

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

**School Committee
Business Meeting**

Monday, October 19, 2020

6:30 PM

**Senior/Community Center
331 High Street, Newburyport, MA**

SC Packet Checklist:

- SC Business Meeting Agenda 10-19-2020**
- SC Meeting Agenda Notes 10-19-2020**
- SC Business Meeting Minutes 9-21-2020**
- FAQS Regarding Reopening of Schools as of October 5**
- NPS Fundraiser Permission form – DRAFT**
- Code of Ethics of the MASC**
- 75TH Annual MASC Meeting Registration form**
- Proposed MASC Resolutions for 2020**
- MASC Amendment form**
- Open House Schedule**

Newburyport Public Schools
Newburyport, MA
School Committee Business Meeting
AGENDA
Monday, October 19, 2020

6:30 PM

Senior/Community Center, 331 High Street, Newburyport, MA 01950

The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Business Meeting Agenda: The listing of matters is those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. **SPECIAL NOTE:** Due to COVID-19 restrictions attendance is restricted to School Committee Members & speakers only at this time. The meeting will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.

1. Call to Order & Pledge of Allegiance
2. Public Comment – *via Zoom* Webinar ID: 816 9336 1067
<https://us02web.zoom.us/j/81693361067?pwd=RHh2UzJoQnhVTFDVWWhR0d2TThYUT09>
3. *Consent Agenda (warrants and minutes of 9/21/2020) – *Possible Vote*
4. Reopening Updates – *Principal Lisa Furlong & Principal Andy Wulf*
5. COVID Update & Next Steps – *Superintendent Sean Gallagher*
6. Fundraiser Permission Form Draft – *Vice Chair Bruce Menin & David Hochheiser*
7. Strategic Plan – *Vice Chair Bruce Menin*
8. Code of Ethics of the Massachusetts Association of School Committees (MASC) – *Vice Chair Bruce Menin*
9. Registration for 75th Annual MASC Business Meeting – *Vice Chair Bruce Menin*
10. *Proposed MASC Resolutions for 2020 – *Vice Chair Bruce Menin - Vote*
11. Superintendent's Report:
 - Open House
 - End-of-year Financial State Report
 - Cultural Competency Planning Update (Michael Eatman)
 - Special Education Update (Nancy Koch)
 - Remote Academy Update
12. Sub-Committee Reports (if needed): Joint Ed; Finance; Policy; Superintendent's Evaluation

Adjournment

The School Committee reserves the right to call **executive session, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations collective bargaining and/or potential litigation.

**Newburyport School Committee
Meeting Agenda Notes**

Monday, October 19, 2020 **Time: 6:30 PM**
Senior/Community Center, 331 High Street, Newburyport, MA 01950

AGENDA NOTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

SPECIAL NOTE: Due to COVID-19 restrictions attendance is restricted to School Committee Members & speakers only at this time. The meeting will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.

Agenda:

2. Public Comment – via Zoom Webinar ID: 816 9336 1067 Passcode: 936624
<https://us02web.zoom.us/j/81693361067?pwd=RHh2UzJoQnhnVTFkVWhrR0d2TThYUT09>
3. *Consent Agenda – (warrants and minutes of 9/21/2020) – *Possible Vote*
4. Reopening Updates - *Principal Lisa Furlong & Principal Andy Wulf*
Building principals for the Nock Middle School (grades 6-8) and the High School (grades 9-12) will provide updates as to how reopening is going at their schools. (see attached FAQ as of October 5) Principal Wulf will also discuss what is needed to increase in-person learning.
5. COVID Update & Next Steps – *Superintendent Sean Gallagher*
The Superintendent will review current COVID cases/quarantines and summarize total staff and student COVID cases/quarantines in the district. He will also speak about reopening strategies and Phase II in-person learning.
6. Fundraiser Permission Form Draft – *Vice Chair Bruce Menin & David Hochheiser*
A draft of the enclosed NPS Fundraiser Permission form will be reviewed. David Hochheiser will provide a brief background of district fundraising and the need for a district permission form.
7. Strategic Plan– *Vice Chair Bruce Menin*
Discuss the process for review and modification of the Strategic Plan.
8. Code of Ethics of the Massachusetts Association of School Committees (MASC) – *Vice Chair Bruce Menin*
Review and discussion of the MASC Code of Ethics
9. Registration for 75th Annual MASC Business Meeting - *Vice Chair Bruce Menin*
The annual meeting will take place remotely on November 7, 2020. Deadline to register an official delegate has been extended to October 28th. Mail, fax or email the form to Sam Cheesman at scheesman@masc.org and be sure to include email addresses for nominees, as the information and link will be sent directly to them.
10. *Proposed MASC Resolutions for 2020 - *Vice Chair Bruce Menin - Vote*
Ten resolutions will be reviewed and discussed by the School Committee.
11. Superintendent’s Report – *Superintendent Sean Gallagher*
 - Open House
 - End-of-year Financial State Report
 - Cultural Competency Planning Update (Michael Eatman)
 - Special Education Update (Nancy Koch)
 - Remote Academy Update
12. Sub-Committee Reports (if needed): Joint Ed; Finance; Policy; Superintendent’s Evaluation

Adjournment

*Possible Vote

FYI: Upcoming Dates: **SC Business meeting – Monday, November 2, 6:30pm**

**NEWBURYPORT SCHOOL COMMITTEE
SCHOOL COMMITTEE BUSINESS MEETING
Monday, September 21, 2020
Senior/Community Center**

Meeting Convened at 6:30 PM

Mayor Donna Holaday / Bruce Menin Presided

Present: Sean Reardon, David Hochheiser, Mayor Donna Holaday, Bruce Menin, Steve Cole, Brian Callahan, Sheila Spalding

CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE:

Mayor Donna Holaday called the Business Meeting of the Newburyport School Committee to order at 6:30 PM. Roll Call found all members present. All those present stood for the pledge of allegiance to the Flag.

At this point Vice-Chairman **Bruce Menin** assumed chairmanship of the Business Meeting.

PUBLIC COMMENT:

Laurie Brynes, 11th 6th Street, Newburyport She thanked Special Education Beth Flynn and stated she was happy with the support she received. She complained about the time she received a meeting with the Special Education Teacher.

Carol Sanchez, Plum Island She thanked teachers, staff and administration - she stated her son has flourished. She took an informal poll - "Do you want to be back in school?" - all said yes. Get everyone back.

Gene Novack, 161 Northern Blvd., Plum Island He thanked everyone. He urged everyone to get immunized. Students need to be back in school.

Matthew Kane He said people need the metrics to get kids back in school. Do better.

Mr. Cooper He supports all of the above. He is 100% in favor of getting kids back in school. He stated a teacher didn't show today for his son's class.

CONSENT AGENDA:

Warrants:

On a motion by **Steve Cole** and seconded by **Mayor Holaday** it was

VOTED: To approve, receive and forward to the City Auditor for payment the following warrant.
\$68.45

Motion Passed Unanimously

On a motion by **Steve Cole** and seconded by **Sheila Spalding** it was

VOTED: To approve, receive and forward to the City Auditor for payment the following warrant.
\$1,817.60

Motion Passed Unanimously

On a motion by **Steve Cole** and seconded by **Sean Reardon** it was

VOTED: To approve, receive and forward to the City Auditor for payment
The following warrant.
\$2,257.11

Motion Passed Unanimously

On a motion by **Steve Cole** and seconded by **Sheila Spalding** it was

VOTED: To approve, receive and forward to the City Auditor to make payment
and deduct the funds from the school's account.
\$28,299.34

Motion Passed Unanimously

On a motion by **Steve Cole** and seconded by **Brian Callahan** it was

VOTED: To approve, receive and forward to the City Auditor for payment the
following warrant.
\$357,376.60

Motion Passed Unanimously

Minutes:

On a motion by _____ and seconded by **Sheila Spalding** it was

VOTED: To approve, receive and file the School Committee
Business Meeting minutes of Monday, September 2, 2020 as amended.

Motion Passed

Sean Reardon abstained

Motion:

On a motion by **Mayor Holaday** and seconded by **David Hochheiser** it was

VOTED: To adjourn to Executive Session at 7:00 PM for the purpose of discussing
negotiations, possible litigation and legal matters. The Committee
will return to regular session.

ROLL CALL VOTE:

Steve Cole	Yes
Sean Reardon	Yes
Brian Callahan	Yes
Sheila Spalding	Yes
David Hochheiser	Yes
Mayor Holaday	Yes
Bruce Menin	Yes

Motion Passed Unanimously

Mayor Holaday called the Business Meeting of the Newburyport School Committee back to
Open Session at 8:17 PM upon return from the Executive Session.

