



**ANNUAL REPORT OF THE SEEKONK SCHOOL DEPARTMENT  
FOR FISCAL YEAR ENDING JUNE 30, 2020**

**SCHOOL COMMITTEE**

Ms. Kim Sluter, Chair.....Term expires 2021  
8 Galen Court, Seekonk, MA

Ms. Beth Eklund, Vice-Chair.....Term expires 2022  
50 Sanctuary Lane, Seekonk, MA

Ms. Erin Brouillette, Secretary.....Term expires 2023  
45 Taft Street, Seekonk, MA

Mr. Noah Escaler, Member.....Term expires 2021  
42 Mohawk Drive, Seekonk, MA

Ms. Sona Schiller, Member.....Term expires 2022  
220 Walker Street, Seekonk, MA

**CENTRAL OFFICE ADMINISTRATION**

**SUPERINTENDENT OF SCHOOLS**

Rich Drolet, Ed.D., 1480 Old Smithfield Road, North Smithfield, RI  
School Administration Building

**ASSISTANT SUPERINTENDENT FOR TEACHING AND LEARNING**

Zachary Waddicor, 683 Read Street, Somerset, MA  
School Administration Building

**SCHOOL BUSINESS ADMINISTRATOR**

Ms. Jill Brilhante, 67 Shaylee Place, Swansea, MA  
School Administration Building

**DIRECTOR OF SPECIAL EDUCATION**

Ms. Susan Vonitter-Doe, 178 Lippitt Avenue, Cranston, RI  
School Administration Building

**DIRECTOR OF TECHNOLOGY & DIGITAL LEARNING**

Colleen Terrill, 17 Belfast Lane, Mashpee, MA  
School Administration Building

## **SCHOOL ADMINISTRATORS**

### **Seekonk High School**

Dr. William V. Whalen III Principal  
Kevin Aguiar, Assistant Principal  
Christine Whatley, Guidance Director

### **Hurley Middle School**

Alexis Bouchard, Principal  
George Kelleher, Assistant Principal

### **Aitken School**

John Haidemenos, Jr., Principal  
David Graf, Assistant Principal

### **Martin School**

Bartholomew Lush, Principal  
Kerry Hutchins, Assistant Principal

## **SCHOOL COMMITTEE MEETING ACTIVITY**

The following is a representation of the meeting activities of the Seekonk School Committee:

Since July 1, 2019, the School Committee had 19 regular session meetings, 9 executive session meetings, 1 public budget hearing, 1 public school choice hearing, 6 work sessions, and 1 quad-board meeting for the purpose of conducting the business of the School Department.



## **REPORT OF THE SUPERINTENDENT OF SCHOOLS**

After finishing my second year as superintendent, I am happy to share some of the highlights from the 2019-2020 school year:

- 2020-2021 school budget to support smaller class sizes at the elementary level, as well as increased technology and digital learning (Hurley Middle School and Seekonk High School are now going 1:1 with each student having a new Chromebook to take home and bring to school each day to support their learning)
- Aitken Elementary School Expansion Project began in March of 2020 and should be completed by May of 2021
- \$200,000 warrant article passed at Fall Town Meeting in November for the creation of a Turf Field Building Committee to design and engineer plans for a turf field at Seekonk High School
- Ongoing collaboration with Seekonk Police and Seekonk Fire Departments, as well as our school nurses and principals including the roll out of a “Stop the Bleed” training at all schools to get our staff comfortable with applying a tourniquet in case of an emergency - this training went along with and complemented our ALICE (alert, lockdown, inform, counter, evacuate) safety training and protocols
- Under the direction of Assistant Superintendent for Teaching and Learning Zachary Waddicor and Director of Technology and Digital Learning Colleen Terrill, the district has bolstered its mentoring/induction program and facilitated new technology training for our teachers and staff
- Continuation of bi-monthly District Leadership Team meetings to reiterate high expectations, share and utilize high-leverage practices, and personalize learning by engaging administrators in leading continuous district improvement
- National banner recognition of Seekonk High School as a Unified Champion School for its efforts to provide inclusive sports and learning activities for students with and without disabilities after having met national standards of excellence in the areas of inclusion, advocacy, and respect

We strive to promote innovation and the use of instructional strategies that are proven to work well to meet the diverse needs of all of our learners, especially during difficult times associated with the COVID-19 pandemic.

During the 2020-2021 school year, we plan to maintain our full staff and provide increased professional development for teachers, despite many new challenges associated with the

pandemic during these unprecedeted times. I look forward to improving remote and/or hybrid learning experiences for our staff and students, and I would like to thank all of the townspeople for the support that our Seekonk Public Schools received during the 2019-2020 school year.

Sincerely,



Rich Drolet, Ed.D.  
Superintendent of Schools  
Seekonk Public Schools

### AVERAGE EXPENDITURE PER PUPIL

<u>YEAR</u>	<u>STATE AVERAGE</u>	<u>SEEKONK</u>	<u>SEEKONK AS % OF STATE AVERAGE</u>
			<u>COST</u>
2018-19	\$17,149.00	\$16,605.23	97%

Source: Per Pupil Expenditures by Program – MA Department of Elementary and Secondary Education

(FY19: July 1, 2018 - June 30, 2019)

2019-20 figures will be not be available until Fall 2021

## **SUPERINTENDENT OF SCHOOLS' REPORT**

### **Inventory Report**

(Values as of July 1, 2018-June 30, 2019)

I.	TRUCKS	\$ 104,000
II.	BUILDINGS and SITES	\$63,519,192*
III.	SCHOOL FURNITURE, EQUIPMENT & SUPPLIES	<u>\$ 9,564,325*</u>
	GRAND TOTAL:	\$73,187,517

