



ASHLAND PUBLIC SCHOOLS

YEAR IN REVIEW

SCHOOL YEAR 2021-2022

SUPERINTENDENT'S STATEMENT

The 2021-22 school year was an affirmation of the outstanding school system we have in Ashland. This year, our community grappled with the continued stresses of the pandemic, ongoing economic challenges and navigating complex political issues impacting the education sector. Still, our focus remained on providing every student with an in-person learning experience and preparing them for success after graduation.

Working diligently, our district continued to provide excellent academic, athletic and social experiences to our students that will help them become lifelong learners. Each school focused on emphasizing core values that contribute to the growth of character. We remained committed to confronting the challenges students face by prioritizing a safe and nurturing learning environment. Students and staff engaged in genuine conversation and reflection about diversity and mental health.

We could not do this without the endless support of the community who always champion our district as a place people want to come to teach, work and learn. This year was no different. Our PTOs found creative ways to support our schools. The Clocker Club and Ashland Education Foundation, Inc. made a generous commitment to equip our educators and coaches to provide safe learning experiences on and off the field. The Town of Ashland also continued its outstanding support by passing our requested budget at Town Meeting.

While we've had many successes, many of which are celebrated throughout the contents of this annual report, there is still much work to do. This year, the district embarked on two major projects to actively work to improve our organizational culture and community outreach efforts and which will guide the direction of our district for the next school year and beyond.

Thank you for your continued support and for being our partner in learning.



JAMES E. ADAMS





ASHLAND SCHOOL COMMITTEE

The Ashland School Committee is comprised of five dedicated individuals, elected district-wide. With many years of experience in fields ranging from business and industry to law and education, they provide invaluable expertise in overseeing operations and setting district policy. They also have the power to select and terminate the superintendent and review and approve the district's budget.

Laurie Tosti

School Committee Chair

Marc Terry

School Committee Vice-Chair

Erin Williams

School Committee Member

Paul Kendall

School Committee Member

Tina Fitanides

School Committee Secretary

LEADERSHIP TEAM

Michael A. Caira, Jr.
Assistant Superintendent

Christopher Mathieu
Director of Finance and Operations

Claudia Bennett
Mindess School Principal

Paul Carpenter
Director of Technology

Esmeralda Casas
Media and Communications Director

Jennifer Cutler
Director of Social Emotional Learning

Sara Davidson
Director of Ashland Preschool

David DiGirolamo
AMS Principal

Stephen Marks
Athletic Director

Jonathan Murray
Director of Public Facilities

Peter Regan
Warren School Principal

Kathy Silva
Director of Student Services

Kelley St. Coeur
AHS Principal



ABOUT ASHLAND PUBLIC SCHOOLS

Ashland Public Schools is a school district in Ashland, MA serving nearly 3,000 students across five schools. APS offers a comprehensive PK-12 educational curriculum.

From high-quality early education, to a strong foundation in elementary and middle school, to our challenging high-school coursework, college and career readiness is our goal in every classroom.

We have all the ingredients for success right here in our district – brilliant students, engaged families, outstanding educators and pride in our community.

VISION

The Ashland Public Schools is a forward thinking district that cultivates the academic and social-emotional growth of each student through a supportive, collaborative, innovative and challenging environment. Students will develop into self-motivated, resilient, life-long learners, who embrace their role as responsible contributors to a global community.

MISSION

We are committed every minute, every hour, every day, to every student.

CORE VALUES

Safety: We believe in providing safe and supportive learning environments and facilities, which address the varied social, emotional, and health needs of all students and staff.

Responsibility: We believe in the importance of individual and group accountability to make thoughtful, appropriate decisions that produce positive results for all.

Respect: We believe in the inherent value of all: including oneself, one's peers, and all who are a part of our community and greater global society.

Excellence: We believe as individuals, schools, and a community in the cultivation of an environment in which each member is supported in achieving his/her greatest potential.

