



REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

Location: Abington Middle / High School Library Abington MA 02351

Date: Tuesday, January 28, 2025

Time: 6:30pm

Dear Visitors:

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

Chris Coyle, Chair

This meeting may be digitally recorded

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. HEARING OF VISITORS

III. READING AND APPROVAL OF RECORDS

January 7, 2024

IV. REPORT OF THE ASSISTANT SUPERINTENDENT (DR. CHRISTOPHER BASTA)

- a. Science Department Update (Nicole Corbett, Department Head)
- b. Music Department Update (Tim Leonelli, Director of Music)

V. REPORT OF THE DIRECTOR OF STUDENT SERVICES (DR. JAMES ROBBINS)

2024-2025 Home Education Program Request

VI. PRINCIPALS' REPORT

Program of Studies (Jonathan Bourn, Principal, Abington High School)

VII. REPORT OF THE SCHOOL COMMITTEE STUDENT REPRESENTATIVE (ANNA BROWN)

VIII. REPORT OF THE SUPERINTENDENT (DR. FELICIA MOSCHELLA)

- a. Policy Subcommittee
 - i. Proposed Policy IMGB – Therapy/Emotional Support Dogs in Schools
 - ii. Proposed Amendment to Policy ADDA – Background Checks
- b. Woodsdale Elementary School Principal Search Update

IX. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (SARAH GAINNEY)

- a. Update on Town Meeting and Trash Collection (Scott Lambiase, Abington Town Manager)
- b. FY26 Budget Update

X. NEW BUSINESS AND ESTABLISHMENT OF THE NEXT SCHOOL COMMITTEE DATE

Tuesday, February 25, 2025, at 6:30pm

XI. INFORMATIONAL ITEMS

- Project 351 Ambassador Announcement
- **Dates to Remember**
 - 1. Tuesday, February 4th - Inservice / Early Release
 - 2. Monday, February 17th – Friday February 21st – Winter Break
- **Personnel Administration**
 - 1. The superintendent has accepted the resignation of Jennifer Barresi, Principal of Woodsdale Elementary School, effective on June 30, 2025.
 - 2. The superintendent has accepted the resignation of Bruna Henriques, a paraprofessional within Abington Public Schools, effective on January 16, 2025.

3. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent approved the appointment of Samantha Johnson as a special education teacher within Abington Public Schools effective January 2, 2025.
4. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent approved the appointment of Rachel Collins as a long-term substitute special education teacher within Abington Public Schools (January 6th, 2025 – March 14, 2025)

XII. EXECUTIVE SESSION

By roll call vote in accordance with MA G.L. Chapter 30A, Section 21(a)(3) for the purpose of conducting strategy session for negotiations with AEA Units A and B and non-union personnel since, as declared by the Chair, to hold this discussion in open session may have a detrimental effect on the bargaining position of the Committee; and not to return to regular session.



SCHOOL COMMITTEE MEETING MINUTES

ABINGTON PUBLIC SCHOOLS

Location: A regular meeting of the School Committee was held in the Library at 201 Gliniewicz Way Abington Middle / High School, Abington MA 02351

Date/Time: Tuesday, January 7, 2025 at 6:30pm

Present: Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Pamela Neely and Ms. Melanie Whitney, Members. Also in attendance were Dr. Felicia Moschella, Superintendent of Schools; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gaaney, Director of Finance & Operations; Ms. Danielle Gaylor Executive Assistant; Ms. Anna Brown, Student Representative

MEETING MINUTES

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. HEARING OF VISITORS

None

III. READING AND APPROVAL OF RECORDS

November 26, 2024

VOTED: On the motion of Danielle Grafton (Melanie Whitney) The School Committee unanimously voted to approve the meeting minutes of November 26, 2024, as presented or amended.

IV. REPORT OF THE DIRECTOR OF STUDENT SERVICES (DR. JAMES ROBBINS)

2024-2025 Home Education Program Request

VOTED: On the motion of Melanie Whitney (Heidi Hernandez) the School Committee unanimously voted to approve the recommended Home Education

Programs for the 2024-2025 School year as recommended by Dr. Robbins.

By a unanimous roll call vote, the School Committee went into Public Hearing at 6:33pm

V. REPORT OF THE SUPERINTENDENT (DR. FELICIA MOSCHELLA)

Dr. Moschella presented the FY26 Preliminary School Department Budget Proposal

VOTED: On the motion of Heidi Hernandez (Pamela Neely) the School Committee unanimously voted to submit for the Annual Town Meeting Warrant a proposed FY26 budget figure of \$33,179,294 as the amount requested for the School Department's operating budget.

VOTED: On the motion of Danielle Grafton (Melanie Whitney) the School Committee unanimously voted to submit for the Annual Town Meeting Warrant a proposed figure of \$17,490 as the amount requested for student transportation services to Abington students attending out-of-district vocational schools as non-resident students for the 25-26 school year. The School Committee or their designees shall be authorized to expend from this fund, or act on anything relative thereto.

VOTED: On the motion of Chris Coyle (Heidi Hernandez) the School Committee unanimously voted to submit for the Annual Town Meeting Warrant an article to continue a revolving account in accordance with MGL Chapter 44, Section 53E1/2. Said account to be funded by the fines levied against Abington businesses which violate state or local tobacco control laws, by-laws and regulations, to be expended by the Abington School Department, to fund substance abuse prevention programs, not to exceed eight thousand dollars (\$8,000) for the ensuing fiscal year; or take any other action relative thereto.

By a unanimous roll call vote, the School Committee went back into Regular Session at 6:58pm

VI. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (SARAH GAINNEY)

a. Ms. Gainey presented the FY26 Capital Plan

VOTED: On the motion of Melanie Whitney (Chris Coyle) the School Committee unanimously voted to approve the FY26 Capital Plan as presented or amended and submit to Town Hall.

b. Abington Early Education Program Tuition Proposal: Ms. Annie Robinson proposed a tuition increase over a 3-year period to the AEEP tuition.

VOTED: On the motion of Chris Coyle (Pamela Neely) the School Committee unanimously voted to approve the AEEP tuition increase as presented or amended.

VII. NEW BUSINESS AND ESTABLISHMENT OF THE NEXT SCHOOL COMMITTEE DATE

Tuesday, January 28, 2025, at 6:30pm

VIII. INFORMATIONAL ITEMS

- **Dates to Remember**

1. Thursday, January 9th - Inservice / Early Release
2. Monday, January 20th – Martin Luther King Day – All Schools and Buildings Closed

- **Personnel Administration**

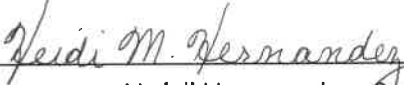
1. The Superintendent has accepted the resignation of Kim Halloran, an Administrative Assistant within Abington Public Schools, for purposes of retirement at the end of the 2024-2025 school year.
2. The Superintendent has accepted the resignation of Caroline Boffoli, a Special Education Teacher within Abington Public Schools, effective on December 16, 2024.
3. The Superintendent has accepted the resignation of Mallory King, a Cafeteria Worker within Abington Public Schools, effective on December 20, 2024.
4. The Superintendent has accepted the resignation of Amy Slate, paraprofessional, within Abington Public Schools, effective on December 20, 2024.
5. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent approved the appointment of Leanne Malfa as a long-term substitute grade 4 teacher (December – January).
6. On the recommendation of James Robbins, Director of Pupil Services, the superintendent approved the appointment of Jill Bolger as a long-term substitute occupational therapist (December – April).

IX. EXECUTIVE SESSION

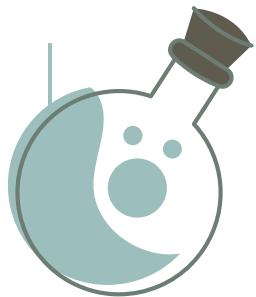
At 7:23 p.m.

VOTED: The School Committee, by roll call vote in accordance with MA G.L. Chapter 30A, Section 21(a)(3) for the purpose of conducting strategy session for negotiations with AEA Units A and B and non-union personnel since, as declared by the Chair, to hold this discussion in open session may have a detrimental effect on the bargaining position of the Committee; and not to return to regular session 7:23 p.m.

**Yes: Mr. Coyle
Ms. Grafton
Ms. Neely
Ms. Hernandez
Ms. Whitney**



Heidi Hernandez, Secretary

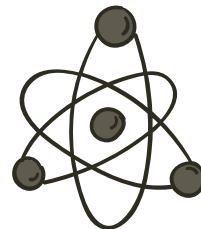
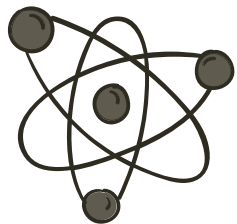


ABINGTON MIDDLE/HIGH SCHOOL SCIENCE



Grades 7-12

January 2025 School Committee
Presentation By Nicole Corbett





PROGRESS ON AREAS FOR GROWTH FROM 2024



**Materials Access for New
Staff**



Improved with more than one teacher
teaching most subjects.

**Refining Biology Boot
Camp**



Changed from one full day program
to two half days.

**Build Student Scientific
Literacy**

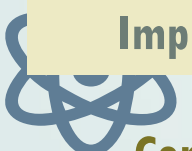


Increased focus on opportunities for
students to “apply” their learning via
formative and summative
assessments.