\*Actual replacement cost provided by the Town's Insurance Program

**REPORT OF FEDERAL AND STATE FUNDS  
FY2020 SCHOOL YEAR  
TOTAL GRANTS AWARDED RECEIVED FY2020**

<b>DESCRIPTION</b>	<b>PROJECT NUMBER</b>	<b>AMOUNT</b>
<b><u>Federal Grants</u></b>		
IDEA Special Ed. Entitlement	240	\$ 478,121.00
Early Childcare Allocation	262	\$ 11,987.00
Title I	305	\$ 211,828.00
Title II - Teacher Quality	140	\$ 44,242.00
Title IV - Student Support and Academic	309	\$ 12,613.00
<b>Subtotal for Federal</b>		<b>\$ 758,791.00</b>
<b><u>State Grants</u></b>		
None	-	-
<b>Total Grant Amount</b>		<b>\$ 758,791.00</b>

# SPECIAL EDUCATION

Susan Doe, M.Ed., C.A.G.S.  
Director of Special Education

## **Special Education Programming**

Martin Elementary School - Special education programming continues to expand with the addition of an intensive FLEX (Flexible Thinking) Lower Elementary Classroom during the fall of 2019, which will allow five students to remain at Martin Elementary in lieu of going out of district.

STARS Special Ed Lower Elementary Program - (Students and Teachers Achieving Results) opened at Martin Elementary and at SHS in September 2019. We returned students to our district in order to attend this program and still be able to allow students to remain in our district.

The STARS Upper Elementary Program accommodates students from grades three to five.

Some elementary special education programming will relocate from Martin to Aitken Elementary in the future in order to establish equitable services between the two buildings. This will occur when the Aitken Elementary School addition is completed.

## **Seekonk High School: Transition and School-to-Work**

The Transition Coordinator, Janet Fitzgerald, along with the high school special educators continue to work tirelessly to assist the high school students in the highly effective transition program to develop skills to prepare for either college or a career. In addition, a job coach from the Attleboro School-to-Work Partnership continues to collaborate with the Transition Coordinator and provide additional career exploration opportunities for both general and special education students.

## **SHS Alternative Learning Model**

Seekonk High School added an Alternative Learning Model for FY 21. A special “thank you” is extended to Keri Kozlowski, Psychologist/ SHS Special Ed Department Chair, Janet Fitzgerald, SHS Transition Coordinator, Ben Gibbons, SHS TAP Special Educator, Laura Almeida, SHS BEST Special Educator, and Gail Amaral, SHS Liaison for Attleboro School to Work Partnership.

**Identified Student Need:** In order to meet the needs of all students at Seekonk High School, a new alternative learning model was created with the delivery of instruction for students who wish to pursue work-based learning while accruing credits required to graduate.

The program focuses on the following basic components:

1. Differentiated Academic Programming to meet graduation requirements
2. Work-Based Learning
3. Post-Secondary Skills/Planning
  - Core Academic Courses (math, science, English, social studies) and electives presented with a differentiated and modified approach running parallel to the previously determined requirements for graduation.

In the initial year using the model, all academic courses will be completed through Edgenuity online learning program.

The Seekonk High School now has a complete continuum of programs at every level from the inclusive model to the therapeutic “school within a school” model, which allows more students to be educated in our in-district programs.

**Future Seekonk Transition Services** We are completed the planning stages to establish Seekonk Transition Services which will serve the students from 18-22 years of age. Our goal is to open Seekonk Transition Services in the fall of FY 2023 and which will be housed at the Seekonk High School.

I wish to express my gratitude to all who were involved in the preliminary planning during FY20. A huge “Thank You” to Greg Smalley, Architect, Jim Roy, Facilities Director, Dr. Rich Drolet, Superintendent, Janet Fitzgerald, SHS Transition Coordinator, Keri Kozlowski, SHS Psychologist, Elena Varney, Consultant, Holly Flanagan, Out of District Coordinator, Frank Braga, Director of Transportation, Jill Brilhante, Business Manager, and Dr. William Whalen, SHS Principal.

### **Special Education Task Force**

We know that increased therapeutic social emotional support is the key to successful programming; therefore, we are providing more professional development to educators and paraprofessionals to meet the educational and emotional needs of many of our students in their home schools. Our vision to increase in-house programming every year remains steadfast.

The Special Education Task Force meets annually along with Special Education Parent Group President evaluates programming and make additional recommendations as needed for FY 21.

There continues to be an increase in the number of special needs students moving to Seekonk. We currently have 365 students on Individual Education Plans compared to 275 in 2012. Not only have the number of students with disabilities increased, so too has the severity of their needs, most notably in the social-emotional domain. This increase is happening on a national level as well. As a result, our general education and special education educators along with our related service providers now have larger caseloads and greater responsibilities. Seekonk, like many other districts, finds the urgent need to build capacity in the area of school-based mental health supports.

The Special Education Task Force discusses how to reconfigure a continuum of programs and services to meet the ever-changing student population. The ultimate goal is to create a greater capacity of school-based services and at the same time, improve emotional outcomes for all students.

The Special Education Task Force is a wonderful testament of our educators’ diligent efforts and dedication on behalf of our programs and students.

### **Social Emotional Learning (SEL)**

Schools have become de facto mental health for students. Social emotional issues have increased every year. Anxiety affects all students, general education and special education included. Our mental health professionals (SEL Coordinator, guidance counselors, school psychologists, and adjustment counselors) in collaboration with nurses will be providing support for families, staff and students when dealing with trauma and supporting the social and emotional needs of students during this public health crisis. In consultation with the district SEL coordinator, we will assist teachers to create trauma sensitive classroom environments, and create optimal learning environments at home. Training opportunities will

begin to support schools toward a successful reopening. Counselors and school psychologists will continue to be available to support students. This SEL program, created by Edgenuity, helps students form relationships, find identity, and face adversity. All students will have access to this program remotely.