MEMORANDUM OF AGREEMENT WITH NEWBURYPORT INSTRUCTIONAL ASSISTANTS

ASSOCIATION:

Motion:

On a motion by **Mayor Holaday** and seconded by **Sean Reardon** it was

VOTED: To approve the Memorandum of Agreement with Newburyport Instructional Assistants Association as presented.

Roll Call Vote:

Brian Callahan	Yes
Mayor Holaday	Yes
David Hochheiser	Yes
Steve Cole	Yes
Bruce Menin	Yes
Sheila Spalding	Yes
Sean Reardon	Yes

Motion Passed Unanimously

OPEN MEETING LAW COMPLAINT:

Mayor Holaday stated that they have scheduled an Open Meeting to continue our conversation and we will come back into Open Session should we be able to reach a decision at that point.

SPECIAL EDUCATION LEARNING MODELS UPDATE:

Superintendent Gallagher introduced Nancy Koch who gave an update on all three learning models that we have out there, and how we are addressing some of our Special Education issues.

Ms. Koch stated we are all back in school. We have three models - the hybrid model in which students are coming in two days a week and receiving services face to face - then the other three days they are receiving services synchronously and asynchronously. The remote academy students are receiving services solely remotely. Then cohort C which of these students that have been identified as high needs are coming in four days a week and that varies in buildings but again they are getting face-to-face instruction those days. The fifth day they are receiving their services asynchronously. Parents are being contacted to develop the learning plans, whether it be the individualized remote learning plans or the learning plans for the hybrid model and then those plans will be going out the end of this week or early next week. The purpose of those plans is to identify how the services on those IEP's will be delivered differently than they would be if we were in a normal educational setting at this point.

Mayor Holaday asked "Do you have legal challenges from parents regarding the schedule and what's happening at this juncture."

Ms. Koch said there have not been any yet, but she thinks they are working diligently to avoid that. We will be meeting with parents. We are getting legal counsel in terms of what we're calling COVID impact in terms of services, and we'll be discussing how we're going to address that with students.

Mayor Holaday said they heard two parents tonight who spoke and spoke very highly of the work, and they want more.

Ms. Koch said most parents want more and we understand, but due to the pandemic and due to the space, we needed to prioritize who would be coming back into the buildings.

Mayor Holaday asked our students, who are out of district placement, are they all going to those programs.

Ms. Koch said it depends upon the placements; they're all going to the placements. Some are in session five days a week and some are doing a hybrid model, and bringing them back gradually. Some have two cohorts in which they come in the morning and then another cohort like they would come every morning. One cohort comes every morning for a week and then the other cohort is home in the afternoon and they get remote lessons and then they switch the following week. It's a variety, and if the school is small enough, and there are a few, and they have the space they're all back and attending every day all day, but it depends upon the school and the space and the numbers.

Mayor Holaday thanked Ms. Koch.

Sheila Spalding said she has heard from some parents who are a little apprehensive about the attendance. They seemed unclear. They have challenges getting them in front of the screen and she wondered if Ms. Koch could just clarify what they should do if their student is not willing to participate that day.

Ms. Koch said she thought what we are seeing is something that we are addressing on an individual basis, and talking about what we could do to accommodate that and go asynchronously. When a family has chosen an alternative on a given day other than the public school, that will be an absence, but we are working with families to accommodate that because we realize there are going to be days that it's going to be very, very difficult and we recognize that.

Bruce Menin asked when Ms. Koch talked about contacting parents what's the process. Who is actually doing the contacting?

Ms. Koch said their Special Need liaison, a case manager, is reaching out to the parents of their children discussing the services on the IEP, talking about what services will be synchronous and what services will be asynchronous. What's going to be different in terms of how they are going to be delivered, how accommodations may be different and then when would the parent like to be contacted, how often would the parent want to be contacted. All of that is being discussed. There are six questions and then there is the schedule - the child's schedule is also on that learning plan, whether it be the individualized remote learning plan on the learning plan. All service providers contact information is their name and their email and what their role is if it's a speech and language pathologist occupational therapist. This is so a parent doesn't have to scramble to figure things out.

Bruce Menin said Ms. Koch mentioned that as some of these issues are presenting you're looking at them on a case by case basis so parents should be encouraged to raise these concerns during those meetings or with you.

Ms. Koch said yes, and she thought the most frequent is that everyone would like to have their children 4 days a week, and we do have criteria to address what is considered high needs. That is what was laid out in the plan for reopening schools.

David Hochheiser asked are our liaisons grade level of grade span based?

Ms. Koch said for the most part they're grade based, but not always.

David Hochheiser asked do they at times get to travel so the families come in like first grade and stay with somebody for a couple of years, or are they meeting new people this year.

Ms. Koch said it depends upon the programming, so if it's online it varies based on the program and the school.

David Hochheiser to piggyback on the mayor's question from earlier, you said offering asynchronous services.

Ms. Koch said it would be so for instance, a preschooler cannot tolerate sitting in front of a screen for a whole lot of time, so an occupational therapist may develop a lesson, a game, an activity that is recorded and then the materials are sent home and then that can be done asynchronously with a parent or sibling, so that the child is not required to be sitting in front of the screen the entire time.

David Hochheiser said that made sense and thanked Ms. Koch.

Bruce Menin thanked Ms. Koch for her input.

SUPERINTENDENT'S REPORT:

Superintendent Gallagher reported on the following:

- He thanked Nancy Koch and the Special Ed Department for all the work that they've been doing throughout the summer. He said we continue to tweak those plans and do the best that we can to meet the needs of all students.

- Opening of School

Last week we had a very successful first week. Every year it's always challenging, even when you have your planning for three months and the environment is constant. There's always a lot of work that goes into planning of reopening. Obviously this year was very challenging with reopening in a pandemic. He thanked the teachers. Right now a lot of the problem solving is happening with teachers and parents. As for the students at home with the Remote Learning, what's really nice about this year in this concept is having the students in, so during a lot of the training we're doing for the safety protocols and health protocols we're also working with students on Google suites and Google classroom in the technology at all grade levels, so the students are part of the class in the hybrid model. It's been very helpful for the students and the parents at home - the planning that we did has paid off. In that first week there's always going to be hiccups with any type of reopening - this year coming into this school year, the model that we have with students that are in person in the hybrid and also at the remote and then also out remote academy has seemed for overall been going pretty well. Our idea is for our students, especially the remote students, to continue to work with the teachers and really we're working with our students and having them not to panic as there are glitches that may happen. The other benefit this year is having our tech department on board and we have a ticket system so that a student who is struggling with technology for whatever reason at home or a parent that's struggling at home with the technology can submit a ticket and our tech support has dealt with those usually within that class period immediately so in the last few days we're getting less and less of those tickets being submitted and our tech department has done a nice job responding to some of the technology issues when they occur. Overall the health and safety protocols we're in

good shape, as after our finance committee meeting, we did have some students touring last week and some of the school community members that came to that meeting in the morning saw some of the classrooms. It's vastly different. He spoke of the training that the nursing staff and teachers have done with students wearing masks, social distancing and the hygiene and hand washing. Students are getting into that system. We've had a couple of cases at the High School with COVID, but those health protocols and safety protocols that we've established seem to be pretty effective, so that's been a positive with the health protocols.

Arrival and dismissal times, especially in the beginning takes a lot of time - one of the silver linings in this is we are maximizing all of the doors in all of the schools. We cohort the students around the buildings so our arrival and dismissal times have been a lot less chaotic than we were anticipating. When we are back to normal and fully in person down the road, we will probably utilize some of those procedures because they've been pretty effective. We will continue to tweak and make things even better.

Our lunches are a lot different as we are utilizing the six-foot distance and during the last few days more students have been bringing in lunches from home. We are working with the Principals and district leaders to develop surveys for students and parents along with staff, so we can get input on things that are going very well and some that we can continue to modify - it's really important to gather feedback throughout the process.

That's overall the cohort B was for two days. Cohort A started today and cohort A will be back tomorrow. There were some questions with synchronous and asynchronous and attendance. The State is requiring attendance and participation and requiring time on learning while at home and also in person so we're modifying our remote and hybrid model as we move forward. There's going to be flexibility with asynchronous, especially at the younger levels. We're working on the students and the work they're doing at home. The State is requiring half of the day in front - for the older kids half a day in front of technology with the synchronous - the live instruction. The younger levels, grades 1, 2, and 3 having students in front of the computers at home is not a great model for us, so we're utilizing common sense here in Newburyport and we're monitoring attendance not only with the synchronous and the morning check ins, but also with work submitted with Google Hangout with the projects that the students are doing. We're monitoring that participation that way for the students that are at home - for the parents - there is going to be flexibility with the schedules and gathering input from parents, students and staff in those tweaks down the line.

