

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting
AMENDED

Monday, November 6, 2023

6:30PM

SC Packet Checklist: SC Business Meeting Agenda November 6, 2023
SC Business Meeting Agenda Notes November 6, 2023
SC Warrant November 6, 2023
SC Business Meeting Minutes October 2, 2023
Student Rep. Report October 2, 2023
SC Business Meeting Minutes October 23, 2023
Student Rep. Report October 23, 2023
School Safety Training Highlights
2023 iReady Presentation
MASC Resolutions 1-8
Proposed Policy Changes:
 Section I – Instruction

**Newburyport Public Schools
Newburyport, MA**

**School Committee Business Meeting - AMENDED
Monday, November 6, 2023**

6:30 PM, NHS Library, 241 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.

Please note: 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. The meeting will be televised locally live on Comcast Channel 9 & streamed via <https://ncmhub.org/share/channel-9/>.

Business Meeting Agenda:

1. Call to Order

2. Public Comment

3. Student & Staff Recognitions

*** *short recess (2-3 minutes)* ***

4. *Consent Agenda (Warrants and 10/2/2023 & 10/23/2023 minutes) – *possible Vote*

5. Student Representative Report

6. School Safety Training Highlights

7. 2023 iReady Presentation

8. *MASC Resolutions 1-8 – *possible Vote*

9. Subcommittee Updates

a. Finance Subcommittee – Brian Callahan

b. Policy Subcommittee – Juliet Walker

➤ Proposed changes to Policy Sections “I” (Instruction) based on the Policy Subcommittee review with MASC. – *1st read*

c. Fundraising Advisory Committee – Brian Callahan

10. Superintendent’s Report: *School-based Budget Workshops, FY25 Budget Guidelines, Superintendent’s Advisory Council, Changes Related to SBIRT Screening, Special Ed Director Hiring Update*

11. New Business

***Executive Session** – vote

For the purpose of discussing possible litigation and legal matters, and not to reconvene in Open Session.

*Possible Vote

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 - AMENDED**

**Monday, November 6, 2023
6:30PM @ NHS Library, 241 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. The meeting will be televised locally live on Comcast Channel 9 or stream via <https://ncmhub.org/share/channel-9/>.

Business Meeting Agenda:

3. Student & Staff Recognitions:

Griffin Laplante, grade 12, will be recognized for being an outstanding friendly & conscientious hard worker in the High School's Main Office, as well as for assisting with the hand delivery of letters regarding the recent school safety training to all abutters of the high school.

High School Science teachers Erin Hobbs (Biology) & Catherine Taggart (Chemistry) will be recognized for their leadership, hard work and dedication as the NEASC Accreditation Coordinators over the past 1 ½ years.

*** short recess (2-3 minutes) ***

4. *Consent Agenda (Warrants and Minutes 10/2/2023 & 10/23/2023) – possible Vote
5. Student Representative Report: *NHS students Elizabeth Homer & Theo Roberts will provide the report.*
6. *School Safety Training Highlights: James Antonelli, School Safety Liaison, will provide highlights of a recent school safety training that was held at the high school with the Newburyport Police and Fire Departments and EMT services.*
7. 2023 iReady Presentation: *Assistant Superintendent LisaMarie Ippolito will discuss the beginning of the year iReady diagnostic report data for literacy (4-8) and math (K-8) (enclosed).*
8. *MASC Resolutions 1-8 – possible Vote
The eight resolutions, along with descriptions, are enclosed in the packet. Members will review and decide if they wish to support the resolutions or not. The MASC Annual meeting will be held in Hyannis on Wednesday, November 8, 2023.
9. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Juliet Walker
 - *Proposed changes to Policy Section “I” (Instruction) based on the Policy Subcommittee review with MASC. – 1st read
 - c. Fundraising Advisory Committee – Brian Callahan
10. Superintendent’s Report: *School-based Budget Workshops, FY25 Budget Guidelines, Superintendent’s Advisory Council, Changes Related to SBIRT Screening, Special Ed Director Hiring Update*
11. New Business

***Executive Session – vote**

For the purpose of discussing possible litigation and legal matters, and not to reconvene in Open Session.

- FYI: Upcoming Dates:**
- ✓ **Early Release Day:** Tuesday, November 7, 2023
 - ✓ **SEPAC meeting:** Wednesday, November 8 @ 6PM, virtual
 - ✓ **NEF Auction – LIVE –** Saturday, November 11 @ 6PM
 - ✓ **Policy Subcommittee Meeting:** Monday, November 13 @ 6PM
 - ✓ **Joint City Council & School Committee Joint meeting:** Tuesday, November 14
 - ✓ **Molin/Nock Budget Workshop:** Wednesday, November 15 @ 6PM
 - ✓ **Finance Subcommittee Meeting:** Thursday, November 16 @ 9:30AM
 - ✓ **NHS Budget workshop:** Thursday, November 16 @ 6PM
 - ✓ **School Committee Business meeting:** Monday, November 20 @ 6:30PM

*Possible Vote

School
Committee
Warrant

WARRANT 8103 FY24

A-Warrant

November 6, 2023

Warrant 8103	\$ 444,817.80
Warrant	\$
A-Warrant	\$ 10,455.58

TOTAL of Warrant **\$ 455,273.38**

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
Newburyport High School, 241 High Street, Newburyport, MA 01950
Monday, October 2, 2023

Present: Sarah Hall, Juliet Walker, Bruce Menin, Brian Callahan, Steve Cole and Breanna Higgins. **Absent = Mayor Sean Reardon**

CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE:

Vice Chair Sarah Hall called the Business meeting of the Newburyport School Committee to order at 6:32 PM. Roll call found all members present except Mayor Sean Reardon. All those present stood for the Pledge of Allegiance.

PUBLIC COMMENT:

Katie Suchecki, 8 Toppans Lane: She is Co-President of the PTO and part of that role is to act as the liaison between parents and school officials. At the last PTO meeting parents brought up their concerns related getting their children to school safely. The PTO has met with Mayor Reardon and Superintendent Gallagher. They would like all School committee members to be fully committed to finding a solution to the problem of filling Crossing Guard positions.

STAFF RECOGNITION:

Three Special Education Team Coordinators were recognized in appreciation of their leadership, hard work and outstanding efforts to ensure the success of our students! Jeanna Guardino (High School), Elise Comeau (Nock/Molin) and Erin Gibson (Bresnahan)

*** short break ***

CONSENT AGENDA:

Warrants:

Motion:

On a motion by Brian Callahan and seconded by Bruce Menin it was

VOTED: to approve, receive and forward to the City Auditor for payment the following Warrant:

Warrant 8099	\$216,659.60
Warrant 8100	<u>\$ 75.00</u>
	\$216,734.60 Total

Motion Passed

Mayor Sean Reardon absent

Minutes:

Motion:

On a motion by Brian Callahan and seconded by Bruce Menin it was

VOTED: to accept the minutes of the September 18, 2023 School Committee Business meeting.

Motion Passed

Mayor Sean Reardon absent

Student Report:

Newburyport high school students Elizabeth Homer and Theo Roberts provided the student report which included news regarding the high school’s recent college fair, fall rally, a NEASC visit and national merit commendation. (attached)

NESDEC Executive Search Overview

- Superintendent Sean Gallagher introduced David DeRuosi, interim Executive Director of the New England School Development Council (NESDEC).
- David stated that Dr. Michael Palladino will be leading Newburyport’s comprehensive search for a new Director of Student Services. He provided an overview of NESDEC’s search process, including information related to communications, timeline, the needs assessment process, advertising, screening procedures, roles, interviews etc.
- A brief Q&A session followed.

Appointment to Whittier Regional School Committee

- Two Newburyport residents submitted letters of interest for the opening for a representative on the Whittier Regional VOTEC School Committee.
- Candidates Donna Holaday and Joseph Spaulding were each given five minutes to address the School Committee to explain their background and qualifications, followed by an opportunity for the SC members to ask questions and then vote.
- Vice Chair Sarah Hall confirmed the appointment of Donna Holaday via the results of a roll call vote. Superintendent Sean Gallagher will notify Whittier Regional of this appointment.

<u>Roll Call Vote:</u>	<u>Member</u>	<u>Vote</u>
	Sarah Hall	Donna Holaday
	Bruce Menin	Donna Holaday
	Steve Cole	Joseph Spaulding
	Brian Callahan	Donna Holaday
	Juliet Walker	Donna Holaday
	Breanna Higgins	Joseph Spaulding
	Mayor Reardon	absent

Results: Donna Holaday = 4 votes
Joseph Spaulding = 2 votes

Special Education Program Overview

- Deb O’Connor, Interim Director of Student Services, provided an overview of the programming and other special education related work being done in the district.
- In addition to providing statistical information (i.e. # of teachers, students etc), Ms. O’Connor summarized the summer work completed by the SPED Administrator Team, as well as provided a brief summary of the Therapeutic Learning Centers, language-based instruction, Independent Development Center, Graduate Program, and various district initiatives.

Proposed Fundraising Advisory Committee

- Brian Callahan briefly reviewed why the committee was proposed.
- Juliet Walker stated the objectives of the committee should be to inform the budget and recommend policies.
- Brian Callahan stated (1) all things obtained through fundraising should be part of the operational budget and (2) anybody who wants to give NPS money has to follow the policy / rules.
- Juliet Walker suggested that deliverables are due by March 1st, with an option to extend to the end of the year.
- Brian will provide a list of members for the next school committee meeting and will schedule the first meeting before November.

Motion:

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

VOTED: to form a Fundraising Advisory Committee as stated in Policy BDF, to develop guidelines to School Committee decisions related to fundraising for athletics, clubs, student body activities, and external organizations such as PTO and NEF, particularly when the purpose of the fundraiser is to supplement the operational budget.

Motion Passed

Mayor Sean Reardon absent

*** short break ***

SUBCOMMITTEE UPDATES:

Finance Subcommittee:

- They have not met.

Policy Subcommittee:

- Juliet Walker reviewed the summary of policy revisions that were presented for a second reading for policy manual Sections D through H (details in the packet), with the following exceptions:
 - *EC – Buildings & Grounds Management:* hold for review by City
 - *EEAG – Student Transportation:* hold to review insurance requirements for personal vehicles
 - *EFD – Meal Charge Policy:* hold for another review with staff
 - *FF – Naming New Facilities:* hold; referred to legal counsel for review
 - *GBEBD – Online Fundraising and Solicitations – Crowdfunding:* hold for review
- Steve Cole would like to have the aggregate # for Principal raises presented annually for approval by the school committee as shown in Policy GCBB – Employment of Principals.

Motion:

On a motion by Juliet Walker and seconded by Bruce Menin it was
VOTED: to approve the policies presented tonight in Section “D”.

Motion Passed
Mayor Sean Reardon absent

Motion:

On a motion by Juliet Walker and seconded by Bruce Menin it was
VOTED: to approve the policies presented tonight in Section “E”, except policies EC, EEAG and EFD, which are still being held.

Motion Passed
Mayor Sean Reardon absent

Motion:

On a motion by Juliet Walker and seconded by Bruce Menin it was
VOTED: to approve policy FF – Naming New Facilities as presented.

Motion Passed
Mayor Sean Reardon absent

Motion:

On a motion by Juliet Walker and seconded by Bruce Menin it was
VOTED: to adopt the policies in Section “G” as presented.

Motion Passed
Mayor Sean Reardon absent

Motion:

On a motion by Juliet Walker and seconded by Bruce Menin it was
VOTED: to approve the policies in Section “H” as presented.

Motion Passed
Mayor Sean Reardon absent

SUPERINTENDENT’S REPORT:

- Superintendent Gallagher provided dates for the school-based budget workshops: Bresnahan (November 2), High School (November 15) and Nock/Molin November 16.
- A brief summary of the NEASC Accreditation process and recent visit by NEASC to the high school was provided by Superintendent Gallagher. He thanked Team Chairs Erin Hobbs and Catherine Taggart, as well as team members, for their dedication and hard work over the

past year preparing the report and gathering evidence. He explained that the high school will receive a final report from NEASC containing short and long term goals.

- Superintendent Sean Gallagher thanked City Councilor Jennie Donahue for her involvement in getting the Nock auditorium upgraded with assisted listening systems in preparation of the October 13th showing of Crip Camp.
- The high school held an open house on September 21st and the Molin held their open house on September 28th.
- A Cape Ann League Sportsmanship Summit was held on September 28th at the Senior Center. Sixty student-athletes from 12 CAL schools attended. The summit focused on various workshops regarding spectator behavior at games.

NEW BUSINESS:

- October 16th School Committee meeting has been rescheduled to October 23rd.
- The first Walk & Roll Wednesday kick off with NYS will be on October 11th.
- Julie Walker is concerned about the crossing guard issue and would like to work collaboratively with the Mayor to share information and have better communication. Juliet Walker will reach out to the Public Safety committee.
- James Antonelli is organizing an onsite safety drill with the Newburyport Police and Fire departments. The date is tentatively scheduled for Saturday, October 21 at the high school.