### **English Learners (EL)**

We have more than tripled our English Learner numbers in five years. We now we have one ESL Teacher assigned to each building. We have an increase of 65 students in 2020 with a wide array of languages (19) Mandarin, Creole, French, Somali, Portuguese, Spanish, Arabic, Polish, Mandarin, Gujarati, Thai, Urdu, Khmer, Ilocano, Russian, Tamil, Vietnamese, Turkish, and Korean. Some students have little if any formal schooling in their native country, so there are significant gaps in learning in addition to English language acquisition. Some students require direct EL instruction at a minimum of two periods a day (suggested 45 minutes) with the EL teacher. Our content teachers are certified in Shelter English Immersion (SEI) instruction; however, the state also requires that ELE students also receive direct instruction by ESL teacher in addition to the SEI instruction.

### **Seekonk High School Receives Special Recognition as a National Banner School**



Hasbro Corporation along with Special Olympics of North America, and Special Olympics of Massachusetts honored Seekonk High School as a Unified Champion School receiving national banner status as a school that has demonstrated commitment to inclusion by meeting 10 national standards of excellence. This dedication occurred at SHS on December 12, 2019.

The Unified Sports Program has tremendous success over the past four years in two areas, basketball and track. This initiative was spearheaded by Kristin Nelson, Unified Head Coach and Seekonk High School Educator. Unified Sports is entering its fifth year and includes a Unified Sports Program at the Dr. Kevin Hurley Middle School. School-wide and community support has been phenomenal and it has been beneficial for the entire school culture. Unified Sports has grown exponentially since its first year in Unified Track and Field with 19 students. Congratulations to the Seekonk High School staff and students for going beyond the three necessary components required to become a Unified Champion School (Unified Sports, Whole School Engagement, and Youth Leadership) and provide an inclusive environment.



**Seekonk High School – 261 Arcade Avenue, Seekonk, MA 02771**

**2019 -2020**  
**Annual Report of the Principal**

Seekonk High School has completed the 2019-2020 academic year under the leadership of first year Principal, Dr. William V. Whalen III. The administrative team also included Assistant Principal, Mr. Kevin Aguiar, and the Director of Guidance, Mrs. Christine Whatley. The student population at the close of the school year by grade level was as follows:

Grade 9	142
Grade 10	165
Grade 11	148
Grade 12	144
Total	599

Seekonk High School staffs 56 highly qualified faculty members in addition to 15 talented instructional aides, 2 administrative secretaries, 1 secretary for the Guidance Department, and 4 custodians.

The New England Association of Schools and Colleges (NEASC) had scheduled a personalized Decennial Accreditation visit for this past spring. Because of the COVID-19 pandemic and the closure of school, that visit has been postponed to May of 2021. A School Growth Plan has been submitted in response to the goals for the school that came out of the Collaborative Conference as part of the accreditation process. This School Growth Plan is included as part of the current School Improvement Plan which is approved by the Seekonk School Committee. The plan includes the following goals:

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**Goal #1: To provide a structure and process for writing and revising curriculum in a consistent format for all courses in all departments.**

The written curriculum includes units of study with guiding/essential questions, concepts, content and skills as well as instructional strategies and assessment practices.

A common curriculum format, Atlas Rubicon, was purchased by the school district in the spring of 2019. The staff was trained on Universal Backward Design by the Assistant Superintendent for Teaching and Learning. The NEASC collaborative conference report has listed this as a priority growth area and the school agrees.

**Goal #2: Work to design and implement a model for SHS to ensure that each student is known by and has an adult mentor in the school to assist the learner in achieving the school vision of the graduate.**

Our NEASC self-assessment and collaborative conference report indicated that approximately 20% of our students could not identify an adult at the school that knows him or her well. The visiting team recommended that the school find an alternative to the advisory program or process that will accomplish the goal of supporting each learner academically, socially, and emotionally until it is possible to include an advisory program in the daily schedule. The Seekonk Educator Association contract expires on August 31, 2021. New language needs to be incorporated in the next contract that allows for flexibility to achieve this goal.

**Goal #3: To ensure:**

- 3a. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation and reflection.**
- 3b. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning**
- 3c. The school has collaborative structures and processes supporting coordination and implementation of curriculum.**

**Goal #4: To implement a high functioning RTI system of supports at SHS.**

SHS currently has a Student Support Team that meets weekly to address student needs. The SST is adequately addressing the social emotional needs of our students but the need for a formal academic RTI process exists.

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The school is making progress on all four goals. A committee was formed this year to work on Goal #2, and has begun discussing preliminary plans for a possible new “Flex Period” that would allow for all students to get extra help, enrichment, as well as time to connect with an adult mentor in order to achieve the school vision of the graduate. The committee was about to visit some high schools with similar programming just prior to the school closure, and has plans to either visit schools or collaborate with educators from those schools this fall. Mrs. Terrill, the Director of Technology and Digital Learning, is part of the committee along with the principal and several teachers.

Goal #3 will be addressed next school year as the administration will be establishing Professional Learning Communities in several different areas. Each area will be led by an administrator or a teacher and will focus on continuous improvement through the use of research, collaborative learning, innovation, and reflection. Some areas of interest include “Grading Reform,” “Restorative Discipline,” “Equity/Diversity/Inclusiveness,” “CTE Pathways,” and “School Scheduling.” Goal #4 will also be a focus for the administration which will offer a PLC in the area of high functioning RTI system of supports.

Seekonk High School is prepared to move to a 1:1 learning environment for next school year. Each student will be provided with their own district-owned Chrome Book to utilize at school

and home. With the closure of school and the transition to complete remote learning this past school year, we quickly were able to prepare ourselves for 1:1 teaching and learning beginning next school year even though this was not in the planned to happen until the '21-'22 school year. The administration will be holding an informational session for parents on July 30 via Google Meet at 7 pm. Professional development for teachers will be a focus for the upcoming school year.

