

# **Agenda**

**Dr. William H. Arnone, Theater**

**Tuesday, November 18, 2025**

**7:00 p.m.**



# Brockton Public Schools School Committee Subcommittee Assignments

## Year 2025

**ATHLETICS, ARTS, MUSIC, EXTRA-CURRICULARS** – **Claudio Gomes**, A. Oliver, T. Rodrigues, J. Vega

**BID REVIEW** – **Joyce Asack**, C. Gomes, A. Oliver, J. Vega

**BUILDING NAMING** – **Joyce Asack**, T. Rodrigues, J. Sullivan, C. Gomes

**DIVERSITY, RACE, EQUITY & INCLUSION** – **Jorge Vega**, C. Gomes, A. Oliver, J. Sullivan

**GRIEVANCE CERTIFIED** – **Joyce Asack**, A. Oliver, C. Gomes, J. Sullivan

**GRIEVANCE NON-CERTIFIED** – **Judy Sullivan**, C. Gomes, T. Rodrigues, J. Vega

**MENTAL HEALTH & WELL BEING** – **Ana Oliver**, C. Gomes, J. Asack, J. Vega (\*approved on 5/6/25)

**POLICY MANUAL REVIEW** – **Jorge Vega**, C. Gomes, A. Oliver, J. Sullivan

Subcommittee Chairs are represented in **Green/Bold** script.

### NEGOTIATING TEAMS

<b>Access Control Specialists</b>	<b>Tony Rodrigues</b> , J. Asack, C. Gomes, A. Oliver
<b>Admin Assist/Techs (IBAA &amp; TEA)</b>	<b>Joyce Asack</b> , C. Gomes, T. Rodrigues, J. Sullivan
<b>Brockton Education Association</b>	<b>Judy Sullivan</b> , A. Oliver, J. Vega, J. Asack
<b>Custodians</b>	<b>Tony Rodrigues</b> , J. Asack, C. Gomes, A. Oliver
<b>Food Service</b>	<b>Ana Oliver</b> , J. Asack, T. Rodrigues, J. Vega
<b>MTAs/Paras (BESPA)</b>	<b>Joyce Asack</b> , C. Gomes, J. Sullivan, J. Vega
<b>School Police</b>	<b>Judy Sullivan</b> , A. Oliver, T. Rodrigues, C. Gomes
<b>Transportation</b>	<b>Jorge Vega</b> , J. Asack, C. Gomes, T. Rodrigues

### Committee - of - the - Whole Subcommittees

Accounts Review, Curriculum, Facilities Usage & Planning, Finance, Policy, Security/Safety/Transportation, Superintendent's Contract

- The seven (7) **Committee-of-the-Whole Subcommittees** are composed of all seven (7) elected Ward representatives.
- The Superintendent, District Leadership Team, and any necessary invited persons will attend as informational resources.
- The Vice-chair of the School Committee chairs these meetings unless he/she designates another member to act as chair.
- The Mayor is *not* a member but may attend.

\*Per SC Policy BDE: The Committee Chair (Mayor) and the Superintendent (Secretary) will be an ex-officio/non-voting members of all subcommittees

**SC REPRESENTATIVE TO BROCKTON EDUCATION FOUNDATION** – J. Asack, T. Rodrigues

**SC REPRESENTATIVE TO BHS PARENT ADVISORY COUNCIL** – J. Vega

**SC REPRESENTATIVE<sup>(S)</sup> TO COMMUNITY SCHOOLS** – A. Oliver, J. Vega

**SC REPRESENTATIVE TO INFORMATION TECHNOLOGY BOARD** – C. Gomes

**SC REPRESENTATIVE TO SALARY ACCREDITATION** – A. Oliver

**SC REPRESENTATIVE TO SAVE OUR SPORTS** - T. Rodrigues

BROCKTON SCHOOL COMMITTEE  
Dr. William H. Arnone, Theater  
135 Belmont Street, Brockton, MA 02301  
Tuesday, November 18, 2025, 7:00 p.m.

**AGENDA/DOCUMENTS**

Dear Visitors:

Welcome to a meeting of the Brockton School Committee. This is the agenda that will be discussed this evening. Please note that Hearing of Visitors is included. If you have a statement or question, please give your name to the secretary.

*In addition to attending, the public can view this meeting via television on Comcast channel 8 and 1071HD version, and online via this link:*  
[www.youtube.com/TheBrocktonChannels](http://www.youtube.com/TheBrocktonChannels)

I. CALLING OF MEETING TO ORDER – ESTABLISHING A QUORUM – FLAG SALUTE

II. HEARING OF VISITORS

“Pursuant to School Committee Policy, each person requesting to speak shall be allotted a maximum of three (3) minutes. Since this period is limited to 15 minutes, a total of five (5) people shall be permitted to speak on a first come, first serve basis.”

III. REPORT OF SUPERINTENDENT OF SCHOOLS

- A. Teaching and Learning Enc. #1
  - Student Representative Report
  - Superintendent’s Report
- B. Assessment and Accountability Data
- C. MSBA Update (Monthly)
- D. READS Annual Performance Report for FY2025 #1A
- E. Items to Refer to Subcommittee

IV. CONSENT AGENDA

- A. Approval of Minutes: Bid Review Subcommittee Meeting, October 22, 2025 Enc. #2
- B. Approval of Minutes: Regular School Committee Meeting, October 7, 2025 Enc. #3
- C. Approval of Minutes: Mental Health & Well Being Subcommittee Meeting, August 26, 2025 Enc. #4
- D. Acceptance of Donation: Math & Science Department, K-2 Number Rack Explorations Materials Enc. #5
- E. Acceptance of Donation: Cradle to Crayons – Winter Jackets Enc. #6
- F. Acceptance of Donation: Gift of Space Location – Suite# S122, 200 Westgate Drive, Brockton, MA Enc. #7
- G. Request for Authorization to **Accept** Proposal and Expenditure of Funds: Enc. #8
  - FY2026 IDEA Consolidated Grant (FC 0240/0262) - \$5,070,495.00 #8A
  - FY2026 Target Assistant Grant, (FC0222/0325) - \$160,000.00 #8B
  - FY2026 Strengthening Career and Technical Education Grant (FC0400) - \$85,110.00 #8C
  - FY2026 Option A Early College Planning Grant (State/TAR) – \$75,000 #8D
  - FY2026 After-School and Out-of-School Time School Year Grant - \$32,500 #8E
  - FY2026 Supporting Arts & Cultural Vitality Teams Grant - \$12,225 #8F
  - FY2026 Interpreter in Education Training Grant (FC0199) - \$11,800.00 #8G

V. UNFINISHED BUSINESS

VI. NEW BUSINESS

Discussion and Potential vote on Policy Subcommittee Meeting, November 18, 2025

- Policy JQ – Student Fees, Fines, & Charges
- Policy IKFE – Competency Determination 2026
- Policy IKF – Graduation Requirements 2026
- Policy BDB

VII. SCHOOL SAFETY AND SECURITY

Police Liaison

VIII. ANNOUNCEMENTS

IX. EXECUTIVE SESSION

School Committee will go into Executive Session: Pursuant to M.G.L. c. 30A, s. 21(a)(2) To conduct a grievance hearing pursuant to the collective bargaining agreement between the Brockton School Committee and the Independent Brockton Administrative Assistants and Technical Employees Association (IBAA-TEA)

Pursuant to M.G.L. c. 30A, § 21(a)(3), “To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and so chair so declares” - Brockton Education Association (BEA), Brockton Education Support Professional Association (BESPA), Independent Brockton Administrative Assistants and Technical Employees Association (IBAA-TEA), Teamsters Local Union No.653 International Brotherhood of Teamsters, Transportation, Custodians, School Police.

X. ADJOURNMENT

## **Brockton School Committee Meeting Agenda Summary**

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**Agenda Item:** REPORT OF SUPERINTENDENT OF SCHOOLS

**Requested by:** Dr. Priya J. Tahiliani, Superintendent of Schools

**Meeting Date:** November 18, 2025

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### **1. Background, Rationale and Associated Cost**

The Superintendent will discuss ongoing activities in the Teaching and Learning in the Brockton Public Schools, including, but not limited to the following:

- A. Teaching and Learning
  - Student Representative Report
  - Superintendent's Report
- B. Assessment and Accountability Data
- C. MSBA Update (Monthly)
- D. READS Annual Performance Report for FY2025
- E. Items to Refer to Subcommittee

# **Brockton School Committee Meeting Agenda Summary**

**Enclosure #1A**

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**Agenda Item:** READS Annual Performance Report for FY2025

**Requested by:** Dr. Priya J. Tahiliani, Superintendent of Schools

**Meeting Date:** November 18, 2025

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**1. Background, Rationale and Associated Cost**

Attached is the READS Annual Performance Report for FY2025

**2. Recommendation to the Superintendent**

**3. Funding Source – Program and/or Budget Code** (Local or Grant Fund Number)

# READS Collaborative Annual Report for 25-26

READS Collaborative

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



## **Regional Educational Assessment and Diagnostic Services (READS) Collaborative**

**105 East Grove St., Middleborough, MA 02346**

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

[www.readscollab.org](http://www.readscollab.org)



**Approved by the Board on Thursday, TBD**

*READS Collaborative* is a multi-purpose, public organization established under Chapter 40 of the General Laws of the Commonwealth of Massachusetts that specializes in the development of regional programs and services for school-age children with disabilities. READS is governed by a Board of Directors that is composed of the school superintendents from each of the 20 Member Districts.

***Leadership at READS Collaborative***

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

**Executive Committee as of December 2024**

*President* – Jeffrey Schoonover, Superintendent, Somerset and Somerset-Berkley Regional

*Vice-President* – Carolyn Lyons, J.D., Superintendent, Middleborough

*Secretary/ Clerk* – Melissa Ryan, Superintendent, Berkley

- Felicia Moschella, Ph.D., Superintendent, Abington
- Paula Bailey, Ed.D., Superintendent, Acushnet
- Ryan Powers, Superintendent, Bridgewater-Raynham Regional
- Alexandre Magalhaes, Ed.D., Superintendent, Bristol-Plymouth Regional Technical
- Priya Tahiliani, Ed.D., Superintendent, Brockton
- Scott Knief, Superintendent, Carver
- William Runey, III, Superintendent, Dighton-Rehoboth Regional
- Gina Williams, Ed.D., Superintendent, East Bridgewater
- Barbara Starkie, Ed.D., Superintendent, Freetown-Lakeville Regional
- Michael Nelson, Superintendent, Marion, Mattapoissett, Rochester
- Jennifer O'Neill, Ed.D., Superintendent, Norton
- John Cabral, Superintendent, Taunton
- Mark Bodwell, Superintendent, West Bridgewater
- Jeffrey Szymaniak, Superintendent, Whitman-Hanson Regional

**Special Education Administrators Advisory Committee**

- James Robbins., Abington
- Kimberli Bettencourt, Acushnet
- Melissa Abrego, Berkley
- James Leonard, Bridgewater-Raynham Regional
- Amy Cohen, Bristol-Plymouth Regional
- Jami Langley, Brockton
- Melissa Leary, Carver
- Marie-Juanita Digioia, Dighton-Rehoboth Regional
- John Phelan, East Bridgewater
- Kelly Steele, Freetown-Lakeville Regional
- Jamie Curley, Ed.D., Marion, Mattapoissett, and Rochester
- Jennifer Healy, Middleborough

- Cassandra Russo, Norton
- Megan Ashton, Somerset and Somerset-Berkley Regional
- Amy Moynihan, Taunton
- Kathleen Marble, West Bridgewater
- Christine Godino, Whitman Hanson Regional

**READS Collaborative Administration as of December 2024**

- Dina Medeiros, M.Ed. C.A.G.S., Executive Director
- Lindsey Albernaz, CPA, Business Manager
- Michelle Holden, Administrative Assistant to the Executive Director
- Bethany Estrella, OTD, Program Director, District Services
- Erinn Fauteux, Program Director, READS Academy PreK-12+
- Rebekah Marchilena, Program Director, Deaf and Hard of Hearing Program
- John Dorn, Psy.D., Neuropsychologist
- Christine Shea, Technology Director
- Linda Woodcock, Clinic Manager

**READS Collaborative Treasurer** – Patrick Meagher

***READS Collaborative Mission Statement***

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

***Guiding Beliefs and Core Values***

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

***Vision Statement***

- Students acquire skills to foster academic and linguistic growth and strengthen social, emotional, and physical well-being in a safe, healthy, supportive and inviting learning environment. The staff of **READS**

Collaborative takes pride in the fact that students recognize that the entire staff respects them, encourages them to reach their potential and supports them in the achievement of their goals.