Executive Session:

On a motion by Sarah Hall and seconded by Steve Cole it was

VOTED: that we move to Executive session for the purpose of discussing possible litigation and legal matters, and not to reconvene in Open Session. (9:23PM)

Motion Passed

Roll Call Vote

Breanna Higgins	yes
Juliet Walker	yes
Brian Callahan	yes
Steve Cole	yes
Bruce Menin	yes
Sarah Hall	yes
Mayor Reardon	absent

Submitted by: Lizzy Homer & Theo Roberts
Location – High School

NEWS FROM THE HIGH SCHOOL

It was great to see so many students and families participate in the College and Career Fair last night. Switching to a regional model has helped recruit a larger number of colleges and employers to participate. Thank you to Mr. Smith from our College and Career Resource Center for coordinating this event as we work to support all of our students to develop flexible post-secondary plans.

Last Friday's Fall Rally allowed our students and staff to have some fun while recognizing different areas of the high school. The students brought the energy level up a notch as we celebrated our fall teams along with the unveiling of the Sailbot Championship trophy. The Clipper's Cheer Team led us in spirit cheers, and our Band enhanced the festive feeling of the rally. Also thank you to Alex Sullivan for leading us in the Star Spangled Banner. I want to give special thanks to Mr. Pace for his organization of the rally, and also a big thanks to Stephen D'Ambrosio, Carly McDermott, Owen Kreuz, Eli Raymond, AnnieKate Ames, and Ryan Gasbarro for taking the reins on leading the assembly. Also thank you to Mr. Gallagher for doing his yearly cartwheel feat. We hope your shoulder is doing better.

This week, a team of educators part of the [New England Association of Schools and Colleges](#) visited Newburyport High School. Every 10 years high schools undergo a process to measure themselves against the [Standards of Accreditation](#). The team of educators visited classrooms, met with students, parents, teachers, and administration. Over the course of the next month, we will receive a report that highlights our strengths and offers recommendations to incorporate into our school improvement plan. Thank you to all of the students and parents who participated in interviews across the week. Also thank you to everyone for welcoming our visitors across the building.

National Merit Commendation

Matthew Desimio-Maloney and Aimon Fadil received a National Merit Commendation. They are among 30,000 students nationwide who have shown exceptional academic promise based on results from last year's PSAT/NMSQT exam.

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
Senior/Community Center, 331 High Street, Newburyport, MA 01950
Monday, October 23, 2023

Present: Mayor Sean Reardon, Sarah Hall, Juliet Walker (6:48 pm), Bruce Menin, Brian Callahan, Steve Cole and Breanna Higgins

CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE:

Mayor Sean Reardon called the School Committee Business meeting of the Newburyport School Committee to order at 6:30 PM. Roll call found all members present, except Juliet Walker who arrived at 6:48 PM. All those present stood for the Pledge of Allegiance. At this point in meeting, Sarah Hall took over.

PUBLIC COMMENT: none

STUDENT RECOGNITIONS: Superintendent Gallagher introduced students in grades 4-10, who received a perfect score on at least one section of the 2023 ELA, Math, or Science MCAS test. The students were awarded a certificate for Academic Excellence as follows:

Grade 4 ELA: Noah Dutcher

Grade 5 ELA: Soraya Boisvert

Grade 7 ELA: Quinnlan Fenn, Abigail Moriart, and Audrey Roebuck

Grade 8 ELA: Logan MacKnight, Colin Curran, and Madison Butler

Grade 10 ELA: Alexandra Hillger

Grade 8 Math: Andrew Hall, Calvin Eaton, Maxwell Macarone, and Noah Tarkan

Grade 10 Sci/Biology: Madeleine Jackman, John Murray, Charlotte Zeller, Parker Harding, Sofie LaFranchise, Mollie Smith, Alexandra Hillger, Beck Andreliunas, Kyle Lisauskas, Molly Grant, and Andrew Hall

STAFF RECOGNITION: Nock Middle School Principal, Nick Markos, recognized educator Kyle Hildebrand for his professionalism, dedication and commitment in the school and especially for his work with teacher leadership.

CONSENT AGENDA:

Warrants:

Motion:

On a motion by Brian Callahan and seconded by Steven Cole it was

VOTED: to approve, receive and forward to the City Auditor for payment the following Warrant:

Warrants (8101 & 8102 & A) \$886,132.06

Motion Passed

STUDENT REPRESENTATIVE REPORT: NHS student, Theo Roberts, provided the student report that included news from the Bresnahan, Molin, Nock and High School (attached).

MCAS 2023 PRESENTATION:

Supt. Sean Gallagher, along with the four building principals, presented a district overview of the Data Report, which summarized the results of the 2023 MCAS testing. Details can be found here:

<https://www.newburyport.k12.ma.us/cms/lib/MA50010879/Centricity/Domain/20/2023%20MCAS%20report%2010.30.23.pdf>

Testing Requirements

Students in grades 3-8 take English Language Arts (ELA) and math tests every year, grades 5 and 8 take the Science and Technology/Engineering test, grade 9 takes Biology, and grade 10 takes ELA and math. DESE provides the individual student reports, which schools mail to Parents/Guardians in early October.

Each principal shared areas they would like to work on.

Juliet Walker would like to challenge the district to compare itself to similar districts when presenting MCAS data.

Rupert A. Nock Leadership Program Overview

Nock Middle School Principal, Nick Markos, presented an overview of a Student Leadership Summit that was held on October 18, 2023 in partnership with Teen Truth. Principal Markos shared the theme of the day, leading message, goals of the day, as well as various activities that the students completed. The event was very successful in bringing a group of diverse students together, and Principal Markos already sees a change in the students.

SUBCOMMITTEE UPDATES:

Finance Subcommittee:

Brian Callahan stated the committee met on October 12th, which included continued discussions around Athletic fundraising. *Vice-Chair Hall* remarked that she is glad Brian is taking on the Fundraising Advisory Committee, and hopes to see training for coaches on fundraising. *Steve Cole* commented that athletics should be funded properly so coaches don't have to find ways to get money to run.

Policy Subcommittee:

Juliet Walker reported Policy Sections I and J will be reviewed at their next meeting on October 30.

SUPERINTENDENT'S REPORT:

Superintendent Gallagher reported on the first Safety Drill & Training event held on Saturday, October 21st at NHS with the Newburyport Police, Fire and EMT departments. The drills went well and cooperation between all of the organizations was impressive.

NEW BUSINESS:

Juliet Walker said she attended a meeting where lack of crossing guards was discussed and also the expansion of the Walk & Ride program.

The November 6th School Committee Business meeting will be at the Newburyport High School Library at 6:30 PM, due to the election set up at the Senior/Community Center.

ADJOURNMENT:

Motion:

On a motion by Sara Hall and seconded by Brian Callahan it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:27 PM.

Motion Passed

City of Newburyport

School Committee Business Meeting

Newburyport Senior Center, October 23rd, 2023

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Student Representative Report by Theo Roberts

Thank you Mrs. Hall, and good evening. Here are the latest updates from the Bresnahan, Molin, Nock and High Schools.

Bresnahan:

Students at the Bresnahan Elementary School now have another game to play at recess with the opening of a new “Gaga Ball” Pit. Gaga Ball is a very accessible and simple game that all Bresnahan students now have access to. I’d like to thank George Goich, an NHS Student, for dedicating his time and resources to the construction of this ball pit as one of his Eagle Scout projects.

In the Science department, Mass Audubon visited 3rd grade students as a part of the Unit on Animal Adaptations. In particular, students learned about our local Owl populations--their behaviors and adaptations--and even had a chance to dissect an owl pellet.

There was another owl opportunity at the Bresnahan with our Kindergarten students, who got the chance to experience live owls through the “Windows on Wildlife” program. Many thanks to the PTO for sponsoring this program.

In other news, the Bresnahan school had their dedicated Safety Week last week, with a school-wide assembly and morning discussions about emotional safety and coping strategies. The goal of the program is to make the Bresnahan a safer place by working together on important emotions.

Lastly, early literacy screening results will be sent home this week from the assessment held a few weeks ago. Students at the Bresnahan are tested per Massachusetts state regulation 603 CMR 28.03(1)(f), which requires all public schools to assess the reading skills of students in grades K-3 at least twice a year. The data from this screening will be used to determine each individual student’s risk for reading difficulty and to provide a guide as to how to provide intervention and support.

Molin:

We'll now move on to the Low Street schools, starting with the Molin. The Similarity Awareness Program will return to the Molin this year. This Molin will conduct various activities and discussions at first to get students thinking about the similarities that everyone shares, including those with disabilities. Northeast Passage, a nonprofit from Durham, NH, is bringing in wheelchairs and accessories to teach the students about how impaired students can still be included in sports or games.

4th Grade students will have quite the experience this week with exotic and unique animals from the "Curious Creatures" organization. Their professional exhibitors will teach respect and appreciation for these animals through a variety of hands-on presentations, which include interesting facts about the animals and their habitats.

This past Friday, the PTO hosted the annual Molin Pasta Night and Clipper Pride Rally. Families with younger students went to the Molin cafeteria for pasta, deserts and games before heading to the High School to cheer on the football team.

Lastly, the Molin School Adjustment Counselors Maggie Flaherty and Siobahn Green are running two awareness campaigns this month. The first is the Bullying Prevention Unit, being taught to all fourth and fifth graders. There are 4 lessons assigned to each student, along with a virtual classroom with resources for students and educators. Ms. Flaherty and Ms. Green have also posted a virtual classroom created by The Learning Nest to raise awareness about Dyslexia in our schools.

Nock:

At the Nock Middle School, students have begun to prepare for their own student-led conversations. Students and advisors are working together to gather information such as academic grades, i-Ready baseline data and MCAS scores to support these conversations. Students are using their advisory time to build their own story around this data, as well as how they personally think their year has gone so far.

The 7th Grade field trip program has also begun. Students visited Maudslay State Park for a science scavenger hunt, went Kayaking in the Merrimack River, and ventured down to the Sandy Point Reservation to test water salinity levels.

Lastly, 45 Nock students attended a two hour leadership summit led by JC Pohl from Teen Truth. At this meeting, students discussed the challenges that they face both in and out of school, and the possible solutions that they could use to develop an action plan.

High School:

Finally, we have some news from the NHS. Athletic teams have continued to excel in the fall season. A big congratulations to our athletes, coaches, trainer and athletic director on earning yet another Dalton Award for their accomplishments last year. The Dalton Award recognizes athletic programs with the largest winning percentage across all sports in a school year. This is the third year that our High School has won this award.

Speaking of athletics, I'd like to congratulate our own NHS football team for their 42-0 victory at last Friday's homecoming game. Over half of the school participated in both the game and the dance afterward.

Lastly, I would like to recognize all of the seniors who are a part of Mr. LaChapelle and Mr. Hill's civics classes. Over the past few weeks, they have organized a sophisticated forum for Newburyport City Council and School Committee candidates. And of course, thank you to all of the candidates for their willingness to participate in these activities.

That is all from me this evening, I'll now turn things back over to Mrs. Hall. Thank you.

Newburyport Public Schools

School Safety

School Safety Training- Saturday, October 21, 2023

- **Thank you to Supt. Gallagher, Asst. Supt. Ippolito, and Principal Wulf for supporting this training**
- **Thank you to Marshall Mark Murray and Lt. Rick Siemasko Newburyport Police Dept., Captain Steve Bradbury, Newburyport Police Dept. and Robert White from Cataldo Ambulance Services**
- **A special thank you to the primary trainers for this coordinated event, patrolman Robert Coppola and patrolman Shawn Eaton from the Newburyport Police Department and officer Adam Lischinsky from the Salisbury Police Department**

What did the training and drills look like?

- **PowerPoint presentation in the morning outlining direct and indirect support during a crisis**
- **A review of specific scenarios and expected responses from each responder**
- **Video clips from a variety of cases**
- **How to demonstrations (tourniquet usage, packing a wound, etc)**

Training and Drills

- **Using specific predetermined scenarios, first responders had to react to each crisis (intruder in the building, armed intruder in the building with shots fired and injured individuals)**
- **Using two rooms on the second floor, police had to secure the area and neutralize the intruder**
- **Next the fire department alongside EMS services had to coordinate supporting the injured**
- **Q and A after each scenario**

School Safety Training- Saturday, October 21, 2023

The hope is that we can provide similar training and drills each year at the other schools within the district.

Nock/Molin Upper Elementary / Middle School

Bresnahan Elementary

Feedback from the first responders was very positive!

Updates to School Safety

Updated the District Emergency Operations Manual (LisaMarie Ippolito)

Created and simplified a school safety checklist for building principals, built off of the PASS (Partner Alliance for Safer Schools)

Attended a NERAC School Safety Seminar (Supt. Gallagher and Dean Antonelli- October 5, 2023 (NEARC-Northeast Homeland Security Regional Advisory Council)

Attending a MYP School Safety Summit on Tuesday, November 14, 2023- Dean Antonelli (MYP- Massachusetts Partnerships for Youth)

Building Updates / School Safety - thank you to Steve Bergholm, Director of Facilities

Magnetic Door Strips

Red/Green Binders- with class rosters

Review of panic buttons connected to NPD

20 new cameras at NHS

Door numbers being added (outdoor and indoor)

Booklets added to NPD vehicles for school door numbers/overhead views

Protective film for glass in school vestibules (estimate being reviewed)

Communication Updates / School Safety

Crisis Response Teams at each school (fully established)

Crisis Response Meetings from each school to review reunification and Q & A

Hope Church (Deryk Richenburg, Pastor) very welcoming to NPSS for reunification location- map provided

Binders at reunification site (student contact information)

Medical supply kit (Go-kit) in progress to created for each school for on site evacuation

Communication Updates / School Safety, continued

New radios purchased to school principals to communicate with NFD

Current administrative radios to be updated in order to communicate with NPD (specific channel)

Reviewing an emergency contact called INFORCE 911 which allows teachers to communicate real time with NPD

Media location established at Graf Arena (Steve Moore, Manager)

Salter Bus Transportation (Dave Pulsifer) protocols established for transportation from Newburyport Tennis to Hope Church

Department of Public Services (Wayne Amaral)

Questions or Thoughts?

