



CITY OF NEWTON, MASSACHUSETTS

Commission on Disability

AGENDA

Meeting Date: Monday October 21, 2024

Location: Zoom

Time: 6:00 P.M.

Ruthanne Fuller
Mayor

Barney Heath,
Director, Planning &
Development

Sharon Cullins
Community Development
Planner

Members

Ima Jonsdottir, Co-Chair
Jack Lovett, Co-Chair
Nyree Kibarian, Treasurer
Jane Brown
Lucie Chansky
Petr Chovanec
Nancy Kritzman
Sandra Lingley
Barbara Lischinsky
Nathan Persampieri
Matt Volpi

Jason Rosenberg
Chairman Emeritus

Jini Fairley
ADA/Sec 504 Coordinator

1000 Commonwealth Ave
Newton, MA 02459
T 617-796-1000
www.newtonma.gov

This meeting will be a virtual meeting that will take place via Zoom. To view and participate in this meeting, click this link <https://newtonma.gov.zoom.us/j/84081369466> or dial +13092053325,,84081369466#

1. Introductions (6:00-6:05)
2. Harvest Fair Recap (6:05-6:15)
3. Approval of September 9, 2024 Meeting Minutes (6:15-6:20)
4. Accessible Fines Reports (6:20-6:25)
5. Operation Access (6:25-6:35)
6. AP7-24 Residential Accessible Parking Petition (6:35-6:50)
7. Film Screening Event Dec 12th (6:50-7:00)
8. West Newton Cinema (7:00-7:20)
9. CDBG Discussion (7:20-7:50)
10. NWH Subcommittee Update (7:50-8:00)
11. Co-Chairs Corner (8:00-8:10)
 - One-on-One Member Update
 - Library Focus Group
 - Resource Fair-Haywood House
 - Disability Advisory Group-NPS
 - Anti-Ableism Curriculum Working Group Update

NEXT MEETING DATE: November 18, 2024

The location of this meeting is wheelchair accessible and reasonable accommodation will be provided to persons with disabilities requiring assistance. If you need a reasonable accommodation, please contact the city of Newton's ADA/Sec.504 Coordinator, Jini Fairley, at least two business days in advance of the meeting: jfairley@newtonma.gov or (617) 796-1253. For Telecommunications Relay Service, please dial 711 or call City Hall's TTY/TDD line at 617-796-1089.



Ruthanne Fuller
Mayor

City of Newton, Massachusetts
Department of Planning and Development
1000 Commonwealth Avenue Newton, Massachusetts 02459

Telephone
(617) 796-1120
Telefax
(617) 796-1142
TDD/TTY
(617) 796-1089
www.newtonma.gov

Barney S. Heath
Director

NEWTON COMMISSION ON DISABILITY
MEETING MINUTES
September 9, 2024.

Virtual Meeting via **Zoom**

Meeting Recording link:

https://newtonma.gov.zoom.us/rec/share/OB6sEJjeoD-lsEfb8ubMkM2dkK_w6WOqvwsQNIYdYiZvYTn--LzcbSYEX2dVufu.z7RKlxbFrltZvQuq

Meeting Agenda and materials found at:

www.newtonma.gov/government/planning/boards-commissions/commission-on-disability/meeting-agendas-and-minutes

MEMBERS PRESENT: Ima Jonsdottir, Co-Chair, Jack Lovett, Co-Chair, Nyree Kibarian, Lucie Chansky, Nancy Kritzman, Sandra Lingley, Nathan Persampieri, Matt Volpi

MEMBERS ABSENT: Petr Chovanec, Barbara Lischinsky, Jane Brown

MEMBERS OF THE PUBLIC/APPLICANTS:

Rob Caruso, Janine Stewart, Laurie Collis, Matt Conover (MBTA), Ben Weinstein (MBTA), Julie Lynch (MBTA), Sophia Faldonie

STAFF:

Sharon Cullins, Planning & Development Department
Lara Kritzer, Director, Housing & Community Development
Barney Heath, Director, Planning & Development
Jonah Temple, Assistant City Solicitor
Jini Fairley, ADA/Sec 504 Coordinator
Sgt. John Babcock, Newton Police Department
Jenn Martin, Director of Transportation Planning

● **Introductions**

- The chair introduced members present, city staff present, accessible parking applicants present, and asked the others to introduce themselves and they were welcomed to the meeting.