Integrity: We believe in making decisions that uphold the values of honesty, decency, and sincerity in all of our actions.



2,917
Total students enrolled



222
Students enrolled in
Extended Day Program



877
Students whose first
language isn't English



259
English Language
Learners



28
Languages represented



\$13,691
In-district cost per student



\$2,165,024.00
Total grant funding



190,622
School bus miles driven



223
Classroom teachers



486
Employees



632
Students approved for
free or reduced lunch



433,635
Total meals served



OUR TEAM

To ensure a quality educational system, we hire, train and retain the most talented workforce who is committed to student success.

Our staff engages in ongoing professional development and learning to stay at the forefront of advances in the field of education. We equip teachers with tools to involve students in hands-on learning. The district rewards innovative teaching, promotes educational excellence and provides educational and leadership opportunities to recognize teachers and staff.

We also have partnerships with colleges and universities for internships, observations and student teaching. The strongest relationship we have is with Framingham State University, as we host student teachers for field hours and practicums each year. We have also recently cooperated with AIC, Bridgewater State, Western Governor's University, Worcester State and Merrimack College.

In our Blueprint for Continuous Student Improvement, our vision states in part, "The Ashland Public Schools is a forward thinking district that cultivates the academic and social-emotional growth of each student through a supportive, collaborative, innovative and challenging environment." To achieve this vision, the office of curriculum, instruction, and assessment strives to ensure all students receive a challenging and equitable experience that prepares them for life beyond our school walls. While the past two school years have brought challenges beyond our wildest imagination, the collaborative work of our teaching staff and administrative team has allowed us to learn and grow. With a continued commitment to serving all students, every second, of every minute, of every day, we have implemented new curricular tools and resources at each level. With a new curriculum comes the need for professional development and our staff has participated in meaningful, relevant, practical professional learning opportunities.

Much of our new curriculum was implemented at the elementary level. We have finalized our adoption of the Units of Study for literacy and teachers have participated in several hours of training with consultant Clare Landrigan. To ensure we are providing a robust and complete literacy program for students, we have additionally implemented Foundations for our K-3 students and the Heggerty Phonemic Awareness program for students in PK-2. In mathematics, we recently moved to the enVisions 2020 edition to align with the MA state curriculum standards. Professional development for elementary educators was focused on these curricular changes and additions. At the middle school, we are adopting NewsEla for our social studies and civics curriculum.

The social-emotional well-being of our students is paramount in The Ashland Public Schools. Over the last five years, all elementary staff was trained in Responsive Classroom. As defined by responsiveclassroom.org, "Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers." Our pre-school staff participated in Life Is Good PlayMaker training centered on trauma-informed practices and relationship building. K-5 staff was also trained in the DESSA SEL screener to assist with our ability to provide services and interventions to students who are struggling with their social-emotional health.

RECOGNIZING OUR RETIREES

Each year, we express our deep gratitude for our retirees and all their contributions toward fulfilling our mission in education. Together they have contributed more than 200 years of service. We wish each retiree well in their next chapter and thank them for their commitment to our students' success over the years. We commend them for their exemplary professionalism and dedication to our entire Ashland community.