AREAS OF GROWTH



Assess Data to Continue Improving Instruction



Continue to use MCAS data to reinforce and rethink instruction/delivery of curriculum content.



Build on Common Practices

Continue to develop consistent department practices to help reinforce academic structure and expectations.



Continue Building Scientific Literacy

Incorporating more scientific writing into science classes via lab report writing and short answer/open response questions on summative assessments.

WHAT WE DO...





ALIGNMENT TO APS STRATEGIC PLAN



**Improve student outcomes
through vertically and
horizontally aligned
curriculum, instruction, and
assessment.**



Work Done

- Continued collaboration both as a department and between teachers of the same subject
- Reviewing curriculum guides to ensure they are up to date and aligned with current curriculum.



ALIGNMENT TO APS STRATEGIC PLAN



Improve inclusive procedures and practices to increase academic success, social-emotional learning, and engagement for all



Work Done

- **Developing/continuing to develop consistent expectations and practices that provide academic structure for students across the department.**

AP NUMBERS: BIOLOGY

	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean AHS	Mean MA	Mean Global
2020 6%	17/17 100%	0% (0)	18% (3)	47% (8)	29% (5)	6% (1)	3.24	3.26	3.03
2021 3%	9/9 100%	0% (0)	0% (0)	89% (8)	11% (1)	0% (0)	3.11	3.01	2.83
2022 5%	16/16 100%	0% (0)	19% (3)	50% (8)	25% (4)	6% (1)	3.19	3.33	3.10
2023 5%	13/14 93%	15% (2)	54% (7)	31% (4)	0% (0)	0% (0)	2.15	3.27	3.04
2024 8%	16/23 70%	6% (1)	19% (3)	50% (8)	25% (4)	0% (0)	2.94	3.37	3.15

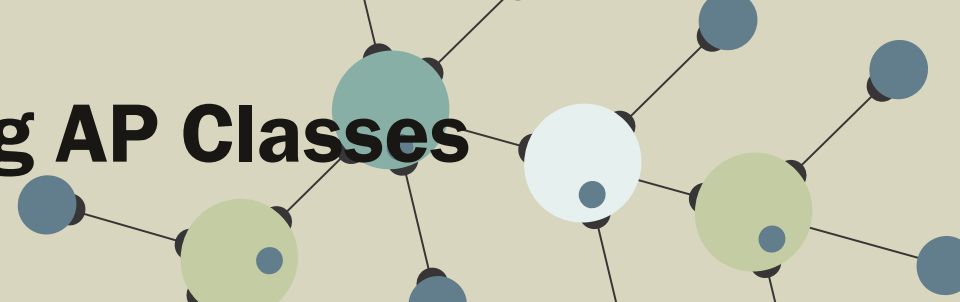
AP NUMBERS: BIOLOGY

Year	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean AHS	Mean MA/Global	Difference
2024	9,776	7%	18%	27%	25%)	22%	2.94	3.37	-0.43
2024	261,042	10%	22%	28%	23%	17%	2.94	3.15	-0.21

AP NUMBERS: ENVIRO SCI

Year	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean AHS	Mean MA	Mean Global
2023 18%	15/25 60%	27% (4)	47% (7)	20% (3)	7% (1)	0% (0)	2.07	2.98	2.79
2024 11%	7/16 44%	0% (0)	71% (5)	14% (1)	14% (1)	0% (0)	2.43	2.97	2.80

Year	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean AHS	Mean MA/Global	Difference
2024	6,706	16%	24%	19%	30%)	11%	2.43	2.97	-0.54
2024	237,427	20%	26%	17%	28%	9%	2.43	2.80	-0.37



Advertising AP Classes

AP classes are often indirectly advertised to freshman and sophomores as students can see or hear about activities these classes are working on based on classroom set-ups, out of class activities, and word of mouth.

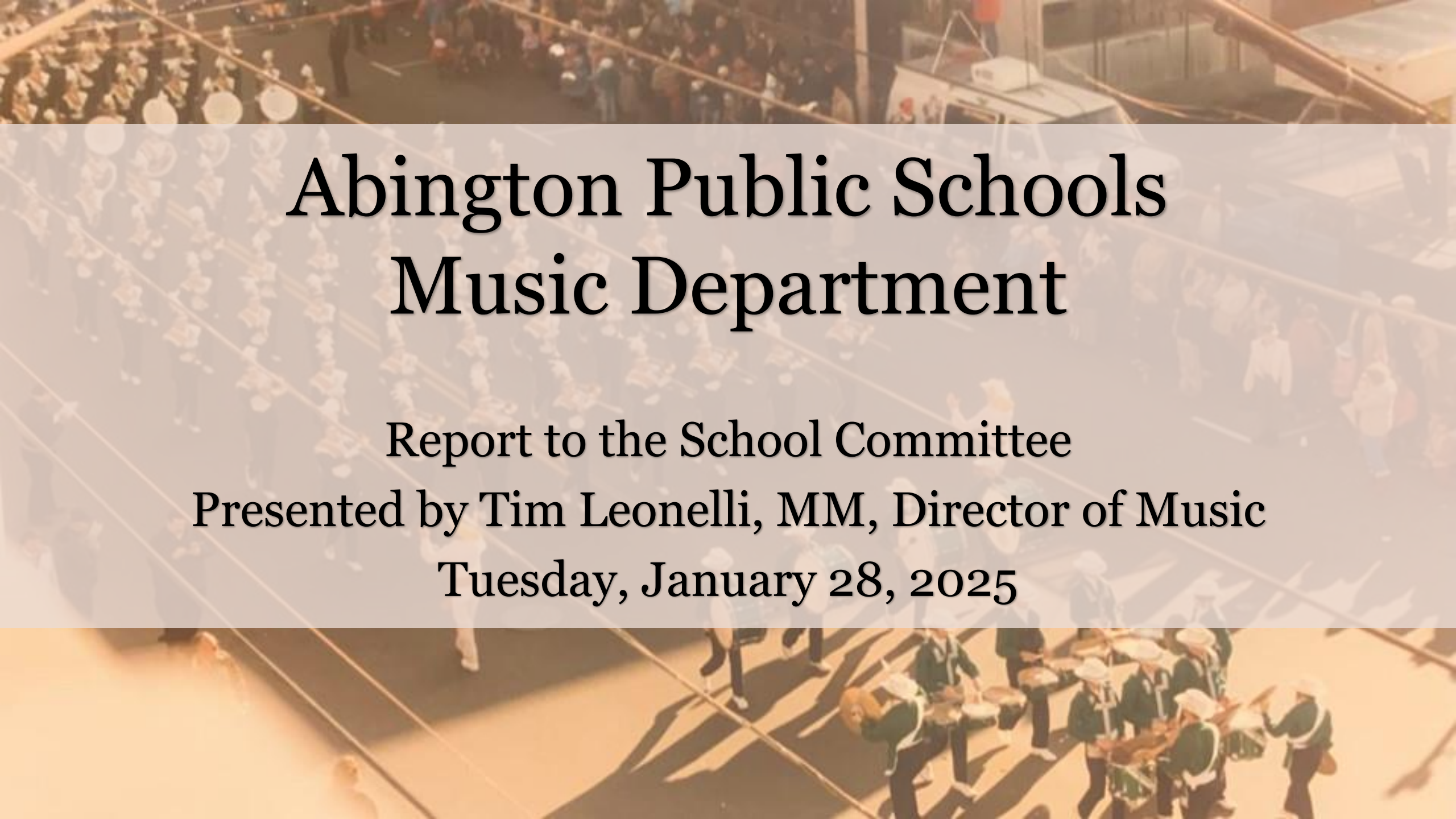
One-on-one discussion with students in the Spring of sophomore year about AP offerings and if the class is a good match based on academic interests, future plans, and current science performance.

AP Science classes continue to have medium to high enrollment.

THANKS

Do you have any
questions?



An aerial photograph of a school band marching on a grassy field. The band members are wearing uniforms and carrying instruments. In the background, a large crowd of spectators is gathered, and a white van is visible on the right side of the field.

Abington Public Schools Music Department

Report to the School Committee
Presented by Tim Leonelli, MM, Director of Music
Tuesday, January 28, 2025

Vision of the Graduate

- Music Students Work **Everyday** Towards the Vision of the Graduate
 - ✓ Young Musicians are Critical Thinkers
 - ✓ Young Musicians are Engaged Participants
 - ✓ Young Musicians are Socially Competent Contributors
 - ✓ Young Musicians are Self-Aware Individuals
- Music Classes are **More** than Note Generators!
 - ✓ Provides a positive social-emotional environment to engage with their peers
 - ✓ Provides team obstacles to overcome as a group every minute of every class
 - ✓ Provides challenging and sequential objectives year-to-year

Music Department “Self-Evaluation”

- “State-of-the-State” – (SY24) – **Completed**
 - Determine by the End of SY24
 - What do we achieve very well? **Teachers are Excellent, Growing Ensembles, and Student Engagement Healthy**
 - What can we target for improvement? **Curriculum, needs updating**
- “Simple Adjustments” – (SY24-26) – **In Progress**
 - With current resources, what *simple* modifications can we make to improve student learning and ensemble achievements?
 - Objective: Promote Recruiting and Retention
 - Adjustment of Performances
 - ✓ Marching Band – Perform consistently at USBands Competitions
 - ✓ 1st Place at MA State Championships, USBands Regional A, Group 1
 - ✓ Joint AMS/AHS Concerts – Logistically Easier, Building Community
 - ✓ Grade 5/6 Concert – SANTA surprised students – cited BEST in the World!
 - ✓ Local Veteran’s Events – 45 HS Students @ Veteran’s Day Luncheon
 - ✓ Positive Mind Set – We teach all students how to create and enjoy music!

