ABINGTON PUBLIC SCHOOLS

Location: Abington Middle/High School Library, Abington, MA 02351

Date: Tuesday, September 1, 2026

Time: 6:30 P.M.

REGULAR AGENDA

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.

Melanie Whitney, Chair

THIS MEETING MAY BE DIGITALLY RECORDED

I. CALL TO ORDER

- Call of Meeting to Order
- Pledge of Allegiance

II. HEARING OF VISITORS

III. REPORT OF THE ASSISTANT SUPERINTENDENT (Dr. Christopher Basta)

- Professional Development Update
- K-5 ELA PRISM II Update

IV. REPORT OF THE DIRECTOR OF STUDENT SERVICES (Dr. James Robbins)

- Extended School Year Update
- 2026-2027 Home Education Program Requests

V. REPORT OF THE SUPERINTENDENT (Dr. Felicia Moschella)

- Back to School Report
- Consideration of Policy JKAA: Time-out, Seclusion, and Physical Restraint
- SY 2026-2027 Goals

VI. REPORT OF THE DIRECTOR OF FINANCE & OPERATIONS (Sarah Gainey)

- Status of the 2026 Summer Facility Projects
- Transportation Update

VII. INFORMATION ITEMS

- 2026-2027 MOU with Abington Police Department
- FY26 End of the Year Report
- READS Collaborative Quarterly Report
- **Dates to Remember:**

1. Thursday, September 3rd, 9:00 A.M. - AEEP Open House
2. Friday, September 4th – No School
3. Monday, September 7th – No School / Labor Day
    - **6:30 P.M. at Abington Police Department – 9-11 Memorial Service**
4. Thursday, September 10th, 5:00 P.M. – AHS Open House
5. Sunday, September 13th, 7:00 A.M. at AHS – Music Parents Craft Fair
6. Monday, September 14th, 7:00 P.M. at AMS Café – AMS PTO Meeting
7. Thursday, September 24th – BBES Picture Day
8. Friday, September 25th – AMS Picture Day

- **Personnel Administration:**

1. The superintendent has accepted the resignation of Kacie Griggs, a Preschool Special Education Teacher within the Abington Public Schools.

2. The superintendent has accepted the resignation of Rachel Foley, a Grade 3 Teacher within the Abington Public Schools.

3. The superintendent has accepted the resignation of Madison Trongone, a Special Education Teacher within the Abington Public Schools.

4. The superintendent has accepted the resignation of Charlie Blanchette, a .2 Music Teacher within the Abington Public Schools.

5. The superintendent has accepted the resignation of Amanda Carr, a School Adjustment Counselor within the Abington Public School.

6. The superintendent has accepted the resignation of Sheila Manzi, a Library Tutor within the Abington Public Schools.

7. The superintendent has accepted the resignation of Gianna Johnson, a Paraprofessional within the Abington Public Schools.

8. The superintendent has accepted the resignation of Phyllis Landers, a Paraprofessional within the Abington Public Schools.

9. The superintendent has accepted the resignation of Mary Carini, a Paraprofessional within the Abington Public Schools.

10. The superintendent has accepted the resignation of Mary Carini, a Paraprofessional within the Abington Public Schools.

11. The superintendent has accepted the resignation of Lauren Dooley, a Paraprofessional within the Abington Public Schools.

12. The superintendent has accepted the resignation of Brendan Remillard, a Paraprofessional within the Abington Public Schools.

13. The superintendent has accepted the resignation of Zoe Balewicz, a Paraprofessional within the Abington Public Schools.

14. The superintendent has accepted the resignation of Erin Bizier, a Cafeteria Worker within the Abington Public Schools.

15. The superintendent has accepted the resignation of Jeanne Finnigan, a Cafeteria Worker within the Abington Public Schools.

16. The superintendent has accepted the resignation of Carolyn D'Arigo, a Lunch/Recess Aide within the Abington Public Schools.

17. The superintendent has accepted the resignation of Mary O'Neil, a Lunch/Recess Aide within the Abington Public Schools.

18. On the recommendation of James Robbins, Director of Student Services, the superintendent approved the appointment of Vanessa DiPietro, a Student Service Specialist, within the Abington Schools effective in the 2025-2026 school year.

19. On the recommendation of Annie Robinson, Early Education and Out of District Coordinator, the superintendent has approved the appointment of Devan Leach, a Preschool Special Education Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

20. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved the appointment of Taymaz Davoodi, a Computer Science Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

21. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved the appointment of Chloe Borgida, an English Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

22. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved the appointment of Maureen Melone, a Special Education Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

23. On the recommendation of Jonathan Bourn, Principal of Abington High School, the superintendent has approved the appointment of Sarah Roberts, a Library Tutor, within the Abington Public Schools effective in the 2026-2027 school year.

24. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Maeve Rich, a Grade 8 Special Education Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

25. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Jennifer Hulzman, a STEAM Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

26. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Rachel Marie, a Grade 6 Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

27. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Steve Geddis, a .4 Spanish Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

28. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Angelina Ivanof, a Long-Term Substitute Grade 5 Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

29. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Bridget Minnehan, a Long-Term Substitute Art Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

30. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Daniel Burke, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

31. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of William Curtis, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

32. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Olivia Poillucci, within the Abington Public Schools effective in the 2026-2027 school year.

33. On the recommendation of Matthew MacCurtain, Principal of Abington Middle School, the superintendent has approved the appointment of Quinn

Self, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

34. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Carla Bendott, a Special Education Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

35. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Kayla Durham, a Long-Term Substitute Grade 1 Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

36. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Claudia Barry, a Tutor, within the Abington Public Schools effective in the 2026-2027 school year.

37. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Ashley Pappaceno, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

38. On the recommendation of Julie Thompson, Principal of Beaver Brook Elementary School, the superintendent has approved the appointment of Noelle Tosone, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

39. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Mackenzie Cantalupo, a Grade 3 Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

40. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Joseph O'Neill, an ESL Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

41. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Mark Gillis, a Long-Term Substitute Wellness Teacher, within the Abington Public Schools effective in the 2026-2027 school year.

42. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Amanda Crowley, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

43. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Mary Donati, a Paraprofessional, within the Abington Public Schools effective in the 2026-2027 school year.

44. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Maria LaRue, a Lunch/Recess Aide, within the Abington Public Schools effective in the 2026-2027 school year.

45. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Amanda Prim, a Lunch/Recess Aide, within the Abington Public Schools effective in the 2026-2027 school year.

46. On the recommendation of Melanie Savicke, Principal of Woodsdale Elementary School, the superintendent has approved the appointment of Isabel Schultz, a Lunch/Recess Aide, within the Abington Public Schools effective in the 2026-2027 school year.