TERESA MCCARRICK
P.E. Teacher, Warren School
33 years of devoted service



MELISSA MERCON SMITH
Director of EDP
32 years of devoted service



DEBORAH CONNAUGHTON
ESP Sub-Separate Classroom
31 years of devoted service



AUDREY LACROIX
Nurse Leader, AMS
21 years of devoted service



LISA BEAUDIN
Director of Nutrition Services
17 years of devoted service



MARY MOYNAGH
Social Studies Teacher, AMS
16 years of devoted service



CLAUDIA BENNETT
Mindess School Principal
15 years of devoted service



LORRAINE MCLAUGHLIN
Special Education Teacher
15 years of devoted service



CAROL WALDEN
ELL Teacher, Ashland High School
13 years of devoted service



KATHRYN SILVA
Director of Student Services
11 years of devoted service



MAUREEN WIENCEK
Nurse, Ashland High School
9 years of devoted service



FACILITIES

The Facilities Department is responsible for the cleanliness and maintenance of the district's five school buildings. By working closely with each school, the department faced the challenges brought on by the COVID-19 pandemic. Ventilation systems were run for longer periods than in previous years to ensure as much fresh air into the schools as possible, and we upgraded our building filtration systems to the CDC-recommended guidelines to provide the best air quality possible. We also performed air quality testing throughout the year to assess potential changes and address them. The department has undertaken several significant projects this year as well.

The Pittaway School got new paint in the gym and library along with increased exterior lighting for better visibility out front and by the parking area.

At the Warren School, we are installing a rain garden and a paved pathway for easier access from the recess area to the playground.

In 2021, the district broke ground on the Mindess School building project. The department has assisted the project team as needed.

At the Middle School, we installed new bleachers in the large gym and a new ventilation system in the gym. We also installed a new tile floor where the old green track used to be, updated the kitchen and resurfaced the tennis courts. In summer 2022, pickleball courts are expected to be painted outside on the basketball courts.

At the High School, one of our more modern facilities, we replaced the rooftop air conditioning unit for the auditorium.

Two schools also received new parking lot lines and emergency fire lane signage to ensure unencumbered access for responding emergency service personnel.

The Facilities Department worked closely on many projects with the Town's Department of Public Works and would like to thank them for their continued support of the schools.



WILLIAM PITTAWAY SCHOOL



While we continued to navigate the COVID-19 pandemic, the Ashland Preschool staff (affectionately called the PittCrew) worked tirelessly to develop a safe and supportive learning environment for Ashland's littlest learners. Our PBIS program continued to support our core values of Be Kind, Be Safe and Be Healthy, and we celebrated individual, classroom and school-wide goals with dance parties, stickers and BEE DAYS!

We completed another year of in-person learning and worked to align our curriculum with the Warren School, which included literacy and social-emotional learning. We began implementing components of both Foundations and Responsive Classrooms, both current initiatives at the Warren School. Our PittCrew engaged in professional learning opportunities, including such topics as the importance of relationship building and trauma-informed care through Life is Good Playmaker programming. This was the first year for a Curriculum Leader to take part in the district-wide vertical literacy meetings, and we look forward to further implementation in the fall.

Some of our family activities returned with the incredible support from our Preschool PTO. We held four PTO family play dates throughout the year. We also hosted the first-ever Turkey Trot and Food Drive in the fall and an exciting family Field Day this spring. Family members returned to volunteering as mystery readers and guest teachers, either in-person or virtually, and shared some great stories and science experiments. In place of some family events, our staff engaged families by participating in monthly theme days, which included dressing up and activities. We look forward to bringing the Pittaway Community together with more events and activities next year!



HENRY WARREN SCHOOL

The core values of our school – to be kind, safe, responsible, and respectful – continued to be taught and modeled by children and adults, this year, through the return of in-person learning.

All classrooms began and ended each day with a morning meeting from the Responsive Classroom program and Positive Behavioral Interventions and Support. In addition, our teachers improved their teaching to include Foundations and Heggerty to advance phonics instruction while also developing a love for reading and writing in our students through the Units of Study. Mathematics instruction was based on our enVision program, and Science and Social Studies were taught each day.

K-2 students also had access to Unified Arts classes such as art, music, library, computers and physical education, where they learn through innovative, culturally-responsive lessons and activities. In February, with funding from our PTO, artist in residence Bren Bataclan met with students to share his art, ideas and drawing tips. Grade 2 took a special part in developing drawings Bren used to create a mural focused on the theme of kindness in the dining room. With support from an Ashland Education Foundation Innovation grant, the Warren Art Studio has also implemented a choice-based studio environment where students are given the skills, support, resources, space and time to respond to their interests and ideas through art-making.

