



REGULAR MEETING OF THE ABINGTON SCHOOL COMMITTEE

Location: Abington Middle / High School Library – Abington Public Schools,
Abington MA 02351

Date: Tuesday, August 27, 2024

Time: 6:30pm

Dear Visitors:

Welcome to an open meeting of the Abington School Committee. This is the agenda that will be discussed this evening. Please note that the Hearing of Visitors is included; and if you have a statement or question, please be kind enough to wait to be recognized by the Chair and give your name and address.

Chris Coyle, Chair

This meeting may be digitally recorded

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. HEARING OF VISITORS

III. READING AND APPROVAL OF RECORDS

June 18, 2024

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

- a. iReady Implementation
- b. Professional Development Update
- c. Summer Curriculum Update
- d. Summer School Update

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

- a. Extended – School - Year Update
- b. 2024-2025 Home Education Program Requests

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

- a. Cell Phone Policy Update
- b. Back to School Report

VII. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (SARAH GAINES)

- a. Abington Public Schools – Food Service Policy
- b. Status of the 2024 Summer Facility Projects

VIII. ESTABLISHMENT OF THE NEW SCHOOL COMMITTEE DATE

September 24, 2024, at 7:00pm

IX. INFORMATIONAL ITEMS

- 2024-2025 Subcommittees Information
- Abington Public Schools – Food Service Policy
- School Committee Meeting Dates
- APS District Calendar
- APS / APD Memorandum of Understanding
- **Dates to Remember**
 - 1. Friday, August 30th – No School
 - 2. Monday, September 2nd – No School / Labor Day
 - 3. Thursday, September 5th – AHS Open House (5pm – 7pm)
 - 4. Monday, September 9th – Inservice / Early Release
 - 5. Sunday, September 15th – Abington C.O.P.E.S Annual Road Race and Walk (9am)
 - 6. Sunday, September 15th – Abington Music Parents Craft Fair (10am-3pm)
 - 7. Tuesday September 17th – Boosters Meeting (7:30pm AMS Café)
- **Personnel Administration**
 - 1. The superintendent has accepted the resignation of Sal Clifford, a paraprofessional within the Abington Public Schools.
 - 2. The superintendent has accepted the resignation of Jordana Gomes, a paraprofessional within the Abington Public Schools.

3. The superintendent has accepted the resignation of Ashley Dinsmore, a tutor within the Abington Public Schools.
4. The superintendent has accepted the resignation of Charles Elledge, a paraprofessional within the Abington Public Schools.
5. The superintendent has accepted the resignation of Sandra Solano, a Speech-Language Pathologist within the Abington Public Schools.
6. The superintendent has accepted the resignation of Deila Gomes, a paraprofessional within the Abington Public Schools.
7. The superintendent accepted the resignation of Brenda Smyth, a tutor within the Abington Public Schools for purposes of retirement.
8. The superintendent has accepted the resignation of Carol Weixler, a cafeteria worker within the Abington Public Schools.
9. The superintendent has accepted the resignation of Kimberly Shaw, a cafeteria worker within the Abington Public Schools.
10. The superintendent has accepted the resignation of Katie Wallace, a STEAM teacher within the Abington Public Schools.
11. The superintendent has accepted the resignation of Sheila O'Brien, a Grade 4 teacher within the Abington Public Schools.
12. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:
 - Shannon Desmond - Special Education Teacher
 - Mackenzie Di Napoli - Math Teacher
 - Denise Bell - 52 Week Administrative Assistant
 - Sarah Sylvester - Special Education Teacher (Transition Teacher)
 - Hanna August - .5 Art Teacher
 - Courtney McCleary - Transition Tutor
 - Katie Parsons - History Teacher
 - Joseph McDonald – Paraprofessional
 - Jessica Booker – Paraprofessional
13. On the recommendation of Mathew MacCurtain, Principal of Abington Middle School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

Kerri Higgins - Special Education Teacher
Ajsha Mekulovic - School Psychologist
Annika Sjostedt - Music Teacher
Stephen Werra - Wellness Teacher
Kate Minnehan - Grade 5 Teacher
Kayla Hyman - Grade 5 Teacher
Ashley Slate - Paraprofessional
Kylie Laskey - Paraprofessional
Jenna Hanley - Paraprofessional