There was concern with students turning on the video - from a lot of the staff surveys that went out to parents re: some of the things that went well with the Spring remote and some of them that we could improve on. One of them was having the cameras on while the students were at home. Some students were not showing their picture and weren't in the class. We're working individually with students who have a little anxiety. We have our adjustment counselors, our principals and teachers working with those students making accommodations. Right now with a lot of the synchronous, the video is on the teacher for the most part. Eventually with collaboration that we're looking to utilize through Google classroom, students are going to have their videos on so they can participate with the class. We're easing that in. What if students are afraid or anxious

about having their video turned on. There are strategies that we're utilizing and we are working with those families.

- Transportation

We sent out our transportation in June not knowing what our models were going to look like. We're going to continue to monitor what the hybrid model is right now - how often we're bringing students back or how often people are using the transportation. If it stays that way for the next six months we'd be reimbursing families and charging them for the days that they're utilizing the bus services with our teachers and the schedules. Similar to what we utilized last year for the Kindergarten reimbursement once the State said we're going full remote for the rest of the year, we reimbursed families those two to three months.

The word hybrid remote academy, four or five weeks ago, was just starting to come about - they weren't part of dialogue in the educational world here. Getting information on how many families were going to utilize full remote, developing our staff, utilizing our leave teachers to assist with that - right now the product we have for students that are staying home for various is going very well. We're happy with utilizing our teachers and not sending off our students to some outside program in some other outside company that would be educating them. Thanks to the teachers and people who pulled that off in a short period of time.

- The metrics

We're still going to utilize our public health metrics and the school buildings, to look at those metrics that are staying the same. We have metrics that would lead us to full remote and we have metrics that are keeping us where we are at, and then metrics that would bring more students back. We're looking at and working with Cathy Riccio and everybody. Our goal would be that things stay the way they are with low cases to utilize that remote Wednesday, because we really wanted health and safety as our number one priority about bringing kids back. We utilize that Wednesday right now for cleaning and allowing our custodians and Steve Bergholm and his crew to thoroughly clean the buildings. They've been doing a great job, even at night and in the morning before school - we feel we can get that cleaning done and the cases stay the way they're at. We'll be utilizing that Wednesday, that's a full day, for another in-person day so grades one to eight would be going cohort A one week would go three days a week cohort B would go two and then the following cohort A would go 2 days a week and cohort B would do three. That's if everything is going well and our systems are in place and we're very comfortable. The idea right now is at the High School we're at 25%, but we'd be looking to increase that to 50% capacity. Once again following the metrics that we've laid out within our public health document and the date we're looking at for that would be November 2nd. We would increase more in person contact with students. There's a lot of details that we would need to work out, but in general that's our thought process. We're also looking at working with some of the health professionals we feel is a good time - November 2nd - because it is before the Thanksgiving break and if you have students that are in college many of the colleges are shutting down around Thanksgiving and extending the winter break, so we'll be having many college students back living with their families. That would be a good time to re-evaluate where we're at around

Thanksgiving time - that's our goal. There's been a lot of work that has gone in, by faculty and staff and everybody in our system. Working with all the unions in June our goal and the union's goal was to be back in person or having students back. They looked at that as very important to this district. We need to do it as safely as possible and have accomplished that.

He got to visit all the classes and was pretty sure most of the students were smiling under their masks.

Brian Callahan said he thought more students coming back is a good plan - but is there an actual number. Is there a number or is it let's wait and see local cases and what number they are versus State.

Superintendent Gallagher said you add a lot of the metrics and the State is using the 4%, but then we also monitor some of the other criteria that's in our health and safety protocols and then work with our local health professionals. We're very fortunate where we have some people that can really let us know we're in a good place - right now if we maintain our numbers then that November 2nd date would look pretty good.

David Hochheiser said if we're going to be able to bring kids back to three and two, but flip it and use Wednesdays to utilize, can parents expect that right now if their kids are a Monday, Tuesday kid, that they could stay a Monday, Tuesday kid and then just alternate the Wednesdays every other week. Instead of going every two days, people have to come - I'm thinking about people who might have job plans or jobs, or that sort of set up so that they could know it's an A B an A block now who goes Monday, Tuesday could still be a Monday, Tuesday, but every other week they also get Wednesday. I'm asking to try to keep family schedules as consistent as possible.

Superintendent Gallagher said our thought process was if you're cohort A then this week you'd have the Wednesdays - you would let people know so you're going to go on this Wednesday. Cohort B - they would take the next Wednesday so cohort A would go Monday, Tuesday, Wednesday and cohort B would go Wednesday, Thursday, Friday.

David Hochheiser said so they're really looking at that one that's what I'm talking about, so the families would still be on the same days.

Superintendent Gallagher said correct.

David Hochheiser said okay, that's great. His next question is about the web site and how that's looking. He noticed the Nock Middle School has a pretty amazing side website.

Superintendent Gallagher said yes. We took that idea - he is working with Committee member **Brian Callahan**. The web site that has been geared is clunky and it's hard to explore. We took that same idea on our website similar to what Nock did. We uploaded a district reopening. It's right out there, so when you click on it, it brings you to a whole new site with a lot of our information. Hopefully people will be able to click on that tonight and see the difference - right now we're updating a lot of those - we have the health and safety - we have district communication that has gone out - we also have the school schedules on there and our cultural diversity. We have that piece because there's been a lot of communication around race and racism, so that's one way of getting around fighting with the web site - down the road as a district that's something that we're going to take a strong look at on upgrading the web site.

Bruce Menin said to follow up on Mr. Hochheiser's question about the Wednesday and being able to help parents plan, do you have a sense of when that's going to happen or when a decision is going to be made about going with the Wednesday.

Superintendent Gallagher said yes, for us we just started and there's still a lot of work in the sense of the protocols - the cleaning protocols - for us it's really going through a couple of cycles and then feeling pretty good and then also we have to work out a lot more details, but we'll be able to notify parents on what's going to look like - our target date is the Monday, the 2nd of November.

David Hochheiser said so starting that week, your target date, if all health metrics are correct, we would start having more kids.

Superintendent Gallagher said yes.

Bruce Menin said he appreciated all the work that you and your staff have been doing, the faculty and support staff have been doing. He said he knew they have been in touch and the Superintendent has spent a lot of time on the phone with parents as well. We will continue to do what we can to support them.

Superintendent Gallagher said he covered a lot - for all of us as educators the easiest thing for all of us to do is to have all students back, because that's our wheelhouse. This modification is difficult, but he wants to say to parents that having the students back, our energy as a district on that Thursday went up to 100% just because they were back. Our teachers and IAs were amazing, because as I visited all the classrooms you could see them back in their wheelhouse. A lot of this work was planning and not knowing what it's going to look like, but having the kids back the last few days has been really motivating for this faculty. He related visiting the preschool and seeing the children wearing their tiny little two inch masks - the cutest little thing he has seen. We're going to stay together - keep working together and dealing with these issues as they come about.

Bruce Menin said after the finance committee he and Mr. Cole walked around and met some of the teachers. The enthusiasm was tremendous and the amount of preparation was terrific, particularly at the Nock in terms of creating that easing-in transitional curriculum for the first couple of weeks. Teachers were enthusiastic and one teacher told us how enthusiastic he was about the model that had been developed. He appreciated all of it.

Steve Cole said it was really nice to see that a lot of work has gone into keeping the rooms especially clean and clear. It was nice to see everybody with a box of supplies, a workstation separate at each desk. It seemed very, very well thought out and the teachers explained things that were evident that they're very organized around us. He appreciated all the planning that went into setting that up. He was sure it really helped the kids ease into it, because when the students first came into those classrooms they were a little stunned to see everything spread apart, so the fact that things were organized in such a way he was sure mitigated against a lot of that trauma and they settled in right away. The teachers' enthusiasm only served to complement.

SUB-COMMITTEE REPORTS:

Joint Ed:

Sean Reardon said they met today. Questions were addressed about back to school.

Superintendent Gallagher explained.

Finance:

Steve Cole said they met last week. Discussed were:

- End of year fund balances that have been able to provide a little more than a million dollars to help with the FY21 budget, which is a good thing. A lot of those savings are from being closed for part of the FY20 year.
- Staffing - An update was presented - where we were with hires. There are only a few positions left - 3 of them are one year leaves. He wasn't sure if those had been filled.
- Grant Application - he assumed was the Esser Grant, the COVID Grant, somewhere between \$800 and \$900 thousand dollars. It was good news on that side that we have some resources to put into FY21.

Policy:

David Hochheiser said they have not met. He said they need to set up a date - things feel a little more settled down now. The last time they had a conversation it was about fundraising. They had talked about politics.