Additionally, students at the Warren School enjoyed two recesses each day to play and practice social skills. For the first time, this year, Warren School students were screened in the area of social-emotional competence using the Devereux Student Strengths Assessment, a tool that allows educators to identify students who may need additional support in their social-emotional development and provide targeted interventions to strengthen areas of concern throughout their school day.

Throughout the school year, we involved families, with celebrations of family traditions, mystery readers, experiments and informational sessions for families. In April, families were finally invited into our school.



DAVID MINDESS SCHOOL

With renewed energy, the promise of a more normal school year and a new building rising within our view, this proved to be a very exciting year.

We began the school year with the district's commitment to social-emotional wellbeing at the forefront. With students and staff returning from 1.5 years affected by the pandemic, it was our highest priority. Our school counselors increased their time in each classroom to support students as they began to reconnect and exercise their social skills. Additionally, as part of our School Improvement Plan, we began implementing a new tool to help identify students whose social-emotional wellbeing might be at risk.

Furthermore, we created this year's schedule to allow teams within grade levels to have a common planning time every day and for entire grade levels to share a common planning period once a week. The common team time allows teams to meet and discuss the sharing of students across classrooms, whether shared based on particular skills in a content area or by subject. These meetings are also an opportunity to discuss specific students' needs or issues that might otherwise be missed.

In late August, we welcomed third-grade students and their families for a building tour. The excitement was palpable as our youngest students were awed by the mere size of their new old school. Of course, they will one day be the first students to walk the halls of the new Mindess.

In mid-October, the world celebrated the return of the Boston Marathon, and Mindess students celebrated the return of the Mindess Marathon after a two-year hiatus. Our PE teachers incorporated several obstacle course challenges and altered the course to make our final run through the woods behind Mindess before becoming home to the new Mindess.

In late November and early December, Sergeant Ed Burman organized vaccine clinics for 5-12-year-old students at our high school. Hundreds of Mindess students stepped up and took advantage of these clinics.

In early December, we held a groundbreaking ceremony for the new David Mindess School. It was a magical moment in the life of the new building, and our staff, 5th-grade band and student representatives all had a place in the celebration.

When we returned to school in early January, we faced an uptick in COVID-19 cases among our students. While some days we experienced higher than usual student absences, we maintained a productive in-person learning environment.

This year we experienced a high increase in our student population, primarily non-English speakers, during the early months of the school year. By January, we saw a 66% increase in our EL population,

process of students to appropriately place them in class and grade and worked with Mr. DiGirolamo and Mr. Regan when their ages did not align with school grade levels. Our EL staff also created a document to share with EL families to help them navigate public education in Ashland, and we hired a Portuguese-speaking front office administrative assistant.

In late winter, through the work of the Ashland Education Foundation and their generous benefactors, we celebrated the opening of our Science, Technology, Engineering, Arts and Mathematics (STEAM) Lab, which allows students to integrate 21st-century technology tools into their education.

Early spring brought the return of an in-person Book Fair – an important fundraiser for us and an exciting opportunity for our students to embrace the joy of reading. It also served as an opportunity to invite families back into the building to engage in their children's education.

This year, we implemented the newest EnVisions math program in K-5. Teachers reported it is rich with content vocabulary and very rigorous. In spring, students took the Math MCAS, and most reported that it was easier than their math lessons.

In April, we returned to our traditional Mindess Marathon route. The 26.2 Foundation, which has supported our run for many years with speakers, often runners from around the world, continued their tradition of providing runners bibs for our students to wear.

Mindess staff continued working on the literacy initiative by participating in several days of professional development on the Units of Study, now in place in all classrooms. We also enjoyed the support of our new literacy coach, Kathy Ferrecchia. Since we share her with the Warren School, she has provided a bridge between both schools' literacy instruction. As of early June, third-grade teachers have been trained in the Foundations program, and implementation will begin in the fall of 2022. Other staff, including EL, SPED and Reading Specialists, will be trained in the late summer.

