate, MTSS, special education, and educator wellness.

b. **Grant Updates:** Dr. Basta also gave an update about the K-5 ELA Curriculum. The district will continue its review of K-5 English Language Arts programs after the prior pilot was paused. The district plans to select a state-eligible, high-quality instructional materials program, train staff, and prepare for implementation in fall 2027. PRISM II grant funding remains available to support this work. In addition, Dr. Basta spoke about the ESL Grant. The district applied for a state grant to strengthen English learner programming and update curriculum materials. We are awaiting a decision as to if we have been awarded the grant.

VI. REPORT OF THE DIRECTOR OF STUDENT SERVICES (Dr. James Robbins)

a. **Extended School Year Update:** Dr. Robbins gave an update on the summer special education program that ran from July 6th through July 30th and served 108 students from preschool through Grade 12. Twenty-one middle school students participated in an academic support program. Twelve high school students participated in credit recovery through Rockland, and six students completed a summer ELA credit program in Abington.

b. **APS Partnership with Abington C.O.P.E.S.:** Dr. Robbins announced that the district has teamed up with Abington C.O.P.E.S. to obtain a contract with Cartwheel, which offers virtual Mental Health services. By partnering with Abington COPES the district was able to get a contract that will allow 14 counseling relationships. Cartwheel helps families and the school in identifying counselors that are available to eligible students in Grades 2-12. In addition, Cartwheel renders the services that go the full range of meeting mental health needs from counseling and motivational coaching to psychiatric level of care. Additionally, Cartwheel provides on-line seminars for staff and families to elect to participate in.

VII. REPORT OF THE SUPERINTENDENT (Dr. Felicia Moschella)

a. **Back to School Report:** Dr. Moschella gave an update on School Opening. The Superintendent thanked district staff and town departments for their work preparing for the school year. The district theme is "Every Piece Matters - Every Person, Every Contribution, Every Student, Every Day." The district is approximately 97% staffed, with several paraprofessional openings and one middle school special education teacher opening. Preliminary enrollment was approximately 40-50 students below the prior year. Kindergarten enrollment was approximately 167 students across eight sections which is fewer than anticipated. Administration will continue reviewing enrollment trends.

b. **Consideration of Policy ACL: The Protect Act:** Dr. Moschella spoke about the model policy from the Mass Association of School Committees and the Mass Association of School Superintendents regarding interacting with law enforcement officers engaged in civil law enforcement based on the Protect Act that was signed into law by Governor Healy on August 5th. This policy explicitly provides guidance for schools on how to interact with federal law officials or ICE. This policy does not fundamentally change the guidance that was provided to schools in the last two years. Existing district procedures are consistent with the new requirements. No vote was taken.

c. **Consideration of Policy JKAA: Time-out, Seclusion, and Physical Restraint:** Dr. Moschella stated that this policy is also based on model language from the Mass Association of School Committees. This policy is also in response to a change in the law. Dr. Robbins gave a brief overview of the JKAA Policy: Timeout, Seclusion, and Physical Restraint. The Committee reviewed updated model policy language. Administration emphasized that restrictive practices are last-resort measures and that seclusion is not a practice currently used by the district. No vote was taken.

d. **Superintendent's SY 2026-2027 Goals:** Dr. Moschella presented her goals that aligned with the district strategic plan. Priorities include improving student achievement through data-driven instruction and intervention, strengthening instructional leadership, improving home-school communication, and completing the third year of the New Superintendent Induction Program. The Committee discussed using multiple measures of student achievement in addition to MCAS.

VIII. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (Sarah Gainey)

a. **Status of the 2026 Summer Facility Projects:** Ms. Gainey spoke about the summer maintenance, repairs, inspections, and building improvements that were completed throughout the district. She informed the committee that the district is moving forward with replacement of Boiler No. 1 at Beaver Brook Elementary. Town Meeting approved $275,000 for the project. She expects no disruption to students. In addition, Ms. Gainey gave an update on the new kitchen equipment that

was purchased through the food-service revolving account, with improvements focused on the Woodsdale kitchen.

b. **Transportation Update:** Ms. Gainey explained that the district completed its transition to a new transportation provider North Reading Transportation (NRT). Approximately 1,300 students are registered for bus transportation. Families were advised to expect some delays during the first days of school while routes and student assignments are finalized. Student safety remains the top priority.

IX. INFORMATIONAL ITEMS

a. **2026-2027 MOU with Abington Police Department:** Dr. Moschella spoke about the memorandum of understanding with the Abington Police Department that is based on model language that we've received from the state.

b. **FY25 Abington Public Schools End of the Year Report Findings:** Dr. Moschella reported that the FY25 year-end fiscal audit had no findings. The FY26 year-end report will be prepared and reviewed through the district's regular external audit process.

c. **READS Collaborative Quarterly Report:** The report can be found on our website.

d. **Correspondence from Peter Serino, Athletic Director & Jonathan Bourn, Principal:** Dr. Moschella spoke on behalf of Peter Serino and Jonathan Bourne to announce that our Athletic Department has won two awards. Abington High School Athletics received the South Shore League Sportsmanship Award for the 2025-2026 school year. This award reflects the commitment of our coaches and student athletes to sportsmanship, character, respect, and fair play. It validates the efforts of our entire school and community to promote these values through athletics. In addition, Alicia (Reid) Barry was recognized as the Massachusetts Secondary School Athletic Directors Association District 9 Athletic Trainer of the Year. This is in recognition of Alicia's professionalism, dedication, commitment, and expertise in caring for our student athletes. Her work is an essential part of providing a safe and successful athletic experience for our students. Alicia will be considered a finalist for the Massachusetts State Athletic Trainer of the Year. Dr. Moschella offered congratulations on behalf of the committee for both awards and to all our athletic teams.

X. DATES TO REMEMBER

- Thursday, September 3rd, 9:00 A.M. – AEEP Open House
- Friday, September 4th – No School
- Monday, September 7th – No School / Labor Day
    - 6:30 P.M. at Abington Police Department – 9-11 Memorial Service
- Tuesday, September 8th, 7:00 P.M. – Woodsdale PTO Meeting
- Thursday, September 10th, 5:00 P.M. – AHS Open House
- Thursday, September 10th, 7:00 P.M. – BBES PTO Meeting
- Sunday, September 13th, 10:00 A.M. at AHS – Music Parents Craft Fair
- Monday, September 14th, 7:00 P.M. at AMS Café – AMS PTO Meeting
- Saturday, September 20th – 9:00 A.M. Woodsdale – Abington C.O.P.E.S. 5K
- Thursday, September 24th – BBES Picture Day
- Friday, September 25th – AMS Picture Day

PERSONNEL ADMINISTRATION

The superintendent has accepted the resignation of Katelyn LaPointe, a Lunch/Recess Monitor within the Abington Public Schools.

On the recommendation of Melanie Savicke, Principal of the Woodsdale Elementary School, the superintendent approved the appointment of Iza de Souza as a long-term Speech and Language Teacher, within the Abington Public Schools effective from September 14, 2026, through March 22, 2027.

On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Paulina O'Sullivan, as a Paraprofessional, within the Abington Schools effective September 16, 2026.

On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Gianna Jenkins, as a Paraprofessional, within the Abington Schools effective September 16, 2026.

On the recommendation of Jason Linn, Director of Maintenance, the superintendent approved the appointment of Joseph LaPointe, as a full-time Night Custodian, within the Abington Schools effective September 21, 2026.

On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the superintendent approved the appointment of Kerri Quinn, as a Special Education Teacher, within the Abington Schools effective September 25, 2026.

On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Saroya Wilson, as a Paraprofessional, within the Abington Schools effective September 28, 2026.

On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Lauren Sweeney, as a Lunch/Recess Monitor, within the Abington Schools effective September 28, 2026.

On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Jennifer Caseley, as a long-term Special Education Teacher, within the Abington Schools effective October 9, 2026, through January 4, 2027.

XI. ADJOURNMENT

The meeting adjourned at approximately 8:13 p.m. On a motion by Heidi Hernandez (Pam Neely) the members of the School Committee unanimously voted to adjourn the meeting of September 1, 2026, at 8:13 p.m.

Heidi M. Hernandez

Heidi Hernandez, Secretary

ABINGTON SCHOOL COMMITTEE

Meeting Minutes

September 4, 2026/12:33 p.m.
Virtual – Microsoft Teams Meeting

I. CALL TO ORDER

A virtual meeting of the School Committee was held with Microsoft Teams.
Given that this meeting was held virtually, all votes recorded during this meeting were done by roll call.

Present: Ms. Melanie Whitney, Chair; Ms. Pamela Neely, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Caroline Ellis and Mr. Christopher Coyle, Members. Also in attendance were Dr. Felicia Moschella, Superintendent; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gainey, Director of Business and Finance; Dr. James Robbins, Director of Student Services; Ms. Nicole Leach, Administrative Assistant; Rich Bykowski, Director of Technology (served as meeting administrator)

II. HEARING OF VISITORS

NONE

III. READING AND APPROVAL OF RECORDS

June 9, 2026

VOTED: On the motion of Christopher Coyle (Melanie Whitney) the School Committee unanimously voted to approve the meeting minutes of June 9, 2026, as presented.

August 5, 2026

VOTED: On the motion of Caroline Ellis (Pamela Neely) the School Committee unanimously voted to approve the meeting minutes of August 5, 2026, as presented.

IV. REPORT OF THE DIRECTOR OF STUDENT SERVICES (Dr. James Robbins)

2026-2027 Home Education Program Request:

VOTED: On the motion of Heidi Hernandez (Pamela Neely) the School Committee unanimously voted to approve the Home Education Programs for the 2026-2027 School Year as recommended.

V. REPORT OF THE SUPERINTENDENT (Dr. Felicia Moschella)

Dr. Moschella revisited the two policies that were discussed in detail on September 1, 2026.

a. **Consideration of Policy ACL - The Protect Act:** This references the law that was signed in to effect by Governor Healey in August and is regarding federal agents coming into our school buildings. Dr. Moschella confirmed that DESE and MASC provided us with model language for our existing policy.

VOTED: On the motion of Pamela Neely (Caroline Ellis) the School Committee unanimously voted to approve the Policy ACL – The Protect Act as recommended.

b. **Consideration of Policy JKAA – Time-out, Seclusion, and Physical Restraint:** This is model language that was provided by MASC and the MASS for our existing policy.

VOTED: On the motion of Christopher Coyle (Pamela Neely) the School Committee unanimously voted to approve the Policy JKAA – Time-out, Seclusion, and Physical Restraint as recommended.

c. **Superintendent's SY 2026-2027 Goals:** Dr. Moschella updated her Student Achievement Goal for the 2026-2027 School year after our meeting on September 1, 2026. ***"Collaborate with the Assistant Superintendent, Director of Student Services and school leaders to ensure every student has equitable access to rigorous, high-quality learning experiences that foster engagement and achievement. Use evidence-based practices, targeted supports, and regular analysis of student performance data to accelerate learning outcomes and narrow achievement gaps across student subgroups."***

VOTED: On the motion of Melanie Whitney (Heidi Hernandez) the School Committee unanimously voted to approve Dr. Moschella's SY 2026-2027 Goals as amended from the September 1, 2026, presentation.

VI. ADJOURNMENT

Before the meeting was adjourned, Dr. Basta gave a quick update regarding the high-quality instructional materials initiative from DESE that was discussed on September 1, 2026. Since the meeting on Tuesday, more information has been made available. Abington is already addressing the K through 3 early literacy needs as outlined by DESE in regard to the literacy law: Agreement on Early Literacy Reforms.

The meeting adjourned at approximately 12:51 p.m. On a motion by Heidi Hernandez (Christopher Coyle) the members of the School Committee unanimously voted to adjourn the meeting of September 4, 2026.

Heidi M. Hernandez

Heidi Hernandez, Secretary

ABINGTON SCHOOL COMMITTEE

Meeting Minutes

September 29, 2026/6:34 p.m.
Abington Middle/High School Library

I. CALL TO ORDER

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

Present: Ms. Melanie Whitney, Chair; Ms. Pamela Neely, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Caroline Ellis and Mr. Christopher Coyle, Members. Also in attendance were Dr. Felicia Moschella, Superintendent; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gainey, Director of Business and Finance; Mr. Cameron MacNeil-Berry, Student Representative; Ms. Nicole Leach, Administrative Assistant.

II. HEARING OF VISITORS

NONE

III. REPORT OF THE ASSISTANT SUPERINTENDENT (Dr. Christopher Basta)

a. **Art Department Update**: Ms. Michelle Poirier, Director of Art, provided updates and highlighted the strengths of the department. She shared that the departmental goal for the 2026-2027 school year is to encourage students' ability to connect with their artwork by making connections to the impact of art on oneself, one's history and one's culture. Students can connect more personally with their artwork by relating personal experience and realistic ideas to societal, cultural, historical or cross curricular context. Ms. Poirier discussed the plans to highlight Grades K-4 student artwork during Youth Art Month in March, in addition to Celebrating the Arts for Grades 5-12 in May. Ms. Poirier also shared the department's area of growth: one being a dedicated classroom for art classes at Woodsdale and the other being the part-time teacher position of AMS/AHS. This is a demanding role, with high turnover, causing the Digital Art Programs to suffer without an advanced option.

IV. PRINCIPALS' REPORT (Mr. Matthew MacCurtain, Principal of Abington Middle School)

Dr. Moschella spoke on behalf of Mr. MacCurtain, Principal of Abington Middle School, who was unavailable to attend the meeting.

a. **Continuation of the Plymouth County Comfort Dog Study:** Dr. Moschella gave an update on the study that Mr. MacCurtain spoke about in the Spring. Our middle school classes participated in the Plymouth County Comfort Dog Study run by Dr. Leslie Statler from Bridgewater State University. During the study Sergeant Harlow and Officer Morgan were present in each of the classrooms for the first few minutes. The preliminary results show that two of the three classrooms saw positive results on the days that the comfort dog and officer team were present during the first few minutes of class. Abington Middle School will again be looking to continue to take part in this study. Letters will go home to families and students will be given an opportunity to opt out.

b. **Consideration of an Out-of-State field trip to Washington, D.C**.: Dr. Moschella spoke about the Abington Middle School Grade 8 trip to Washington, D.C. on June 10-12, 2027. This trip will have a very similar itinerary and cost as last year's trip. The cost will be approximately $969.00 with a student/chaperone ratio of 10 students to 1 chaperone. There are 169 students in the 8th Grade Class this year. The district pays for one nurse to attend the trip. Scholarship opportunities are available for families that may be experiencing financial hardships.

VOTED: On the motion of Pamela Neely (Christopher Coyle), the School Committee unanimously voted to approve the out-of-state field trip to Washington, D.C., for AMS Grade 8 students from June 10 to 12, 2027, as amended.

V. REPORT OF THE SUPERINTENDENT (Dr. Felicia Moschella)

a. **Proposed title change: Director of Finance and Operations to Executive Director of Finance and Operations:** Dr. Moschella is requesting a title change for Sarah Gainey, from Director of Finance and Operations to Executive Director of Finance and Operations. This is a title change only and does not change responsibilities or compensation. The title change will more accurately reflect the scope and level of responsibility associated with this position, which includes the direct oversight of the district's financial management, budget development, transportation, facilities, purchasing, operations, long-term financial and capital planning. Additionally, this title would provide greater clarity within our organization, delineating our organizational chart.

VOTED: On the motion of Heidi Hernandez (Pamela Neely), the School Committee unanimously voted to approve the title change of Director of Finance and Operations to Executive Director of Finance and Operations as presented.

b. **Consideration of Policy JICFC - Teen Dating Violence:** Dr. Moschella stated that in accordance with Massachusetts General Law 71 Section 2C, Abington Public Schools is committed to maintaining a safe, supportive and respectful school environment free from violence and harassment. She explained that this was a law that was put into place a few years ago. At the time, we did not have a policy that addressed the Mass General Laws. This is model policy that has been provided by M.A.S.S. so the language has been vetted by state level attorneys. This policy solidifies what we already do regarding investigating potential dating violence, interim safety measures, and DCF reporting and reporting to the Abington Police Department when necessary and appropriate. Dr. Moschella also noted that a condition of this policy is also having a written set of procedures. Those procedures have also been provided to us as model procedure language. We have adopted most of the language as it comes from the M.A.S.S. Lastly, she stated that this policy coincides with our Harassment Retaliation, Non-Discrimination, Sexual Harassment, Student Discipline, and Bullying Policies, along with our Student Handbooks and Title IX.

VOTED: On the motion of Caroline Ellis (Melanie Whitney), the School Committee unanimously voted to approve Policy JICFC: Teen Dating Violence as presented.

c. **MASC Delegate Selection:** Dr. Moschella informed the committee of the Mass Association of School Committees, and the Mass Association of School Superintendents joint conference that will be taking place in November. At each conference, there is a delegation assembly that votes on the resolutions that have been presented that year and that we will need to vote on a delegate to represent Abington. She also stated that in October, the committee will need to vote on the resolutions that the delegate will represent/vote at the assembly. Caroline Ellis has volunteered to step up as our delegate.

VOTED: On the motion of Christopher Coyle (Heidi Hernandez), the School Committee unanimously voted to approve Caroline Ellis as the 2026 delegate as amended.

VI. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (Sarah Gainey)

a. **FY28 Budget Development and Article Planning Schedule:** Ms. Gainey presented the FY28 Budget Development and Article Planning Schedule, which outline key dates for the budget planning process. She stated that Central Office will work closely with the Town Manager, Town Officials, Budget and Finance Sub Committee, while keeping the School Committee up to date as we go through the process. The Town Meeting will be held on May 3, 2027.

VOTED: On the motion of Melanie Whitney (Heidi Hernandez), the School Committee unanimously voted to approve the FY28 Budget Development and Article Planning Schedule as presented.

b. **Declaration of Surplus Property:** Ms. Gainey asked the School Committee for approval to dispose of any obsolete and/or damaged curriculum materials, school furniture and/or equipment. She explained that the Abington Public Schools used all materials to their full useful life and more. We make every attempt to reuse or repurpose as much as possible. Dr. Moschella stated that we have had a Declaration of Surplus in the past, however, it has not been done in the last few years. Ms. Gainey explained that we hire a company to bring a separate dumpster or, depending on what is needed, we hire a special disposal service. Everything is approved by Ms. Gainey before disposal.

VOTED: On the motion of Christopher Coyle (Caroline Ellis), the School Committee unanimously voted to approve the disposal of obsolete and/or damaged curricular materials, furniture, and equipment as presented.

VII. INFORMATIONAL ITEMS

READS Collaborative Quarterly Report
MASC Report of the Resolutions Committee
Approved Superintendent 2026-2027 Goals

Ms. Whitney shared a letter from Deputy Chief Jeffrey Postell with the school in which he donated $125 worth of books written by, inspired by and celebrating Dolly Parton to the Abington Public Schools in recognition of Dolly Day on September 25, 2026, and the 125th anniversary of the Abington Police Department. She thanked Deputy Chief Postell on behalf of the Abington School Committee, the Abington Public Schools and the students of Abington for this generous donation.