Superintendent's Evaluation:

Bruce Menin said they have not met. The Mayor and he did agree that because things were just too crazy this summer and ending out the school year last school year. They had submitted a letter to the Superintendent based on our vote that we were renewing his contract for three years, and that after school opened which it did last week, that we would begin putting together an evaluation. He asked **Superintendent Gallagher** if he would reach out to other Superintendents to find out if they were using that same thing - they are

Superintendent Gallagher commented on air purifiers. Steve Bergholm ordered 95 air purifiers and they arrived last week. We're putting them as extra precautions in all those interior rooms and offices throughout the district. A lot of schools that ordered air purifiers are on backorder - we were ahead of that. Mr. Bergholm has been distributing them.

ADJOURNMENT:

On a motion by **Mayor Holaday** and seconded by **Sean Reardon** it was

VOTED: To adjourn the Business Meeting of the Newburyport School Committee at 9:40 PM.

Motion Passed Unanimously

FAQS REGARDING REOPENING OF SCHOOLS - October 5, 2020

<p>How are things going in the classroom?</p> <p>What successes are teachers seeing?</p> <p>What are educators hearing from students?</p>	Prek - K	<p>The preschool and kindergarten plan for in-person instruction (4 half days each week) is going well:</p> <ul style="list-style-type: none"> ● Students began the year with very few difficulties with transitions. In part, we believe this is because they are transitioning directly to their classrooms which makes for a calmer and smoother start to their day. We may choose to keep this system in place post-COVID. ● The younger students have been able to adjust to their routines including wearing masks, sitting at partitioned tables, and playing with small groups of peers throughout the day. Kindergarten teachers have found the use of individual buckets and portable plastic lap desks extremely helpful. ● Teachers have noticed more independence with students locating and taking responsibility for their own belongings. ● Teachers are able to provide more one to one time with their students as all classrooms have a student population of 10 or under. Additionally, the preschool teachers have noticed that they are able to provide more individualized support to their high needs population who attend school longer hours. Lastly, we have been able to complete beginning of the year screenings and assessments in a timely and calm fashion given the smaller class sizes.
	Gr 1-3	<p>As we move through October, teachers are becoming more comfortable with the hybrid schedule. The synchronous portion, which happens three to four times per day, had some kinks at the beginning that have been worked out. Teachers are facilitating some great synchronous lessons that involve all of their students, both in person and remotely. The students love their in-person days the most but attendance for the synchronous lessons has been very good.</p>
	Molin	<p>We have received feedback that the hybrid model is working well for our students and</p>

	Gr 4-5	<p>families. Our teachers are doing a phenomenal job providing meaningful remote and in-person instruction. Elementary teachers are planning for in-person <i>AND</i> remote learning for five different subjects. Teachers are expressing they need more planning time because they are developing instructional strategies and curriculum for a totally new model of teaching. The pace of the day is a challenge for staff.</p> <p>Our students are showing great resiliency! They are happy to be back in school and seeing friends. Students are keeping masks on and staying 6 feet apart.</p> <p>The smaller class sizes allow for more one to one instruction.</p> <p>Attendance has been overall good for all students in person and remotely. Teachers have connected with any students and families that need additional support.</p> <p>The Molin instructional assistants and three additional teachers are online supporting classrooms remotely daily. They are partnered with specific classrooms. One teacher is connected with three classrooms to support the remote learning and another teacher is supporting two classrooms. Every staff member has a packed schedule. Unfortunately, we have been unable to get subs into the building when we have had a teacher absence and therefore we need to pull instructional assistants away from their remote teaching for that day to cover a class.</p> <p>Tech support has been very helpful for families still learning how to use Google Classroom.</p>
	Nock	<p>In-person learning is going well. The silver lining of our hybrid plan is a smaller class size which has many benefits including: more 1:1 time for students and a quicker get-to-know you period.</p>

	<p>The pace for teachers is rapid as they are teaching four in person classes and a remote class every day. Many teachers are saying it feels like the first year of teaching since there is planning for the live, remote, and Wednesday classes.</p> <p>The staff is feeling really good about our Advisory program and the back to school unit. That unit is coming to a close. People are also feeling good about the tech support and the live help desk. I met with several groups of students last week. Overall they are happy to be back in school. Most of their concerns were related to lagging during the Google Meets. This is an issue that our Tech team has been working on through professional development with teachers and tip sheets for students.</p>
	<p>High</p> <p>October 5th was the first day with students in the classroom alongside students learning remotely from home. Teachers have been making use of their updated computers and document cameras to connect students on site with those at home. Teachers feel they will continue to get better at engaging both groups simultaneously. We have a weekly questionnaire teachers are completing so that strategies can be shared as well identify areas to strengthen.</p> <p>Through ILT, teachers are using common planning time to refine instruction that breaks-up class periods and better uses class time for student collaboration and independent work. A goal of common planning is for teachers to look at how they can enhance lessons with interactive strategies, lessen screen time, and be intentional with homework. This focus has been in response to students feeling that the 80 minute periods are too long.</p> <p>Student feedback around homework shows the amount given varies. Some students report having an overwhelming amount and others state that it is reasonable. ILT is working with their departments to steam-line the amount issued across all levels of class. Other student feedback indicates that students feel the remote learning is much better structured than what they had experienced in the spring. Many students have expressed that having 80</p>

		<p>minute periods is too long.</p>
	Remote	<p>Remote Academy teachers are up and running with their instruction, and have been having great success engaging with students and their families. We are fortunate to have a set schedule each day, so there has been consistency for families and students.</p> <p>Elementary families continue to support their children as they manage the technology and support multiple content areas. Feedback from both parents and students have been super positive and supportive. It is most challenging for our youngest learners who are less proficient with the technology, and for families that need to help guide their young scholars.</p> <p>Middle school students have been amazing, positive, and helpful to each other and their teachers. Feedback from students is overwhelmingly positive, although some reflect that they are still getting used to the remote routine, getting up early (!), and some report their home connections are slow.</p> <p>RA teachers have been patient and kind as they work with students and families, and really are enjoying being part of a small school!</p>
<p>What sort of PD is happening to support hybrid and remote instructions?</p>	Prek-K	<p>Although PK-K is providing an in-person model, the teachers have engaged in professional development and training on the Seesaw platform. Some kindergarten teachers will be piloting the <i>MyView Literacy</i> program this year.</p>
	Gr 1-3	<p>The majority of our staff participated in summer professional development focused on remote learning. During the ten days prior to students coming to school, there were many trainings offered. Teachers worked together to collaborate on best practices based on their variety of summer professional development.</p> <p>Teachers also attended required training on the ELA program, <i>MyView</i> and the math</p>

		<p>program <i>Eureka in Sync</i>. In addition, the Virtual Bres website has many tutorials for teachers on all of the online programs/products we use. These tutorials are also available to parents.</p>
	<p>Molin Gr 4-5</p>	<p>Since the beginning of school, Molin teachers have participated in professional development on the <i>MyView Literacy Program</i> and <i>in Sync (Eureka) Math Program</i>. The professional development focused on creating meaningful online content for remote classes.</p> <p>Many staff members also participated in Jacquie Rousseau's tech PD "Remote Learning with Google Slides Part 1 & 2" over the summer to prepare for the start of the school year. All our staff are using Google Classroom, Google Meets and a variety of curricula tools (InSync, MyView, MysteryScience, STEMScopes).</p> <p>Grade-level Curriculum Education Leaders (CELs) meet with their teams on a regular basis to create consistency with skill-based learning across all subject areas.</p>
	<p>Nock</p>	<p>We continue to build on this summer's professional development with on-going sessions on Google Meets, Pear Deck, Google Classroom, Google Slides and other apps as needed by teaching teams (e.g. Inq It for the Science classes). Jacquie Rousseau, Tech Integrator, is working with teams on the new version of Meets and we have been problem solving issues with students and staff.</p> <p>All our staff are using Google Classroom, Google Meets and a number of apps (Pear Deck, Flip Grid, NearPod, Edulastic, CommonLit, Inq It to name a few). As our integrator, Jacquie is hands-on in classes and with teams.</p> <p>Our Curriculum Education Leader (CEL) team will meet with their subject area teams on Wednesday at the staff meeting to continue our skills-based curriculum work. These curriculum groups will meet monthly during one staff meeting. We are working on finding the time lost from not having early release days.</p>