As what is the crowning glory of this school year, on June 13, the Mindess building project reached another milestone with a beam-raising ceremony. The beam was autographed by every Mindess student and staff member!

As the year wound down, our students enjoyed typical end-of-the-year celebrations, including field days and the annual egg drop. Many thanks to our PTO for their financial support and volunteers. We also thank the Ashland Fire Department for participating in the egg drop.

As our 5th graders head off to begin the next chapter in their education at Ashland Middle School, we wish them the very best. It has been a privilege to lead them and come to know them over these last three years. As we say our goodbyes to the Class of 2029, we welcome our incoming 3rd graders to the Mindess School, the Class of 2032. After one short year in this building, they will be among Ashland's first students to call the new Mindess home.



MINDLESS SCHOOL BUILDING PROJECT

The Mindess School Building Project is a partnership with the Massachusetts School Building Authority (MSBA) to address the significant needs of the Mindess School. The project started with a Statement of Interest submitted to the MSBA in 2017 and the formation of the Mindess School Building Committee (SBC) in 2018. The SBC hired Compass Project Management as the Town's Owner's Project Manager and, in conjunction with the MSBA, hired Flansburgh Architects as the project designer. Project options were explored as part of a Feasibility Study that determined the appropriate solution was to construct a new school behind the existing Mindess building.

With the early release of the site, concrete, and structural steel trade packages, construction, led by Shawmut Design and Construction, began in November 2021 with a groundbreaking ceremony held in December. The project felt the impact of COVID-19 in 2021 with the significant increases in cost and material lead times. The project team and SBC worked to keep the project on schedule and within budget, and were able to award the Guaranteed Maximum Price (GMP) contract in March 2022. Foundations and structural steel were completed in June 2022. The new building is scheduled to open to students in September 2023.



AUGUST-OCTOBER 2021

- 60% Construction Documents
- Value Engineering
- Project Permitted
- Site Work, Concrete, and Steel Packages Released



FEBRUARY-APRIL 2022

- GMP Awarded
- Blasting
- Rock and Soil Processing
- Start of Foundations (Concrete)



NOVEMBER 2021-JANUARY 2022

- Groundbreaking
- Site Clearing
- Perimeter Secured
- Access Road Installation
- Bulk Soil Excavation and Export



MAY 2022-JULY 2022

- Structural Steel Erection
- Beam Raising Ceremony
- Start of Geothermal Wells
- Begin Installations of Utilities



ASHLAND MIDDLE SCHOOL

The 2021-2022 school year brought about many changes and challenges. After being in hybrid or remote learning models due to COVID-19, students adjusted to being in school full time. Extra time and efforts were spent on building routines and expectations at the onset of the school year in August. A bonus of having students back in the building for the year was the ease of tracking student data to help set specific goals for improvement.

In the past, we set growth and achievement goals using data from spring MCAS tests. With MCAS being canceled in 2020 and consisting of only one session per subject in 2021, student growth data was unreliable. This past year, our Individual Student Success Plans focused on students who "Did Not Meet Expectations" on MCAS. Teachers met in teams and departments to identify interventions for each student. Due to disruptions in learning and the impact of the hybrid schedule last year, these numbers were higher coming into this school year.



Another data point that increased was our student population, reaching 700 students, up from 661 students at the close of the 2020-21 school year. Due to the increasing student population, we added a team of teachers for the start of the 2021-2022 school year. These extra teachers (and our Silver and Gold Teams) allowed for smaller class sizes in our 7th and 8th grades and benefited all students.

In addition to a full range of academic subjects, we provide students with various art, choir, band and theatre offerings. A choir concert was held in June, and several band concerts were held throughout the year. Each year, band students also have the opportunity to travel to attend the MICCA festival. In 2022, the middle school band was awarded the Silver Medal. The theatre department produces one play and one musical each year. From the art department, students compete in the agenda contest sponsored by the school and the Peace Poster contest sponsored by the Ashland Lion's Club.