Progress on Areas for Growth (Cont. from SY24)

- ✓ **Dedicated and Consistent Elementary Music Teachers**
 - ✓ (Now in our 3rd Year)
 - ✓ Beaver Brook - .6 (Monday through Wednesday)
 - ✓ Woodsdale - .2 (Thursday) and a .2 (Friday)
 - ✓ Addressed additional classrooms in Grades 3 & 4
 - ✓ Provided optimal scheduling possibilities
- ✓ **AMS/AHS Music Teachers are teaching in their primary fields**
 - ✓ (Now in our 3rd Year)
 - ✓ Providing more authentic and robust instruction
- ✓ **Marching Band has consistent participation at rehearsals & performances**
 - ✓ (Now in our 3rd Year)
 - ✓ Cont. Focus on Recruiting has shown yield for Marching and Concert Bands
 - ✓ Competitive success now achievable

Enrollment in Curricular Performance-based Classes

	2021/22	2022/23	2023/24	2024/25
Grades 5/6 Band	Grade 5 106	Grade 5 87	Grade 5 114	Grade 5 106
	Grade 6 57	Grade 6 77	Grade 6 61	Grade 6 82
	163	164	175	188
Grades 7/8 Band	73	102	97	85
High School Band	24	28	31	24 (*10 HY)
Grades 7/8 Chorus	80	87	108	123
High School Chorus	22	15	13	26 (*10)

Overall Program Health and Success Can Be Measured in Enrollment and Retention
(*HY=Additional Half Year Students)

Consider the Possibilities! – We DO Have Room to Grow!

- **Non-Performing Classes (HS)**

- Advanced AP Music Theory
- Introduction to Music Theory, Keyboard Skills, Drumming
- Songwriting/Composition
- Specific Artists or Genres (Styles)

Brief Examples:

- “THE ERAS TOUR” – The Study of Taylor Swift(!) and the Music Industry
- From ROCK to ROLL – The Study of Rock Music in America
- History of Broadway – The Study of New York City Artistic Scene and its Evolution

- **Performing Classes (MS)**

- Additional Music Teacher to Assist Large Band Student Numbers
- Dedicated Music Paraprofessional

Areas for Growth/Challenges

- Continued attention paid to scheduling of High School Band and Chorus as they often run opposite other singleton electives and AP courses.
 - We believe students should be enrolled in ensemble classes/communities all 4 years.
 - We are communicating to students, parents/guardians this message
- Continued attention paid to AMS and AHS staff teaching in their primary areas (Instrumental vs. Vocal Emphasis)
- Increase of instructional minutes in Grades K – 4
- Continued advocacy and consideration of K–12 Music Department needs as part of an overall District Vision for success, growth, and sustainability of the music program.

Informational Items

Events (Past and Upcoming)

- **43rd Annual Craft Fair** - September 28, 2024 - Abington Music Parents, Music Department staff and students successfully ran this fair!
 - ***SAVE THE DATE: 44th Annual Craft Fair – Saturday, September 14th***
- **SEMSBA Festival Auditions** - Saturday, February 1st - The Music Department is hosting the auditions with assistance from the Abington Music Parents and Students
- **Music Department Trip** – TBD

Spring Concerts @ AMS/AHS Auditorium:

- **Chorus Concert - 7/8 and High School** - Wednesday, May 14th – @ 7PM
- **Band Concert - 7/8 and High School** - Tuesday, May 20th – @ 7PM
- **5/6 Band Concert** - Wednesday, June 4th – @ TBD



ABINGTON HIGH SCHOOL

201 Gliniewicz Way
Abington, MA 02351
781-982-2160
781-982-0061 (fax)

www.abingtonps.org

Jonathan Bourn, Principal
Kate Casey, Assistant Principal



To: Dr. Felicia Moschella, Superintendent of Schools

From: Jonathan Bourn, Principal

Date: January 8, 2025

Subject: Program of Studies -- 2024-2025 Proposed Revisions; 2025-2026 Recommended Revisions

At the January 7, 2025 meeting of School Council, members unanimously approved revising the language in the 2024-2025 Program of Studies as it relates to the Competency Determination. Below is a marked copy of the revisions to that section. I would like to present this recommended revision to the School Committee on January 28, 2025.

Graduation Requirements

To meet the Department of Education requirements for Time and Learning and to earn a diploma from Abington High School, a student must be enrolled in a minimum of 30 credits each year. Students must earn 27 ½ credits each year totaling 110 credits over four years. The total graduation requirements must include the following:

English	20 credits
Mathematics	20 credits
Science	15 credits
Social Studies	15 credits (including one year of U.S. History)
Physical Education	10 credits (enrolled every year)
World Language	10 credits
Wellness	2.5 credits

Most students find that the time required to complete their high school program is four years. Under extenuating circumstances, provisions can be made for students to be eligible to receive a diploma after three years. (All course and credit MCAS requirements must be met.) Parents must request in writing that the student be considered for early graduation. The Principal and Guidance Department will consider each case individually. (Please note that early graduates are not factored into class rank and therefore will not be eligible to speak at graduation. However, they will be given an unweighted GPA.)

Massachusetts Competency Determination

Students must meet the Abington Public Schools requirements for a competency determination to receive a high school diploma. These requirements are in addition to the graduation requirements.

As defined by the Massachusetts Department of Elementary and Secondary Education, the "competency determination" shall be based on the academic standards and curriculum frameworks for tenth graders and shall represent a determination that a particular student has demonstrated mastery of a common core of skills, competencies and knowledge in these areas, by satisfactorily completing coursework that has been certified by the student's district as showing mastery of the skills, competencies, and knowledge contained in the state academic standards and

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

curriculum frameworks in the areas measured by the MCAS high school tests described in section one I administered in 2023, and in any additional areas determined by the board.

Students who have previously earned a Competency Determination (CD) through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their competency determination.

Students in the Abington Public Schools who have not yet earned their competency determination through previous MCAS administrations must participate in one of the MCAS testing sessions in Biology, ELA & Mathematics, and can meet the requirements for a competency determination through the following:

- Receive a passing final grade in a 9th grade and a 10th grade English course.
- Receive a passing final grade in Algebra I and Geometry courses.
- Receive a passing final grade in a laboratory science course.

The principal may, on a case by case basis, review a student's transcript and determine if the successful completion of a course or courses constitutes a reasonable equivalent for one of the expectations above for a Competency Determination.

~~In 1999, the Massachusetts Board of Education established the standard for the Competency Determination (CD), which is a condition for high school graduation under Massachusetts law (in addition to local graduation requirements). In order to earn a CD, students must demonstrate mastery of a common core of skills, competencies and knowledge in the areas of Math, English Language Arts (ELA) and Science as measured by the MCAS by satisfactorily completing coursework that has been certified by Abington High School as showing mastery of the skills, competencies and knowledge contained in the state academic standards and curriculum frameworks.~~

~~Students must earn a passing score on the grade 10 MCAS tests in English Language Arts (ELA) and Mathematics, and one of the high school Science and Technology/Engineering (STE) tests to meet their CD requirement. Students who do not pass the MCAS tests in grade 10 may take retests according to these participation guidelines in grades 11 and 12 and beyond. Some students may also be able to participate in an appeal process.~~

~~The tables below describe the CD requirements for students in the classes of 2021–2023 and beyond. Please note that some requirements for the classes of 2020–2023 were modified due to disruptions during the early part of the COVID-19 pandemic.~~

Classes of 2024 and 2025*		
Subject	Option 1	Option 2
ELA	Earn a score of 472 or higher	Earn a score of 455–471 and Fulfill the requirements of an <u>Educational Proficiency Plan</u>
Math	Earn a score of 486 or higher	Earn a score of 469–485 and Fulfill the requirements of an <u>Educational Proficiency Plan</u>
STE	Earn a score of 220 or higher on legacy Chemistry or Technology/Engineering, or the interim passing standard for next generation Biology (467) or Introductory Physics (470)	Not applicable (only one option for STE)

~~***A note on the passing standard:** Please note that the passing standards for the classes of 2021–2025 are set at a level of achievement that has been established as equivalent to the standard on the legacy MCAS tests. Some students in the classes of 2021–2025 may score in the Not Meeting Expectations level, but their scaled score is high enough to earn the CD in that subject.~~

Classes of 2026–2030		
Subject	Option 1	Option 2
ELA	Earn a score of 486 or higher	Earn a score of 470–485 and Fulfill the requirements of an <u>Educational Proficiency</u>

Classes of 2026-2030		
Subject Option 1		Option 2
		Plan (not required to take an MCAS retest or file an appeal)
Math	Earn a score of 486 or higher	Earn a score of 470-485 and Fulfill the requirements of an Educational Proficiency Plan (not required to take an MCAS retest or file an appeal)
STE	Earn a score of 470 or higher on one of the MCAS STE tests	Not applicable (only one option for STE)

In addition to carrying over the proposed revisions to the Competency Determination, below are the recommended revisions for the 2025-2026 Program of Studies. Recommendations were submitted by Department Heads/Directors and unanimously approved by the School Council on January 7, 2025. I would like to present the recommended 2025-2026 Program of Studies revisions to the School Committee on January 28, 2025.