- READS Collaborative emphasizes determination as the key to achieving academic growth and to preparing for a successful transition to a general education setting, higher education or vocation, and a productive adult life.
- READS Collaborative continues to utilize the highly specialized educators, administrators, clinicians, therapists and assistants who work diligently to improve the educational outcomes and promote successes for children, adolescents and adults. READS Collaborative continues to provide these individualized, caring, educational settings and services to students through the collaboration of member districts.

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

READS Collaborative is focused on the mission to *provide creative, flexible solutions that promote the success and well-being of each child, adolescent and adult learner*. READS Collaborative provides individualized, caring educational settings and services for students with disabilities through the collaboration of 20 Member Districts. This collaboration results in cost savings to Member Districts and provides individualized support and interventions that districts may not be able to provide on their own.

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

## *Information on Programs and Services Provided by the Collaborative*

### *General Statistics*

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- READS Collaborative was established in 1974
- Years in Service – 51
- Employees – 187
- 20 Member Districts:
  - Abington, Acushnet, Berkley, Bridgewater-Raynham Regional, Bristol-Plymouth Regional Technical High School, Brockton, Carver, Dighton-Rehoboth Regional, East Bridgewater, Freetown-Lakeville Regional, Marion, Mattapoisett, Norton, Middleborough, Rochester, Somerset, Somerset-Berkley Regional, Taunton, West Bridgewater, Whitman-Hanson
- Total Member and Non-Member Districts Served – 20 Members, 35+ Non-Members

### *Programs Sites*

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Norton, West Bridgewater, Middleborough, Taunton (Bristol-Plymouth Regional Technical High School)

## Enrollment

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- READS Academy – 101 students
- Deaf and Hard of Hearing Program – 52 students
- Family Success Partnership – 45 families
- District Services - approximately 500

## Programs and Services Provided to Member and Non-Member Districts

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● Administrative Mentoring
● Alternative Education/Therapeutic Intervention Program PreK -12+ Public Day Program - <b>READS Academy Program</b>
● Assistive Technology Assessments and Consultation
● Augmentative and Alternative Communication (AAC) Assessments and Consultation
● Clinical Evaluations (Neuropsychological, Risk Assessments, Personality, Psycho-educational)
● <b>Deaf and Hard-of-Hearing Program</b> (PreK-12+)
● <b>District Services</b> (Related Services, Therapeutic Intervention, and Multi-Disciplinary Support)
● Early Intervention – Specialized Deaf and Hard of Hearing Services including speech and language services (birth to 3)
● Educational Audiology Services (Central Auditory Processing Assessment, Educational Audiology Consultation, Environmental Assessment, and Audiological Assessment)
● Family Success Partnership (Wraparound Services)
● Grant Applications, as a collaboration of districts
● In-District Program Consultation
● Program Evaluations and Consultation to School Districts
● Program Evaluation
● Professional Development
● Social Emotional Learning and Behavioral Health Consultation
● Summer Programs
● Teacher of the Deaf Services (Consultation, Direct Service, Observational and Standardized Assessment, and Functional Listening Evaluation)

**Staff Demographics** \*Indicates part-time or per diem staff

<b>Administrators/Directors</b> Executive Director (1) Business Manager (1) Program Directors (3) Assistant Program Director (Academy)(1) Technology Director (1) Clinical Directors (Academy)(2) DHH Team Chair (1) Clinic Manager (1)	11	<b>Administrative Support Personnel</b> Administrative Assistant to Executive Director (1) Human Resources Coordinator (1) Accounts Payable and Receivable Coordinator (1) Administrative Secretary (1) Administrative Secretary to District Services Director (1) Admissions Coordinator - Academy (1) Technology Support Specialist (1) *Interpreter Coordinator - DHH (.5) *Payroll Clerk (.5) *Transcriptionist (.2)	8.2
Educators – includes Special Education classroom teachers, Teachers of the Deaf, Reading Specialists, *Art, and PE teachers, etc.	*35	Special Education Secretaries Program Secretaries	4
Teacher Assistants – includes Assistant Teachers and 1 to 1 support	42	Counselors	11
*Occupational Therapists & Assistants	7	Nurses	2
*Physical Therapists & Assistants	5	Family Success Partnership Social Workers	3
*Speech/Language Pathologists & Assistants	9	*American Sign Language Interpreters	17.5
*Clinical Psychologists	3	School Psychologists	1
*Audiologist	1	Bus Driver	0
*Assistive Technology and AAC Specialist	2	Substitutes	7
Facilities Manager	1	Treasurer	.5

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

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

*“The Collaborative shall conduct and/or provide programs and/or services for, but not limited to, special needs children, needs assessment and recommendations, and in-service education. In addition, the Collaborative shall provide*

diagnostic testing, evaluation, and recommendation in a variety of areas, including, but not limited to, medical, psychological, educational, audiological, ophthalmological, speech and language, and physical and occupational therapy. Such programs and/or services shall maximize cost efficiency and program effectiveness through a collaborative effort.

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

The overall objectives of READS Collaborative are:

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

The READS Collaborative Strategic Plan for 2024 -2029 sets forth the following priorities.

- **Priority #1:** Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
- **Priority #2:** Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
- **Priority #3:** Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
- **Priority #4:** Provide Programs and Services that are Cost-Effective as well as High Quality and Evidence-Based to Ensure that READS is the Preferred Provider for its 20 Member Districts.

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

The approval for the updated READS Collaborative Agreement by the Board, Members’ School Committees and the DESE has resulted in the official addition of both Brockton Public Schools and Whitman-Hanson Regional School District effective July 1, 2024.

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

1. **To complement the educational programs and services of districts in a cost-effective manner;**
  - a. Grants received: Safe and Supportive Schools extension Grant
  - b.
2. **To improve the academic growth of students;**
  - a. Enrollment by May 2025 included 110 (includes 9 students scheduled to graduate) up from 100 students the previous year at the Academy for grades PreK-12+ including the West Bridgewater campus. .
  - b. Enrollment for the DHH Program by May 2024 included 52 Students from 25+ neighboring member and non-member school districts.
  - c. The READS Academy has increased the number of staff certified in CPS (collaborative Problem Solving ) to 4 staff members with 5 staff members completing their training to be a CPS Trainer

- through Mass General Think:Kids. The number of current trainers ensures sustainability for the CPS philosophy and interventions at the READS Academy.
- d. **The Academy proudly graduated 9 students as part of the Class of 2025 from both campuses** (Middleboro and West Bridgewater).
  - e. **The DHH Program had 3 students graduate from Bristol Plymouth Regional Technical School and the Norton High School as part of the Class of 2025.**
- 3. To provide a range of diagnostic educational assessments for local districts;**
- a. READS Clinic continues to offer valuable psychoeducational, neuropsychological, risk, and personality assessments. The Clinic has added the administration of the ADOS (Autism Diagnostic Observation Schedule), a standardized assessment used to diagnose autism spectrum disorder (ASD). Survey feedback regarding READS Clinic evaluations from districts, families, and other stakeholders continues to be very positive. In total, the READS Clinic completed 252 evaluations during the 24-25 school year.
  - b. READS District Services continues to offer Assistive Technology, Augmentative and Alternative Communication, Speech and Language, Occupational Therapy, Physical Therapy, Adapted Physical Education, Central Auditory Processing, Functional Listening Evaluation, Educational Audiology, and Audiological Assessments, and other assessments as requested. Collectively, District Services staff completed over 227 evaluations for the 24-25 school year.
- 4. To offer quality professional development opportunities to general and special education teachers and related service providers;**
- a. This year READS has offered or coordinated several professional development sessions:
    - i. Educator Evaluation for Administrators was provided in September 2024
    - ii. Collaborative Problem Solving through MGH Think:Kids made CPS Essentials Training accessible through the Mental Health Grant was provided to READS staff with opportunities for member and non member districts.
    - iii. READS Collaborative staff created and provided a professional development series for paraprofessionals totaling 12 hours of professional development.
- 5. To expand programs and services in a manner consistent with the needs of the Member Districts.**
- a. The wraparound services known as Family Success Partnership has continued to broaden the scope of support and services to families and school teams through increased offerings. FSP clinicians provided support to 45 families in 4 districts.
  - b. READS Academy continues its important work with Collaborative Problem Solving. READS Academy now has 5 of its own CPS certified Trainers as of June 2025. This ensures the implementation of CPS sustainability.
  - c. District Services added new contracts for the 2024-2025 school year for the following services and districts:
    - i. OT : BICO Homecare, Clarke School for the Deaf (Taunton, Waltham), Norton Homecare
    - ii. PT : BICO Homecare, Clarke School for the Deaf (Taunton, Medway, Waltham, Watertown), Franklin Homecare, Norton Homecare
    - iii. APE : Silver Lake Regional
    - iv. Speech : BICO Homecare, Norton Homecare
    - v. Teacher of the Deaf Itinerant Services: Argosy Charter, Arlington, Diman Regional, Fairhaven, Foxborough Regional Charter, Hull, New Heights Regional Charter, Seekonk, TEC, Whitman-Hanson, Wrentham
  - d. District Services also filled the short term coverage needs for the following services and districts in 2024-2025:

- i. OT : Carver Homecare (April 2025 - June 2025), East Bridgewater Public Schools (April 2025 - June 2025)
  - ii. PT : Carver Homecare (April 2025 - June 2025), Falmouth (November 2024 - December 2024), Braintree ESY, Bridgewater-Raynham Homecare ESY, Plymouth ESY
  - iii. Speech : BICO ESY, Carver Homecare (April 2025 - June 2025), East Bridgewater Public Schools (April 2025 - June 2025)
- e. In an effort to meet the growing needs of member and non-member districts, District Services hired an additional one full-time and one part-time Teacher of the Deaf, one part-time Speech and Language Pathologist Assistant, two part-time Occupational Therapy assistants.
  - f. DHH now has 17.5 ASL interpreters to address the growing need of individualized educational programming for its students, which includes maximum inclusive opportunities.

### *Progress Toward Achieving the Objectives in READS Strategic Plan*

The READS Collaborative Strategic Plan for 2024 -2029 sets forth the following priorities.

- o Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
  - READS Collaborative has contracted with CrisisGo for implementation of an emergency system to alert Deaf and Hard of Hearing (DHH) staff and students within the DHH Program starting in August 2025.
  - CrisisGo management system for screening visitors will also be implemented for both of the READS Collaborative school buildings (44 Bedford Street, Middleborough and 399 Old Colony Road, Norton). There will be a CrisisGo visitor check-in screener system set up at both Suite A and B entrances located at 44 Bedford Street, Middleborough and the main entrance at the 399 Old Colony Road, Norton location.
  - READS Academy has notified families and students of the new “No Cell Phone Use Policy” for the beginning of the 25-26 school year. Yondr pouches will be used to allow students to safely secure their cell phones while in their possession. Parents/Guardians were offered an informational question and answer session scheduled for June 11th, 2025.
- o Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the development of their Skills in Educating High Needs Students from All Backgrounds
  - Dr. Beth Estrella, Director of District Services, and Mrs. Rebekah Marchilena, DHH Program Director, updated the READS Collaborative Mentoring Program and onboarding process.
- o Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
  - The Executive Director has collected a master list of the current curriculum used and current needs for both the READS Academy and DHH Programs.
- o Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to ensure that READS is the Preferred Provider for its 20 Member Districts.
  - READS Collaborative has purchased the building located at 399 Old Colony Road, Norton effective June 3rd, 2025 to address DHH Program space needs.
  - Planning for necessary renovations to the building located at 399 Old Colony Road, Norton have already been initiated with implementation beginning immediately after purchase is official.
  - Securing the additional space needs has solidified planning to ensure READS DHH students will continue to be part of Norton Public Schools. READS Collaborative and the host district of Norton Public Schools has signed a 3-year contract ensuring inclusion opportunities for DHH students in grades K-12+

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

## ***READS Academy Program Overview***

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

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

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

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

### ***READS Academy Assessment Services***

READS Academy offers short-term placement for Assessment Services at all grade levels, including the preschool classroom. The Assessment Services are designed to assist Special Education Teams in identifying the needs of students. The Assessment Services include comprehensive clinical and educational evaluations in a classroom environment that is supported by individualized counseling and therapeutic interventions. Evaluation Data is gathered through a variety of tools to assist the educational team in educational planning and placement at the conclusion of the assessment period. READS leadership model at READS Academy includes a full time Admissions Coordinator PreK-12+ whose sole responsibility is to process intakes / referrals from surrounding districts. This includes coordinating communication between READS, districts and families, providing program tours, and classroom visits.

### ***READS Alternative Learning Program Supports (ALPS)***

All READS students attend school in person with exceptions for those requiring short-term alternative programming due to safety and other circumstances requiring alternative learning program support (ALPS) interventions. ALPS works with a student's team to develop a highly specialized continuum of temporary or interim individual intervention for a child whose circumstances and level of need require such support.