This year, our students and staff also benefited from our newly implemented social and emotional well-being programs. Staff was trained in the Signs of Suicide program in the fall, and it was then delivered to all 8th-grade students. In January, all 8th-grade students attended Minding Your Mind presentations, a program that centers around young people sharing their mental health challenges and strategies that help their mental well-being. In May, staff learned about self-care and participated in a Developmental Relationships training.

We also focused on Diversity, Equity and Inclusion. Staff attended two DEI trainings over the school year, reviewed subgroup data and hosted strategy sessions to brainstorm supports and interventions. Teachers also learned how to support English Language Learners and implement social justice lessons in their classrooms. Additionally, we created an Equity Team, which met several times and is working with the AHS CARES team to plan for the upcoming school year.

Our building received many improvements, including new lockers in the 7th-grade hallway and new flooring or carpeting in several rooms.

Although our students and staff achieved many accomplishments this year, we are excited for what lies ahead next year, especially as we welcome new students and families. While we will miss our 8th-grade students, we know the Class of 2026 will continue to excel at Ashland High School.



ASHLAND HIGH SCHOOL

A curriculum of over 125 core and elective course offerings is available at Ashland High School. AHS changed its schedule to offer X-block for the first time this school year. X-block is a 25-minute block built into the school day for students to receive academic support and enrichment, social-emotional support, movement breaks, college and career education and so much more.

Additionally, there are about 40 club offerings and 44 sports options. In Spring 2022, both of the Concert Band Sections participated in the MICCA Concert Ensemble Festival. The Ashland Concert Band - White received a Bronze Medal, and the Ashland Concert Band - Blue received a Silver Medal. Several Band students auditioned for the Massachusetts Central District Music Festival, which was held virtually in January. Julia Rice was selected to play Oboe in the Festival Concert Band. Brady McGuire and Hunter Meigs auditioned and were accepted into the Central District Honors Choir. Brady went on to audition and get accepted into the prestigious All-State Chorus and performed at Symphony Hall in March.

With the mental health of students, staff, and families top of mind, Director of Social and Emotional Learning Jennifer Cutler and Ashland High School began a partnership with The JED Foundation, a national nonprofit that seeks to support the emotional well-being of young adults ages 13-30, to bring JED High School to AHS beginning this fall. AHS will be one of only a handful of schools in Massachusetts to enroll in the 18 to 24-month program, which will help evaluate and strengthen the school's programming and systems related to suicide prevention, mental health and substance misuse prevention.



AFTER ASHLAND

Our Ashland High School Class of 2022 graduates come from a wide variety of backgrounds and have diverse goals. Each student has succeeded in their own way, and we are proud to call them Clockers.

Out of our 223 graduates, 91.5% are heading to college or university. 8.1% of graduates are workforce-bound, and 0.4% plan to enlist. 20 graduates earned the State Seal of Biliteracy, and six of them earned it with distinction.

Additionally, 10 student-athletes pursuing academics and athletics during college signed

letters of intent in advance of beginning their collegiate career in fall 2022.

This year, Ashland High School graduates were offered and accepted approximately \$72,850 in local scholarship money. Many also received additional scholarships from their college of choice.

Our graduates are ready for life because we prepare them every step of the way. Our strong results are due to an amplified focus on ensuring all students get additional support, as needed, and the start of a concerted focus on equity (including an equity audit and diversity training) to ensure all students have access to higher-level courses and a rigorous curriculum.