47. The superintendent has approved the following recommendations form the principals for Professional Teacher Status beginning in the 2026-2027 school year:

Christopher	Grijalva	Abington High School
Rebecca	Harrison	Abington Middle School
Kendelle	Ingram	Abington Middle School
Alivia	Mingolelli	Woodsdale Elementary School
Rebecca	Orleans	Beaver Brook Elementary School
Stacy	Reed	Abington Middle School
Samantha	Roach	Abington Middle School

VIII. ADJOURNMENT

SCHOOL COMMITTEE MEETING MINUTES
ABINGTON PUBLIC SCHOOLS

Location:	A regular meeting of the School Committee was held in the Abington Middle / High School Library at 201 Gliniewicz Way, Abington MA 02351
Date/Time:	Tuesday, June 9, 2026 @ 6:30 p.m.
Present:	Ms. Melanie Whitney, Chair; Ms. Pamela Neely, Vice-Chair; Ms. Heidi Hernandez, Secretary; Mr. Chris Coyle and Ms. Caroline Ellis, Members. Also in attendance were Dr. Felicia Moschella, Superintendent of Schools; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gainey, Director of Finance & Operations; Ms. Nicole Leach, Executive Assistant

MEETING MINUTES

I. CALL OF MEETING TO ORDER AND FLAG SALUTE

II. HEARING OF VISITORS

Prior to the hearing of visitors, Ms. Whitney spoke on the recent discussions around the bus contract. She highlighted the Massachusetts Procurement Law and stated that the responsive and responsible lowest bidder was North Reading Transportation, Inc. (NRT). She stated that the school department will work closely with NRT during the transition process and that the priority remains the safe and reliable transportation of our students and high-quality service for our families. At this time, Ms. Whitney welcomed comment.

a) Sabrina Sherrick Kane, 105 North Avenue, spoke to advocate for the substitute daily rate for the upcoming year. She asked for consideration around the substitute's qualifications and experience.

b) Tom Tashjian, 130 Shaw Avenue, a school bus driver for First Student, aired his concerns with the contract with NRT and the connections drivers have made with students and families and their familiarity with the town's routes as well as the hard work and commitment of the drivers as employees of First Student and hopes for consistency with the pay scale.

c) William Bovaird, 60 Pattison Street, also spoke as a driver of First Student and to ask for consideration of the relationship families and students have with their current drivers.

Ms. Whitney asked Mr. Serino, Athletic Director, to come forward to acknowledge and recognize our outstanding student athletes from the track and field teams. He stated that the high school track teams excelled to a new level and he was pleased to acknowledge the successful season of this team. Having so many ***Division 6 State Champions*** in one season is truly remarkable. Also, present was Mr. Bourn, AHS Principal, and Mr. Will Caseley, the track and field coach, to acknowledge the following state champions:

Boys 4 x 4 Relay Team

Nathan Calcano Da Silva

Naz Paulding

Brendan Ward

Max Wilkinson

400 Meters

Nathan Calcano Da Silva

Varsity High Jump

Lucas de Oliveira

400 m Hurdles for all Divisions

Aiden Calcano Da Silva

Discus

Emma Flanagan

Shotput

Samaya Harrison

School committee members congratulated all on a successful season.

III. READING AND APPROVAL OF MINUTES

a. **May 26, 2026**

<u>VOTED:</u> On the motion of Chris Coyle (Pamela Neely) the School Committee unanimously voted to approve the minutes of May 26, 2026, as presented.

b. **May 26, 2026, Executive Session**

VOTED: On the motion of Heidi Hernandez (Melanie Whitney) the School Committee unanimously voted to approve the executive session minutes of May 26, 2026, as presented.

IV. NEW BUSINESS

Appointment of School Committee Representative to the Abington Cable Access Board of Directors

Ms. Whitney stated that one person, Cathy Martin, expressed interest in serving as the school committee representative to the Abington Cable Access Board of Directors which the school committee recommends and appoints. Ms. Whitney thanked Cathy for stepping up to the task.

VOTED: On the motion of Chris Coyle (Heidi Hernandez) the School Committee unanimously voted to appoint Cathy Martin to the Abington CAM Board of Directors.

V. REPORT OF THE PRINCIPALS

a. Abington High School Student Handbook (Jonathan Bourn, Principal)

Mr. Bourn presented this evening to present changes to the 26-27 Abington High School Student Handbook. Changes included the addition of Community Eligibility Provision; added text around Electronic Equipment, such as, ***or recording*** features on ***eyewear*** adding that teachers have the right to collect ***other electronic devices***. He also included ***AI or Wi-Fi/cellular enabled eyewear*** utilized in a disruptive manner and ***audio recording through eyewear electronic use*** will not be permitted. Mr. Bourn was pleased to announce the addition of the following co-curricular clubs/activities: DECA, History Club, and Veteran Appreciation Club.

VOTED: On the motion of Caroline Ellis (Heidi Hernandez) the School Committee unanimously voted to approve the revised Abington High School Student Handbook as presented.

b. DESE Accelerating Achievement (Jonathan Bourn, Principal)

Mr. Bourn stated that Abington High School was invited by DESE (Department of Elementary and Secondary Education) to join the Accelerating Achievement Partnership due to Abington High School being among the bottom 25% of schools in the state for growth (MCAS scores). Alignment between the school

improvement plan goals and educator student learning goals for SY 26-27 will center on student achievement and literacy, reviewing and revising our Vision of the Graduate in consideration of the state's Vision of the Graduate for additional alignment in creativity and literacy, staying focused on the mission and collaborating and receiving support from DESE.

School committee members asked questions about chronic absenteeism, tracking student progress and if interventions are improving student learning. When asked if this affects high school accreditation, Dr. Moschella stated that accreditation is a process through NEASC (New England Association of Schools and Colleges) and this collaboration is with the Department of Elementary and Secondary Education (DESE).

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

a. **Athletics Department Update** (Peter Serino, Athletic Director)

Mr. Serino, Athletic Director, gave an update on the athletic department. Considering the size of the district, he was pleased to report the robust numbers with a total of 672 participations within Abington Athletics this year. There were 18 tournament qualifications with nine league championships. There were a total of 59 coaches, including 18 being volunteers. Fall continues to see the most participation with 279 participants across all sports and multi-sport athletes represent 57 percent of all unique athletes. The most participants are at the freshman level with 62 percent participation across grades 9-12 and drops as interest changes. School committee members asked about the 8th grade waiver process and holding students to the same standards as the high school student athletes. They also asked about offerings through the coop program and Mr. Serino reviewed the process stating that geography is a factor, finding a partner, school schedules should match and the need for participants. Girls' hockey just recently went through this process with Norwell and Scituate.

b. **Technology Department Update** (Rich Bykowski Director of Technology Services)

Mr. Bykowski, Director of Technology Services, presented an update on the technology department this past year. He stated that the department staff have been together for many years with four employees and reviewed the day-to-day roles of each including a technology integration specialist to help teachers use technology in their classrooms. The middle/high school library staff also is available to help students with troubleshooting and are very supportive of the technology department. He reviewed the number of tickets submitted and stated that the department is more involved in state data reporting. Tech projects upcoming this summer include a new phone system to remain up to date with a

cloud-based system called ZoomPhone and the department will be implementing stricter controls on student devices to keep students on task during the day.

c. **FY27 School Calendar**

Ms. Whitney commented that the school calendar has been discussed at several meetings and a survey was sent out to the school community with 700 responses received. The data reflects a divided community, and notably higher responses came from the middle and high school students and their families. Responses reflected that maximizing instructional time is very important and although a half day is preferred attendance would not improve at the secondary level. Based upon this information, Ms. Whitney recommended eliminating school on Good Friday. She recognizes this will add a day in June making the last school day with five snow days as June 24, 2027. Ms. Whitney commented that her statement was not to discredit having a day off for religious purposes. The intent was to focus on education and eliminating an additional day in June. Ms. Hernandez stated that school should be the priority of our students, families and teachers and wishes we could be more focused on the quality of our time spent in school. Citing prior conversations, our goal should be on PreK-12 students receiving the best education possible with minimal distribution. She expressed her desire that the conversation be more about the quality of our time in school rather than the time off. She would like to see the continuity of the calendar as originally voted. Ms. Hernandez commented on her belief that we should respect the ability to responsibly honor both an education and religious observance.