In addition, students may require and be provided with short-term tutoring support per the recommendation of the student's educational team.

### ***Therapeutic Support and Services in All READS Academy Locations include:***

- Individual and group counseling
- Student Success Plans, behavior support and intervention daily
- Social skills training daily
- Therapy dogs (2), an additional 2 therapy dogs will make scheduled visits for students
- Family engagement through daily/weekly contact with parents and guardians
- Academic Support provided across all locations to promote college and career readiness that includes:
  - Individualized and small group academic instruction
  - Technology Instruction PreK-12
  - MCAS preparation and support
  - Reading Intervention
  - Pre-vocational training
  - Fine Arts education opportunities
  - Employability Skills (9-12+)
  - Dual Enrollment opportunities at Massasoit Community College
- READS Analytics data collection and analysis that supports academic and therapeutic intervention planning and discussions at Team meetings
- Consultation to referring school districts

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

READS Academy Program Director Erinn Fautuex supervised programming that serves the students, families and districts in preschool to grade 6. She was supported by the Assistant Program Director, Missy Sorrenti. In addition, the PreK-6 School was also supported by Clinical Director, Carrie Smith. The special educators, assistants and therapists have experience and specialized training in promoting self-regulation and social development for this age group.

Therapeutic supports include individual counseling, group counseling, and classroom community building activities. In addition, counselors are available for daily check-ins as needed.

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

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

The elementary students continue to learn science skills related to the health fields through implementation of augmented reality devices received through the MA Capital Skills Grant. High Impact Wonders ELA curriculum was purchased for grades K-6 in 2024 and has been fully implemented. Students in grades PreK - 6 also participate in art and physical education classes.

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

READS Academy programming for grades 7-12+ was also led by Program Director Erinn Fautuex along with Assistant Program Director, Missy Sorrenti. Students in grades 7-12+ had their own Clinical Director, Doreen Souza, supporting staff and students. The READS Academy's specialized staff included 3 full time counselors as well as special educators and assistants with experience and specialized training in promoting self-regulation and social development. During FY25, an additional full time Work-Based Learning Coordinator was hired to oversee the enhancement and expansion of work-based learning education, internship, and employability opportunities. READS also had access to 4 therapy dogs at the grades 7-12 school to assist students with emotional regulation and motivation to engage in school work or socialization.

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

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

READS Academy for grades 7-12+ has a one-to-one for Chromebooks for student use and utilizes Google Apps for Education and other applications to provide families with access to student learning.

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

- Industrial Technology:
  - 3-D and Laser Printing Lab
  - Assembling, repairing and maintaining materials constructed with hand tools
- Culinary/Food Service: Leading to Serve Safe Certification through the Middleborough Health Department
- Print Shop: Using state-of-the-art software and devices including a 3D printer to fulfill orders from READS and community entities.
- Health Services: Incorporating patient care through the use of simulation equipment including mannequins and adaptive equipment and new augmented reality learning stations.
- Digital Media: Digital illustration, concept art
- Capital Skills Grant - Welding: Virtual welding units, related welding equipment and materials and augmented reality learning stations were introduced in the fall of 2022 and continued in the 23-24 school year. Currently exploring other virtual vocational skills education.

## ***Dual Enrollment***

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

## ***Work-Based Learning Program***

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

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

Students participated in onsite work-based learning opportunities during the 24-25 school year.

### ***Off-site Work Based Learning***

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Students are expected to interview for a placement, create a contract addressing specific goals and review how they correlate to the Massachusetts Curriculum Frameworks. These opportunities have been slow to return after the pandemic. Its growth is anticipated with the addition of a full time Work-Based Learning Coordinator. READS Academy staff continue to work toward building students' employability skills to be able to meet the criteria for off-site work-based learning opportunities in the near future.

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

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

### ***READS Academy Program Advancement***

READS Academy is continuously advancing services that support students in the Academy and students in their home districts. The following are some of the services that have been put in place and have continued over the past year to respond to the needs of students, families and districts.

- Placement of MSW Social Work Interns
- Introduction to Mental Health Programs/Resources/Training Opportunities
  - Collaborative Problem Solving - Think:kids Program from MGH with Dr. Stuart Ablon
  - Social Resilience Model - Professional Development Offering
  - Mental Health First Aid - Trainers available
- Development and Implementation of the READS Analytics Data Tools to:
  - inform IEP Teams in the development of goals and objectives
  - monitor student progress and guide implementation of interventions that support Academic, Behavioral, Social Emotional And Employability Skills
  - enhance Data Driven decision-making around readiness of students to transition to less restrictive educational settings
- Consultation to School Districts: In District Program Reviews, Coaching of Special Educators and implementation of trauma informed SEL and behavioral interventions/supports

- Exploration and review of curriculum to expand pre-vocational and vocational instruction
- Expansion of Early College Access/Dual Enrollment
- Expansion of on and off site Work Based Learning internship placements
- A partnership with Bristol Community College nursing program for students to complete observation hours with READS Academy school nurses was established in 23-24.

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

- **Priority #1:** Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
  - \* The READS Academy Leadership Team set the groundwork for implementation of Yondr pouches to start in August 2025 for the purpose of securing students' cell phones and other technology in order to make the READS Academy cell free and increase student engagement.
  - \*READS Collaborative contracted with CrisisGo to implement a secure management system for screening visitors to the READS Academy. Implementation to begin in the fall of 2025.
- **Priority #2:** Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
  - \* READS Academy had secured all licensed teachers for the upcoming school year by June 2025. Previous years had required waiver requests for licensure for 1-2 teaching positions at the READS Academy.
  - \* One of the previous school year's counseling interns was hired in April 2025 as a full time READS Academy counselor
- **Priority #3:** Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
  - \* The ELA Wonders curriculum was fully implemented for grades K-6
  - \* Character Strong curriculum for Social-Emotional Learning has been fully implemented
- **Priority #4:** Provide Programs and Services that are Cost-Effective as well as High Quality and Evidence-Based to ensure that READS is the Preferred Provider for its 20 Member Districts.
  - \* Referrals to READS Academy have been steady, with some necessitating a waitlist, throughout the 24-25 school year supporting the READS Academy as a preferred provider for our 20 member districts as well as neighboring nonmember districts.
  - \* The READS Academy graduated a total of 9 students in June 2025 from both Middleboro and West Bridgewater campuses. Graduates had plans to enter 4 year and 2 year colleges, the armed forces, and employment.

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

The Deaf and Hard of Hearing (hereinafter DHH) program is recognized throughout the state for its highly specialized instructional program that provides a broad spectrum of services. The READS Deaf and Hard of Hearing Program recognizes and facilitates all modes of communication as appropriate for each child. The Program Director, Evelyn Rankin, sits on boards for the region and state including an advisory board for the Massachusetts Commission for the Deaf and Hard of Hearing. READS DHH educators, therapists and interpreters contribute to the improvement of programming for children with hearing loss on the state, regional and national levels. Established by the Board of Directors as an essential service in 1979, over the past 44 years the program has educated hundreds of children with hearing loss. The program currently (FY25) serves 50 students in grades PreK-12+ and 16 children (birth to 3) in specialized Early Intervention as of June 2025

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

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

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

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

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

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

The DHH program provides each child with access to a specialized teacher as well as teaching assistant in the classroom. Currently, Deaf adults, both teachers and assistants, provide in-depth modeling of American Sign

Language in our classrooms. Children have strong spoken language models provided by hearing adults who are also skilled in ASL.

The DHH program provides each child with the skills to effectively use an interpreter in a variety of settings as they become more academically independent. Students in the DHH program learn valuable skills for using an interpreter to access learning, social interaction, extra-curricular activities and formal events. The development of these skills begins in the early grades within the DHH classroom and expands to core academic classes as well as job sites and community events as students prepare for graduation from high school. READS interpreters are certified as achieving a qualifying score on the Educational Interpreter Proficiency Achievement (EIPA) in accordance with regulations and are registered with the Massachusetts Commission for the Deaf and Hard of Hearing (MCDHH).

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

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

Students in Norton High School and Bristol-Plymouth programs who have success in graduating in 4 years are entering college or transitioning into a vocation. Students in the lower grades are more successfully reaching grade level academics and transitioning to more general education classes than 10 years ago. The DHH program is improving literacy rates as measured by the Leveled Literacy Intervention Program. The students in the DHH program have qualified for the past several years to send a high school team to the annual Gallaudet Academic Bowl. This trip is possible through the generous support of donations from area businesses, Deaf Community Event funds and funds from the Hearing Loss Association of America. Although unable to qualify for the Academic Bowl in 2024, efforts are being made to recruit and strengthen a Team for FY25.

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

### ***DHH Services Provided in All Locations***

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

***Additional services may include:***

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

***DHH Early Intervention Specialty Service Provider***

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

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

The number of children receiving specialized services from DHH staff through Early Intervention varies each year. There were currently 16 children receiving in-home services and support to families as of June 2025. READS provides specialized Early Intervention in partnership with EI Centers in Brockton, Taunton, Fall River and others.

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

- **Priority #1:** Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
  - \* CrisiGo was secured as a management system for DHH not only for screening visitors, but as a way to alert our Deaf and Hard of Hearing staff and students as to Emergency announcements and notifications. Implementation scheduled to begin in August 2025.
  - \* Additional and necessary classroom spaces were secured through the purchase of the building located at 399 Old Colony rd. Norton, MA . Renovations are needed with a scheduled opening of this new DHH School scheduled for the fall of 2025. This building will house PreK - Grade 3 as well as a classroom for the new Transitions Program addressing the needs of DHH students ages 18-22.
- **Priority #2:** Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
  - \* The DHH Program secured a licensed school adjustment counselor fluent in ASL by June 2025 for the

25-26 school year.

\* Members of the DHH Program Leadership Team participated in recruitment opportunities through RIT (Rochester Institute of Technology), Northeastern University, and Gallaudet University.

\* The DHH Leadership Team was able to secure two licensed teachers of the Deaf to replace two educators that were previously on waivers.

- **Priority #3:** Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports

- \* Two of the DHH Program licensed educators became trainers for Visual Phonics instruction.

- **Priority #4:** Provide Programs and Services that are Cost-Effective as well as High Quality and Evidence-Based to ensure that READS is the Preferred Provider for its 20 Member Districts.

- \* Securing the purchase of a new DHH School in June 2025 opens the door to increased security in providing Deaf and Hard of Hearing educational services to our member districts and neighboring non-member districts in a cost effective manner.

## *District Services*

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

- ◇ Academic Tutoring in the Home
- ◇ Adaptive Physical Education
- ◇ Assistive Technology Assessments and Consultation
- ◇ Augmentative and Alternative Communication (AAC) Assessments and Consultation
- ◇ Central Auditory Processing Evaluations
- ◇ Educational Audiology assessment and consultation
- ◇ Family Success Partnership Counselor (wraparound services)
- ◇ Functional Behavioral Assessments, consultation and training
- ◇ Home-Care Services
- ◇ Occupational Therapy
- ◇ Physical Therapy
- ◇ Professional Development
- ◇ Program Reviews
- ◇ Sensory Integration, evaluation/consultation
- ◇ Speech/Language Evaluation and Intervention
- ◇ Specialized Staffing, including counselors, school psychologists, and AT specialists
- ◇ Summer services
- ◇ Teacher of the Deaf Itinerant assessment, consultation, and direct services

District Services is constantly evolving and expanding services to meet the needs of students and the requests of districts. Director Dr. Bethany Estrella supervises service delivery and evaluations for the students, families and

districts. This year, District Services expanded upon the Teacher of the Deaf Itinerant services and Educational Audiology services, Assistive Technology and Augmentative and Alternative Communication Evaluations, home care services, speech and language therapy, and physical therapy services. The Family Success Partnership (FSP) program supported 4 districts and 45 families. The READS FSP counselors meet with families to set goals that improve outcomes for the family and result in improved learning for the students. Referrals are made by school teams and participation in the services is voluntary.

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

District Services excels at providing services to member and non-member districts at reasonable cost that include: FMLA and Maternity coverage, as well as ongoing services of OT, PT, Speech Therapy, TOD, Educational Audiology, AT, and APE. (Please see noted coverages on page 9.) There were 41 AT/AAC evaluations completed during the 24-25 school year. District Services expanded its scope of evaluations to provide Home Assessments/Psychosocial Assessments. District Services completed 111 evaluations (OT, PT, APE, and SLP [including 15 Independent Educational Evaluations]) during the 2024-2025 school year to support 78 member and non-member districts, which is significantly greater than years past. In total, District Services conducted over 220 evaluations for the 2024-2025 school year.