		<p>The Essential Partners work with NHS continues with our grade 8 ELA/SS team. The focus of that work is on developing strategies for more dialog in the class (whether remote or in person).</p>
	High	<p>Many of our teachers participated in summer professional development taught by Jacqueline Rousseau to strengthen their use of Google Meets and Classroom. Additionally, we are using common planning time for teachers to share strategies and applications used to support student interaction with the teacher and each other during lessons. Teachers have received and continue to receive training on different applications to help with student collaboration and engagement during remote and hybrid lessons. Some of these include Flipgrid, Listenwise, and Jamboard.</p> <p>Additionally through common planning, the instructional leadership team developed supports around skills-based instruction. Teachers have prioritized skills that will be taught and assessed throughout the year. We have been able to structure common planning so that curriculum teams can meet each week and use part of the time to review student performance data from common assessments. Teachers will use this information to either adjust unit lessons or identify students in need of additional support. Teacher learning goals this school year are tied to student growth on skills in each subject area.</p> <p>Our work with Essential Partners has continued into this school year. Lynne Cote has been trained as a coach and she is working with teachers in the social studies, English, and Science Departments to plan lessons that teacher skills needed to have constructive dialogue.</p>
	Remote	<p>Both RA and hybrid teachers have participated in PD for <i>My View</i> (GR K-5), and <i>Eureka In Sync</i> (GR 1-6). Some also participated in technology workshops offered over the summer.</p> <p>RA teachers have organized themselves into two small teacher cohorts (elementary and middle grades) to give support and brainstorm ideas and solutions to problems. We have been lucky to have a dedicated special educator for the K-4 and 5-8 classrooms, enabling</p>

		<p>students on IEPs and 504s to have their needs met remotely.</p> <p>Middle school teacher Lisa Alexander is sharing her technology skills, and RA teachers, students and families are being supported by the Bresnahan and Nock/Molin integrators Catherine Page and Jacquie Rousseau.</p>
<p>How do students seem with regards to the predicted “learning loss” from the spring months?</p> <p>What are some examples of curricular adjustments being made to support students?</p>	Prek-K	<p>At the PKK level this is difficult to assess as most students are beginning their first year with us. We are focused on collecting initial baseline data and progress monitoring the data every few weeks. Once we have a few more data points, we will be able to better compare where this year's students are at with previous cohorts of students at similar intervals in preschool and kindergarten. We are closely monitoring how much of the curriculum, particularly at the K level, is being covered since students are only attending school for half days of instruction. Most years, over 95% of our K students attend full day.</p>
	Gr 1-3	<p>It is very early in the year to determine the 'learning loss' from the spring months. Teachers have started to administer assessments to each student individually to help determine if losses exist and where they are most prevalent. As these determinations are made, we will work on filling the common gaps that exist for classrooms/grade levels and provide supplemental instruction to individuals where necessary.</p>
	Molin Gr 4-5	<p>Our teachers are in the process of assessment through Star 360. We are planning on assessing students more frequently to continue to be able to measure and meet their needs. Our teachers will be able to design interventions as needed.</p> <p>Staff completed numerous social emotional lessons regarding being back in school, are consistently building positive relationships with students, and are implementing trauma sensitive practices into their teaching.</p>

	Nock	<p>Once we complete the back to school unit and Star 360 testing, teams will have data meetings on the students in front of them. We will use the student consult/RTI process we already have in place for these data meetings.</p> <p>We have been working with our teams around the idea of just-in-time vs just-in-case intervention. From educator Juli Dixon: “One way to provide differentiation for each and every student is to offer scaffolding that students need at the appropriate time. When you provide scaffolding “just in case” students need it rather than “just in time” —i.e., when students demonstrate the need—you are shortchanging the learning process and failing to provide the rigor that today’s standards demand.”</p> <p>Here is the PD article we are using with the math group around this concept: https://www.matchfishtank.org/blog/just-in-time-remediation/ This approach is going to be important this year. We will continue to move forward with the grade level curricula, filling in “just in time” as needed.</p> <p>Right now, however, we are finishing a back to school unit where the focus has been on transitioning students back to school (social emotional learning, new safety protocols, getting back into the student habit, intensive launch of our Advisory program) that we hope will build a strong foundation for the year to come.</p>
	High	<p>Teachers in core subject areas have administered small assessments to measure skills. These have included skills focused on last year. Curriculum teams are using these assessments to make adjustments to the curriculum and prioritize skills for this school year.</p> <p>Due to the later start, advanced placement courses are adjusting their scope and sequence.</p>
	Remote	<p>We have seen a strong work ethic from our RA students, as well as incredible tenacity as they meet the expectations of their remote instructors. Synchronous lessons that allow students to work together have been the hallmark of our teaching and learning strategies,</p>

		<p>and students are able to move to breakout rooms in Google Meet to receive additional support from specialists and special educators. IA's are still needed for both elementary and middle school RA classrooms.</p> <p>Students are taking benchmarking tests now using DIBELS (K-3), math pre-assessments (K-3), and STAR math & reading assessments (4-8). Once these tests are completed data meetings will be scheduled to determine gaps and areas to focus on.</p>
<p>Should parents be seeing grades already or soon in Aspen?</p> <p>What expectations have been set to help parents know how learning is going for their children this year?</p>	Gr 1-3	Grade 1-3 teachers are meeting with their parents virtually every Wednesday for a short session to discuss expectations for the coming week. These 15 minute sessions are valuable for both parents and teachers as they keep everyone on the same page and moving forward.
	Molin Gr 4-5	<p>We do not upload grades on Aspen, as our progress reports are standards-based. This model allows our teachers to provide consistent, specific feedback throughout a grading cycle. There are many opportunities for students to improve their skills before being evaluated and our teachers will reach out to parents/caregivers if a student is not keeping up with their work (in person and/or remote).</p> <p>Teachers are giving feedback as time allows for remote teaching.</p> <p>Teachers are planning for the virtual "Open House" coming in a few weeks.</p>
	Nock	At the Nock, we are just finishing a back to school unit that is not graded. Grades in Aspen X2 reflect completion of the first unit. All students have received feedback on their writing from ELA and SS teachers through their Google Classroom. All math students have also received feedback on their work. Students in science class have been working on the technology side of our intensive unit.

		<p>We continue to work towards our goal of standards-based units where the feedback with the students may not be reflected in a grade until the student has completed their work (including redos and retakes). Each teacher’s syllabus outlines their grading policies. Grades in Aspen X2 can be expected once the back to school unit is complete.</p>
	High	<p>Teachers have already started inputting grades into Aspen X2. This should be updated approximately every 2 weeks.</p> <p>The high school’s Meet the Teacher Night will take place on October 27 so that teachers can share learning goals and expectations with parents</p>
	Remote	<p>Middle school grades should be in ASPEN by the end of the week. Middle school parents have access to the Google Classroom Guardian summaries that are received weekly. These outline work completion.</p> <p>Elementary teachers are using Google classroom, virtual parent meetings, phone calls and other communication tools to keep parents informed. Bresnahan and Molin progress reports will be used by the RA teachers.</p> <p>We will also be having a virtual back to school night for RA parents, and virtual conferences later in the fall.</p>
<p>What is happening during classes that are most difficult to imagine as virtual (e.g. band art, pottery, engineering courses)?</p>	PreK-K	<p>At the K level special subject classes (art, music, pe, STEM, library/tech) are provided remotely on Wednesdays. There are posted lessons and activities in each special subject area that students can access weekly. The lessons change week-to-week to provide different ongoing opportunities. We will monitor how many students are participating in these lessons via a survey later in the first semester.</p>
	Gr 1-3	<p>Special subject classes (Art, Music, PE, STEM) are posting lessons and activities in their Google classrooms for the remote students. The activities are asynchronous in that they</p>

		cover the same topic/concept that is being covered with the in-person students. This allows for continuity for the remote students when they return to school with their cohort. Moving forward, if/when the special subject teachers are able to move back into their own classrooms they will be able to provide more synchronous teaching and learning activities.
	Molin Gr 4-5	Explore teachers are doing a fantastic job. They have embraced a project-based learning model where students continue the curriculum they are learning in school at home. For example, in music students are learning to play piano in class, and at home there is a virtual keyboard application they can continue to practice on. Our art teachers have virtual galleries and our PE teachers have designed stations in the gym to keep students socially distanced. All of the Explore classes are 23 days in a row so students can really dig deep into the content within this new learning model.
	Nock	<p>Art class--Our art teachers have designed a curriculum that has an in person and a virtual unit running simultaneously. The virtual unit has students working on an art journal that addresses a wide variety of art skills. In person classes they are moving forward with their typical grade 6-8 curricula.</p> <p>Engineering--Our Engineering Teacher is running a Lego Robotics unit for all three grades. Each student has their own robot and are working on the curriculum associated with robotics. In the event that we go fully remote, the robot will go home. This is typically an 8th grade unit. We will cycle in the other grade 6-7 units as we can, they are harder to implement remotely because we don't have capacity for our CAD program on the Chromebooks.</p> <p>Band and Orchestra--both teachers have been working closely with Assistant Principal Nick Markos to design, schedule and teach remote versions of this programming.</p>
	High	Below shares different ways teachers have engaged students virtually in elective courses.