This past year I was proud to be able to write and secure a grant to offer a new curricular program from Project Lead the Way (PLTW) that will better prepare students for career success. Our program of studies for next school year will include two PLTW courses from the Engineering Pathway, *Principles of Engineering*, and *AP Computer Science Principles*. These courses will be taught by Mr. Jonathan Kelley as well as Mrs. Kathy Keough, and the teachers are receiving training through PLTW over this summer. Our plan moving forward is to create an Engineering Pathway at Seekonk High School, and roll out additional courses such as *Introduction to Engineering*. Creating CTE Pathways at Seekonk High School is a major goal moving forward, and administrators and teachers will be focused on creating pathways starting with existing courses, and adding field experiences. These pathways are meant to provide students with the academic, technical, and real-world knowledge/skills, as well as experience that they need to be prepared for a variety of career options. Some considerations include Consumer Science, Computer Engineering, Music, Graphic Arts, and Human Development.

A team of Seekonk High teachers and administrators are busy planning for the opening of the 2020-2021 school year, developing plans that include options for a full return of all students to school, a hybrid model, as well as a full remote learning plan that will be revised from the plan that was followed during the closure of school in the spring of 2020.

School Accountability - The 2019 School Report Card indicates that Seekonk High's Overall Classification making *Substantial Progress Toward Targets*.

At the close of the school year, long time Seekonk Educator Mrs. Christine Whatley retired after 35 years of service. Mrs. Whatley served as science teacher, a guidance counselor which included a stint at Dr. Kevin Hurley Middle School, and finally as the Director of Guidance at Seekonk High School. We thank Mrs. Whatley for her years of service to the students of Seekonk, and will miss her tremendously.

Seekonk High School held the Class of 2020 Commencement Ceremony on July 24, 2020 at 6:30 pm at Connolly Field on our beautiful campus. One hundred and forty-four students graduated from the Class of 2020. Although we were not able to hold our traditional ceremony due to social distancing protocols, we were able to hold a live ceremony in which each graduate sat on the football field with up to four guests inside of an 8x8 box, surrounded by a 6-foot buffer. The Valedictorian of the Class of 2020 was Ms. Abigail Tenreiro. The Salutatorian was Ms. Madison Khan. The advisors of the Class of 2020 were Ms. Kayla Nastari and Mrs. Bianca Roderick. Present on the stage for the ceremony in addition to myself were Superintendent of Schools Dr. Rich Drolet, School Committee Chairperson Mrs. Kim Sluter, and Director of

Guidance Mrs. Christine Whatley. Dignitaries in attendance included Town Administrator Mr. Shawn Cadime, and Chief of Police David Enos.

Finally, in May of 2020, the Seekonk Public Schools Department hired Mr. Matthew Bosh as the new Assistant Principal beginning on July 1, 2020. Mr. Bosh replaces Mr. Aguiar after five years of service at Seekonk High. Prior to coming to Seekonk he served as the Assistant Principal of East Bridgewater Junior/Senior High School. With the retirement of Mrs. Whatley, the title of Director of Guidance was changed to Associate Principal for Instruction and Guidance. The district hired Ms. Erica Thomas for this position. Ms. Thomas served as a Guidance Counselor at Diman Regional Vocational Technical High School prior to starting her new position at Seekonk High on July 1<sup>st</sup>. I am looking forward to working closely with Mr. Bosh and Ms. Thomas as an administrative team moving forward.

Respectfully Submitted,

Dr. William V. Whalen III  
Principal





## Annual Report of the Principal 2019-2020

The Dr. Kevin M. Hurley Middle School 2019-2020 school year closed on June 15, 2020 under the leadership of first-year Principal, Ms. Alexis A. Bouchard, and first-year Assistant Principal, Mr. George E. Kelleher.

This report highlights successes and achievements made this academic year which correlate to the goals and action steps outlined in the HMS Strategy for Continuous Improvement (which can be found on the Principal's Page of the HMS website). The HMS Strategy for Continuous Improvement was presented and approved by the School Committee on November 4, 2019. The HMS School Council met periodically during the school year to review and discuss goals and action steps within the plan in order to assist the principal in promoting continuous growth as well as alignment to the District Strategy for Continuous Improvement.

**Student Enrollment:** At the close of the academic year a total of 486 students were enrolled.

Grade 6: 145  
Grade 7: 184  
Grade 8: 157

**Staffing:** During the 2019-2020 school year, Hurley Middle School employed 2 administrators, 52 highly qualified educators, 14 instructional aides, 2 administrative secretaries, and 3 custodians. A third school counselor, Mrs. Stephanie Luca joined the team which allowed each school counselor to work and support teachers and students at one grade level. In years past, veteran school counselors Mrs. Sonya Lehane and Mrs. Beth Czech would service one grade level each and share a second. This addition allows for each counselor to loop with their assigned grade level for all three middle school years providing maximum academic and social-emotional support to students.

**New Programming:** Hurley Middle School was fortunate to establish a new English Language Development (ELD) program taught by Mrs. Jessica Downing this year. Mrs. Downing provided services for our English Language learners in both small group instruction as well as supporting students in the general education setting.

New STEM programming for grades 7 and 8 were implemented this school year as an Encore semester course. Mrs. Kim DeLeo taught an *Apps Creator* course to grade 7 students, and Mr. David Carulli instructed a grade 8 *Design and Modeling* course. This was the first of the two-year grant which we received through Project Lead the Way (PLTW). Hurley Middle School will be implementing additional STEM courses for grade 6 students in the near future. Mrs. DeLeo, Mr. Carulli, and Ms. Bouchard attended the fall PLTW conference which offered professional development opportunities regarding STEM programming.

Hurley Middle School hosted its first STEM Family Night this past October, which showcased student work and allowed families to engage in fun hands-on math/science/technology activities facilitated by teachers. Science Curriculum Leader, Mrs. Kristina Dieringer took the lead in organizing and planning this event which over one hundred HMS families attended! Mrs. Dieringer along with Ms. Bouchard gave a brief presentation to families at the start of the evening which outlined the importance of STEM programming, and how STEM programming skills better prepare students for future job opportunities in the 21<sup>st</sup> century.