● **Approval of July Meeting Minutes**

- Ima asked if any Commission member had any questions about the minutes and with none, she asked for a motion to approve the minutes.
- Lucie made a motion to approve the minutes and Nyree seconded the motion

- Motion to approve the July Meeting minutes was approved with a vote of 5-2-0.
- **New COD Staff Support**
 - Jonah Temple went over the memo that was sent to the commission outlining the transitioning of the administrative duties to Sharon Cullins and Jini's role and responsibilities. The memo can be found online in the meeting materials.
- **Accessible Fines Report**
 - Sgt. Babcock gave reports for the months of July and August. He noted that we are now in the new fiscal year. This report can be found in the meeting materials found online.
- **AP5-24 Residential Accessible Parking Petition**
 - Laurie Collis, of Crystal St explained the need for an accessible spot for her daughter, who is in a wheelchair. After a brief discussion and 2 motions offered first by Lucie the second by Nyree. The motion was passed by a vote of 8-0-0.
- **AP6-24 Residential Accessible Parking Petition**
 - Walter Stewart, of Lincoln Rd was represented by his daughter Janine. She explained the need for accessible parking for her father. After a discussion and 2 motions offered first by Lucie the second by Nyree. The motion was passed by a vote of 8-0-0.
- **MBTA Presentation**
 - Matt Conover, Ben Weinstein and Julie Lynch presented a power point going over the MBTA efforts to make The D line the first accessible branch. The presentation reviewed both near term upgrades as well as the long-term upgrades for the Newton Centre, Chestnut Hill, Eliot, Waban and Newton Highlands stops. Which begins in October 2024. After the overview of the work to be completed, the panel answered questions and addressed both comments and concerns. Ima thanked them for attending and sharing their information and getting the committee's feedback. This presentation can be viewed online as well as the full recording of the meeting.
- **Recap of July's Disability Pride Event/Thank you to Mayor**
 - Ima shared that several members were panelists and was well attended. The mayor as well as several city councilors were in attendance. Ima strongly encouraged everyone to check out the recording. Nathan commented that someone had requested an Autistic Pride Event. Ima gave a shout out to Jenny Acosta from Understanding our Differences as to what incredible resource she is, and Lily Waitsman at the Newton Public Library for all her efforts. Jack also mentioned Jini for all that she did as well. NewTV recorded the event and the link to the event is on the 9.9.24 Agenda.
 - Co-Chairs would like to send a thank you note to the mayor Ima read the "draft" thank you for feedback. They read the note to the commission before taking a vote. Nathan made the first motion and Nancy made the second motion. The motion was passed by a vote of 7-1-0.

- **Harvest Fair Discussion**
 - Ima discussed the Harvest Fair that will take place Sunday October 20th from 11-4. Asking for volunteers to help man the COD booth, Setup, break down, canopies, items for sensory area etc. and will send out a sign-up sheet. Ima asked for a vote on whether to participate or not. Sandra made the first motion and Nyree made the second motion. The motion was passed by a vote of 8-0-0.

- **Proposed December 12th film screening of “The Ride Ahead”-Discussion and vote**
 - It will a joint effort with “Understanding our differences” and the Newton Public Library. She read a synopsis of the movie and told the committee that Ima, Jack and Jini had permission to screen the movie in advance. Jini mentioned that she is working on making this event available through ZOOM as well. Ima then asked for a vote. Nathan made the first motion and Lucie made the second motion. The motion was passed by a vote of 8-0-0.

- **Treasurers Report**
 - Nyree read the report and there were some changes in the accounts. Jini mentioned possible discrepancies and the Lara Kritzer commented about accounts being spent that Regina in comptrollers added the account in question. The account will be investigated and seen whether it should stay on the report for next month.

- **Co-Chairs Corner**
 - Jack gave an update on DAG, and spoke about his one-on-one meeting with COD members
 - Ima mentioned that the Marty Sender Path was reopened and there was a ribbon cutting ceremony. Jini attended
 - COD was invited to have a booth at the Haywood House Senior Resource Fair on Oct 1st

Next meeting – **October 21, 2024.**

Respectfully submitted,
Sharon Cullins, Staff

NEWTON POLICE DEPARTMENT

NEWTON COMMISSION ON DISABILITY

PARKING TICKET AND FINES REPORT

September 2024

TOTAL NUMBER OF TICKETS ISSUED	37
TOTAL VALUE OF TICKETS ISSUED	\$ 7,400.00
SUCCESSFUL APPEALS	\$ 1,800.00
TOTAL AMOUNT PAID	\$ 4,000.00
TOTAL OUTSTANDING	\$ 1,600.00

