

ABINGTON PUBLIC SCHOOLS  
ABINGTON, MA 02351

REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

TUESDAY, JUNE 22, 2021

**ABINGTON MIDDLE/HIGH SCHOOL – LIBRARY**

**7:00 P.M.**

- I. CALLING OF MEETING TO ORDER AND FLAG SALUTE
  
- II. READING AND APPROVAL OF RECORDS
  - A. May 25, 2021.
  - B. May 24, 2021.
  
- III. PRINCIPALS' REPORTS
  - A. ***Chris Basta, Ed.D. – Beaver Brook Elementary School***
    1. Transition expectations and student independence.
  - B. ***Jonathan Bourn – Abington High School***
    1. Revisions to the 2021-2022 High School Student Handbook.
  
- IV. REPORT OF THE ATHLETIC DIRECTOR (P. Serino)
  - A. 8<sup>TH</sup> Grade Participation in High School Sports.
  
- V. REPORT OF THE SUPERINTENDENT OF SCHOOLS
  - A. Consideration of Proposed Revisions to the Memorandum of Understanding (MOU) Between the Abington Public Schools and the Abington Police Department.

- B. Consideration of Proposed Revisions to the Memorandum of Understanding (MOU) for the School Resource Officers (SROs) Between the Abington Public Schools and the Abington Police Department.

VI. REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS

- A. FY-21 End of Year Budget Transfer.
- B. Consideration of a One-Year Extension to the Contract with the Abington Custodian Association.
- C. Consideration of a One-Year Extension to the Contract with the Abington Maintenance Association.

VII. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATES

*As needed*  
*Wednesday, September 1, 2021 @ 7 p.m. Regular Monthly Meeting*

VIII. INFORMATIONAL ITEMS:

- Academic Recovery
- READS Collaborative Quarterly Report
- North River Collaborative Quarterly Report
- *Personnel Administration – Informational*
  1. The Superintendent has accepted the resignation of Judith Catalano as a cafeteria worker within the Abington Public Schools effective June 18, 2021.
  2. The Superintendent has accepted the resignation of Denise Feeny as an elementary art teacher within the Abington Public Schools effective at the end of the 2020-2021 school year.
  3. The Superintendent has accepted the resignation of Kristin Ferioli as a guidance counselor within the Abington Public Schools effective June 24, 2021.

4. The Superintendent has accepted the resignation of Mark Gaulrapp as a digital literacy teacher within the Abington Public Schools effective at the end of the 2020-2021 school year.
5. The Superintendent has accepted the resignation of Beth Golden for the purpose of retirement as a paraprofessional within the Abington Public Schools effective at the end of the 2020-2021 school year.
6. The Superintendent has accepted the resignation of Aliyah Harris as the middle/high school library tutor effective at the end of the 2020-2021 school year.
7. The Superintendent has accepted the resignation of Susan Peck for the purpose of retirement as a paraprofessional within the Abington Public Schools effective at the end of the 2020-2021 school year.
8. The Superintendent has accepted the resignation of Patricia Pflaumer for the purpose of retirement as an English teacher within the Abington Public Schools effective August 24, 2021.
9. The Superintendent has accepted the resignation of Diane Salvetti for the purpose of retirement as a science teacher within the Abington Public Schools effective October 15, 2021.
10. On the recommendation of Chris Basta, Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of Dilene Barbosa as a paraprofessional within the Abington Public Schools effective in the 2021-2022 school year.
11. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Edward Donahue as an elementary teacher within the Abington Public Schools effective in the 2021-2022 school year.
12. On the recommendation of Jonathan Hawes, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Marisa Fasano as a special education teacher within the Abington Public Schools effective in the 2021-2022 school year.
13. On the recommendation of Matthew MacCurtain, Principal of the Abington Middle School, the Superintendent has approved the appointment of Allison Ferrigno as a school psychologist within the Abington Public Schools effective in the 2021-2022 school year.

14. On the recommendation of Chris Basta, Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of Amy Grimmert as a TLC teacher within the Abington Public Schools effective in the 2021-2022 school year.
15. On the recommendation of Jonathan Bourn, Principal of Abington High School, the Superintendent has approved the appointment of Presley Mahanna as a science teacher within the Abington Public Schools effective in the 2021-2022 school year.
16. On the recommendation of Chris Basta, Principal of the Beaver Brook Elementary School, the Superintendent has approved the appointment of Annie Messia as a paraprofessional within the Abington Public Schools effective in the 2021-2022 school year.
17. On the recommendation of Jonathan Hawes, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Erin Trabucco as an elementary teacher within the Abington Public Schools effective in the 2021-2022 school year.
18. On the recommendation of Jonathan Hawes, Principal of the Woodsdale Elementary School, the Superintendent has approved the appointment of Heather Sexton as a paraprofessional within the Abington Public Schools effective in the 2021-2022 school year.
19. On the recommendations of Annie Robinson, Coordinator of the Early Education Program, and James Robbins, Director of Student Services, the Superintendent has approved the appointment of Megan Wright as an occupational therapist within the Abington Public Schools effective in the 2021-2022 school year.
20. The Superintendent has granted Ms. Heather Blue, a speech language pathologist within the Abington Public Schools, a parental leave of absence in accordance with Options B and A as stipulated in Article XXIV of the Unit A Agreement. This leave of absence will begin on or about November 16, 2021, and continue for ten (10) weeks.
21. The Superintendent has granted Ms. Sarah McGinness, a guidance counselor within the Abington Public Schools, a parental leave of absence in accordance with Options B and A as stipulated in Article XXIV of the Unit A Agreement. This leave of absence will begin on or about September 27, 2021, and continue for thirteen (13) weeks.
22. On the recommendation of Steve Shannon, Director of Music, the Superintendent has approved the appointment of the following staff for the 2021 summer instrumental camp program, contingent on adequate enrollment:
  - Nicholas Biagini, Saxophone Instructor
  - Steven Biagini, Brass Instructor

- Charles Blanchette, Percussion Instructor
- Kathleen DiPasqua-Egan, Woodwind Instructor
- Anton Faynberg, Keyboard/Mallett Instructor
- Tim Leonelli, Program Director

23. On the recommendations of Matthew MacCurtain, Principal of the Abington Middle School, and Jonathan Bourn, Principal of Abington High School, and Shari Fedorowicz, Director of Curriculum, Instruction and Assessment, the Superintendent has approved the following staff for the 2021 Summer School Academy Green Wave program:

**Teachers:**

Kate Casey	Grades 7-12 Wellness
Emelie Kalesnik	Grades 7 & 8 ELA/Social Science
Jean Mazzilli	Making Sense of Problems in Mathematics (Grades 9-12)
Erin Murphy	Grades 7 & 8 Math/Science
Victoria Tansey	Interdisciplinary Learning

**Support Staff:**

Joselyn Hernandez	Grades 7 & 8 Paraprofessional
Ann Parks	Secretary

24. On the recommendations of James Robbins, Director of Student Services, and Elizabeth Despres, Director of ELE Services, the Superintendent has approved the appointment of the following staff for the 2021 ELE summer program:

**Teachers:**

Dilene Barbosa  
Julia D'Arcy  
Elizabeth Despres

**Paraprofessional:**

Fraser Toomey

25. On the recommendation of James Robbins, Director of Student Services, the Superintendent has approved the appointment of the following staff for the 2021 extended school year (ESY) program:

**Teachers:**

Allison Fountain  
Stephanie Glynn  
Amy Grimmatt  
Emma Kimmell  
Stephanie LaPointe  
Kristen Lasky  
Kacie McCarthy  
Katrina Park  
Devon St. Clair-Barrie

Kalen Samsel  
Stephanie Shields  
Catherine Spaziani  
Jill Wainwright  
Adrienne Whalen  
Kaitlynn Willette

**Support Staff:**

Jessica Ebert  
Andrea Freedman  
Leann Hesselschwerdt  
Carolyn Sullivan

ABA Tutor  
Speech Language Pathologist  
Nurse  
OG Tutor

**Paraprofessionals:**

Alyssa Barrientos  
Carolyn Bunszell  
Debra Buresh  
Catherine Cashman  
Aisling Dalco  
Allison Dennehy  
Melissa Foley  
Donna Gendreau  
Caroljo Killeen  
Jamie Kurtz  
Abbie Lyons  
Matthew Lyons  
Catherine Martin  
Sandra Meegan  
Angela Nguyen  
Kerri Ranous  
Kathleen Scott  
Kristine Walker

• **Dates to Remember**

1. Thurs., August 18 – New Teacher Orientation
2. Mon., August 30 – Teachers Report
3. Tues., August 31 – Professional Development Day for Teachers
4. Wed., September 1 – Grades 1-12 Report Back to School
5. Wed., September 1 – Regular Monthly School Committee Meeting
6. Wed., September 1 & Thurs., September 2 – AEEP & Kindergarten Orientation
7. Fri., September 3 – No School for Faculty and Students
8. Mon., September 6 – Labor Day – All School Buildings & Offices Closed

IX. **ADJOURNMENT**

I. **CALL OF MEETING  
TO ORDER AND  
FLAG SALUTE**

A regular meeting of the School Committee was held remotely.

Present: Ms. Wendy Happel, Chair; Mr. Chris Coyle, Vice-Chair; Ms. Danielle Grafton, Secretary; Ms. Julie Groom and Ms. Heidi Hernandez, Members. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent; and Ms. Theresa Minnehan, Executive Secretary.

II. **READING AND APPROVAL OF MINUTES**

A. May 11, 2021.

VOTED: on motion of Heidi Hernandez (Chris Coyle the members of the School Committee unanimously voted to approve the minutes of May 11, 2021, as presented.

B. April 27, 2021.

VOTED: on motion of Julie Groom (Heidi Hernandez the members of the School Committee unanimously voted to approve the minutes of April 27, 2021, as presented.

C. April 26, 2021.

VOTED: on motion of Danielle Grafton (Chris Coyle) the members of the School Committee unanimously voted to approve the minutes of April 26, 2021, as presented.

III. **UNFINISHED BUSINESS**

A. Consideration of A Salary Increase for the Superintendent of Schools.

School Committee members discussed Mr. Schafer's salary increase at previous executive session meetings as well as at the April 26, 2021, executive session meeting of the Abington School Committee. This evening the Committee considered an adjustment to Mr. Schafer's salary with a 2

percent salary increase for cost of living and a \$2,722 market adjustment. Committee members stated this will put Mr. Schafer in line with other area Superintendents including his experience.