With the addition of a third school counselor, the counseling department facilitated an advisory-like *Warrior Block* program. School counselors planned mini lessons that focused on specific social-emotional, which resulted in schoolwide activities and rich conversations around social media, kindness, and online safe and responsible communication for students.

**Inclusive Practices:** HMS improved inclusionary practices this school year by deploying special education teachers to co-teach mathematics classes in all grades, in addition to co-teaching English classes, as they have done in the past. In addition, instructional aides were strategically scheduled to provide increased inclusion support in social studies and science classes. For the 2020-2021 school year, those inclusionary practices will be improved by assigning a special education teacher to each team, to allow for more co-teaching opportunities, while also providing grade-level and subject-specific small-group instruction in math and English, when needed.

**MCAS:** Spring 2019 was the third year in which students took the Next Generation MCAS assessment, which has higher expectations and is computer based. Dr. Kevin M. Hurley Middle School is classified as Not Requiring Assistance or Intervention, making Moderate Progress Toward Targets, and in the 57% percentile compared to other middle schools in the state which increased from 2018.

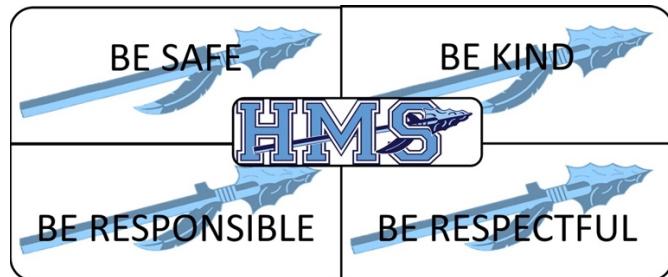
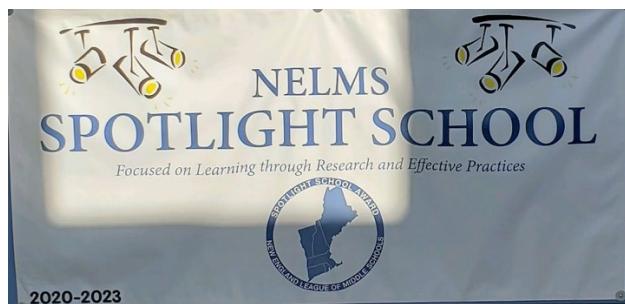
**Technology/1:1:** HMS will be going 1:1 during the 2020-2021 school year, where students in all three grades will be issued their own brand-new Chromebook. This school year focused on preparing for the 1:1 rollout under the leadership from Director of Technology

& Digital Learning, Mrs. Colleen Terrill. Preparation and planning included site visits by Ms. Bouchard, Mr. Kelleher, Mrs. Terrill, and Mrs. Jen St. Michel to nearby 1:1 schools. The team also worked collaboratively to develop a website, outline the Chromebook distribution process, and provide professional development/informational meetings for educators, students and families.

**NELMS Spotlight School Status Renewal:** On January 27, 2020 a site visit was conducted by New England League of Middle Schools (NELMS) board members as part of our Spotlight School renewal process, which was first awarded to HMS in 2017. NELMS renewed our Spotlight Status through 2023 and we were commended on the following:

- The Principal and Assistant Principal provide supportive leadership for faculty and students, and are highly visible.
- Our programming and PBIS around our core values of The Warrior Way promote a positive school culture.
- Teachers' use of technology, and the implementation of new STEM programming.
- In support of a focus on social-emotional skills to overall student success.

On March 9<sup>th</sup> 2020, Ms. Bouchard along with educators Mrs. Downing, Mrs. Keri Thivierge, Ms. Deb Handfield, and Dr. Matthew Mare presented a session on best middle level practices at the 39<sup>th</sup> Annual NELMS Conference in Providence, RI.



**Professional Development/Sharing Best Practices:** HMS educators attended a district-wide professional development day this past November, where they could choose from a variety of sessions to meet their interests and needs. Several HMS staff members facilitated sessions for colleagues within the district. HMS educators continue to share best practices and facilitate professional development opportunities for colleagues within their departments, building, district, and professional fields.

**Extracurricular Activities:** A variety of extracurricular activities were offered to students this school year from athletics, dances, clubs, to our drama and band program. Fall sports, soccer and cross-country teams all placed 2<sup>nd</sup> place in the Massasoit League of Middle Schools. Hurley Middle School held its 6<sup>th</sup> Annual Winter Basketball tournament raising proceeds to support the Alex Sceles scholarship fund at Seekonk High School. Mrs. Michelle Graf and Mrs. Sonya Lehane advised students in this years' drama production, *Disney's Frozen Jr.* Band Director, Mrs. Susan Grande conducted an amazing Winter Band Concert consisting of approximately two-hundred band students. Our debate team placed 1<sup>st</sup> in the Winter Debate Tournament under co-advisors Mrs. Nicole Pellegrino and Mrs. Sheri Boyle.

**HMS PTO:** The Hurley Middle School met monthly under the leadership of PTO President, Mrs. Jen Dyer. The PTO planned and provided various supports and events for teachers and students. Our 8<sup>th</sup> graders were provided with special send-off gifts from the PTO to conclude their middle school years.