### *Consultation Services from a Teacher of the Deaf (TOD)*

The READS Consulting Team has continued to expand this year due to increased demand. The Consultation services are provided by licensed Teachers of Deaf who currently provide consultation that serves over 150 students in their home schools/districts, across 38 school districts, with 44 evaluations conducted. The consultation model in districts ranges from consulting with a teacher on just a few students on occasion to regular consultation and direct service for multiple days each week for dozens of students.

The Teacher of the Deaf also provides Functional Listening Evaluations for students in districts and assists with initial evaluation for incoming students. Due to increased demand, READS currently has 3 full time and 3 part-time Consulting Teachers of the Deaf.

### *Educational Audiology Consult*

READS Audiologist, Dr. Kristy Lamoureux, provides a variety of consultation services to address the environmental concerns and needs of students in district classrooms as well as within READS DHH classrooms. The requests for educational audiology services continue to expand each year going with 163 audiological referrals, 27 Central Auditory Processing evaluations and 6 Audiological evaluations. These services are billed through District Services.

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

- **Priority 1** - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff.

\* District Services staff comply with all safety directives from both READS Collaborative and the host schools in which they work.

- **Priority 2** - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds.

\* The Director of District Services attends local job fairs, posts positions across platforms, and consistently provides professional development opportunities for all team members.

- **Priority 3** - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports.

\* The Director of District Services consistently (at least once per year) reviews all assessment and curriculum utilized by related service providers.

- **Priority 4** - Provide Programs and Services that are Cost-Effective as well as High Quality and Evidence-Based to Ensure that READS is the Preferred Provider for its 20 Member Districts.

\* District Services continues to offer services to students and families in their schools/homes and has seen an increase in contracts for services across services provided.

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

## ***Clinic***

Regional Educational Assessment and Diagnostic Services (READS) was formed in 1974 when superintendents realized that there was a need for close-to-home, cost-efficient diagnostic services for students with disabilities whose needs were not being met in classrooms in their schools. The Clinic was formed to provide assessment services to children between the ages of 3 and 22 years. The Clinic currently provides psycho-educational evaluations, neuropsychological-educational evaluations, risk assessments, personality assessments, and a variety of additional specialized assessments, including specialized evaluations of children with hearing loss. After all aspects of the evaluation have been completed, a post-evaluation conference is scheduled. Families and school personnel are an integral part of this conference and are invited to participate by providing information to supplement the findings of the evaluation team. A comprehensive report is provided with each evaluation.

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

The Clinic provided 213 pre-committed evaluations to Member Districts last year. In total the clinical psychologists conducted 252 evaluations for students from Member and non-member districts during the 24-25 school year. The Clinic provides flexible assessment schedules to accommodate families on an individual basis. The Clinic has found that participation in conferences with districts and families following an evaluation has increased through the use of Zoom due to the reduced impact of driving distances and time constraints. This option for attending a conference will continue to be offered by the clinic.

Districts are permitted to use up to 25% of their pre-committed evaluation slots for Risk Assessments (not

to exceed 5). This expansion of Member’s use of clinic slots reflects READS Collaborative’s responsiveness to an increased need of the districts as indicated by the Special Education Administrators group and was adopted as general operational practice since the 2019-2020 school year.

**Professional Development**

READS continues to offer PD that is targeted to meet the requests of the districts. READS offered in person Educator Evaluation training for New Administrators in September 2024 to support both Member and Non-Member Districts. These sessions provided districts with an opportunity to send educators to professional development sessions at a lower cost than individual districts could have procured.

In addition, READS Collaborative created and delivered a total of 12 hours of professional development to the Somerset-Berkley Public Schools paraprofessionals per the request of the district’s special education director. Topics included the Role and Responsibilities of a Paraprofessional, Supporting Students Experiencing Mental Health Challenges, Behavior / De-escalation Approaches, Instructional Strategies, Accommodations & Modifications, and Professional Boundaries & Self-Care. The Roles and Responsibilities of a Paraprofessional was also delivered to Taunton Public Schools Paraprofessionals as part of their professional development offerings to their paraprofessionals during the 24-25 school year.

**MOEC (Massachusetts Organization of Educational Collaboratives)**

READS is an active member of MOEC. MOEC represents the 24 Collaboratives spread throughout the state of Massachusetts. Collectively, the 24 Collaboratives provide programming and services to over 300 member and nonmember public school districts. MOEC provides a wide variety of valuable resources to the state’s Collaboratives. This includes, but is not limited to, professional development, sharing of resources, policy development and research, information exchange and networking, and field support and technical assistance.

**Cost Effectiveness of READS Collaborative Programs**

READS COLLABORATIVE BUDGET SUMMARY - FY25

<i>PROGRAM</i>	<i>FY25 APPROVED BUDGET</i>
Administration	\$1,471,025
Clinic	\$339,920
Clinic Ancillary	\$139,251
Deaf and Hard-of-Hearing Program	\$3,808,167
Academy Program	\$7,191,858
District Services & Ancillary	\$1,718,493
Teacher of the Deaf / Audiological	\$464,618
DHH Summer	\$111,909

**READS COLLABORATIVE BUDGET SUMMARY - FY25**

<b><i>PROGRAM</i></b>	<b><i>FY25 APPROVED BUDGET</i></b>
Administration	\$1,471,025
Academy Summer	\$227,819
District Services Summer	\$44,761
Early Intervention	\$13,814
Professional Development	\$12,800
<b><i>TOTAL FY25 BUDGET</i></b>	<b><i>\$15,544,435</i></b>

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

This process provides for multiple avenues for input from the advisory group and the Board. Tuition increases are carefully considered and questioned before endorsement. READS has engaged in a lease of a newly renovated facility to further enhance programming for students and moved the Academy program PreK-12+ into the space as of September 2021. READS Academy tuition saw an increase over the previous 4 years in order to build toward funding for the new location, but continues to be a cost-effective option for districts in the region. The projected impact on tuition was shared with the Board throughout the process.

READS Collaborative sold the previous Academy property located at East Grove Street, Middleborough during the 2022-2023 school year. The proceeds of the sale were added to the general fund. READS leased 8 classroom spaces from Norton Public Schools, 1 space at Bristol-Plymouth Regional Technical High School and 1 from West Bridgewater Public Schools at reasonable rates.

On June 3rd, 2025, READS Collaborative purchased a building located at 399 Old Colony Rd. Norton, MA to alleviate the space shortages within Norton Public Schools. This new building will become the new Deaf and Hard of Hearing School housing students in grades Preschool to grade 3. There is also space within this new building for a Deaf and Hard of Hearing Transition Classroom supporting students ages 18-22. Renovations have been underway with anticipated opening by January 2026. The building is mortgaged for a 5 year note.

READS Collaborative's educational programs provide interventions that promote a student's return to their home district to continue learning as appropriate. Students also receive support that has proven successful in helping them meet competency determinations for a high school diploma, most often within 4 years. Both of these

programmatic goals result in reduced expenses for school districts as students spend fewer years in READS Collaborative, if appropriate, than they might spend in a private placement.

### ***No Membership Fee***

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READS Collaborative is unique in its membership structure. There is no membership fee. Each of the 20 Member Districts are required to purchase 4 evaluations per year through the READS Clinic. The districts have a choice of using these 'slots' for a psycho-educational evaluation, neuro-psychological evaluation or a risk assessment. This fee for service is the only requirement of membership in the collaborative other than participation in governance, program development and student enrollment. Essentially Member Districts have immediate return for their investment in the collaborative in the form of service.

### ***Competitive Tuition Rates***

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

READS is a cost-effective solution in the region for both children with social-emotional challenges and children with reduced hearing or deafness. The READS Academy Program offers a comprehensive therapeutic approved public day program. The READS Deaf and Hard of Hearing Program is the only collaborative program in the state to provide PreK-12+ education in a public school setting allowing for mainstream opportunities for the DHH students as appropriate based on their individual needs. Both READS Academy and the DHH Program have established levels of Tier 1 and 2 tuition rates. Tier 3 tuition rates are for students requiring a dedicated educational assistant. The tiered system offers flexibility for districts in their ability to provide support for students in a cost effective manner. Additional costs for participation in Bristol-Plymouth Vocational Technical High School, non-member costs, support for participation in extracurricular activities, specialized interventions and summer programs are not included in these rates. READS' tuition rates and fees for service are reviewed carefully by the Special Education Directors and the Superintendents who form the Board of Directors and determined to be cost-effective alternatives to private school placements or other agencies given the scope of services provided.

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

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

- provision of specialized services and equipment related to hearing loss in a coordinated manner, rather than reacting to specialized individual needs as they arise, thereby reducing the costly implications of compensatory services, litigation or hearings.

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

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

### *Tuition Credits and Clinic Credits to Districts at the Close of FY25*

The READS Collaborative was unable to provide any tuition or clinic credits to districts at the close of FY25.

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



Prepared by:  
*Dina Medeiros, M.Ed. C.A.G.S.*  
*Executive Director*

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## Appendix A

# Strategic Planning Action Steps 2024-2029

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- **Priority #1: Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for Students and Staff**
  - 1.1 - Staff, students and families will recognize continuously improved security measures in the buildings controlled by READS
  - 1.2 - The classroom environment is free from student cell phone use which regularly disrupts learning and social emotional well-being
  - 1.3 - Improve the staff attendance
  - 1.4 - Develop a sustainable financial model to expand the training and the implementation of the Collaborative Problem Solving model (CPS)
  - 1.5 - Improve and expand the relationship of READS Academy staff and students with the Middleborough Police Department
  
- **Priority #2: Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds**
  - 2.1 - Successfully recruit highly qualified, diverse staff through a variety of sources
  - 2.2 - Support new and veteran staff to develop their skills, advance their qualifications and broaden their readiness for advancement
  - 2.3 - Raise the public's awareness of the talented, diverse staff and students along with the successes of READS Collaborative.
  - 2.4 - Provide on-going professional development for READS staff on Diversity, Equity, and Inclusion in order to better understand and connect with our students.
  
- **Priority #3: Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports**
  - 3.1 Ac. - Improve Literacy instruction, intervention and support services from PreK-12+
  - 3.2 Ac. - Document and refine curriculum for Academy Work-Based-Learning tracks
  - 3.1 DHH - Build up the DHH Early Intervention Program to meet the needs of families of children birth to 3
  - 3.2 DHH - Build a robust DHH High School Transition Program
  
- **Priority #4: Provide Programs and Services that are Cost-Effective as well as High Quality and Evidence-Based to ensure that READS is the Preferred Provider for its 20 Member Districts.**
  - 4.1 - Offer differentiated, specialized protocols and evaluations through the READS Clinic
  - 4.2 - Offer an expanded menu of Professional Development to READS staff and to meet the needs of member districts

- 4.3 - DHH will expand programs and services to become a leading provider within the state
- 4.4 - Prepare to meet the need for classrooms and school buildings
- 4.5 Ac - Establish processes that provide for the independent financial stability of the Academy program



**Brockton School Committee Meeting  
Agenda Summary**

**Enclosure #2**

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**Agenda Item:** Approval of Minutes of October 22, 2025  
Bid Review Subcommittee Meeting

**Requested by:** Mr. Claudio dePina Gomes, Substitute Subcommittee Chair

**Meeting Date:** November 18, 2025

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**1. Background, Rationale and Associated Cost**

Motion to approve minutes.

**2. Recommendation to the Superintendent**

**3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)**

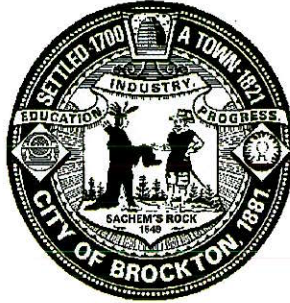
# BROCKTON SCHOOL COMMITTEE

David E. Crosby Administration Building  
43 Crescent Street, Brockton, MA 02301  
Phone (508) 580-7511 Fax: (508) 580-7513

The Honorable Robert F. Sullivan  
**Chair/Mayor of Brockton**

Tony A. Rodrigues  
**Vice-Chair**

Dr. Priya J. Tahiliani  
**Secretary/Superintendent of Schools**



## Committee Members

Joyce J. Asack  
Claudio E. dePina Gomes  
Ana C. Oliver  
Tony A. Rodrigues  
Judy A. Sullivan  
Timothy J. Sullivan  
Jorge L. Vega

October 23, 2025

**TO:** Brockton School Committee  
**FROM:** Mr. Claudio dePina Gomes, Substitute Subcommittee Chair  
**RE:** **Bid Review Subcommittee Meeting Minutes**

The Bid Review Subcommittee of the Brockton School Committee met on October 22, 2025, in the Brockton High School George M. Room Little Theatre, 470 Forest St., Brockton, MA 02301.