14. On the recommendation of Jennifer Barresi, Principal of Woodsdale Elementary School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

Tammy Reid - Grade 4 Teacher
Zoe Balewicz - Paraprofessional
Christen Couture - Art Teacher (WES)
Cynthis Porter - Math Tutor
Amanda Carr - School Adjustment Counselor
Heidi Rizzo - Paraprofessional
Katherine Carder - Grade 4 Teacher

15. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent approved the appointment of the following staff for the 2024-2025 school year:

Erin Miner - Special Education Teacher
Victoria Dalton - Special Education Teacher
Amy Murphy - 202 Administrative Assistant
Siobhan McGrath - Grade 1 Teacher
Kaylee Willard - Reading Specialist
Amanda Zompetti - 182 Administrative Assistant
Jessica Creighton - Paraprofessional
Ashley Cuomo - Paraprofessional

16. The superintendent has approved the following recommendations from principals for Professional Teacher Status beginning in the 2024-2025 school year:

Lauren Barrett - AEEP
Jennifer Casey – AMS
Michael Caseley – AMS
Jessica Coscia – AHS
Edward Donahue – AMS
Kendal Cauley – BBES
Amy Grimmett – BBES
Jacklyn Gurry – WES
Presley Mahanna – AHS
Devon Malono – BBES
Samuel Perkins - AMS
Erin Trabucco - WES
Megan Wright - AEEP
Sujata Verma - BBES

X. ADJOURNMENT

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

A regular meeting of the School Committee was held in the Library at 201 Gliniewicz Way.

Present: Mr. Chris Coyle, Chair; Ms. Danielle Grafton, Vice-Chair; Ms. Heidi Hernandez, Secretary; Ms. Pamela Neely and Ms. Melanie Whitney, Members.
Also in attendance were Mr. Peter Schafer, Superintendent of Schools; Dr. Felicia Moschella, Assistant Superintendent; and Ms. Danielle Gaylor, Executive Secretary.

II. HEARING OF VISITORS

None

III. READING AND APPROVAL OF MINUTES

May 28, 2024

VOTED: On the motion of Pam Neely (Melanie Whitney) the members of the School Committee unanimously voted to approve the minutes of May 28, 2024

IV. PRINCIPALS' REPORTS

- A. Mr. Matthew MacCurtain, Principal of Abington Middle School, presented an update of the Program of Studies. He thanked the AMS School Council and others for their assistance in developing both the Program of Studies and the School Improvement Plan.

VOTED: On the motion of Chris Coyle (Danielle Grafton) the committee unanimously voted to approve the 2024-2025 AMS Program of Studies as presented

- B. Mr. Matthew MacCurtain, Principal of Abington Middle School, presented the 2024-2025 School Improvement Plan. The FY25 School Improvement Plan includes 2 goals:

Goal 1: Increase student achievement through enhancements to Curriculum, Instruction and Assessment. Goal 2: Continue to cultivate a safe, welcoming, and inclusive school community, that builds on existing strengths and increases students' social emotional and executive functioning skill level.

V. REPORT OF THE ASSISTANT SUPERINTENDENT OF SCHOOLS

Dr. Felicia Moschella requested the School Committee to approve the transfer of \$216,000 from the Salary Account to the Expense Account line in the FY24 budget allocation. The End-of-Year transfer was inclusive of all salary and expenses from the general fund during FY24.

VOTED: On the motion of Heidi Hernandez (Pam Neely) the members of the School Committee unanimously voted to approve the transfer of funds as presented.

VI. NEW BUSINESS AND ESTABLISHING OF NEXT SCHOOL COMMITTEE MEETING DATE

August 27, 2024, at 6:30pm

Personnel Administration

1. The superintendent has accepted the resignation of Allison McGuire, school psychologist within the Abington Public Schools effective at the end 2023-2024 school year.
2. The superintendent has accepted the resignation of Zachary Carey, as a teacher within the Abington Public Schools effective at the end of the 2023-2024 school year.
3. On the recommendation of Julie Thompson Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Amy Murphy as a 202 Administrative Assistant within the Abington Public Schools effective in the 2024-2025 school year.
4. On the recommendation of Jonathan Bourn, Principal, Abington High School, the superintendent has approved the appointment of Shannon Desmond as a Special Education teacher within Abington Public Schools effective in the 2024-2025school year.
5. On the recommendation of Jonathan Bourn, Principal, Abington High School, the superintendent has approved the appointment of Mackenzie DiNapoli as a teacher within Abington Public Schools effective in the 2024-2025school year.