Dates to Remember:

- Thursday, October 1st, 4:00 P.M. – School Council Meeting
- Thursday, October 1st, 5:00 P.M. – Title I Night, BBES Cafeteria
- Thursday, October 1st, 6:30 P.M. – BBES PTO Meeting
- Thursday, October 1st, 5:00 P.M. – Homecoming Football Game
- Friday, October 2nd, 5:00 P.M. – Homecoming Dance, AHS
- Monday, October 5th – WES Fall Picture Day
- Tuesday, October 6th, 6:30 P.M. – SEPAC Meeting: Technology Night
- Thursday, October 8th – Early Release Day – ALL SCHOOLS
- Thursday, October 8th, 6:00 P.M. – BBSU Cultural Gala, AHS/AMS Cafeteria
- Friday, October 9th – BBES Booster Fun Run
- Monday, October 12th - NO School – Indigenous Peoples Day
- Tuesday, October 13th, 4:00 P.M. – AMS School Council, AMS Conference Room
- Wednesday, October 14, 7:00 p.m. - AEF 1st Meeting, Buckly Room Town Hall
- Thursday, October 15th, 7:00 A.M. – AHS Parent Teacher Conferences
- Thursday, October 15th, 5:30 P.M. – Grade 8 DC Trip Parent Info Night, AMS Auditorium
- Friday, October 16th – AMS Mid Trimester Reports available on Aspen
- Friday, October 16th – WES Wild Dash
- Friday, October 16th, 7:00 A.M. – AHS Student Cultural Community Celebration Faire
- Friday, October 16th – AHS ONLY Early Release/Parent Teacher Conferences
- Thursday, October 22nd, 5:00 P.M. – BBES Parent Teacher Conferences
- Friday, October 23rd – BBES ONLY Early Release/Parent Teacher Conferences

Ms. Neely gave a shout out to the AHS Girls Soccer Team and the AHS Boys and Girls Cross Country Teams for their participation in the Abington C.O.P.E.S. 5k.

Personnel Administration:

1. The superintendent has accepted the resignation of Katelyn LaPointe, a Lunch/Recess Monitor within the Abington Public Schools.

2. On the recommendation of Melanie Savicke, Principal of the Woodsdale Elementary School, the superintendent approved the appointment of Iza de Souza as a long-term Speech and Language Teacher, within the Abington Public Schools effective from September 14, 2026, through March 22, 2027.

3. On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Paulina O'Sullivan, as a Paraprofessional, within the Abington Schools effective September 16, 2026.

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5. On the recommendation of Jason Linn, Director of Maintenance, the superintendent approved the appointment of Joseph LaPointe, as a full-time Night Custodian, within the Abington Schools effective September 21, 2026.

6. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the superintendent approved the appointment of Kerri Quinn, as a Special Education Teacher, within the Abington Schools effective September 25, 2026.

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8. On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Lauren Sweeney, as a Lunch/Recess Monitor, within the Abington Schools effective September 28, 2026.

9. On the recommendation of Julie Thompson, Principal of the Beaver Brook Elementary School, the superintendent approved the appointment of Jennifer Caseley, as a long-term Special Education Teacher, within the Abington Schools effective October 9, 2026, through January 4, 2027.

VIII. ADJOURNMENT

The Meeting adjourned at approximately 7:21 p.m. on a motion by Heidi Hernandez (Pamela Neely), the members of the School Committee unanimously voted to adjourn the meeting of September 29, 2026.

Heidi M. Hernandez

Heidi Hernandez, Secretary

ABINGTON
PUBLIC SCHOOLS

MCAS 2026 Review

Dr. Christopher Basta, *Assistant Superintendent*

Meg Doherty, *Math Department Head*

Presley Mahanna, *Science Department Head*

Jason Scott, *History and Business Department Head*

Megan Tomlin, *English Department Head*

Overall STATE MCAS Performance Spring 2026 Grades 3-8 & HS

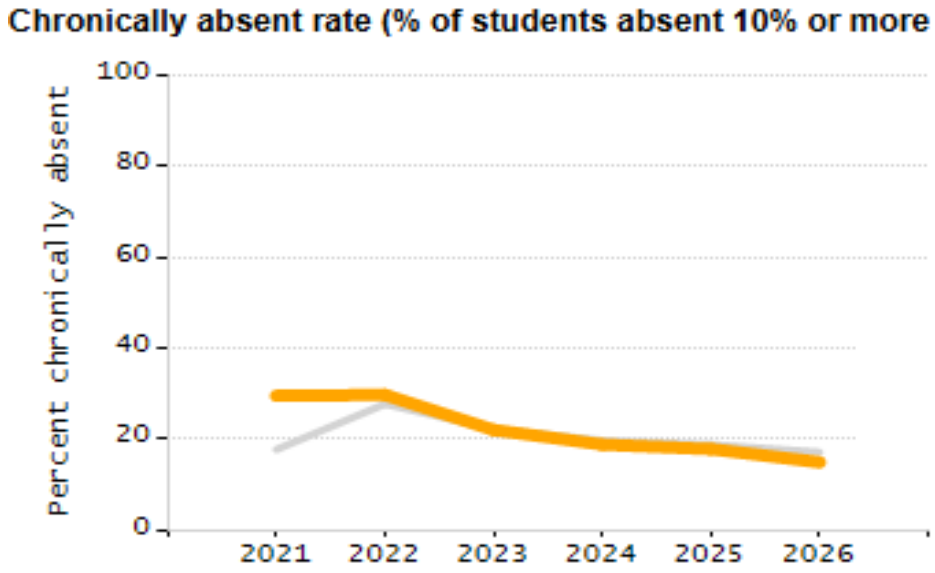
- For grades 3-8 and HS, ELA results decreased from 2025.
- For grades 3-8 and HS, Math results were mostly **flat**.
- Results in Science reflected an increase in grades 5 and HS and a decrease in grade 8 when compared to 2025.
- Results in grade 8 civics were **flat**.

dese
MASSACHUSETTS
Department of Elementary and Secondary Education

STATE MCAS Results

Subject	Grade	2026 % M/E	% M/E change compared to 2025	% M/E change compared to 2019
ELA	3-8	40	-2	-12
ELA	HS	??	-6	-16
Math	3-8	41	0	-8
Math	HS	44	-1	-15
Science	5 & 8	41	-1	-7
Science	HS	41	-5	N/A
Civics	8	40	+1	N/A

APS vs. State Attendance Data

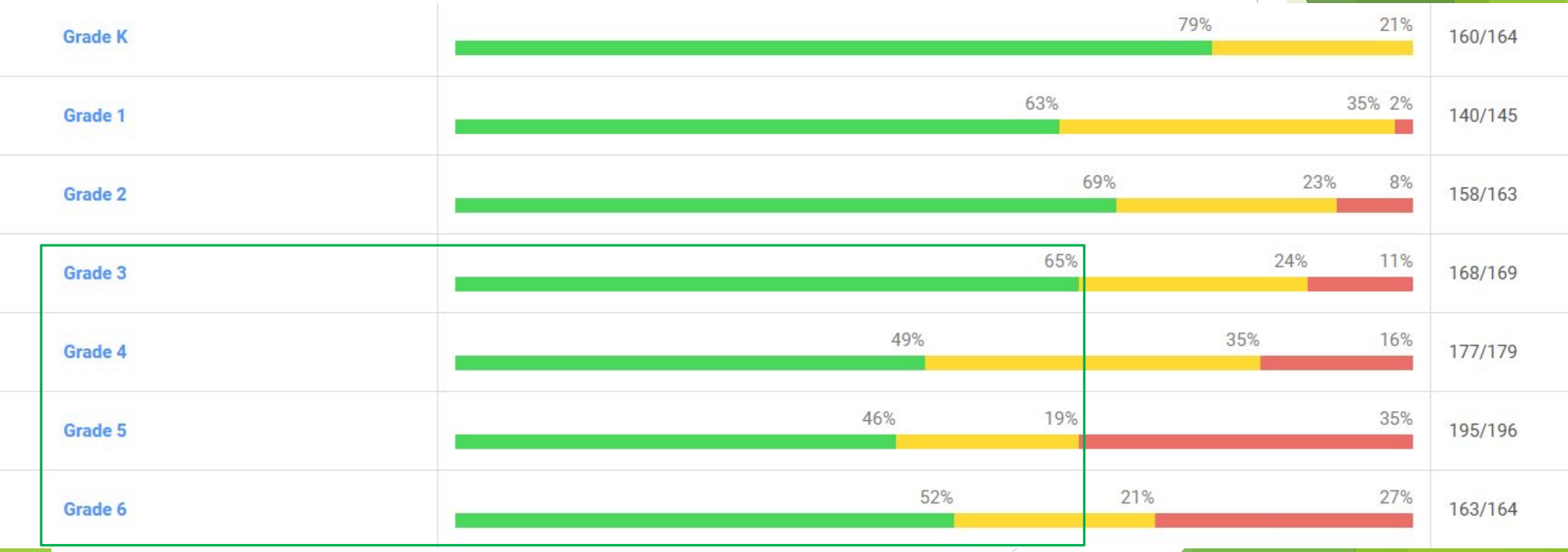


Absent rate	2021	2022	2023	2024	2025	2026
Abington						
Students Incl	2,217	2,266	2,245	2,233	2,235	2,218
Chronically absent #	653	674	493	419	397	331
Chronically absent %	29.5%	29.7%	22.0%	18.8%	17.8%	14.9%
State						
Students Incl	937,090	947,168	946,517	949,726	944,518	924,377
Chronically absent #	165,632	262,191	210,358	187,102	177,218	158,306
Chronically absent %	17.7%	27.7%	22.2%	19.7%	18.8%	17.1%

Massachusetts defines **Chronically Absent** as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.

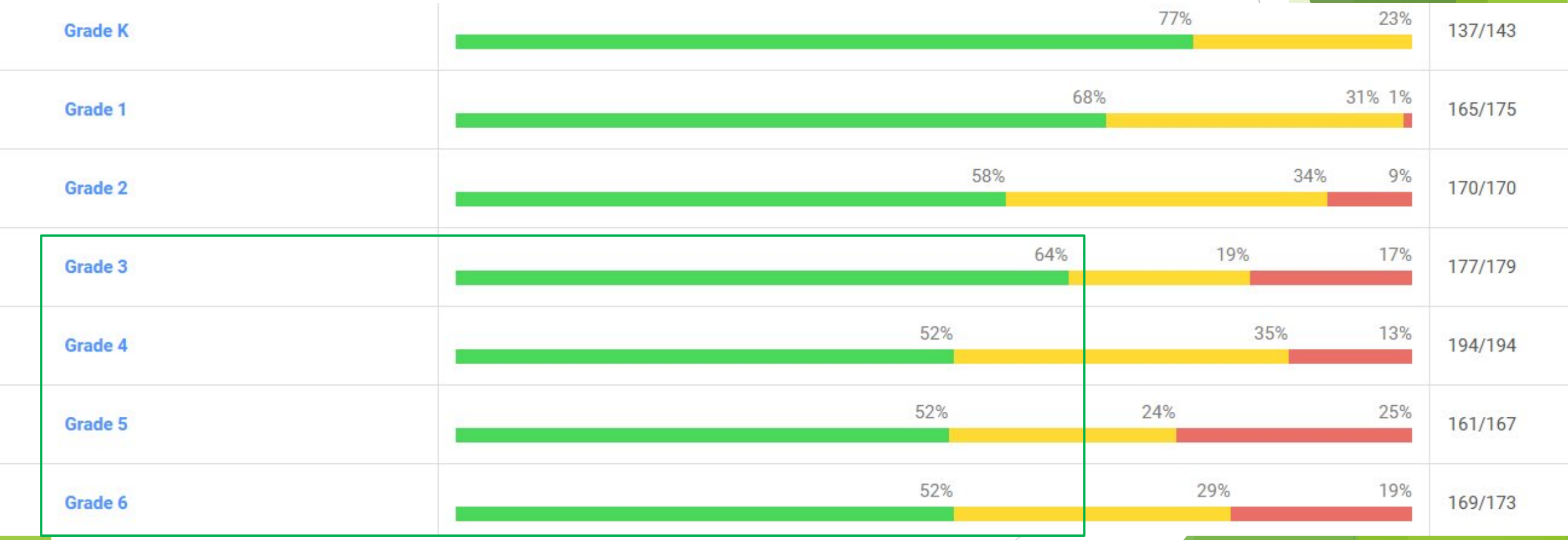
i-Ready Reading Results Spring 2026

2026



i-Ready Reading Results Spring 2025 vs. 2026

2025



i-Ready Reading Results Spring 2025 vs. 2026

- **Grade 2 (2025) → Grade 3 (2026 - current grade 4)**

This cohort demonstrated the strongest growth in the district.

- Students **meeting or exceeding expectations** increased from 58% to 65%.
- Students **partially meeting expectations** decreased from 34% to 24%.
- Only a small increase occurred among students **not meeting expectations** (9% to 11%).

***Takeaway**: Instruction appears to be effectively moving students from the middle performance band into the meeting/exceeding expectations category.*

- **Grade 1 (2025) → Grade 2 (2026 - current grade 3)**

- Students **meeting or exceeding expectations** remained high and increased slightly from 68% to 69%.

***Takeaway**: Early literacy achievement remains a district strength and is a strong foundation for the work of our K-5 ELA Curriculum Council.*

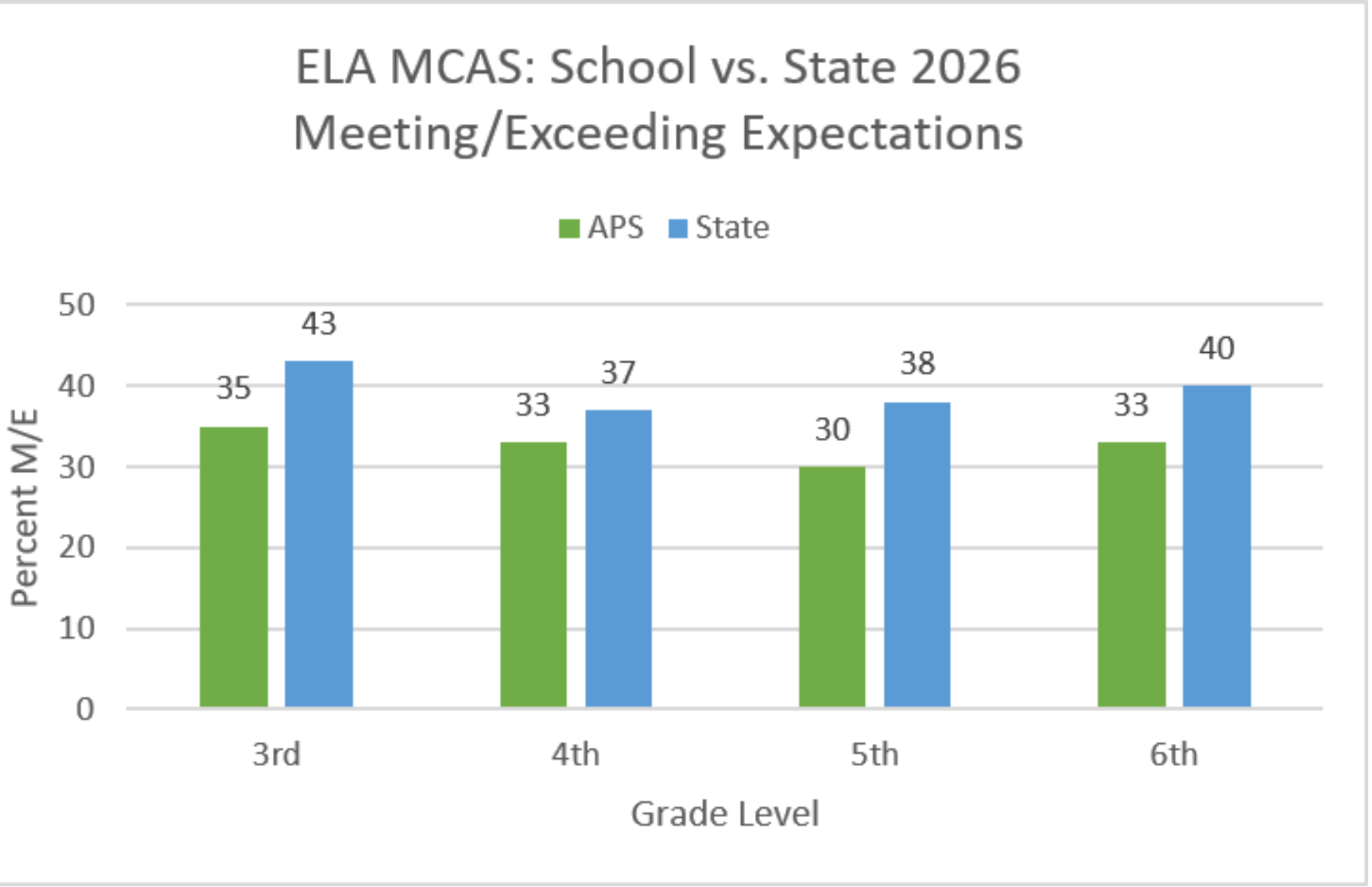
i-Ready Reading Results Spring 2025 vs. 2026

- **Kindergarten (2025) → Grade 1 (2026 – current grade 2)**
- Students **meeting or exceeding expectations** declined from 77% to 63%.
- Most students shifted into the **partially meeting expectations** category rather than the lowest-performing category.

***Takeaway**: This appears to be more of a proficiency-maintenance issue than an intervention issue.*

- **Grade 4 (2025) → Grade 5 (2026 – current grade 6)**
- Students **not meeting expectations** increased from 13% to 35%, a 22-point increase.
- Students **partially meeting expectations** decreased from 35% to 19%.
- Students **meeting or exceeding expectations** declined from 52% to 46%.

***Takeaway**: A substantial number of students who were previously near benchmark performance have fallen below expectations as they transitioned from Grade 4 at WES into Grade 5 at AMS.*



Abington vs. State	Grade 3	Grade 4	Grade 5	Grade 6
	-8	-4	-8	-7

Comparing 2026 MCAS and i-Ready Reading Data

- Both measures confirm a consistent pattern of literacy performance across Grades 3-6.
- Grades 3 and 6 represent areas of relative strength, while Grade 5 is the most significant area of need.
- Aligned grade-level rankings reinforce the value of i-Ready as an early indicator of MCAS performance.
- The Grade 4-to-Grade 5 (WES to AMS) transition requires focused analysis, targeted intervention, and ongoing progress monitoring.
- District action will prioritize strengthening literacy outcomes before and during the transition to Grade 5 as part of our K-5 ELA review/plan.