VOTED: On the motion of Melanie Whitney (Chris Coyle) the School Committee voted to approve the revised FY27 school calendar as presented which includes no school on Good Friday, March 26, 2027, and a half professional development day on Wednesday, March 10, 2027.

Yes: Ms. Whitney
Mr. Coyle
Ms. Neely
Ms. Ellis

No: Ms. Hernandez

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

a. Transportation Update/Bus Contract

Ms. Gainey, Director of Finance & Operations, acknowledged and thanked the First Student drivers present this evening and stated that the three year contract with First Student expires and had to go out to bid; therefore, a public procurement process took place and the most responsive, responsible and lowest bidder, was North Reading Transportation, Inc. (NRT) and they were awarded the three year contract for FY27-FY29.

VOTED: On the motion of Chris Coyle (Pamela Neely) the School Committee unanimously voted to approve the award of the FY27- FY29 Transportation Contract to North Reading Transportation, Inc. (NRT) as presented.

b. School Safety Protocol

Ms. Gainey updated the school committee on school safety protocol and the decision to transition from the ALICE protocol to the Standard Response Protocol (SRP Protocol) via the i luv u guys foundation this fall. This is a nationally recognized program with available resources on their website.

c. Non-Collective Hourly Employee Rate Sheet – Substitute Compensation

Ms. Gainey presented a proposed revision to the non-collective hourly rate sheet in regard to substitute compensation for FY27. The proposed change establishes a rate for days 1-20 and eliminates the distinction with a college degree or not

VOTED: On the motion of Caroline Ellis (Melanie Whitney) the School Committee voted to approve the revised non-collective bargaining employee rate sheet as presented.

Yes:	Mr. Coyle
	Ms. Neely
	Ms. Ellis
	Ms. Whitney
Abstain:	Ms. Hernandez

VIII. NEW BUSINESS AND ESTABLISHMENT OF THE NEXT SCHOOL COMMITTEE MEETING DATE

Ms. Whitney made a statement on behalf of Nicole Corbett and the AP Environmental Science Class making an appeal to the community to complete a flood survey.

Tentative - Tuesday, June 23, 2026, at 4:30 p.m. (virtual)

Tuesday, September 1, 2026, at 6:30 p.m.

IX. DATES TO REMEMBER

- Thursday, June 11 – Incoming Kindergarten Welcome Night, BBES Cafeteria @ 6pm
- Thursday, June 18 – Last Day of School (half day for students)
- Wednesday, September 2 – First Day of School Grades 1-12
- Tuesday, September 8 -First Day of School AEEP& Kindergarten

X. INFORMATIONAL ITEMS

- **Personnel Administration**

1. The superintendent has accepted the resignation of Brendan Remillard, a paraprofessional within the Abington Public Schools, effective at the end of the 2026-2027 school year.

2. The superintendent has accepted the resignation of Mary O'Neil, a lunch/recess aide within the Abington Public Schools, effective at the end of the 2026-2027 school year.

XI. ADJOURNMENT

VOTED: On the motion of Heidi Hernandez (Pamela Neely) the School Committee unanimously voted to adjourn the June 9, 2026, school committee meeting at 8:48 p.m.

Heidi M. Hernandez

Heidi Hernandez, Secretary

ABINGTON PUBLIC SCHOOLS

Location: The Frolio Building, Conference Room
1071 Washington St.
Abington, MA 02351

Date: Wednesday, August 5, 2026

Time: 6:30 P.M.

Present: Ms. Melanie Whitney, Chair; Ms. Pamela Neely, Vice-Chair; Ms. Heidi Hernandez, Secretary; Mr. Chris Coyle and Ms. Caroline Ellis, Members. Also in attendance were Dr. Felicia Moschella, Superintendent of Schools; Dr. Christopher Basta, Assistant Superintendent; Ms. Sarah Gainey, Director of Finance & Operations; Mr. James Robbins, Director of Student Services

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Meeting Minutes

I. CALL TO ORDER

- Call of Meeting to Order
- Pledge of Allegiance

II. HEARING OF VISITORS

NONE

III. REPORT OF THE ASSISTANT SUPERINTENDENT (Dr. Christopher Basta)

A. Professional Development Update

IV. SCHOOL COMMITTEE

A. School Committee Sub Committee Discussion

B. Student Achievement / MTSS Discussion

V. ADJOURNMENT

Heidi M. Hernandez
Heidi Hernandez, Secretary

File: ACL

INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In the Abington Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent/Executive Director shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

(i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
(ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
(iii) Procedures for contacting the school district's attorney;
(iv) Procedures for contacting the senior administrator at the school and the district superintendent/executive director's office in the event law enforcement agents engaged in civil

law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;

(v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;

(vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;

(vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;

(viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and

(ix) A plan to share these procedures with students and families on the school district's website.

Once adopted by a school district, charter school or collaborative school, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS
ECA, BUILDINGS AND GROUNDS SECURITY
ECAF, SECURITY CAMERAS IN SCHOOLS
JIH, SEARCHES AND INTERROGATIONS
JRA, STUDENT RECORDS
KI, VISITORS TO THE SCHOOLS
KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education - August 2026

APPROVED:

File: JKAA

TIME-OUT, SECLUSION, AND PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. The use of time-out, seclusion, and physical restraint is strictly regulated in the state of Massachusetts. Such methods shall be used only in emergency situations of last resort as defined below and in compliance with the regulations put forth by the Department of Elementary and Secondary Education and only after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

TIME-OUT AND SECLUSION

Time-out is defined as a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times.

Any room or area that is used for time-out must be of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled, consistent with the remainder of the building; free of objects or fixtures that are inherently dangerous to the student; in compliance with any applicable local fire and building code requirements; and in compliance with any other standards listed by the Department in guidance.

A time-out shall cease as soon as the student has calmed. Staff supervising the student should support co-regulation and closely monitor the student's physical cues, tone of voice, and demeanor to determine whether the student has calmed. Students should not be required to complete a specific task to demonstrate that they have calmed if their physical body, tone, and demeanor demonstrate regulation.

Seclusion is defined as the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the district's, school's or program's designated procedures for behavior support which involves the monitored separation of a student in an unlocked setting, from which the student is allowed

to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

Seclusion is prohibited in a public education program except in an emergency situation as a last resort on an individual basis when student behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, but only if safeguards are accounted for. The following safeguards are required prior to the use of seclusion:

1) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
2) The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
3) Other forms of interventions have failed to ensure the safety of the student and/or the safety of others.
4) There are no medical contraindications as documented by a licensed physician.
5) There is a psychological or behavioral justification for the use, and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
6) The program has obtained consent to use seclusion from the student's parent or guardian and, if appropriate, the student, and such use has been approved in writing by the principal.
7) Any individual using it has received training about alternative behavior interventions and management techniques.