6. On the recommendation of Matthew MacCurtain, Principal, Abington Middle School, the superintendent has approved the appointment of Ajsha Mekulovic as a School Psychologist within Abington Public Schools effective in the 2024-2025 school year.

8. On the recommendation of Matthew MacCurtain, Principal, Abington Middle School, the superintendent has approved the appointment of Stephen Werra as a Wellness Teacher within Abington Public Schools effective in the 2024-2025 school year.

9. On the recommendation of Matthew MacCurtain, Principal, Abington Middle School, the superintendent has approved the appointment of Kate Minnihan as a teacher within Abington Public Schools effective in the 2024-2025 school year.

10. On the recommendation of Julie Thompson Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Victoria Dalton as a TLC teacher within the Abington Public Schools effective in the 2024-2025 school year.

11. On the recommendation of Julie Thompson Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Erin Minor as a TLC teacher within the Abington Public Schools effective in the 2024-2025 school year.

12. On the recommendation of Jonathan Bourn Principal, and Peter Serino Athletic Director, Abington High School, the superintendent has appointed the following coaches for the

Fall of the 2024-2025 school year.

Assistant Football Coach: Scott Pifer, James Daley
Head Freshman Coach: Mbela Kabongo
Head Boys Soccer Coach: Brian Claus
Head Girls Soccer Coach: Kate Casey
Head Golf Coach: Jason Scott
Head Cross Country Coach: Matthew Campbell
Cheerlead Coach: Christen Couture
Head Volleyball: Tom Carey
JV/Assistant Boys Soccer: William Caseley
JV/Assistant Girls Soccer: Samantha Zina
Cross Country Auxiliary Coach: Connor Bennett

13. On the recommendation of Megan Tomlin, PreK Site Coordinator and Academic Program Director, the superintendent has appointed the following academic summer school staff for the summer 2024:

Math Teacher: Will Caseley
High School ELA Teacher: Michael Barry
High School History: Sean Sellon
Grade 7/8 Teacher: Amy Lefort

Academic Support: Caroline Smith
Paraprofessional: Alexis Pineda
Middle School Paraprofessional: Colleen Blanchard

14. On the recommendation of James Robbins, Director of Students Services Director, the superintendent has appointed the following extended school year staff for the summer 2024:

Teaching Staff

Melissa Foley
Jenny Worden
Abbie Lyons
Deila Gomes
Samantha Curley
Olivia Sisoian
Katrina Park
Lauren Barrett
Sophie Gendreau
Jill Wainwright
Jovie Pierre-Charles
Jennifer Cummings
Jessica Deery
Amy Grimmatt
Devon Malono
Jennifer Casey
Courtney MacFadgen
Stephanie Glynn
Madison Trongone
Matthew Lyons
Jill Meegan
Kaitlynn Willette
Carolyn Bunszell
Allison Dennehy
Kylie Lasky
Kristen Lasky
Gianna Johnson

Nurse

Leeann Hesselschwerdt

Paraprofessional Staff

Allison Walsh
Mallory Brink
Signe Dorgan
Sarah Harrington
Jillian Park-Paige
Allison Lindvall
Deborah Buresh

Cathy Martin
Claudia Barry
Donna Gendreau
Erin Casey
Sue Harrington
Amanda Zompetti
Francesca Banfield
Christina Fay
Jenn Flanagan
Brittany Richard
Brady Lasky
Hannah Tirrell
Kyra Hockey

Dates to Remember

1. Wednesday June 19th - all School Buildings/Offices Closed in observance of Juneteenth.
2. Thursday July 4th and Friday July 5th - all School Buildings/Offices Closed in observance of the July 4th holiday.
3. Monday July 8th – Summer School and Extended School Year Programs begin.

VI. ADJOURNMENT

Before adjourning for the night, the School Committee thanked Superintendent Peter Schafer for his hard work and dedication to the Abington Public School Community.