**School Closure/EOY Events:** Due to the COVID-19 global pandemic, the last day students and staff were physically present in the building was on Friday, March 13, 2020. In short time, educators, parents, and students rose to the challenges of a new way of schooling which was distance learning for the remainder of the 2019-2020 school year. The collaboration, innovation, and creativity that took place by HMS educators during this time was admirable. Teachers provided learning opportunities through Google Classroom, and hosted live video Google Meet sessions for students to check-in and receive direct instruction. Unfortunately, with the school closure, spring sports, the drama production, 8<sup>th</sup> grade Washington, D.C. class trip, spring band concert, and other end of the year special events did not occur. However, we did do our best to provide closure and recognize students during such unprecedented times. Mrs. Lehane created several videos to showcase the work of teachers and students. Virtual celebrations took place for all three grade levels, where all students were recognized for their hard work and grit in one or more subject area(s) along with their participation in distance learning, and extracurricular activities. 8<sup>th</sup> grade students and families attended a Drive-Up Promotional Celebration that took place on Friday, June 12, 2020.

Respectfully submitted,

Ms. Alexis A. Bouchard  
Principal





**Mildred H. Aitken  
Elementary School**  
165 Newman Avenue  
Seekonk, MA 02771  
(508) 336-5230



**JOHN HAIDEMENOS, JR.**  
**Principal**

**DAVID GRAF**  
**Assistant Principal**

For your review, please find the annual report for school year 2019-2020 for the Mildred H. Aitken Elementary School.

The following initiatives were implemented or expanded upon in the 2019-2020 school year:

**Addition of the role of Assistant Principal at the Elementary Level**

The 2019-2020 school year further cultivated the role of the assistant principal. With the continued growth of the student and staff populations, an assistant principal was approved at the elementary level. The role of the assistant principal continues to be an educational leader in the building that reports directly to and supports the principal. The assistant principal works collaboratively with the principal to ensure that the educational vision of the school and the district is implemented with fidelity. The assistant principal also supports the staff evaluation process and daily management operations. The Assistant Principal, David Graf has been given autonomies based on his performance and commitment to student achievement and their social emotional well-being.

**Departmentalization at the 5th grade level**

Departmentalizing in grade 5 has demonstrated success and is welcomed by parents and students based on continuing surveys administered by the grade 5 team. Specifically, grade 5 departmentalized their instruction in three areas; mathematics, science, and ELA. The staff continued to meet with us and provide continuous data from surveys they administered three times during the school year to both parents and students to gain a sense of how this process was working. The survey results overwhelmingly favored the continuation of this model. Additionally, parents in grade 4 would broach the subject in team meetings and how they felt this model would give their child an advantage as they transitioned from elementary to middle school. More importantly, as reported by the grade 5 staff, teachers' practice and knowledge of the content translated to deeper learning by students in each of the three content areas. The teachers individually taught social studies and provided additional and targeted interventions in ELA and math to students at the end of each school day.

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### **Reader's and Writer's Workshop**

Reader's and Writer's Workshop are fully implemented at Aitken School. The entire professional staff has now received extensive professional development through the Teaching & Learning Alliance to develop the curriculum, create lessons and refine teaching strategies to provide a strong English language arts program. During this school year, the ELA Committee has met to discuss alignment and consistency between Aitken and Martin. As a result, non-negotiable minimums regarding time on learning for ELA has been established and implemented for the 2019-2020 school year.

### **Tools of the Mind**

The Tools of the Mind curriculum and philosophy has been effectively implemented in preschool and kindergarten. Again, with professional development, the program is a true strength of the school. The students not only learn beginning reading, writing, math and science, but the focus on self-regulation, teamwork and problem solving has enabled students to truly be prepared for the elementary grades.

### **PLTW (Project Lead the Way)**

Aitken School, along with its sister school, Martin, has applied for the Project Lead the Way grant that will allow us to explore and establish a strong STEAM program. Our newly hired full time Technology Specialist is taking the lead on this initiative and will be attending virtual training over the summer with our Library Media Specialist. When the building addition is complete, we will have a Maker Space where our Technology Specialist will be housed to provide instruction with state-of-the-art equipment.

### **Everyday Math**

Everyday Mathematics 4 continues to be fully implemented by classrooms. Some are using the consumable journals while others are using a blended learning approach, incorporating the online and hard copy models.

### **Technology at Aitken**

Aitken School's technology program has expanded scheduled classes for grades 2-5. In grades 3-5, all students have Chrome Books and in the lower elementary grades, additional chrome books and carts have been purchased for each grade level so that more students have access to these devices. All students benefited from programs that support and enhance science, social studies, ELA, mathematics,

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and social emotional learning. It is anticipated that we will be adding Chrome Books in the early grades. We have also purchased Interactive Displays to replace our aging LCD projectors. Currently, we have purchased one for each grade level.

### **Professional Development/CIAs**

High quality professional development continues to flourish at Aitken School. Beyond training each other at staff meetings, professional development courses have been created by the staff. The focus this year was around vertical conservations between grade levels with the formation of CIAs or Curriculum, Instruction, and Assessment leaders. The CIA team is comprised of representatives from each grade and special education. Meetings were held throughout the year to discuss instructional practices to improve student achievement.

### **Special Education**

Our special education staff continues to promote the use of a push in model that allows students to remain in their classrooms and receive critical supports rather than a pull-out model. Additionally, we have established a Co-Teaching model in grade 4 that places a full time regular and special educator in the classroom and they team teach to provide students with special needs, and regular education a comprehensive instructional experience.

### **PBIS**

Aitken's Positive Behavioral Interventions & Supports (PBIS) Committee has guided the staff in the development of expectations within the school, on the playground and on the buses. The focus is to bring attention to the positive behaviors and contributions of the students. This year, we created both grade 4 and grade 5 student councils geared to elicit suggestions from students on how to improve our schools from a student perspective. Our assistant principal, Dave Graf, established a new focal area in our foyer called the Aitken Student Showcase. Here, teachers provide exemplary work from students that can be visible to visitors as they enter Aitken. We also continued our "Student of the Month" program where students exemplifying PBIS characteristics of "Safe, Respectful, and Responsible", were identified by classroom teacher to attend a celebration. We held a monthly breakfast for students and their parents to celebrate this accomplished and present them with a window sticker that says, "My Child Was Student of the Month at Mildred H. Aitken School".