VOTED: on motion of Chris Coyle (Julie Groom) the members of the School Committee unanimously voted to approve a 2 percent salary increase with a \$2,722 market adjustment for FY-22 for the Superintendent of Schools.

#### IV. PRINCIPALS' REPORTS

##### A. *Jonathan Bourn – Abington High School*

###### 1. Proposed Revisions to the 2021-2022 Abington High School Student Handbook.

Mr. Bourn was present this evening to review the proposed revisions to the 2021-2022 High School Student Handbook. All the changes were approved by the School Council on May 13, 2021. He reviewed the six items as outlined in the handout beginning with the change to the attendance policy to align with attendance and loss of credits due to unexcused absences; the next change is in the Eighteen-Year Old Rights, it was recommended by counsel to add to the handbook that allows 18 year olds be independent with their paperwork. Mr. Coyle asked about the 14 to 17-year old piece and withdrawing from school and Mr. Bourn stated that any student withdrawing from school will meet with the administration with a parent present. Mr. Bourn continued with the changes in academic requirements for promotion and graduation to align with the 2021-2022 High School Program of Studies; Massachusetts Competency Determination based upon state guidance from the Department of Elementary and Secondary Education. Mr. Bourn confirmed that the current 10<sup>th</sup> grade students do not need to take the science portion of the MCAS test; however, current 9<sup>th</sup> grade students do need to take the science portion of the MCAS test. Mr. Bourn continued with item #5 which addresses Advanced Placement (AP) Testing and the eligibility to take the corresponding AP exam if a student enrolls in an AP course. Mr. Bourn stated that students' transcripts do not designate if they take the AP exam or not; but will reflect that the student took the course; and finally, the dress code to be less female-centered to include violations to the dress code may result in disciplinary action.

Mr. Bourn clarified that in Item #2, Eighteen-Year Old Rights certain items can remain private from parents for the 14 to 17-year old student.

VOTED: on motion of Danielle Grafton (Heidi Hernandez) the members of the School Committee unanimously voted to approve the revisions to the 2021-2022 Abington High School Student Handbook as presented.

2. Vision of the Graduate.

Mr. Bourn stated that the Vision of the Graduate would replace the Mission Statement. He reviewed each of the four categories, critical thinker, engaged participant, social competent contributor and self-aware individual and description for each and stated that this document will be in the Student Handbook and will also be the major focal point at the high school.

3. Update on Senior Activities

Mr. Bourn thanked Mrs. Kelliher and the senior class for being phenomenal during all these changes and he was pleased to give an update on the senior activities. There will be a driving tour to the elementary schools with the help of the Abington Police Department, yearbooks have not been delayed and will be distributed, and the outdoor mask piece allows students to have some outdoor activities, students must adhere to returning laptops and textbooks and any other owed materials; senior students will participate in a senior cookout, a prom, awards night and a graduation on the high school lawn allowing up to four additional guests. Guests need to register for graduation and a link has been emailed.

B. *Chris Basta, Ed.D. – Beaver Brook Elementary School*

1. Pandemic Recovery and Student Expectations.

Dr. Basta discussed transition in grade levels and that this coming fall will be challenging for many and in order to support students academically their emotional and social well-being will also be addressed. He stated that staff are being surveyed and teachers are meeting vertically at all grade levels K-8 and that the information gathered will help guide the work to help students be successful post pandemic. This effort will be ongoing but in the short term we will use best practice to inform the District for not only the graduate but all students as they move through the District. He thanked all the staff including Dr. Robbins and Dr. Fedorowicz and the School Committee and school community for all their support in these efforts. Dr. Basta stated that one of the things is to address what are we doing well in certain transitions that we can generalize to other transitions and how to communicate with families what the expectations are and what support is available.

V. **REPORT OF THE DIRECTOR OF CURRICULUM, INSTRUCTION AND ASSESSMENT**

A. Overview of the State Seal of Biliteracy and STAMP.

Dr. Fedorowicz provided an update on the progress of the STAMP test and the assessment which was offered. Forty-three high school students took the STAMP assessment which was offered in four languages, Spanish, Portuguese, French and Russian and that we are waiting on the final results. She thanked the English and World Languages' teachers for all their help in the process and that we look forward to continuing this for years to come. She stated that we had a few students take both the

Spanish and Portuguese assessment and that some students may have three languages including English. She also thanked Mr. Bourn and Ms. Clements for their help in scheduling these exams for our students.

B. Professional Development for 2021-2022 School Year.

Dr. Fedorowicz provided an overview of the three themes for next year's professional development offerings for staff. These themes include bias, racism and race, expectations for the graduate by grade level which follows up on Dr. Basta's presentation on transition activities and lastly, closing the learning gap from this past school year. Staff have been surveyed on what types of professional development they would like to see offered. She thanked all for their feedback and input to help develop next year's professional development calendar. Staff will also go to different conferences throughout the year as well as in-house options.

*Mr. Schafer stated that he hopes this will be the last remote meeting of the Abington School Committee and that we can start meeting in person.*

VI. **REPORT OF THE SUPERINTENDENT OF SCHOOLS**

A. Correspondence from the Jeff Coombs Memorial Foundation.

Mr. Schafer requested on behalf of Christie Coombs and the Jeff Coombs Memorial Foundation that the members of the School Committee approve the addition of a beer tent to the 20<sup>th</sup> Annual and Grand Finale Jeff Coombs Memorial Road Race, Walk and Family Day on September 19, 2021, at the Woodsdale Elementary School.

VOTED: on motion of Heidi Hernandez (Julie Groom) the members of the School Committee unanimously voted to grant permission to add a beer tent to the 20<sup>th</sup> Annual and Grand Finale Jeff Coombs Memorial Race, Walk and Family Day on September 19, 2021, as presented.

B. Consideration of the 2021-2022 School Year School Calendar.

Mr. Schafer requested that the Abington School Committee consider approving the 2021-2022 school calendar this evening. The Committee has seen this draft a couple of times and it includes the inservice dates and is consistent with past years. He also stated that the February break in 2022 is late this year due to Presidents' Day being on the third Monday of the month. There have been no changes to this document since last seen. Ms. Grafton asked to explain the five snow days which are included on the calendar and Mr. Schafer stated they are included so that families do not make plans on that last few days and if there are no snow days, school will end earlier based on snow days used.

VOTED: on motion of Chris Coyle (Heidi Hernandez) the members of the School Committee unanimously voted to approve the 2020-2021 school calendar as presented.

VII. **REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS**

A. Update on School Building Project.

Dr. Moschella reported on the 201 Gliniewicz School Project starting with the cracking at the tennis courts and that testing has been done to figure out why there is cracking. The contractor has agreed to a five-year warranty on the cracks and will do sealing and repairs the second week of September and every year for the next five years. The next issue was on the southeast grass fields and the disappointment in the grass growth and that work has continued to seed and fertilize but the field is not where they want it to be and work is ongoing with the landscape architect to reseed. There is some growth but this is the reason for keeping kids off those fields. A long term solution is being drafted. And finally she reported that the final submission of all paperwork and close out documents have been submitted which means we have no outstanding issues with the contract. She thanked Sarah Gainey, School Accountant the Owners' Project Manager, Mary Mahoney for all their help in closing out the project for our final audit in the fall. It is important to note that we anticipate we came in under one million dollars under budget. This means less money that the Town has to borrow and that taxpayers have to pay off. Ms. Hernandez thanked Dr. Moschella for all her work on the project.

VIII. **NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATE**

*Tuesday, June 22, 2021 @ 7 p.m. Regular Monthly Meeting*

Mr. Schafer wanted to acknowledge the correspondence included in the packet this evening from the Massachusetts Association of Business Officials (MASBO). He read a press release recognizing Dr. Moschella for her work with 48 districts in a settlement with transportation providers during the Pandemic.

IX. **INFORMATIONAL ITEMS:**

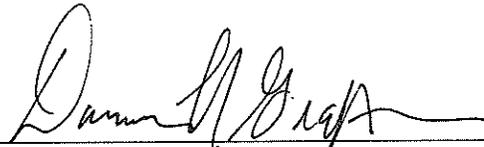
- Communication from the Massachusetts Association of School Business Officials (MASBO) Recognizing Dr. Felicia Moschella, Assistant Superintendent of the Abington Public Schools, as the Recipient of the Friend of MASBO Award
- 2021-2022 School Committee Meetings

- 2021-2022 School Committee Subcommittee Structure
- 2021-2022 Schedule of Department Heads/Directors Presentations to the Abington School Committee
- **Personnel Administration – Informational**
  1. The Superintendent has accepted the resignation of Kristal Martinez as long-term substitute paraprofessional within the Abington Public Schools effective on May 10, 2021.
  2. The Superintendent has accepted the resignation of Stephanie Sherlock as an elementary teacher within the Abington Public Schools effective at the close of the 2020-2021 school year.
  3. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the Superintendent has approved the appointment of Allison Ferrigno as a school psychologist within the Abington Public Schools effective in the 2021-2022 school year.
  4. On the recommendation of Annie Robinson, Director of the Abington Early Education Program, the Superintendent has approved the appointment of Emma Kimmell as a long-term substitute pre-school teacher for Mrs. Ashley Levesque effective May 14, 2021, continuing for the remainder of the 2020-2021 school year.
  5. On the recommendations of Jonathan Bourn, Principal of Abington High School, and Peter Serino, Athletic Director, the Superintendent has approved the appointment of Owen Kearney as the boys' JV lacrosse coach for the 2020-2021 school year.
  6. On the recommendations of Jonathan Bourn, Principal of Abington High School, and Matthew MacCurtain, the Superintendent has approved the appointment of Brian Lanner as the Director of the 2021 Secondary Academic Summer School Program.
  7. On the recommendations of Jonathan Bourn, Principal of Abington High School, and Peter Serino, Athletic Director, the Superintendent has approved the appointment of the following volunteer spring coaches for the 2020-2021 school year.
    - William Caseley                      Track and Field
    - James Donohue                      Baseball
    - Tyler Perakslis                      Baseball
    - James Prizio                          Girls' Tennis
- **Dates to Remember**
  1. Mon., May 31 – Memorial Day – All School Buildings and Offices Closed
  2. Tues., June 1 – Green Wave Boosters Meeting
  3. Thurs., June 3 – Senior Class Reception @ Reilly Field @ 7 p.m.

4. Fri., June 4 – Senior Awards @ AHS Front Lawn @ 6 p.m.
5. Sat., June 5 – AHS Graduation @ AHS Front Lawn 10 a.m.
6. Tues., June 22 – Next Regularly Scheduled School Committee Meeting @ 7 p.m.