VOTED: On motion of Danielle Grafton (Heidi Hernandez) the members of the School Committee unanimously voted to adjourn the June 18, 2024, School Committee Meeting.



Heidi Hernandez, Secretary



ABINGTON
PUBLIC SCHOOLS

K-6 IREADY IMPLEMENTATION

2024-2025

Develop a P-6 Assessment Plan that ensures each grade level has a balance between preserving instructional time and collecting useful/timely assessment data that will:

- Inform teacher instruction (content and groupings)
- Improve student learning
- Identify and target student intervention needs
- Measure student achievement
- Measure student growth (K-6)

Assessment
Committee
Goal ~ Spring
2023-Spring
2024

iReady Assessment Suite



iReady Assessment is a research-based computer adaptive test (CAT) that provides us with a detailed, objective understanding of each student's academic skills and growth in both literacy and math. Its adaptive nature ensures that the assessment adapts to each student's abilities, providing accurate and actionable data for instructional planning. [Click here for more information about the iReady Assessment Suite](#)

- Administered in K-1 on Tablets
- Administered in 2-6 on Laptops
- iReady Literacy & Math Diagnostic will be administered by classroom teachers to all students 3x per year as our DESE required universal screening tool.

iReady
Implementation

- Classroom teachers will use iReady data to inform instruction and plan small groupings
- Teachers will also use iReady as the primary data point for academic support referrals
- Family reports will be sent home after each administration

iReady Implementation

Sample Family Report



Parent Report for Tia Afridi

Academic year: Current (2012-2013)
Select Students by: Class

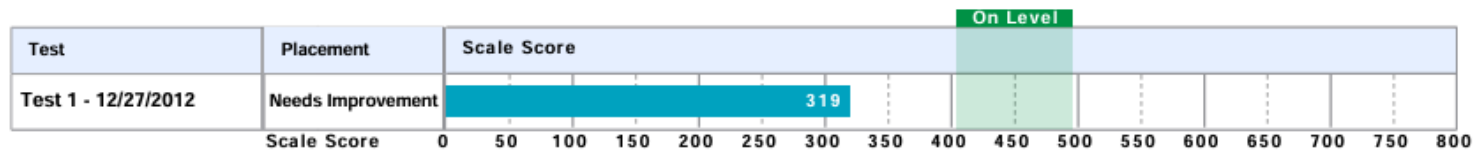
School: Harrington Elementary School
Class: Class Grade 1 (Math)

Student: Afridi, Tia
Show: Test 1 - 12/27/12

What Is i-Ready?

i-Ready is an online assessment program focused on reading and math. Tia has recently taken the i-Ready assessment at school. This report gives you a snapshot of your child's performance.

Tia's Overall Math Performance



Detail for Test 1 - 12/27/2012

		Tia's Performance Levels
Domains	Overall Math Performance	Needs Improvement
	Number and Operations	Approaching Level 1
	Algebra and Algebraic Thinking	Approaching Level 1
	Measurement and Data	Needs Improvement
	Geometry	Needs Improvement

Scale Scores and Placement Levels

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Tia's level of performance overall and on each subtest, and they describe the optimum instruction level. The four possible placement levels are:

- Above Level
- At Level
- Approaching Level
- Needs Improvement

See the following page for each kind of skill, or domain, assessed in *i-Ready Diagnostic*.

K-6 iReady Testing Windows

	Fall	Winter	Spring
iReady Literacy & Math Diagnostic (Universal Benchmark Assessment) - Classroom Teacher	September 15 - October 1*	January 15 - February 1*	May 15 - May 31*



ABINGTON
PUBLIC SCHOOLS

QUESTIONS?



Summer Programming Recap

August 27, 2024

*Dr. Christopher Basta
Dr. James Robbins*



APS Summer Academy

Update

- The purpose of the program is credit recovery and promotion for as many students as possible.
- Advertising and invitations did not result in enough 9-12th grade registrations to run the program.
- Beginning to work with other local districts on options for next summer including virtual programs.
- Middle School program ran with students joining from other districts – looking at feasibility for next summer.