ART

Separate into two classes:

~~**DRAWING AND PAINTING I** #600 (Semester) UNLEVELED
GRADES 9 – 12 2.5 CREDITS~~

~~In this survey course, students will explore a variety of art materials and approaches through projects designed to develop observational skills, imagination, and further study the basic language of visual art. This course can serve as a foundation for those who intend to advance to future art courses or for those who elect art for personal creative enrichment and enjoyment. Targeted Student Expectations (see page 5): CA, D~~

DRAWING I # __ (Semester) **UNLEVELED |**
Grades 9 – 12 **2.5 Credits**

This introductory course focuses on developing observational drawing skills and understanding the foundational language of visual art. Students will explore various drawing media, including pencil, charcoal, ink, and pastels, while learning techniques such as shading, perspective, and composition. Projects are designed to enhance students' ability to represent objects, spaces, and ideas visually. This course serves as a foundation for advanced art studies or as an opportunity for personal creative enrichment.
Targeted Student Expectations: CA, D

PAINTING I # __ (Semester) **UNLEVELED |**
Grades 9 – 12 **2.5 Credits**

This introductory course focuses on exploring the fundamentals of painting and color theory. Students will use a variety of painting media, such as acrylics, watercolors, and tempera, to create expressive and observational works. Emphasis is placed on understanding techniques, composition, and the use of color to convey ideas. This course is ideal for students looking to advance to future art courses or for those pursuing personal creative development.
Targeted Student Expectations: CA, D

Revise Prerequisite:

DRAWING AND PAINTING II #601 **UNLEVELED**
GRADES 10 – 12 **5 CREDITS**

This course is designed for students who wish to further their exploration of new visual possibilities with projects that promote more in-depth experiences. Emphasis is placed on developing sensitive observation skills, creative and critical thinking capabilities, and an awareness of the compositional elements and principles of drawing and painting. Quality artwork of past and present artists will be studied for appreciation and reference.

Prerequisite: ~~Successful completion of Drawing and Painting I in a previous year and consent of the high school art teacher.~~

Successful completion of Drawing 1 or Painting I in a previous year and consent of the high school art teacher.

Advanced courses may be repeated for additional study and credits.

Targeted Student Expectations (see page 5): CA, D

Revise Prerequisite:

SCULPTURE II

#605

UNLEVELED

GRADES 10 – 12

5 CREDITS

This course offers students more in-depth explorations into sculptural materials, processes and ideas. Emphasis is placed on developing sensitive observational and tactile skills, creative and critical thinking capabilities, and awareness of the compositional elements and principles of three-dimensional art. Quality art work of past and present artists will be studied for appreciation and reference.

Prerequisite: Successful completion of Sculpture I and permission from the high school art teacher. **Advanced courses may be repeated for additional study and credits.**

Targeted Student Expectations (see page 5): CA, D

Revise Course Description:

DIGITAL ART AND PHOTOGRAPHY I

#609 (Semester)

UNLEVELED

GRADES 9 – 12

2.5 CREDITS

In this course students learn to see and explore their ideas and environment through the study of art and technology by creating original digital images and graphic designs. A variety of tools will be utilized including the computer, scanner, digital camera, color printer and a range of software and the Internet. The course emphasizes the artistic and technical aspects of recording and making images and the creative application of the visual art language and image manipulation. A variety of open-ended themes will be studied along with artists from the past and present as they relate to each project. ~~Incoming freshmen must have the consent of the Middle School Art Instructor.~~

Targeted Student Expectations (see page 4): CA, CT, D

Revise Course Description and Prerequisite:

DIGITAL ART AND PHOTOGRAPHY II

#610

UNLEVELED

GRADES 10 – 12

5 CREDITS

This course will emphasize the artistic and technical knowledge acquired in Digital Art and Photography I along with experimentation and exploration of new visual content, techniques and technologies ~~including digital video~~. Students are expected to develop more self-direction, individual interests and technical control through the personal interpretation of photographic and art making assignments. Visual art content, compositional considerations and image quality will be discussed during individual and class critiques. Visual art of the past and present will be studied as it relates to each art making assignment.

Prerequisite: Successful completion of Digital Art and Photography I and permission from the high school art teacher. **Advanced courses may be repeated for additional study and credits.**

Targeted Student Expectations (see page 5): CA, CT, D

Revise Course Description

GRAPHIC AND DIGITAL DESIGN

#611 (Semester)

UNLEVELED

GRADES 9-12

2.5 CREDITS

This course explores the art of digital design, graphics, typography, illustration, web page design and photography. The projects in this course will emphasize visual communication and creative design using the visual art language, technology and the world of ideas. High quality examples of the commercial arts from many cultures of the past and present will be studied in this course. ~~Home assignments are given. Incoming freshman must have the consent of the Middle School Art Instructor.~~

Targeted Student Expectations (see page 5): CA, CT, D 21 22

Revise Course Description

GRAPHIC AND DIGITAL DESIGN II

#613

UNLEVELED

GRADES 10-12

5 CREDITS

This course offers students an expanded exploration into the field of Graphic Design. It will build off the technical skills acquired in Graphic and Digital Design 1. Students learn the skills, methodology and artistry to creatively

solve visual problems on behalf of fictional clients. Emphasis will be placed on developing a personal style, a deeper understanding of the graphic design industry, and a wider knowledge of the elements and principles of design.

Prerequisite: Successful completion of Digital Art and Photography I and permission from the high school art teacher. **Advanced courses may be repeated for additional study and credits.**

Targeted Student Expectations (see page 5): CA, CT, D

Revise Prerequisite:

DIGITAL ART AND PHOTOGRAPHY PORTFOLIO DEVELOPMENT

#615 (Semester)

LEVEL 1

GRADES 10 – 12

2.5 CREDITS

DRAWING & PAINTING PORTFOLIO DEVELOPMENT

#617

LEVEL 1

GRADES 10 – 12

5 CREDITS

SCULPTURE PORTFOLIO DEVELOPMENT

#619

LEVEL 1

GRADES 10 – 12

5 CREDITS

Portfolio Development courses are for students who are considering more rigorous art study and a career in art and who are preparing portfolios for college admissions. Demanding and advanced art projects are tailored for each student. These courses are designed to further develop the individual artistic thinking, exploration and vision of students in the pursuit of high quality art work. Portfolio Development distinction may be selected in Drawing and Painting, Digital Art and Photography II and Sculpture II.

Prerequisite: Successful completion of an advanced art course the previous year and a recommendation by the high school art teacher. **Portfolio courses may be repeated for additional study and credits.**

Targeted Student Expectations (see page 5): CA, D

Revise Prerequisite:

ADVANCED PLACEMENT ART AND DESIGN (DRAWING) (2-D ART AND DESIGN) (3-D ART AND DESIGN)

#612

5 CREDITS

GRADE 12

AP Drawing is an introductory college-level drawing course. Students refine and apply skills and ideas they develop throughout the course to produce drawings. AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. AP3-D Art and Design is an introductory college-level three-dimensional course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art. AP Art and Design is a course study established and copyrighted by the College Board. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three Dimensional Design and Drawing. These options are designed for students who are seriously interested in the practical experience of art, wish to pursue serious study in the arts, and require a more significant commitment of time and effort than other courses. These courses enable initiative-taking students to perform at the college level while still in high school. Students enrolled in this course will work toward a performance-based portfolio exam which includes two sections assessing sustained investigation and selected works. Students submit portfolios for evaluation at the end of the school year.

Prerequisite: Successful completion of two years of advanced art courses, a recommendation by the high school art teacher, and parent permission.

Targeted Student Expectations (see Page 5): CA, D

Art Department Course Offerings

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Drawing and Painting I	2.5	*	*	*	*	Unleveled	600
Drawing I	2.5	*	*	*	*	Unleveled	TBD
Painting I	2.5	*	*	*	*	Unleveled	TBD
Drawing and Painting II	5		*	*	*	Unleveled	601

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Sculpture I	2.5	*	*	*	*	Unleveled	604
Sculpture II	5		*	*	*	Unleveled	605
Digital Art and Photography I*	2.5	*	*	*	*	Unleveled	609
Digital Art and Photography II	2.5		*	*	*	Unleveled	610
Graphic and Digital Design*	2.5	*	*	*	*	Unleveled	611
Graphic and Digital Design II	5		*	*	*	Unleveled	613
Digital Art and Photography Portfolio Development	2.5		*	*	*	Level 1	615
Drawing & Painting Portfolio Development	5		*	*	*	Level 1	617
Sculpture Portfolio Development	5		*	*	*	Level 1	619
AP Art and Design (AP Drawing and AP 2-D & AP-3D Art and Design)	5				*	AP	612

*Consent of the Middle School art teacher.

It is recommended that students interested in preparing an art portfolio for college admission, take an art course each year.

BUSINESS

Revise Prerequisite:

SMALL BUSINESS RETAILING GRADES 11 – 12

#595 (Semester)

**UNLEVELED
2.5 CREDITS**

This course provides an opportunity for students to participate in a real-world setting as managers of a retail business, the AHS school store. This course will prepare students with the skills and competencies needed to be successful in a small business environment. Through these learning opportunities, students will be better prepared to enter the work force and to participate in meaningful job duties and tasks. This class will provide students the opportunity to operate a real business, with real money, that also teaches how to deal with the day-to-day challenges of operating a successful business. Students will be selecting and designing the merchandise to be sold in the school store, as well as the marketing materials used to drive in customers. This course is designed to provide students with an opportunity to explore the management process of planning, organizing, promoting and controlling a retail operation. Students accept full responsibilities for this operation, using a team-based management approach.