X. **EXECUTIVE SESSION**  
@ 8:07 p.m.

VOTED: on motion of Chris Coyle (Julie Groom) the members of the School Committee unanimously voted to adjourn the May 25, 2021, School Committee meeting at 8:07 p.m. to enter into Executive Session for the purpose of discussing collective and non-collective bargaining parameters and not to return to public session.



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Danielle Grafton, Secretary

Abington, Massachusetts

May 24, 2021

**I. MEETING PRIOR TO  
TOWN MEETING  
MIDDLE/HIGH SCHOOL  
LIBRARY**

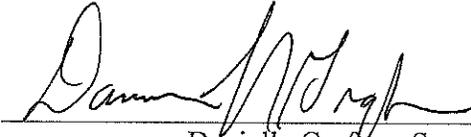
Present: Ms. Wendy Happel, Chair; Ms. Danielle Grafton, Secretary; and Ms. Heidi Hernandez, Member.  
Absent: Mr. Chris Coyle, Vice-Chair and Ms. Julie Groom, Member. Also in attendance were Mr. Peter Schafer, Superintendent of Schools; and Dr. Felicia Moschella, Assistant Superintendent.

**A. FY-22 School Department Budget.**

Discussion took place on the FY-22 School Department Budget.

VOTED: on a motion by Wendy Happel (Heidi Hernandez) the members of the Abington School Committee by roll call vote unanimously approved to recess this meeting to attend the Annual Town Meeting and to adjourn at the end of the Town Meeting.

Yes: Ms. Grafton  
Ms. Hernandez  
Ms. Happel

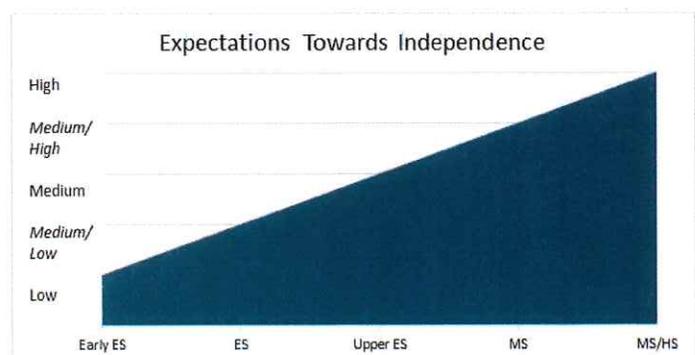
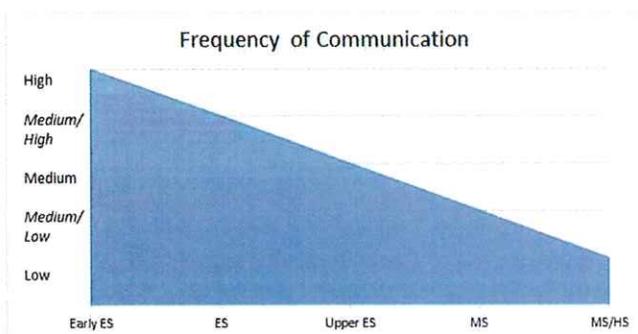
  
\_\_\_\_\_  
Danielle Grafton, Secretary

## Introduction

Transitions between grade levels and schools were exciting and challenging experiences for children pre-COVID. We know, as educators and families, that these transitions will be more critical for the next few years. To support our staff, students, and families, APS is examining information about the transitions between grades and schools to see what we are doing well and what we can improve to ensure a coherent, supportive experience. As a first step in this process, a brief survey was sent out to all staff. The next step in this process was for a representative sampling of teachers from various grade levels to meet in focus groups aimed at improving our vertical alignment at key transitions. Administrators will continue to analyze the collected data to develop recommendations to smooth our transitions with the aim of supporting student independence. Below are initial findings based on data from the sampling of teachers who completed the survey as well as those teachers who participated in our focus groups. Also noted, are topics for continued examination and development in the future.

## Initial Findings

- Communication** – *There is a shift in communication purpose, method, and frequency as students move from Preschool to grade 9. As student independence increases, school to home communication evolves. Communication is about creating strong relationships and engagement with students and families which starts with a significant amount of individualized parent contact and segues to more moderate parent contact to increase student independence – **this is an expected, planned shift in all P-12 school districts.** Communication methods utilized by educators also change as students continue through their school career.*



**II. Executive Functioning** – *As students move from preschool to high school, the level of organizational supports and direct instruction of organizational skills evolves. In the early years, task initiation, task completion, time management, and general organization is modeled, scaffolded, and discretely taught by teachers. In upper elementary and middle school, students begin to apply organizational skills with increasing independence. Though the goal is to have students internalize executive functioning skills as they prepare to enter high school, this continues to be a challenge for a large population of students. Complicating factors for continued organizational challenges during this phase of a student’s educational career may include increased reliance on digital tools as well as the individual variations in readiness to remain independently organized.*

**III. Social-Emotional Learning (SEL)** – *In preschool and elementary school, significant time is spent developing relationships and teaching social-emotional skills directly to students as a natural part of the instructional model in place. At the secondary level, initial efforts have been made to devote more time to intentional relationship building and direct instruction of SEL. Embedding SEL instruction within content area instruction and increasing opportunities for authentic application of social-emotional skills are areas for growth at all levels.*

### **Areas for further examination/development**

- *Develop, distribute, analyze, and incorporate findings from parent transition survey*
- *Recommend universal best practices and expectations in the areas of school to home communication, executive functioning skill development, and social-emotional skill development across the P-12 continuum*
- *Provide professional development around Universal Design for Learning centered on supporting student organization*
- *Provide time annually for vertical alignment between grade levels*
- *Develop and implement peer mentoring activities at each building transition*



## ABINGTON HIGH SCHOOL

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Abington, MA 02351

781-982-2160  
781-982-0061 (fax)  
www.abingtonps.org

*Jonathan Bourn, Principal*  
*Jessee Clements, Assistant Principal*



To: Peter Schafer, Superintendent of Schools  
From: Jessee Clements, Assistant Principal  
Date: June 7<sup>th</sup>, 2021  
Subject: Student Handbook – Update to Eighteen-Year-Old Rights

Below is a recommended revision to the Eighteen-Year-Old Rights and Inspection of Records for the 2021-2022 Student Handbook. This revision is based on feedback at the May School Committee meeting.

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### **Eighteen-Year-Old Rights – Pg. 33 online version**

#### **Current Language:**

Students who are eighteen years old or older have the legal rights of an adult. Where the rights and/or responsibilities of a parent or guardian are referred to in this handbook, it is understood that they include students who are eighteen years old or older. A student who is eighteen years old or older may act with the same rights and responsibilities of a parent or guardian, following procedures outlined within the handbook in such areas as:

- attendance and grade reporting;
- decisions about course selections;
- decisions about testing available through guidance services;
- decisions about withdrawal from school;
- absences, tardy and dismissal notes and permission forms; -disciplinary proceedings

#### **Proposed Language:**

*Add in the following after the current language listed above:*

With regards to student records, the 18-year-old student's rights should be recognized over the parent's if a conflict arises as to parent and student rights. However, a parent shall retain the right to access their student's records, but not to release the records if the 18-year-old student has advised the building principal in writing of their sole authority to authorize release of records.

#### **Rationale:**

Legal Recommendation

#### **Unanimous School Council Approval 5.13.21**

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*The Abington Public School System is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, homelessness, national origin, race, religion, sex, gender identity or sexual orientation. The contents of all publications are available upon request in languages other than English.*

## **Inspection of Records – Pg. 96 online version**

### **Current Language:**

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available no later than ten (10) calendar days after the request. The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them. Non-custodial parents will have full access to student records according to the Procedures outlined in 603 CMR 23.07(5).

### **Proposed Language:**

*Add in the following after the current language listed above:*

With regards to student records, the 18-year-old student's rights should be recognized over the parent's if a conflict arises as to parent and student rights. However, a parent shall retain the right to access their student's records, but not to release the records if the 18-year-old student has advised the building principal in writing of their sole authority to authorize release of records. These rights to control student records shall also be the rights of the student upon reaching 14 years of age or entering the ninth grade, whichever comes first. 23.01 (1). If a student is from 14 to 17 years of age or has entered the ninth grade, both the student and his/her parent, or either one acting alone, shall exercise these rights. 23.01 (2).

### **Rationale:**

Legal Recommendation

**Recommendation from School Committee May meeting**

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TO: Peter Schafer, Superintendent of Schools  
From: Peter Serino, Athletic Director  
CC: Felicia Moschella, Assistant Superintendent  
Jonathan Bourn, Abington High School Principal  
Matt MacCurtain, Abington Middle School Principal  
Date: June 9, 2021  
Subject: 8<sup>th</sup> Grade Participation in High School Athletics

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I recommend allowing participation of eighth graders in the high school athletic program, as needed, at the lowest level offered beginning in the 2021-22 school year.

Allowing eighth graders to participate will improve the overall athletic experience for high school students, as well as create additional participation opportunities for some eighth-grade students. Using eighth grade students to fill rosters at the lowest level offered will enhance the opportunities for the high school students by allowing us to field teams at more levels and have a more traditional high school athletic experience. I am confident that through collaboration between the high school and middle school administrations we will be able overcome the challenges that come with this change.

I would recommend we note in the Middle School student handbook that all students who participate in the high school athletic program are subject to the rules outlined in the high school student athlete handbook.

The South Shore League has approved the usage of 8<sup>th</sup> graders as needed for Abington High School. We will still need to receive approval from the MIAA District 9 Athletic Committee for each individual sport that we choose to use eight grade students.

Memorandum of Understanding  
Between  
Abington Public Schools  
and  
Abington Police Department

This agreement (the "Agreement") is made by and between Abington Public Schools (the "District") and Abington Police Department (the "Police Department") (collectively, the "Parties"). The Chief of Police of the Police Department (the "Chief") and the Superintendent of the District ("the Superintendent") are each a signatory to this Agreement. The provisions of this Agreement in **bold typeface** are specifically required by law under G.L. c. 71, § 37P.

**I. Purpose**

The purpose of this Agreement is to formalize and clarify the partnership between the District and the Police Department to implement a School Resource Officer ("SRO") program (the "Program") in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information-sharing; and inform the Parties' collaborative relationship to best serve the school community.

This memorandum is not intended to, does not, and may not be relied upon to create any rights, substantive or procedural, enforceable by any person in any civil or criminal matter.

**II. Mission Statement, Goals, and Objectives**

The mission of the Program is to support and foster the safe and healthy development of all students in the District through strategic and appropriate use of law enforcement resources and with the mutual understanding that school participation and completion is indispensable to achieving positive outcomes for youth and public safety.