Key Information

- Certified Staff: **2 (1 teacher, 1 director)**
- Support Staff: **1**
- Grade Levels Served: **Grades 7 & 8**
- Content Area Addressed: **MS - Humanities & STEM**
- Student Participation: **14 students and 1 virtual student (including Holbrook MS)**
- Duration: **1.5-hours per course (3 hours total instruction), 4-days per week, 4-weeks**



Extended School Year

Intent of Program & Highlights

- ESY is open to select students with disabilities and is intended to **prevent regression** of learned skills during the summer months and **promote readiness** for the school year ahead.
- The summer allows opportunities to trial new intervention arrangements for students, such as attempting new student groupings
 - And allows more opportunities to work through challenges (school avoidance)
- Teachers seek fun learning opportunities:
 - Visits to the library

Key Information

- Certified Staff: **26**
- Support Staff: **27**
- Grade Levels Served: **P-10**
- Content Addressed: **IEP Goals and Objectives**
- Student Participation: **113 (128 eligible)**
- Duration: **3-hours 45 minutes per day, 4-days per week, 4-weeks**
- Transportation: **IEP Dependent**

ABINGTON MIDDLE SCHOOL
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MATTHEW MAC CURTAIN
PRINCIPAL

JESSICA SULLIVAN
ASSISTANT PRINCIPAL

CAROLINE MCDERMOD
GUIDANCE
(781) 982-2172

August 21, 2024

Dear AMS Families,

As we are preparing for the start of the school year next week, we wanted to call your attention to and seek your cooperation with a very important matter related to your students' success at Abington Middle School. As has been the case with many school systems and districts recently, we have also had a growing concern about the negative impact and pervasive use of cell phones and other electronic devices during and beyond the school day for our developing adolescents. At AMS, we often find our students distracted by games and social media alerts *at best*, and at worst using cellphones and social media in a highly disruptive manner.

To that end, in accordance with our student handbook, ***Abington Middle School will be limiting student cell phone use during the school day.*** We want our students to experience and appreciate the benefit of having their sustained and undivided attention to the important academic work and growth that happens in our classrooms. Students also admit to us that *they* would like a break from their phones as well, acknowledging that they feel better and are more focused when they do not have the constant distraction from their phones.

Next week, students will experience a consistent expectation building wide that phones are placed in a bin in the front of the room, off and away in their backpack, or even better, left at home when they come to school. To our parents and families, we are seeking and relying on your support to emphasize the importance of shutting off devices and focusing during class. With community wide adult solidarity, we can improve the teaching and learning experience for our students, provide opportunities for important development and growth, and improve their long-term mental health with genuine social connections.

As always, we welcome dialogue with parents and the community about how we can best achieve our mutual interests on behalf of our students.

Sincerely,

Matthew MacCurtain, Principal

Jessica Sullivan, Assistant Principal

AMS Cell Phones and Electronic Devices

Students are not permitted to use cell phones during school hours. It is expected that cell phones are powered off and put away. The use of cell phones in a classroom is only allowed at the discretion of the individual teacher and should only be used when it is related to the lesson or assignment. Students shall not record any audio or video, or take any photographs without the explicit permission of the teacher and students included in the recording or photo. Students in violation of the cell phone regulations will have their phone confiscated and given to an administrator for retrieval at the conclusion of the school day. Continued violations will result in office detentions and will require a parent to retrieve the cell phone from an administrator.

Other electronic devices such as tablets, e-readers, and video/audio recording devices may be used for academic purposes at the discretion of the teacher and/or building administrator. The school cannot be held responsible for the disappearance of, or damage to, electronic equipment or any other non-school related personal items brought to school.



ABINGTON HIGH SCHOOL

201 Gliniewicz Way
Abington, MA 02351

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



Jonathan Bourn, Principal
Kate Casey, Assistant Principal

August 2024

Announcement Regarding Cell Phone Use Restrictions at Abington High School

Good afternoon Abington students and families,

As we prepare for the start of the school year next week, we wanted to call your attention to and seek your cooperation with a very important matter related to your student's success at Abington High School. As has been the case with many school systems and districts recently, we have also had a growing concern about the negative impact and pervasive use of cell phones and other electronic devices during and beyond the school day for our developing adolescents. Here in Abington High school, we often find our students distracted by games and social media alerts *at best*, and at worst using cellphones and social media in a highly disruptive manner that can also create substantial school-based, social and sometimes legal consequences we would like all of our students to avoid.