### **The Arts**

The arts are flourishing at Aitken! This year, our drama club comprised of fifth graders, rehearsed a new musical, "Giants in the Sky". Unfortunately, due to the closure of school, we could not perform the entire play, but our students performed a song from the musical that was presented virtually to all our families. Art work continues to be a focal point in our foyer utilizing the display case for student art work including clay sculptures.

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## **Feinstein School**

Aitken School is a Feinstein school and promotes good deeds. Students receive a good deeds journal where they can keep a record of how they help others and the world. Whole school initiatives, thus far, have included a food drives, holiday gift drives, blood drives, and hurricane relief backpacks for students in a Florida school. Jump Rope for Heart, Autism Awareness Week and American Heart Association drive are planned for the second semester.

## **Collaboration Between Elementary Schools**

Aitken school worked collaboratively with its sister school Martin, to provide parity between the elementary schools during distance learning. In addition to sending weekly newsletters to staff and families, the schools worked together to further align practices to support students.

## **Monday Motivator Videos**

In an effort to strengthen the home-to-school connection during the COVID-19 shutdown of schools, the Aitken staff and school administration, created a weekly video that students could view on Monday mornings. These videos were called "Monday Motivators" and they consisted of student and staff videos composed of multiple short clips which included a range of topics. We also tried to keep school-based routines embedded in the videos such as the pledge of allegiance, message from the principal, birthday shout-outs, social-emotional wellness and book readings by staff.

## **Aitken PTO**

The Aitken PTO continues to extensively enhance the school program and culture through its fund-raising and school events. Outstanding programs/events planned throughout the year include Pumpkin Somethin', Flames of Fall, Holiday Shop, Snack with Santa, Reading Week, book fairs and challenges, and a virtual field day. In addition, support was given to several long-standing reading programs - the Accelerated Reader Program and the RIF Book Distributions. Help with the cost of field trips, library books, assemblies, in-school programs, playground materials and classroom supplies have enhanced a rich educational environment. Finally, our wonderful PTO funded a sign campaign that said, "Your Aitken Teachers Miss You." They ordered enough for every family and teachers and staff, following social distancing measures, placed a sign on every family's lawn. Some teachers also drove out of our district to ensure that our McKinney-Vento students also received a sign.

## **Student Enrollment**

Enrollment as of June 24, 2020 :	Pre-K	23
	K	67

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1	72
2	80
3	78
4	72
5	69`

**TOTAL: 461**

Respectfully submitted,

John Haidemenos, Jr. Principal

Dave Graf, Assistant Principal

Mildred H. Aitken Elementary School

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# GEORGE R. MARTIN ELEMENTARY SCHOOL

## Annual Report 2019/2020



### Enrollment June 2020

Pre-K	
Early Childhood	30
Kindergarten	93
First Grade	86
Second Grade	83
Third Grade	88
Fourth Grade	77
Fifth Grade	80
Total	537

Martin School grew this year, increasing over the summer of 2019 by almost 50 students. Having over 540 students during the year meant our enrollment had reached its highest ever, even after North School closure (06-07 -505; 07-08 -515).

Martin school is staffed by 43 hardworking, highly-qualified professionals, 6 support professionals (nurse, occupational therapy, two speech therapist, one adjustment counselor, one school phycologist) along with 24 passionate instructional aides, 2 administrative secretaries, 2 administrators and 3 custodians.

We added sections of our FLEX and STARS programs making the building more inclusive to students with special needs. We continue to keep students in district with their peers and have shined as our programs continue to grow.

In terms of technology all students have a laptop (Kindergarten has iPads also). This means that each student had his or her own Chromebook. Students work through Google Classrooms incorporating applications such as Google Docs, Google Slides, and are accommodated with support such as the Read/Write app to self-correct, revise and edit with clarity in Google Classroom. Even our younger students are able to transform their learning through technology.

Mrs. Hutchins continues to work through her PBIS/SEL training for the school. The Warrior Way permeated the building for the second year building a vertical alignment with Hurley Middle School and Seekonk High School. We are working closer with Aitken Elementary School making horizontal alignment a priority.

## The Warrior Way

At George R. Martin the Warrior Way Starts Here:

We are the Junior Warriors

**We are Kind**

**We are Safe**

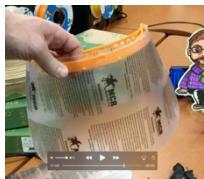
**We Work Hard**



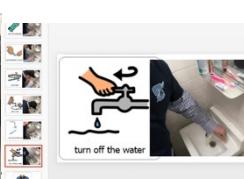
*new logo for 2020*

Martin School continues to be a diverse school. Our ability to accommodate students ranges from flexible seating to our focus on smaller classrooms targeting specific skills. For instance in second and third grade this year we built small classes in ELA and Math reducing the overall class size and allowing teachers to target skills within these grade levels. As we doubled the classrooms in our FLEX and STARS programs we were able to not only bring more students into our school, but also challenge them to grow and continue to be the true foundation of the Unified Champions program that gathered acclaim at Seekonk High School.

Distance learning was one of the big challenges in 2019/2020. Martin School benefited from the creativity of our staff as well as our daily use of technology before the school closure. Having even kindergarten students who could use programs like ST Math and Google Classroom allowed staff to continue to guide students through a new learning environment. From the outset of the closure our staff remained focused on students' social emotional wellbeing. They created some unique and fun activities for students to explore and keep school-readiness. The use of platforms such as Google Classroom, Google Meets and recordings done through applications such as Screencastify allowed students and parents flexibility in their learning. We really tried to think outside the box to engage all students. We even had students building using the 3D printer (having their projects safely delivered to their mailboxes).



3d printer



Daily living skill videos



Virtual music teacher



Teacher's aides dancing and singing phonics lessons



Virtual field trips



Social emotional engagement



Math lessons using household items

During this time of uncertainty and hard times our PTO once again stepped up and was able to quickly create signs of encouragement for all 540 students. The staff distributed all of the signs, some of which are still proudly displayed in front yards throughout Seekonk.