The program has documented compliance with 1-7 above in advance of its use and maintains the documentation.

Imminent Threat of Assault or Imminent Serious Physical Harm is an act placing another in reasonable apprehension of immediate bodily harm. Serious Physical Harm has the same meaning as serious bodily injury as used in the Individuals with Disabilities Education Act (IDEA). It means bodily injury which involves: A substantial risk of death; Extreme physical pain; Protracted and obvious disfigurement; or Protracted loss or impairment of the function of a bodily member, organ, or mental faculty. *See* 34 C.F.R § 300.530(h)(i)(3); 18 U.S.C. § 1365(h)(3).

The threat of harm must be a reasonable apprehension of immediate harm, not a generalized apprehension, and should be based on observable actions and any statements made, not assumptions about students' diagnoses, histories, or emotional states alone.

To promote student safety and uphold regulatory compliance, public education programs must follow strict safeguards when using seclusion as an emergency intervention. Seclusion may only be used in situations where a student poses an imminent threat of assault or serious physical harm, and only when all other less intrusive interventions have been deemed ineffective or inappropriate. The emergency use of seclusion must cease as soon as the student's behavior no longer poses an imminent threat of assault or imminent threat of serious physical harm. The following list outlines the required safeguards before, during, and after the use of emergency seclusion, as well as the administrative responsibilities for monitoring its use. These safeguards include documented student history, active monitoring, timely parent and principal notification, and ongoing data review at the school level to reduce and ultimately eliminate the use of seclusion in alignment with 603 CMR 46.00.

Preconditions for Use of Emergency Seclusion

- The student's behavior presents an imminent threat of assault or serious physical harm to self or others.
- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff
- The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances
- Less intrusive interventions have failed or have failed to ensure the safety of the student and/or the safety of others.
- There are no medical contraindications, as documented by a licensed physician.
- There is psychological or behavioral justification and there are no psychological or behavioral contraindications, documented by a licensed mental health provider.
- The parent or guardian (and student, if appropriate) has provided consent for emergency use of seclusion.
- The principal has approved the use in writing.
- Staff implementing seclusion have documented participation in training in behavioral alternatives.
- Documentation demonstrating compliance with 603 CMR 46.07(2)(a) and (d)–(g) is maintained on file.

During Emergency Seclusion

- A staff member continuously observes and remains immediately available to the student.
- The student is observable in all areas of the room.
- Staff actively use calming and de-escalation strategies, unless unsafe or counterproductive to do so.
- Seclusion is not used for punishment or routine behavior management.
- Seclusion ends immediately once the imminent threat has subsided.

- If used for a period of longer than 30 minutes, obtain approval from the principal.
- The room or space meets all physical safety standards under 603 CMR 46.07(1).

Post-Intervention Procedures

- Parents are notified verbally and in writing in accordance with 603 CMR 46.06(3)–(4).
- The principal is notified as soon as possible and provided a written report by the next school day.

Administrative Oversight Responsibilities

- Weekly review of students with multiple uses of emergency seclusion.
- A review team is convened for repeated use, when applicable.
- Monthly review of school-wide seclusion data is conducted.
- Use of seclusion is reported to DESE[1] in the required format and frequency.

No Medical Contraindications

Before an emergency intervention of seclusion is used, a licensed physician must confirm that no medical conditions make its use unsafe. This includes considering respiratory, seizure, cardiac, or other physical health conditions. The physician must document that no medical contraindications exist.

Behavioral or Psychological Justification

Before an emergency intervention of seclusion is used, a licensed mental health professional must confirm that seclusion is psychologically appropriate for this student. The licensed mental health professional should review the student's trauma history, behavior patterns, and mental health needs to determine whether seclusion would be harmful. The clinician must provide written documentation affirming the justification and lack of psychological contraindications.

Physical Space Inspection

To provide for the safety and well-being of students, any room or space used for the purposes of emergency seclusion must meet the physical space requirements outlined in 603 CMR 46.07(1). In accordance with 603 CMR 46.07(2)(n), these spaces must be inspected by the public education program at least once per week during any period of use to verify ongoing compliance. The inspection must confirm that the environment is clean, safe, and sanitary; appropriately designed for student age and needs; properly lit and ventilated; free of dangerous objects; and compliant with all applicable fire and building codes. The checklist below supports programs in conducting and documenting these weekly inspections.

Inspection Checklist Definitions

- Clean, Safe, Sanitary: Free of spills, clutter, sharp objects, or contaminants.
- Age-Appropriate Design: Size, materials, and aesthetics suitable for students using the room.
- Lighting/Ventilation: Functional lights, windows or vents for airflow, appropriate heating or cooling.
- No Dangerous Objects: No furniture or equipment that poses a risk of harm (e.g., loose wires, electrical outlets, broken ceiling tiles, hard corners).
- Fire & Building Code Compliant: Exits, alarms, and structural components meet local laws, which may be demonstrated through up to date certificates from proper local authorities.

Physical Restraint of Students

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to-directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

As a means of discipline or punishment;

- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs. Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
- There are no medical contraindications as documented by a licensed physician;
- There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
- The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

Nothing in 603 CMR 46.00 prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Restraint Procedures and Training

The Superintendent shall develop and implement written restraint prevention and behavior support procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements

when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.

Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements, use of force, and duration requirements set forth in 603 CMR 46.05. Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

Reporting of Physical Restraint:

Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

The principal shall make reasonable efforts to inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report required by 603 CMR 46.06(2) and (3) shall include:

- The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.
- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Administrative Oversight Responsibilities

- The Principal shall conduct weekly review of students with multiple uses of restraint.
- A review team is convened for repeated use, when applicable.
- The Principal shall conduct a monthly review of school-wide restraint data.
- Use of restraint is reported to DESE in the required format and frequency.
- In the event of restraint related injury, the program must report to DESE in writing within three days, according to the department’s requirements.
- If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

All additional safeguards as determined by DESE in 46.07 must be adhered to and this policy and any associated procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Time Out, Seclusion, and Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC – Rewritten 2026

LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00

Time-Out Practices: Guidance on the Implementation of Regulatory Amendments to 603 CMR 46.00 and 603 CMR 18.00 – DESE February 2026

Prevention of Physical Restraint and Requirements If Used – DESE, amended June 24, 2025

APPROVED:

Felicia Moschella, Ph.D.
Abington Public Schools

Goals
2026-2027

Student Learning Goals:

Student Achievement
Collaborate with district and building leadership to implement a comprehensive, data-driven system of instruction and intervention that ensures MCAS performance meets or exceeds state averages in ELA (492.21), Math (493.51), Science (495.54), and Civics (493.59). Strengthen instructional coherence, accelerate achievement growth, and reduce performance disparities among student subgroups through targeted supports, evidence-based practices, and ongoing progress monitoring. (Strategic Plan Initiative: 1.4, DESE Standard I)

GOAL	Indicator of Accomplishment	End of 2026-27 School Year
Data Analysis Conduct district-wide data analysis meetings (fall, winter, spring) to examine MCAS, i-Ready, common formative assessments, and subgroup performance trends to inform instructional decision-making and resource allocation.	Action plans developed for each school based on comprehensive student achievement and subgroup performance analyses, including measurable benchmarks, targeted strategies, and progress-monitoring protocols.	
Targeted Interventions Implement Tier 2 and Tier 3 interventions for students performing below benchmark in ELA and Math, utilizing evidence-based instructional practices, frequent progress monitoring, and collaborative problem-solving teams.	80% of identified students demonstrate typical or accelerated growth on mid-year and end-of-year i-Ready diagnostics, with intervention effectiveness reviewed through scheduled data cycles.	