CODE # 26 ACCESSIBILITY SPOTS

NUMBER OF TICKETS ISSUED	32
TOTAL VALUE	\$ 6,400.00
SUCCESSFUL APPEALS	\$ 1,600.00
TOTAL AMOUNT PAID	\$ 3,200.00
TOTAL DUE	\$ 1,600.00

CODE # 27 CURB CUTS

NUMBER OF TICKETS ISSUED	5
TOTAL VALUE	\$ 1,000.00
SUCCESSFUL APPEALS	\$ 200.00
TOTAL AMOUNT PAID	\$ 800.00
TOTAL DUE	\$ 0.00

REQUEST FOR CHANGE TO TRAFFIC AND PARKING REGULATIONS

CITY OF NEWTON TRAFFIC COUNCIL, ROOM 105

1000 COMMONWEALTH AVENUE

NEWTON CENTRE, MA 02459

The Traffic Council is administered through the Clerk of the City Council's Office. The Petitioner and other parties who may in the Council's judgment be substantially affected by such petition will be notified with the first date the petition will be discussed by the Traffic Council. NOTE: There are additional petition requirements for Resident Only Permit Areas; see Sec. 19-201 of the City of Newton Ordinances. If you have further questions, please call the Clerk of the City Council's Office at (617)796-1210.

Complete both sides and submit to the City Council Office (PLEASE TYPE or PRINT):

PETITIONER'S NAME: Donna Messinger _____ SIGNATURE: _____

ADDRESS: 147 Arnold Road, Newton, MA _____ Unit # _____

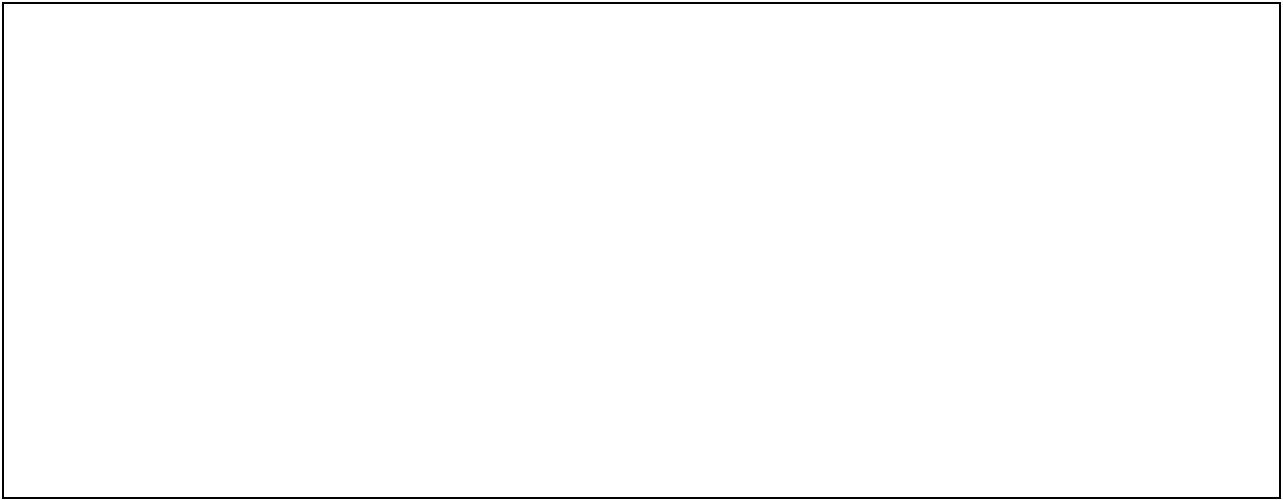
TELEPHONE (DAY): 617-332-2863 _____ (EVENING): same _____

EMAIL ADDRESS: donnaam@comcast.net

1. Identify the location, briefly describe the nature of the problem and the request.

AP7-24 DONNA MESSINGER, requesting an accessible parking space in front of 147 Arnold Road. (Ward 8) [10/10/24 @ 3:31 PM]

2. Draw a simple diagram or attach a map that shows the subject street(s) and conditions.



North ↑

3. Obtain required signatures on reverse side of this form.

REQUIRED SIGNATURES (Please Print)

◆Petitions for intersectional controls/regulations (traffic signals, stop signs, no turn on red, etc.) require a total of six (6) signatures (including petitioner's) from owners or tenants whose building or lot of land is located within five-hundred (500) feet of the affected intersection (one signature per household or business).