In conjunction with our existing language in the student handbook, ***Abington High School will be limiting student cell phone use to non-instructional time only.*** Students will only be allowed to use their phones and devices during homeroom, passing time, and when at lunch. We want our students to experience and appreciate the benefit of having their sustained and undivided attention to the important academic work and growth that happens in our classrooms. Students also admit to us that *they* would like a break from their phones as well, acknowledging that they feel better and are more focused when they do not have the constant distraction from their phones.

Next week, students will experience a consistent expectation building wide that phones and earbuds are placed in a bin in the front of the room, off and away in their backpack, or even better, left at home when they come to school. To our parents and families, we are seeking and rely on your support to emphasize the importance of shutting off devices and focusing during class. With community wide adult solidarity, we can improve the teaching and learning experience for our students, provide opportunities for important development and growth, and improve their long term mental health with genuine social connections.

As always, we welcome dialogue with parents and the community about how we can best achieve our mutual interests on behalf of our students.

Regards,

Jonathan Bourn
Principal
jonathanbourn@abingtonps.org

Kate Casey
Assistant Principal
katecasey@abingtonps.org

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

Anúncio sobre restrições de uso de telefone celular na Abington High School

Boa tarde, alunos e famílias de Abington,

Enquanto nos preparamos para o início do ano letivo na próxima semana, gostaríamos de chamar sua atenção e buscar sua cooperação com um assunto muito importante relacionado ao sucesso de seus alunos na Abington High School. Tal como tem acontecido recentemente com muitos sistemas escolares e distritos, também temos tido uma preocupação crescente sobre o impacto negativo e o uso generalizado de telemóveis e outros dispositivos electrónicos durante e após o dia escolar para os nossos adolescentes em desenvolvimento. Aqui na Abington High School, muitas vezes encontramos nossos alunos distraídos com jogos e alertas de mídia social *na melhor das hipóteses*, na pior das hipóteses, utilizar telemóveis e redes sociais de uma forma altamente perturbadora que também pode criar consequências substanciais a nível escolar, social e, por vezes, jurídicas que gostaríamos que todos os nossos alunos evitassem.

Em conjunto com nosso idioma existente no manual do aluno, **A Abington High School limitará o uso do celular dos alunos apenas nos horários não letivos**. Os alunos só poderão usar seus telefones e dispositivos durante a sala de aula, no horário de passagem e no almoço. Queremos que nossos alunos experimentem e apreciem o benefício de ter sua atenção contínua e exclusiva ao importante trabalho acadêmico e ao crescimento que acontece em nossas salas de aula. Os alunos também nos admitem que *eles* gostariam de fazer uma pausa em seus telefones também, reconhecendo que se sentem melhor e ficam mais concentrados quando não têm a distração constante de seus telefones.

Na próxima semana, os alunos experimentarão uma expectativa consistente de que os telefones e fones de ouvido sejam colocados em uma lixeira na frente da sala, guardados em suas mochilas ou, melhor ainda, deixados em casa quando chegarem à escola. Aos nossos pais e familiares, buscamos e contamos com o seu apoio para enfatizar a importância de desligar os aparelhos e nos concentrar durante as aulas. Com a solidariedade adulta em toda a comunidade, podemos melhorar a experiência de ensino e aprendizagem dos nossos alunos, proporcionar oportunidades de desenvolvimento e crescimento importantes e melhorar a sua saúde mental a longo prazo com ligações sociais genuínas.

Como sempre, acolhemos com satisfação o diálogo com os pais e a comunidade sobre a melhor forma de alcançar os nossos interesses mútuos em nome dos nossos alunos.

Cumprimentos,

Jonathan Bourn
Principal

jonathanbourn@abingtonps.org

Kate Casey
Diretor Assistente
katecasey@abingtonps.org

AHS Handbook Language

Electronic Equipment

The use of communication features on cellular devices or earbuds during instructional time, or in a disruptive manner in the school atmosphere, is prohibited. Each teacher may collect cell phones for the duration of the period. Teachers have the right to allow the use of mobile devices (e.g. cell phones, laptops, iPods, and personal data assistants) or earbuds during instructional time for educational purposes. Students who utilize cell phones or earbuds in a disruptive manner, in an unapproved manner, or during class at an inappropriate time will follow the discipline protocol for non-compliance. Video cell phone use is not permitted at any time without prior approval of an administrator. Failure to comply may result in suspension.