GRADUATING SENIORS

Emilia Agostinelli	Bianca De Assis	Margaret Henault	Elizabeth McSweeney	Mike Ryabenko
Ethan Antoniuk	Jady Louise De Macedo	Luke Herter	Andrew Meleski	Lily Ryan
Thomas Apke	Lucas De Moura	Daniel Horan	Noelani Mendiola Guevara	Jacob Rymsza
Jaron Armes	Mariana De Oliveira	Arjun Iyer	Lily Mihnos	Julia Salazar Yuman
Garrett Arseneault	Michael De Souza	Tyler James	Noah Milne	Anabelly Sales
Siddarth Arvind	Angelina DeBernardo	David Jebashaker	Luis Miranda	Nitish Salvi
Alex Assencoa	Kristina DeBonee	Kiera Justice	Christopher Moriarty	Jennifer Santos
Akarsh Aurora	Maxwell Dever	Eliza Kalenjian	Paola Muwanga	Owen Schwerzler
Shivapriya Bairavasundaram	Maanasa Dhavala	Aditya Kansal	Primah Muwanga	Bryan Segat
Nicholas Barbosa	Michael Diaz	Henry Katolichenko	Ann-Rita Nanyunja	Derek Sheth
Elizabeth Barrett	Zachary Dickinson	Anna Kaufman	Ananya Narayanan	Nicole Silva
Diogo Barretto	Avery Dinsdale	Natalia Kelly	Daniel Ness	Rebecca Silva
Charlotte Beaton	Jacob Dionne	Roisin Kelly	Keilah Noel	Edinilson Silveira
Arjan Bedi	Susan Dos Anjos Freitas	Dongyeong Kim	Jack O'Brien	Lara Silveira
Ronak Bhagia	Richelly Dos Santos	Ashley King	Jaiden O'Brien	Nayonika Singh
Nicholas Bialzik	Maxwell Douglass	Norman Kiyaga	Justin O'Brien	Omar Skiba
Dominic Boccelli	Dylan Drozeck	Jordan Kotob	Matthew O'Brien	David Skorodumov
Brooke Boulanger	Kaitlyn Edmunds	Connor Kramer	Priscilla Oluokun	Evan Smith
Philip Bourque	David Ezeh	Mia Kramer	Molly Orr	Wanessa Sousa
Hannah Bouthiette	Sarah Ezeh	Sophia Kriegsman	Dila Ozersen	Jonathan Souza Almeida
Desirey Braley	Patrick Ezeh Jr	Jayson Kukowski	Attila Palabiyik	Shreya Srinivasan
Ellie Bredin	Faris Fakhouri	Paulina Lampiris	Maxwell Palin	Srihari Srivatsa
Ashley Brown	Ramzi Fakhouri	David Larson	Samantha Pardi	Anakin Sullivan
Pleiade Brown	Leanne Grace Fejer	Jessica Lemeshov	Nickolas Pereira	Jessica Sullivan
Connor Brugger	Jessica Fernandes	Margaret Lester	Victor Pereira Mineo	Allison Swartz
Lia Brukllich	Amaya Fernsebner	Bennett Lewis	Charlotte Perry	Raahim Syed
Lauren Burack	Aaliyah Figueroa	Destiny Libby	Algis Petlin	Lydia Takla
Jacob Butkus	Lada Filippov	Kyle Liu	Alicia Phillips	Nicholas Tang
Marina Byrnes	Ashley Fiorenzi	Rose Mary Lord	Vinicius Pinto	Ethan Tel
Kathryn Champion	Edie Fogel	Israel Lormendez	Ryan Pitard	Sidarrth Tilak
Kailly Cardoso	Lucy Forgit-Stringham	Allison Loughlin	Nathaly Posada	Elisa Torres
Cheyenne Carrasquillo	Daenerys Fragopoulos	Maxwell Mahn	James Proia	Ronald Tran
Katherine Carter	Larissa Freitas	Luiz Eduardo Manhaes	Ethan Putnam	Jacob Troutman
Anna Caruso	Justin Galang	Madison Marchetti	Bella Raso	Jordana Turetsky
Rafaela Carvalho	Tighe Geary	Alexandra Martin	Elise Reap	Isabella Viana
Michael Celatka	John Giglia	Daniel Martin	Peyton Redden	Carly Watt
Sai Nikhil Chanda	Peter Gigliotti	Pedro Caio Martins	Gabriel Ribera	Keegan Weiss
Emily Chouinard	Matthew Gillis	Kayleigh Masiello	Julia Rice	Gabriella Wheeler
Dhruv Chugh	Dominic Giorgio	Anthony Massauro	Chloe Roberts	Tyler Wilson
Sonali Ciolino	Olivia Gleason	Felipe Mateus	Alexa Robinson	Emily Woodin
Amanda Corcoran	Timothy Goodwin	Nathan Mathew	Ana Luisa Rodrigues	Dhara Xavier
Pamela Kathyllen Da Silva	Abigail Gordon	Karyna Mayasova	Maria Victorya Rodrigues	Sneha Yadav
Lauren DaCosta	Cecilia Govan	Jack McGoff	Olivia Rohmer	Michael Zlochevsky
Diane DaSilva	Madison Griffin	Brady McGuire	Kevin Rosoff	
Eduardo Neri de Abreu Billa	Jason Harrington	Maeve McMahon	Alyssa Rozenblum	