This meeting will be held and be accessible to the public via Comcast channel 8 and 1071HD Version, and online via this link: [www.youtube.com/TheBrocktonChannels](http://www.youtube.com/TheBrocktonChannels)

1. Mr. Gomes, Substitute Subcommittee Chair, opened the meeting at 6:30 p.m.
2. Roll Call was taken to establish a quorum:

Mr. Vega Here Ms. Oliver Here Mr. Gomes Here **Ms. Asack, Chair Absent**

Also Present: Dr. Priya J. Tahiliani, Superintendent of Schools, Mr. Kevin McCaskill, Brockton High School, Principal, Ms. Terry Longley, Budget Director

Mr. Gomes invited Mr. Kevin McCaskill, BHS Principal, to provide an overview of the bid submission request.

3. Discussion and Potential Vote: FY2026 School Bid #26-001  
Mr. Kevin McCaskill discussed the following bid:

BID #26-001: Supplemental Services Program for Brockton High School

- Number of Bids: 2
- Recommended Bidder: Youth Guidance
- Youth Guidance was recommended based on their demonstrated experience providing supplemental support services for high school students and their competitive cost proposal.

School Committee members engaged in a discussion on the topic, sharing their perspectives and asking questions for further clarification.

**Mr. Vega** made a motion to accept the FY2026 School Bid #26-001 as made, properly seconded by **Ms. Oliver**.  
Show-of-hand vote on the motion.  
Motion passes

4. **Other Business**  
No other business at this time.

5. **Adjournment**  
**Ms. Oliver** made a motion to adjourn, properly seconded by **Mr. Vega**.  
The motion carries, by a show-of-hand vote.

The meeting adjourned at 6:43 p.m.

mdc

**Brockton School Committee Meeting  
Agenda Summary**

**Enclosure #3**

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**Agenda Item:** Approval of Minutes of October 7, 2025  
Regular School Committee Meeting

**Requested by:** Dr. Priya J. Tahiliani, Superintendent of Schools

**Meeting Date:** November 18, 2025

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**1. Background, Rationale and Associated Cost**

Motion to approve minutes.

**2. Recommendation to the Superintendent**

**3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)**

**Brockton, Massachusetts**  
**Brockton School Committee Meeting**  
**Tuesday, October 7, 2025**

**Agenda Item I.** A meeting of the Brockton School Committee (SC) was held this evening in the Romm Little Theatre of Brockton High School, 470 Forest Avenue at 7:00p. These minutes contain a summary of the meeting and lists agenda items (ATTACHED) that were under discussion.

Call to Order Mayor Robert F. Sullivan, SC Chair, opened the meeting at 7:00p.

Pledge of Allegiance All stood to salute the American Flag.

The Chair read the following information aloud:

This meeting will be held and be accessible to the public via Comcast channel 8 and 1071HD Version, and online via this link: [www.youtube.com/TheBrocktonChannels](http://www.youtube.com/TheBrocktonChannels)

[Brockton School Committee Meeting 10-7-25](#)

Establish Quorum Roll Call was taken to establish a quorum.

Mrs. Sullivan	Here	Mr. Gomes	Here	Ms. Asack	Here
Mr. Sullivan	Absent	Vice-chair Mr. Rodrigues	Here	Ms. Oliver	Here
Mr. Vega	Here	Mayor Sullivan, Chair	Here		

Also Present: Dr. Priya J. Tahiliani, Superintendent of Schools, Clerk/Secretary

**Agenda Item II.**  
Hearing of Visitors

**SC Policy BEDH**

1. Ellen Bordman, BEA member: Spoke on behalf of Education Support Professionals, emphasizing their essential role in substantially separate classrooms and the challenges they face daily. She expressed concern that the proposed twenty-five cent hourly increase does not reflect their value and urged the Committee to consider total wages rather than percentages during mediation.
2. Mary Fahy Beaudreau, BESP member: Expressed frustration with the ongoing negotiations and stated that Education Support Professionals feel undervalued by the proposed 2% raise. She emphasized their dedication to students, noting the physical and emotional challenges they face daily, and stressed that classrooms could not function effectively without their support.
3. Idriane Wish, BESP member: Expressed concerns that her recent paycheck was lower than the previous year due to increased deductions, particularly health insurance, which rose from \$200 to \$229.18. She highlighted the financial impact on newer staff with lower salaries, emphasizing that a 2% raise does not adequately address these increases. She also stressed the challenges of managing disruptive students and reinforced that the work of teachers cannot be sustained without support staff in the classroom.
4. Billy DeCosta, BESP member: Emphasized the need for a livable wage, noting that the cost of living has risen significantly over the past 60 years. He highlighted that many paraprofessionals work two or more jobs to make ends meet, which impacts their ability to start families or pursue personal goals. He shared personal aspirations, including moving out, earning a special education degree, and settling down, and stated that the current wages make these goals unattainable, and stressed that a livable wage is necessary not only for themselves but for all staff.
5. Donna Shearing, BESP member: Spoke about having a few absences due to her autoimmune disorder. She felt singled out for being “inconsistent,” even though she had the sick time she was entitled to. She emphasized that she gives her heart and soul to her job. According to the MTA, a livable wage in Brockton is \$60,000, and people shouldn’t have to work multiple jobs to support their families. She stated that she came tonight to speak for those who could not be present and expressed concern that without fair pay, many paraprofessionals could leave, which would negatively impact the schools and the children. She asked that this be considered during negotiations.

Mayor Sullivan thanked all of the guests in attendance this evening and expressed appreciation for their presence. He also noted that School Committee member Mr. Tim Sullivan was unable to attend the meeting as he is under the weather.

**Agenda Item III. Report of the Superintendent of Schools**

**A. Teaching and Learning**

**Superintendent’s Report**

Using PowerPoint, Dr. Tahiliani presented slides on **District Happenings**, that included:

**Enrollment and Attendance Update**

The Superintendent provided an update on district enrollment and attendance figures following submission of the official October 1st student counts. The total enrollment as of October 1, 2025, district enrollment is 14,914 students, compared to 15,280 in 2024 — a decrease of 366 students.

**English Learner (EL) Enrollment**

EL enrollment decreased by 220 students districtwide compared to the previous year. Between July and October 2025, 650 new EL students enrolled, compared to 1,111 during the same period last year. The most significant declines were among Haitian and Spanish-speaking students. Pre-K remains the only grade level with an increase in new EL enrollment.

### **Attendance:**

The overall attendance rate for grades 1–12 is 93.3%. Grades 1–7 report the most consistent attendance (94–95%), while Pre-K and high school show slightly lower rates, consistent with prior years. Figures may improve once withdrawals are finalized in accordance with DESE reporting requirements.

### **Brockton High School (BHS)**

- Red House administrators hosted the first Honors Breakfast of the year to celebrate student academic achievement.
- The lighting upgrade project began in partnership with Ameresco and National Grid.
- BHS Carpentry students assisted by installing signage for the project, which will remain displayed for its duration.

### **Plouffe Academy**

- Brockton Public Schools received over \$4 million in grant funding from the Massachusetts Clean Energy Center to replace aging HVAC systems with high-efficiency heat pump chillers and install a new building management system at Plouffe Academy. The project will enhance air quality, comfort, and energy efficiency, advancing the district's goals in clean energy and sustainability.

### **East Middle School**

- The school is partnering with MIT through the MITC Grant, allowing sixth-grade students to build and deploy a marine drifter to study ocean currents — aligned with the Amplify Science curriculum.
- Staff member Julio Carvalho published an article in a Cape Verdean publication, highlighting East's culture of inclusivity and community pride following Cape Verde's first-ever World Cup qualification.

### **West Middle School**

- The school launched a Little Free Library supported by the Lambda Kappa Sigma Chapter of Sigma Gamma Rho Sorority. Plans include adding benches and landscaping to create a welcoming outdoor reading area for students and the community.

### **Elementary Schools**

- Each school received 506 new books curated to be culturally relevant and multilingual (English, Spanish, Portuguese, French, Haitian Creole, and Vietnamese).
- The Superintendent shared a story of a Guatemalan student who was overjoyed to find a book character who reflected her own culture — a meaningful example of representation in literacy.

### **Harvard Superintendent Fellows**

- The Superintendent introduced two Harvard Graduate School of Education Fellows joining Brockton Public Schools for the 2025–2026 school year:
- Karen Hillman – A veteran educational leader and former Dedham Middle School Principal with over two decades of experience in staff diversification, early childhood education, and teacher leadership.
- Hassan Ebrahim – An educator and strategist who has served in roles with the U.S. Department of Education, the Office of the Deputy Mayor for Education (Washington, D.C.), and Education Resource Strategies.

Both fellows will partner with the Superintendent and district leadership team throughout the school year as part of Harvard's doctoral program in educational leadership. The Superintendent noted that Brockton hosted one Harvard Fellow last year and now welcomes two — reflecting the district's growing recognition for leadership and innovation.

Mayor Sullivan called for a recess at 7:32p and returned back to open session at 7:34p.

### **Comments from SC**

- Ms. Oliver shared concerns about the drop in student enrollment, saying many families are afraid to send their children to school. She mentioned parents are worried about ICE and safety when students walk to and from school. She asked how the city and schools can work together to keep students safe.
- Mayor Sullivan explained that Brockton Police do not work with ICE and that safety plans are already in place. He said the city's Director of Immigration Services is working with the schools and community leaders to keep families informed and calm.
- Mr. Vega noted the partnership with the Harvard Fellowship Program and asked about support for multilingual learners. He was concerned about possible cuts to federal funding like Title I and Title III.
- Superintendent Tahiliani said fewer students could affect state funding and that some grants may be reduced. The district is being careful with its budget and focusing on student-facing positions. She said the ROPES Grant, which helps paraprofessionals become teachers, may end, but advocacy is ongoing to protect funding.
- Mr. Rodrigues asked for a report on how losing grant money could affect staffing and a list of all open jobs in the district. The Superintendent agreed, noting there are about 96–98 open positions.

## **B. Introduction/Presentation by Dr. Beth Regulbuto CFO, Assistant Superintendent of Finance**

Superintendent Tahiliani introduced Dr. Beth Regulbuto, Chief Financial Officer and Assistant Superintendent of Finance, along with the finance team. Under that will be the Quarterly BPS Grants Update and Discussion and Potential Vote on FY25 Open Invoices.

Dr. Regulbuto shared that in her first 45 days, she has focused on **Listening, Learning, and Leading**. She reviewed the district's **financial systems** and emphasized that all budget decisions support:

- **High-Quality Learning Experiences**
- **Access to Learning Opportunities**
- **Welcoming and Inclusive Environments**
- **Family and Community Partnerships**
- **Equitable Resources**

Key initiatives include improving budget tools and reports, reviewing internal controls, redesigning the chart of accounts, and strengthening procurement. She highlighted the school committee dashboard and shared sample financial reports for transparency and planning. "Our mission is not just to balance budgets – it's to fund futures." A fiscally healthy district supports student success.

### **Comments from SC**

- Mayor Sullivan thanked Dr. Regulbuto for her efforts and noted that she is a great addition to the team and interactions with Dr. Troy Clarkson on the city side and the team on the city side has been phenomenal.
- Mr. Rodrigues asked how long it would take to provide transparency that allows the public to view our budget in a read-only format and see where the spending occurs. Dr. Regulbuto noted that she has spoken with our consultants about making at least part of the dashboard publicly accessible and plans to create a financial resources page on the website where reports and other financial information will be available, along with a way for the public to submit questions.
- Mr. Rodrigues asked whether the FY23 end-of-year report has been amended. Dr. Regulbuto confirmed that our Budget Director, Ms. Terry Longley, has amended the reports for FY23 and FY24 and is currently working on FY25.

### **Quarterly BPS Grants Update**

Using a PowerPoint presentation, Mrs. Carmillia Jackson, Grant Manager/Writer, presented the *Quarterly BPS Grants* update, which included the following highlights:

- For FY25, the district has received **\$29.37 million** in grant funding. Mrs. Jackson credited this achievement to the hard work and dedication of the facilitators, finance team, and staff who helped secure the grants needed to support the district, expressing her gratitude to all involved.
- Highlighting Grant Impacts – It's an investment in creating pathways for every student to learn, grow, and succeed.
- Key Program Highlights – Grants have supported areas such as Student Wellness & SEL, Adult Education, Early Childhood, Teaching & Learning, Multilingual Education & Student Support.
- Partnerships that Power Impact and support our initiatives through our grants: Community Organizations, Youth Advocacy, Health & Wellness, City & Local Partners and Higher Education.

Mrs. Jackson concluded by emphasizing that every grant represents more than just funding; it reflects the district's commitment to opportunity, growth, and progress, directly impacting classrooms, strengthening families, and helping to shape brighter futures for the community.