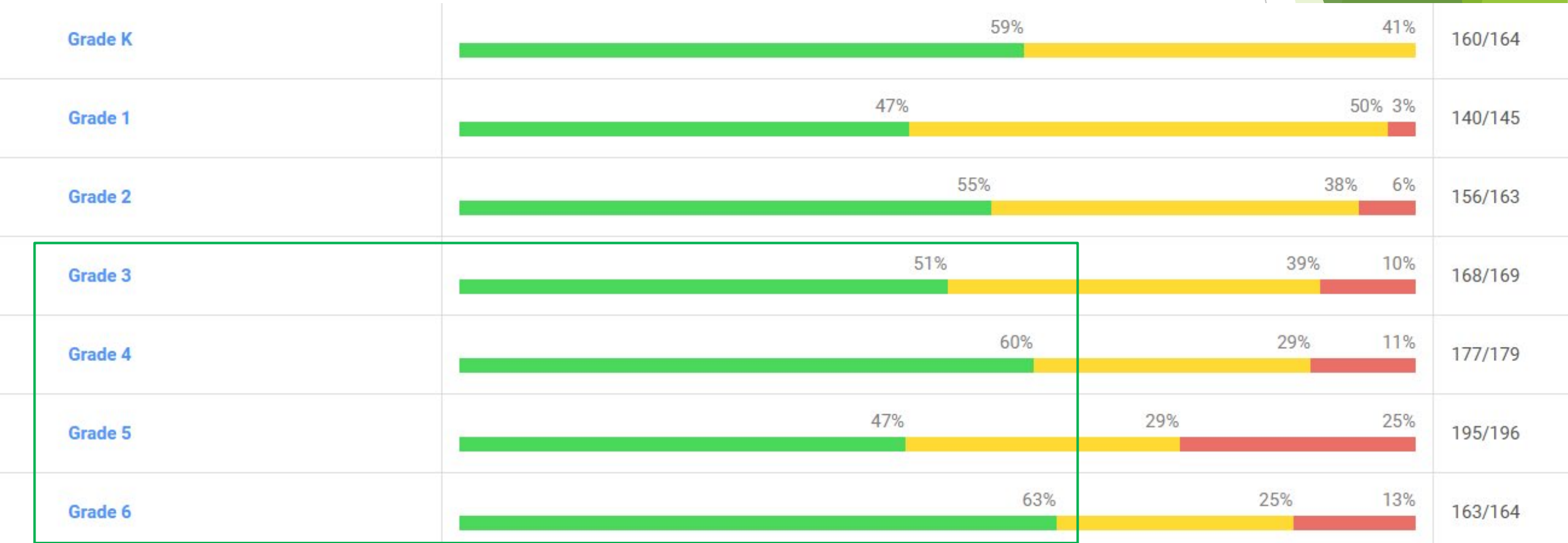
3-6 MCAS ELA Areas of Growth

Recommendations:

- Increase family engagement from teachers and schools related to the value of MCAS testing as one snapshot measure of student performance
- Enhance student engagement through small groups, stations, and independent work
- Ensure all K-6 teachers are using i-Ready data to effectively inform instruction
- Critically examine the WES to AMS transition
- Continue K-5 ELA curriculum review/selection process via PRISM II Grant for SY27-28 implementation

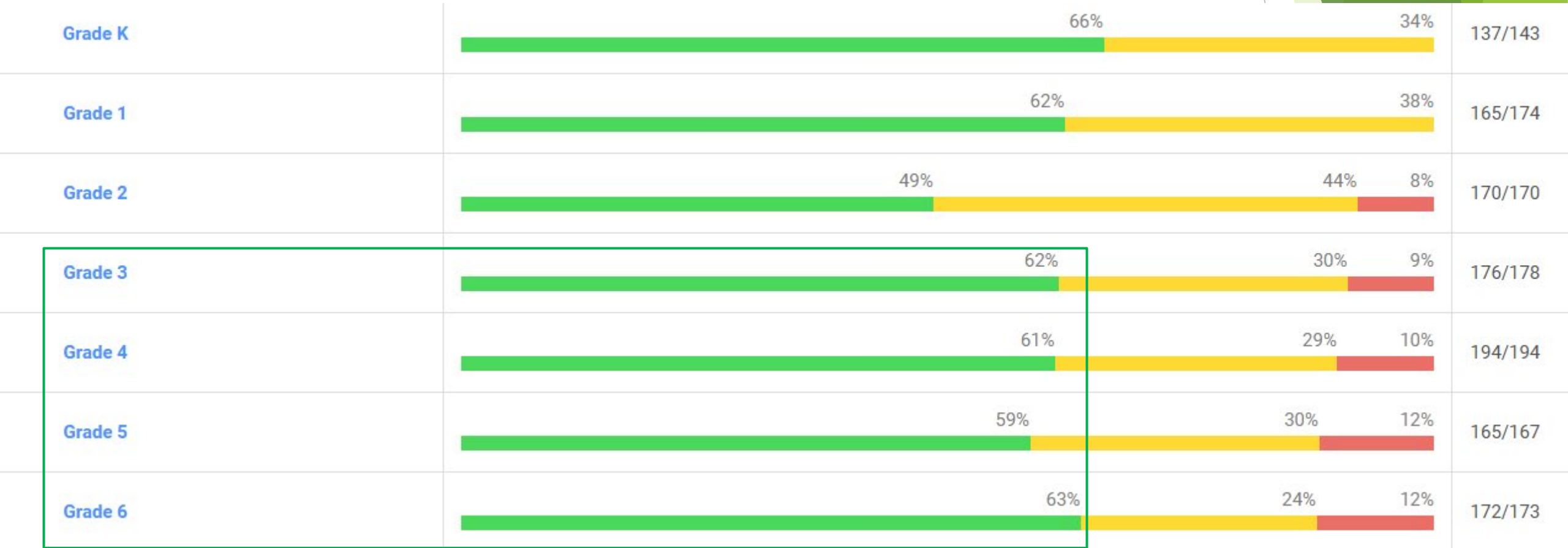
i-Ready Math Results Spring 2026

2026



i-Ready Math Results Spring 2025 vs. 2026

2025



i-Ready Math Results Spring 2025 vs. 2026

- **Grade 5 (2025) → Grade 6 (2026 - current grade 7)**
- Students meeting/exceeding expectations increased from 59% to 63%.
- Students partially meeting expectations decreased from 30% to 25%.
- Students not meeting expectations remained essentially stable (12% to 13%).

***Takeaway**: This cohort demonstrated meaningful achievement growth while maintaining low levels of intensive need.*

- **Grade 2 (2025) → Grade 3 (2026 - current grade 4)**
- Students meeting/exceeding expectations increased from 49% to 51%.
- Performance remained stable across all categories.

***Takeaway**: The district appears to be effectively supporting student growth in the transition from Grade 2 at BBES to Grade 3 at WES.*

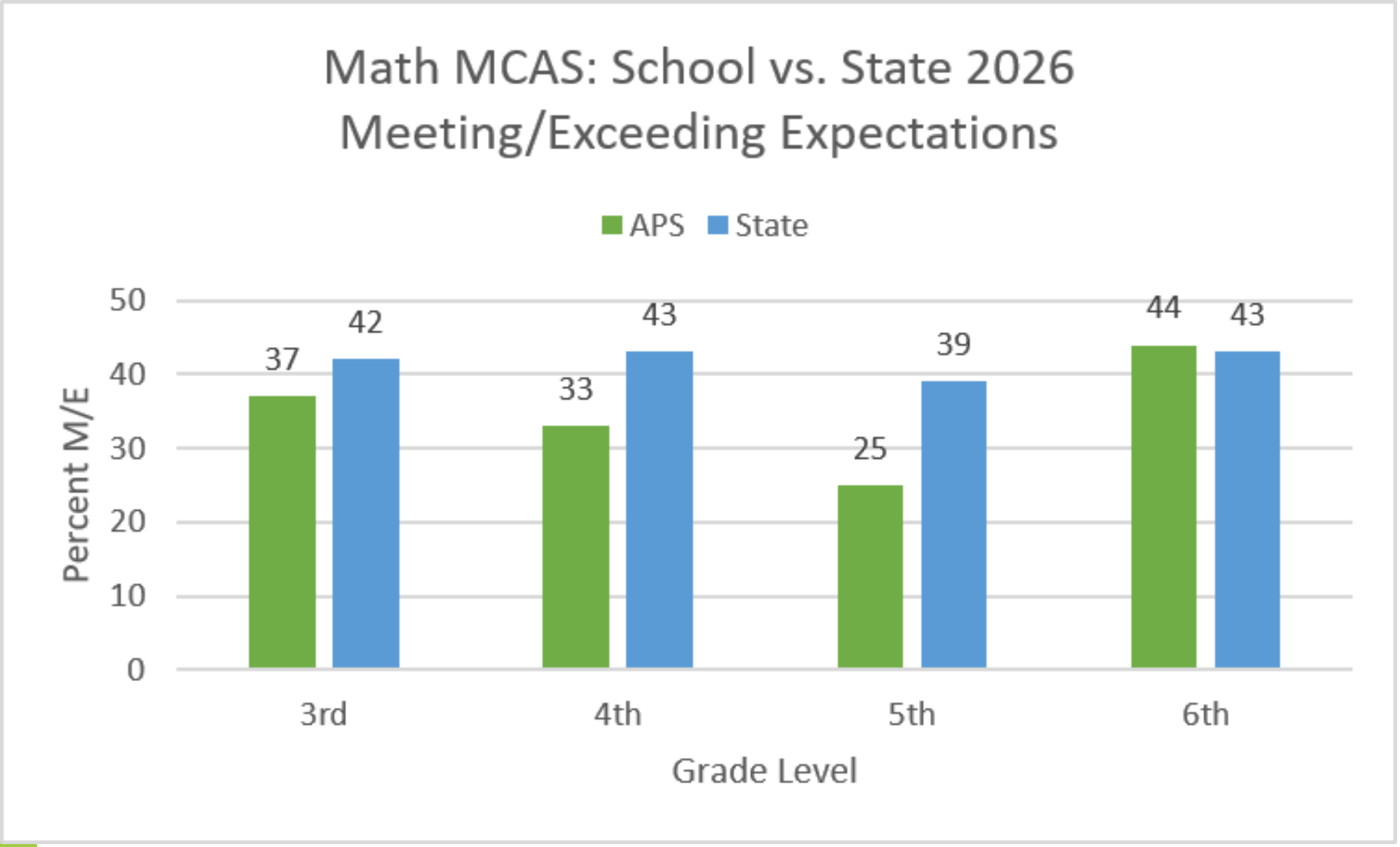
i-Ready Math Results Spring 2025 vs. 2026

- **Kindergarten (2025) → Grade 1 (2026 - current grade 2)**
- Students meeting/exceeding expectations declined from 66% to 47%.
- Most students moved into the partially meeting expectations category rather than the lowest category.

***Takeaway**: This appears to be more of a proficiency-maintenance concern than an intervention concern but warrants attention.*

- **Grade 4 (2025) → Grade 5 (2026 - current grade 6)**
- Students meeting/exceeding expectations declined from 61% to 47%.
- Students not meeting expectations increased from 10% to 25%.
- The percentage partially meeting expectations remained unchanged.

***Takeaway**: Similar to the Reading data, the Grade 4-to-Grade 5 (WES to AMS) transition emerges as the district's most significant challenge area K-6.*



Abington vs. State	Grade 3	Grade 4	Grade 5	Grade 6
	-5	-10	-14	+1

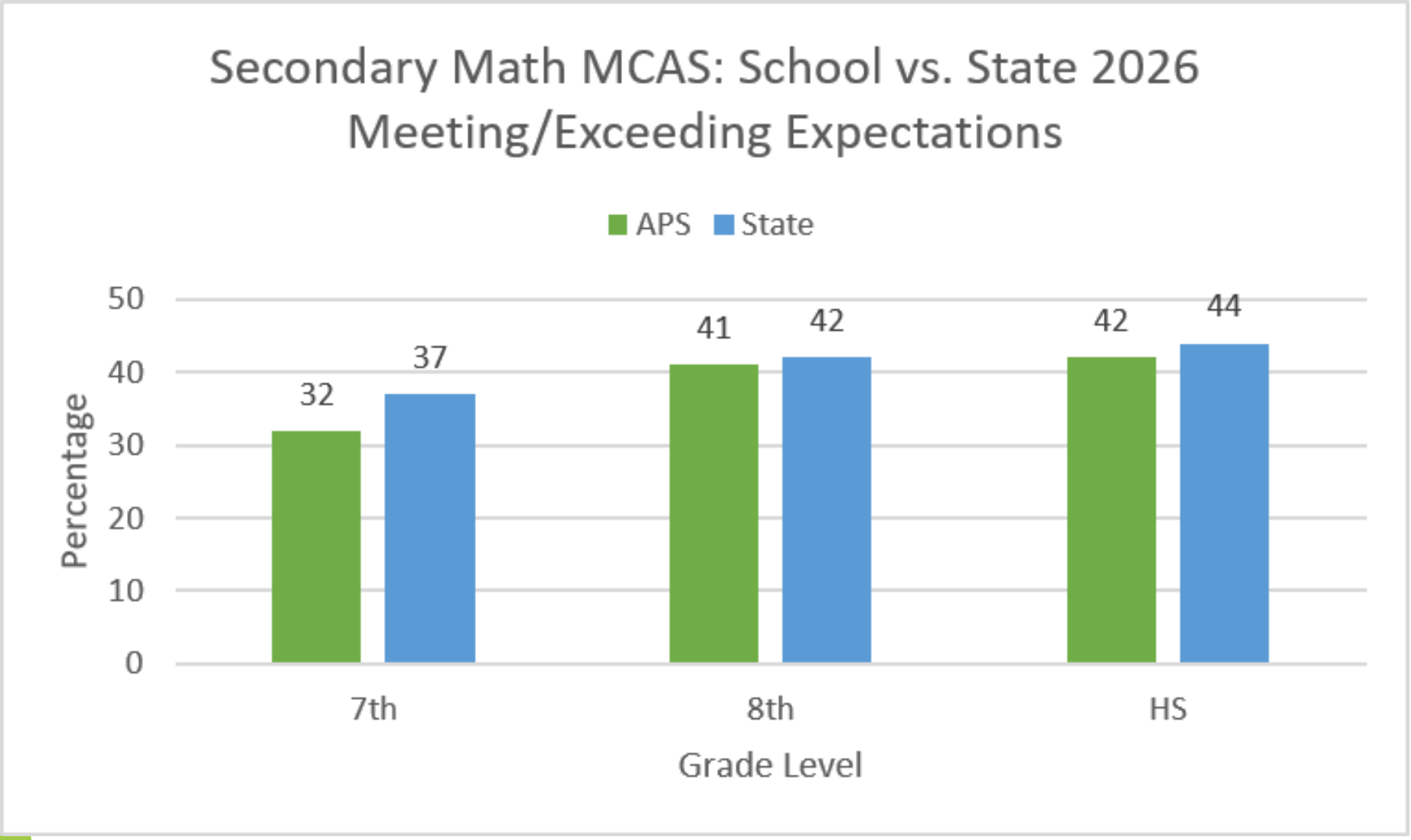
Comparing 2026 MCAS and i-Ready Math Data

- Both measures establish a consistent pattern of mathematics performance across Grades 3-6.
- Grade 6 represents a clear area of strength, while Grade 5 is the district's most significant area of need.
- Cohort data reveal a substantial decline as students transition from Grade 4 to Grade 5.
- The convergence of i-Ready and MCAS results establishes the WES to AMS transition as a districtwide priority in both mathematics and ELA.
- Targeted instruction, intervention, and progress monitoring are needed to strengthen outcomes entering Grade 5.

3-6 Math Areas of Growth

Recommendations:

- Enhance student engagement through small groups, stations, and independent work
- Professional Development on data-informed small group instruction in Math
- Embed more strategies in grades 5 & 6 from Building Thinking Classrooms
- Lay groundwork for a K-6 Math curriculum review that will take place in spring of SY27-28