	Teachers in grades K-6 will systematically analyze i-Ready student achievement data to differentiate instruction, establish individualized learning goals, and provide targeted supports that promote continuous academic growth for all learners.	

Success for All Learners

In conjunction with Director of Student Services, implement inclusive instructional strategies and MTSS practices to support diverse learners and improve outcomes across all subgroups. (Strategic Plan Initiative: 3.1, DESE Standard I)

MTSS Implementation • Provide training on MTSS framework and data protocols to all staff.	100% of schools implement MTSS with fidelity as measured by district walkthrough rubric.	
Inclusive Practices • Conduct equity audit at AHS to identify barriers to access.	Results of equity audit (conducted with NRC consultant) inform next steps at AHS – including the continuation of audits at lower schools.	Ongoing

<u>Professional Practice Goals:</u>

Learning Walks/Calibration

Conduct at least two Learning Walks in each building by May 2027 using the DESE Classroom Observation Tool (new to APS) as part of the Accelerating Achievement partnership with DESE. (Strategic Plan Initiative: 3.1, DESE Standards I and IV)

Learning Walk Schedule • Develop and publish a district-wide Learning Walk calendar and guidelines with 'look-fors' based on DESE	Minimum of 2 Learning Walks completed in each school by May 2027. Additionally, each administrator will conduct at least 2 observations with the Superintendent or the Assistant Superintendent	

guidance by October 2026.	using the DESE Classroom Observation Tool.	
Calibration • Facilitate administrator calibration sessions using DESE Educator Rubric and the DESE Classroom Observation Tool.	100% of administrators participate and demonstrate observation alignment through inter-rater reliability checks.	

Communication

During the 2026-2027 school year, continue to enhance and standardize home–school communication across the district by refining the centralized communication system and ensuring consistent practices at the classroom, building, and district levels.
(Strategic Plan Initiative 2.1, DESE Standard II)

Classroom-Level Communication Consistency • Implement district-wide expectations for classroom communication frequency and format via building faculty handbooks.	90% of classrooms meet communication expectations as verified through quarterly audits.

New Superintendent Induction Program (NSIP)

During the 2026-2027 school year, successfully complete year III of the New Superintendent Induction Program (NSIP) through the Massachusetts Association of School Superintendents (MASS) and Massachusetts Department of Elementary and Secondary Education (DESE). (Strategic Plan Initiative: 3.1, DESE Standards I, II, and IV)

Attend round-table meetings, actively participate in coaching sessions, and appropriately prepare for each session		
Share and apply relevant materials with the Administrative Team to enhance instructional leadership and implement positive changes at the school level		

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 informati9n 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 htto://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 sourc6 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 (I) 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 FERP A and Other Confidentiality Requirements

At all times, school officials must comply with FERP A. 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 FERP A, 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 (HIP AA) 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' slaw 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.

Name: John P. Bonney
Chief of Police

Date: August 10 2026

Name: Melanie Whitney
School Committee Chair

Date: August 14 2026

Name: Dr. Felicia Moschella
Superintendent of Schools

Date: Aug 14 2026

SCHOOL DEPARTMENT
OF THE TOWN OF ABINGTON, MASSACHUSETTS

INDEPENDENT ACCOUNTANTS' REPORT ON APPLYING AGREED-UPON PROCEDURES OVER COMPLIANCE APPLICABLE TO MASSACHUSETTS SCHOOL DISTRICTS' END-OF-YEAR FINANCIAL REPORT

FOR THE FISCAL YEAR ENDED JUNE 30, 2025

CBIZ CPAs P.C.

53 State Street
17th Floor
Boston, MA 02109

P: 617.807.5000

Independent Accountants' Report on Applying Agreed-Upon Procedures Over Compliance Applicable to Massachusetts School Districts' End-of-Year Financial Report

To the School Committee
School Department of the Town of Abington, Massachusetts

We have performed the procedures enumerated in Attachment A, related to the requirements set forth in the Massachusetts Department of Elementary and Secondary Education's ("DESE") *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements ("Compliance Supplement")* related to the End-of-Year Financial Report (the "EOYR") prepared by the School Department of the Town of Abington, Massachusetts (the "Town") for the year ended June 30, 2025. The Town's management is responsible for compliance with those requirements.

The engaging party, the Town has agreed to and acknowledged that the procedures performed are appropriate to meet the intended purpose specified in DESE's *Compliance Supplement* related to the EOYR prepared by the Town for the year ended June 30, 2025. This report may not be suitable for any other purpose. The procedures performed may not address all the items of interest to a user of this report and may not meet the needs of all users of this report and, as such, users are responsible for determining whether the procedures performed are appropriate for their purposes.

Our procedures and results are reported in Attachment A, "Schedule of DESE EOYR Compliance Supplement Procedures and Results." For purposes of performing these procedures, findings were reported only if they exceeded 3% of the total of Line 1850 [$30,787,641] in the EOYR.

We were engaged by the Town to perform this agreed-upon procedures engagement and conducted our engagement in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on compliance with specified requirements for the year ended June 30, 2025. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

We are required to be independent of the Town and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements related to our agreed-upon procedures engagement.

This report is intended solely for the information and use of the Town and DESE, and is not intended to be, and should not be, used by anyone other than these specified parties.

CBIZ CPAs P.C.

Boston, Massachusetts
July 28, 2026

Attachment A
School Department of the Town of Abington, Massachusetts
Schedule of DESE EOYR Compliance Supplement Procedures and Results
For the Year Ended June 30, 2025

DESE Compliance Supplement Requirements	Procedures Performed	Results (Exceptions noted were reported only if they exceeded 3% of the total of Line 1850 in the EOYR.)
General Compliance Requirements		
1. For All End-of-Year Report Schedules (EOYR):		
A. Ascertain if the financial information was prepared in accordance with the budgetary basis of accounting (e.g., modified accrual plus current year encumbrances minus expenditures of prior year encumbrances).		
a. Trace the amounts reported to accounting and other records that support the audited financial statements and verify [determine] agreement or perform alternative procedures to verify [determine] the accuracy and completeness of the reports and that they agree with the accounting records.	Traced account balances as required in the specific compliance requirements to the underlying support (accounting ledger).	See results in the specific compliance requirements.
b. Determine if all encumbrances were closed out by the 12/31 deadline and that reported expenditures were adjusted accordingly.	Obtained a schedule of encumbrances as of June 30, 2025 and compared it to the schedule of encumbrances as of December 31, 2025. Inspected to confirm that encumbrances were spent. For those encumbrances that were not spent as of December 31, 2025, confirmed the District received a waiver from DESE.	Procedure performed without exception.
B. Trace non-financial data to records that accumulate and summarize data.		
a. Perform tests of the underlying data to	Traced underlying data to stated criteria and	Procedure performed without exception.