The Parties are guided by the following goals and objectives (the "Goals and Objectives"):

- To foster a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- To promote a strong partnership and lines of communication between school and police personnel and clearly delineate their roles and responsibilities;
- To establish a framework for principled conversation and decision-making by school and police personnel regarding student misbehavior and students in need of services;
- To ensure that school personnel and SROs have clearly defined roles in responding to student misbehavior and that school administrators are responsible for code of conduct and routine disciplinary violations;
- To minimize the number of students unnecessarily out of the classroom, arrested at school, or court-involved;

- To encourage relationship-building by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a source of protection;
- To provide requirements and guidance for training including SRO training required by law and consistent with best practices, and training for school personnel as to when it is appropriate to request SRO intervention;
- To outline processes for initiatives that involve the SRO and school personnel, such as violence prevention and intervention and emergency management planning; and
- To offer presentations and programming to the school focusing on criminal justice issues, community and relationship building, and prevention, health, and safety topics.

### III. Structure and Governance

The Parties acknowledge the importance of clear structures and governance for the Program. The Parties agree that communicating these structures to the school community, including teachers and other school staff, students, and families, is important to the success of the Program.

#### A. Process for Selecting SRO

The Parties acknowledge that the selection of the SRO is a critical aspect of the Program and that it is important for the Parties and the school community to have a positive perception of and relationship with the SRO.

**In accordance with state law, the Chief shall assign an officer whom the Chief believes would foster an optimal learning environment and educational community and shall give preference to officers who demonstrate the requisite personality and character to work in a school environment with children and educators and who have received specialized training in child and adolescent cognitive development, de-escalation techniques, and alternatives to arrest and diversion strategies.** The Chief shall work collaboratively with the Superintendent in identifying officers who meet these criteria and in selecting the officer who is ultimately assigned as the SRO.

The Chief shall consider the following additional factors in the selection of the SRO:

- Proven experience working effectively with youth;
- Demonstrated ability to work successfully with a population that has a similar racial and ethnic makeup and language background as those prevalent in the student body, as well as with persons who have physical and mental disabilities;
- Demonstrated commitment to making students and school community members of all backgrounds feel welcomed and respected;
- Demonstrated commitment to de-escalation, diversion, and/or restorative justice, and an understanding of crime prevention, problem-solving, and community policing in a school setting;
- Knowledge of school-based legal issues (e.g., confidentiality, consent), and demonstrated commitment to protecting students' legal and civil rights;
- Knowledge of school safety planning and technology;
- Demonstrated commitment and ability to engage in outreach to the community;

- Knowledge of school and community resources;
- A record of good judgment and applied discretion, including an absence of validated complaints and lawsuits; and
- Public speaking and teaching skills.

In endeavoring to assign an SRO who is compatible with the school community, the Chief shall receive and consider input gathered by the Superintendent from the school principal(s) and representative groups of teachers, parents, and students, in addition to the Superintendent. In accordance with state law, the Chief shall not assign an SRO based solely on seniority.

The Chief shall take into account actual or apparent conflicts of interest, including whether an officer is related to a current student at the school to which the officer may be assigned as an SRO. As part of the application process, officers who are candidates for an SRO position shall be required to notify the Chief about any relationships with current students or staff members or students or staff members who are expected to join the school community (e.g., children who are expected to attend the school in the coming years). Any SRO who has a familial or other relationship with a student or staff member that might constitute an actual or apparent conflict of interest shall be required to notify his or her appointing authority at the earliest opportunity. The Police Department shall determine the appropriate course of action, including whether to assign another officer to respond to a particular situation, and will advise the SRO and the District accordingly. Nothing in this paragraph is intended to limit the ability of the SRO to respond to emergency situations in District schools.

#### B. Supervision of SRO and Chain of Command

The SRO shall be a member of the Police Department and report directly to the Lieutenant on Duty or Shift Supervisor in their absence. The SRO shall be designated as a special employee of the District and shall report directly to the Assistant Superintendent. To ensure clear and consistent lines of communication, the SRO shall meet at least monthly with the principal and any other school officials identified in Section V.A. The SRO shall ensure that the principal remains aware of material interactions and information involving the SRO's work, including, but not limited to, arrests and searches of students' persons and property, consistent with Section V.D. The principals will be made aware as practicable of the approximate schedules for the SRO.

#### C. Level and Type of Commitment from Police Department and School District

The salary and benefits of the SRO shall be covered by Abington Police Department and Town of Abington. The costs of the school related training required by this Agreement and school related professional development shall be paid by the Abington Public Schools upon preapproval through the Assistant Superintendent's Office.

#### **D. Integrating the SRO**

The Parties acknowledge that proper integration of the SRO can help build trust, relationships, and strong communication among the SRO, students, and school personnel.

The District shall be responsible for ensuring that the SRO is formally introduced to the school community, including students, parents, and staff. The introduction shall include information about the SRO's background and experience, the SRO's role and responsibilities, what situations are appropriate for SRO involvement, and how the SRO and the school community can work together, including how and when the SRO is available for meetings and how and when the school community can submit questions, comments, and constructive feedback about the SRO's work. The introduction for parents shall include information on procedures for communicating with the SRO in languages other than English. The SRO shall also initiate communications with students and teachers to learn their perceptions regarding the climate of their school.

The SRO shall regularly be invited to and attend staff meetings, assemblies, and other school convening's. The SRO shall also be invited to participate in educational and instructional activities, such as instruction on topics relevant to criminal justice and public safety issues. If the District has access to a student rights training through a community partner or the District Attorney's Office, the school shall consider offering such a training to students, where practicable, at the start of each school year. The SRO shall make reasonable efforts to attend such training. The SRO shall not be utilized for support staffing, such as hall monitor, substitute teacher, or cafeteria duty.

The Parties acknowledge that the SRO may benefit from knowledge of accommodations or approaches that are required for students with mental health, behavioral, or emotional concerns who have an individualized education program ("IEP") under the Individuals with Disabilities Education Act or a plan under Section 504 of the Rehabilitation Act ("504 Plan"). School personnel shall notify parents or guardians of such students of the opportunity to offer the SRO access to the portions of the IEP document or 504 Plan that address these accommodations or approaches. It is within the sole discretion of the parents or guardians to decide whether to permit the SRO to review such documents. If a parent or guardian provides such permission, the SRO shall make reasonable efforts to review the documents. Whenever possible, the school shall make available a staff member who can assist the SRO in understanding such documents.

The SRO shall participate in any District and school-based emergency management planning. The SRO shall also participate in the work of any school threat assessment team to the extent any information sharing is consistent with obligations imposed by the Family Educational Rights and Privacy Act ("FERP A") (20 U.S.C. § 1232g) (see further information in Section V).

## E. Complaint Resolution Process

Any person wishing to register a complaint may do so in person at the Abington Police Department or online through the Police Department website at <http://www.abingtonpolice.org/>. This allows for parents and guardians to submit complaints in their preferred language and in a confidential manner that protects the identity of the complainant from the SRO consistent with the SRO's due process rights and any applicable employment protections.

The SRO and other Police Department officers will be able to register concerns, including concerns about misconduct by teachers or administrators, which may arise to the Assistant Superintendent. The district will annually review this process to verify functionality of the process.

## F. Annual Review of the SRO and the SRO Program

**In accordance with state law, the Chief and the Superintendent shall annually review the performance of the SRO and the success and effectiveness of the Program in meeting the Goals and Objectives.** The Chief and Superintendent shall provide a mechanism for receiving feedback from the school community, including principal(s), teachers, students, and families of the school(s) to which the SRO is assigned. The Chief shall seriously consider any such feedback and shall make a good faith effort to address any concerns raised. The review shall be conducted at the end of each school year in a meeting among the SRO, the Chief, and the Superintendent. A copy of the review shall be supplied to each attendee.

The Chief and Superintendent shall evaluate the SRO's performance based on the following overarching goals:

- fostering a safe and supportive school environment that allows all students to learn and flourish regardless of race, religion, national origin, immigration status, gender, disability, sexual orientation, gender identity, and socioeconomic status;
- support provided in the minimization of the number of students unnecessarily out of the classroom, arrested at school, or court-involved;
- the relationship-built by the SRO such that students and community members see the SRO as a facilitator of needed supports as well as a source of protection;
- the implementation of positive and proactive prevention and safety programs and initiatives.
- assistance as needed with the safe transition to and from school and home;
- high visibility with students, parents, teachers and administration.

#### IV. Roles and Responsibilities of the SRO and School Administrators and Staff in Student Misbehavior

The Parties agree that school officials and the SRO play important and distinct roles in responding to student misbehavior to ensure school safety and promote a positive and supportive learning environment for all students.

Under state law, the SRO shall not serve as a school disciplinarian, as an enforcer of school regulations, or in place of school-based mental health providers, and the SRO shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior.

The principal or his or her designee shall be responsible for student code of conduct violations and routine disciplinary violations. The SRO shall be responsible for investigating and responding to criminal misconduct. The Parties acknowledge that many acts of student misbehavior that may contain all the necessary elements of a criminal offense are best handled through the school's disciplinary process. The SRO shall read and understand the student code of conduct for both the District and the school.

The principal (or his or her designee) and the SRO shall use their reasoned professional judgment and discretion to determine whether SRO involvement is appropriate for addressing student misbehavior. In such instances, the guiding principle is whether misbehavior rises to the level of criminal conduct that poses (1) real and substantial harm or threat of harm to the physical or psychological well-being of other students, school personnel, or members of the community or (2) real and substantial harm or threat of harm to the property of the school.

In instances of student misbehavior that do not require a law enforcement response, the principal or his or her designee shall determine the appropriate disciplinary response. The principal or his or her designee should prioritize school- or community-based accountability programs and services, such as peer mediation, restorative justice, and mental health resources, whenever possible.

For student misbehavior that requires immediate intervention to maintain safety (whether or not the misbehavior involves criminal conduct), the SRO may act to deescalate the immediate situation and to protect the physical safety of members of the school community. To this end, school personnel may request the presence of the SRO when they have a reasonable fear for their safety or the safety of students or other personnel.

When the SRO or other Police Department employees have opened a criminal investigation, school personnel shall not interfere with such investigation or act as agents of law enforcement. To protect their roles as educators, school personnel shall only assist in a criminal investigation as witnesses or to otherwise share information consistent with Section V, except in cases of emergency. Nothing in this paragraph shall preclude the principal or his or her designee from undertaking parallel disciplinary or administrative measures that do not interfere with a criminal investigation.