### **Comments from SC**

- Committee members praised Mrs. Jackson and her team for their success in securing grant funding and increasing resources for students.
- Mrs. Jackson was recognized for her active involvement in planning meetings and contributions to grant strategy and discussions.
- Current grant efforts focus on program expansion, literacy initiatives, and social-emotional learning, with the team pursuing all available opportunities and engaging staff across the district.
- The committee acknowledged the finance and grants teams for their hard work, noting the importance of regular updates and transparency in managing and securing funding.

### **Discussion and Potential Vote: FY25 Open Invoices**

Dr. Beth Regulbuto discussed the remaining FY25 Open Invoices totaling \$314,222.37 to the committee and is asking for a vote to approve payment for the listed goods and services, which have been verified as rendered appropriately. It was noted that the team's work was thorough, and this is expected to be a short and final list, with no anticipated follow-up required.

The committee discussed the FY25 Open Invoices and expressed concerns about potential additional invoices. Dr. Regalbuto noted that the finance office has put in significant effort to close open purchase orders, and it is expected that there will be no surprises.

**Mr. Rodrigues** made a motion to approve the FY25 Open Invoices in the amount of \$314,222.37, properly seconded by **Ms. Oliver**.

**The motion passed unanimously by show-of-hand vote.**

### **C. Items to Refer to Subcommittee**

- The Superintendent's Contract Subcommittee meeting originally scheduled for 10/28/25 will be addressed this evening under **New Business**.
- 10/28/25 – **Accounts Review Subcommittee**
- 10/28/25 – **Policy Subcommittee**
- 10/28/25 – **Bid Review Subcommittee**

#### **Agenda Item IV. Consent Agenda (Attached)**

Mayor Sullivan read the agenda items aloud.

**Mrs. Sullivan** made a motion to accept items A,B,C,D,E,F and G, properly seconded by **Mr. Gomes**.

**The motion passed unanimously by show-of-hand vote.**

Mr. Rodrigues acknowledged and thanked the Track Club and the Facilities Department for their contribution.

#### **Agenda Item V. Unfinished Business**

None at this time.

#### **Agenda Item VI. New Business**

- Discussion and Potential Vote: Approval of Superintendent's Evaluation SY24-25  
**Mr. Rodrigues** made a motion to approve the Superintendent's Evaluation SY24-25, properly seconded by **Mr. Gomes**.  
**The motion carried unanimously by show-of-hand vote.**
  
- Election of Official Voting Delegate of the MASC Annual Business Meeting – November 12-14, 2025:  
**Ms. Asack** made a motion to nominate **Mr. Rodrigues** as the MASC Annual Delegate, properly seconded by **Mr. Gomes**.  
**The motion carried unanimously by show-of-hand vote.**  
  
**Mrs. Sullivan** made a motion to nominate **Mr. Gomes** as the MASC Annual Delegate Alternate, properly seconded by **Ms. Oliver**.

**The motion carried unanimously by show-of-hand vote.**

#### **Agenda Item VII. School Safety**

Lt. Bonanca spoke on:

- BHS football game was held last Friday at Marciano Stadium and went well with no safety issues.
- Security included school police officers, a K-9 unit, the Brockton Police drone unit, and camera monitoring.
- The next home game will follow the same safety plan.
- On September 29, a sealed bag with a white powder was found in a classroom at Brockton High School. The powder tested positive for fentanyl, the room was evacuated and cleaned by a biohazard team, no one was harmed, and no other substances were found.
- All backpacks and personal items were searched the following week. Feedback from parents and students was positive. Random spot checks will continue at entry doors, hallways, and study halls. Parents and guardians were notified about the incident.
- The Gaggle software continues to monitor student laptops for safety concerns. Some alerts were investigated, and no weapons were found.
- Traffic safety remains a focus, with school police rotating around schools to help with traffic control.

Comments from SC

- **Ms. Oliver** said the fentanyl incident at Brockton High was very concerning. She urged all parents to talk with their children about the dangers of drugs and said the schools will not tolerate it. She supported the safety measures taken and said student safety must come first, even if it causes some inconvenience.
- **Mr. Rodrigues** thanked Lt. Bonanca and school police for their work. He said it is unclear how the substance got into the school and that it could have come from construction workers. He suggested the district consider having its own K-9 unit for safety.

Agenda Item VIII. **Announcements**

- Ms. Asack reported that Cradles to Crayons will be donating about 1,600 winter coats, but there is currently no facility to store or distribute them. She asked the community for help finding a safe, accessible location.
- Mr. Vega reported that a neighborhood meetup was held last week focusing on safety. Chief Nardelli and the Social Emotional Learning team gave a well-received presentation. He also thanked Sergeant Anderson, Officer Medeiros, and Officer Mosley for their presentation on bullying and mentioned that the event went very well and was appreciated by those who attended.
- Mayor Sullivan announced that the Annual Holiday Parade will take place on November 28, 2025 downtown Brockton.
- Mayor Sullivan also gave a shout-out to Superintendent Tahiliani, Deputy Superintendent Wolder, and BHS Principal McCaskill as he coordinated a meeting with Boston College. Dean David Goodman from BC Woods Program and Father Erick Berrelleza from Messina College to discuss opportunities to provide free scholarships. He thanked everyone involved for taking the time to meet and continue the conversation.

Agenda Item IX. **Executive Session**

Mayor Sullivan read the following:

Pursuant to G.L. c. 30A, § 21(a)(6) to consider the purchase, exchange, lease or value of real property, the disclosure of which may have a detrimental effect on the negotiating position of the public body.”

Pursuant to M.G.L. c. 30A, § 21(a)(3), “To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and so chair so declares” - Brockton Education Association (BEA), Brockton Education Support Professional Association (BESPA), Independent Brockton Administrative Assistants and Technical Employees Association (IBAA-TEA), Teamsters Local Union No.653 International Brotherhood of Teamsters, Transportation, Custodians, School Police.

**Ms. Asack made a motion to enter into Executive Session, properly seconded by Mrs. Sullivan.**

Roll Call Vote on the motion.

Mrs. Sullivan	Yes	Mr. Gomes	Yes	Ms. Asack	Yes
Mr. Sullivan	Absent	Vice-chair Mr. Rodrigues	Yes	Ms. Oliver	Yes
Mr. Vega	Yes	Mayor Sullivan, Chair	Yes		

The SC will not be coming back in open session.

Agenda Item X. **Adjournment**

School Committee adjourned at 8:53p.

Respectfully Submitted,



Dr. Priya J. Tahiliani  
Superintendent/Clerk

mdc

Meeting Materials (PPT): Superintendent’s Update, Building Fiscal Strength & Strategic Alignment, FY2025 YTD Budget Report, FY24-25 End of Year Grant Report, Superintendent SY24-25 Evaluation Report (handouts)

BROCKTON SCHOOL COMMITTEE  
George M. Romm Little Theatre - BHS  
470 Forest Avenue, Brockton, MA 02301  
Tuesday, October 7, 2025, 7:00 p.m.

**AGENDA/DOCUMENTS**

Dear Visitors:

Welcome to a meeting of the Brockton School Committee. This is the agenda that will be discussed this evening. Please note that Hearing of Visitors is included. If you have a statement or question, please give your name to the secretary.

In addition to attending, the public can view this meeting via television on Comcast channel 8 and 1071HD version, and online via this link:  
[www.youtube.com/TheBrocktonChannels](http://www.youtube.com/TheBrocktonChannels)

I. CALLING OF MEETING TO ORDER – ESTABLISHING A QUORUM – FLAG SALUTE

II. HEARING OF VISITORS

“Pursuant to School Committee Policy, each person requesting to speak shall be allotted a maximum of three (3) minutes. Since this period is limited to 15 minutes, a total of five (5) people shall be permitted to speak on a first come, first serve basis.”

III. REPORT OF SUPERINTENDENT OF SCHOOLS

Enc. #1

- A. Teaching and Learning
  - Superintendent’s Report
  - Enrollment & Attendance Update
- B. Introduction/Presentation by Dr. Beth Regulbuto CFO, Assistant Superintendent of Finance
  - Quarterly BPS Grants Update
  - Discussion and Potential Vote: FY25 Open Invoices
- C. Items to Refer to Subcommittee

#1A

IV. CONSENT AGENDA

- A. Approval of Minutes: Regular School Committee Meeting, September 3, 2025 Enc. #2
- B. Approval of BHS Bilingual Department Out-of-State Field Trip to Washington, D.C. – October 21-24, 2025 Enc. #3
- C. Acceptance of Donation: BPS Athletic Department – Storage Shed for the Brockton High School Track Team Enc. #4
- D. Acceptance of Donation: Raymond School – School Supplies from Clean Harbors’ Unidos ERG Enc. #5
- E. Acceptance of Donation: North Middle School – School Supplies from NRI Vasavi Association (NRIVA) Enc. #6
- F. Request for Authorization to **Accept** Proposal and Expenditure of Funds: Enc. #7
  - FY2026 Massachusetts Clean Energy Center (MassCEC) Green School Works Grant - \$4,030,494.00 #7A
  - FY2026 Innovation Career Pathways (ICP) Planning Grant - \$15,000.00 #7B
  - FY2026 Shannon Community Safety Initiative (CSO) Grant for PROMISE College & Career Academy - \$12,080.00 #7C
  - FY2026 Shannon Community Safety Initiative (CSO) Grant for North Middle School - \$11,500.00 #7D
  - FY2026 Safe and Supportive Schools Grant - \$10,000.00 #7E
  - Next Generation Learning Challenges (NGLC) Learning Excursion Mini-Grant - \$6,7500.00 #7F
  - FY2026 Creative Experiences Grant – South EI: Access to Community Literacy Initiative - \$5,000.00 #7G
  - FY2026 Creative Experiences Grant – Reflections of Us: Brockton High Mural Experience - \$5,000.00 #7H
  - FY2026 Creative Experiences Grant – A Day at the Theater – Ashfield School - \$5,000.00 #7I
  - FY2026 Creative Experiences Grant – A Stem Adventure at Gillette – North Middle School - \$5,000.00 #7J
- G. Acceptance of Human Resources Notifications Enc. #8
  - Appointments: Certified #8A
  - Appointments: Non-Certified #8B
  - Personnel Actions: Leaves of Absence, Resignations, and Retirements #8C

V. UNFINISHED BUSINESS

VI. NEW BUSINESS

- Discussion and Potential Vote: Approval of Superintendent’s Evaluation SY24-25
- Election of Official Voting Delegate of the MASC Annual Business Meeting – November 12-14, 2025 Enc. #9

VII. SCHOOL SAFETY AND SECURITY

Police Liaison

VIII. ANNOUNCEMENTS

IX. EXECUTIVE SESSION

“Executive Session: Pursuant to G.L. c. 30A, § 21(a)(6) to consider the purchase, exchange, lease or value of real property, the disclosure of which may have a detrimental effect on the negotiating position of the public body.”

Pursuant to M.G.L. c. 30A, § 21(a)(3), “To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and so chair so declares” - Brockton Education Association (BEA), Brockton Education Support Professional Association (BESPA), Independent Brockton Administrative Assistants and Technical Employees Association (IBAA-TEA), Teamsters Local Union No.653 International Brotherhood of Teamsters, Transportation, Custodians, School Police.

X. ADJOURNMENT

**Brockton School Committee Meeting  
Agenda Summary**

**Enclosure #4**

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**Agenda Item:** Approval of Minutes of August 26, 2025  
Mental Health & Well Being Subcommittee Meeting

**Requested by:** Ms. Ana Oliver, Subcommittee Chair

**Meeting Date:** November 18, 2025

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**1. Background, Rationale and Associated Cost**

Motion to approve minutes.

**2. Recommendation to the Superintendent**

**3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)**

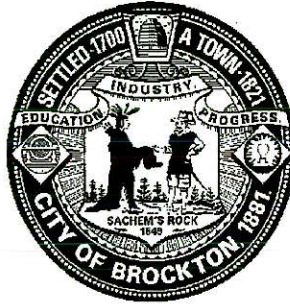
# BROCKTON SCHOOL COMMITTEE

David E. Crosby Administration Building  
43 Crescent Street, Brockton, MA 02301  
Phone (508) 580-7511 Fax: (508) 580-7513

The Honorable Robert F. Sullivan  
**Chair/Mayor of Brockton**

Tony A. Rodrigues  
**Vice-Chair**

Dr. Priya J. Tahiliani  
**Secretary/Superintendent of Schools**



## Committee Members

Joyce J. Asack  
Claudio E. dePina Gomes  
Ana C. Oliver  
Tony A. Rodrigues  
Judy A. Sullivan  
Timothy J. Sullivan  
Jorge L. Vega

August 26, 2025

**TO:** Brockton School Committee  
**FROM:** Ms. Ana Oliver, Subcommittee Chair  
**RE:** **Mental Health & Well Being Subcommittee Meeting Minutes**

The Mental Health & Well Being Subcommittee of the Brockton School Committee met on August 26, 2025, in the Brockton High School George M. Room Little Theatre, 470 Forest St., Brockton, MA 02301.