Telephone Use

A student phone is for use in the main office. A pass must be secured from the teacher to use the phone for emergency purposes.

ABINGTON PUBLIC SCHOOLS - FOOD SERVICE POLICY
Revised August 2024

The Food Service Program uses the software program "MOSIAC" in all the schools in the district. A student is assigned a unique PIN number entered at the school cashier stations to complete any transaction.

Abington's Food Service Program is designated as CEP (Community Eligibility Provision). CEP allows high-need schools to offer free school breakfast and lunch to all students in the school, regardless of income level. This designation provides one free approved NSB (National School Breakfast) and NSLP (National School Lunch Program) approved breakfast and lunch daily to all students who choose to take advantage of the program. This supports our students by providing them with nutritious meals that are vital for their academic success and overall well-being.

Each student is assigned a unique PIN number, which they use at the cashier stations to complete any transaction. The first breakfast and lunch meal each day are provided free of charge under the CEP program. Students wishing to purchase additional school breakfast or lunch meals, or ala carte items may do so by:

- a. Using pre-paid funds in their individual food service account through the Mosaic system;
- or
- b. Paying with cash for the amount owed.

If funds are not available to cover a transaction, additional purchases or transactions will not be allowed. Charging is not permitted.

For more information on setting up your child's MOSIAC (www.myschoolbucks.com) account or managing payments, please refer to the School Bucks document under the District's Food Services tab. We encourage use of the website to monitor the activity in your student's account.

***Approved by the
Abington School Committee
On***

ABINGTON SCHOOL COMMITTEE

2024-2025 Organization and Subcommittee Structure

Chair	Christopher Coyle
Vice-Chairman	Danielle Grafton
Secretary	Heidi Hernandez
<u>Subcommittee Assignments:</u>	
Business and Finance (2) -	Heidi Hernandez Pam Neely
Unit A /B Collective Bargaining (2)	Chris Coyle Melanie Whitney
Non-Union – Bargaining (1)	Melanie Whitney
Other Support Staff (1)	Pam Neely
Policy Review and Update Committee (2)	Chris Coyle Danielle Grafton
Health & Wellness (1)	Heidi Hernandez
School Council Liaisons	AHS: Heidi Hernandez AMS: Chris Coyle WES: Danielle Grafton BBES: Melanie Whitney AEEP: Pam Neely
Abington Education Foundation Liaison Safety Liaison	Danielle Grafton Pam Neely



Dates for School Committee Meetings for the 2024-2025 SY
Tuesday Evenings @ 6:30 p.m.

- August 27
- September 24
- October 29
- November 26
- January 7 (Early)
- January 28 (Late)
- February 25
- March 25
- April 29
- May 27
- June 17

ABINGTON PUBLIC SCHOOLS
2024-2025
SCHOOL CALENDAR

August and September (22)

M	T	W	TH	F
		14	15	16
19	20	21	22	23
26	27	28	29	30
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Aug. 20 - New Teacher Orientation
 Aug. 26 - All Staff Report
 Aug. 27 - Faculty In-Service
 Aug. 28 - Grades 1-12 Report
 Aug. 28 & 29 Kindergarten Orientation
 Aug. 29 AEEP Orientation
 Aug. 30 - No School
Sept. 2 - Labor Day - No School
 Sept. 3 - AEEP/Kindergarten Begins
 Sept. 9 - Inservice/Early Release Day

October (22)

M	T	W	TH	F
		1	*2	3
7	8	9	10	**11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Oct. 3 - Inservice/Early Release Day
 Oct. 10 - AHS Conferences
 Oct. 11 - Conferences, **AHS** Early Release
Oct. 14 - Columbus Day - No School
 Oct. 17 - BBES Conferences
 Oct. 18 - Conference, **BBES** Early Release
 Oct. 24 - WES Conferences
 Oct. 25 - Conferences, **WES** Early Release

November (17)

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Nov. 5 - Inservice/Election Day - No School
 Nov. 7 - AMS Conferences
 Nov. 8 - Conferences, **AMS** Early Release
Nov. 11 - Veterans' Day Observed - No School
 Nov. 27 - Early Release Day - NO LUNCH
Nov. 28 & 29 - Thanksgiving - No School