A student shall only be arrested on school property or at a school-related event as a last resort or when a warrant requires such an arrest. The principal or his or her designee shall be consulted prior to an arrest whenever practicable, and the student's parent or guardian shall be notified as soon as practicable after an arrest. In the event of an investigation by the SRO that leads to custodial questioning of a juvenile student, the SRO shall notify the student's parent or guardian in advance and offer them the opportunity to be present during the interview.

In accordance with state law, the SRO shall not take enforcement action against students for Disturbing a School Assembly (G.L. c. 272, § 40) or for Disorderly Conduct or Disturbing the Peace (G.L. c. 272, § 53) within school buildings, on school grounds, or in the course of school-related events.

It shall be the responsibility of the District to make teachers and other school staff aware of the distinct roles of school administration and SROs in addressing student misbehavior, consistent with this Section and this Agreement, as well as the Standard Operating Procedures accompanying this Agreement and described in Section VIII.

#### V. Information Sharing Between SROs, School Administrators and Staff, and Other Stakeholders

The Parties acknowledge the benefit of appropriate information sharing for improving the health and safety of students but also the importance of limits on the sharing of certain types of student information by school personnel. The Parties also acknowledge that there is a distinction between student information shared for law enforcement purposes and student information shared to support students and connect them with necessary mental health, community-based, and related services.

##### A. Points of Contact for Sharing Student Information

In order to facilitate prompt and clear communications, the Parties acknowledge that the principal (or his or her designee) and the SRO are the primary points of contact for sharing student information in accordance with this Agreement. The Parties also acknowledge that, in some instances, other school officials or Police Department employees may serve as key points of contact for sharing information. Such school officials and Police Department employees are identified below:

- Chief of Police
- Deputy Chief of Police
- Police Department Lt. and Sgt.
- Superintendent of Schools
- Assistant Superintendent
- Principals
- Assistant Principals
- Athletic Director

Such Police Department employees are considered a part of the District's "Law Enforcement Unit" as defined in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g).

## B. Compliance with FERPA and Other Confidentiality Requirements

At all times, school officials must comply with FERPA. This federal statute permits disclosures of personally identifiable information about students contained in educational records ("Student PH"), without consent, only under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.3 I (a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without consent, Student PH contained in education records about which the SRO has a "legitimate educational interest."

Consistent with 34 C.F.R. §§ 99.31(10) and 99.36 of FERPA, the SRO (or other Police Department employee identified in Section V.A.) may gain access, without consent, to Student PH contained in education records "in connection with an emergency if knowledge of the [Student PH] is necessary to protect the health or safety of the student or other individuals."

These are the *only* circumstances in which an SRO may gain access, without consent, to education records containing student PH (such as IEPs, disciplinary documentation created by a school, or work samples).

FERPA does not apply to communications or conversations about what school staff have observed or to information derived from sources other than education records.

In addition to FERPA, the Parties agree to comply with all other state and federal laws and regulations regarding confidentiality, including the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and state student record regulations at 603 C.M.R. 23.00. The Parties agree to collect only that student information necessary and relevant to fulfilling their respective roles, to share such information with each other only where required or allowed under this Agreement, and not to share such information beyond the sharing contemplated in this Agreement unless required to be shared by state or federal law. The Parties shall not collect or share information on a student's immigration status except as required by law.

## C. Information Sharing by School Personnel

### 1. For Law Enforcement Purposes

Where the principal or his or her designee learns of misconduct by a student for which a law enforcement response may be appropriate (as described in Section IV), he or she should inform the SRO. If a teacher has information related to such misconduct, he or she may communicate this information directly to the SRO but should also communicate such information to the principal or his or her designee. The Parties agree that the sharing of such information shall not and should not necessarily require a law enforcement response on the part of the SRO but shall and should instead prompt a careful consideration of whether the misconduct is best addressed by law enforcement action, by a school disciplinary response, or by some combination of the two.

Notwithstanding the foregoing, if student information is obtained solely during a communication with school staff deemed privileged or confidential due to the staff member's professional licensure, such communication shall only be disclosed with proper consent or if the communication is subject to the limits and exceptions to confidentiality and is required to be disclosed (e.g., mandatory reporting, immediate threats of harm to self or others). Additionally, if such student information is gathered as part of a "Verbal Screening Tool for Substance Abuse Disorders," such information shall only be disclosed pursuant to the requirements of G.L. c. 71, § 97.

The Parties acknowledge that there may be circumstances in which parents consent to the disclosure of student information for law enforcement purposes (e.g., as part of a diversion program agreement) and that the sharing of information under such circumstances does not violate this Agreement.

The Parties also acknowledge that, from time to time, an emergency situation may arise that poses a real, substantial, and immediate threat to human safety or to property with the risk of substantial damage. School personnel having knowledge of any such emergency situation should immediately notify or cause to be notified both the Police Department (and the SRO if appropriate to facilitate a response) and the principal or his or her designee. This requirement is in addition to any procedures outlined in the school's student handbook, administrative manual, and/or School Committee policy manual.

Nothing in this section or this Agreement shall prevent the principal or his or her designee from reporting possible criminal conduct by a person who is not a student.

## **2. For Non-Law Enforcement Purposes**

Based on their integration as part of the school community, SROs may periodically require access to student information for purposes that fall outside of the SRO's law enforcement role outlined in Section IV.

Student **PH** received by the SRO (or other Police Department employee identified in Section V.A.) that is not related to criminal conduct risking or causing substantial harm shall not be used to take law enforcement action against a student but may be

used to connect a student or family with services or other supports. Prior to such a disclosure, whenever possible, the principal or his or her designee shall notify the parent, the student, or both, when such information will be shared with the SRO.

#### **D. Information Sharing by the SRO**

Subject to applicable statutes and regulations governing confidentiality, the SRO shall inform the principal or his or her designee of any arrest of a student, the issuance of a criminal or delinquency complaint application against a student, or a student's voluntary participation in any diversion or restorative justice program if:

- The activity involves criminal conduct that poses a (present or future) threat of harm to the physical or psychological well-being of the student, other students or school personnel, or to school property;
- The making of such a report would facilitate supportive intervention by school personnel on behalf of the student (e.g., because of the Police Department's involvement with a student's family, the student may need or benefit from supportive services in school); or
- The activity involves actual or possible truancy.

The SRO shall provide such information whether the activity takes place in or out of school, consistent with the requirements of G.L. c. 12, § 32 (Community Based Justice information-sharing programs) and G.L. c. 71, § 37H (setting forth potential disciplinary consequences for violations of criminal law).

When the SRO observes or learns of student misconduct in school for which a law enforcement response is appropriate (as described in Section IV), the SRO shall convey to the principal or his or her designee as soon as reasonably possible the fact of that misconduct and the nature of the intended law enforcement response, and when the SRO observes or learns of student misconduct that does not merit a law enforcement response, but that appears to violate school rules, the SRO shall report the misconduct whenever such reporting would be required for school personnel.

#### **VI. Data Collection and Reporting**

**In accordance with state law, the SRO and school administrators shall work together to ensure the proper collection and reporting of data on school-based arrests, citations, and court referrals of students, consistent with regulations promulgated by the Department of Elementary and Secondary Education.**

#### **VII. SRO Training**

**In accordance with state law, the SRO shall receive ongoing professional development in:**

- (1) child and adolescent development,**
- (2) conflict resolution, and**
- (3) diversion strategies.**

Additional areas for continuing professional development may include, but are not limited to:

- Restorative practices
- Implicit bias and disproportionality in school-based arrests based on race and disability
- Cultural competency in religious practices, clothing preferences, identity, and other areas
- Mental health protocols and trauma-informed care
- De-escalation skills and positive behavior interventions and supports
- Training in proper policies, procedures, and techniques for the use of restraint
- Teen dating violence and healthy teen relationships
- Understanding and protecting civil rights in schools
- Special education law
- Student privacy protections and laws governing the release of student information
- School-specific approaches to topics like bullying prevention, cyber safety, emergency management and crisis response, threat assessment, and social-emotional learning

The SRO shall also receive certified basic SRO training on how to mentor and counsel students, work collaboratively with administrators and staff, adhere to ethical standards around interactions with students and others, manage time in a school environment, and comply with juvenile justice and privacy laws, to the extent that such training is available.

The SRO shall attend a minimum of 12 hours of training per year.

Where practicable, the District shall also encourage school administrators working with SROs to undergo training alongside SROs to enhance their understanding of the SRO's role and the issues encountered by the SRO.

### **VIII. Accompanying Standard Operating Procedures**

**This Agreement shall be accompanied by Standing Operating Procedures that shall be consistent with this Agreement and shall include, at a minimum, provisions detailing:**

- **The SRO uniform** and any other ways of identifying as a police officer;
- Duty hours and scheduling for the SRO;
- **Use of police force, arrest, citation, and court referral on school property;**
- **A statement and description of students' legal rights, including the process for searching and questioning students and when parents and administrators must be notified and present;**
- **The chain of command, including delineating to whom the SRO reports, how often the SRO meets with the principal or his or her designee, and how school administrators and the SRO work together,** as well as what procedure will be followed when there is a disagreement between the administrator and the SRO;
- Protocols for SROs when school administrators, teachers, or other school personnel call upon them to intervene in situations beyond the role prescribed for them in Section IV;

- Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, and police force in school;
- Protocols for diverting and referring at-risk students to school- and community based supports and providers; and
- Clear guidelines on confidentiality and information sharing between the SRO, school staff, and parents or guardians.

IX. Effective Date, Duration, and Modification of Agreement

This Agreement shall be effective as of the date of signing.

This Agreement shall be reviewed annually prior to the start of the school year. This Agreement remains in full force and effect until amended or until such time as either of the Parties withdraws from this Agreement by delivering written notification to the other Party.

Upon execution of this Agreement by the Parties, a copy of the Agreement shall be placed on file in the offices of the Chief and the Superintendent. The Parties shall also share copies of this Agreement with the SRO, any principals in schools where the SRO will work, and any other individuals whom they deem relevant or who request it.