Prerequisite: ~~Successful completion of Sports and Entertainment Marketing or Entrepreneurial Studies.~~

Enrollment will be limited to those students who are recommended by a guidance counselor or history / business faculty.

Target Student Expectations (see page 5): CS, CW, CT, D

MATHEMATICS AND COMPUTER SCIENCE

Revise Course Description:

ACCELERATED ALGEBRA I GRADE 9

#210

**LEVEL 1
5 CREDITS**

~~This course is designed for students who have successfully completed Accelerated Math in Grade 8. Students entering this course must have mastered operations with integers and solving linear equations. Throughout this course students will learn to represent situations using variables, functions, inequalities, systems, graphs, tables. They will learn to perform operations on variable expressions, to solve quadratic polynomial and radical equations~~

~~and to see the patterns and power in mathematics. This is a fast-paced course in which there is emphasis on work done outside the class. A graphing calculator is required for this course.~~

This course is designed for students who have previously demonstrated above average performance in mathematics. It is a fast-paced, rigorous course in which there is an emphasis on work done outside of class. This course focuses on the application of linear, quadratic and exponential functions. Topics include the real number system, arithmetic & geometric sequences, polynomial functions, systems of equations and data analysis. In addition, students will learn about transformations of functions, rational exponents, expanding binomials, division of polynomials, solving quadratic functions, operations of functions, inverse functions and piece-wise functions. A calculator is required.

Prerequisite: 83% or better in Accelerated Math in Grade 8.

Targeted Student Expectations (see page 5): D

Revise Course Description:

ALGEBRA I

#211

LEVEL 2

GRADE 9

5 CREDITS

~~A course designed for students who have previously demonstrated above average ability and achievement in mathematics. The course includes the topics of algebra from properties of real numbers and the use of variables through linear and exponential expressions and quadratic equations and irrational numbers. A graphing calculator is required for this course.~~

This is a course designed for students who have previously demonstrated average performance in mathematics. This course focuses on the application of linear, quadratic and exponential functions. Students will learn about the real number system, arithmetic & geometric sequences, polynomial functions, systems of equations and data analysis. A scientific or graphing calculator is required.

Targeted Student Expectations (see page 5): D

Revise Course Description:

ALGEBRA I: Part 1

#213

LEVEL 3

GRADE 9

2.5 CREDITS

~~This course is designed for students who have previously demonstrated average ability in mathematics. This course is a semester course that covers topics such as solving equations and inequalities, linear functions and solving systems of equations and inequalities.~~

This course is designed for students who have previously demonstrated average ability in mathematics. This course focuses on the application of linear, quadratic and exponential functions. Topics include the real number system, arithmetic & geometric sequences, and solving exponential equations. This course is a pre-requisite to Algebra I: Part 2. Students who successfully complete this course should take Algebra I part II the following semester. Algebra I: Parts 1 and 2 count as a full year of math and can be applied toward the requirement for graduation. A graphing calculator is required for this course.

Targeted Student Expectations (see page 5): D

Revise Course Description:

ALGEBRA I: Part 2

#214

LEVEL 3

GRADE 9

2.5 CREDITS

~~This course is designed for students who have demonstrated average ability in mathematics. This course is a semester course that covers topics such as exponential functions, polynomials, quadratic functions, and radical expressions and equations.~~ This course is a continuation of Algebra 1 Part 2 (L3). This course focuses on the application of linear, quadratic and exponential functions. Topics include polynomial functions, systems of equations and data analysis. This course can only be taken after successful completion of Algebra I part 1. Students who successfully complete Algebra I Part 1 should take Algebra I part 2 the following semester. Algebra I parts 1 and 2 count as a full year of math and can be applied toward the requirement for graduation. A graphing calculator is required for this course.

Targeted Student Expectations (see page 5): D

Revise Course Description:

GEOMETRY

#222

LEVEL 2

GRADE 10

5 CREDITS

The classic study of two and three dimensional space. through the use of deductive reasoning and logical proof. Euclidean postulates lead to a study of the relationship between points, lines, polygons, coordinate geometry, circles, polyhedral and trigonometric ratios. In particular, a careful study of various triangles and their respective properties

is done throughout the year. A scientific or graphing calculator is required for this class. *Prerequisite: 70% or better in Algebra I, level 2.*

Targeted Student Expectations (see page 5): D

Revise Course Description:

**ACCELERATED ALGEBRA II
& TRIGONOMETRY
GRADE 11**

#231

**LEVEL 1
5 CREDITS**

This course finishes the topics from Algebra II and completes the topics in Pre-Calculus. This course is for juniors planning on taking AP Calculus in their senior year. This course provides a rigorous study of mathematical reasoning and structure that includes quadratic functions, radical equations, polynomials, ~~sequences and series~~, complex numbers, logarithms, matrices, trigonometric functions, and ~~circular~~ rational functions. A graphing calculator is required for this course. *Prerequisite: Successful completion of Accelerated Algebra I and Accelerated Geometry, level 1, with an 83% or better.*

Targeted Student Expectations (see page 5): D

Revise Course Description:

**ALGEBRA II & TRIGONOMETRY
GRADE 11**

#232

**LEVEL 2
5 CREDITS**

In this course students will explore a variety of functions and equations that model the way math can be seen in the real world. Through a study of functions such as quadratic, polynomial, radical, exponential, trigonometric, and rational functions, students will be able to access real world topics like motion, nature and optimization. In addition, topics such as complex numbers, ~~series and sequences~~, and rational exponents will also be covered. A graphing calculator is required for this course. *Prerequisite: 70% or better in Algebra 1, level 2.*

Targeted Student Expectations (see page 5): D

Revise Course Description:

**PRE-CALCULUS
GRADE 12**

#242

**LEVEL 2
5 CREDITS**

~~Calculus is a powerful mathematical tool used in art, business, foreign policy and many natural, social sciences and STEM (Science, Technology, Engineering and Mathematics) careers. This is a pre-calculus course which encompasses a study of complex numbers, trigonometry, higher degree functions, finite and infinite series, probability, conic sections and statistics. It presupposes a solid foundation in algebra (2 years) and geometry. A graphing calculator is required for this course.~~

Calculus is a powerful mathematical tool used in art, business, foreign policy and many natural, social sciences and STEM careers. This is a pre-calculus course which encompasses a study of functions and their properties, polynomial and rational functions, exponential and logarithmic functions as well as trigonometric functions. This course presupposes a solid foundation in Algebra 2 and geometry. A graphing calculator is required for this course. *Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.*

Targeted Student Expectations: D

Revise Course Description:

**ADVANCED ALGEBRA
AND TRIGONOMETRY
GRADE 12**

#243

**LEVEL 3
5 CREDITS**

This course incorporates the study of ~~logarithms and trigonometry~~ logarithmic exponential, rational and trigonometric functions and extends many of the topics covered in Algebra II, Level 3. Emphasis is placed on analysis with the use of a graphing calculator. Students considering STEM careers or Allied Health careers should strongly consider this course. *Prerequisite: 70% or better in Algebra II, level 3.*

Targeted Student Expectations (see page 5): D

Course replaced with Discrete Math and moved to Appendix

**SENIOR MATH
GRADE 12**

#245

**LEVEL 2
5 CREDITS**

~~This course develops a deeper understanding of topics learned in previous math courses while expanding to new topics not yet covered. Units of study would include trigonometry, exponential and logarithmic functions, recursive functions, matrices, financial literacy, analyzing numerical data and probability and statistics. Students considering a~~

STEM major in college should talk to their teacher before choosing this course. *Prerequisite: Successful completion of Algebra II and Trigonometry, level 2*

Targeted Student Expectations (see page 5): D

DISCRETE MATHEMATICS

#244

LEVEL 2

GRADE 12

5 CREDITS

Twenty-five people walk into a room. Everyone shakes hands with each other person once. How many handshakes took place? This problem can be solved using models, digraphs, charts, 32 formulas and many intuitive ways. Discrete math is the study of these models and other techniques to attack problems of counting, sorting and searching. It also involves the probabilities of winnings and algorithms for efficiency. Topics such as the mathematics of voting, scheduling, circuit theory, graph theory, growth and symmetry, fair division schemes, probability, statistics and the mathematics of money are covered in this course. *Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.*

Targeted Student Expectations (see page 5): D

Revise Course Description:

QUANTITATIVE LITERACY

#253

LEVEL 3

GRADE 12

5 CREDITS

This course is designed to increase the awareness of how numbers in the world around us can affect our life. Do you know how much your car payment will be? Can you tell why a polygraph works? What is the likelihood in the NBA draft that the team with the worst record gets the number one pick? What is better for the economy, inflation or deflation? This course covers these items and more including financial literacy, problem solving, probability and mathematical modeling. ~~Students enrolled in this course should be enrolled in another math class as well or have permission from the department heads.~~ *Prerequisite: Successful completion of Algebra II.*