December (15)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Dec. 11 - Inservice/Early Release Day
Dec. 23 - Holiday Vacation Begins

January (21)

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Jan. 1 - New Year's Day - No School
 Jan. 9 - Inservice/Early Release Day
Jan. 20 - Martin Luther King Day - No School
 Jan. 30 - AEEP Conferences
 Jan. 31 - AEEP Conferences

February (15)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

Feb. 4 - Inservice/Early Release Day
Feb. 17 - Winter Vacation Begins

March (21)

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Mar. 19 - Inservice/Early Release Day

April (17)

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	***18
21	22	23	24	25
28	29	30		

April 21 - Spring Vacation Begins

May (21)

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 26 - Memorial Day - No School
 May 29 - Inservice/Early Release Day

June (14)

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

June 19 - Juneteenth
 June 20 - Tentative Last Day of School (PreK-11) - Early Release Day (includes 5 Snow Days)

*Rosh Hashanah begins at sundown on October 2nd - School in session

**Yom Kippur begins at sundown on October 11th - School in session

***Good Friday is on April 18th - School in session

Total 185 Days
 2024-2025 School Year

School Hours		Early Release Hours		Early Release Days	
AEEP - 8:20-10:55, 11:35-2:10		AEEP - 8:20-10:55, No PM Session		9/9	10/3 10/11 - AHS
BBES - 9:00-3:05		BBES - 9:00-12:00		10/18 - BBES	10/25 - WES 11/5
WES - 8:40-2:45		WES - 8:40-11:40		11/8 - AMS	11/27 12/11
AMS - 7:50-2:22		AMS - 7:50-11:10		1/9	2/4 3/19
AHS - 7:25-1:57		AHS - 7:25-10:46		5/29	Last Day
Teacher Conferences		Open Houses		Progress Reported in ASPEN	
AEEP - 1/30 5-7pm, 1/31 8am-10:45am		BBES - 8/26 3-5pm		BBES & WES - 12/6, 3/14, TBA	
BBES - 10/17 5-7pm, 10/18 1-3:15pm		WES - 8/26 4-6pm		AMS - 10/10, 12/6, 1/22, 3/21, 4/30, TBA	
WES - 10/24 5-7pm, 10/25 12:45-3pm		AMS 5 & 6 - 8/26 5-7pm		AHS - 10/4, 11/8, 12/13, 1/24, 3/7, 4/11, 5/16, TBA	
AMS - 11/7 5-7pm, 11/8 12:05-2:20pm		AMS 7 & 8 - 9/4 5-7pm		Other Important Dates	
AHS - 10/10 5-7pm, 10/11 11:45am-2:00pm		AHS - 9/5 5-7pm		AHS Grade 8 Family Night 11/7 - 7:00-8:00pm	
				AHS Graduation - May 31, 2025	

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 Administrative Lieutenant 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 SRO.

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

The salary and benefits of the SRO shall be covered by the 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 pre approval through the Assistant Superintendent.

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. 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 ("FERPA") (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 PII"), without consent, only under specific circumstances.

When the District "has outsourced institutional services or functions" to the SRO consistent with 34 C.F.R. § 99.31(a)(1)(i)(B) of FERPA, the SRO qualifies as a "school official" who can access, without consent, Student PII 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 PII contained in education records "in connection with an emergency if knowledge of the [Student PII] 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 PII (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 or Police Dispatch for an emergency based incident. 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 (or 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 PII 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;

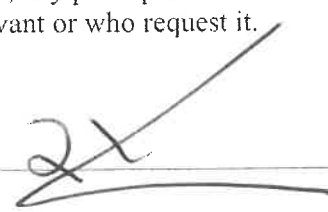
- Protocols for SROs when school administrators, teachers, or other school personnel call upon them to intervene in situations beyond the role prescribed for them in Section IV;
- Performance evaluation standards, which shall incorporate monitoring compliance with this Agreement and use of arrest, citation, 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.



David Majenski

Chief of Police

Date: 8/8/24



Christopher Coyle

School Committee Chair

Date: 8/20/24



Dr. Felicia Moschella

Superintendent of Schools

Date: 8/20/24