Thank you!

DATA REPORT

23 -24 iReady Beginning of the Year Diagnostic Report

Introduction

Newburyport Public Schools began implementation of the iReady Diagnostic Tools in the Fall of 2022.

The iReady tools provide educators and students with information on reading and math proficiency and progress.

iReady provides...

- ◆ Educators with standardized, real-time instructional data
- ◆ Students (and their parents/guardians) with individualized information on their strengths and areas for growth
- ◆ A way for teacher and students to set individualized goals for academic growth
- ◆ Provides common data for various staff members to use and collaborate on for particular students (Title I, Special education, English Language students).

Understanding the Data

Students in grades K-8 take the iReady Diagnostic three times a year: beginning, middle and end (with some exceptions).

The diagnostic shows grade level proficiency (where is the student performing based on expected performance for that grade level) and growth (how much has a student grown from the first diagnostic test).

Educators use this information to target instruction, identify students who may need extra support or intervention, and modify their lesson planning.

School leaders use this information as one data point for measuring how the district/school is performing and growing in conjunction with other data tools.

It is important to note that the iReady data is just one tool of many that teachers and administrators use to evaluate instruction and identify students in need of support or more challenges.

Other information that allows educators to create a more complete picture of student performance and progress includes:

- performance on in-class lessons and assessments,
- informal teacher assessment,
- early literacy assessment tools,
- unit curricular assessments
- and other standardized tests (e.g., special education testing, MCAS).

Since every student starts at a different place, each child will have different growth pathways. For some students, a pathway toward proficiency may take multiple years.

Understanding Your Student's i-Ready Diagnostic Results

What is the i-Ready Diagnostic?

The i-Ready Diagnostic is an adaptive assessment that adjusts its questions for each student. As a student answers correctly, the questions get more difficult. As a student answers incorrectly, the questions get easier. This adaptability allows the i-Ready Diagnostic to identify the strengths and opportunities for growth of each student.

Why is my student taking it?

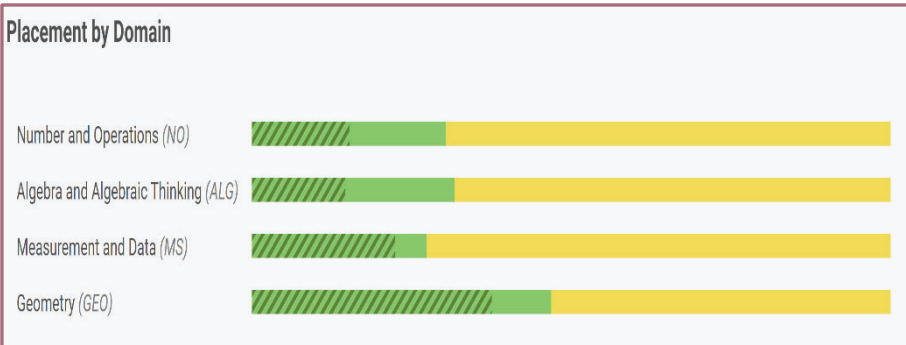
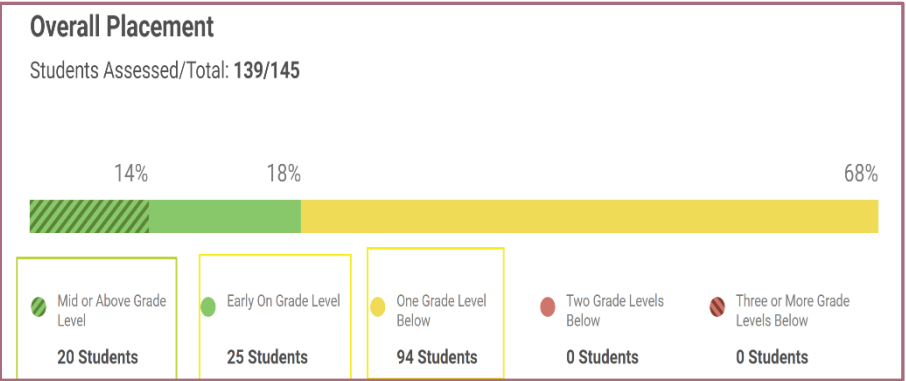
The purpose of the i-Ready Diagnostic is not to give your student a grade but instead to determine how best to support their learning. It will help your student's teacher(s) determine their needs, personalize their learning, and monitor progress throughout the year.

What is a criterion-referenced test?

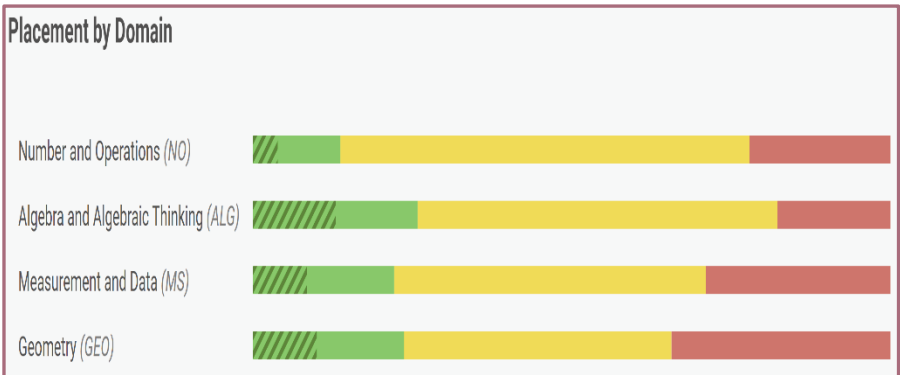
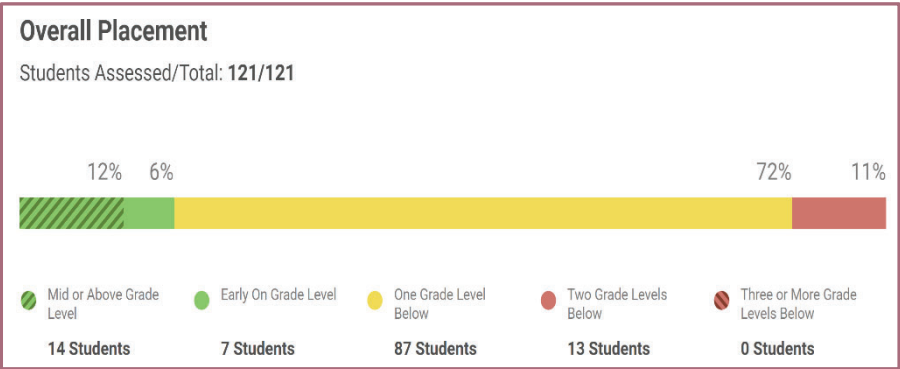
A criterion-referenced test is an assessment that evaluates a test-taker's performance based on specific predetermined criteria or standards. This type of test is designed to measure a person's knowledge and skills in relation to a specific set of objectives or standards, rather than comparing them to the performance of other test-takers (as is the case in norm-referenced tests).