This meeting will be held and be accessible to the public via Comcast channel 8 and 1071HD Version, and online via this link: [www.youtube.com/TheBrocktonChannels](http://www.youtube.com/TheBrocktonChannels)

1. Ms. Oliver, Subcommittee Chair, opened the meeting at 6:00 p.m.
2. Roll Call was taken to establish a quorum:

Ms. Asack Here Mr. Gomes Here Mr. Vega Here Ms. Oliver, Chair Here

Also Present: Dr. James LaBillios, Assistant Superintendent of Unified Student Services, Mr. John Snellgrove, Director of Social Emotional Learning, Mrs. Maura R. Mello Coordinator of School Based Mental Health, Mr. Dennis Geniuch, Director of Health and Wellness K-12, Ms. Linda Locurto Coordinator of School Based Therapeutic and Behavioral Health

### 3. **Review and Discussion of the BPS Bullying Prevention and Intervention Plan**

Dr. James LaBilios presented the Bullying Prevention & Intervention Plan

#### **Overview:**

- The district's Bullying Prevention and Intervention Policy ensures a safe learning and working environment free from bullying and cyberbullying for all students, staff, and visitors.
- Unlike some civil rights protections, this policy applies in **all settings**—school, community, and outside events.
- Bullying is defined as **repeated acts** (verbal, written, electronic, or physical) that cause harm, create fear, damage property, or disrupt the school environment. Cyberbullying follows the same definition but occurs via electronic communication.
- A **single incident is still addressed**, though it does not meet the formal definition of bullying.

#### **Reporting & Responsibility:**

- All administrators, staff, volunteers, and students are responsible for reporting and addressing bullying or cyberbullying.
- Reports are reviewed promptly by building principals or designees.
- Bullying is a mandated reporting obligation under district policy.

**Investigation Practices:**

- Shift from “checking off forms” to **high-quality investigations** that capture:
  - Target and aggressor
  - Dates and interventions tried
  - Witnesses and patterns of behavior
- Emphasis on analyzing incidents under **multiple lenses** (bullying, harassment, Title IX, discrimination). Incidents may qualify under more than one policy.
- Focus is on **support, prevention, and intervention**, not just documentation and closure.

**Data & Discipline Trends:**

- Annual SDR data reviewed.
- District discipline incidents have significantly declined:
  - 2022: 3,338
  - 2023: 1,800
  - 2024: 1,774
  - 2025: 1,557
- Exclusionary discipline (out-of-school suspensions/emergency removals) decreased from 2,881 (2022) to 1,557 (2025).
- Restorative justice practices have reduced recidivism compared to traditional disciplines.
- Declines are attributed to revamped training, improved procedures, and increased use of interventions.

**Plan Update:** Committee discussed the need to update the Bullying Prevention and Intervention Plan to reflect current resources, personnel, and community feedback.

**Multi-Tiered Support:** Reviewed MTSS approach: universal prevention (Character Strong), targeted interventions, & intensive support.

**Community & Student Input:** Emphasized gathering feedback from students, staff (SEL and counseling teams), families, and the broader community.

- Discussion of how often and to what extent parents are engaged in events focused on mental health and safety.
- Over the summer, four separate community events were held with Pinnacle Partnerships, with plans to continue bi-monthly events during the school year.
- Outreach is targeted by region (east/west sides of the city) to maximize participation.
- Parent input is essential in revising the Bullying Prevention Plan; the update will involve community representatives rather than being drafted solely by administration.

**Resource Accessibility:** Need to improve visibility of mental health resources on the district website and ensure translation into multiple languages.

- Current resources on bullying are available under the **Health & Wellness** section of the district website. The committee suggested making them more visible on the homepage and expanding outreach.
- Partnerships include Pinnacle, SEL Advisory Board, NAMI, United Way, counseling agencies, and local hospitals.
- Distribution of resources occurs both electronically and in print through community partners such as churches, the Brockton Area Hunger Network, and Brockton’s Promise.

**Peer Mediation & Mentorship:** Discussed high school peer mediator training, classroom observation opportunities, and potential peer mentor programs for new students, with evaluation for middle schools.

**Reporting Systems:** Explored alternatives to School Messenger for reporting bullying to ensure accessibility, privacy, and proper handling.

**Data-Driven Decisions:** Emphasized using SEL screening data, SSSR submissions, and discipline reports to inform interventions.

- In the past, the district partnered with university researchers to administer comprehensive surveys to students, parents, and teachers. Results informed the establishment of the SEL Office and supported the MTSS (Multi-Tiered System of Supports) model in social-emotional and academic areas.
- It has been nearly three years since a full survey was conducted. The committee discussed conducting a new “dipstick survey” in Spring 2026 to measure progress against the 2023 baseline.
- Data sources:
  - SEL screener (internalized/externalized behaviors, CASEL competencies).
  - Youth Risk Behavior Survey (biennial; substance use, risky behaviors, violence).
  - Community Drug and Behavior Survey (annual; informs curriculum priorities, e.g., vaping prevention).
- Data is used to design interventions at the IST (Instructional Support Team) and building levels, ensuring parental involvement when interventions are put in place.

**Community Partnerships:** Highlighted partnerships with organizations like Care Solace, Choose to Be Nice, High Point Prevention Services, and Pinnacle Partnerships.

**Important Dates to Remember from the Office of Unified Student Services & Social and Emotional Learning:**

- **September 2<sup>nd</sup>:** Meeting with team to discuss peer mentor program for Brockton High students.
- **October 23<sup>rd</sup>:** District Attorney's sex trafficking training for educators.
- **Early Winter:** Staffing update on counseling and support positions.
- **Spring 2026:** Dr. LaBillois mentioned that his team will conduct another follow-up survey.

**4. Other Business**

**For future topics and discussion**

- Next topic suggestion: Sex trafficking awareness and overview and prevention to also include data.
- Request for Linda Cahill to report on clinics scheduled for 2024-2025 and opportunities for collaboration on dental programs.
- Share training link from the District Attorney for educators with Ana Oliver.
- Contact the NAND Project to present on suicide prevention and intervention.
- Circle back and find out if Drug Story Theater is still available through District Attorney Suicide prevention and intervention strategies.
- Overview of peer mediation programs in high schools.
- Linda Cahill – update regarding clinics and collaboration with the Board of Health.
- Overview regarding the peer mediators

**5. Adjournment**

**Mr. Gomes** made a motion to adjourn, properly, second by **Ms. Asack**.

The motion carries, by a show-of-hand vote.

The meeting adjourned at 7:53 p.m.

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# Brockton School Committee Meeting Agenda Summary

Enclosure #5

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**Agenda Item:** Authorization to Accept the donation of Instructional Materials – Maier Math Foundation  
“Number Rack Explorations” Materials Grant

**Requested by:** Dr. Karen Spaulding, Assistant Superintendent, Teaching & Learning (PreK–8)  
Ms. Kate Gearon, Coordinator of Math and Science K-5  
Mrs. Carmillia Jackson, Grant Manager/ Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

Brockton Public Schools has been selected to receive a donation of Instructional Math Materials from the Maier Math Foundation’s Number Rack Explorations Materials Grant.

Through this award, the district will receive 30 Number Racks provided by The Math Learning Center to support early numeracy development in Grades K–2 classrooms. These resources will help strengthen student understanding in areas such as subitizing, place value, addition and subtraction fluency, and conceptual bridging from concrete to abstract number sense.

These donated tools are designed to strengthen K–2 student understanding in key foundational math areas, including:

- Subitizing and place value recognition
- Addition and subtraction fluency using visual models
- Conceptual bridging from concrete to abstract number sense
- Hands-on alignment with high-quality math instructional practices

The donated materials will be distributed to the Math & Science Department for use in K–2 instructional settings.

There is no cost to the district and no local match or spending requirement associated with this materials grant.

## 2. Recommendation to the Superintendent

Authorization is requested to formally accept the donation of Instructional Materials from the Maier Math Foundation.

## 3. Funding Source – Program and/or Budget Code

Maier Math Foundation — Number Rack Explorations Materials Grant

## **Brockton School Committee Meeting Agenda Summary**

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**Agenda Item:** Acceptance of Donation – Winter Coats from Cradle to Crayons

**Requested by:** Ms. Joyce J. Asack, School Committee Member

**Meeting Date:** November 18, 2025

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### **1. Background, Rationale and Associated Cost**

Cradles to Crayons has partnered with Ward 6 School Committee Member Joyce Asack to provide warm winter coats to more than 1,700 Brockton Public Schools students in need. This partnership helps to ensure that students across the district are prepared for the cold months ahead, helping them stay comfortable and focused on learning.

### **2. Recommendation to the Superintendent**

To recognize and accept the donation of 1,700 Winter Coats by Cradle to Crayons for Brockton Public School students.

### **3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)**

N/A

## **Brockton School Committee Meeting Agenda Summary**

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**Agenda Item:** Acceptance of Donation – Space Location, Suite S122,  
200 Westgate Drive, Brockton, MA

**Requested by:** Ms. Joyce J. Asack, School Committee Member

**Meeting Date:** November 18, 2025

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### **1. Background, Rationale and Associated Cost**

New Westgate Mall LLC has generously donated the use of Suite S122, located at 200 Westgate Drive, Brockton, MA, to Brockton Public Schools, School Committee Member Joyce Asack, and her team of volunteers. The space will be used free of charge for the purpose of storing and sorting approximately 1,700 coats donated by Cradles to Crayons.

This location will be used solely for the coat drive to distribute coats to Brockton Public School students across the district and will be available for this purpose from November 1, 2025, through December 20, 2025.

### **2. Recommendation to the Superintendent**

To accept the donation of free space at Suite S122, 200 Westgate Drive, Brockton, MA, generously provided by New Westgate Mall LLC, for the period of November 1, 2025, through December 20, 2025, solely for the purpose of conducting a coat drive to benefit Brockton Public School students.

### **3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)**

N/A

# Brockton School Committee Meeting Agenda Summary

Enclosure #8

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**Agenda Item:** Authorization to *Accept* Proposal and Expenditure of Funds

**Requested by:** Mrs. Carmillia Jackson, Grant Manager/Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale and Associated Cost

Authorization to *Accept* and Expenditure of Funds for the following page for School Committee approval.

- #8A FY2026 IDEA Consolidated Grant (FC 0240/0262) - \$5,070,495.00
- #8B FY2026 Target Assistant Grant (FC0222/0325) - \$160,000.00
- #8C FY2026 Strengthening Career and Technical Education Grant (FC0400) - \$85,110.00
- #8D FY2026 Option A Early College Planning Grant (State/TAR) - \$75,000
- #8E FY2026 After-School and Out-of-School Time School Year Grant - \$32,500
- #8F FY2026 Supporting Arts & Cultural Vitality Teams Grant - \$12,225
- #8G FY2026 Interpreter in Education Training Grant (FC0199) - \$11,800.00

## 2. Recommendation to the Superintendent

Motion to *Accept* the Proposal and Expenditure of Funds.

## 3. Funding Source – Program and/or Budget Code (Local or Grant Fund Number)

# Brockton School Committee Meeting Agenda Summary

Enclosure #8A

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**Agenda Item:** Authorization to accept grant funding for FY2026 IDEA Consolidated – Fund Codes 0240 and 0262

**Requested by:** Dr. Jamie LaBillois, Assistant Superintendent of Unified Student Services  
Mrs. Jami Langley, Director of Exceptional Learning  
Mrs. Carmilia Jackson: Grant Manager/ Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

The Brockton Public Schools has been awarded federal grant funding through the FY2026 IDEA Consolidated Application, which includes Fund Code 0240 (IDEA Part B) and Fund Code 0262 (IDEA Early Childhood/Special Education: Part C).

These federal entitlement funds support the provision of special education and related services to eligible students, ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and sustaining critical programming, staffing, and intervention services across the district.

### Total Awarded Amounts

- **FC 0240 — IDEA Part B:** \$4,950,180.00
- **FC 0262 — IDEA Part C:** \$120,315.00
- **Total Consolidated Award: \$5,070,495.00**

Funding will support the following high-level investment areas districtwide:

- **Staffing & Instructional Support:** Salaries and stipends for special education staff, instructional service providers, and required administrative support
- **Professional Development:** Training aligned to IDEA compliance, inclusion practices, and instructional quality
- **Contracted Services:** Related service providers, specialized consultants, and technical assistance
- **Materials & Program Costs:** Supplies, instructional resources, and costs necessary for IEP implementation

While there is no required local cash match, a portion of the grant budget must cover the Massachusetts Teachers' Retirement System (MTRS) surcharge for eligible staff paid through the grant, as required by DESE. This surcharge is built into the approved grant budget and does not require any additional local appropriation.