◆Petitions for parking restrictions, truck exclusions, speed limits, and all other traffic regulations must be signed by one (1) owner or tenant of at least half of the residential, commercial and/or non-profit units which abut the affected street or way, provided that in no event shall more than ten (10) signatures (including petitioner's) be required (one signature per household or business).

NAME: _____ SIGNATURE: _____
ADDRESS _____ UNIT# _____
TELEPHONE (DAY) _____ (EVENING): _____

NAME: _____ SIGNATURE: _____
ADDRESS _____ UNIT# _____
TELEPHONE (DAY) _____ (EVENING): _____

NAME: _____ SIGNATURE: _____
ADDRESS _____ UNIT# _____
TELEPHONE (DAY) _____ (EVENING): _____

NAME: _____ SIGNATURE: _____
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ADDRESS _____ UNIT# _____
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NAME: _____ SIGNATURE: _____
ADDRESS _____ UNIT# _____
TELEPHONE (DAY) _____ (EVENING): _____

REQUEST FOR TRAFFIC IMPROVEMENT OR CHANGE

CITY OF NEWTON TRAFFIC COUNCIL, ROOM 105
1000 COMMONWEALTH AVENUE
NEWTON CENTRE, MA 02459

The Traffic Council is administered through the Clerk of the City Council's Office. The Petitioner and other parties who may in the Council's judgment be substantially affected by such petition will be notified with the first date the petition will be discussed by the Traffic Council. NOTE: There are additional petition requirements for Resident Only Permit Areas; see Sec. 19-201 of the City of Newton Ordinances. If you have further questions, please call the Clerk of the City Council's Office at (617)796-1210.

Complete both sides and submit to the City Council Office (PLEASE TYPE or PRINT):

PETITIONER'S NAME: Donna Messinger SIGNATURE: [Signature]
ADDRESS: 147 Arnold Rd Unit #
TELEPHONE (DAY): 617-332-2863 (EVENING): 617-332-2863

1. Identify the location, briefly describe the nature of the problem and the request.

I am requesting a handicapped parking spot. Our street was recently repaved and sidewalks were redone and a ramp was put in ~~a~~ in front of my home. I have a disabled family member who uses a wheelchair and for short distances inconsistently has a walker. This ^{safety} ~~safer~~ ^{entry} ~~exit~~ will help her quality of life greatly - ~~with~~ ^{with a placard sign, it will be randomly} available for use for anyone with a disability.

2. Draw a simple diagram or attach a map that shows the subject street(s) and conditions.

I will submit a photo - we are close to the corner of Meadowbrook Rd and Arnold Rd. The sloped sidewalk wide enough for a wheelchair is located in front of my property. I believe a spot could easily be designated within ~~at~~ the front of my property line. I would like to give input on precise location. Approved for most future use for all

North ↑

My driveway is narrow and sloped so having another location as an option will help us greatly.

3. Obtain required signatures on reverse side of this form.

I understand others with a placard could use which I am happy about since I have disabled visitors. Also there are other walkers parked on our street.

PL6160702

Expires:

06-29-28

**Disabled Persons
Parking Identification Placard**



MESSINGER

GABRIELLA

MAYA

**Commonwealth of
Massachusetts**





Navigation controls including a car icon, a compass icon, and a 3D button.



147 Arnold Rd



Weather and air quality information: 58° and AQI 18.

147 Arnold Rd

Share and close buttons.

Address · [Newton, Massachusetts](#)

“Getting to Know Me and You”:

NPS Elementary Anti-Ableist Curriculum

Prepared for placement on the NPS website in October of 2024

Curriculum Development

Since the summer 2023, the anti-ableist curriculum working group has been meeting regularly to develop curriculum for elementary schools. The group is facilitated by Dr. Maria Kolbe, current NPS Director of Multi-Tiered Systems of Support for the district, with close collaboration with Naomi Joseph of the NPS Diversity, Equity, and Inclusion department. Additional members are listed below:

- Commission On Disability Representative: Ima Jonsdottir
- SEPAC Representatives: Annette Nedeljkovic, Claudia Svoboda Rheule, Josh Goldstein
- NPS Staff: Jim Ellis, Director of ABA Services
- NPS Staff: Tracey Hatch, Assistant Director of Elementary Special Education and Coordinator of Occupational Therapy, Physical Therapy, and Vision services
- NPS Staff: Jesse Krotick, Coordinator of Social-Emotional Learning (SEL) and Social Work
- NPS Staff: Maura Tynes, Director of Elementary Special Education
- NPS Staff: Shannon Komow, K-8 Coordinator of Physical Education Health and Wellness
- NPS Staff: Suzie Talukdar, Principal of Underwood Elementary

It is of note that classroom educator participation was not able to occur during the 2023-2024 by Newton Teachers Association work-to-rule actions. The working group developed the following mission statement:

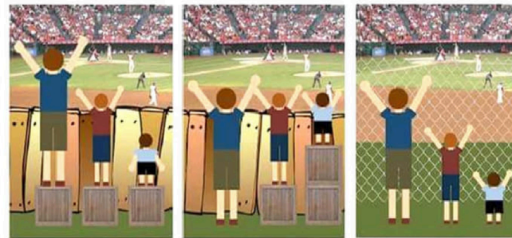
We acknowledge that..

because we want all elementary students (including neurodivergent and/or disabled students) to feel



Visual description: Word cloud- safe, heard, belonging, reflected, connected, empowered, included, community, understood, curious, access, confident, proud, happy, valued, respected, agency, accessible, and authentic

we work to disrupt ableist structures and mindsets with a focus on universal design within our classrooms, schools, and communities.



Visual description: Three pictures that depict equality (everyone getting the same thing), equity (everyone getting something different to be able to access the activity), and a final picture in which the systematic barrier has been removed.

The committee then reviewed methodologies and potential curriculum structures to actualize the mission statement outlined above. Through a clearly defined curriculum scope and student learning outcome, the committee was able to determine core lesson design components that would be supportive of that learning outcome for all students. Both sections are detailed below.

Curriculum Scope and Student Learning Outcome

Through yearly exposure to sequential lesson series' utilizing discovery-based learning, developmentally-appropriate texts, collaborative learning, school-wide shared experiences, and student self-reflection, a fifth grade student graduating from an NPS elementary school will be able to:

- a) Reflect on their unique ways of thinking, feeling, learning, and being - showing understanding that there is not one "right" way to be and that differences related to neurology and disability are natural and essential aspects of human diversity.
- b) Show how they live the NPS value of inclusion - by identifying ways in which different people experience the school environment differently, and by understanding the ways in which their actions can impact their peers' school experience.

Core Lesson Design Components

<p><i>Discovery-based Learning</i></p>	<p>Description: Lessons are designed to facilitate students exploring and experiencing concepts that connect to the learning targets of the lesson. Lesson design aligns with experiential learning lesson components articulated within the NPS literacy curriculum: EL Education.</p>	<p>Intended Impact: By providing opportunities for open-ended, student-driven exploration of concepts, conditions will be created for students to:</p> <ul style="list-style-type: none"> a) Situate learning within their own lived experiences and previous learning b) Grapple with concepts to create the conditions for most impactful, long-term learning
<p><i>Engagement with Texts</i></p>	<p>Description: Two of the six topical lessons per year will utilize developmentally-appropriate picture books that depict neurodiversity and/or disability. The first lesson of the year, which serves as an activator of prior knowledge, will also utilize a picture book on a social justice theme related to disability.</p>	<p>Intended Impact: By providing access to identity-affirming, developmentally-appropriate picture books, conditions will be created for students to:</p> <ul style="list-style-type: none"> a) Generalize learned concepts to stories/situations outside their own experiences, illustrating the shared humanity that is shared between us all
<p><i>Collaborative Learning</i></p>	<p>Description: Lessons are multi-modal in their opportunities for various forms of collaborative learning. Buddy classrooms are utilized for 3 of the 8 lessons per year, meaning a 5th and 2nd grade “buddy pair” would complete three lessons together per year. The extent to which collaboration occurs is expected to be self-determined, and will be scaffolded as such.</p>	<p>Intended Impact: By designing learning experiences that prioritize collaborative learning, conditions are created for students to:</p> <ul style="list-style-type: none"> a) Be exposed to and learn from broader neurotypes and ways of being than may be present within their classroom alone b) Engage with the repeated yearly focuses through differing types of experiences
<p><i>Shared School-wide Experiences</i></p>	<p>Description: All six grades within an elementary school will have the same focus of the month. The monthly lesson will be taught within the first two weeks of the month, allowing for generalization of the topic across remaining weeks (before the new topic is introduced the following month).</p>	<p>Intended Impact: By aligning the overarching topics of the lessons across the grade-levels within the school, conditions will be created for students and faculty to:</p> <ul style="list-style-type: none"> a) Align their learning within a broader, community focus b) Feel empowered and affirmed in the work through seeing and experiencing others using similar language and reinforcing the same topic
<p><i>Student Self-Reflection</i></p>	<p>Description: All lessons are anchored in student self-reflection. Activities facilitate student’s reflecting on their own unique ways of being, as well as ways in which their actions can more positively impact their peer’s school experiences.</p>	<p>Intended Impact: By situating learning within student self-reflection, the conditions are created for students to:</p> <ul style="list-style-type: none"> a) Authentically connect concepts to their own ways of learning and being b) Upstand for others within their community, seeing themselves as a member of a broader classroom and school community