Grade K Math BOY iReady DIAGNOSTIC DATA



Grade 1 Math BOY iReady DIAGNOSTIC DATA

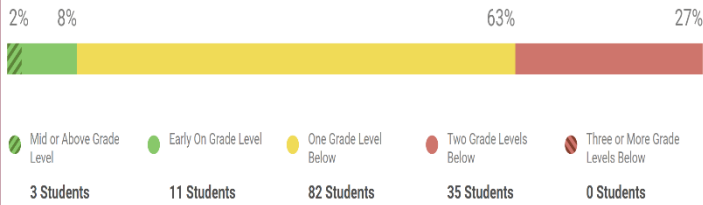


Grade 2

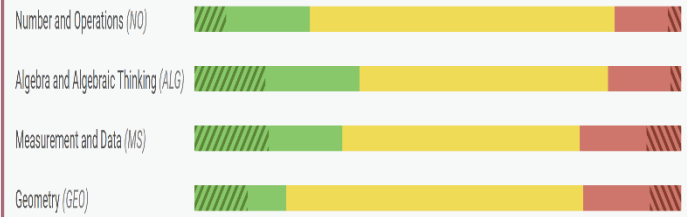
Math BOY iReady DIAGNOSTIC DATA

Overall Placement

Students Assessed/Total: 131/134



Placement by Domain

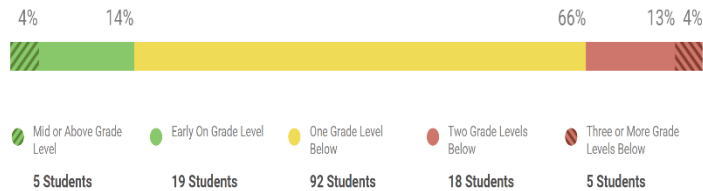


Grade 3

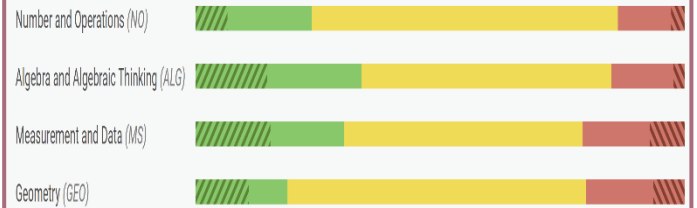
Math BOY iReady DIAGNOSTIC DATA

Overall Placement

Students Assessed/Total: 139/141



Placement by Domain

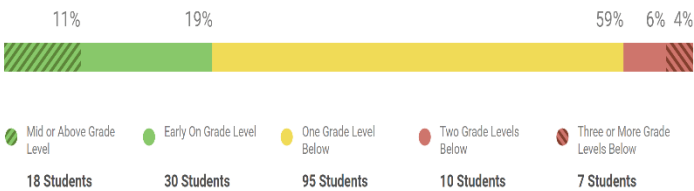


Grade 4

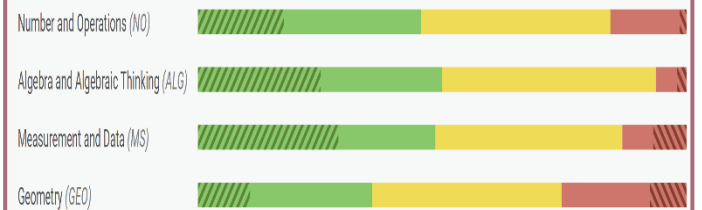
Math BOY iReady DIAGNOSTIC DATA

Overall Placement

Students Assessed/Total: 160/160



Placement by Domain

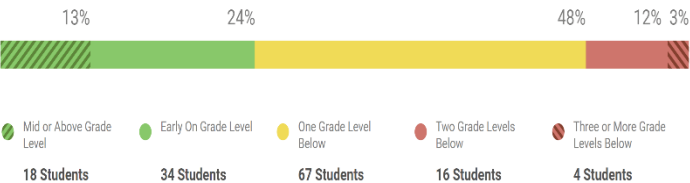


Grade 5

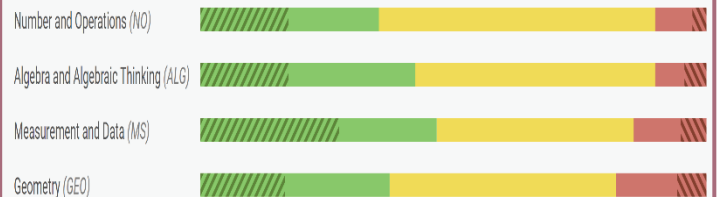
Math BOY iReady DIAGNOSTIC DATA

Overall Placement

Students Assessed/Total: 139/141



Placement by Domain

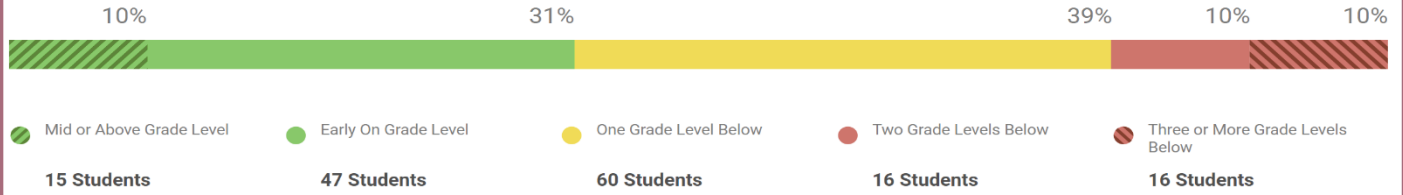


Grade 6

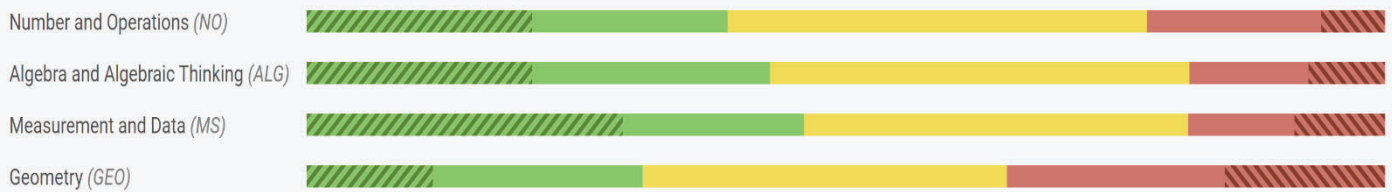
Math BOY iReady DIAGNOSTIC DATA

Overall Placement

Students Assessed/Total: 154/160



Placement by Domain

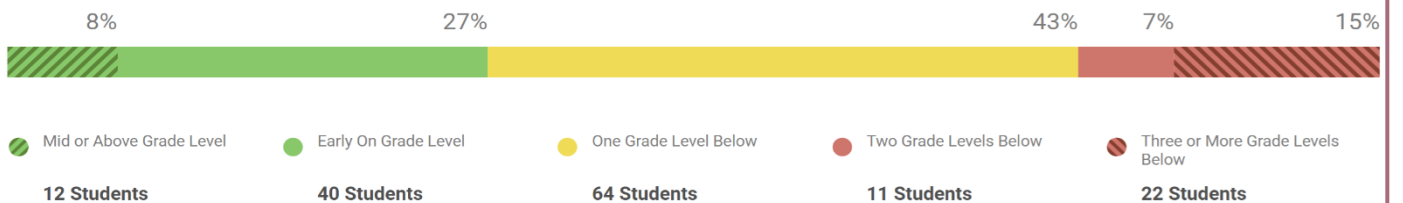


Grade 7

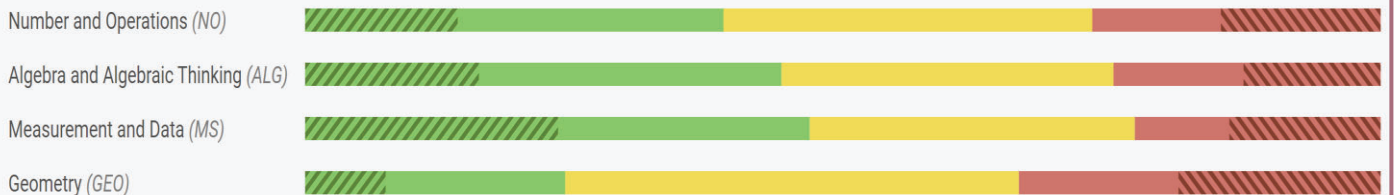
Math BOY iReady DIAGNOSTIC DATA

Overall Placement

Students Assessed/Total: 149/155

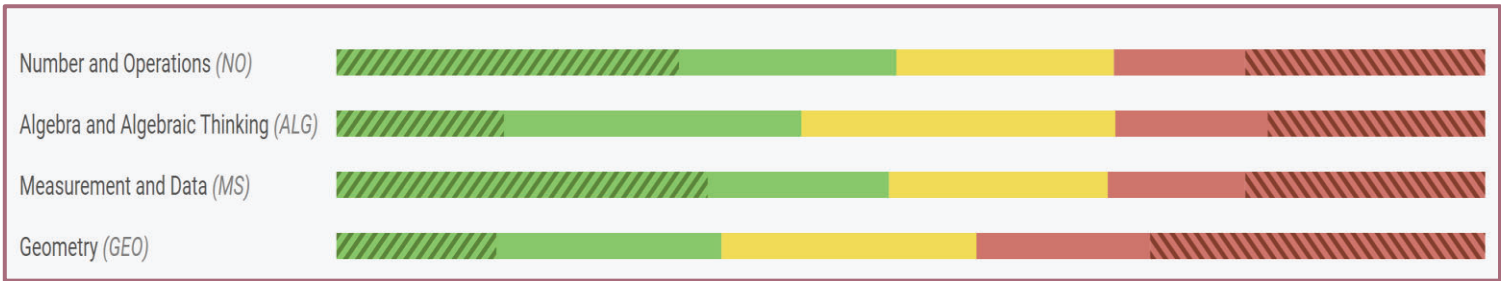
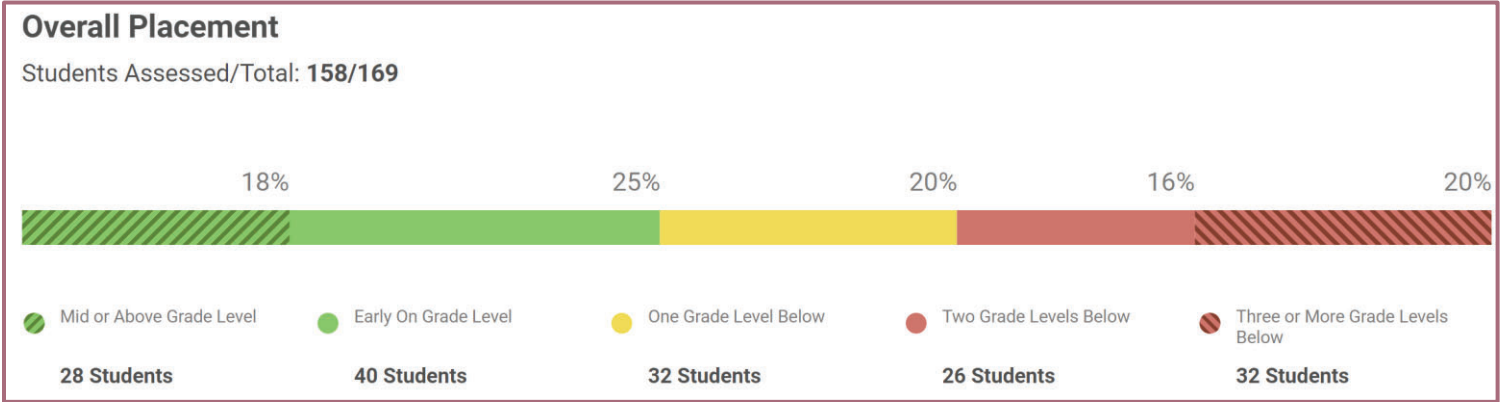


Placement by Domain



Grade 8

Math BOY iReady DIAGNOSTIC DATA



5 PILLARS OF READING

Phonological Awareness

This is a broader term that describes all levels of the speech sound system. Having an awareness of the following concepts: words within sentences, rhyming units within words, beginning, medial, and final sounds within words, syllables within words, and phonemes within words (phonemic awareness). It is a more encompassing and complete term than just phonemic awareness.

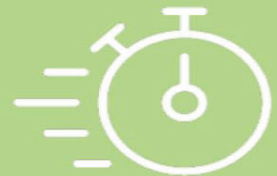


Phonics

This refers to the relationship between letters in written language and the individual sounds in spoken language the letters represent. The explicit and systematic teaching of the sound-spelling relationships (phoneme-grapheme relationships) is essential if we want our students to be able to eventually comprehend a text.

Fluency

The ability to automatically read words, phrases, and entire sections of text quickly, accurately, and with understanding. While speed is one element of fluency, it is not the end goal. When we think of fluency, we should think of our students being efficient readers who can apply a variety of word recognition and comprehension skills at the same time.

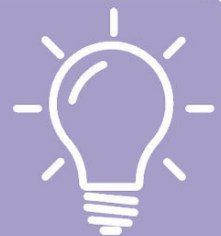


Vocabulary

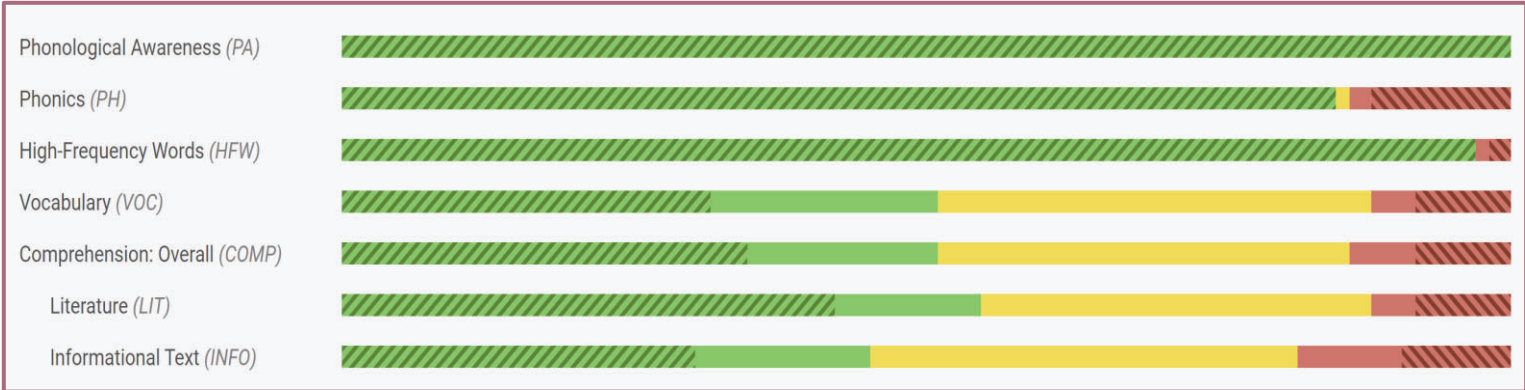
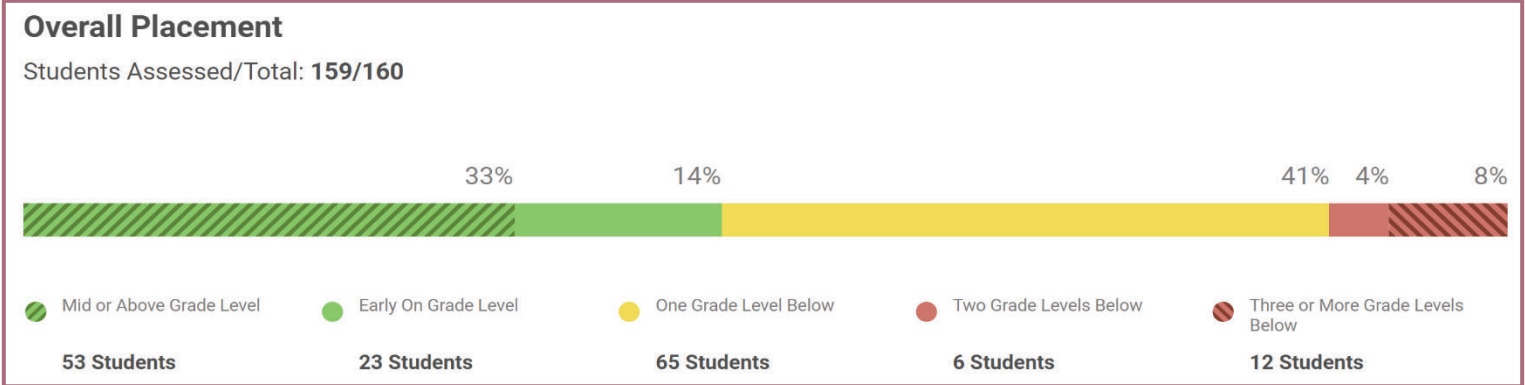
The term that describes all the words in a language that are used to understand and communicate. When we think of supporting students' vocabularies, we want to focus on their breadth (the size of their vocabulary), their depth (the richness of words they know), and their fluency (how quickly they can access the meaning of words).