Targeted Student Expectations (see page 5): CT, D

Mathematics Department Course Offerings

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Accelerated Algebra I	5	*				1	210
Algebra 1	5	*				2	211
Math Boot Camp	2.5	*				3	212
Algebra I (Parts 1 & 2)	2.5	*				3	213/214
Accelerated Geometry	5		*			1	221
Geometry	5		*			2/3	222/223
Accelerated Algebra II & Trig	5			*		1	231
Algebra II & Trig	5			*		2	232
Algebra 2	5			*		3	233
Pre-Calculus	5				*	½	241/242
Senior Math Discrete Math	5				*	2	245 244
Calculus	7.5/5				*	AP/1	240/250
Advanced Algebra and Trigonometry	5				*	3	243
Statistics	5				*	AP/1	274/275
Quantitative Literacy	5				*	3	253
Computer Science Programming	2.5	*	*	*	*	1/2/3	261/262

Course Offerings	Credits	Grade 9	Grade 10	Grade 11	Grade 12	Level	Course #
Web Development	2.5	*	*	*	*	1/2/3	281/282
Computer Science Principles	5			*	*	AP/1	270/271
Computer Science A	5			*	*	AP/1	273/272
Engineering Design and Development	5		*	*	*	1	284

Mathematics Department Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Accelerated Algebra L1	Accelerated Geometry L1	Accelerated Algebra II and Trig L1	AP/L1 Calculus AP/ L1 Statistics
Algebra I L2	Geometry L2	Algebra II and Trig L2	AP/L1 Statistics Pre-Calculus L2
Algebra I L3	Geometry L3 Algebra Part II, Geometry L3	Algebra II L3	Advanced Algebra and Trigonometry L 3 Quantitative Literacy L3 Senior Math L2 Discrete Math

WELLNESS

HEALTH

Revise Course Description #981 (Semester)

HEALTH GRADE 9

UNLEVELED 2.5 CREDITS

~~This course is required for all freshman and sophomore students. Classes meet five times a week for one semester. Course content includes relationships and dating abuse, substance abuse, human sexuality, pregnancy and delivery, sexually transmitted infections, nutrition and mental health including a unit on suicide. This course is intended to present information that allows students to form a solid foundation from which to make mature decisions and to learn and practice important decision making, coping and refusal skills.~~

This is a one-semester course required for all freshmen. The course is based on the practices and skills from the 2023 MA state frameworks. This course equips students with essential skills, including decision-making and problem-solving, self-management and goal setting, social awareness and communication, self-awareness and analyzing influences, information and resource seeking, self-advocacy, and health promotion. The content areas of focus include healthy relationships, substance use and misuse, nutrition and balanced eating, mental and emotional health, physical health and hygiene, personal safety, physical activity and fitness, public, community and environmental health and sexual health.

Targeted Student Expectations (see page 5): CS, CT, CW

Revise Course Description #983 (Semester)

LIFE 101 GRADE 12

UNLEVELED 2.5 CREDITS

~~This is a seminar for seniors filled with critical thinking activities and real world applications designed to prepare students for life after high school. This class will focus on content that includes consumer health, digital citizenship and internet safety, household management tasks, etiquette rules for a modern society, first aid, time management skills, personal safety, job and college preparation, interpersonal relationships and communication. Although primarily taught by a health education teacher, other teachers will have "guest roles" in an effort to expose students to a variety of topics that will prepare students for the future.~~

This is an elective course for seniors filled with critical thinking activities and real-world applications designed to prepare students for life after high school. This class follows a chronological timeline starting with being a high school senior into late adulthood. Content includes digital citizenship and identity theft prevention, college preparation, credit and spending, career preparation, communication and interpersonal relationships, car buying, household management

tasks, etiquette rules for modern society, household budgeting, first time home ownership and necessary documents for all stages of life.

Targeted Student Expectations (See page 5): CS, CT, CW

PHYSICAL EDUCATION

Revise Course Description
#988 (Semester)

MIND/BODY/SPIRIT
GRADES 11 – 12

UNLEVELED
2.5 CREDITS

~~This hybrid course will be a combination of classroom work as well as movement and physical activity. The class will be centered on an individual's emotional, mental, social and physical health. Students will learn all about the effects stress has on the body. Students will also learn management techniques that will assist the student to meet the demands of school and life. These techniques include deep breathing, guided imagery, muscle relaxation, mindfulness practices and yoga. Students will also learn about mental health issues that are affecting our society including eating disorders and suicide.~~

This hybrid course will be a combination of classroom work as well as movement and physical activity (primarily yoga). The class will be centered on an individual's emotional, mental and social health. Students will learn all about the effects stress has on the body and how to cope with or eliminate stress. Students will also learn management techniques that will assist the student with stress and anxiety brought about by the demands of school and life. These techniques include deep breathing, guided imagery, muscle relaxation, mindfulness practices and yoga. This class also covers topics such as gratitude, emotional intelligence, the power of forgiveness and happiness. Students will also learn about mental health issues that are affecting our society including, but not limited to, depression, bipolar disorder, OCD, anxiety/panic attacks, eating disorders and PTSD.

Targeted Student Expectations (see page 5): CS, CW, D

APPENDIX A

These courses are not expected to run in 2025-2026.

DISCRETE MATHEMATICS
GRADE 12

#244

LEVEL 2
5 CREDITS

~~Twenty-five people walk into a room. Everyone shakes hands with each other person once. How many handshakes took place? This problem can be solved using models, digraphs, charts, 32 formulas and many intuitive ways. Discrete math is the study of these models and other techniques to attack problems of counting, sorting and searching. It also involves the probabilities of winnings and algorithms for efficiency. Topics such as the mathematics of voting, scheduling, circuit theory, graph theory, growth and symmetry, fair division schemes, probability, statistics and the mathematics of money are covered in this course. Prerequisite: 70% or better in Algebra II and Trigonometry, level 2.~~

~~Targeted Student Expectations (see page 5): D~~

SENIOR MATH
GRADE 12

#245

LEVEL 2
5 CREDITS

This course develops a deeper understanding of topics learned in previous math courses while expanding to new topics not yet covered. Units of study would include trigonometry, exponential and logarithmic functions, recursive functions, matrices, financial literacy, analyzing numerical data and probability and statistics. Students considering a STEM major in college should talk to their teacher before choosing this course. Prerequisite: Successful completion of Algebra II and Trigonometry, level 2

Targeted Student Expectations (see page 5): D

File: IMGB - THERAPY/EMOTIONAL SUPPORT DOGS IN SCHOOLS

The Abington Public Schools supports the use of Therapy/Emotional Support Dogs in the school setting. Research has shown that Therapy/Emotional Support Dogs support psychological and academic growth while increasing social skills and self-esteem in children and adolescents.

Therapy/Emotional Support Dogs have been trained to provide emotional support which positively impacts reading skills, emotional functioning, and communication skills. In addition, the use of Therapy/Emotional Support Dogs may decrease anxiety, improve self-esteem, and increase overall academic achievement in students.

Therapy/Emotional Support Dogs are not categorized as service animals. Therapy/Emotional Support Dogs work with students identified by the district. A Therapy/Emotional Support Dog has been through training and is registered with the handler to provide support to identified activities and interactions within the school. The handler is with the dog at all times and assumes full responsibility for the dog's care, behavior, and assessment of ability to interact with students.

Therapy/Emotional Support Dogs are family-owned pets with the demonstrated temperament and obedience skills to make social/emotional support visits. Although a Therapy/Emotional Support Dog is a valued companion serving an important purpose, it is not considered a service animal under the law and therefore is not mandated to serve as a service animal in the Abington Public Schools. However, as outlined in this policy, there are situations in which a therapy/emotional support dog may be permitted into the school.

Specific permission will be obtained through a formal process from the superintendent in conjunction with the school principal in order for a Therapy/Emotional Support Dog to enter an Abington Public School building and to interact with Abington Public School students or staff. This formal process may include documentation from a medical or mental health professional and/or as part of a 504 plan. Seeking permission applies to any member of the school community: students, teachers, administrators, and other staff. Families may opt their students out of interacting with any Therapy/Emotional Support Dogs for any reason by communicating with the building principal.

The therapy dog owner must provide written proof of training and endorsement as a handler of said animal by a Therapy/Emotional Support Dog organization, a current certificate of insurance of the owner, proof of all vaccinations required by Massachusetts Law signed by a practicing veterinarian, and copies of identification tags for the therapy dog.

Therapy dogs must be leashed at all times and the endorsed handler must be holding the leash at all times.

Exclusion or Removal from School District Property: A Therapy/Emotional Support Dog may be excluded from school district property if a school administrator determines that the dog poses a threat to the health or safety of students and staff and/or detracts from educational programs of the school. The handler shall immediately remove his/her therapy dog from school property when instructed to do so by a school administrator.

LEGAL REFS.: ADA (2010) and US Code of Federal Regulations: USC 35.136 & 36.302



DATE: January 7, 2025

TO: Felicia Moschella, Ph.D. – *Superintendent*

FROM: Christopher Basta, Ed.D. – *Assistant Superintendent*

SUBJECT: Proposed addition to background check policy

In addition to our existing CORI, SORI, and Fingerprinting background checks, I propose adding a check of the Department of Children and Families Central Registry Record for all prospective employees for “supported reports” of child abuse (physical and/or sexual). Please see the proposed policy language below followed by the DCF record request form.