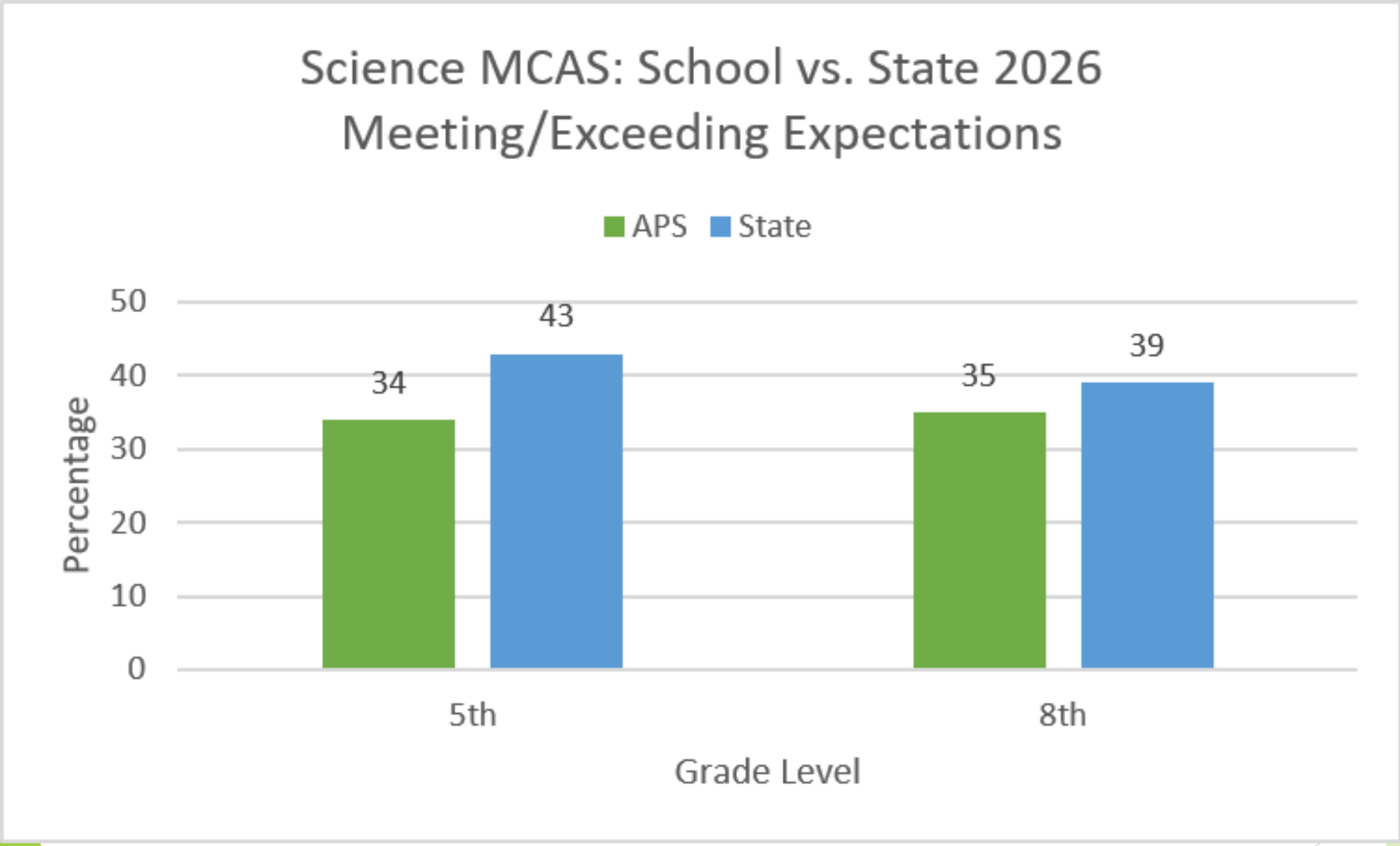


Abington vs. State	Grade 7	Grade 8	HS
	-5	-1	-2

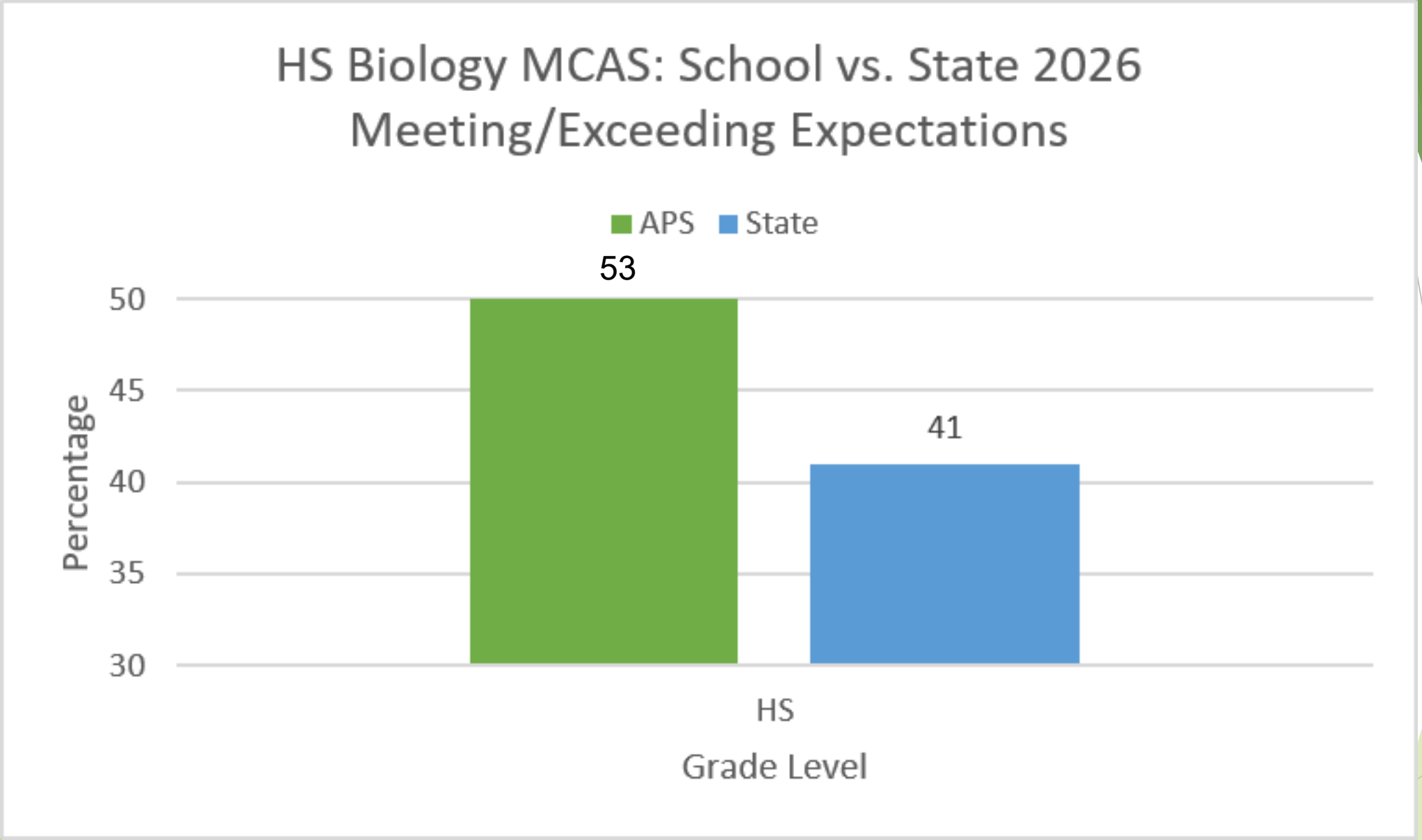
AMS/AHS Math Areas of Growth

Recommendations:

- Continue the work begun in 2019 in creating a curriculum and resources that foster independent thinking, mathematical discourse, and perseverance in problem solving
- Professional development to support teachers in creating a problem-based classroom where math becomes the tool to solve the problem
- Continue work in identifying and closing gaps and in creating supports for our most vulnerable subgroups
- Incorporate more targeted work in selected response in grade 7 and mixed representations in grade 10.
- Time dedicated to coaching and teacher-to-teacher observations to promote discourse about best practices in teaching and learning
- Investigate why we have fewer students in “Exceeding Expectations” category than the state across the secondary level
- Explore ways to have students engage with the exam with a sense of purpose



Abington vs. State	Grade 5	Grade 8
	-9	-4

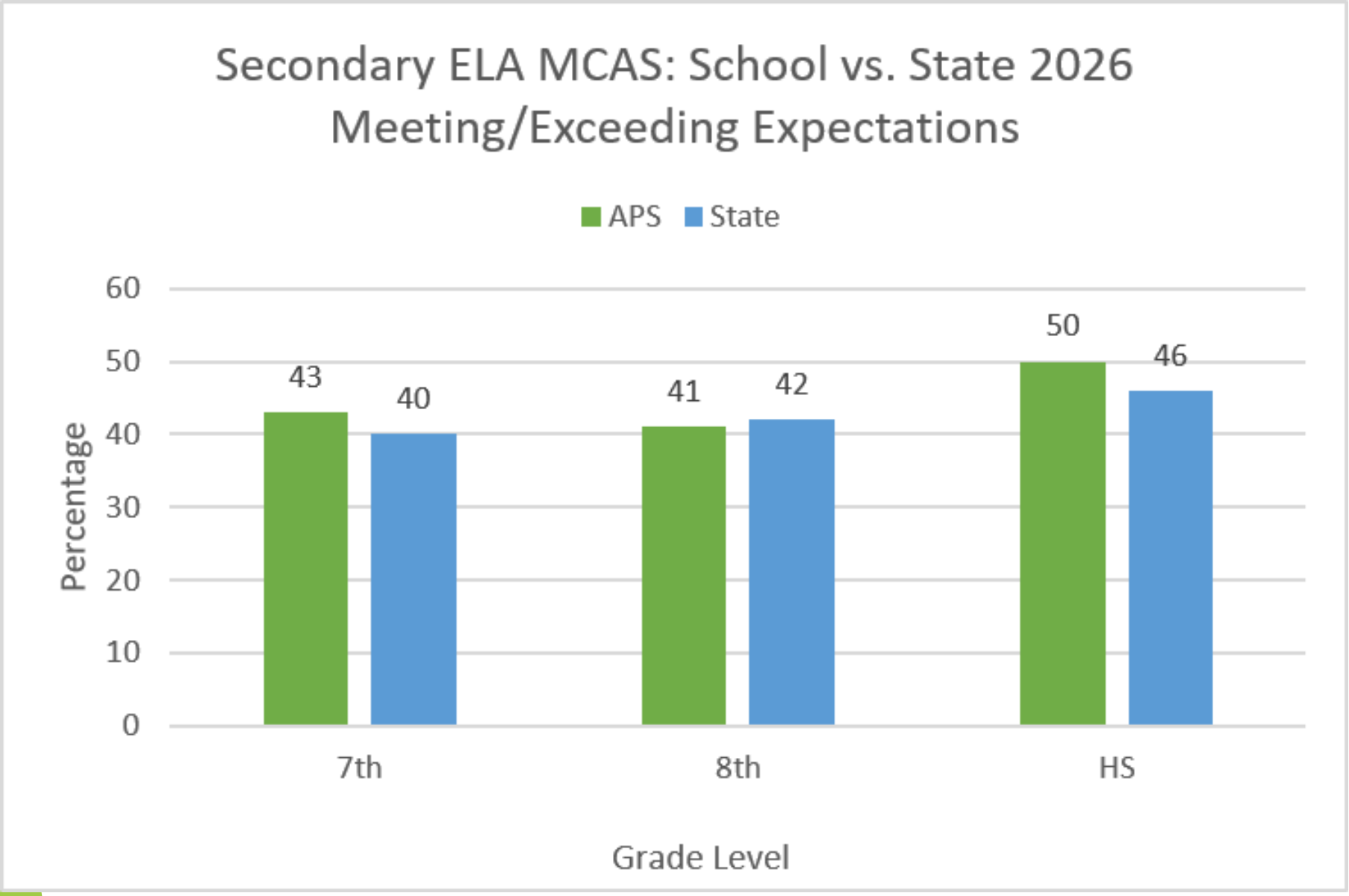


Abington vs. State	HS
	+12

Science Areas of Growth

Recommendations:

- Developing a 3-5 year plan to shift our curriculum to a storyline and sensemaking-based curriculum.
- Spending PD and CPT developing storylines for our biology classes with the plan to implement them for next school year.
- Creating common assessments among classes of the same content and level.
- Analyzing data from common assessments and utilizing that data to determine areas for intervention.
- Using MCAS data to identify areas of the curricula that require more emphasis and supporting materials in order to improve student outcomes

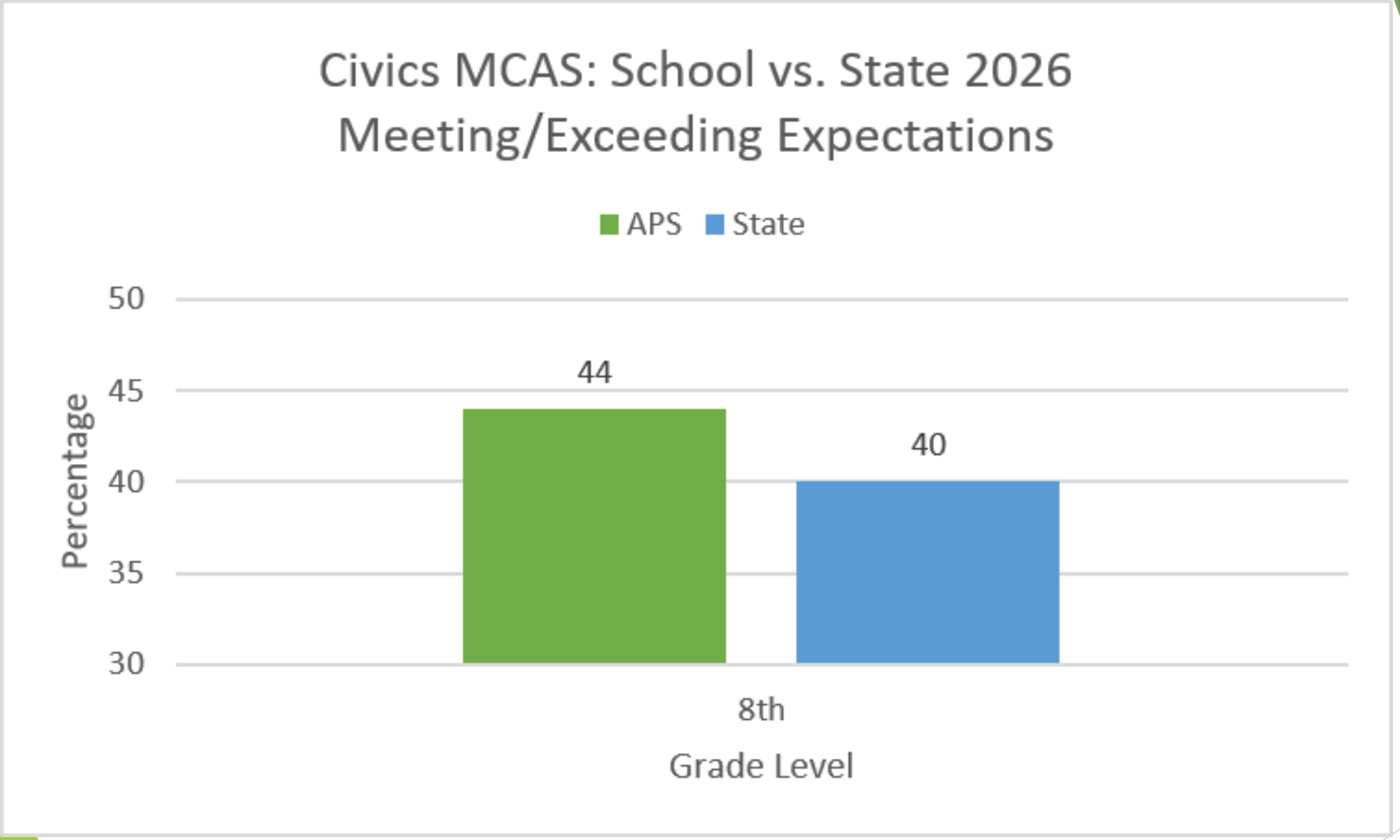


Abington vs. State	Grade 7	Grade 8	HS
	+3	-1	+4

AMS/AHS Areas of ELA Growth

Recommendations

- Identify high frequency exam vocabulary (ex. thesis vs central argument) and discrepancies in language
- Increase practice on targeted areas of deficit (ex. Central Idea, tone vs mood, theme)
- Curriculum development (focus on horizontal and vertical alignment)
- Use of CPT for data analysis on common assessments
- Text selections based on objectives tied to Massachusetts Frameworks



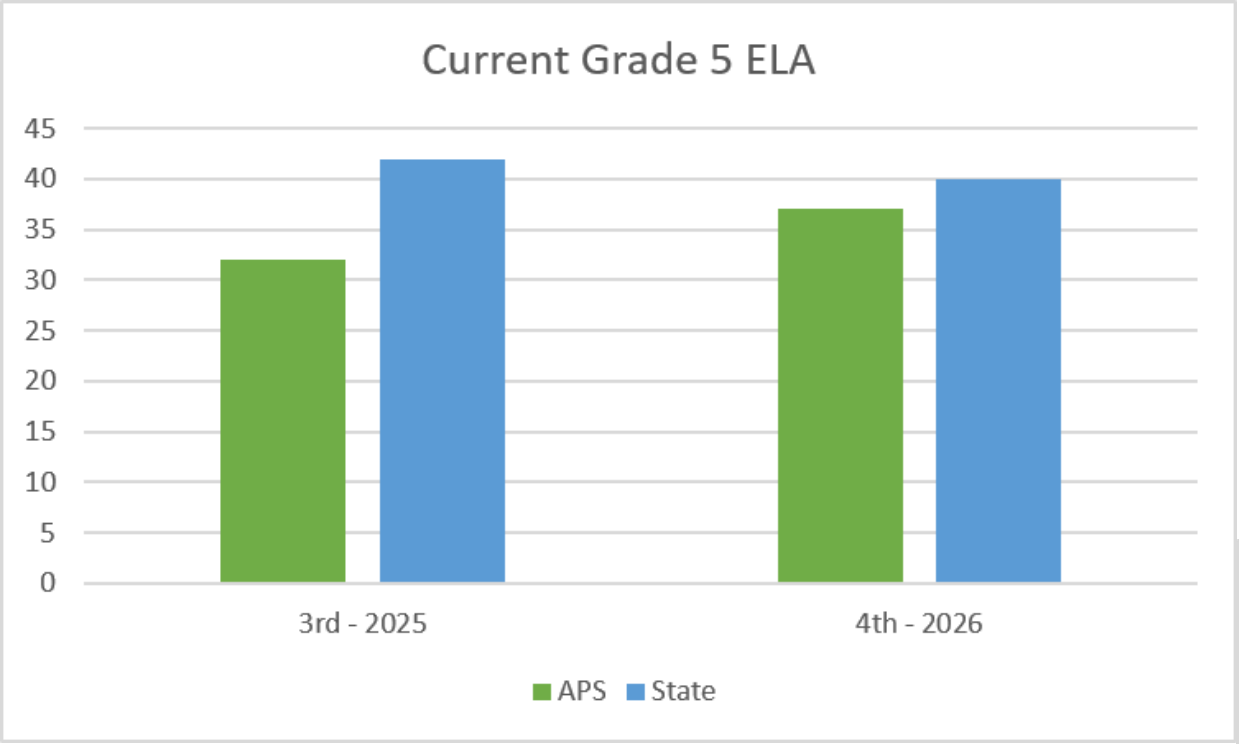
Abington vs. State	Grade 8
	+4

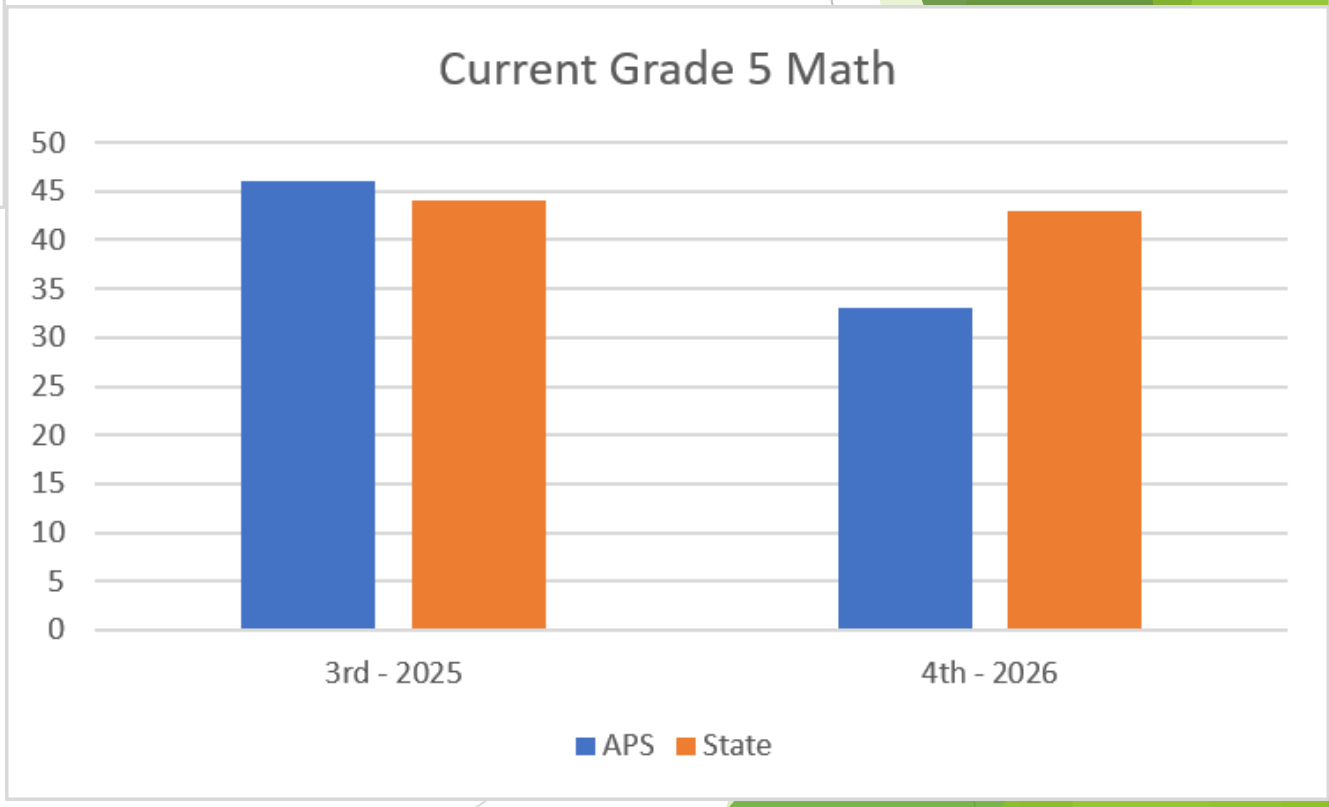
7-8 Civics Areas of Growth

Recommendations:

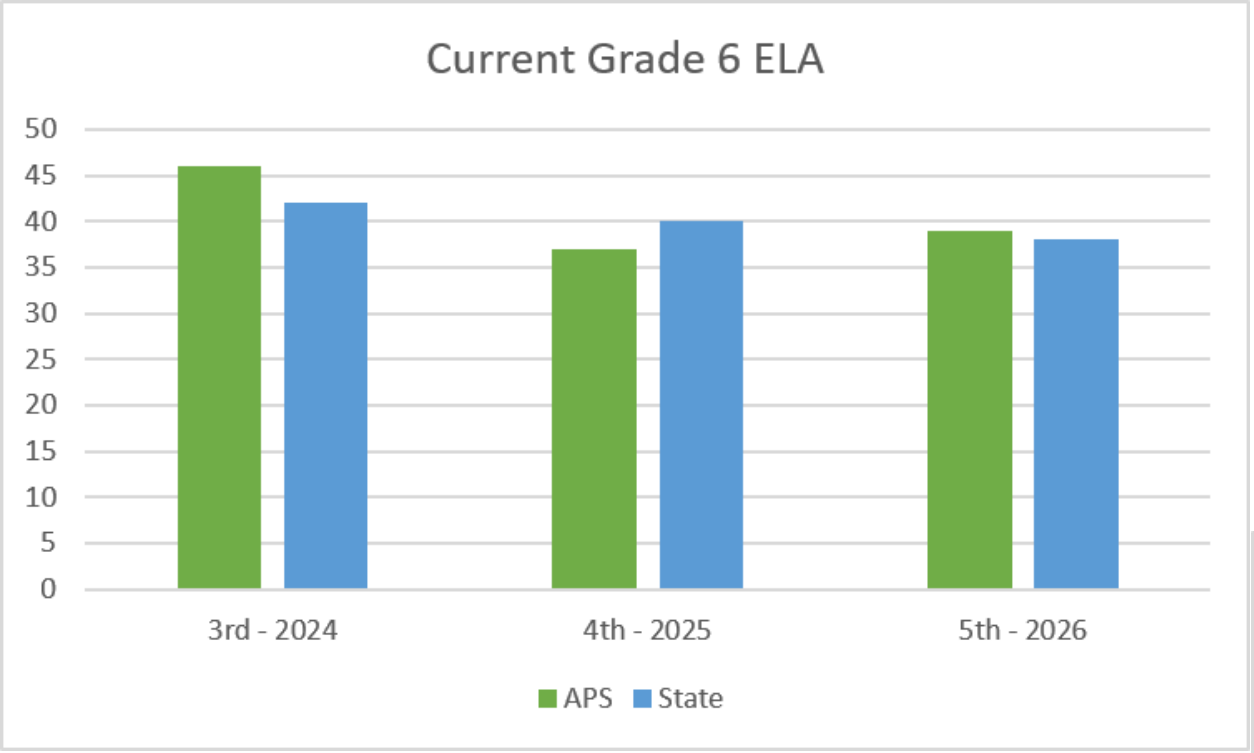
- Enhance student engagement through small group and independent work
- Investigate and incorporate civics resources provided by DESE
- Develop additional practice opportunities to increase exposure to MCAS Civics-style prompts

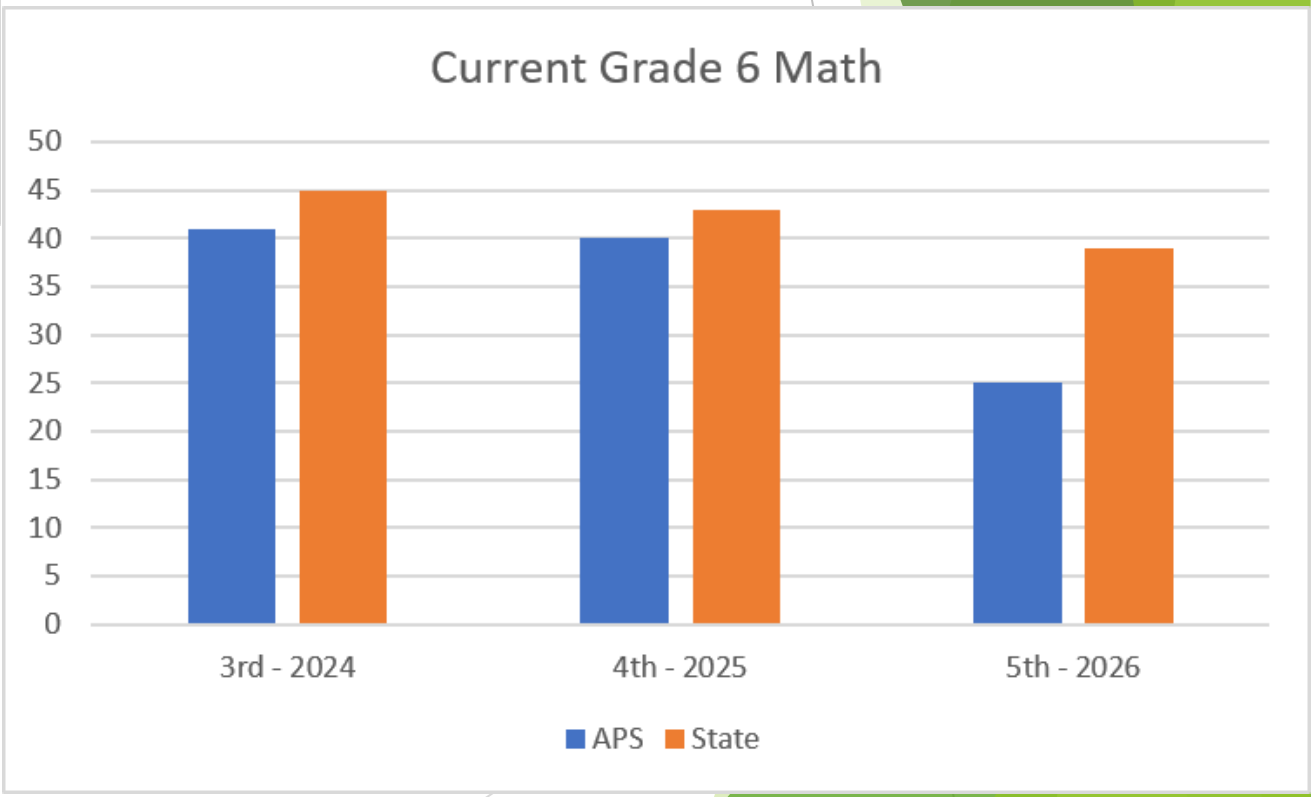
Cohort Analysis



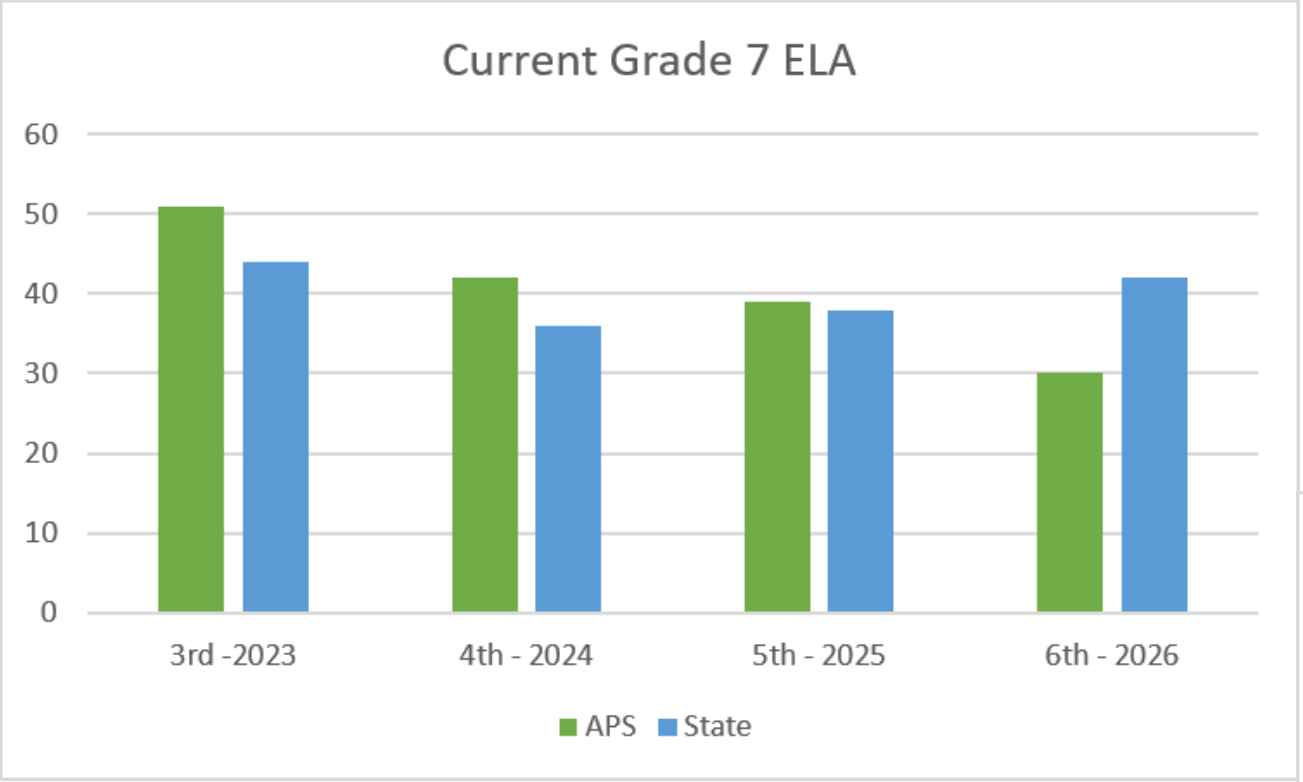


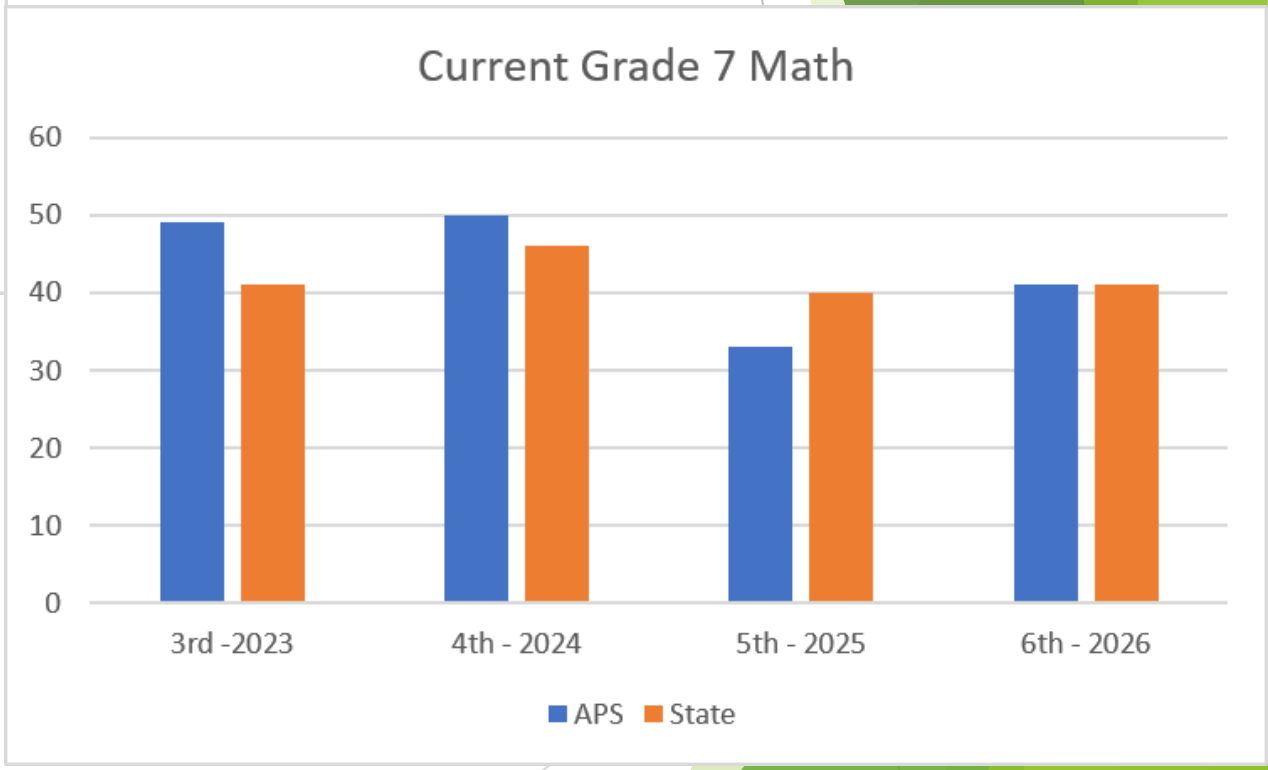
Current Grade 5 Cohort's Annual Performance (Does not account for move ins/outs)



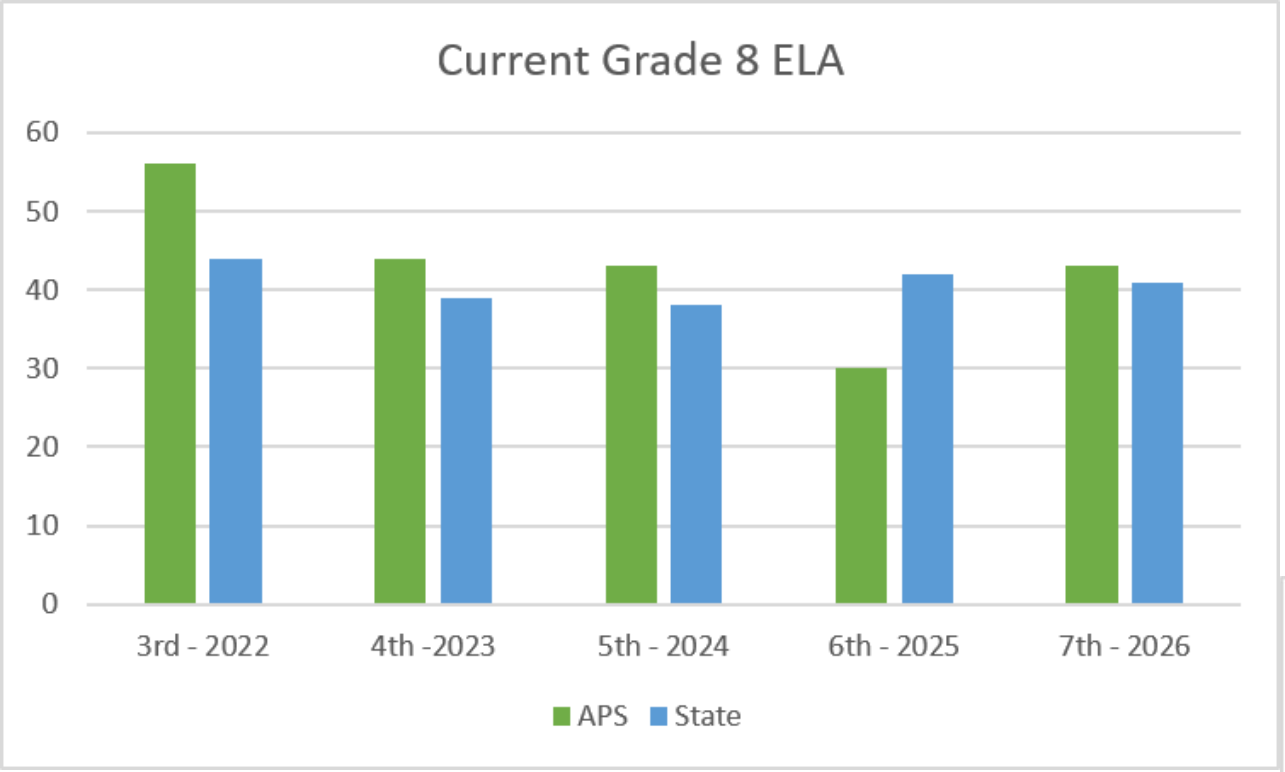


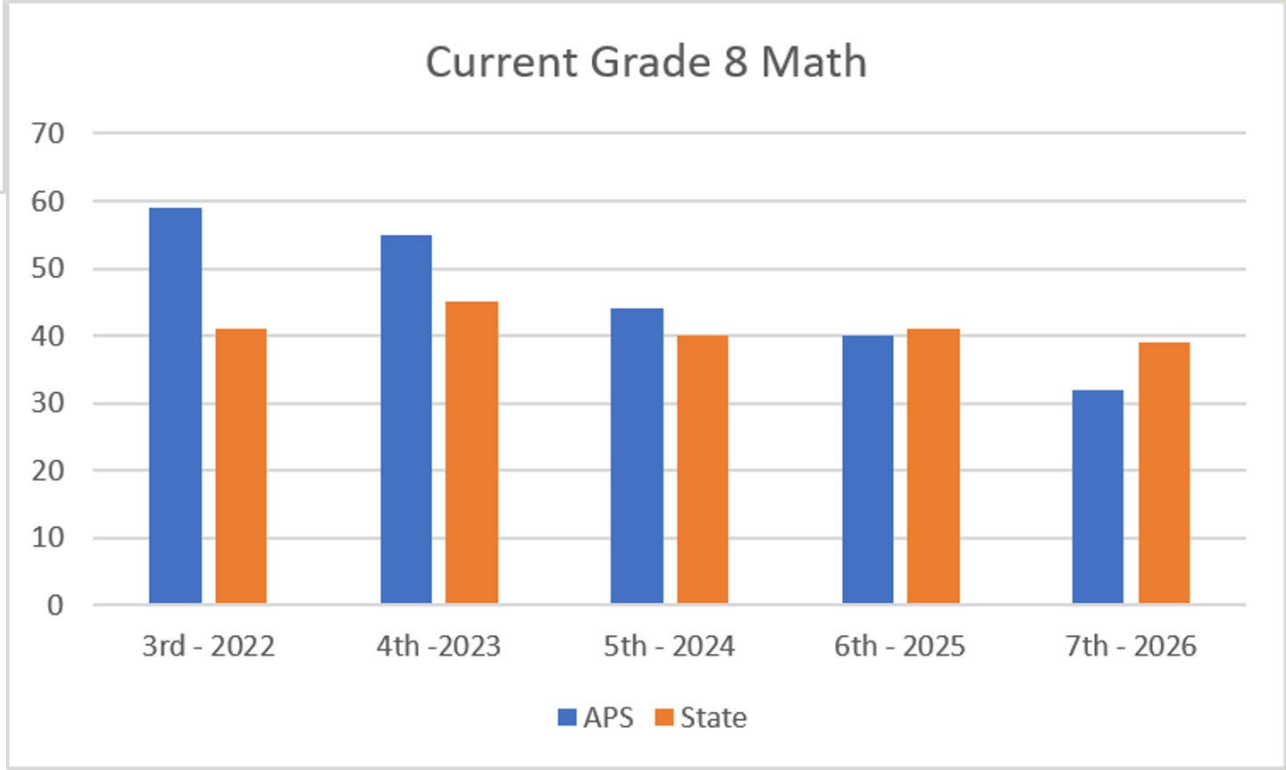
Current Grade 6 Cohort’s Annual Performance (Does not account for move ins/outs)