## 2. Recommendation to the Superintendent

We request authorization to accept and expend the FY2026 IDEA Consolidated funds (FC0240 & FC0262) in accordance with the approved application and all applicable federal and state regulations.

## 3. Funding Source – Program and/or Budget Code

U.S. Department of Education / Massachusetts DESE  
Fund Codes 0240 & 0262 — IDEA Consolidated (Federal Entitlement)

# Brockton School Committee Meeting Agenda Summary

Enclosure #8B

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**Agenda Item:** Authorization to accept grant funding for FY2026 FC0222/0325 - Targeted Assistance Grant (TAG)

**Requested by:** Dr. Karen Spaulding, Assistant Superintendent, Teaching & Learning (PreK–8)  
Mrs. Carmilia Jackson: Grant Manager/ Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

The Brockton Public Schools has been awarded funding through the FY2026 **Targeted Assistance Grant (TAG)**, Fund Codes **0222/0325**, administered by the Massachusetts Department of Elementary and Secondary Education (DESE). This grant is designed to support the implementation of district-identified instructional priorities that advance equity, strengthen instructional coherence, and improve student outcomes in schools with identified needs for differentiated assistance.

Brockton's application centered on accelerating literacy outcomes through a combination of direct student intervention and educator capacity-building aligned to the district's instructional prioritization plan.

Specifically, the grant was awarded to support the following initiatives:

- **High-dosage virtual reading tutoring for elementary students** at Arnone, Raymond, Hancock, Gilmore, and Downey Schools, delivered outside the regular school day to provide individualized reading intervention, reinforce core literacy instruction, and create intentional opportunities to engage families in student learning
  - **Secondary literacy professional learning and implementation support**, including Science of Reading professional development for middle and high school teachers and paid PLC release/stipends to design and refine the structure of the 90-minute ELA block, ensuring alignment to district priorities, data-driven intervention planning, and equitable access to high-quality grade-level texts
  - **Evidence-based alignment to DESE instructional improvement expectations**, ensuring that TAG investments reinforce the district's multi-tiered system of supports (MTSS), reduce achievement disparities, and embed continuous improvement practices across participating schools
- These activities directly respond to identified achievement gaps, support DESE turnaround expectations for schools receiving differentiated assistance and build sustainable capacity for instructional improvement across both elementary and secondary levels.

**Total Awarded Amount: \$160,000**

## 2. Recommendation to the Superintendent

We request authorization to accept and expend the FY2026 Targeted Assistance Grant funds (FC0222/0325) in accordance with the approved application and all applicable state and federal regulations.

## 3. Funding Source – Program and/or Budget Code

Massachusetts Department of Elementary and Secondary Education  
Fund Codes 0222 & 0325 — Targeted Assistance Grant (TAG)

# Brockton School Committee Meeting Agenda Summary

Enclosure #8C

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**Agenda Item:** Authorization to accept grant funding for FY2026 FC0400 – Strengthening Career and Technical Education:

**Requested by:** Ms. Catherine Rickert, Director of CTE  
Mrs. Carmilia Jackson: Grant Manager/ Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

The Brockton Public Schools has been awarded funding for the FY2026 Strengthening Career and Technical Education: Secondary Grant (Fund Code 0400) from the Massachusetts Department of Elementary and Secondary Education.

This **\$85,110 federal entitlement** supports districtwide improvement and expansion of high-quality CTE programming aligned with Perkins V, with specific emphasis on curriculum alignment, equity of access, skill attainment, work-based learning, and post-secondary readiness for students enrolled in Brockton's Chapter 74 programs.

Funding from FC0400 will be used to strengthen existing CTE programming through the following key investments:

- **Curriculum & Program Development:** Steering committees and teacher teams to update curriculum, expand lesson units aligned to state expectations, and integrate academic content into CTE instruction.
- **Student Learning & Skill Attainment:** Extended-day programming and SkillsUSA support to provide students career exploration and credential-aligned activities.
- **Industry-Aligned Tools & Technology:** Contracted services and resources such as Career Trees and evaluation tools to support student planning and pathway alignment.
- **Evaluation & Compliance:** Required assessment tools (e.g., PEARS survey) to evaluate CTE effectiveness, equity, and fidelity to state and federal requirements.

The district seeks approval of a **\$85,110** request for funding.

There is no match requirement.

## 2. Recommendation to the Superintendent

We request authorization to spend the funds.

## 3. Funding Source – Program and/or Budget Code

Fund Code 0400 – Strengthening Career and Technical Education: Secondary (Federal/ENT)

# Brockton School Committee Meeting Agenda Summary

Enclosure #8D

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**Agenda Item:** Authorization to Accept Grant Funding – FY2026 FC461A *Option A Early College Planning Grant (State/TAR)*

**Requested by:** Dr. Shawn Boone – Director of Early College and Career Pathways  
Mrs. Carmilia Jackson – Grant Manager/Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

Brockton Public Schools has been awarded \$75,000 through the FY2026 Option A Early College Planning Grant (Fund Code 461A), administered by the Massachusetts Department of Elementary and Secondary Education (DESE)

This competitive grant supports districts in the planning and design of Early College programs that meet the Massachusetts *Early College Designation Criteria*. Through this award, BPS will engage in a structured partnership with Quincy College and UMass Dartmouth to strengthen the district's Early College infrastructure, align secondary-to-postsecondary pathways, and increase equitable access for students to earn college credits while in high school.

Specifically, grant funding will support:

- Collaborative planning and design sessions with Quincy College and UMass Dartmouth to map course sequencing and align pathways with state-designated Early College expectations.
- Development of operational frameworks for two identified high school programs — Brockton High School and PROMISE — including advising systems, student support models, and equitable enrollment criteria.
- Technical assistance and curriculum alignment consultation with higher education partners to ensure rigor, sustainability, and program quality.

This funding will allow Brockton to finalize all required planning elements needed to apply for Early College Designation in FY2027, advancing the district's long-term goal of expanding postsecondary opportunities and college access for all students.

**Total Award: \$75,000**

There is no match requirement.

## 2. Recommendation to the Superintendent

We request authorization to accept and expend the FY2026 *Option A Early College Planning Grant (Fund Code 461A)* in accordance with DESE guidelines and the approved budget to support Brockton's Early College program development and partnerships.

## 3. Funding Source – Program and/or Budget Code

Massachusetts Department of Elementary and Secondary Education, FC461A

# Brockton School Committee Meeting Agenda Summary

Enclosure #8E

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**Agenda Item:** Authorization to Accept Grant Funding – FY2026 ASOST-SY  
(After-School and Out-of-School Time) School Year Grant

**Requested by:** Ms. Cindy Burns, Champion School Principal  
Mr. Mario Lamarre, Director of Mentors  
Ms. Cam Jackson: Grant Manager/ Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

Brockton Public Schools has been awarded \$32,500 through the FY2026 After-School and Out-of-School Time (ASOST-SY) Grant from the Massachusetts Department of Elementary and Secondary Education (DESE).

This competitive grant supports programs that expand access to high-quality after-school and out-of-school time opportunities for underserved youth. Brockton's award will fund a joint initiative between Champion High School and Lift Up Academy, designed to re-engage students through mentor-led enrichment, academic recovery, and social-emotional learning.

The Champion–Lift Up Academy partnership serves approximately 150 students annually in grades 7–12, the majority of whom are low-income, multilingual, and from historically underserved communities. Many participants face barriers such as chronic absenteeism, housing instability, or trauma exposure.

The grant will strengthen after-school programming by supporting the following:

- **Entrepreneurship & Financial Literacy Labs** – hands-on business and money management projects led by mentors and community partners.
- **Creative & Wellness Studios** – art therapy, cosmetology, drone technology, and multimedia production promoting creativity, confidence, and self-expression.
- **Mentor-Empowered Leadership Circles** – guided discussions on wellness, conflict resolution, civic engagement, and personal growth.
- **Community Service & Workforce Projects** – student-designed service learning and career exploration activities connecting youth with local employers and colleges.

Funds will be used for staff stipends, mentor contracts, enrichment supplies, and transportation. These supports will extend program hours, reduce participation barriers, and provide equitable access to safe, high-quality enrichment that promotes academic motivation, belonging, and resilience.

**Total Award: \$32,500**

There is no match requirement.

## 2. Recommendation to the Superintendent

We request authorization to accept and expend the FY2026 *ASOST-S School Year Grant* funds in accordance with the approved DESE application and budget to support the continuation of after-school programming at Champion High School and Lift Up Academy.

## 3. Funding Source – Program and/or Budget Code

Massachusetts Department of Elementary and Secondary Education, FY2026 ASOST-S (After-School and Out-of-School Time) School Year Grant

# Brockton School Committee Meeting Agenda Summary

Enclosure #8F

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**Agenda Item:** Authorization to Accept Grant Funding – FY2026 FC0718 *Supporting Arts & Cultural Vitality Teams* (State /Competitive)

**Requested by:** Dr. Karen Spaulding – Assistant Superintendent for Teaching & Learning (PreK–8)  
Ms. Rebecca Desmond – Director of Music (K–12)  
Ms. Sarah Richards – Director of Art (K–12)  
Mrs. Carmilia Jackson – Grant Manager/Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

Brockton Public Schools has been awarded funding through the FY2026 Supporting Arts & Cultural Vitality Teams Grant (Fund Code 0718), administered by the Massachusetts Department of Elementary and Secondary Education (DESE)

This grant supports districts in conducting a self-evaluation and action-planning process using DESE's *Arts and Cultural Vitality (ACV) Index*, a framework designed to help schools assess access, equity, and cultural responsiveness in arts education.

BPS will convene an Arts & Cultural Vitality Team composed of arts leaders, teachers, and administrators who will participate in a structured review of the district's K–12 arts programs, resources, and curriculum alignment. The findings will inform a districtwide action plan to expand equitable access to culturally sustaining arts instruction and strengthen the role of the arts in promoting student engagement and social-emotional learning.

The Brockton ACV Team will include representation across multiple levels and disciplines, including Music, Art, and school leadership. Participants will receive modest stipends for their time outside regular school hours, consistent with district policy.

**Total Award: \$12,225.00**

There is no match requirement.

## 2. Recommendation to the Superintendent

We request authorization to accept and expend the FY2026 *Supporting Arts & Cultural Vitality Teams Grant* (Fund Code 0718) in accordance with DESE guidelines and the approved budget to support district arts program evaluation and planning.

## 3. Funding Source – Program and/or Budget Code

Massachusetts Department of Elementary and Secondary Education, FC0718

# Brockton School Committee Meeting Agenda Summary

Enclosure #8G

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**Agenda Item:** Authorization to accept grant funding for FY2026 FC0199 — Interpreter in Education Training (Federal/Competitive)

**Requested by:** Mrs. Kellie Jones, Director of Bilingual Education  
Mrs. Carmilia Jackson: Grant Manager/ Writer

**Meeting Date:** November 18, 2025

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## 1. Background, Rationale, and Associated Cost

The Brockton Public Schools has been awarded **FY2026 funding through the Interpreter in Education Training Grant (Fund Code 0199)**, a competitive federal program administered by the Massachusetts Department of Elementary and Secondary Education.

This grant is designed to build district capacity by training bilingual staff as qualified educational interpreters in order to strengthen language access for multilingual families and reduce reliance on untrained or external personnel.

Brockton's application was awarded to support the following district priority initiative:

- **Training five bilingual district employees** (representing the five most widely spoken non-English languages in Brockton) to complete Tier 2 and Tier 3 Interpreter in Education certification through a DESE-approved provider (NAETISL)
- **Providing completion stipends for staff who successfully earn Tier 3 credentials**, creating an internal pool of trained interpreters available to schools for IEP meetings, disciplinary hearings, family engagement events, and legally required communication
- **Establishing a sustainable and district-owned interpreter resource model** that improves consistency, cultural responsiveness, and quality of communication with multilingual families

This investment reduces future contracted interpreter costs, increases instructional and compliance capacity, and supports equitable access to information for Brockton families.

**Total Awarded Amount: \$11,800**

There is no local match requirement associated with this grant

## 2. Recommendation to the Superintendent

We request authorization to accept and expend the FY2026 FC0199 Interpreter in Education Training Grant funds in accordance with the approved application and all applicable state and federal regulations.

## 3. Funding Source – Program and/or Budget Code

Massachusetts Department of Elementary and Secondary Education  
Fund Code 0199 — Interpreter in Education Training (Federal Competitive)