Comprehension

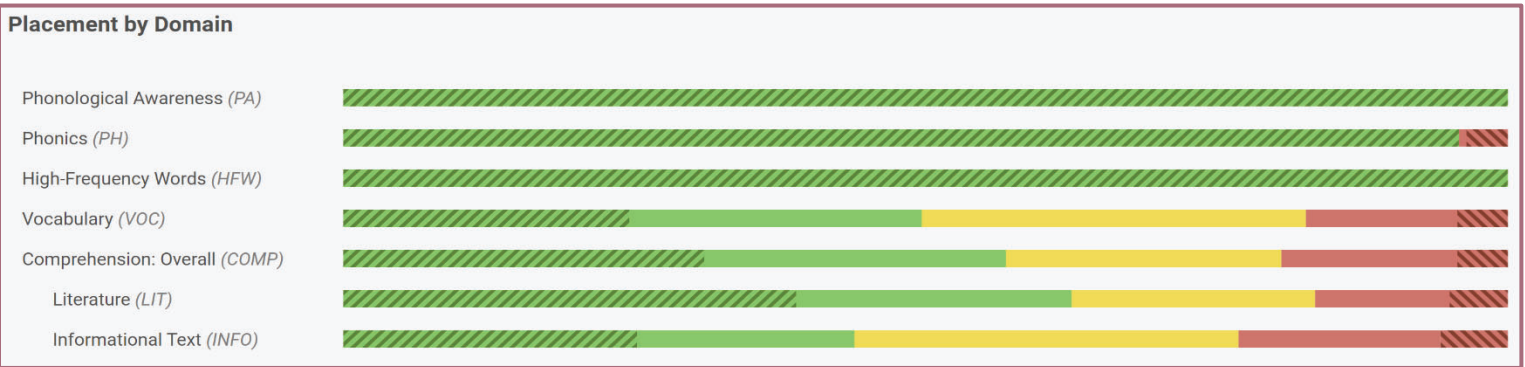
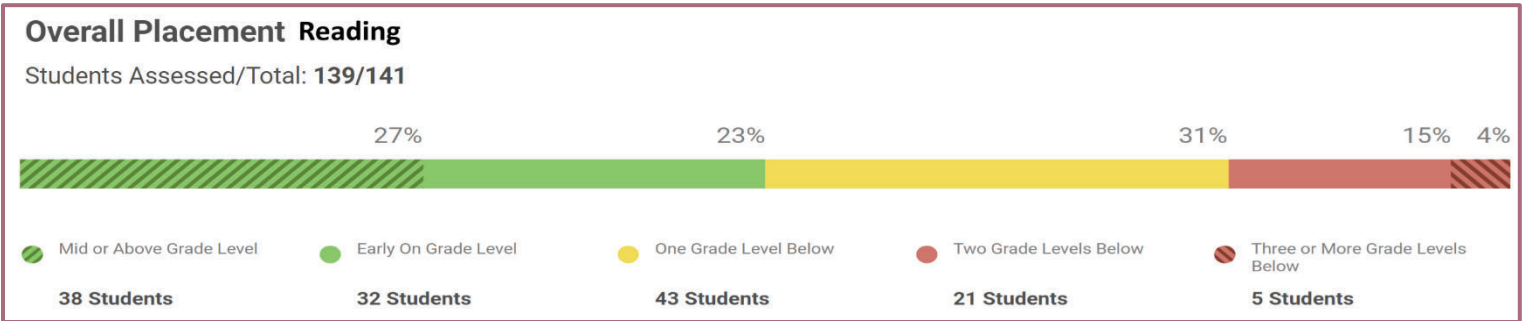
Comprehension is the ultimate goal of reading. When students comprehend a text, they are able to extract meaning and understanding from a written passage when read. There are multiple sub-skills and components necessary (including the other four pillars of reading) in order for students to successfully comprehend a text.



Grade 4 ELA BOY iReady DIAGNOSTIC DATA

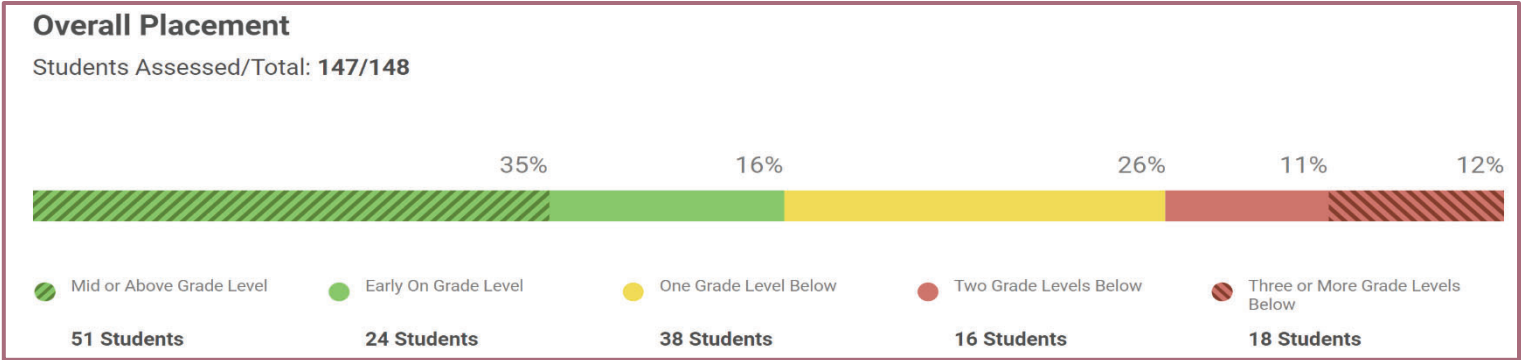


Grade 5 ELA BOY iReady DIAGNOSTIC DATA



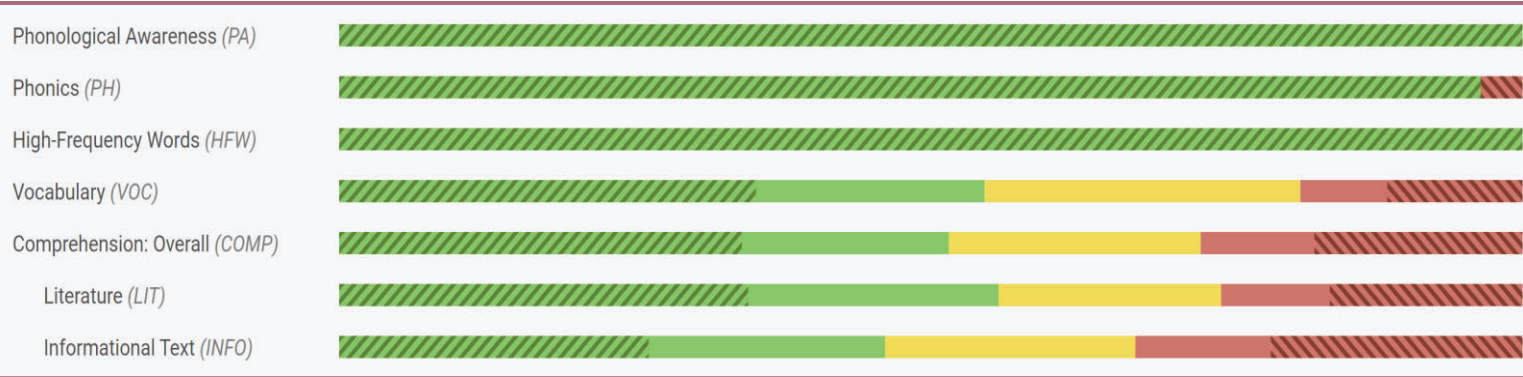
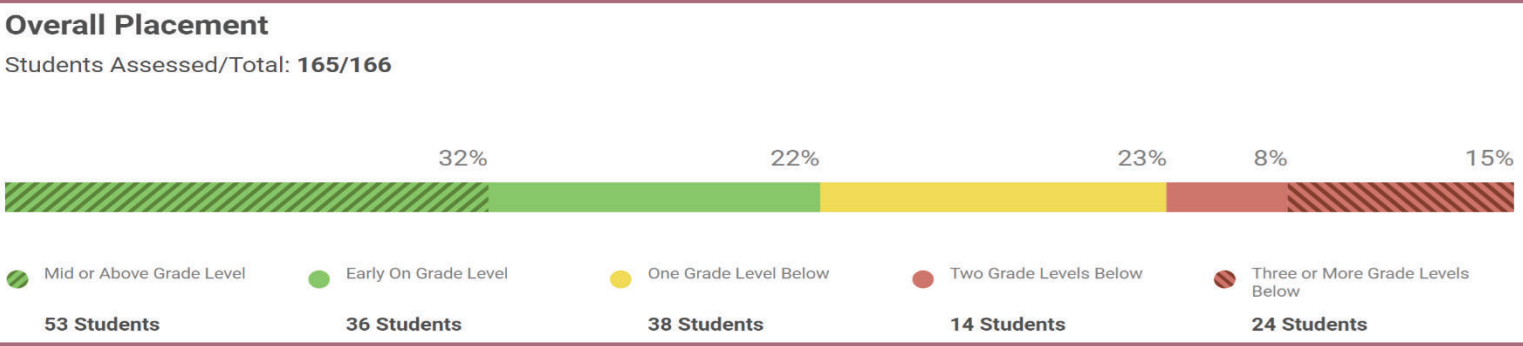
Grade 6

ELA BOY iReady DIAGNOSTIC DATA

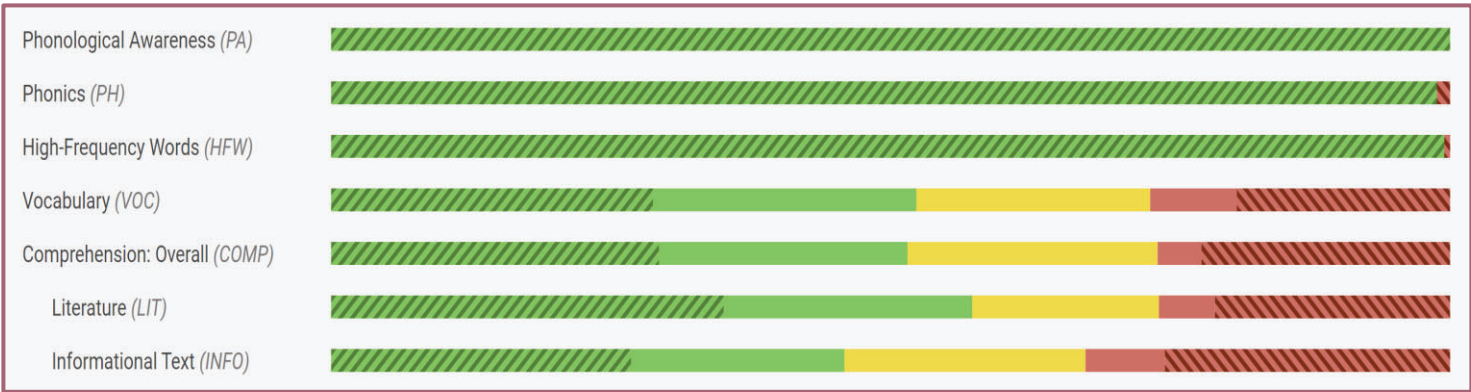
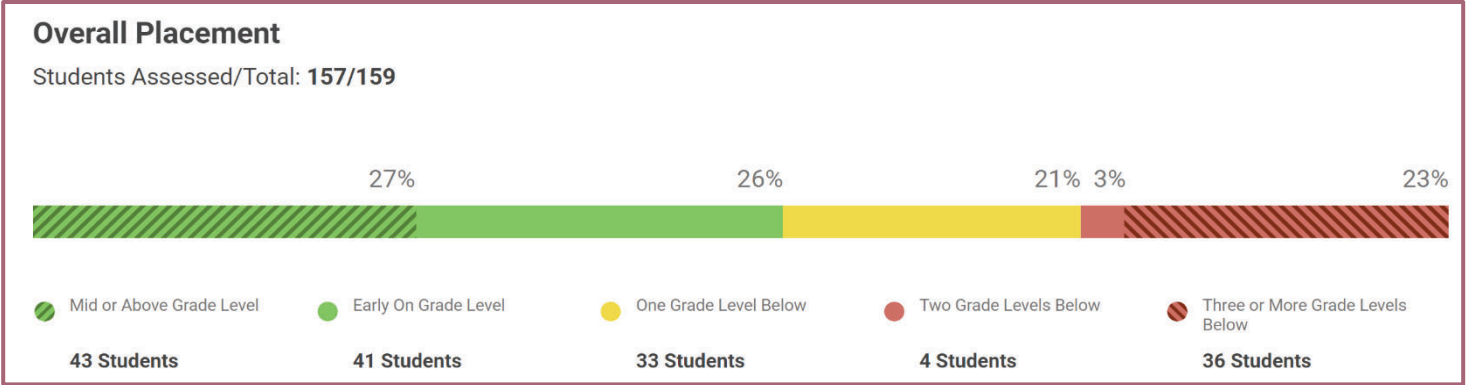


Grade 7

ELA BOY iReady DIAGNOSTIC DATA



Grade 8
ELA BOY iReady DIAGNOSTIC DATA



Make Data-Driven Instructional Decisions

Focus

Which class(es), small groups, or student(s) will be the focus?
 What are areas of strength?
 What are the instructional priorities (i.e., domain[s] or skill[s])?

Reflect

What instructional or intervention strategies have been used?
 What was the effect of these strategies?

Take Action

When and what instruction or intervention will happen?
 When and how will you review your actions for impact/ effectiveness?



Previously Reported Data
September 14, 2023

22-23 iReady Results

What is the grade 1-3 math data telling us?

Similar to the reading diagnostic, the math results show positive growth across all grade levels.

At the 1-3 level, students made significant progress on the math diagnostic.

This progress indicates an effective curriculum and instructional approach for the general population.

At the school level, the number of students on grade level increased from 18% at BOY to 69% by the end of the year.