With the learning outcome and methodologies finalized, the sequence of lessons was reflected upon and finalized. “Getting to Know You and Me”, the name of the K-5 curriculum, utilizes monthly themes that are explored school-wide, with differing activities to meet the developmental needs of students across the grades.

Here are some additional features of the curriculum that have been developed.

- **School-focus on one topic per month** starting in November, with individual grade levels exploring the topic in varying, developmentally-appropriate ways
- Monthly lessons, **taught by general educators during community blocks**, with generalization activities provided to extend learning across the month
- Shared learning with “**buddy**” **classrooms** for three lessons per year
- **Exploratory lesson format**, with lesson structures rotating between:
 - Directed Centers
 - Reflection of topic through examination/reflection using a text
 - Self-directed centers
 - Project-based learning

The themes are as follows. Each month, the lesson, core visual that is referenced throughout the month, and any follow-up activities are rooted in celebrating:

- The Ways we Communicate
- The Ways we Listen
- The Ways we Play
- The Ways we Feel and Express our Emotions
- The Ways we Show what we Know
- The Ways we Move

With this information finalized, the committee moved into reviewing the grade 2 curriculum that was drafted by the facilitator of the group. The curriculum was reviewed first by our committee itself, editing for content and design based on our previous conversations and co-constructed priorities.

Next, the committee engaged in feedback cycles during the months of March through May with educational researchers from surrounding universities and with Newton’s Disability Advisory Group (DAG).

The following educational researchers reviewed the elementary anti-ableist curriculum and attended a feedback session with members of the working group:

- Dr. Kristen Botema-Bottel: Boston College
- Dr. Michael Stein: Harvard University
- Dr. John McKenna: University of Massachusetts Lowell
- Dr. Nadine Gabb: Harvard University
- Dr. Zachary Rosetti: Boston University

Guiding questions prompted conversations regarding the extent to which evidence-based practices were used within the curriculum, the strengths of the curriculum, and recommended areas for revision. Themes from educational researcher discussions included:

1. **Clear Goals and Purpose:** Emphasizing the importance of providing clear scaffolding and structure to ensure students understand the purpose of their work within a constructivist lesson format. Also, goals and expected learning outcomes must be clear when inquiry-based lessons are used to guide student engagement.
2. **Supporting General Educators:** Needing to provide scaffolding and support for general educators to engage in conversations about misconceptions related to disability and ableism and the messiness of the learning process related to anti-bias work.
3. **Challenges and Problem-Solving:** Addressing challenges such as competing access needs and the need to problem-solve to make individual decisions that are right for the students in front of them.
4. **Accommodations and Equality:** Centering accommodations within lessons as a cyclical topic, growing an understanding that accommodations as not giving an advantage but equalizing opportunities for all students. Also, that accommodations are required for “invisible” needs, leading to more of an universal design for learning approach from an environmental perspective.
5. **Ableism and Social Justice Emphasis:** Introducing ableism earlier and strengthening the social justice emphasis of the curriculum to align with the value statement. Concepts should be introduced at the age that students experience them.
6. **Roots of Ableism and Intersectionality:** Exploring the roots of ableism and its intersection with other forms of bias and discrimination, in particular strengthening reference to disability rights movement.
7. **Assessment and Measurement:** Considering how to measure the impact of the curriculum and capture teacher experiences implementing it, there must be a strong commitment to measure potential impact for students and educators.