The Martin School Community became thousands of teachers in 2020. It was moving to see all of the great videos, pictures, projects and virtual meetings where our staff, students and families of Seekonk shined.





School Dining Services  
261 Arcade Avenue  
Seekonk, MA 02771  
Tel: 508-336-7272, x62117  
Cell: 401-255-2834  
Report of the School Lunch Program  
July 1, 2019 - June 30, 2020

I hereby submit my report to the Superintendent of Schools, the School Committee and the people of Seekonk. All school lunch and breakfast meals meet the U.S.D.A. meal requirements. Student lunches qualify for state and federal reimbursement, while adults must pay the full cost of the meal, plus the state meal tax, \$3.74. The student lunch price is \$2.75 at the Elementary Schools and \$3.00 at the Middle and High Schools. All a la carte foods and snacks in the schools meet the Massachusetts School Nutrition Standards for Competitive Foods and Beverages. Our Chartwells staff works hard to provide nutritious meals in a pleasant environment for our children. From July 1, 2019 through June 30, 2020 we served the following:

Total Student Lunches:	87,618
Paid:	55,793
Free:	25,281
Reduced:	6,544

Month	Days	Student Lunches	Paid Lunches	Free Lunches	Reduced Lunches
July	0	0	0	0	0
August	4	2310	1372	726	212
September	19	14108	8730	4102	1276
October	22	16291	10567	4526	1198
November	17	12850	8436	3507	907
December	14	10593	6918	2948	727
January	20	13404	8433	4011	960
February	15	10838	6809	3267	762
March	10	7224	4528	2194	502
April	0	0	0	0	0
May	0	0	0	0	0
June	0	0	0	0	0

In addition, due to the Emergency Closure due to COVID-19, we provided Grab & Go breakfast and lunch meals under the USDA Seamless Summer Program at Seekonk High School. From March 18, 2020 through June 30, 2020 we served the following:

Total Meals: 4242

Month	Days	Lunches	Breakfasts
March	10	432	432
April	22	1416	1416
May	22	1655	1655
June	11	739	739

Karleen DeLellis  
F.S.D.

## SEEKONK PUBLIC SCHOOLS | 2019-2020 CALENDAR

AUG 2019 (4 days)						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26 Meeting Day (8 AM-11 AM)  
**27 First Day Students (Gr 1-12)**  
**27 Prof. Develop. for Pre-K Staff**  
**27 Kindergarten Orientation**  
**28 First Day Kindergarten**  
**28 Pre-K Orientation**  
**29 First Day Pre-K**

FEB 2020 (15 days)						
S	M	T	W	Th	F	S
						1
2	3	PD	5	6	7	8
9	10	11	12	13	14	15
16	//	//	//	//	//	22
23	24	25	26	27	28	29

**04** Early Release for Professional Development  
**17** Presidents' Day=No School  
**18-21** Winter Vacation

SEPT 2019 (20 days)						
S	M	T	W	Th	F	S
1	//	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**02** Labor Day=No School  
**04** Aitken Open House  
**12** Martin Open House  
**17** Hurley Open House  
**19** High School Open House

MAR 2020 (22 days)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	PD	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**10** Early Release for Professional Development  
**11** 2nd Trimester ends (60 days)  
**16-20** Pre-K Screenings=No AM Pre-K program

OCT 2019 (22 days)						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	//	15	16	17	18	19
20	21	22	PT	PT	25	26
27	28	29	30	31		

**14** Columbus Day=No School  
**23-24** Elementary Parent/Teacher Conferences = Early Release for Elementary Schools  
**30** 1<sup>st</sup> Term ends (45 days)

APR 2020 (16 days)						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	//	11
12	13	14	15	16	17	18
19	//	//	//	//	//	25
26	27	28	29	30		

**01** 3<sup>rd</sup> Term ends (45 days)  
**10** Good Friday=No School  
**20** Patriots' Day=No School  
**21-24** Spring Vacation

NOV 2019 (17 days)						
S	M	T	W	Th	F	S
					1	2
3	4	PD	6	7	8	9
10	//	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	ER	//	//	30

**05** Full Day In-Service for Professional Development  
**11** Veterans Day  
**14** High School Parent/Teacher Conferences  
**22** 1<sup>st</sup> Trimester ends (60 days)  
**27** Early Release-Holiday  
**28-29** Thanksgiving Break

MAY 2020 (20 days)						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	//	26	27	28	29	30
31						

**25** Memorial Day=No School  
**05** Seekonk High School Graduation  
**12** 4<sup>th</sup> Term ends (45 days)  
**12** 3<sup>rd</sup> Trimester ends (60 days)  
**12** Tentative last day of school (180 Days)  
**19** 185 Days (with 5 snow days)

DEC 2019 (15 days)						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	PD	11	12	13	14
15	16	17	18	19	20	21
22	//	//	//	//	//	28
29	//	//				

**10** Early Release for Professional Development  
**23-31** Holiday Break  
**31** New Year's Eve=No School

JUN 2020 (10 days)						
S	M	T	W	Th	F	S
		1	2	3	4	5
7	8	9	10	11	ER	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Approved by Seekonk School Committee on 02/25/19

JAN 2020 (19 days)						
S	M	T	W	Th	F	S
			//	//	//	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	//	21	22	23	24	25
26	27	28	29	30	31	

**01** New Year's Day= No School  
**01-03** Holiday Break cont.  
**06** Schools Re-open  
**22** 2<sup>nd</sup> Term ends (45 days)  
**20** M.L. King Jr. Day=No School

// No School  
ER Early Release  
PD Early Release for Professional Development = No PM Pre-K  
PD Full Day Professional Development = No School  
PT Parent/Teacher Conference