STRATEGIC PLANNING

Each year, we update the Blueprint for Continuous Student Improvement, a document designed to set overall goals for the district and develop a plan to achieve them. The strategic plan shows where the district is headed and what its priorities should be.

This year, we have partnered with Hazard, Young, Attea and Associates, an education consulting firm with over 30 years of experience, to help with our strategic planning process. The strategic planning process will look ahead and create a plan that meets our goals for the future.

FOCUS DRIVEN

- Formalizes the mission, vision, core values, and improvement priorities
- Enables stakeholders to voice and set shared priorities and a path to improvement

ENGAGING & INCLUSIVE

- Process involves engaging community in feedback sessions
- Helps the team develop a more targeted strategic plan
- Builds community support

EFFICIENT & COST EFFECTIVE

- Districts that implement strategic plans ultimately create efficiency that can translate to financial savings

DIVERSITY, EQUITY AND INCLUSION

The Ashland Public Schools is committed to becoming an anti-racist school district. This school year, the Student Services department established the Bilingual Parent Advisory Council. The district also increased its English Language Learner teaching staff. Additionally, the district was able to fund and hire the first Director of English Language Learners, who will come on board in the summer of 2022. The Ashland Special Education Parent Advisory Council was strengthened this year and advised the district in hiring a new Director of Student Services for the next school year.

With racial equity, diversity, and inclusion at the forefront of our thinking, we have also dedicated time and resources to provide students, faculty and staff with high-quality professional learning opportunities about race and social justice. For the last two years, we have partnered with Dr. Kris Taylor and Dr. Des Floyd. Dr. Taylor and Dr. Floyd worked with our staff at Ashland High School and Ashland Middle School, leading to the formation of teacher teams to help us move forward with our equity goals. We have purchased several new books for students and staff to build our classroom libraries, paying special attention to adding books about and by culturally diverse individuals. Additionally, our administrative team has participated in several workshops to align our thinking around achieving an anti-racist vision for our district. Led by our Ashland High School Clockers for Anti-Racism, Equity, and Social Justice team, teaching staff and students collaborated to educate themselves and others through a series of workshops centered around social justice topics. Additionally, we have partnered with the Department of Elementary and Secondary Education as well as The Decisions at Every Turn Coalition to provide professional learning opportunities for our elementary, middle and high school staff around several topics including those directly related to the LGBTQ+ community.

Our work is far from complete, but we are proud of the steps we have taken so far. Continued collaboration with the Ashland Residents for Equity and Action and Ashland Is United will be pivotal as we improve our community relationships with our growing population of diverse cultures. We look forward to taking information gleaned from our partnership with L&P Educational Services after they complete our equity audit. We will use this information to drive future professional development opportunities and curriculum improvements.



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