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Name: Christopher Cutter  
Deputy Chief of Police

Date: \_\_\_\_\_ 2021

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Name: Wendy Happel  
School Committee Chair

Date: \_\_\_\_\_ 2021

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Name: Peter Schafer  
Superintendent of Schools

Date: \_\_\_\_\_ 2021



# Abington Police Department

<b>Subject: SRO Operating Procedures</b>	<b>Type: Policy</b>
<b>Date of Issue: 11/1/18</b>	<b>Distribution: All Sworn Full time</b>
<b>Number: 2018-P03 SRO Policy</b>	<b>Reference(s):</b> <small>*Highlighted Portions Denote Accreditation Standards</small>

“COMMUNITY PARTNERS”

Issuing Authority Signature \_\_\_\_\_

***Standard Operating Procedures Regarding the  
School Resource Officer Program in the Abington Public Schools***

Close cooperation and communication between the schools and police and a mutual understanding of and respect for the important role that each plays in connection with our children and youth are essential to the success of the mission of both institutions. Whenever it is necessary for the police to be present on school property, they will conduct themselves according to accepted legal practices, recognizing the responsibility and authority of school officials to manage the school environment, and work with school officials to minimize any impact their actions might have on that environment.

Pursuant to G.L. c. 71, § 37P, the Chief of Police of the Abington Police Department in consultation with the Superintendent of the Abington Public Schools has established the following Standard Operating Procedures (“SOP”) regarding the community’s School Resource Officer (“SRO”) Program.

**1. SRO Uniform:**

The SRO will wear a regulation uniform as approved by the Chief, carry all the same equipment they would have on any other law enforcement assignment, and drive a fully equipped patrol vehicle while on school premises. More casual attire (e.g., soft uniform or plain clothes) may be worn, with the permission of the SRO’s supervisor when the SRO is participating in school activities that make wearing a uniform impractical.

**2. SRO’s Duty Hours and Schedule: :**

The SRO normally will work 7:00 AM to 3:00 PM Monday through Friday, with Saturday and Sunday off. The SRO may adjust the work schedule, with appropriate approval of his/her supervisor in order to accommodate school activities and requests. The supervisor may approve overtime pay in advance when schedule adjustments are not practical.

The SRO shall report to his/her supervisor as required at the beginning of his/her shift unless other arrangements are made in advance with the supervisor. The SRO is expected

to provide contact information for school officials and his/her supervisor regarding his/her whereabouts when off campus.

When school is not in session (i.e., holidays, summer vacation), the SRO will report to his/her supervisor for any special assignments.

**3. Chain of Command for SRO and Collaboration with School:**

When present on any school related property where a police response/incident is taking place that requires an additional police response, the most senior SRO will assume command, verbalize command and direct additional units until relieved by a supervisor of higher rank. The SRO will be best suited for, and if practical, shall notify responding units of where the incident is taking place, where police units shall be positioned, the best possible entry approach routes and entry point(s), equipment needs and the number of units required to mitigate the circumstance.

When authority is transferred to a higher ranking officer it is best for the SRO to meet face to face with the supervisor to fully brief him on the incident, however if this is not practical alternative briefing methods can be used. All transfers of authority shall be announced so that everyone involved understands who is in command.

The SRO will be supervised and collaborate with school personnel as outlined in the Memorandum of Understanding Between Abington Public Schools and Abington Police Department Regarding the School Resource Officer Program ("SRO MOU") §§ IV.B. & VI.

**4. Information Sharing:**

Information shared between the SRO, police department, schools, and parent(s)/guardian(s) will be done in accordance with the SRO MOU § V as well as state and federal law.

**5. Students' Legal Rights:**

(a) Searching Students:

- i. All searches and seizure by the SRO and School Administrators must comply with the 4<sup>th</sup> Amendment of the United States Constitution and Article 14 of the Massachusetts Declaration of Rights.
- ii. In order for the police to conduct a warrantless search of a student's person, possessions, or locker, probable cause or exigent circumstances must exist to justify the search. At the time of the search, the SRO must establish that there is

**FAILURE TO COMPLY WITH THIS OR ANY OTHER DIRECTIVE MAY RESULT IN DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION**

Review Date:	Amend Date:
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probable cause to believe that evidence of a crime is or will be in a particular location or the circumstances must be so exigent, urgent, and unforeseeable that obtaining a warrant is impracticable.

- iii. The SRO shall inform the School Administrators before conducting a warrantless search of a student or their belongings where practicable.
- iv. In order for a School Administrator to conduct a warrantless search of a student's person, possessions, or locker on school grounds, the School Administrator must have reasonable grounds to suspect the search will turn up evidence that the student has violated or is violating the law or school rules.
- v. The SRO shall not ask School Administrators to search students or their belongings for law enforcement purposes nor shall School Administrators act as an agent of the SRO.
- vi. Absent a real and immediate threat to a student, teacher, or public safety, the SRO shall not be present or participate in a search conducted by School Administrators.

(b) Interviewing Students:

- i. The SRO Program strives to provide students with positive role models, to develop collaborative relationships between the school community (including students) and law enforcement, and to identify and provide preventive help and services to at-risk students and families. In carrying out these responsibilities, SROs necessarily will – and should – interact and communicate with students for non-law enforcement purposes.
- ii. When a SRO and/or police officer wishes to detain or question a student on school property *for law enforcement purposes*, the following shall occur unless exigent circumstances exist or such notification would potentially jeopardize student, school staff, or officer safety:
  - a) The officer shall contact the Designated School Liaison or his/her designee first and, to the degree possible, explain the nature of the police business and the need to meet with the student in question.
  - b) The Designated School Liaison or his/her designee shall notify the student's parent/guardian prior to the questioning.
  - c) The student shall not be publicly contacted by the officer in the school setting.

**FAILURE TO COMPLY WITH THIS OR ANY OTHER DIRECTIVE MAY RESULT IN DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION**

Review Date:	Amend Date:
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- d) The Designated School Liaison or his/her designee may be present during the student interview or questioning at the discretion of the police upon consideration of voluntariness and privacy issues.
- e) After due consideration of the nature of the questioning, the individual circumstances of the student, and state and federal law, the officer shall:
  - 1) Determine whether a juvenile under the age of fourteen is required to have a parent or interested adult present to participate in the juvenile's decision to waive rights and, if so required, arrange for such.
  - 2) Determine whether a juvenile who has attained the age of fourteen is required to be provided with a "genuine opportunity" to meaningfully consult with an interested adult regarding a decision to waive rights and, if so required, arrange for such.

**6. Use of Police Force**

The Abington Police Department places the highest value on the sanctity of life, safety of its officers, protection of the public, and respecting individual dignity. Because of their law enforcement and peacekeeping role, a SRO will be required at times to use reasonable physical force to enable them to fully carry out their responsibilities. The degree of force used is dependent upon the facts surrounding the situation the officer encounters.

It is the policy of the Abington Police Department that the SRO use only the force that is reasonably necessary to accomplish lawful objectives such as to make a lawful arrest, to place a person into protective custody, to effectively bring an incident under control, or to protect the lives or safety of the officer and/or others.

**7. Arrest, Citation, Court Referral on School Property:**

In accordance with the SRO MOU, SROs shall not serve as school disciplinarians, as enforcers of school regulations, or in place of licensed school mental health professionals. SROs also shall not use police powers to address traditional school discipline issues, including non-violent disruptive behavior except, as asked or needed, to support school staff in maintaining a safe school environment.

The manner in which each incident is handled by the SRO, the Principal or his/her designee, and/or the criminal justice system is dependent upon the many factors unique to each student, including, but not limited to, present circumstances, behavioral history,

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Review Date:	Amend Date:
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disciplinary record, academic record, general demeanor and disposition toward others, disability or special education status, and mental health history.

(a) "Delinquent child"/Juvenile Court Jurisdiction (G.L. c. 119, § 52 *as amended*):

- i. A child under the age of 12 years old cannot be charged with a crime.
- ii. Delinquency proceeding can be initiated against a child between the ages of 12 and 18 years old who commits an offense against the laws of the Commonwealth except as provided below in § 7(a)(iii).
- iii. Delinquency proceedings cannot be initiated for the following offenses:
  - a) Civil infractions
  - b) A violation of a municipal ordinance or town by-law
  - c) A *first offense* of a misdemeanor for which the punishment is a fine and/or imprisonment for not more than six months (e.g., shoplifting, threats)
  - d) Disturbing an assembly (G.L. c. 272, § 40 *as amended*) if committed by an elementary or secondary student within school buildings, on school grounds, or in the course of school-related events
  - e) Disorderly person or disturbing the peace (G.L. c. 272, § 53 *as amended*) if committed by an elementary or secondary student within school buildings, on school grounds, or in the course of school-related events

(b) Summons/Court Referral:

If the SRO determines that a delinquency or criminal complaint needs to be filed with the Juvenile or District Court, a summons, rather than an arrest is the preferred method of bringing the student to court. Prior to filing the complaint, the complaint must be reviewed by the SRO's supervisor to ensure that a Diversion Program would not be appropriate.

(c) Arrest:

Offenses that constitute serious or violent felonies if committed by an adult generally, but not always, result in an arrest in accordance with state law and the existence of probable cause. The following are example of serious/violent offenses where an arrest should be contemplated:

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Review Date:	Amend Date:
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- Felony assault with intent to cause serious bodily injury or death
- Robbery involving force
- Sale of controlled substance
- Burglary
- Sexual assault (after consultation with the District Attorney's Office)

As a general rule, the police (generally a SRO) should avoid making arrests on school grounds when the arrest may be made effectively elsewhere. Whenever possible, the police shall work with the Designated School Liaison to make the appropriate arrangements for taking a student into custody off of the school grounds.

On occasion, an arrest of a student must be made during school hours on school grounds or at school sanctioned activities. For example, when a student poses a real and immediate threat to public safety, poses a risk of flight, or could not practicably be served with a warrant or complaint at another location. When this is necessary, best efforts will be made to notify the SRO to respond if not already at the scene. In the event an SRO is unavailable, another police officer will go to the scene to consult with Designated School Liaison and take appropriate action.

Students shall not be removed from school property or school sanctioned events without the police making notification to the Designated School Liaison or his/her designee, unless exigent circumstances exist.

The police shall notify the Designated School Liaison or his/her designee *before* arresting a student(s) on school grounds during school hours or school sanctioned activities on or off school grounds unless exigent circumstances exist or such notification would potentially jeopardize the ability of officers to safely and effectively make the arrest. Whenever possible, parents will be notified by the Designated School Liaison if a student is arrested on school grounds.

Working with Designated School Liaison, the police will arrange for the least disruptive way to take the student into custody.

**8. Diversion Protocols:**

Diversion Programs offer an alternative to formal prosecution. These programs seek to treat at-risk students, not as criminals, but as children and youth in need of aid, encouragement, and guidance. The goal of such programming is to address the root causes of the student's offense and to work with the student to make better choices while minimizing any life-altering negative consequences (i.e., keeping them out of the criminal justice system and preventing the creation of a criminal record).