Abington Public Schools
ADDA - BACKGROUND CHECKS

The Abington School Committee is committed to ensuring that the Abington Public Schools comply with all federal and state laws and regulations regarding the review of criminal records of current employees and volunteers, including any individual who regularly provides school-related transportation to students and individuals under consideration for employment or volunteer opportunities.

The Abington School Committee has adopted the Fingerprint-Based Criminal Background Check Policy and Criminal Offender Record Information (CORI) Policy in accordance with the regulations of the Massachusetts Department of Criminal Justice Information Services and the Massachusetts Department of Elementary and Secondary Education. The dissemination of information obtained from District background checks shall be strictly prohibited for any purpose other than to further the protection of school children.

Fingerprint-Based Criminal Background Check Policy

It shall be the policy of the Abington Public School District ("District") that, as required by law, a state and national fingerprint-based criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have "direct and unmonitored contact with children". School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children.

A) Responsibilities and Definitions:

1. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring or appointing authority. In the case of an individual directly hired or appointed by the School Committee, the Chair of the School Committee shall review the results of the state and national criminal history check.
2. The Superintendent shall obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to students.
3. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the District or Town to perform work on school grounds, who may have direct and unmonitored contact with children.

The District shall obtain periodically, but not less than every three (3) years, from the Massachusetts Department of Criminal Justice Information Services (DCJIS) all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer including any individual who regularly provides school related transportation to

students within the District who may have direct and unmonitored contact with children. School volunteers and subcontractors/ laborers that may have direct and unmonitored contact with children will be subject to CORI checks.

Pursuant to a Department of Secondary and Elementary Education (DESE) regulation:

- 1) “Direct and unmonitored contact with children” means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present.
- 2) “Contact” refers to any contact with a student that provides the individual with the opportunity for physical touch or personal communication. The Superintendent or Principal may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for employment purposes or professional licensing. Where such checks are allowable by law, the following procedures will be followed.

B) Requesting Criminal History Record Information (CHRI) checks

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an individual is required to submit to a fingerprint-based state and national criminal history record check, he/she shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the individual will be provided with all information needed to successfully register for a fingerprinting appointment.

C) Access to CHRI

All CHRI is subject to strict state and federal rules and regulations in addition to state CORI laws and regulations, and access to the information shall be limited to authorized District personnel. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. The District shall be subject to audit by DCJIS and the Criminal Justice Information Services (CJIS), a division within the Federal Bureau of Investigation (FBI), and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the District or related entities. Furthermore, the District can be charged criminally for the unauthorized disclosure of CHRI.

D) Storage of CHRI

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with current CJIS Security Policy will be implemented to ensure the security and confidentiality of CHRI. Each authorized District personnel involved in the handling of CHRI is to familiarize himself/herself with these safeguards.

In addition to the above, each authorized District personnel involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

E) Retention and Destruction of CHRI

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in District documents for the following purposes **only**:

1. Historical reference and/or comparison with future CHRI requests,
2. Dispute of the accuracy of the record, and
3. Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the Office of the Superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by authorized District personnel.

F) CHRI Training

An informed review of a criminal record requires training. Accordingly, all District personnel authorized to receive and/or review CHRI will review and become thoroughly familiar with the educational and relevant training materials regarding State Applicant Fingerprint Identification System (SAFIS) and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

G) Determining Suitability

The existence of a criminal record creates a high level of scrutiny of an individual seeking or retaining a position in the Abington Public Schools. As determined by the Superintendent, no applicant will be hired or current employee retained, or volunteer accepted or retained,

or individual permitted to regularly provide school related transportation for students, who has a criminal record containing information which, in the judgment of the Superintendent, demonstrates a potential risk to students or otherwise compromises the ability of the individual to perform the duties of the position applied for or currently occupied by the individual.

In determining an individual's suitability, the Superintendent may consider factors, including but not limited to:

1. Age of the individual at the time of the offense and conviction;
2. Degree of satisfaction of any parole or probation conditions;
3. Conviction and/or completion of the sentence;
4. Seriousness and specific circumstances of the offense;
5. The nature and gravity of the crime and the underlying conduct;
6. Relationship of the criminal act to the nature of work to be performed;
7. The number of offenses;
8. The nature of the work to be performed or position to be held or sought;
9. The date of the offenses and dispositions thereof;
10. The time that has passed since the offense;
11. Any relevant evidence of rehabilitation or lack thereof; and
12. Whether the applicant has pending charges.

In reviewing the criminal record of an individual to determine suitability for employment, volunteer work, or other work for which the Superintendent required a CHRI check, the Superintendent may request that the individual submit additional information, including a letter from the individual's probation or parole office. The Superintendent may also contact the agency that furnished the data to the FBI for additional information relevant to assessing the review standards described above.

A record of the suitability determination will be retained. The following information will be included in the determination:

1. The name and date of birth of the individual;
2. The date on which the authorized District employee received the national criminal history check results; and
3. The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

H) Relying on Previous Suitability Determination.

The District may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

1. The suitability determination was made within the last seven years; and
2. The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
3. The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his/her employment for school employers; or
4. If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination. Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

I) Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the District will take the following steps prior to making a final adverse determination:

1. Provide the individual with a copy of his/her CHRI used in making the adverse decision;
2. Provide the individual with a copy of this CHRI Policy;
3. Provide the individual the opportunity to complete or challenge the accuracy of his/her CHRI; and
4. Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

J) Secondary Dissemination of CHRI

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

1. Individual's Name;
2. Individual's Date of Birth;
3. Date and Time of the dissemination;
4. Name of the requestor to whom the information was provided;
5. Name of the agency for which the requestor works;
6. Contact information for the requestor; and
7. Specific reason for the request.

K) Reporting to Commissioner of Elementary and Secondary Education

Pursuant to state law and regulation, if the District dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the District shall take the following action:

- 1) Superintendent shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the District's action or educator resignation;
 - i) Report shall be in a form requested by DESE and shall include the reason for the action or resignation as well as a copy of the criminal record checks results; and
- 2) Superintendent shall notify the individual that it has made a report, pursuant to the regulations, to the Commissioner.
- 3) The reporting of a decision or action involving the Superintendent of Schools shall be handled administratively by the Chair of the School Committee.

Pursuant to state law and regulation, if the District discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the District shall take the following action:

- 1) Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the District retains or hires the individual as an employee;

- i) Report must include a copy of the criminal record check results; and
- 2) Superintendent shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.
- 3) The reporting of licensure action involving the Superintendent of Schools shall be handled administratively by the Chair of the School Committee.

Criminal Offender Record Information (CORI) Policy

It shall be the policy of the Abington Public School District ("District") to obtain all available Criminal Offender Record Information (CORI) from the Massachusetts Department of Criminal Justice Information Services (DCJIS) of prospective employees or volunteers of the Abington School Department including any individual who regularly provides school related transportation to student, who may have "direct and unmonitored contact with children", prior to hiring the individual or to accepting any person as a volunteer. State law also requires that the District to obtain CORI data for employees of taxicab companies that have contracted to provide transportation to students of the Abington Public Schools.

A) Responsibilities and Definitions:

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available CORI's from the DCJIS on the following:

1. All District employees,
2. Individuals who regularly provide school related transportation to students, including taxicab company employees, and
3. District volunteers

who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent and/or Principal have determined that the individual is qualified and may forthwith be recommended for employment or volunteer duties.

The Superintendent, Principal, or their certified designees may also have access to CORI for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children and shall notify them of this requirement and comply with the appropriate provisions of this policy.

The School Committee shall only obtain a CORI check for current and prospective employees for whom the School Committee has direct hiring or appointing authority. In the case of an individual directly hired or appointed by the School Committee, the Chair of the School Committee shall review the results of the CORI.

Pursuant to a Department of Secondary and Elementary Education (DESE) regulation:

- 1) “Direct and unmonitored contact with children” means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present.
- 2) “Contact” refers to any contact with a student that provides the individual with the opportunity for physical touch or personal communication. The Superintendent or Principal may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to students of the District shall sign a CORI acknowledgement form authorizing receipt by the District of all available CORI data from the DCJIS. In the event that a current employee has a question concerning the signing of the acknowledgement form, he/she may meet with the School Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to legal counsel for appropriate action. Completed acknowledgement forms must be kept in secure files in the Office of the Superintendent. CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years.

Where CORI and other criminal history checks may be part of a general background check for employment, licensing purposes, or volunteer opportunities, the following procedures will be followed.

B) Conducting CORI Screening

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation.

If a new CORI check is to be made on an individual within a year of his/her signing of the CORI Acknowledgement Form, the individual shall be given seventy two (72) hours' notice that a new CORI check will be conducted.

C) Access to CORI

All CORI obtained from the DCJIS is confidential, and access to the information shall be limited to authorized District personnel who have a "need to know". This may include, but not be limited to, the Superintendent, School Principals and the School Committee Chair and authorized District personnel submitting the CORI request. The District must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list will be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time. The list will be updated bi-annually on March 1st and September 1st.

D) CORI Training

An informed review of a criminal record requires training. Accordingly, all District personnel authorized to receive and/or review CORI will become thoroughly familiar with the educational and relevant training materials regarding CORI laws and regulations made available by DCJIS.

E) Use of Criminal History In Background Screening

Unless otherwise provided by law, a criminal record will not automatically disqualify an individual from employment or volunteer opportunities. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

F) Verifying an Individual's Identity

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the individual to ensure the record belongs to the individual.