verify [determine] that the data was accumulated and summarized in accordance with the required or stated criteria and methodology, including the accuracy and completeness of the schedules. For Schedule 7, test eligibility criteria for reimbursable riders (pupils residing greater than 1.5 miles from their school of attendance).	internally created documented methodology in the procedures for Schedule 4 and Schedule 7 below.	
b. When intervening computations or calculations are required between the records and the schedules, trace reported data elements to supporting worksheets or other documentation that link the schedules to the data.	Traced the reported data elements to supporting worksheets or other documentation in the procedures for Schedule 4 and Schedule 7 below.	Procedure performed without exception.
C. Determine if the District's accounting system meets the following DESE requirements:		
a. Determine whether the District uses an accounting system that 1) provides for the reporting of all instructional costs by school location and 2) is in accordance with 603 CMR 10.03 (3)(a).	Confirmed the District's accounting ledger expenditure account structure includes specific account segments for each school location. Obtained copies of the District's expenditure reports and inspected to confirm that the accounting system is in accordance with 603 CMR 10.03 (3)(a).	Procedure performed without exception.
b. Determine if the accounting system is supported by up-to-date written policies and procedures and that the policies and procedures are followed on a uniform and consistent basis.	Obtained the District's written policies and procedures related to the accounting system and compared them to DESE's requirements.	Procedure performed without exception.
c. Determine if the District maintains written policies and procedures related to the classification of salaries and expenses by program, function and object and that the policies and	Obtained the District's current set of policies and procedures related to the classification of salaries and expenses by program, function, and object and agree policies meet DESE's requirements.	Procedure performed without exception.

procedures are followed on a uniform and consistent basis.		
2. Obtain written representation from management that the reports provided to the auditor are true copies of the EOYR submitted or electronically transmitted to the Department.	Obtained a signed Representation Letter from management which states that the reports provided are true copies of the EOYR submitted or electronically transmitted to DESE.	Procedure performed without exception.
3. Determine that the District submitted a signed Certification Statement.	Obtained signed Certification Statement submitted to DESE.	Procedure performed without exception.
4. Determine if amendments required from prior year's audit were submitted.	Reviewed the prior year's EOYR agreed-upon procedures reported and noted no amendments were required.	Procedure performed without exception.
Specific Compliance Requirements		
I. Revenues		
A. Revenue from Local Sources		
1. Trace Revenues from Local Sources reported on Schedule 1 to the municipal and District accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree.	Traced all revenues from Local Sources reported on Schedule 1 to revenue per the accounting ledger provided by the District. Traced all local sources revenues reported in the District's accounting ledger to Local Sources reported on Schedule 1.	Procedure performed without exception.
C, D, and E. Revenues from Federal Grants, State Grants and Revolving and Special Funds		
2. Trace the revenue from state aid, federal grants, state grants, and revolving and special funds to the detail in District's accounting ledgers. Also, trace the revenues reported on District's accounting ledgers to revenues reported on Schedule 1. These amounts should agree with the possible exception of revenue from state aid, federal grants and state grants, which are entered by the state based on allotments. ***Validate that the DESE Administered Federal Grant***	Traced all state aid, federal grants, revolving and special funds revenues reported on Schedule 1 to accounting ledger provided by the District. Traced all state aid, federal grants, state grants, revolving and special funds revenues reported in the District's accounting ledger to state aid, federal grants, state grants, revolving and special funds revenues reported on Schedule 1. Traced all state aid, federal grants and state	Procedure performed without exception.

revenues entered on line 300 and the DESE Administered State Grant revenues on 510 match the final FY25 grant revenue file posted on the DESE EOYR website. ***Note: Amounts deposited in legally authorized revolving accounts (e.g., School Choice) cannot be transferred to the General Fund.***	grants reported on Schedule 1 to the amounts posted on the DESE website and the amounts reported in the District's accounting ledger. Confirmed that the DESE Administered Federal Grant revenues entered on line 300 and the DESE Administered State Grant revenues on line 510 match the final FY25 grant revenue file posted on the DESE EOYR website.	
II. Expenditures		
A. By School Committee and B. By City or Town		
3. Trace the amounts reported for general fund education expenditures from Schedule 1, line 1850 to the municipal accounting ledgers and to the District accounting ledgers. Also, trace the expenditures reported on the District's accounting ledgers to expenditures reported on Schedule 1. These amounts should agree. If a crosswalk exists between the accounting ledgers and the EOYR, verify [determine] that the crosswalk agrees with the accounting ledgers in total and trace a sample of expenditures from the crosswalk to the accounting ledger.	Traced amounts reported for General Fund education expenditures in total from Schedule 1, line 1850 to the crosswalk. Traced the total General Fund education expenditures reported on the District's crosswalk to expenditures reported on Schedule 1. Confirmed that the crosswalk agrees with the accounting ledger in total and traced a sample of six expenditures from the crosswalk to the general ledger.	Procedure performed without exception.
4. Trace the amounts reported for a sample of DESE functions (i.e., teachers, principals), object codes (i.e., professional salaries (01), other salaries (02), and other expenditures (04-06)) and DESE programs (i.e., regular day, special education, etc.) in Schedule 1 to the detail in the accounting ledgers or to the crosswalk, if applicable. These amounts should agree.	Haphazardly selected a sample of four DESE functions reported in Schedule 1 and traced the amounts reported by function, object code, and DESE program to the crosswalk.	Procedure performed without exception.
5. Test Extraordinary Maintenance (4300) expenditures for the following: Verify	Inquired of the District's management and confirmed there were no extraordinary	Procedure performed without exception.

[determine] that expenditures do not include salaries; verify [determine] that the expenditures include applicable principal portions of a loan or the cost of a lease/purchase agreement; and verify [determine] that expenditures classified as Extraordinary Maintenance (4300) do not exceed the per project per school dollar limit for extraordinary maintenance of $150,000. Trace the expenditures to the detail in the accounting ledgers.	maintenance costs in the accounting ledger.	
6. Determine how expenditures for fringe benefits are assigned or allocated to Schedule 1 Employee Benefits, Insurance (5100, 5200).		
a. Trace the reported cost to the detail in the accounting ledgers using the methodology indicated. These amounts should agree.	Traced all expenditures reported for fringe benefits to the accounting ledger.	Procedure performed without exception.
b. Determine if expenses are charged to 5150 Employee Separation Costs. If no expenses are charged inquire if any District employees retired in FY25. In the event District employees retired, there should be costs/expenses reported.	Confirmed the District separately reports Employee Separation Costs (5150).	Procedure performed without exception.
c. ***Determine if the District reported Insurance for Retired Employees (5250) separately and appropriately.***	Confirmed the District separately reports insurance for Retired School Employees (5250) and traced the amounts reported on the EOYR to the accounting ledger.	Procedure performed without exception.
7. If amounts are reported for Rental Lease of Equipment or Buildings, determine if the required rental lease schedule is maintained locally.	Inquired of the District's management and confirmed no rental lease of equipment or building costs in the accounting ledger; therefore, no rental lease schedule is maintained.	Procedure performed without exception.
8. Verify [determine] that expenditures charged to lines 1683 or 2060, Short-term Interest RANs (5400) relate exclusively to	Confirmed there were no expenditures related to revenue anticipation notes in the accounting ledger and the treasurer's debt schedule.	Procedure performed without exception.