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Evaluation for referral to a Diversion Program and, if accepted, the development of a remedial plan involves a consideration of multiple factors, including:

1. Factual review and determination of whether the offense is program eligible:
  - a. Eligible offenses could include, but are not limited to, any misdemeanor, any felony that if committed by an adult could be prosecuted in the District Court, and any case involving a victim only if the victim consents.
  - b. Ineligible offenses could include, but are not limited to, minimum mandatory offenses, terroristic school threats, cases involving the possession or use of weapons, and cases involving serious assaultive or threatening behavior, serious bodily injury, sexual offenses or conduct, or gang-related activity.
2. Any past criminal conduct
3. Willingness to participate and engage in a remedial program
4. Input from the police and, where appropriate, from the victim and/or parties involved with the student such as schools, parent(s)/guardian(s), or other youth-involved agencies.

Remedial plans may include referral to community-based supports and providers, assignment to an educational program, community service, letter of apology, restitution, essay writing, curfew, and/or other case-specific conditions.

**9. Performance Evaluation Standards:**

The success and effectiveness of the SRO Program will be reviewed, modified, and amended as outlined in the SRO MOU § IV.D. & VIII.

Additionally, a review of the Data Collection and Reporting information outlined in the SRO MOU § VII will be conducted quarterly by the SRO's Supervisor and the Designated School Liaison. Other sources of data for review include: SRO activity log; student arrest and citation logs; use of police force in school; student, school staff, and parent surveys; referrals made by the SRO to assist students and families; number of students advised and the nature of the counseling; informal counseling meetings with students and families; and training and presentations conducted by the SRO.

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Review Date:	Amend Date:
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**10. Effective Date and Duration**

This document shall be effective as of the date of signing. It should be reviewed at least annually (before the start of the school year) in consultation with the Superintendent of the Abington Public Schools and amended as necessary. This document will remain in full force and effect until amended or rescinded by the Chief of Police.

\_\_\_\_\_  
Christopher J. Cutter  
Deputy Chief of Police

Date \_\_\_\_\_ 2021

\_\_\_\_\_  
Peter Schafer  
Superintendent  
Abington School Department

Date \_\_\_\_\_ 2021

\_\_\_\_\_  
Wendy Happel  
Chairperson  
Abington School Committee

Date \_\_\_\_\_ 2021

**FAILURE TO COMPLY WITH THIS OR ANY OTHER DIRECTIVE MAY RESULT IN DISCIPLINARY ACTION UP TO AND INCLUDING TERMINATION**

Review Date:	Amend Date:
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**MEMORANDUM OF AGREEMENT  
BETWEEN  
ABINGTON SCHOOL COMMITTEE  
AND  
ABINGTON CUSTODIANS' ASSOCIATION**

This **MEMORANDUM OF AGREEMENT** is entered into by and between the Abington School Committee (hereinafter, the "Committee") and the Abington Custodians' Association (hereinafter, the "Association").

**WHEREAS**, the Committee and the Association entered into a collective bargaining agreement (hereinafter, the "CBA") for the period July 1, 2018 through and including June 30, 2021; and

**WHEREAS**, the duly-authorized representatives of the Committee and the duly authorized representatives of the Association have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement; and

**WHEREAS**, said representatives of the Committee and the Association have, subject to ratification by the membership of the Committee and the Association, agreed to a successor agreement for the period of July 1, 2021, through and including June 30, 2022.

**NOW, THEREFORE**, in consideration of mutual promises and covenants, the parties hereto agree as follows:

1. The CBA in effect for the period July 1, 2018 through and including June 30, 2021 shall be in full force and effect for the period July 1, 2021 through and including June 30, 2022, except as modified by this **MEMORANDUM OF AGREEMENT**. All changes are to become effective July 1, 2021, unless otherwise noted.
2. **Salary Schedule**- Effective July 1, 2021, increase the Salary Schedule by two percent (2.0%). For reference, the new salary schedule is attached.

**WHEREFORE**, the representatives of the Committee and the Association have caused this **MEMORANDUM OF AGREEMENT** to be executed this \_\_\_\_\_ day of \_\_\_\_\_, 2021 subject to ratification by the Abington School Committee and the membership of the Abington Custodians' Association.

\_\_\_\_\_  
For the  
Abington School Committee

\_\_\_\_\_  
For the  
Abington Custodians' Association

**ATTACHMENT – 2021-2022 Salary Schedules and Differentials**

<b>Custodians</b>		
	<b>2.25%</b>	<b>2%</b>
	<b>FY 21</b>	<b>FY22</b>
<b>Step 1</b>	\$41,799	\$42,635
<b>Step 2</b>	\$44,809	\$45,705
<b>Step 3</b>	\$47,824	\$48,780
<b>Step 4</b>	\$51,590	\$52,622
<b>Step 5</b>	\$51,753	\$52,788
<b>Step 8</b>	\$51,916	\$52,954
<b>Step 10</b>	\$52,240	\$53,285
<b>Step 12</b>	\$52,532	\$53,583
<b>Step 15</b>	\$52,825	\$53,882
<b>Step 20</b>	\$53,880	\$54,958

**MEMORANDUM OF AGREEMENT  
BETWEEN  
ABINGTON SCHOOL COMMITTEE  
AND  
ABINGTON MAINTENANCE ASSOCIATION**

This **MEMORANDUM OF AGREEMENT** is entered into by and between the Abington School Committee (hereinafter, the “Committee”) and the Abington Maintenance Association (hereinafter, the “Association”).

**WHEREAS**, the Committee and the Association entered into a collective bargaining agreement (hereinafter, the “CBA”) for the period July 1, 2018 through and including June 30, 2021; and

**WHEREAS**, the duly-authorized representatives of the Committee and the duly authorized representatives of the Association have met, pursuant to Massachusetts General Laws, Chapter 150E, to negotiate a successor agreement; and

**WHEREAS**, said representatives of the Committee and the Association have, subject to ratification by the membership of the Committee and the Association, agreed to a successor agreement for the period of July 1, 2021, through and including June 30, 2022.

**NOW, THEREFORE**, in consideration of mutual promises and covenants, the parties hereto agree as follows:

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2. **Salary Schedule-** Effective July 1, 2021, increase the Salary Schedule by two percent (2.0%). For reference, the new salary schedule is attached.

**WHEREFORE**, the representatives of the Committee and the Association have caused this **MEMORANDUM OF AGREEMENT** to be executed this \_\_\_\_\_ day of \_\_\_\_\_, 2021 subject to ratification by the Abington School Committee and the membership of the Abington Maintenance Association.

\_\_\_\_\_  
For the  
Abington School Committee

\_\_\_\_\_  
For the  
Abington Maintenance Association

**ATTACHMENT – 2021-2022 Salary Schedules and Differentials**

Maintenance

Worker

	FY21	FY22
1	\$47,263	\$48,208
2	\$50,492	\$51,502
3	\$53,690	\$54,764
4	\$56,876	\$58,014
5	\$60,467	\$61,676
6	\$63,280	\$64,546
7	\$63,969	\$65,248
8	\$64,551	\$65,842
9	\$65,197	\$66,501
10	\$66,370	\$67,697
14	\$68,522	\$69,892
20	\$69,742	\$71,137

Maintenance

Director

	FY21	FY22
1	\$59,242	\$60,427
2	\$62,621	\$63,873
3	\$65,808	\$67,124
4	\$69,007	\$70,387
5	\$72,681	\$74,135
6	\$75,554	\$77,065
7	\$77,445	\$78,994
8	\$78,222	\$79,786
9	\$79,003	\$80,583
10	\$79,793	\$81,389
14	\$83,033	\$84,694
20	\$84,919	\$86,617

## **Curriculum, Instruction, and Assessment: Addressing Learning Loss and Academic Gaps**

Due to the learning loss that occurred this year because of the pandemic, administrators and teachers are being proactive and attending to remediation plans and practices in preparation for the start of the fall 2021-2022 school year. For grades K-8, a shared 'live' curriculum document was created last spring and continuously updated throughout the year. The purpose is to stay current on subject level mastery of content and MA State Standards that occurred during the year in preparation for next fall. High school departments also keep track of standards covered throughout the year by department.

### **Elementary:**

At the elementary school level, the shared 'live' curriculum document was used and continues to be used as a guide to address areas of learning deficits and gaps. The ELA curriculum has formal, well-established standard assessments such as DIBELS and BAS (Benchmark Assessment System) that will be administered at the start of school in the fall to determine learning loss. For math, CPT (Curriculum Planning Time) time was used to create some pre-assessments for the first couple of units in preparation for the opening next fall. A continuation of creating pre-assessments geared toward potential learning gaps will occur with the assistance of Curriculum Coordinators over the summer. CPT time throughout the year will be used to create pre/post assessments to analyze data in core subjects with the purpose adjusting individualized instruction and providing intervention models.

### **Middle School:**

Grades 5 and 6 are also using the shared 'live' curriculum document created last spring to determine which standards were covered throughout the year with the level of mastery. In addition, they worked collaboratively at the end of this year developing pre-assessments in ELA and math and will continue work over the summer. Pre-assessments will be implemented at the beginning of the year, followed by an intensive skill review in classrooms. A post-assessment will be provided after the intensive review to determine growth. CPT time next year will be used to create unit-based formative assessments. Data will continue to be analyzed throughout the year using pre/post assessments with the purpose of providing individualized instruction and intervention models.

In addition, the middle school successfully offered an academic 'boost' academy after school for the last trimester to provide academic support and remediation for students in need.

### **Middle and High School:**

In the secondary schools (middle and high school), summer school is being implemented in literacy, social sciences, math, science, and social emotional learning for credit recovery and remedial foundational skill learning loss in preparation for the fall for students that are eligible.