		<ul style="list-style-type: none"> ● Teachers and students work together using the document camera for live painting and drawing demonstrations. ● Students inVideo create projects from home that explore their community using the newly acquired student license for Premiere Pro. ● Students are virtually writing a screenplay collaboratively using Google Meet and the screenwriting software Celtx. ● Choir has focused on basic music theory by listening remotely to different music genres. ● Theatre class is exploring issues of community and identity through various writing and movement exercises. ● Ensemble is in play rehearsal with a goal of live streaming the final performance. ● Public Speaking has been creating sales pitches for random products. ● Students use online resources to research ceramic forms and process before doing hands-on work in clay in their homeland classroom. Materials were passed out during orientation. ● AP Art and Honors Portfolio which meet together are using Google Slides for peer critiques moderated by the teacher. ● Students in Photo 1 through screencast have learned how to use hidden features in their phone cameras, made their own tripods and are photographing a physics experiment in their home Photo Studio - Light Refraction. ● Students in PhotoShop and Computer Animation are working with the new Adobe Creative Cloud learning how to utilize the cloud in order to go from one platform to another, such as Lightroom to PhotoShop - and from one device to another such as mobile phone to laptop to web based.
	Remote	<p>RA students in grades 4-8 are participating in remote PE.</p> <p>RA students in K-3 have been able to join the explore/specials teachers' Google Classrooms to participate in STEM, PE, Art, & Music.</p>

<p>Update on World Language expansion at the Nock</p>	<p>Nock</p>	<p>Our new world language team is off to a great start. We have three new Spanish teachers who come to us with many years of teaching experience.</p> <p>With the support of Dr. Nicole Sherf, we continue to implement an immersive approach to language where teachers are speaking in Spanish for most of the class. 7th and 8th grade students have Spanish daily and the vocabulary and use of Spanish has begun to show up across disciplines with word walls in all our classrooms. Look for daily announcements and a virtual after school Mexican cooking class to come in the weeks ahead!</p>
	<p>Remote</p>	<p>RA students in grades 7 & 8 will be starting Spanish next week.</p>
<p>What has been the messaging about screen time and homework?</p>	<p>Gr 1-3</p>	<p>We understand that children in this age group cannot be expected to stay online all day. To that end, we have communicated that all students should log on to the morning meeting time to help everyone understand what the coming day will hold. Students are also asked to log on for the introduction of new material in Math and ELA, as well as for a closing of the day meeting. We hope to expand some of these times as we move forward. Students are online for greater amounts of time on remote Wednesday.</p>
	<p>Molin Gr 4-5</p>	<p>Our teachers have built in breaks for movement that allow students to get away from their screens. These breaks are embedded in the schedule for both in-school and remote learning days.</p> <p>Our teachers are not assigning homework other than reading and occasionally math fact practice.</p>
	<p>Nock</p>	<p>Last week the administrative team met with each of our teaching teams to assess the start of school and address screen time and homework. Our back to school unit was designed to focus on technology (how to use, how to use appropriately). For this reason, most of our</p>

		<p>lessons now are based on Chromebooks. As we move forward, educators will be assessing their lessons and working as teams to monitor screen time.</p> <p>Since last year we have been working as a district to address homework expectations. Educators are being asked to make sure any homework is tied to their standards-based units and is intentional work that moves a student forward in their skills. As in most years, teams will use their daily meetings to monitor student homework time. Parents concerned with a student spending too many hours on homework are asked to contact teaching teams directly to problem-solve.</p>
	High	<p>Student feedback around homework shows the amount given varies. Some students report having an overwhelming amount and others state that it is reasonable. ILT is working with their departments to steam-line the amount issued across all levels of class.</p> <p>All students have Clipper Block built into their daily schedule on Tuesday and Friday (1:20-2:40). They meet with their advisory teacher (in person or remote) for about 15 minutes for a "check-in". For the remainder of the time they may seek extra help from their other teachers, and may work on school work/homework while in Clipper Block. Also teachers have started coaching students on breaking-up work as students have four classes to prepare for on Monday and Thursday, and three on Tuesday and Friday (when Clipper block comes last). This could help students manage their time on homework when preparing for fewer classes daily.</p> <p>To help with screen time, curriculum teams are working collaboratively to incorporate some independent work that can be done on paper during lessons to help lessen the amount of time students are on the screen.</p>
	Remote	<p>All teachers are providing synchronous and asynchronous assignments as well as off- line investigations and projects such as science labs, reading and projects. Some homework is assigned as an extension to the classwork.</p>

		Explore classes are also delivered asynchronously to RA students.
Other	Prek-K	<p>Overall, parents have expressed that they are pleased with the early childhood model. In addition, teachers stated that they were anxious about how it was going to work while we were planning, but have been pleasantly surprised at how well the model is going.</p> <p>Other highlights include the use of more outdoor space both for instruction and play. We have really spread out across the campus to ensure that students have opportunities every day to be outside while the weather still allows.</p>
	High	The High School has coordinated an NHS student-only SAT. This is set to happen next Wednesday, October 14th. The test will take place at the Nock Middle School since the high school will have students on site and the Nock will not. Seniors were notified in the middle of last week, and we already have close to 100 students registered.

DRAFT

Newburyport Public Schools Fundraising Permission Form

Name of Organization: _____ Date: _____

- School Related Parent Organization *(requires principal & superintendent)*
- School Sponsored Group / Club / Team *(requires principal & superintendent)*
- School Sponsored Activity involving students in fundraising projects via sales within the school *(requires principal & superintendent)*

Contact Person(s): _____ School: _____

Address: _____

Phone: _____ Email: _____

Proposed Fundraiser Activity & Project Description: _____

Date(s) of Fundraising: _____ Anticipated Revenue: _____

What Will Funds Be Used For - List Specific Use: _____

Procedure Established For Handling Of Funds & Expenditures: Yes or No (circle one)

Organization Rep. Signature: _____ Date: _____

Principal or Designee Signature: _____ Date: _____

Superintendent or Designee Signature: _____ Date: _____

NPS FUNDRAISING PROJECT FORM

CHECKLIST

- Submit permission form by due date (no later than 2 weeks before the event).

- Secure approval for fundraiser.

- Submit a recap of fundraiser to Business Office no later than 5 days after fundraiser. Be sure to include how funds were handled, total amount raised and final disposition of the funds (deposited in student activity funds, purchase new uniforms, etc.) This should include what was done with any excess funds (if applicable).

Special Notes:

1. Approved fundraising activities will be listed on a district-wide fundraising calendar which will include start and end dates for each fundraiser. This calendar will be available on the school's website.
2. Approved fundraisers will identify the specific purpose for the use of the funds generated.

If you have any questions, please contact your building principal or the Business Office.
Our goal is to assist you in having a successful fundraising activity.

MASSACHUSETTS ASSOCIATION OF SCHOOL COMMITTEES, INC.

CODE OF ETHICS

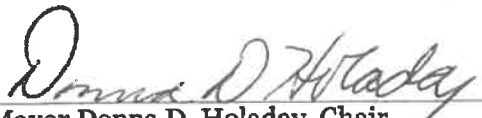
The acceptance of a Code of Ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those State Laws which apply to School Committees since School Committees are Agencies of the State.

This Code of Ethics delineates three areas of responsibility of school committee

1. community responsibility;
2. responsibility to school administration; and,
3. relationship to fellow committee members.

1. A School Committee member in his/her relations with his/her community should:
 - a) Realize that his/her primary responsibility is to the children.
 - b) Recognize that his/her basic function is to the policy-making and not administrative.
 - c) Remember that he/she is one of a team and must abide by, and carry out, all committee decisions once they are made.
 - d) Be well informed concerning the duties of a committee member on both a local and state level.
 - e) Remember that he/she represents the entire community at all times.
 - f) Accept the office as a committee member as a means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her committee activities.
2. A School Committee member in his/her relations with his/her school administration should:
 - a) Endeavor to establish sound, clearly-defined policies which will direct and support administration.
 - b) Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
 - c) Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.
 - d) Give the chief administrator full responsibility for discharging his professional duties and hold him/her responsible for acceptable results.
 - e) Refer all complaints to the administrative staff for solution and only discuss them at committee meetings if such solutions fail.
3. A School Committee member in his/her relations to his/her fellow committee members should:
 - a) Recognize that action at official meetings is binding and that he/she alone cannot bind the committee outside of such meetings.
 - b) Realize that statements or promises should not be made regarding how they will vote on matters that will come before the committee.
 - c) Uphold the intent of Executive Sessions and respect the privileged communication that exists in executive sessions.
 - d) Not withhold pertinent information on school matters or personnel problems, either from members of his/her own committee or from members of other committees who may be seeking help and information on school problems.
 - e) Make decisions only after all facts on a question have been presented and discussed.