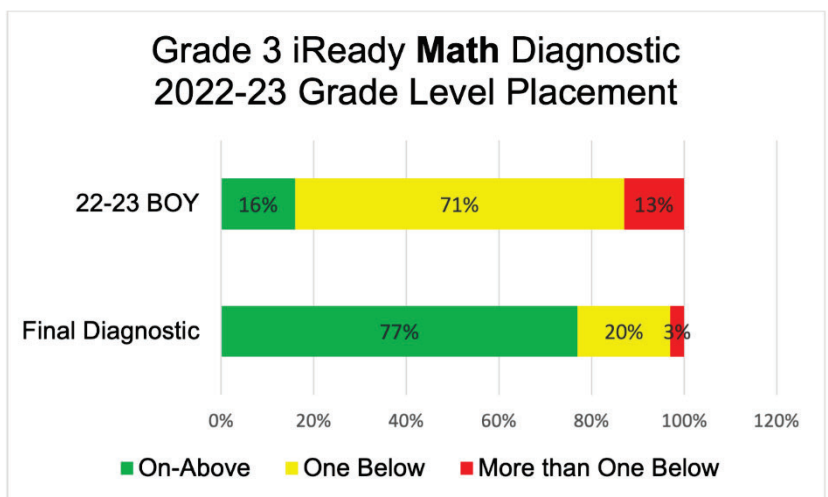
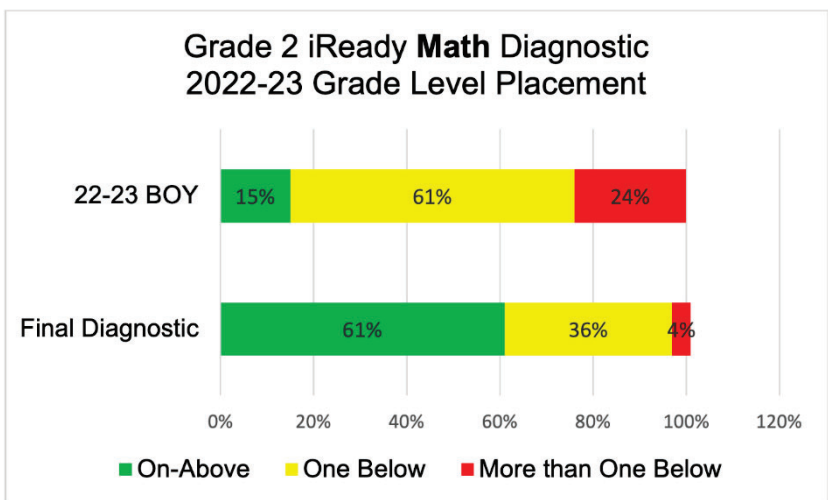
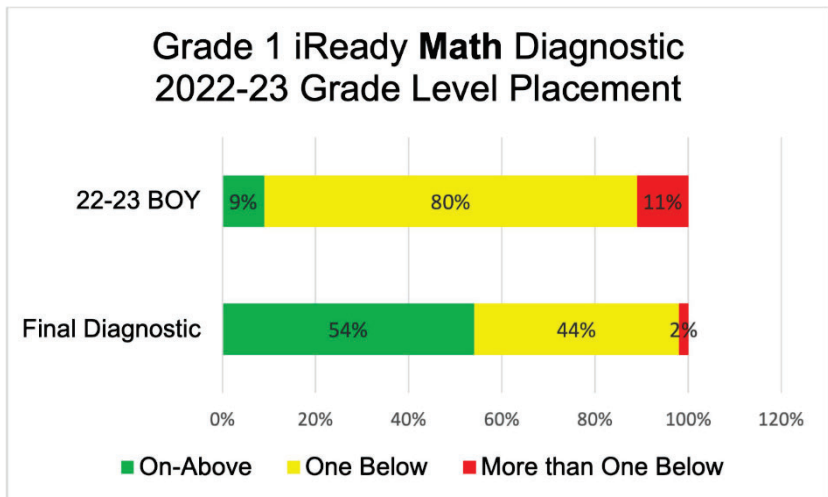
The number of students in the *at-risk* category was reduced from 13% BOY to 2% end of year.*

The small number of students (12) who are in the *at-risk* category are students who are typically involved in Tier 3 interventions with additional monitoring. These students are often served by interventionists.

Students in the yellow area may benefit from Tier 2 interventions. Decisions about the best instructional approach for each child are made by teachers in collaboration with interventionists, math coaches and data teams.

Educators use individualized iReady Student Reports (and other relevant data) to make classroom level decisions for all students.

GRADE 1-3 MATH GRADE LEVEL DATA



What is the grade 4-5 math data telling us?

Fourth and fifth grade students are also making progress in math proficiency.

At the school level, the number of students on grade level jumped from 32% at the beginning of the year to 71% by year end.*

This progress indicates an effective curriculum and instructional approach for the general population.

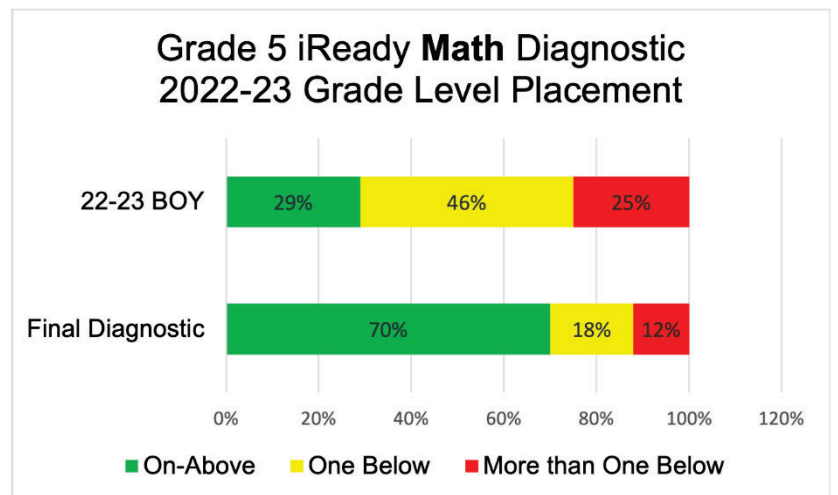
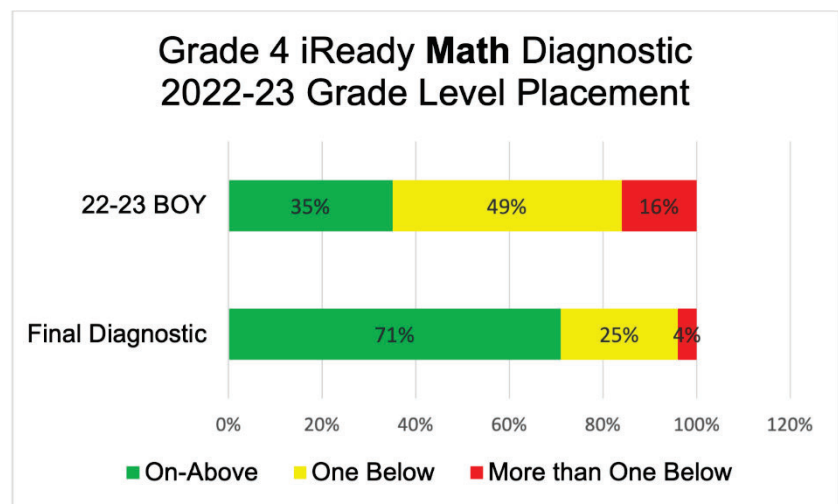
The number of students in the *at-risk* category for grades 4-5 was reduced from 21% BOY to 8% end of year.

A small number of students (22) who are in the *at-risk* category students are typically involved in Tier 3 interventions with additional monitoring. These students are typically served by our interventionists.

Students in the yellow area may benefit from Tier 2 interventions. Decisions about the best instructional approach for each student are made by teachers in collaboration with math coaches, interventionists, and data teams.

Educators will use the individualized iReady Student Reports (and other relevant data) to make classroom level decisions for all students.

GRADE 3-5 MATH DIAGNOSTIC DATA



*See Appendix 3 (p.17) for detailed School Diagnostic Report

What is the grade 6-8 math data telling us?

Middle school students are also showing growth.

At the school level, the number of students on grade level increased from 39% BOY to 60% by year's end.*

Greater gains were made in grade 6 (40% BOY to 71% end) and grade 7 (35% BOY to 62% end).

Overall the data indicate the need for educators and data teams to conduct a deeper review. The 2023-24 beginning of the year diagnostic data will provide an additional reference point for evaluating the data.

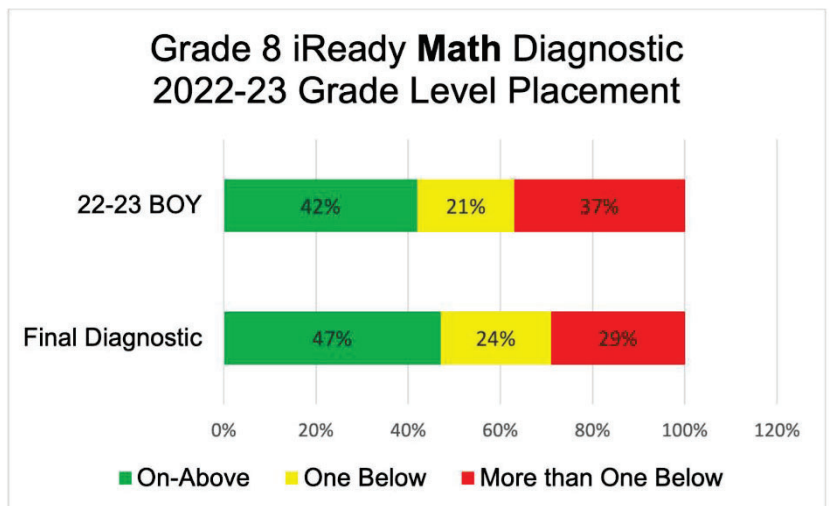
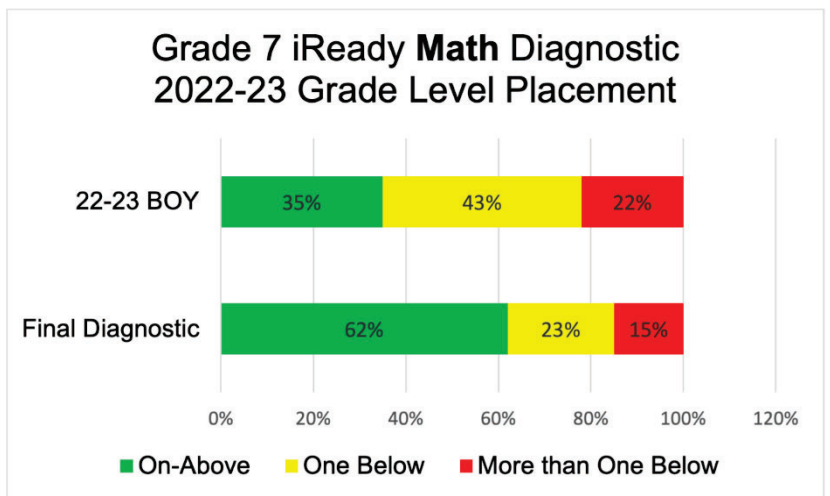
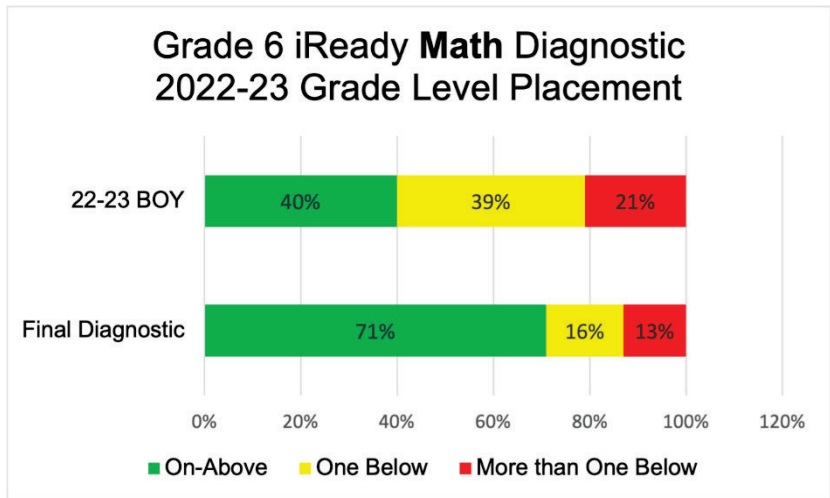
Similar to the elementary schools, students who are in the *at-risk* category students are typically involved in Tier 3 interventions with additional monitoring.

Students in the yellow area may benefit from Tier 2 interventions. Decisions about the best instructional approach for each student are made by teachers in collaboration with math coaches, interventionists, and data teams.

Educators use the individualized iReady Student Reports (and other relevant data) to make classroom level decisions.

Finally, the middle school Student Data Chats ensure students understand their scores and are empowered to make a difference in their own learning.

GRADE 6-8 MATH GRADE LEVEL DATA



* See Appendix 3 (p.17) for detailed School Diagnostic Report

report of the resolutions committee

The members of the Resolutions Committee met on June 28, 2023 to consider resolutions proposed by member districts for consideration at the 2023 Annual Meeting of the Association. Members present were: Mildred Lefebvre (Chair), Holyoke; Beverly Hugo (Life Member); Barbara Davis (Life Member), Holbrook; Robin Zoll, Southeastern Reg. Voc. Tech.; Katherine Hubley, Quincy; Michael Boudreau and Maura Ryan, Hamden-Wilbraham, Stacey Rizzo (MASC President), Revere; Paul Schlichtman, Arlington; Humera Fasihuddin, Hadley; Robert Swartz, Gardner; Linda Woodland, Wachusett Regional; and Jessica Barnhill, Framingham. Beverly Griffin Dunne, Peabody/Essex Tech., participated remotely.