Further, grade 7-12 departments are reviewing academic interruptions from this pandemic school year and evaluating 'hidden' gaps that will appear once students return in the fall. Teachers in departments have been working throughout this year and will continue in the fall toward embedding remediation and reteaching techniques in areas of learning loss. Because at the secondary level the nature of each subject area is distinct, every department is adding additional focus areas:

- Humanities (ELA and Social Sciences):

- Feedback through formative and summative assessments to address learning loss. Teachers and departments will be adapting instruction to engage students.
- In ELA, teachers are employing surveys on learning standards similar to last year along with student reflection tasks about their learning experiences.
- Data analysis from the surveys will be utilized to implement learning goals to individualize instruction. Reading and writing assessments will be provided at the beginning of the year so the department can collaborate their instruction and assessment practice.
- In Social Sciences, assessment development through Canvas will continue to be utilized that allow students multiple options to demonstrate proficiency and provide teachers with feedback in order to adjust instruction.
- Use of CPT time in both ELA and Social Sciences will focus on feedback from pre/post assessments to identify learning gaps across grade levels in developing strategies to build strength and stamina for students.
- Mathematics:
  - Due to the sequential nature of math, a distance learning file was created last year, maintained and shared during the year with the purpose of providing information for teachers to direct fall instruction for incoming students, identifying areas of learning loss and gaps.
  - Use of CPT time will focus on feedback from the first month of school to identify sequential learning gaps in math skill areas and continue throughout the year.
- Science:
  - Teachers were able to cover most of the curriculum this year for each topic.
  - The main focus is to bring back laboratory activities and other hands-on learning within any social distancing guidelines set forth by the state.
- Specialists:
  - Learning loss will be gauged through formative music, art, and PE assessments. Reintroduction in basic skills and techniques are anticipated at the beginning and throughout the year.

Professional development, departmental time, and CPT will provide regular opportunities for teachers to collaborate and evaluate the teaching and learning model needed to regain learning loss.



*READS Collaborative - [www.readscollab.org](http://www.readscollab.org)*

Quarterly Report Overview - March 2021

- **READS Strategic Plan 2017 – 2020 (available at [www.readscollab.org](http://www.readscollab.org))**
  - The new leased location for READS Academy K-12 is on schedule to be ready for opening in August of 2021.
- **READS Strategic Priorities for 2021-2024 - Board review on June 3, 2021**
  - Plan for the safety and wellbeing of students and staff during and following the COVID-19 Pandemic
  - Promote social justice and improvement in practices that impact equity, diversity and inclusion.
  - Enhance programs and services to better serve the students and families, our staff and the member districts.
  - Maintain cost effective programs and services in a manner that supports the fiscal health of the collaborative in the aftermath of the COVID-19 Pandemic.
- **Fiscal Update**
  - Tuition and fees for FY22 were approved on 1/28/21 and will be certified by the Treasurer and transmitted to each School Committee in June.
  - READS does not anticipate a tuition or clinic credit for FY21 due to COVID-19 expenses including PPE, adaptations of learning spaces, mitigation strategies, technology purchases, additional staff for remote learners, and FFCRA paid leave.
- **Legislation/Compliance**
  - READS annual report and required documents were accepted by DESE without modification.
- **Programmatic Information**
  - Students attending READS Academy at School Street were recognized as 3rd prize winners in a national competition for coding using Unruly SPLATS. The Director and Teachers were interviewed for an Education Week webinar on student engagement and coding on June 1st.
  - READS Academy graduation ceremony will hold an outdoor graduation at 105 East Grove St. on the evening of June 9.
  - Middle school students in the Deaf and Hard of Hearing Program were featured in a Norton Memorial Day celebration video which is posted at [www.readscollab.org](http://www.readscollab.org)
  - Follow READS academic and social emotional learning through Twitter - @READSCollab; @ReadsEast and on Instagram @reads\_dhh



## North River Collaborative Executive Director Quarterly Report April 2021

### North River School (Clarice Doliber / Lauren Enos- Program Coordinator)

- NRS disseminated its first newsletter this winter and received great feedback from districts and families. One comment from a parent was as follows, *"We thought it was excellent. We especially liked learning about what the students were learning in class / Innovation Studio and the movie recommendations and health tips. Math problems, not so much ; ) all in all a nice communication that helps us connect with the school and (student)."* Another newsletter will be disseminated with report cards/progress reports in April.
- NRS BCBA has worked diligently to enhance the accessibility of "real time" data. In addition, the improved data collection has increased the opportunity to discuss student performance with quantitative information.
- Staff at NRS has continued to learn and utilize the Google Classroom platform to enhance instructional technology.
- NRS purchased new picnic tables, and students in the high school Science class took turns putting them together.
- NRS Staff had a very successful Professional Development Day to establish NRS core values as well as guiding principles for classroom/milieu behaviors.
- NRS had four students receive "perfect attendance" this term.
- A parent survey was created regarding communication and families. Virtually all respondents reported that they "always" felt supported by their student's team at North River School.
- Participants in the Safe and Supportive Grant team continue to work through "Culturally Responsive Teaching and the Brain" and have engaged in great discussion of how to implement the strategies across the milieu.
- The Program Coordinator has begun daily yoga with Middle School students and staff. Student Adjustment Counselor Amanda Carr is working with Deni Howley to implement Calm Classroom into NRS.

### Learning Center Programs (Kate Stevens- Program Coordinator)

- In addition to instruction on domain areas such as functional academics, communication and social skills, life skills, vocational and motor skills, the Learning Center classrooms explored a variety of literature within the thematic curriculum units. Examples included:
  - Health & Life Science: ULS leveled theme books with comprehension questions included *Hannah is Healthy, My Amazing Body and Me, I Keep My Body Healthy, Just Going to the Dentist, The Brain, The Lungs, The Heart, The Stomach, Healthy Hygiene-Healthy Me*
  - Earth & Space Science: ULS leveled theme books with comprehension questions included *Tim Loves the Seasons, Watching Weather Changes, My Weather Day Activity, The Wind Blew, What is Severe Weather? Layla Looks Out the Window, Ready for the Weather, All Kinds of Weather, What is in the Air?*
  - History: ULS leveled theme books with comprehension questions included *Symbols in America, Communities Celebrate! Counting on Community, Presidents' Day, Our Freedoms Today, Black History Month*
- Learning Center staff participated in Professional Development including:
  - Safety Care training (presenter: Michelle LaFrance, BCBA)
  - Family Engagement/Collaborative Problem Solving (presenter: Pinnacle Partnerships)
  - Mandated Reporter Training/51A Process (presenter: Erin Foley, DCF)
  - Google Classroom (presenter: Avra Robinson)
  - CPR/First Aid (presenter: Focus Health Group)

### **Independence Academy (Ryan Morgan- Program Coordinator)**

- Continued to participate in monthly meetings with the Plymouth Youth Development Advisory Committee.
- On 1/3, a meeting was held with DESE and RHS programs to discuss upcoming continuation of work with the Collaborative for Educational Services on the topic of Instructional Rounds. That work is going to continue as part of DESE's program evaluation through the 2021-2022 school year.
- On 1/26, IA participated in the Plymouth County Drug Endangered Children's Subcommittee meeting.
- On 3/24, the staff of each Recovery High School got together for a state-wide professional development opportunity to bring more collaboration between programs (The PD was supported by the Institute for Health and Recovery).
- IA's "donate a bag" fundraiser concluded in January. This year, IA raised money for Support the Soupman as their collaborating partner. IA was able to raise \$1000 for Independence Academy.

### **MSW Intern Program (Beth Litchfield- Program Coordinator)**

- The interns have been able to see students both in-person and remote as needed.
- Supervision of the interns remains in-person and remote with great success.
- Faculty site visits with sending universities have started. This process allows for the interns, the Faculty Advisor, and the Program Coordinator to review the student goals, successes, and challenges.
- Intern interviews for the 2021-2022 school year have started. Eight Simmons and Bridgewater University interns have interviewed and have been accepted. All have great experience with working in school settings.
- Interns continue to focus much of their work around transitions, adjustments, and losses due to the pandemic. The interns have done a great job supporting students, families, staff, and each other during this challenging time.

### **District Services (Nancy Verseckes- Program Coordinator)**

- Occupational therapists have revised all *Teacher Report of Function and Participation forms* based on response from teachers and relevant information. Information gleaned from teachers informs the evaluative process and prioritizes areas of concern in the school setting. Forms in use include:
  - Preschool Parent Report – home report for use with students entering preschool
  - Preschool Teacher Report
  - Elementary Teacher Report
  - Middle/High School Teacher Report
  - Teacher Report for Students with Complex Profiles
- Our TVI has created and shared robust remote learning activities to support student progress and access to curricular activities.
- Learning Center Teams: Related Service Providers provide ongoing direct and consultative services to support Learning Center students and teachers in remote and in-person learning environments.
- Select OT/PT staff participated in a virtual School-Based Medicaid Town Hall sponsored by MAOT. Details of the discussion were shared with other staff at their monthly department meeting.
- OT and PT staff provided online professional development membership to support access to continuing education (Occupationaltherapy.com, Physicaltherapy.com) approved by state and national organizations.
- Speech staff identified additional AAC/AT applications for purchase to support increasing demand for more varied assistive technology assessments.
- There has been an increased demand for student evaluations (particularly in occupational therapy).

### **Community-Based Vocational Program (Moira Leon-Program Coordinator)**

- Developed a new job site at Boston Bowl in Dorchester
- CBV students completed Hosing Authority applications.
- CBV students created person-centered planning presentations. Two students invited parents, teachers, CBV staff, DDS, and representatives from internships to attend the meetings. The presentations gave each student the opportunity to gather their team together for planning purposes to meet goals and objectives.
- One CBV student began a GED program.



**New Teacher Orientation Agenda**  
**August 18, 2021**  
**Seminar Room, 201 Gliniewicz Way (Abington Middle School)**

<u>TIME</u>	<u>ACTIVITY</u>	<u>PRESENTER</u>
8:00 a.m. – 8:30 a.m. Middle School Cafeteria	<ul style="list-style-type: none"> <li>• Continental breakfast</li> </ul>	
8:30 a.m. – 10:00 a.m. Seminar Room	<ul style="list-style-type: none"> <li>• Welcoming remarks</li> <li>• Overview of Policies &amp; Procedures</li> </ul>	P. Schafer Supt. of Schools S. Shannon, Abington Education Association  F. Moschella, Asst. Superintendent J. Robbins, Director Student Services, S.Fedorowicz, Director CIA
10:00 a.m. – 11:00 a.m. Seminar Room	<ul style="list-style-type: none"> <li>• Safety ALICE Training Video</li> </ul>	F. Moschella/S. Fedorowicz/ R. Bykowski
11:00 a.m.	<ul style="list-style-type: none"> <li>• Break</li> </ul>	
11:15 a.m. – 12:30 p.m. Seminar Room	<ul style="list-style-type: none"> <li>• Technology, Hardware, Tools and Applications</li> </ul>	R. Bykowski Technology Director
12:30 p.m. Lunch	<ul style="list-style-type: none"> <li>• Lunch with building principals in MS Cafeteria</li> </ul>	Building Principals
1:15 p.m. Return to assigned buildings	<ul style="list-style-type: none"> <li>• Building tours, schedules, meet with mentors (if available)</li> <li>• Paper work check and completion (if necessary)</li> </ul>	Principals L. MacNeil, HR Admin. Assistant