**Code of Ethics accepted at Organizational School Committee meeting of
January 21, 2020**



Mayor Donna D. Holaday, Chair



Bruce Menin, Vice Chair



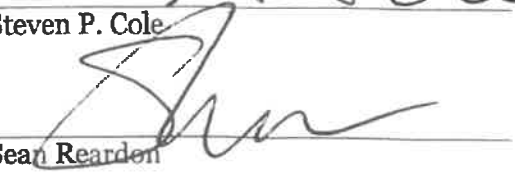
Brian Callahan



Steven P. Cole



David Hochheiser



Sean Rearden



Sheila Spalding



Massachusetts Association of School Committees, Inc.

One McKinley Square, Boston, Massachusetts 02109
(617) 523-8454 (800) 392-6023 fax: (617) 742-4125 www.masc.org

Deborah Davis, President

Date: September 2020
To: MASC member school committees, c/o superintendent of schools
Re: Voting delegate to annual business meeting
Date: ~~DURING JOINT CONFERENCE. FRIDAY, NOVEMBER 8, 3:15PM~~ **SATURDAY, NOVEMBER 7TH 1:00PM**
Location: ~~RESORT AND CONFERENCE CENTER AT HYANNIS~~ **ONLINE. LINK WILL BE SENT TO YOU.**

SECOND NOTICE

In order for your school committee to have a vote at the annual business meeting of the Massachusetts Association of School Committees, it is necessary that an official delegate be designated in pursuance of Article IX, Sec. 6 of the By-Laws, as follows:

All members of the Association, and all members of school committees which are active members of the Association, may attend and speak at any meeting of the Association. Only active members shall be entitled to vote on the election of officers or on any other matter as to which members of the Association shall have the right to vote and each active member shall have one vote. No later than seven days prior to each meeting of the Association each active member shall, by written notice to the Executive Director, designate one of its members as its voting delegate and may by such notice designate one of its members as its alternate voting delegate. All ballots and other votes cast by an active member at any meeting of the Association shall be cast by and only by its voting delegate or if the delegate be absent, by its alternate voting delegate if one shall have been designated.

PLEASE NOTE:

- An official delegate is only that delegate whose school committee has complied with annual dues regulations as spelled out in Article IV of the MASC By-Laws.
- Deadline for receipt of delegate forms by the Executive Director for the 2020 annual meeting is ~~October 16, 2020~~ **October 28, 2020.**

Official Delegate Form

For the school committee of _____

The official voting delegate is: _____

The alternate voting delegate is: _____

Signed _____

NOTE: In order to register for the annual business meeting, delegates must send in this form. Email to scheesman@masc.org or fax 617-742-4125.

report of the resolutions committee

The members of the Resolutions Committee met virtually on June 25, 2020 to consider resolutions proposed by member districts and the MASC Board of Directors for consideration at the 2020 Annual Meeting of the Association. Members present were: Ellen Holmes, Chair, Ex-Officio, Ashburnham-Westminster Regional; Deborah Davis, Northeast Metropolitan Voc. Tech.; Barbara Davis, Holbrook; Margaret Hughes, Narragansett Regional; Laura Fallon, Northampton; Irene Feliciano-Sims, Holyoke; William Fonseca, East Longmeadow; Jason Fraser, Silver Lake Regional; Beverly Hugo, Framingham; Mildred Lefebvre, Holyoke; Stacey Rizzo, Revere; Wendy Rua, Agawam; Lynn Ryan Assabet Voc. Tech.; Paul Schlichtman, Arlington; and Robert Swartz, Gardner.

The following resolutions were moved forward by the Resolutions Committee and approved by the Board of Directors.

RESOLUTION 1: MCAS AND HIGH STAKES TESTING

(Submitted by the MASC Board of Directors)

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS the COVID-19 Remote Learning Model has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts.

Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.

RESOLUTION 2: COVID-19 STATE FUNDING

(Submitted by the MASC Board of Directors)

WHEREAS if schools are to re-open this fall in the midst of the COVID-19 pandemic, it is the responsibility of each school district to do so safely and responsibly; and

WHEREAS it is the responsibility of the state to ensure that each school district is able to pay for the enormous additional staffing, transportation and material expenses required to do this; and

WHEREAS the state cannot expect mandatory COVID-19 safety guidelines to be followed without also ensuring that each school district has the funds required to implement these guidelines;

THEREFORE BE IT RESOLVED that the state must guarantee every school district full reimbursement for whatever COVID-19 expenses are required to follow state mandates. We must ensure a statewide school re-opening that is safe, responsible and equitable. There can be no unfunded mandates for COVID-19.

RESOLUTION 3: SCHOOL COMMITTEE ANTI-RACISM RESOLUTION

(Submitted by the MASC Board of Directors)

WHEREAS as schools have the responsibility to equip students with their civil right of obtaining a free and appropriate public education, it is the responsibility of each school to ensure we create a welcoming community for ALL students; and

WHEREAS it is the responsibility that every district provide to all district staff, including School Committee members, annual professional development on diversity, equity and inclusion; and

WHEREAS every district will commit to recruiting and retaining a diverse and culturally responsive teaching workforce; and

WHEREAS every district will examine their policies for institutional and systemic racialized practices and implement change with sustainable policies that are evidence based; and

WHEREAS every district will incorporate into their curriculum the history of racial oppression and works by black authors and works from diverse perspectives; and

WHEREAS we as school district leaders can no longer remain silent to the issues of racism and hate that continue to plague our public and private institutions;

THEREFORE BE IT RESOLVED that all the school districts in the Commonwealth should guarantee that racist practices are eradicated, and diversity, equity and inclusion is embedded and practiced for our students, families, faculty and staff.

School Committee members should ensure our that school culture and that of every district in the Commonwealth is anti-racist, and that acknowledges that all lives cannot matter until black lives matter.

RESOLUTION 4: LOWERING THE VOTING AGE FOR MUNICIPAL ELECTIONS

(Submitted by the MASC Board of Directors)

WHEREAS the right to vote is elemental to democracy and that right should be protected and guaranteed to all qualified citizen; and

WHEREAS sixteen and seventeen-year-olds possess the same critical analytic intelligence as eighteen-year-olds; and

WHEREAS in Massachusetts, sixteen-year-olds have been deemed able to consent to sexual intercourse, obtain a learner's permit and driver's license, get married with parental consent, work a full-time job and pay taxes, and be tried as an adult in a court of law; and

WHEREAS the 2018 Act to Promote Civics Engagement mandated an increased emphasis on civics education in Massachusetts Public Schools; and

WHEREAS studies conducted in places with a voting age of 16 have demonstrated that, when partnered with a strong civics education, a lowered voting age results in higher overall civic engagement and voter turnout and higher propensity to develop a lifelong voting habit; and

WHEREAS early voter engagement increases civic participation later in life, which is vital to a democracy; and

WHEREAS turnout among all voters in the United States is decreasing, and a push to vote is much needed for younger citizens; and

WHEREAS 16-year-olds may now pre-register to vote in Massachusetts, which may provide a logistical framework for their local participation; and

WHEREAS the rules of local voting should be a local issue; and

WHEREAS Representative Andy Vargas and Senator Harriet Chandler have introduced the EMPOWER Act (H.720/S.389), which would give municipalities the ability to lower their municipal voting age on local authority;

THEREFORE BE IT RESOLVED that the sponsors call upon the Massachusetts Legislature to pass the EMPOWER Act and take other means necessary to allow cities and towns to establish a minimum voting age of sixteen years for all municipal elections.

RESOLUTION 5: SUPPORTING INCREASED FEDERAL SUPPORT AND STIMULUS FUNDING FOR PUBLIC K-12 EDUCATION

(Submitted by the MASC Board of Directors)

WHEREAS the COVID-19 pandemic is a monumental and unprecedented challenge, emerging quickly and demanding an immediate overhaul of the instructional plans and strategies of school systems across the country; and

WHEREAS the nation's public schools remain committed to delivering high-quality instruction while ensuring the health and safety of our students and staff; and

WHEREAS to date, the employees of the Massachusetts Public Schools have worked around the clock to continue to provide our students and families with access to educational needs such as Chromebooks; and

WHEREAS the Massachusetts Public Schools has maintained payroll for full and part-time district employees, providing stability to our community during economic uncertainty; and

WHEREAS Massachusetts Public Schools have continued to provide daily lunches to students despite a projected shortfall of revenue from the Federal Meals Program; and

WHEREAS these challenges will persist and likely grow as COVID-19 affects our economy and destabilizes funding for public school; and

WHEREAS revenue shortfalls may result in budget cuts and personnel reductions; and

WHEREAS federal legislation has been approved to provide urgently needed funding to underwrite the recovery of the American economy and to support critical public programs, including public education with such examples as American Recovery and Reinvestment Act (ARRA) of 2009, additional funding for the Education Jobs Fund to help school districts retain existing employees, recall former employees, and hire new ones, and the recent Coronavirus Aid, Relief, and Economic Security (CARES) and other measures to stabilize public education and other public programs; and

WHEREAS public education is one of the largest employment bases of any field or industry; and

WHEREAS research has repeatedly found a strong causal relationship between levels of schooling and wages that individuals earn over a lifetime; and

WHEREAS for public schools to thrive and for our students to realize a bright and productive future, the federal government needs to make a substantial new investment in our well-being; and

WHEREAS it is likely that further emergency legislation will be required to underwrite the cost of public safety supplies, technology, and personnel to maintain the status of public schools; and

WHEREAS this level of funding is the minimum needed by the nation's public schools to sustain and accelerate their academic achievement trends over the past decade, including gains in reading and math achievement that outpace the national average; and

WHEREAS the governor and General Court may be able to access additional state revenues through use of accumulated reserves or through the implementation of progressive tax legislation;

THEREFORE BE IT RESOLVED that MASC align with state superintendents of schools and urge the Massachusetts Congressional Delegation and state legislators to advocate for and approve additional education funding for our nation's public schools through the enactment of progressive tax legislation.