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

RESOLUTION 1: FULL, STABLE FUNDING FOR METCO

(Sponsored by the Arlington School Committee)

WHEREAS in 1966, the first 220 students rode buses from Boston neighborhoods to schools in seven suburbs; and

WHEREAS in 1968, the Massachusetts Legislature passed the Racial Imbalance Act, in which the Commonwealth accepted financial responsibility "for any town that wishes to enroll students from outside the district for the purpose of racial integration (subject to appropriation); and

WHEREAS in 1968, the Metropolitan Council for Educational Opportunity (METCO) assumed responsibility for implementing the provisions of the Racial Imbalance Act, providing support for students, families, and receiving districts; and

WHEREAS METCO's mission is to provide students with a strong academic foundation rich in cultural, educational, ethnic, socioeconomic, and racial diversity and foster the opportunity for children from Boston and from neighboring suburbs to develop a deeper understanding of each other in an integrated public school setting; and

WHEREAS Over the last half century, METCO has reached tens of thousands of students, supporting 3,100 families annually in 31 participating suburban school districts and 190 public schools, with graduation rates and college attainment far above state averages; and

WHEREAS METCO creates environments where students, parents and teachers of different backgrounds can appreciate diversity, find common ground through shared experiences, build lifelong inter-racial friendships, and strive toward the mutual goal of preparing young people to become global citizens; and

WHEREAS METCO districts have expressed an interest in welcoming more METCO students into their schools; and

WHEREAS METCO has been recognized as the nation's most successful school integration program in the United States; and

WHEREAS requiring METCO funding to be subject to appropriation results in METCO families and partner districts spending considerable time and energy to lobby for funding to maintain the current level of services;

THEREFORE BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Governor

and the Legislature to create a stable funding structure to support METCO and its partner districts that fully funds the support provided by METCO, and the cost of providing services delivered by METCO's partner districts.

RESOLUTION 2: REGARDING INVESTIGATIONS AND RECOMMENDATIONS FOR TRANSPORTATION BIDDING PROCEDURES

(Sponsored by the Southeastern Vocational Technical School Committee)

WHEREAS school districts across the commonwealth are struggling with the problem of transportation services and the bidding and purchasing of these services; and

WHEREAS a stunning number of districts find that, after soliciting multiple bids, it is a frequent occurrence that only a single bidder submits a proposal; and

WHEREAS in light of the paucity of submissions, the single bidder is able to propose significant increases over previous years exacerbating not only financial matters, but also skepticism about the integrity of the bidding process.

THEREFORE, BE IT RESOLVED that the MA Association of School Committees prevail upon the Office of the State Auditor to investigate the bidding practices of school transportation providers, and to present such findings and recommendations as may be necessary to contain costs and make more efficient transportation services available for public schools.

RESOLUTION 3: REGIONAL TRANSPORTATION

(Sponsored by the Hampden-Wilbraham Regional School Committee)

WHEREAS as outlined in M.G.L. Title XII c. 71, § 16C, the regional school district shall be subject to all laws pertaining to school transportation; and when the agreement provides for the furnishing of transportation by the regional school district, the regional school district shall be obliged to provide transportation for all school children in grades kindergarten through twelve and the commonwealth shall reimburse such district to the full extent of the amounts expended for such transportation, subject to appropriation; and

WHEREAS provided, however, that no reimbursement for transportation between school and home shall be made on account of any pupil who resides less than one and one-half miles from the school of attendance, measured by a commonly traveled route; and

WHEREAS the Commonwealth of Massachusetts has not consistently reimbursed regional transportation to the full extent of the amount expended for such transportation;

THEREFORE IT BE RESOLVED that in such case where a pupil resides greater than one and one-half mile from the school of attendance, measured by a commonly traveled route, and the commonwealth reimbursement does not fully cover the amounts expended for such transportation, the regional school district may allow pupils to opt out of such transportation or may charge a fee that in aggregate may not exceed the differential between the amounts expended for furnishing transportation and the commonwealth reimbursement.

BE IT FURTHER RESOLVED that the MASC encourage the Legislature to modify M.G.L. Title XII c. 71, § 16C, with the aforementioned proposed language (or alternative and remove the period) to provide regional districts the ability if so desired to charge a transportation fee that in aggregate cannot exceed the differential between the and that the Commonwealth reimbursement and the regional school district transportation expense for any pupil that resides greater than one and one-half mile from the school of attendance measured by a commonly traveled route. Pupils may opt out of transportation and not be subject to a transportation fee.

RESOLUTION 4: DIVERSITY, EQUITY, AND INCLUSION

(Submitted by Division X; amended by the Resolutions Committee)

WHEREAS we are responsible for fostering equitable learning environments wherein all students, staff members, and families are treated with respect and their voice and presence valued regardless of race, ethnicity, gender identity, sexual orientation, expression, religion, natural origin, culture, physical ability, or other status; and

WHEREAS we should always stand, speak out, and help educate against violence and injustice on the basis of prejudice or discrimination; and

WHEREAS we should provide inside and outside of the classroom support to continue efforts centered on equity, diversity, and inclusion, with a heightened awareness and focus on racial equity and to adopt proper speech and text to the furtherance of these objectives;

THEREFORE, BE IT RESOLVED: that MASC recommends that all districts adopt the position of DEI coordinator to work towards an anti-racist school system.

RESOLUTION 5: MA SCHOOL BUILDING AUTHORITY

(Submitted by the Wachusett Regional School Committee)

WHEREAS the School Building assistance program is the oldest capital grant program operated by the Commonwealth, as established in MGL Chapter 70B section 1; and

WHEREAS the Massachusetts School Building Authority (MSBA) is charged to promote the thoughtful planning and construction of school facility space in order to ensure safe

and adequate facilities for public schools, and to assist municipalities in meeting the cost thereof; and

WHEREAS the MSBA has improved the learning facilities of over 600,000 students across the Commonwealth by working with local communities to create affordable, sustainable, and energy efficient schools; and

WHEREAS the MSBA is limited in funding as stated in MGL 70B section 7, to \$800,000,000 plus either the rate of growth in the dedicated sales tax revenue amount as defined in subsection a of section 35BB of chapter 10, or 4.5%; and

WHEREAS the MSBA has declared a pause on their Accelerated Repair Program and limits on their Core Projects due to rising costs and inflation, and the need to stay within the Annual Cap as referenced in the Memorandum of October 19, 2022 from the MSBA Deputy Treasurer and Executive Director; and

WHEREAS each year the Accelerated Repair Program is delayed results in an increase in application backlog among the Commonwealth's existing backlog of school building needs;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to amend MGL ch.70B, section 7 by removing the \$800,000,000 cap; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts School Building Authority to reinstate the Accelerated Repair program for 2024 applications; and

BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls upon the Massachusetts Legislature to allow public preschools to be included in the Accelerated Repair Program and Core Program.

RESOLUTION 6: SCHOOL BUS STOP ARM SURVEILLANCE ACT AND ENFORCEMENT AND PENALTIES

(Submitted by the Peabody and Marlboro School Committees)

WHEREAS it is against the law in Massachusetts to pass a stopped school bus with the stop arm extended and flashing lights while student passengers embark and disembark the bus. Unless witnessed by a police officer, the penalties for passing a stopped school bus are minimal. The danger to the passengers is extraordinary, and can prove fatal; and

WHEREAS: a survey conducted in 2022 by the National Association of State Directors of Pupil Transportation Services (NASDPTS) found that motorists illegally pass stopped school buses: "Throughout a 180-day school year, ... sample results point to more than 41.8 million violations per year among America's motoring public.;" and

WHEREAS technological advances have now made possible digital video violation detection monitoring systems to detect drivers failing to stop for school buses; and

WHEREAS: penalties for passing a stopped school bus utilizing a digital video violation detection monitoring system

need to be commensurate with the same penalties imposed for said action if witnessed by a police officer;

THEREFORE, BE IT RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation to pass into law the ability for cities and towns to install on all school buses live digital video detection monitoring systems for the purpose of enforcing violations against the owner of a motor vehicle whose vehicle failed to stop for a school bus when required to do so by law.

AND BE IT FURTHER RESOLVED that the Massachusetts Association of School Committees calls on the Massachusetts Legislature to enact legislation raising the fine for passing a stopped school bus to a significant schedule of fines as penalty whether witnessed by a police officer or recorded by a digital video detection monitoring system.

RATIONALE: The significant safety concerns present when a vehicle passes a stopped school bus embarking or disembarking passengers are endangering our students in Massachusetts. Presently, unless witnessed by a police officer, the penalties for passing a school bus are minimal. If the registration plate of the offending vehicle is reported by the bus driver, there is a minimal fine.

Requiring a police officer to witness the violation prevents appropriate law enforcement action from taking place, especially for repeat offenders. Allowing the installation and utilization of digital video detection monitoring systems on school buses will allow for appropriate law enforcement action, provide for monitoring and data pertinent to this safety concern, and serve as a deterrent to drivers who are contributing to this safety issue. Protecting the safety of our students is a paramount concern.

RESOLUTION 7: RELATED TO MCAS

(Submitted by the Framingham School Committee)

WHEREAS access to a high-quality, publicly funded education is a guaranteed right written into the Massachusetts Constitution; and

WHEREAS an effective public education program meets the needs of students who present a variety of abilities and learning styles; and

WHEREAS a successful system of public education nurtures and supports students and offers opportunities for growth along a continuum that begins in preschool and extends through higher education; and

WHEREAS the goal of public education is to teach students how to be critical thinkers, engaged citizens and lifelong learners; and

WHEREAS the use of MCAS has restricted curriculum and narrowed the focus of education in our public schools; and

WHEREAS the use of MCAS has impacted student emotional wellbeing; and

WHEREAS MCAS testing has unjustly targeted communities with underfunded public schools for state takeovers that have failed to improve student performance by any measure; and

WHEREAS using MCAS testing as a high-school graduation requirement has prevented or delayed countless students from earning a diploma, either interrupting or derailing education or career plans;

THEREFORE BE IT RESOLVED:

- that MASC urges Massachusetts to develop a wider, more consensus-built strategy for an evaluation system with meaningful input from legitimate stakeholders.
- that MASC urges the state Legislature to launch a comprehensive evaluation to investigate the extent of biases pertaining to MCAS testing and make these results public.
- that MASC urges Massachusetts to enact a moratorium on MCAS testing effective immediately.
- that MASC urges Massachusetts to develop an alternative to the high-stakes MCAS tests.

RESOLUTION 8: SAFE STORAGE OF FIREARMS

(Submitted by the Framingham School Committee)

WHEREAS the safety and well-being of our students, teachers, and staff is a top priority in schools and keeping them safe from the threat of gun violence should be the responsibility of all adult stakeholders at each of our school sites; and

WHEREAS in the United States, gun violence is the leading cause of death in children and teens; and

WHEREAS approximately 1200 children and teens die by gun suicide each year," and over 80 percent of children under age 18 who died by firearm suicide used a gun belonging to a family member; and

WHEREAS in incidents of gun violence on school grounds, up to 80 percent of shooters under the age of 18 obtained their guns from their own home or that of relatives or friends; and

WHEREAS an estimated 4.6 million American children live in households with at least one loaded, unlocked firearm and every year

WHEREAS research shows that secure firearm storage practices are associated with up to a 78 percent reduction in the risk of self-inflicted firearm injuries and up to an 85 percent reduction in the risk of unintentional firearm injuries among children and teens; and

WHEREAS evidence strongly suggests that secure firearm storage is an essential component to any effective strategy to keep schools and students safe; and

continued on page 28

Proposal to Amend the MASC By-laws

Resolutions will expire at the conclusion of the Delegate Assembly three years after their adoption. The MASC Legislative Committee shall provide a list of expiring resolutions to the membership no later than March 1st of the year in which they expire. Readoption of an expiring resolution can be accomplished under the method proscribed in ARTICLE IX, section 1. *(This proposal was submitted by the MASC Legislative Committee)*

RATIONALE:

- Permits three years of focus on resolutions which overlaps two legislative cycles.
- Provides an additional opportunity for school committees to become involved in the resolution process by championing resolutions which are set to expire.
- Allows the Association to affirm what's important to current membership by re-adoption.
- Clears expired, less relevant and no longer supported resolutions for new priorities.

Report of the Resolutions Committee *continued from page 27*

WHEREAS the US Secret Service National Threat Assessment Center recommends the importance of appropriate storage of weapons because many school attackers used firearms acquired from their homes; and

WHEREAS across the country, lawmakers, community members and local leaders are working together to implement public awareness campaigns, such as the Be SMART Program, which is endorsed by the National PTA and encourages secure gun storage practices and highlights the public safety risks of unsecured guns; and

WHEREAS secure storage of firearms is a legal requirement in Massachusetts pursuant to G.L. Chapter 140, sections 131L and 131C, and failure to comply with secure storage laws can lead to criminal prosecution, jail time, fines, and/or revocation of FID card or license, depending on the offense; and

WHEREAS the American Academy of Pediatrics recommends storing firearms unloaded and locked, with ammu-

munition locked separately to reduce risks of injury to children; and

WHEREAS in order to continue with preventive measures to increase student and school safety we must act now;

THEREFORE, BE IT RESOLVED that MASC recommends all districts to urge their Superintendent and staff to create an appropriate communication to parents and guardians that explains the importance of secure firearm storage to protect children and teens from unauthorized access to unsecured firearms, and their legal obligations consistent with Massachusetts safe storage law.