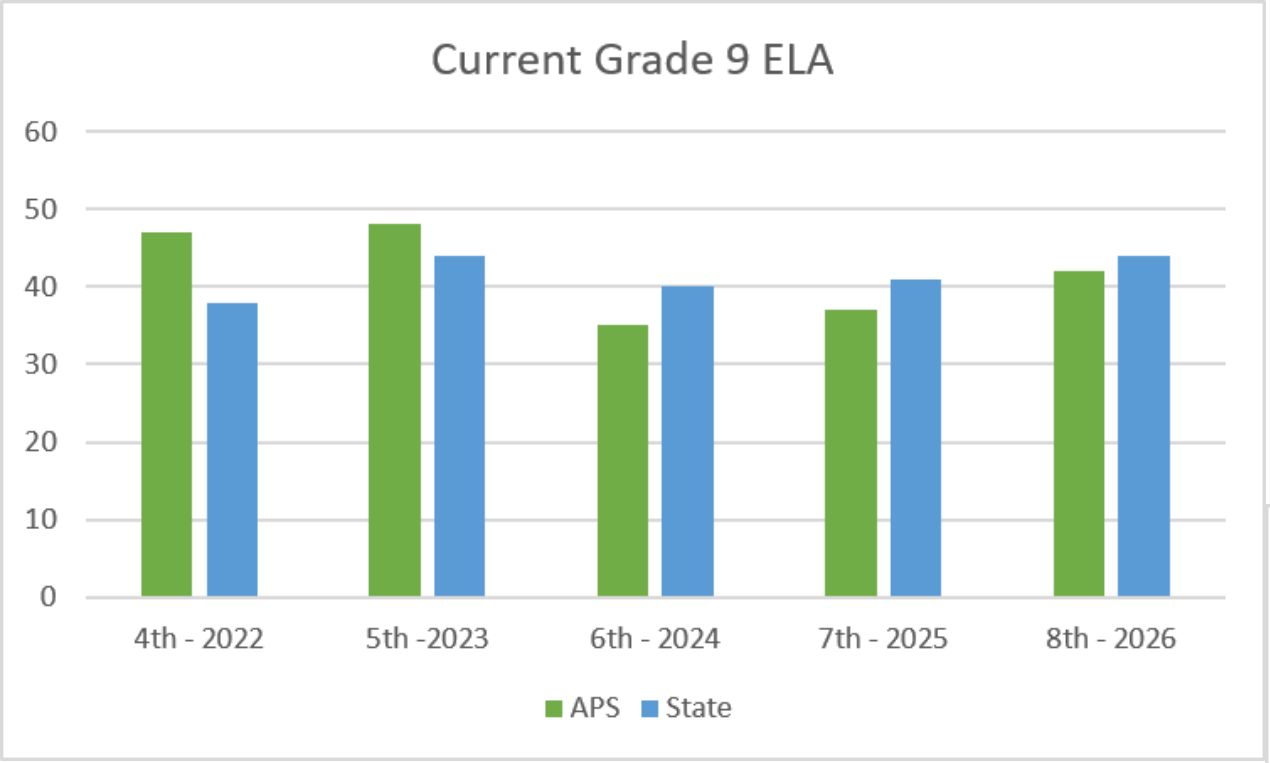


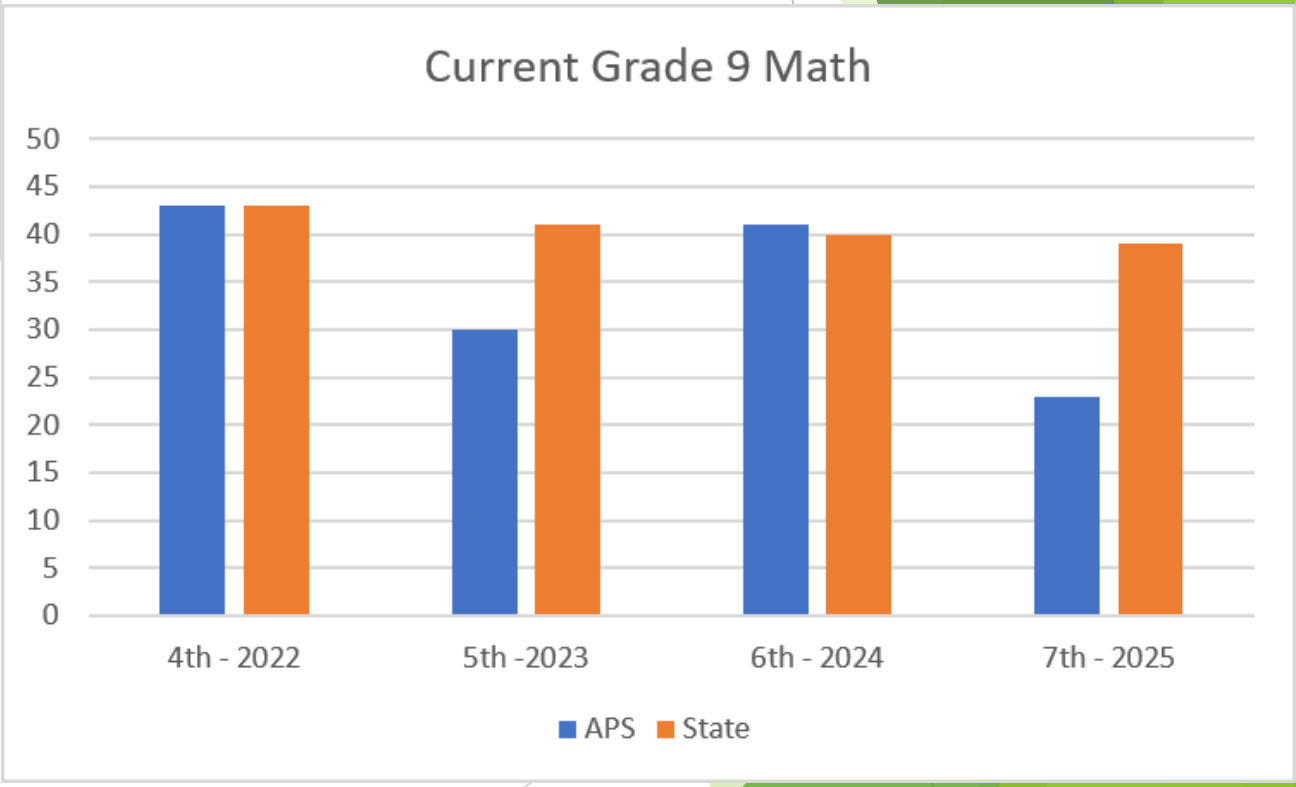
Current Grade 7 Cohort’s Annual Performance (Does not account for move ins/outs)



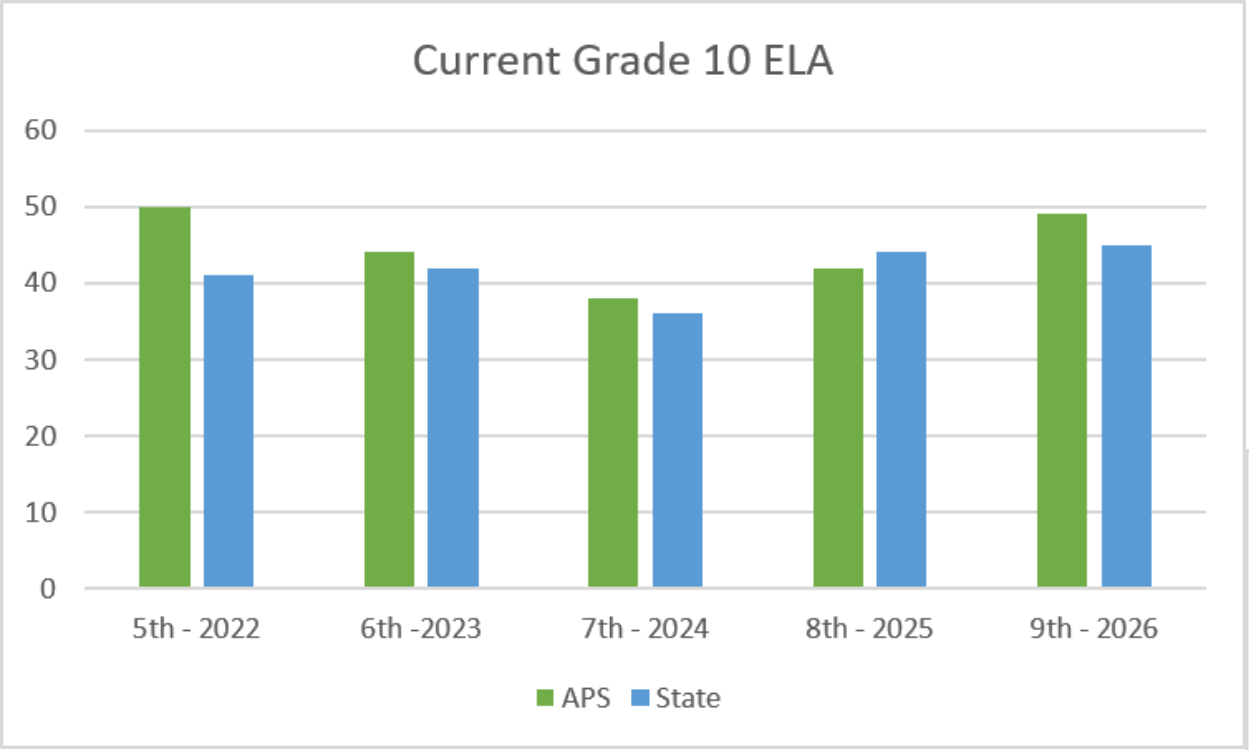


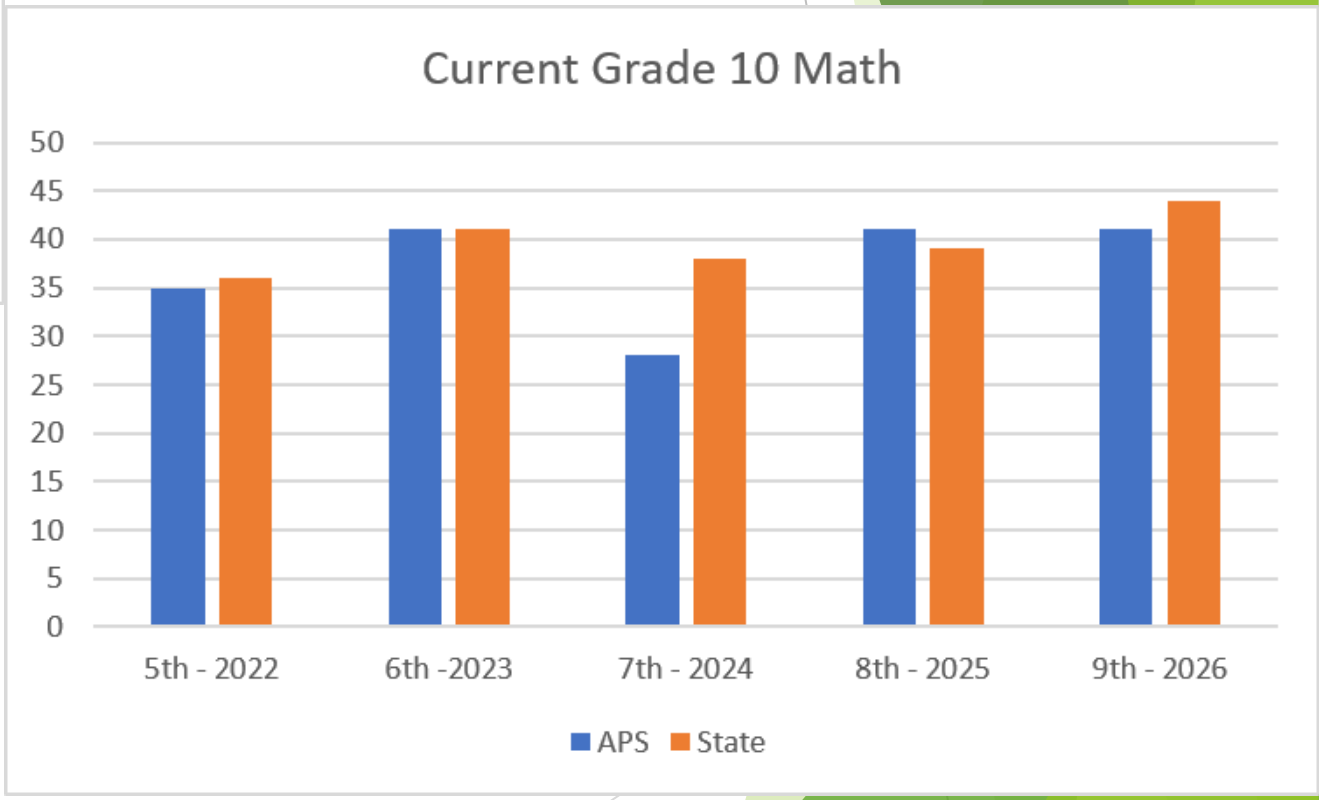
Current Grade 8 Cohort's Annual Performance (Does not account for move ins/outs)





Current Grade 9 Cohort's Annual Performance (Does not account for move ins/outs)





Current Grade 10 Cohort's Annual Performance (Does not account for move ins/outs)

ABINGTON HIGH SCHOOL



2026-2027 IMPROVEMENT PLAN

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DRAFT

Abington High School 2025-2026 School Council

Jonathan Bourn	Principal/Chairperson	
Shannon Burke	Parent Representative	Term ends September 2027
Carol Calcano	Parent Representative	Term ends September 2026
Cara Howell	Teacher Representative	Term ends September 2026
Michael Clark	Student Representative	Term ends June 2028
Lila Oppenheim	Student Representative	Term ends June 2027
Mark Regalbuto	Teacher Representative	Term ends September 2027
Steve Wakelin	Community Representative	Term ends September 2026

Non-voting participants - Assistant Principal Kate Casey

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Student Services in the Abington Public Schools

Overview

The Student Services Department works to strengthen general education to support all learners and provide direct support to vulnerable populations.

General Education Supports

Universal Design for Learning

Differentiation

District Curriculum Accommodation Plan

Behavioral Training

- Specialized Behavior Training (Safety Care)

Sheltered English Immersion

Multi-Tiered System of Supports

- Child Study/ Student Support Team/ Instructional Support Teams
  - Data Teams
  - Student Support Monitoring
  - Teacher Referrals
- Allocate supports of the building for interventions
  - Short-Term Academic Interventions
  - Social-Emotional Counseling
  - Behavioral Intervnetions
  - Community Referrals

Evaluation Process

Evaluate in all areas of suspected disability

Common areas for Evaluation: Psychological, Academic Achievement, Communication, Motor Skills (Fine and Gross), Behavior

To be eligible for Specia Education, a student must:

- Have a qualifying disability
- Ineffective Progress in General Curriculum
- Require Specialized Instruction

Section 504 Accommodation Plan

For students with qualifying disabilities who require accommodations-only

The Section 504 Accommodation Plan allows for consistent access to accommodations during the school day.

APS provides a number of procedural safeguards to ensure appropriate implementation:

- 504 Coordinator
- Implementation Procedures
- Annual Review Meetings

Special Education: Continuum of Services

- Full Inclusion:
  - Students spend the majority of their school day in the General Education Classroom
  - Provision of identified accommodations in the classroom
  - *Inclusion services*: Special Educator joins the classroom to work individually or in small-groups on identified areas of need
  - *Direct services:* Students leave the classroom for a small portion of their day to work with a Special Educator in areas of need
  - *IEP Goals:* All students work toward Annual Goals that help reduce skill gaps and ready the child for greater independence

Continuum of Services: Related Services

- APS provides several Specialized Related Services to students on an as-needed basis.
- Related Services are provided by licensed professionals in specialized areas that are important to schooling success.
- Services can range from direct services to indirect consultation.
- Service areas:
  - Communication
  - Fine Motor
  - Gross Motor
  - Social-Emotional/Mental Health
  - Behavior
  - Vision Services

Special Education: Continuum of Services

- Partial Inclusion:
  - Students participate in ELA and Math instruction outside of the General Education environment
  - Classes taught by Special Educators
  - Allows for remedial teaching of foundational academic concepts while following grade-level standards
  - Allows for individualized pacing to allow for greater previewing and reviewing, and keeping each student at their instructional level
  - Overall goal: skill development that will allow the student to return to whole group General Education instruction

Special Education: Continuum of Services

- Substantially Separate/ Therapeutic Learning Centers
  - Small classroom and small group instruction for the majority of students' day
  - Available PreK – Grade 12
  - Allows for highly controlled environment and smaller staff-to-student ratio
  - Academic instruction in core General Curriculum areas with significant modifications
  - Embedded instruction in related-service areas and daily living living skills

Special Education: Continuum of Supports

Transition Program (ages 18 –22):

- Ongoing Daily Living Skills to prepare for independent living
- Community Navigating practice and support
- Pre-vocational experiences at community job sites
- Social Skills Instruction and Group Activities

Out-of-District Placements:

- Students whose needs cannot be met with available programming
- Public Day/Collaboratives: READS Collaborative, North River Collaborative
- Private Day Programs
- Residential Programs

Educational Stability Arrangements

McKinney-Vento:

- Students experiencing Housing Instability
- Access to School of Origin or School of Temporary Residence
- Transportation
- Supports for Extra-Curricular Participation

Foster-Care Arrangements:

- Staff partner with DCF
- Access to School of Best Interest (Origin vs. Current Residence)
- Transportation
- Supports for Extra-Curricular Participation

English Learner Education

Supports for English Learners until they attain English-Language Proficiency

Screening all students for whom a language other than English is spoken at Home

English-as-a-Second Language Instruction:

- 90 minutes per day Level 1/Level 2
- 45 minutes per day Level 3/Level 4

Language Acquisition Team Meetings and Student Success plans for students who are not on track for Proficiency Targets

Former English Learners are monitored for four years after demonstrating proficiency

Abington Public Schools Strategic Plan

MISSION

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.