Revenue Anticipation Notes (RANs).		
9. Verify [determine] that expenditures charged to line 1684 or 2065, Short-term Interest BANs (5450) relate exclusively to Bond Anticipation Notes (BANs).	Confirmed there were no expenditures related to bond anticipation notes in the accounting ledger and the treasurer's debt schedule.	Procedure performed without exception.
10. Identify expenditures reported as long-term School Construction debt for principal (8100) and interest (8200). Verify [determine] that BANs are not included in these functions. Trace the reported costs to the treasurer's debt schedule. Trace the reported amount to the detail in the accounting ledgers. These amounts should agree. ***Note: If the District received a lump sum wait list or progress payment from the Massachusetts School Building Authority (MSBA), verify [determine] that the revenue was reported on line 130 and that expenses were reported for paydown of principal (8100) or Purchase of Land and Buildings (7100, 7200) if applicable.***	Traced all amounts reported as long-term School Construction debt for principal (8100) and interest (8200) to the treasurer's debt schedule and to detail in the accounting ledgers and confirmed that BANs are not included in these functions. The District did not receive a lump sum wait list payment or progress payment from the MSBA.	Procedure performed without exception.
11. Trace the expenditures for tuition payments to other public-school districts in state (9100), to out-of-state schools (9200), to non-public schools (9300), to member collaboratives (9400), and assessments to member regional school districts (9500) to the detail in the accounting ledgers. These amounts should agree. Note: If the District prepaid FY26 special education tuition, verify [determine] that prepaid tuition was not included as an FY25 expense. If the District prepaid FY25 tuition from FY24, that amount should be included as an FY25 expense.	Traced all expenditures for tuition payments to (1) other public-school districts in state (9100), (2) out-of-state schools (9200), (3) non-public schools (9300), (4) member collaboratives (9400), and (5) assessments to member regional school districts (9500) to the accounting ledgers. Inspected all supporting documentation (invoices) for prepaid special education tuition and confirmed that the District did not include FY26 special education tuition as an expenditure on the EOYR. Inquired of the District's management there was no prepaid tuition in the current or prior year.	Procedure performed without exception.

12. For municipal expenditures that result in services directly related to the school committee:		
a. Obtain a copy of a written agreement between the School Committee and municipal officials documenting agreed-upon methodologies to be used when allocating, distributing or assigning municipal expenditures to the District.	Obtained a copy of the written agreement between the School Committee and Town which documents the methodologies to be used when allocating, distributing, or assigning municipal expenditures to the District.	Procedure performed without exception.
b. Test the amounts reported using the documented methodology. These amounts should agree.	Traced all amounts reported based on the written methodology previously obtained.	Procedure performed without exception.
13. Expenditures from Federal Grants, State Grants and Special Funds:		
a. Trace amounts claimed as Circuit Breaker expenses on line 3080 column 7 to the accounting ledgers or journals.	Traced amounts reported as Circuit Breaker expenses on line 3080 column 7 to the corresponding amount in the accounting ledger.	Procedure performed without exception.
b. Determine if the District charged a restricted indirect rate to grants and indicate so in the report (including the rate charged).	Inquired of District personnel whether the District charged a restricted indirect rate to grants.	The District did not charge a restricted indirect rate to grants.
Schedule 3		
14. For Schedule 3 expenditures:		
a. Verify [determine] that the District's accounting system includes school location codes and trace the amounts reported by school location on the linked file to the accounting ledgers. These amounts should agree.	Inspected the District's accounting ledger and noted that it includes school location codes. Haphazardly selected two schools whose combined expenditures represent over 30% of the combined reported expenditures by school location and traced the amounts reported for these two schools to the corresponding amounts in the accounting ledger.	Procedure performed without exception.
b. If staff is assigned to more than one school, determine if the District maintains a payroll system or spreadsheet to document the assignment	Through inquiry of personnel and inspection of payroll reports, confirmed that the District maintains a payroll system or spreadsheet to document the assignment of staff salaries by	Procedure performed without exception.

of staff salaries by school location.	school location.	
c. If allocations are used to assign staff salaries to schools, programs, functions, or objects, was the allocation supported by a documented methodology?	Not applicable, as allocations were not used to assign staff salaries.	
d. If allocations are used for non-salary expenditures, determine if the District maintains a documented methodology for consistency in application. Allocations are acceptable on Schedule 3 for non-salary expenditures, although direct assignment or charging is preferable.	Not applicable, as allocations were not used to assign non-salary expenditures.	
e. Ensure amounts reported as Districtwide expenditures cannot be assigned to a specific school.	Obtained the Districtwide schedule of expenditures by function and confirmed amounts reported were not assignable to a specific school.	Procedure performed without exception.
Schedule 4		
15. Ascertain the methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4 and review the propriety of the methodology. Test the amounts reported on Schedule 4 using this methodology. These amounts should agree.	Obtained the internally created documented methodology used to allocate, distribute, or assign special education costs to the placement categories on Schedule 4. Confirmed through comparison that the internally created documented methodology was consistent with prior years and is based on the number of special education students reported by placement code or direct expenditures reported by placement code. Recalculated all amounts reported on Schedule 4 based on the internally created documented methodology.	Procedure performed without exception.
Schedule 7		
16. Trace the transportation expenditures reported on Schedule 7 to the transportation expenditures reported on Schedule 1. These	Traced all transportation expenditures reported on Schedule 7 to transportation expenditures reported on Schedule 1 and confirmed that	Procedure performed without exception.

amounts should agree. Confirm that all expenditures reported do not include unliquidated encumbrances. Determine the methodology used to allocate transportation expenditures on Schedule 7 and verify [determine] the accuracy of the allocations. Also, if applicable, verify [determine] that reimbursable expenditures have been reduced by transportation revenue received from students transported.	expenditures reported did not include unliquidated encumbrances based on testing in step 1.A.b. above. Obtained supporting documentation of the District's internally created documented methodology used to allocate transportation expenditures on Schedule 7 and recalculated the amounts reported based on the methodology. Confirmed there were no transportation fees that should be reported on Schedule 1.	
17. Determine if there is adequate detail to support amounts reported (expenses and riders) for special education pupils transported outside the District.	Obtained supporting documentation (general ledger accounting system report of special education rider costs and rider lists) to support all amounts reported (expenses and riders) for special education pupils transported out of the District.	Procedure performed without exception.
18. Trace the riders reported on Schedule 7 to the detailed transportation records and verify [determine] that the amounts reported on Schedule 7 are accurate and consistent with the detailed records.	Traced all riders reported on Schedule 7 to the detailed rider lists maintained by the District.	Procedure performed without exception.
19. Determine if the District's accounting system separates costs in order to facilitate reporting as outlined in Schedule 7, including in- or out-of-District, pre-school, non-public, school choice, charter school.	Confirmed that the District's accounting system separates costs to facilitate reporting as outlined in Schedule 7, including in- or out-of-District, pre-school, non-public, school choice, charter school.	Procedure performed without exception.
a. Determine if reimbursable expenditures claimed on line 4283 Homeless to Outside the District and line 4285 Homeless from Outside the District are supported by adequate documentation.	Inspected supporting documentation (reports from the general ledger accounting system or invoices) for all reimbursable expenditures claimed on line 4283 for Homeless to Outside the District and line 4285 for Homeless from Outside the District.	Procedure performed without exception.
b. Verify [determine] that foster care transportation was not claimed as	Confirmed with the District foster care transportation was not included as homeless and	Procedure performed without exception.