RESOLUTION 6: RETENTION OF MEDICAID REVENUE
(Submitted by the MASC Board of Directors)

WHEREAS the Affordable Care Act expanded access for health care to millions of Americans, including thousands of Massachusetts families who have been without health insurance; and

WHEREAS through the expansion of the Medicaid program, more families in economic distress gained access to health insurance and, subsequently, affordable health care; and

WHEREAS the Medicaid program reimburses public school districts for certain clinical services provided to students who may be clients of special education or who experience disabilities, and this revenue provides critical support to the districts and municipalities where they are based; and

WHEREAS the restriction of Medicaid eligibility and reduction of funding would require the Commonwealth to choose between extraordinary state budget increases to fill the gap or absorb the cost of caring for families who could lose health insurance;

THEREFORE BE IT RESOLVED that MASC urges the General Court to require that 100% of Medicaid reimbursements to cities and towns be provided in full amount to the public schools of each municipality, through a school district revolving account, to underwrite the cost of providing an adequate education.

RESOLUTION 7: ATTEMPTS BY US DOE TO DIRECT FUNDING TO PRIVATE SCHOOLS
(Submitted by the MASC Board of Directors)

WHEREAS a recent "advisory" issued by the United States Secretary of Education has inappropriately interpreted language in the recently enacted COVID-19 relief legislation to benefit private schools disproportionately in the distribution of federal funding for economically disadvantaged students; and

WHEREAS in recognition of this executive branch attempt to overreach in the interpretation of a federal statute in devising a formula for the distribution of funds under Title I and other provisions of the Elementary and Secondary Education Act as revised and reauthorized; and

WHEREAS the commissioner of Education in Connecticut, in citing the Secretary for such a misrepresentation of the law, has advised officials of that state to follow the language of the law rather than the interpretation issued in the "advisory," and thus save thousands of dollars for economically disadvantaged students in the public schools of that state

THEREFORE BE IT RESOLVED that MASC petition the Attorney General of Massachusetts to review and recommend to the Executive Office of Education and the MA Department of Elementary Education to review the formal language of such statutes that determine the distribution of federal funds to benefit economically disadvantaged students and, further that the Attorney General provide legal guidance to state agencies in Massachusetts to implement such formulas based on the actual language and legislative intent of the statute should that be in variance with any "advisory" issued by the United States Secretary of Education.

RESOLUTION 8: MEMBERSHIP OF A SCHOOL COMMITTEE MEMBER ON THE BOARD OF ELEMENTARY AND SECONDARY EDUCATION
(Submitted by the MASC Board of Directors)

WHEREAS the Massachusetts Board of Elementary and Secondary Education (BESE) is established to oversee and implement policy related to public education; and

WHEREAS most boards and commissions in Massachusetts appropriately include representatives of constituent groups subject to the jurisdiction of those boards and commission; and

WHEREAS a glaring omission among members of the BESE is a representative of the people elected to oversee public policy making among the many city, town and regional school district school committees;

THEREFORE BE IT RESOLVED that MASC submit to the General Court proposed legislation that MGL Chapter 15, Section 1E be revised as follows:

Section 1E. There shall be in the department a board of elementary and secondary education, in this chapter called the board, which shall consist of the chairman of the student advisory council established under this section, the secretary of education, in this chapter called the secretary, or her designee, and 9 members appointed by the governor. The 9 members appointed by the governor shall consist of 1 representative of a labor organization selected by the governor from a list of 3 nominees provided by the Massachusetts State Labor Council, AFL-CIO; 1 representative of business or industry selected by the governor with a demonstrated

commitment to education; 1 representative of parents of school children selected by the governor from a list of 3 nominees provided by the Massachusetts Parent Teachers Association; 1 representative from a school committee from a list of three nominees provided by the Massachusetts Association of School Committees and 5 additional members.

RESOLUTION 9: PROVIDING EQUITY FOR SEXUAL ORIENTATION - LGBTQ+ STUDENTS, TEACHERS AND STAFF

(Submitted by the MASC Board of Directors)

WHEREAS gender identity is not listed as a protected class in federal laws; and

WHEREAS LGBTQ+ students, teachers and staff are victims of discrimination, harassment, and at-risk behaviors at rates alarmingly higher than non-LGBTQ+ persons;

WHEREAS the social and emotional wellness of our students has a direct relationship with their academic and future success and that schools have the moral and ethical responsibility to address the whole child so that they may experience success in school and in society; and

WHEREAS school districts that respect and support their teachers and staff by providing an inclusive culture where all can thrive, irrespective of gender identity, are more successful and in turn, are supporting a thriving school climate; and

WHEREAS the Commonwealth of Massachusetts currently recognizes in state law LGBTQ+ as a protected class;

THEREFORE BE IT RESOLVED that MASC file legislation and petition our federal legislative delegation to also file legislation which would have the effect of adding sexual orientation and gender identity to the list of protected classes in order to provide equity and support to our LGBTQ+ students, teachers and staff and petition our legislative delegation.

RESOLUTION 10: RELATIVE TO THE MONITORING OF ATTENDANCE OF STUDENTS DURING THE PANDEMIC

(Submitted by the MASC Board of Directors)

WHEREAS districts are required to have special but comprehensive plans for educating students during the pandemic crisis; and

WHEREAS student attendance is an important element of a district plan for returning-to-school, and school committees apply local policies for student attendance; and

WHEREAS the emergency nature of the pandemic requires that students may need to be educated in such venues as schools, home, institutions or other remote locations; and

WHEREAS circumstances may require that students be absent from school for reasons that may include extended illness, exposure to illness including COVID-19, or the judgment of parents or guardians determining that it is not safe for their children to return to a school building or other learning venue;

THEREFORE BE IT RESOLVED that MASC advocate for legislation and regulation that protect the rights of parents to withhold their children from school for reasons of their health status or health risk and, further,

- That MASC advocate for regulations that hold districts accountable for the attendance of students provide appropriate exemptions for students who experience or require extended absences from school due to health-related issues or concerns due to the COVID-19 pandemic, and further,
- That MASC petition the Board of Elementary and Secondary Education to waive all accountability requirements regarding attendance for the 2020-2021 school year, and
- That such regulations exempt districts from sanction status on the basis of attendance when such absences are related to a public health crisis, including COVID-19.

AMENDMENT FORM

Please indicate which Resolution you are proposing an amendment to, and use the space below to give the language of the proposed amendment.

Resolution 1—MCAS and High Stakes Testing

Resolution 2—COVID-19 State Funding

Resolution 3—School Committee Anti-Racism Resolution

Resolution 4—Lowering the Voting Age for Municipal Elections

Resolution 5—Supporting Increased Federal Support and Stimulus Funding for Public K-12 Education

Resolution 6—Retention of Medicaid Revenue

Resolution 7—Attempts by US DOE to Direct Funding to Private Schools

Resolution 8—Membership of a School Committee Member on the Board of Elementary and Secondary Education

Resolution 9—Providing Equity for Sexual Orientation for LGBTQ+ Students, Teachers and Staff

Resolution 10—Monitoring of Students During the Pandemic

PROPOSED AMENDMENT:

NEWBURYPORT PUBLIC SCHOOLS

2020 OPEN HOUSE SCHEDULE 2020

VIRTUAL

SCHOOL	DATE	TIME
Bresnahan (pk-K)	Thursday, October 22	6 – 8PM
Bresnahan (gr 1-3)	Thursday, October 29	6 – 8PM
Molin	Wednesday, October 21	6:30PM
Nock (gr 6-8)	Wednesday, October 28	6 – 7PM
High	Tuesday, October 27	6 – 8PM