VISION

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.

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, 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, acceptance, and mutual respect.
- inspiring all students to become lifelong learners.

THEORY OF ACTION

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.

OUTCOMES
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. By June 30, 2029, the Abington Public Schools have developed a vertically and horizontally aligned curriculum writing & revision process that enables teachers to meet the social and emotional needs and State expectations of all students. 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.
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.) 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.
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. 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. By June 30, 2029, diverse families of most students are participating in school culture and activities.
By June 30, 2029, the Abington Public Schools' policies and human resource practices focus on attracting, supporting, and retaining a high-quality, diverse workforce. 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. By June 30, 2029, the Abington Public Schools' budget is sustainable and sufficient to operate the district and support the instructional mission.

Student Achievements

1. Forty-five percent of the Class of 2027 students achieved Meeting/Exceeding Expectations of the English Language Arts MCAS exam compared to fifty-one percent of the state. This Class of 2027 cohort scored fifty-one percent Meeting/Exceeding Expectations in grade 8 compared to forty-four percent of the state. Since 8th grade, the Abington Class of 2027 shows a six percent decline while the state average of their age peers reflects a seven percent gain.

2. Forty-one percent of the Class of 2027 scored in either the Exceeding Expectations or Meeting Expectations categories of the Mathematics MCAS exam, compared to forty-five percent of the state.

3. Forty-eight percent of the Class of 2028 scored in either the Exceeding Expectations or Meeting Expectations categories of the Biology MCAS exam compared to forty-six percent of the state.

4. Sixty-six Abington High School students took the STAMP test in Spanish, eight students took the STAMP test in Portuguese, one student took the STAMP test in Polish, and one student in Jamaican-Patois.

5. Sixty-four Abington High School students took 105 Advanced Placement exams in May 2025 in Biology, Calculus AB, Computer Science A, English Language and Composition, English Literature and Composition, Environmental Science, European History, Macroeconomics, Microeconomics, Psychology, Statistics and United States History.

- 6 students took the Biology exam. 4 students, 66%, scored 3 or better.
- 10 students took the Calculus AB exam. 5 students, 50%, scored 3 or better.
- 27 students took the English Language & Composition test. 18 students, 66%, scored 3 or better.
- 14 students took the English Literature & Composition test. 10 students, 71%, scored 3 or better.
- 11 students took the Environmental Science test. 7 students, 63%, scored 3 or better.
- 4 students took the European History test. 4 students, 100%, scored 3 or better.
- 1 student took the Macroeconomics test. 1 student, 100%, scored 3 or better.
- 1 student took the Microeconomics test. 1 student, 100%, scored 3 or better.
- 4 students took the Psychology test. 1 student, 25%, scored 3 or better.
- 12 students took the Statistics test. 3 students, 25%, scored 3 or better.
- 15 students took the United States History test. 14 students, 93%, scored 3 or better.

Starting in the 2025-2026 school year, nineteen Abington High School students enrolled in the AP Spanish Language and Culture class. It is anticipated that seven students will take the AP exam.

6. In January, fifty-six English Learners at Abington High School took the WIDA ACCESS test in listening, reading, speaking, and writing.

7. The National Honor Society inducted thirty-seven new members in recognition of their outstanding qualities of scholarship, leadership, service, and character.

8. Forty-four Abington High School students were inducted into the Spanish National Honor Society.

9. Thirty-one 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.

10. Fifty-six students in grades 10, 11, and 12 completed leadership projects as students in the Leadership Seminar course.

11. First year in existence, and the Equity and Inclusion (E&I) Club has steady participation from 80+ members across grades 9-12; the teacher cohort consists of 13 AHS Staff/Faculty members.

- Students signed E&I club pledges and with them, two collaborative banners were created for visibility and club advocacy.
- Students created and implemented 4 school culture suggestion boxes for student feedback in areas for improvement or spotlighting positive developments in our school culture.
- Students created and delivered holiday cards to local community members across Abington Police, Fire, Senior Center, Staff, Veterans, & Medical Personnel.
- Students sought out and compiled information from all High School Clubs to make posters advertising variety of extracurricular options for students to be involved in – The AHS Club Corner was created for more equitable and accessible information.

AHS first ever Cultural Community Celebration Faire was hosted by the Equity & Inclusion Club on March 11th 2026.

- Student leaders from 11 AHS high school clubs created content to host 40-minute sessions around topics of interest and presented to their peers. Students chose 3 sessions of interest to attend.
- The Equity & Inclusion Club collaborated with 14 outside community partners who hosted sessions, ranging in topics from youth advocacy, wellness & somatic practices, local creatives and entrepreneurs, advocacy and storytelling.
- Strengthening our school-to-community connection, the Equity & Inclusion Club received sponsorship donations from Abington Education Foundation, The Jeff Coombs Memorial Foundation, and Abington ASPIRE to help offset the cost of hosting this Faire event.
- Each grade attended a keynote speech by speaker Jamele Adams, founder of the LIT framework pedagogy (Love. Inclusion. Trust).
- Abington CAM and Abington's Green Wave Gazette provided video and article coverage of the event and published recap content online.
- Upon surveying students and staff after the event, results from 129 respondents indicated that the average rating of the day was a 4.69/5 stars, and 119 individuals reported that they learned something new about a culture, tradition, or community.
- This year, to keep the Open Mic Night from being cancelled due to lack of sign-ups/ interest, the Equity & Inclusion Club has opted to co-host the fundraiser with the AHS Drama Club. The school Fashion Show will run for the 3rd year, this year with 34 models participating and a variety of volunteer helpers.

12. The Abington High School “Champions” Marching Band, comprised of AHS and AMS students, captured the 2025 USBands Group 1 Regional A State Championship with their show Becoming…, earning an outstanding score of 90.5, surpassing last year’s mark. In a strong competitive finish, the band overcame earlier narrow losses to win by 1.3 points and, for the second consecutive year, achieved the highest overall score across multiple divisions. The ensemble also swept all caption awards in their class, including Overall Effect, Best Music, Best Visual, Best Color Guard, and Best Percussion. Judges and community members continue to recognize the program’s exceptional growth and achievement.

13. The Abington High School “Champions” Marching Band was invited to perform in America’s Hometown Thanksgiving Parade in Plymouth, MA, representing the district in a nationally recognized event. The performance was broadcast live on regional television and later rebroadcast nationally, highlighting the band’s continued commitment to excellence and its role as a proud ambassador for the Abington community.

14. The Abington High School Concert Band and Concert Choir performed at the Abington Veterans Day Luncheon in recognition of the town’s active and retired military personnel. Following the event, the students toured the district, performing music representing the armed forces.

15. The Abington High School Jazz Band, now in its third consecutive year post-COVID, recently performed at “Open Mic Night” and will perform again at the upcoming Spring Band Concert.

16. The Abington Cultural Council awarded Mr. Tim Leonelli and the ongoing “Strike Up the Band! Instruments for Kids!” initiative a $2,000 grant to support the purchase of beginner instruments for student use. This brings the total grant funding for the initiative to $6,000 since SY23.

17. The Abington High School Drama Club is pleased to share that three students were selected, based on their performances in Into the Woods, to audition for the National High School Musical Theatre Awards. They will audition in Boston next month for the opportunity to advance to the national event in New York City. This opportunity is made possible through the program’s membership with the Massachusetts Educational Theater Guild, whose adjudicators provided feedback during performances.

18. Students from Abington High School and Abington Middle School auditioned for the SEMSBA, District, and All-State music festivals this year. As a result, multiple students were accepted to participate in the Senior District Festival, with one student receiving an All-State recommendation and another selected for the Senior SEMSBA Festival. At the middle school level, several students were recognized with Junior District honors, and two students were selected for the Junior SEMSBA Festival.

19. Abington High School Music Department students were invited by recommendation to participate in the Bridgewater State University Honor Band Festival and Honor Choir Festival. Students attended a full-day intensive, rehearsing throughout the day in preparation for an evening performance.

20. A number of co-curricular events and activities continue to support the diverse interests and needs of students beyond the school day.

- Fourteen Abington High School students participated in the Math Team and finished a successful season.
- Thirty-three Abington High School students were certified in CPR.
- The GSA continued to sponsor the Abington High School school-wide Pride Week during the first week of June.
- 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 2026 participated in Credit for Life to explore personal finances.
- Over 325 Students participated in athletics this school year – over 62% of the student body
- Multiple Abington High School teams qualified for and participated in MIAA tournaments.
- Multiple teams won South Shore League Tobin Division Championships
- Two Abington High School students were honored at a Scholar-Athlete spring banquet.
- Multiple Abington High School teams participated in service projects throughout the year.
- 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 Cross Country teams and Track teams had All-State qualifiers.
- 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.
- The Spring sports teams hosted the Unified athletics program for a joint practice.
- Multiple student athletes set individual school records
- Abington students founded an Abington High School Chapter of Morgan's Message focused on Student Athlete Mental Health

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Summary of 2025-2026 Abington High School School Improvement Plan

Goal #1	Identify and implement opportunities to employ standards based grading & grade reporting with select departments and staff members.

- AHS has updated the Statement of Academic Integrity to reflect best practices regarding cheating, plagiarism, and artificial intelligence use in the Student Handbook.
- AHS utilized common language by department regarding late work, retakes, extensions & deadlines for the 2025-206 school year.
- Spanish courses have rewritten and organized units on study in Spanish 1 & Spanish 2 centered around proficiency indicators, and have updated assessment tools to reflect and report student performance on proficiency indicators.
- Common assessments and curriculum in place for math courses, common rubrics have been developed for social studies courses, and common assessments in 10th grade English will be developed for the 2026-2027 school year.

Goal #2	Introduce and define concepts of rigor, relevance, and depth of knowledge related to curriculum, instruction & assessment with the Abington High School learning community.

- During common planning time, each department selected a challenge of practice they encountered with the rigor, relevance, and depth of knowledge with some aspect of their curriculum, instruction, and assessment.
- Departments were paired and used a consultancy protocol to spell out their challenges of practice, and gain input from colleagues on possible solutions to those challenges.
- The resulting work led to departmental focus on improvements in curriculum, instruction, and assessment, and also built horizontal articulation of learning goals throughout the building.

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Abington High School

2026-2027

School Improvement Goals

Goal 1	Create standards-based curriculum units and common assessments that provide students with the transferable skills and knowledge they need for their lives after graduation.
Goal 2	Create consistent communication protocols and supports for all students to meet academic expectations and proficiency targets.

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Abington High School -- School Improvement Goal #1

Goal #1	Create standards-based curriculum units and common assessments that provide students with the transferable skills and knowledge they need for their lives after graduation.

Activity and/or Professional Development	Person(s) Responsible	Indicator of Accomplishment	Expected Completion Date
Create a standards based unit of instruction identifying proficiency targets and language skills by department.	Principal/Assistant Principal Department Heads & Directors AHS Staff	Each department will have one standards based unit with a clearly articulated description of proficient student performance with a common department assessment.	February 2027
Utilize school wide and department wide student learning goal to analyze student performance data on standards based units.	Principal/Assistant Principal Department Heads & Directors AHS Staff	Each department will analyze student performance on standards based unit and common assessment and identify patterns of performance and areas for remediation.	November 2026 - April 2027
Identify and implement changes to curriculum & instruction and analyze student performance and growth on learning outcomes based on data analysis.	Principal/Assistant Principal Department Heads & Directors AHS Staff	Departments will implement lesson plans and curriculum guides that address patterns of performance and areas for growth.	May 2027
Review and revisit the AHS Vision of the Graduate in comparison with the Vision of a Massachusetts Graduate	Principal/Assistant Principal Department Heads & Directors AHS Staff	AHS staff will compare and contrast the existing AHS Vision of the Graduate with the state's version to identify overlap and opportunities for growth.	May - June 2027
Align standards based units with the Vision of the Graduate	Principal/Assistant Principal Department Heads & Directors AHS Staff	AHS staff by department then as a building will ensure standards based skills or knowledge are reflected in the Vision of the Graduate.	June 2027

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Abington High School -- School Improvement Goal #2

Goal #2	Create consistent communication protocols and supports for all students to meet academic expectations and proficiency targets.

Activity and/or Professional Development	**Person(s) Responsible**	**Indicator of Accomplishment**	**Expected Completion Date**
Create consistent protocols for addressing students refusing to work in class.	Principal/Assistant Principal AHS Staff	AHS work refusal protocol created and shared with staff.	August - September 2026
Gather and compile data on student performance to identify trends and patterns among students and subgroups.	Principal/Assistant Principal Student Support Team (SST)	Quarter 1 performance data grouped and analyzed according to student patterns and sub group performance.	September -November 2026
Create and implement targeted interventions to address student performance concerns and measure student performance growth.	Principal/Assistant Principal AHS Staff SST	Tier 1 & 2 interventions created and piloted for students based on on-going performance, tracking student performance growth through class grades.	November 2026 - June 2027
Compile and identify Tier 1 and Tier 2 supports in conjunction with the MTSS framework,	Principal/Assistant Principal AHS Staff SST	Begin formal identification and description of Tier 1 & Tier 2 supports and tracking mechanisms for ongoing implementation.	June 2027 to Fall 2027

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APPENDIX A

SCHOOL COUNCIL BY-LAWS

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.

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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.

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APPENDIX C

Vision of the Graduate
Proficiency Indicators

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

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Student Services in the Abington Public Schools

Overview

The Student Services Department works to strengthen general education to support all learners and provide direct support to vulnerable populations.

General Education Supports

Universal Design for Learning

Differentiation

District Curriculum Accommodation Plan

Behavioral Training

- Specialized Behavior Training (Safety Care)

Sheltered English Immersion

Multi-Tiered System of Supports

- Child Study/ Student Support Team/ Instructional Support Teams
  - Data Teams
  - Student Support Monitoring
  - Teacher Referrals
- Allocate supports of the building for interventions
  - Short-Term Academic Interventions
  - Social-Emotional Counseling
  - Behavioral Intervnetions
  - Community Referrals

Evaluation Process

Evaluate in all areas of suspected disability

Common areas for Evaluation: Psychological, Academic Achievement, Communication, Motor Skills (Fine and Gross), Behavior

To be eligible for Specia Education, a student must:

- Have a qualifying disability
- Ineffective Progress in General Curriculum
- Require Specialized Instruction

Section 504 Accommodation Plan

For students with qualifying disabilities who require accommodations-only

The Section 504 Accommodation Plan allows for consistent access to accommodations during the school day.

APS provides a number of procedural safeguards to ensure appropriate implementation:

- 504 Coordinator
- Implementation Procedures
- Annual Review Meetings

Special Education: Continuum of Services

- Full Inclusion:
  - Students spend the majority of their school day in the General Education Classroom
  - Provision of identified accommodations in the classroom
  - *Inclusion services*: Special Educator joins the classroom to work individually or in small-groups on identified areas of need
  - *Direct services:* Students leave the classroom for a small portion of their day to work with a Special Educator in areas of need
  - *IEP Goals:* All students work toward Annual Goals that help reduce skill gaps and ready the child for greater independence

Continuum of Services: Related Services

- APS provides several Specialized Related Services to students on an as-needed basis.
- Related Services are provided by licensed professionals in specialized areas that are important to schooling success.
- Services can range from direct services to indirect consultation.
- Service areas:
  - Communication
  - Fine Motor
  - Gross Motor
  - Social-Emotional/Mental Health
  - Behavior
  - Vision Services

Special Education: Continuum of Services

- Partial Inclusion:
  - Students participate in ELA and Math instruction outside of the General Education environment
  - Classes taught by Special Educators
  - Allows for remedial teaching of foundational academic concepts while following grade-level standards
  - Allows for individualized pacing to allow for greater previewing and reviewing, and keeping each student at their instructional level
  - Overall goal: skill development that will allow the student to return to whole group General Education instruction

Special Education: Continuum of Services

- Substantially Separate/ Therapeutic Learning Centers
  - Small classroom and small group instruction for the majority of students' day
  - Available PreK – Grade 12
  - Allows for highly controlled environment and smaller staff-to-student ratio
  - Academic instruction in core General Curriculum areas with significant modifications
  - Embedded instruction in related-service areas and daily living living skills

Special Education: Continuum of Supports

Transition Program (ages 18 –22):

- Ongoing Daily Living Skills to prepare for independent living
- Community Navigating practice and support
- Pre-vocational experiences at community job sites
- Social Skills Instruction and Group Activities

Out-of-District Placements:

- Students whose needs cannot be met with available programming
- Public Day/Collaboratives: READS Collaborative, North River Collaborative
- Private Day Programs
- Residential Programs

Educational Stability Arrangements

McKinney-Vento:

- Students experiencing Housing Instability
- Access to School of Origin or School of Temporary Residence
- Transportation
- Supports for Extra-Curricular Participation

Foster-Care Arrangements:

- Staff partner with DCF
- Access to School of Best Interest (Origin vs. Current Residence)
- Transportation
- Supports for Extra-Curricular Participation

English Learner Education

Supports for English Learners until they attain English-Language Proficiency

Screening all students for whom a language other than English is spoken at Home

English-as-a-Second Language Instruction:

- 90 minutes per day Level 1/Level 2
- 45 minutes per day Level 3/Level 4

Language Acquisition Team Meetings and Student Success plans for students who are not on track for Proficiency Targets

Former English Learners are monitored for four years after demonstrating proficiency

ABINGTON
PUBLIC SCHOOLS

STRATEGIC PLAN
2024-2029
SY26-27 UPDATE

MISSION

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.

VISION

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.

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, 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, acceptance, and mutual respect.
- inspiring all students to become lifelong learners.

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 Clearly articulate how the APS mission, vision, and guiding principles improve student outcomes.	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.

Action Plan – Teaching and Learning

SY2026-2027

Strategic Objective: Improve student outcomes through vertically and horizontally aligned curriculum, instruction, and assessment

Strategic Initiative: 1.2 Develop school-based, age-based end of year expectations linked to the AHS Vision of the Graduate.

Strategic Initiative: 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.

Implementation: To establish a consistent P-12 approach to student learning and support, the administrative team will align age-appropriate expectations with the AHS Vision of the Graduate and strengthen a cohesive MTSS. Staff will use common expectations, processes, and data to guide instruction, provide targeted supports, and monitor student progress.