If the information in the CORI record provided does not exactly match the identification information provided by the individual, a determination is to be made by the Superintendent and/or School Principal to make such determinations based on a comparison of the CORI record and documents provided by the individual.

G) Inquiring About Criminal History

In connection with any decision regarding employment, professional licensing or volunteer opportunities, the individual shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the individual about his/her criminal history.

H) Determining Suitability

The existence of a criminal record creates a high level of scrutiny of an individual seeking or retaining a position in the Abington Public Schools. As determined by the Superintendent, no applicant will be hired or current employee retained, or volunteer accepted or retained, or individual permitted to regularly provide school related transportation for students, who has a criminal record containing information which, in the judgment of the Superintendent, demonstrates a potential risk to students or otherwise compromises the ability of the individual to perform the duties of the position applied for or currently occupied by the individual.

In determining an individual's suitability, the Superintendent may consider factors, including but not limited to:

1. Age of the individual at the time of the offense and conviction;
2. Degree of satisfaction of any parole or probation conditions;
3. Conviction and/or completion of the sentence;
4. Seriousness and specific circumstances of the offense;
5. The nature and gravity of the crime and the underlying conduct;
6. Relationship of the criminal act to the nature of work to be performed;
7. The number of offenses;
8. The nature of the work to be performed or position to be held or sought;
9. The date of the offenses and dispositions thereof;
10. The time that has passed since the offense;
11. Any relevant evidence of rehabilitation or lack thereof; and
12. Whether the applicant has pending charges.

The Superintendent will closely compare the CORI record with the information on the CORI request form and any other identifying information provided by the individual, to ensure the record relates to the individual. If the CORI record provided does not exactly match the identification information provided by the individual, the Superintendent will make a determination based upon a comparison of the CORI record and documents provided by the individual, such as those described in the next paragraph. The District may also contact the Criminal History Systems Board ("CHSB") and request a detailed search consistent with CHSB policy.

In reviewing the criminal record of an individual to determine suitability for employment, volunteer work, or other work for which the Superintendent required a CHRI check, the

Superintendent may request that the individual submit additional information, including a letter from the individual's probation or parole office. The Superintendent may also contact the agency that furnished the data to the FBI for additional information relevant to assessing the review standards described above.

I) Adverse Decisions Based On CORI

The District, under the direction of the Superintendent, and subject to applicable laws and District policy, reserves the exclusive right concerning any employment or volunteer decisions.

If the District is inclined to make an adverse decision based on the results of a criminal history background check, the individual will be notified immediately. The individual shall be provided with the following:

1. Copy of the District's CORI policy, and
2. Copy of the criminal history record, pursuant to state law and regulation.

The source(s) of the criminal history record will also be disclosed to the individual. The individual will then be provided with an opportunity to dispute the accuracy of the CORI record. Individuals shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

The Superintendent shall ensure that on the employment application and volunteer form there shall be a statement that as a condition of the employment or volunteer opportunity, the District is required by law to obtain a CORI for any employee, volunteer, or individual who regularly provides transportation to students who may have direct and unmonitored contact with children. Current employees, volunteers and persons regularly providing school related transportation, shall also be informed in writing by the Superintendent prior to the periodic obtaining of their CORI.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission Against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer 'no record' with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution."

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

J) Secondary Dissemination of CORI

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI by the District, including dissemination at the request of the individual.

The following information will be recorded in the log:

1. Individual's Name;
2. Individual's Date of Birth;
3. Date and Time of the dissemination;
4. Name of the requestor to whom the information was provided;
5. Name of the agency for which the requestor works;
6. Contact information for the requestor; and
7. Specific reason for the request.

Department of Children and Families (DCF)

All prospective employees of the Abington Public Schools (District) will be required to consent to an additional check of the current MA Department of Children and Families (DCF) database of supported findings of abuse or neglect. To facilitate this process, all prospective employees must consent to this check through completion of the ***Department Central Registry Record Request for Child Placement, Employment or Licensure*** [form](#). DCF background checks are a critical part of maintaining a safe educational environment by ensuring that everyone who works with children has been thoroughly vetted.

Addressing sexual abuse of minors is a critical issue that requires clear policies to protect children. The District will review all allegations. The District considers an upheld, finding of sexual abuse to be conduct unbecoming and just cause for termination. The District may choose to delay employment action due to the appeals process.

Per this policy, the District reserves the exclusive right to make adverse employment decisions as a result of a Supported Finding from DCF regarding abuse of a minor (physical or sexual). Unsupported findings or findings that have been overturned through standard DCF appeal processes included but not limited to Fair Hearings and/or subsequent appeals through the Court system will not result in adverse employment decisions. Supported findings of neglect will not be used to make adverse employment decisions. This does not limit the District's ability to make adverse employment decisions in cases where this fact pattern exists but where other evidence is sufficient to make an adverse employment decision.

Factors influencing whether an adverse employment decision may be made may include, but are not limited to:

- the type of finding;
- the nature of the finding;
- whether the finding was accompanied by criminal charges;
- the date of the offense;
- whether the individual has had subsequent other supported findings

The District will consider unique factors such as the school environment, the student population, health and safety needs, and other relevant District policies and procedures when making decisions based on the Department Central Registry Record Request.

- If the District is inclined to make an adverse decision based on the results of the Central Registry Record Request, the applicant will be notified. The applicant shall be provided with a copy of the Supported Report(s), a copy of this policy, advised of the part(s) of the report(s) that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the report(s) with appropriate union representation.

Sources:

<https://www.doe.mass.edu/lawsregs/advisory/cori.html>

<https://www.doe.mass.edu/chri/schools.html>

LEGAL REFS.: M.G.L. [6:167](#)-178; [15D:7-8](#); [71:38R](#), [151B](#), [276:100A](#)

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR [51.00](#)

803 CMR [2.00](#)

803 CMR [3.05](#) (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

<http://www.mass.gov/eopss/law-enforce-and-cj/cjis/fbi-cjis-security-policy.html>

Procedure for correcting a criminal record

<http://www.mass.gov/eopss/agencies/dcjis/procedure-for-correcting-a-state-or-national-criminal-record.pdf>

FAQ - Background Checks

<http://www.mass.gov/edu/government/news/2013newsupdates/frequently-asked-questions-regarding-background-checks.html>

SOURCE: MASC May 2014

Woodsdale Elementary School Principal Search

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

Step	Timeline
1. Profile Inquiry - Meet with Staff - Survey Parents and Staff	Late January 2025
2. Advertise / Post position	January 29, 2025 – February 19, 2025
3. Establish a Screening Committee	Week of February 17, 2025
4. Meeting of Principal Screening Committee to: - Review Principal job description - Develop Principal Profile - Develop interview questions and <i>Candidate Interview Sheet</i> - Determine candidate recommendations for interviewing	February 24, 2025 – February 25, 2025
5. Interview candidates	Week of March 4, 2025
6. Finalists interview with the Assistant Superintendent and Superintendent	Week of March 10, 2025
7. Site visits	Week of March 17, 2025
8. Superintendent of Schools introduces appointee to the Abington School Committee	March 25, 2025

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

Christopher Basta, Ed.D., Chairperson
Felicia Moschella, Ph.D., Superintendent of Schools
James Robbins, Ed.D., Director of Student Services
2 APS building administrators
2 Woodsdale Elementary School staff members
2 elementary parents (1 BBES and 1 WES)
1 Abington School Committee member

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

1/8/2025

LEVEL SERVICE BUDGET

**Increases by Major Category from the FY25 School Department Budget (\$30,793,642)
to Proposed FY26 School Committee Budget of \$32,497,084**

INCREASE BY MAJOR CATEGORY

<u>Salary Account</u>		
Contractual Obligations/150e/Non-Collective Bargaining	\$1,286,351	
New Positions	\$0	
Retirement Offset	-\$22,197	
		\$1,264,154
<u>Programs with Other Districts</u>		
Special Education Tuitions	-\$31,765	
Circuit Breaker Reimbursement	\$360,777	
		\$329,012
<u>Other School Services</u>		
Transportation	\$35,256	
Additional Two-Run Bus for Home to School	\$0	
Special Education Transportation	\$75,020	
		\$110,276
<u>Technology/Instructional Materials</u>		
Instructional Materials	\$0	
Laptop Replacement	\$0	
		\$0
	Increase	\$1,703,442
	FY2026 School Committee Preliminary Budget	\$32,497,084
		5.53%

Proposed to move to Capital Plan:

Laptop Replacement	\$240,000
Instructional Materials	\$112,285
	\$352,285

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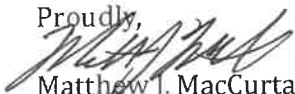
November 6, 2024

Dear Dr. Moschella,

I am thrilled to share the announcement that Grade 8 student, Sallie Hernandez, has been selected as Abington's 2025 Project 351 Ambassador. Abington Middle School employs a robust nomination and selection process to identify our ambassadors. Sallie has emerged as our selection for 2025. She will join a group of ambassadors that have represented Abington very well within Project 351. Sallie is a member of Peer Leaders, and her teachers describe her as a kind and compassionate student who shows leadership potential in and out of the classroom. Her selection received support from all of our staff constituency groups.

Sallie will soon begin to prepare for her year of service through Project 351, which will begin in January. We are incredibly proud of Sallie and look forward to supporting her as she embarks on this incredible journey of leadership and service.

Proudly,


Matthew J. MacCurtain
Principal