homeless and is reported appropriately on line 4286.	is reported appropriately on line 4286.	
If a cost allocation plan was used to determine reimbursable expenditures, review the propriety of the plan and test the expenditures reported.	Obtained the District's internally created documented methodology to allocate reimbursable expenditures reported on line 4283 and line 4285 and compared the methodology used to the prior year plan and noted it is consistent and it is based on the number of homeless students in each category. Recalculated the amounts reported on line 4283 and line 4285 based on the cost allocation plan.	Procedure performed without exception.
Schedule 19		
20. Determine if the school District has reported all changes to Schedule 19 Part A.1 – Appropriation by School Committee to the Department. Compare the final School Committee appropriation to Schedule 19 Part A.1 as filed/amended to determine if all changes were reported.	Traced final School Committee Appropriation amount in total per line 7320 of Schedule 19 to the District's annual adopted budget.	Procedure performed without exception.
21. Determine amounts budgeted in Schedule 19 Part A.2 are consistent with methodologies outlined in the agreement noted in procedure II A. 6 a. above.	Obtained documentation to support all amounts budgeted in Schedule 19, Part A.2. Recalculated the amounts in accordance with the method-ologies identified in procedure II A. 6 a. above.	Procedure performed without exception.
22. Determine that retiree health insurance (5250) is reported separately.	Confirmed that amounts were reported for retiree health insurance (5250) on line 7490.	Procedure performed without exception.

School Department of the Town of Abington, Massachusetts
Supplementary Information
For the Year Ended June 30, 2025

In accordance with Step 13b in the Department of Elementary and Secondary Education's *Compliance Supplement for Massachusetts School Districts Agreed Upon Procedures Engagements*, the Town did not charge a restricted indirect cost rate to grants.

READS Collaborative - www.readscollab.org
Quarterly Report Overview - June 2026

- READS Strategic Plan Priorities- 2024 - 2029 (www.readscollab.org)
    - Implement Programs that Prioritize the Health, Safety, and Sense of Belonging for All Students and Staff
        - READS Collaborative has completed installation of CrisisGo for visitor screening at both the Academy on Bedford Street in Middleborough and the new DHH School at Old Colony Rd in Norton.
        - All READS Academy staff have recently completed the CPS Essentials training. This was conducted by our own CPS trainers who were trained through MGH Think:Kids. The Academy has 5 trainers allowing for sustainability of the CPS model at the Academy.
    - Develop a 5 Year Plan for Recruiting and Retaining Diverse Highly Qualified Staff that Provides for the Development of their Skills in Educating High Needs Students from All Backgrounds
        - READS Collaborative has completed onboarding Frontline Education as an additional source for recruitment and hiring of K-12 staff.
        - READS Administrators have participated in the following college fairs in the past year: Bristol Community College, Bridgewater State University, Rochester Institute of Technology, Framingham State University
    - Review and Strengthen Curriculum and Improve the Fidelity of Specialized Supports
        - The READS Academy has completed the onboarding and staff training for Renaissance Star Comprehensive Suite with SAEBRS along with Freckle. Together these added educational resources will provide additional support for academic and social-emotional / behavioral regulation data collection as well as additional support for differentiated practice and instruction in ELA and math. All platforms will take effect for the 26-27 school year.
        - The READS DHH Program has established a Literacy subcommittee to review the current specialized literacy curriculum used, tools for progress monitoring, and establishing what PD is needed for staff to maximize support for students.
        - The READS DHH Program is in the process of hiring an ASL Specialist. This is an added position to the program.
        - We have two students starting this fall in our new DHH Transition Program for students 18-22. The program is called the READY Program.
    - Provide Programs and Services that are Cost-Effective, as well as High Quality and Evidence-Based, to Ensure that READS is the Preferred Provider for its 20 Member Districts.
        - Both READS Academy and the DHH Program have the highest enrollment that they have had in the past 3 years. READS Academy currently has 107 students enrolled and the DHH Program has 56.
- Fiscal Update
    - The FY27 budget along with tuition and fees has been approved by the Board of Directors.
    - Union Negotiations are ongoing at this time. The next meeting is scheduled for June 16th, 2026
- Legislation/Compliance
    - READS Collaborative has been notified that we will be participating in the full cycle Coordinated Program Review to be conducted in January 2027.
- Programmatic Information
    - READS Academy recently graduated 8 students. One of our graduates is entering the USMC, another is enrolled at BSU for the fall with others applying to the workforce. The DHH program had 5 graduates. Two are headed to college, two to the workforce, and one student will be enrolling in the new DHH Transition Program (The READY Program).

ABINGTON HIGH SCHOOL
ATHLETIC DEPARTMENT
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To: Dr. Felicia Moschella, Superintendent of Schools

From: Jonathan Bourn, Principal, Abington High School
Peter Serino, Athletic Director, Abington High School

Date: August 27, 2026

Subject: South Shore League Sportsmanship Award and MSSADA Athletic Trainer of the Year

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We are pleased to share two significant recognitions for the Abington High School athletic program and community.

South Shore League Sportsmanship Award – 2025–26

Abington High School has been named the South Shore League Sportsmanship Award recipient for the 2025–26 school year. Each sport selects a sportsmanship winner throughout the school year, with those results combined to determine the league's overall recipient.

This award is a reflection of the commitment of our coaches and student-athletes to sportsmanship, character, respect, and fair play. It validates the efforts of our entire school and community to promote these values through athletics.

MSSADA District 9 Athletic Trainer of the Year – Alicia Barry

Alicia Barry has been named the Massachusetts Secondary School Athletic Directors Association (MSSADA) District 9 Athletic Trainer of the Year.

This recognition highlights Alicia's professionalism, dedication, commitment, and expertise in caring for our student-athletes. Her work is an essential part of providing a safe and successful athletic experience for our students. District 9 encompasses over 50 schools.

As the MSSADA District 9 Athletic Trainer of the Year, Alicia will now be considered as a finalist for the Massachusetts State Athletic Trainer of the Year.

We are extremely proud of these accomplishments and grateful for the continued support of our athletic programs. Both recognitions reflect the outstanding people and strong culture that make Abington High School special.

Jonathan Bourn
Principal
Abington High School

Peter Serino
Athletic Director
Abington High School

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