Action Step	Person(s) Responsible	Timeline	Early Evidence of Change
Embed the agreed-upon end-of-year expectations into existing curriculum maps and pacing guides for each grade/department.	Building Leaders & Faculty	Ongoing	Updated curriculum documents shared with staff, highlighting where expectations appear in instructional units.
Communicate the end-of-year expectations to families through newsletters, school websites, and family engagement events to build understanding and partnership.	Building Leaders & Faculty	Ongoing	Copies of communication materials, website postings, and event agendas showing families have been informed about the expectations.
Audit existing P-12 RtI practices and develop common MTSS expectations, terminology, and processes across schools.	District Administration, Principals, Student Support Teams	8/26-6/27	Common understanding of MTSS; baseline practices documented; strengths and gaps identified.
Establish/review consistent processes for universal screening, data review, intervention selection, progress monitoring, and movement between tiers.	Principals, Curriculum Leaders, Student Support Teams, Educators	8/26-6/28	Increased use of common protocols and data; more consistent and timely intervention plans.

Action Plan – Culture & Inclusion

SY2026-2027

Strategic Objective: Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all students.

Strategic Initiative: 3.2 Refine and align Social, Emotional Learning (SEL) classroom practices for all students to develop their social- emotional skills and competencies.

Implementation: To strengthen students' social-emotional skills and competencies, the district will refine and align SEL classroom practices across grades and schools. Staff will use consistent, age-appropriate strategies to integrate SEL into daily instruction and support the social-emotional development of all students.

Action Step	Person(s) Responsible	Timeline	Early Evidence of Change
Review current P-12 SEL practices and identify common expectations, strengths, and areas for improvement.	District Administration, Principals, Counselors, Educators	8/26-6/27	Current practices documented; common SEL priorities and expectations identified.
Establish and implement consistent, age-appropriate SEL practices and competencies across classrooms and grade levels.	Principals, Counselors, Department Leaders, Educators	8/26-6/28	Increased consistency of SEL practices across classrooms; SEL strategies visible in classroom routines and instruction.

Abington Public Schools

Food Service Policy

Food Service Program

Abington Public Schools uses the Mosaic point-of-sale (POS) system in all district schools to manage food service transactions. Each student is assigned a unique personal identification number (PIN), which is entered at the school's POS station to complete transactions.

The Food Service Program provides breakfast and lunch to students in accordance with applicable federal and state nutrition standards.

Community Eligibility Provision (CEP)

Abington Public Schools participates in the federal Community Eligibility Provision (CEP). Under this program, all students are eligible to receive one reimbursable breakfast and one reimbursable lunch each school day at no charge. Families are not required to submit meal benefit applications for students to receive these meals.

Additional Meals and À La Carte Purchases

Students may purchase additional meals and à la carte items using available prepaid funds in their individual food service accounts or by paying with cash at the time of purchase.

Abington Public Schools maintains a no-charging policy for additional meals and à la carte purchases. Students may not charge these purchases to their food service accounts. Payment must be made at the time of purchase using available account funds or cash.

Monitoring Food Service Accounts

Families are encouraged to use MySchoolBucks.com to monitor food service account activity and manage prepaid funds.

For questions regarding the Food Service Program or student accounts, families should contact the Abington Public Schools Food Services Department.

APPROVED:

Report of the resolutions committee

Members of the Resolutions Committee met on June 22, 2026 to consider resolutions proposed by member districts for consideration at the 2026 Annual Meeting of the Association. Members present were: Beverley Griffin Dunne, MASC President-Elect, (Peabody/Essex Voc.) Chair Ex Officio), Paul Schlichtman (Arlington), Bridget Garabedian, Chair-Division I (Tewksbury), Barbara Davis, Chair-Division III (Holbrook), Charlie Ellis, Chair-Division VIII (Nashoba Reg. Voc. Tech.), Steve Miller (Mt. Greylock Regional), Melissa Costa, Chair-Divisison IX (New Bedford), Stephanie Clougherty, MASC Vice President (Carver), Laura Often, Chair-Division IV (Grafton), Michael Boudreau (Hamden-Wilbraham Regional), Sean Kennedy (Hamden-Wilbraham Regional), Lawrence MacDonald (Nashoba Reg. Voc. Tech.).

ALSO PRESENT: Patrick Francomano, esq., MASC General Counsel, Glenn Koocher, MASC Executive Director

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

RESOLUTION 1: SAFE ZONES
(Submitted by the New Bedford School Committee)

WHEREAS it is the right of every child, regardless of immigration status, to access a free public preK-12 education and for the District to welcome and support all students; and

WHEREAS the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public preK-12 education; and

WHEREAS federal immigration law enforcement activities, on or around District property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the U.S., to access a free public K-12 education; and

WHEREAS through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance; and

WHEREAS parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public preK-12 education through District schools and programs; and

WHEREAS educational personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

THEREFORE BE IT RESOLVED that MASC recommends to school districts to adopt a model policy that includes the following:

The District shall interact with U.S. Immigration and Customs Enforcement (ICE), state or local law enforcement agencies acting on behalf of ICE, and any agents or officers of federal, state, or local agencies seeking to enforce federal immigration laws, strictly in accordance with the Massachusetts Attorney General's Guidance for Massachusetts Public Schools on Protecting Immigrant Students (incorporated into this Resolution), to ensure that the District fulfills its legal and moral obligation to provide all students, regardless of immigration status, access to a free public K-12 education.

BE IT FURTHER RESOLVED that the Committee declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, to thrive, and to seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience.

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to prepare in the event a minor child attending school in the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency.

BE IT FURTHER RESOLVED that any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site.

BE IT FURTHER RESOLVED, in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth; and cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory.

BE IT FURTHER RESOLVED, should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Educational Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously, but before any production of information is made.

BE IT FURTHER RESOLVED the District shall post this Resolution in the main office of every school and at all school sites, distribute it to District staff, students, and parents using the District's usual means of communication, and ensure that it is translated into all languages spoken in students' homes.

BE IT FURTHER RESOLVED the District shall make resources—such as Red Cards, mock warrants, and mock subpoenas—available in the main offices, guidance offices, wraparound centers, and administrative buildings, and shall ensure that these resources are regularly restocked and shall include links to these resources in its published versions of the policy.

BE IT FURTHER RESOLVED the District shall offer "Know Your Rights" trainings and family preparedness sessions in collaboration with immigrant advocacy organizations and with links to these resources.

BE IT FURTHER RESOLVED the District shall offer a Q&A session for all District employees on the Attorney General's Guidelines.

BE IT FURTHER RESOLVED that the Committee directs the Superintendent to review District policies and practices regarding bullying, harassment, and discrimination and report back to the Committee at its next meeting and communicate to staff, students, and parents the importance of maintaining a bullying/harassment/discrimination-free environment for all students.

BE IT FURTHER RESOLVED the District shall work with department heads on integrating immigration-related content across disciplines.

BE IT FURTHER RESOLVED the District shall minimize the presence of unfamiliar individuals—such as non-educators, police, security personnel, and other outsiders—on school sites.

BE IT FURTHER RESOLVED the Committee affirms that licensed educators in the District have the academic freedom to discuss this Resolution during class time provided it is age-appropriate; and students are to be made aware that District counselors are available to discuss the subjects contained in this Resolution.

BE IT FURTHER RESOLVED that after-school providers and other vendors and service providers who contracted with the District shall be notified of this Resolution within 30 days and be required to abide by it; and

BE IT FURTHER RESOLVED that the Superintendent shall report back on compliance with this Resolution to the Committee at its next meeting.

RESOLUTION 2: VOCATIONAL/TECHNICAL REPRESENTATION ON THE MASSACHUSETTS BOARD OF ELEMENTARY AND SECONDARY EDUCATION

(Submitted by the Nashoba Valley Technical School Committee)

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

WHEREAS the Massachusetts core curriculum is applied at Chapter 74 schools in a different manner than most comprehensive schools; and

WHEREAS Chapter 74 programs have extensive technical specifications as well as OSHA regulations; and

WHEREAS vocational/technical expertise is required for the safe and effective application of policies and regulations;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to add a seat to the Department of Elementary and Secondary Education board specifically for a representative with vocational/technical experience.

RESOLUTION 3: VOCATIONAL/TECHNICAL REPRESENTATION ON THE MASSACHUSETTS SCHOOL BUILDING AUTHORITY BOARD

(Submitted by the Nashoba Valley Regional Technical School Committee)

WHEREAS the Massachusetts School Building Authority (MSBA) is the established organization that assists public schools in the Commonwealth with building and renovation projects; and,

WHEREAS,vocational/technical schools have experienced an exponential increase in applications that far outpaces the current capacity of buildings; and,

WHEREAS Chapter 74 programs require physical spaces that can accommodate their program specifications as well as OSHA regulations; and,

WHEREAS the requirements of such programs are often drastically different from comprehensive school requirements;

THEREFOREBE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to add a seat to the MSBA board specifically for a representative with vocational/technical experience.

RESOLUTION 4: REGARDING CLARIFICATION OF SECLUSION STANDARDS WITHIN EMERGENCY BEHAVIORAL RESPONSE PROCEDURES (603 CMR 46.00)

(Submitted by the Hampden-Wilbraham Regional School Committee)

WHEREAS Massachusetts public schools are committed to fostering safe, supportive, and inclusive learning environments in which preventive, proactive, and trauma-informed behavioral supports are the foundation of student success; and

WHEREAS school districts prioritize the use of preventive strategies, including de-escalation techniques, co-regulation supports, sensory and environmental accommodations, and other positive behavioral interventions designed to support students before behavior reaches a crisis level; and

WHEREAS despite the effective use of preventive and supportive interventions, there are rare circumstances in which a student may experience acute dysregulation and may present an imminent risk of serious physical harm to self or others, requiring immediate emergency response; and

WHEREAS 603 CMR 46.00 permits emergency interventions such as time-out, seclusion, and physical restraint only as a last resort in such limited circumstances, and requires that all less restrictive alternatives be attempted or deemed inappropriate based on the situation; and

WHEREAS clear understanding and consistent application of the definition of emergency seclusion—specifically involuntary confinement of a student alone in a room or area from which they are physically prevented from leaving—is essential to ensuring student safety, regulatory compliance, and protection of civil rights; and

WHEREAS districts would benefit from further clarity distinguishing emergency seclusion from supportive, supervised, and voluntary or staff-guided time-out practices used to assist students in regaining emotional regulation and returning to learning; and

WHEREAS the amended regulations regarding Physical Restraint, Timeout, and Emergency Seclusion become effective August 17, 2026 and as of June 1st, 2026, the Massachusetts Department of Elementary and Secondary Education (DESE) has provided no training to districts; and

WHEREAS the amended regulations do not offer the clarity required for successful implementation;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees urges DESE to provide additional clear guidance reinforcing the nuanced differences between time-out and emergency seclusion and in the Department's viewpoint types of situations/scenarios that would warrant both; and

BE IT FURTHER RESOLVED that MASC supports DESE in further clarifying the distinction between time-out, and emergency seclusion, including the use of practical, real-life examples and decision-making tools for school personnel; and

BE IT FURTHER RESOLVED that MASC encourage ongoing in-person statewide training and professional development to ensure staff are equipped to implement preventive strategies effectively and to respond appropriately when those strategies are not sufficient to prevent escalation; and

BE IT FURTHER RESOLVED that the Department make available entitlement grants for Local Education Agencies (LEAs) that provide financial support to provide ongoing professional development to faculty, staff, and families in preventative behavior regulation strategies that include de-escalation, trauma informed practices, as well as appropriate reactive strategies for when students engage in activities that present an imminent risk of serious physical harm to self or others; and

BE IT FINALLY RESOLVED that MASC reaffirm its commitment to student dignity, safety, and access to education, and support policies that ensure emergency interventions are rare, clearly defined, consistently applied, and always secondary to preventive and supportive behavioral practices.

RESOLUTION 5: ALLOWING REGIONAL SCHOOL COMMITTEES TO ACCESS SPECIAL EDUCATION RESERVE FUNDS BY A MAJORITY VOTE OF THE SCHOOL COMMITTEE

(Submitted by the Nashoba Valley Technical School Committee)

WHEREAS Special Education Reserve Funds can help districts defray the costs of extraordinary or unexpected special education costs; and

WHEREAS Special Education costs have increased exponentially in recent years; and

WHEREAS Circuit Breaker reimbursement lags behind typical budget processes; and

WHEREAS school committees are the municipal legislature of the school district; and

WHEREAS Massachusetts General Laws currently require that districts seek approval from both the select board/city council and the school committee to access the funds; and

WHEREAS this puts an undue burden on multi-member districts that may have to seek approval from up to eight separate municipalities;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to approve the proposed budgetary amendment allowing districts to seek approval from the school committee only.

REAUTHORIZATION OF PREVIOUSLY APPROVED RESOLUTIONS

The 2023 Delegate Assembly approved an amendment to the By-Laws that resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. Expiring resolutions may be reconsidered and readopted by the delegates at the annual meeting at which the resolutions would expire. The rationale for the amendment was that it:

- Permits three years of focus on resolutions which overlaps with two legislative cycles.
- Provides an additional opportunity for school committees to be involved in the resolution process by championing resolutions that are set to expire.
- Allows the Association to affirm what's important to the current membership by re-adoption.
- Clears expired, less relevant, or no longer supported resolutions for new priorities.

Following are the three resolutions set to expire this November unless reauthorized by a vote of the Delegate Assembly.

- Regarding Investigations and Recommendations for Transportation Bidding Procedures
- Full, Stable Funding for METCO
- Massachusetts School Building Authority Assistance Programs

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REGARDING INVESTIGATIONS AND RECOMMENDATIONS FOR TRANSPORTATION BIDDING PROCEDURES

(Originally sponsored by the Southeastern Regional Vocational Technical School Committee; Submitted for reauthorization in 2026 by the Mendon-Upton Regional School Committee)

WHEREAS school districts across the commonwealth are struggling with the problem of transportation services and the bidding and purchasing of these services; and

WHEREAS a stunning number of districts find that, after soliciting multiple bids, it is a frequent occurrence that only a single bidder submits a proposal; and

WHEREAS in light of the paucity of submissions, the single bidder is able to propose significant increases over previous years exacerbating not only financial matters, but also skepticism about the integrity of the bidding process.

THEREFORE BE IT RESOLVED that the MA Association of School Committees prevail upon the Office of the State Auditor to investigate the bidding practices of school transportation providers, and to present such findings and recommendations as may be necessary to contain costs and make more efficient transportation services available for public schools.

MASC status update on this resolution:
MASC successfully lobbied the legislatre, via an FY25 Supplemental Budget, to direct the Office of the Inspector General to produce a Special Education Transportation Study. The findings of that study were published in February 2026. Among the findings are: (1) Massachusetts is an outlier in its use of a reimbursement model to fund student transportation, which puts significant administrative and financial burdens on local districts; (2) Vendors are not required to provide school districts with detailed invoices, making it impossible for districts to understand what they are paying for; and (3) There is no central repository for school transportation bids and contracts, depriving districts of helpful information when procuring these services. The report makes recommendations to address these issues and others. It also makes note that school transportation costs have been studied at least four times in the last 20 years with varying levels of success on follow-through of those studies' recommendations.

FULL, STABLE FUNDING FOR METCO

(Originally sponsored by the Arlington School Committee)

WHEREAS in 1966 the first 220 students rode buses from Boston neighborhoods to schools in seven suburbs; and

WHEREAS in 1968 the Massachusetts Legislature passed the Racial Imbalance Act, in which the Commonwealth accepted financial responsibility "for any town that wishes to enroll students from outside the district for the purpose of racial integration (subject to appropriation); and

WHEREAS in 1968 the Metropolitan Council for Educational Opportunity (METCO) assumed responsibility for implementing the provisions of the Racial Imbalance Act, providing support for students, families, and receiving districts; and

WHEREAS METCO's mission is to provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity and foster the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting; and

WHEREAS over the last half century, METCO has reached tens of thousands of students, supporting 3,100 families annually in 31 participating suburban school districts and 190 public schools, with graduation rates and college attainment far above state averages; and

WHEREAS METCO creates environments where students, parents and teachers of different backgrounds can appreciate diversity, find common ground through shared experiences, build lifelong inter-racial friendships, and strive toward the mutual goal of preparing young people to become global citizens; and

WHEREAS METCO districts have expressed an interest in welcoming more METCO students into their schools; and

WHEREAS METCO has been recognized as the nation's most successful school integration program in the United States; and

WHEREAS requiring METCO funding to be subject to appropriation results in METCO families and partner districts spending considerable time and energy to lobby for fund-

ing to maintain the current level of services;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor and the Legislature to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

MASC status update on this resolution:
MASC has repeatedly made it known to the Governor and Legislature that METCO deserves a stable funding structure. Similarly, we have supported METCO's advocacy efforts for funding in the annual budget via line item 7010-0012. In the FY26 Budget we joined them in their effort to be fully funded at $33 million.

MA SCHOOL BUILDING AUTHORITY ASSISTANCE PROGRAMS

(Originally submitted by the Wachusett Regional School Committee)

WHEREAS the School Building assistance program is the oldest capital grant program operated by the Commonwealth, as established in MGL Chapter 70B section 1; and

WHEREAS the Massachusetts School Building Authority (MSBA) is charged with promoting the thoughtful planning and construction of school facility space in order to ensure safe and adequate facilities for public schools, and with assisting municipalities in meeting the cost thereof; and

WHEREAS the MSBA has improved the learning facilities of over 600,000 students across the Commonwealth by working with local communities to create affordable, sustainable, and energy efficient schools; and

WHEREAS the MSBA is limited in funding as stated in MGL 70B section 7, to $1,200,000,000 plus either the rate of growth in the dedicated sales tax revenue amount as defined in subsection a of section 35BB of chapter 10, or 4.5%; and

WHEREAS the MSBA has declared a pause on their Accelerated Repair Program and limits on their Core Projects due to rising costs and inflation, and the need to stay within the Annual Cap as referenced in the Memorandum of October 19, 2022 from the MSBA Deputy Treasurer and Executive Director; and

WHEREAS each year the Accelerated Repair Program is delayed results in an increase in application backlog among the Commonwealth's existing backlog of school building needs;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend MGL ch.70B, section 7 by removing the $1,200,000,000 cap; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts School Building Authority to reinstate the Accelerated Repair program for 2024 applications; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to allow public preschools to be included in the Accelerated Repair Program and Core Program.

MASC status update on this resolution
The MSBA reinstated the Accelerated Repair Program and maintains an alternating schedule to have Statements Of Interest every two years. Public Preschools may be included in the Accelerated Repair Program and Core Program so long as the building does not exclusively serve Preschool. The cap has remained at $1.2 billion (not taking into account year over year adjustments as outlined in MGL 70B section 7). In the FY24 budget, the legislature made adjustments related to the cap. This included raising the cap to $1.2 billion (up from $800 million); ensuring funding for the accelerated repair program would not count towards this cap; and allowed for the cap to rise year over year by as much as 6.5% up from 4.5%.