Similarly, guiding questions with the DAG group prompted conversations regarding authenticity of content within the curriculum through the picture books that are utilized, language used within the lessons, and the types of activities that prompt authentic connections with and for all students. The following individuals are members of DAG:

- Jessi Champion
- David Clark
- Rachel Falkenstein
- Norah Ferry
- Tracey Hatch

- Jack Lovett
- Ashia Ray
- Caroline Steiner

Feedback from the committee, educational researchers, and Newton’s Disability Advisory Group was integrated into the grade 2 curriculum, and the rest of the curriculum grades were scaled out based on that feedback and discussions throughout the summer of 2024.

The following materials are linked not to give a complete sense of the curriculum, but to give a sense of the types of activities students will engage in. It is of note that the curriculum is expected to change through the pilot study this year, which is referenced in the implementation plan section below.

Portion of Grade 2 Educator Guide	Grade 2 Lesson Slidedeck: Ways we Communicate	Grade 2 Lesson Slidedeck: Ways we Show What we Know	Grade 2 Lesson Slidedeck: Ways we Move
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Implementation in 2024-2025

In the 2024-2025 school year, NPS is piloting the curriculum at one elementary school: Angier Elementary. Angier was selected because of its prior efforts to incorporate disability and neurodiversity-affirming work into culturally responsive practices. Additionally, many of the new elementary systems and structures, such as school-wide schedules and intervention frameworks, are already familiar to the educators at Angier. Because they have already been working with these approaches, Angier made sense as a pilot location for “Getting to Know Me and You”.

The first lesson will be on November 6th for all classrooms grades K-5, with a monthly lesson continuing through June 2025. We will study the impact of this curriculum in a variety of ways, returning to the initial intent of the curriculum design and intended impact on student belonging and connectedness. Below are some of the ways that impact will be measured:

- Examination of pre- and post- test that students complete
- Study of student connectedness data in grades 3-5, through studying aggregates, not individual student growth
- Student products that are curriculum-based measures, collected as part of engagement with curriculum naturally

- Ratings of student connectedness completed by educators through Panorama Teacher Perception Survey, again through studying aggregates
- Engagement with area university to complete teacher interviews in the Winter to understand any potential impact on educator mindset related to disability and/or neurodiversity

While the curriculum is being studied this year at Angier Elementary, our 14 other elementary schools will also be engaging in work related to the anti-ableist curriculum. Four lessons will be completed at all elementary schools, for all grade levels, anchored around National Inclusive Schools month in December. The lessons are rooted in the picture books from the curriculum, with the following structure:

- Lesson 1: Picture book with social justice focus related to disability and/or neurodiversity, with corresponding discussion questions
- Lessons 2 and 3: Picture books that depict lived experiences of disabled and/or neurodivergent individuals, with corresponding discussion questions
- Lesson 4: Picture book that illustrates the broader topics of inclusion and/or intersectionality, with corresponding discussion questions

We look forward to implementing what will be the revised “Getting to Know Me and You” at all fifteen elementary schools in the 2025-2026 school year.

2024-2025 Anti-Ableist Curriculum Working Group

The working group will meet approximately four times this year, with the scope of reviewing feedback obtained from the various sources and shifting the curriculum in response to that feedback. The group will also reflect on ways to extend the themes being explored within our classrooms to our broader community within Newton.

The group will meet by the beginning of November, and regular updates will be placed here on the working group’s progress and work.

Treasure's Report

Given by Nyree Kibarian, Treasurer of the Newton Commission on Disability (COD)

To be included with the Meeting Materials for the October 21, 2024 Newton COD Meeting

As of October 10, 2024, the account balances are as follows **(NOCHANGES)**

Account # 5500-335518 H-P. Fines -Disability Commission

Type: Receipts reserved for appropriation (these funds must go before the City Council to be appropriated before used)

Balance: \$112,323.48

Account #01C60218-524090 – This account was set up to purchase accessible play equipment for Williams School Playground

Type: Special Appropriations

Balance: \$2314.41

Account #01C10802-513010 -Operations Access- Disability Commission

This was set up to pay for targeted enforcement of accessible HP fines violations by the police.

Type: Special Appropriations

Balance: \$166.54

Account #5064D103 – This was set up in Fall 2015 to receive Community Access Monitoring Program fees and pay expenses

Type: Revolving Account

Balance: \$290.00