BE IT FURTHER RESOLVED that MASC urges other communities to work with their local law enforcement agencies, health agencies and non-profit organizations to collaborate and increase efforts to inform District parents and guardians of their obligations regarding secure storage of firearms in their homes and vehicles.

Section I Policy NOTES

IC/ICA – School Year/School Calendar

This is a coding update only.

There is more detail in the Newburyport version than the MASC version. As long as it is current, there is no reason to change. However, care should be taken that if anything changes in the CBA that affects this policy, the policy should be revised as well.

IE – Organization of Instruction

This policy was removed from the MASC reference manual as having been addressed by subsequent regulations and no longer necessary.

IGA/IGD – Curriculum Development and Adoption

The MASC policy was revised to combine IGA and IGD. The Newburyport version of IGD was updated by the School Committee in March 2023 to remove the reference to the Curriculum SubCommittee. The proposed revisions are to match the MASC version.

IGB – Student Services Programs

Wording and cross reference updates.

IHA – Basic Instructional Program

This policy was removed from the MASC reference manual as having been addressed by subsequent regulations and no longer necessary.

IHAI – Occupational Education

This policy was removed from the MASC reference manual.

IHAMA – Parental Notification Relative to Sex Education

The two versions match except for some slight wording differences and additional legal references in the MASC version.

IHAMB – Teaching About Alcohol, Tobacco and Drugs

The policies match except for additional information about verbal screening in the Newburyport version, which should be included in JICH Alcohol, Tobacco and Drug Use by Students Prohibited (which we will address when we get to Section J).

NEWBURYPORT

IHBA – Programs for Students with Disabilities

Wording change.

IHBD – Compensatory Education (Title I)

The policies match except for a cross reference in the MASC version.

IHBEA – English Learner Education

The Newburyport version is more extensive than the MASC version, recommend replacing.

IHBF – Homebound Instruction

Wording changes to match MASC version.

IHBG-R Home Schooling

This is a Newburyport document only. In general, procedures are not included in the policy manual.

IHBH – Alternative School Programs

The first paragraph of the Newburyport version has been removed from the MASC version, as contributing little to the actual content of the policy.

IJ – Instructional Materials

The MASC version has more guidance on the considerations in the choice of instructional materials. The list of protected classes is longer in the MASC version and matches DESE regulations.

IJ-R – Review of Instructional Materials

Wording revisions to match MASC version.

IJL – Library Materials Selection and Adoption

The versions match except for an additional reference in the MASC version.

IJOA – Field Trips

The versions match except for some wording differences and an additional cross reference in the MASC version.

NEWBURYPORT

IJOB – Community Resource Persons/Speakers

The versions match except for a cross reference in the MASC version.

IJOC – School Volunteers

The versions match except for a cross reference in the MASC version.

IKAB - Student Progress Reports

Wording revisions and coding to match MASC.

IKF – Graduation Requirements

Update coding.

IMA – Teaching Activities/Presentations

This policy was removed from the MASC reference manual as being adequately covered in other places.

IMB – Teaching About Controversial Issues/Controversial Speakers

The policies match except for an additional cross reference in the MASC version.

Newburyport Public School District Policies

Proposed Revisions to

Section I: Instruction

for First Reading on November 6, 2023

EDITED VERSION (with changes tracked)

Insertions shown in BOLD (or as otherwise noted)

Deletions shown in ~~Strikethrough~~

SCHOOL YEAR / CALENDAR

The school calendar for the ensuing year will be prepared by the Superintendent and submitted to the School Committee for approval annually. The number of days or instructional hours scheduled for the school year will be determined in accordance with the following standards set by the Massachusetts Board of Elementary and Secondary Education:

1. Elementary school will operate for a minimum of 180 days. Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.
2. Secondary schools will operate for a minimum of 180 days. Schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in regulation. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

For the information of staff, students, and parents, the calendar will set forth the days schools will be in session; holidays and vacation periods; in service days; and parent conferences.

Newburyport School Calendars will always follow these guidelines with regards to setting a starting date for school:

- The Friday before Labor Day will always be a no-student day and a non-work day for educators.
- Before the full beginning of the year, time will be set up to allow students in transition years (1, 4, 6, and 9) time in their new buildings to become acclimated before all students arrive.
- New-teacher orientation and otherwise stipended days are not considered “regular faculty days” and can therefore take place outside of this policy.
- In years when Labor Day falls between September 1- 4, school will start after Labor Day,
 - o Regular faculty days will also start after Labor Day unless specifically requested for approval by the Superintendent and applicable labor unions.
 - o All students grades 1-12 will have at least 1 complete school day during this first week of programming.
- In years when Labor Day falls between September 5-7, we will start school during the week before Labor Day.
- Regular faculty days will not start before the Monday before Labor Day.
- All students grades 1-12 will have at least one complete school day during this first week of programming.

LEGAL REFS.: M.G.L. 4:7; 69:1g; 71:1; 71:4A; 71:73; 136:12
603 CMR 27.00

DELETE

File: IE

~~ORGANIZATION OF INSTRUCTION~~

~~The District offers a diversified educational program compatible with the needs of the community and state standards.~~

~~The organizational plan is designed to facilitate the philosophy of educating every student, each to his/her fullest potential.~~

~~The structure will consist of multiple levels (for example, Elementary, Middle and Secondary levels).~~

~~The Elementary level includes schools with kindergarten through grade five. The Middle level consists of schools for grades six, seven and eight. The Secondary level consists of schools with grades nine, ten, eleven, and twelve.~~

~~Services for students with special needs (IEP, 504 plans, etc.) are provided across each grade level in all schools.~~

~~The organization is designed to meet the standards established within the Curriculum Frameworks as required by the Department of Elementary and Secondary Education, Time and Learning regulations, and to serve the needs of all students.~~

~~CROSS REFS: ——— IC/ICA School Year / School Calendar~~

~~LEGAL REFS: ——— 603 CMR 27.00~~

CURRICULUM **DEVELOPMENT AND** ADOPTION

Constant adaptation and development of the curriculum is necessary if the District is to meet the needs of the students in its schools. To be successful, curriculum development must be a collaborative enterprise involving staff and administrators utilizing their professional expertise.

The School Committee will rely on ~~the its~~ professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system ~~district and~~ **align to the Department of Elementary and Secondary Education Curriculum Frameworks.**

The Superintendent ~~or designee~~ will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals.

The School Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.

LEGAL REF.: M.G.L. 15:1G; 71:1; 69:1E
603 CMR 26:05

Note: School Committee previously updated this policy in March 2023. Changes noted above would be to existing policy.

SUPPORT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Student Services staff will work in cooperation with building staff and the administration of the District in the coordination and the supervision of the curriculum implementation of the instructional program, and support services programs.

The Director of ~~Student Support~~ **Public Services** in conjunction with the building Principal, shall be responsible for all services for students who are not eligible for special education assistance but may require support services. such as counseling, homebound and hospital teaching, and such other programs as may be assigned.

CROSS REF.: ACE, Nondiscrimination on the Basis of ~~Handicap~~ **Disability**

DELETE

File: HIA

~~BASIC INSTRUCTIONAL PROGRAM~~

State law requires that schools:

~~... shall give instruction and training in orthography, reading, writing, the English language and grammar, geography, arithmetic, drawing, music, the history and Constitution of the United States, the duties of citizenship, health education, physical education and good behavior...~~

~~The law further states that American history and civics, including the Constitution of the United States, the Declaration of Independence, the Bill of Rights, local history and government will be taught as required subjects in the public schools.~~

~~Physical education is compulsory for all students, except that no student will be required to take part in physical education exercises if a physician certifies in writing that such exercises would be injurious to the student.~~

The Fundamental Skills

~~The business of the schools is to equip all children with the skills, tools, and attitudes that will lay the basis for learning now and in the future. This means giving highest priority to developing skills in literacy, numeracy, communication, problem solving, creative thinking and collaboration. So that they reach all students, in all neighborhoods, and from all homes.~~

~~The first claim of the community's and School Committee's resources will be made for the realization of these priorities. School dollars, school talent, school time, and whatever innovation in program is required must be concentrated on these top-ranking goals~~

Standards and Curriculum Frameworks

~~The School Committee considers the state DESE standards and Frameworks to be the threshold of our curricula, The Newburyport School District will embrace more rigorous standards where appropriate. The Curriculum Frameworks issued by the DESE will be considered guides for content and sequencing.~~

~~CROSS REFS: — ADF, School District Wellness Program~~

~~LEGAL REFS.: — M.G.L. 71:1,2,3; 71:13
603-CMR-26:05~~

DELETE

File: HAI

OCCUPATIONAL EDUCATION

The School Committee recognizes that students in pre-kindergarten through grade 12 should:

1. Be afforded the opportunity to be informed about the world of work.
2. Be aware of the many vocations available to them.
3. Develop a respect for the dignity of work.
4. Be allowed the opportunity to develop an understanding regarding the technical, consumer, occupational, recreational and cultural aspects of industry and technology; they should also be afforded the opportunity to develop skills related to these aspects through creative problem solving experiences.

LEGAL REFS.: ~~M.G.L. 71:37K; 71:38A through 71:38F; 74:1 et seq.~~
603-CMR 4.00

PARENTAL NOTIFICATION RELATIVE TO SEX EDUCATION

In accordance with law, the School Committee has adopted this policy on the rights of parents and guardians of our students in relation to curriculum that primarily involves human sexual education or human sexuality issues.

At the beginning of each school year, all parents/guardians of students ~~in our schools~~ will be notified in writing of the courses and curriculum ~~we offer~~ that primarily involve human sexual or human sexuality issues. The Superintendent of Schools will determine the administrator(s) responsible for sending the notice(s). Parents/guardians of students who enroll in school after the start of the school year will be given the written notice at the time of enrollment. If planned curricula change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation.

Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable. Parents/guardians may arrange with the Principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

A parent/guardian who is dissatisfied with a decision of the Principal concerning notice, access to instructional materials, or exemption for the student under this policy may send a written request to the Superintendent for review of the issue. The Superintendent or designee will review the issue and give the parent/guardian a timely written decision, preferably within two weeks of the request. A parent/guardian who is dissatisfied with the Superintendent's decision may send a written request to the School Committee for review of the issue. The School Committee will review the issue and give the parent/guardian a timely written decision, preferably within four weeks of the request. A parent/guardian who is still dissatisfied after this process may send a written request to the Commissioner of Education for review of the issue in the dispute.

The Superintendent of Schools will distribute a copy of this policy to each Principal by September 1 of each year.

LEGAL REFS: M.G.L. 71:32A
 603 CMR 5

TEACHING ABOUT ALCOHOL, TOBACCO AND DRUGS

In accordance with state and federal law, the District shall provide age-appropriate, developmentally appropriate, evidence-based alcohol, tobacco, and drug prevention education programs in grades K-12.

The alcohol, tobacco, and drug prevention program shall address the legal, social, and health consequences of alcohol, tobacco, and drug use, with emphasis on nonuse by school-age children. The program also shall include information about effective techniques and skill development for delaying and abstaining from using, as well as skills for addressing peer pressure to use alcohol, tobacco, or drugs.

The objectives of this program, as stated below, are rooted in the School Committee's belief that prevention requires education, and that the most important aspect of the policies and guidelines of the District should be the education of children and youth on healthy decision-making:

- To prevent, delay, and/or reduce alcohol, tobacco, and drug use among children and youth.
- To increase students' understanding of the legal, social, and health consequences of alcohol, tobacco, and drug use.
- To teach students self-management skills, social skills, negotiation skills, and refusal skills that will help them to make healthy decisions and avoid alcohol, tobacco, and drug use.

~~In addition, students in grades 7 and 9 will be assessed for substance abuse through the use of a verbal screening tool by trained district nursing or counseling staff and will use recommended Department of Public Health tools:~~

- ~~● The district must inform parents about the verbal screenings using multiple modes of communication with a reminder just prior to the screening.~~
- ~~● Students or parents/guardians may opt out of the screenings at any time prior to or during the process in writing.~~
- ~~● Students and parents/guardians must consent in writing on a DPH approved consent form prior to disclosure of any information obtained during the screening. Students and parents should sign a separate release relative to referrals.~~

The curriculum, instructional materials, and outcomes used in this program shall be recommended by the Superintendent and approved by the School Committee.

This policy shall be posted on the district's website and notice shall be provided to all students and parents in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

LEGAL REFS.: M.G.L. 71:1; 71:96

CROSS REFS: GBEC, Drug Free Workplace Policy
JICH, Drug and Alcohol Use by Students

PROGRAMS FOR STUDENTS WITH DISABILITIES

~~In keeping with the intention of the state of Massachusetts~~ In order to offer educational opportunities to all students that will enable them to lead fulfilling and productive lives, the District shall provide appropriate educational opportunities to all resident students in accordance with the requirements of state and federal statutes.

LEGAL REF.: Rehabilitation Act of 1973, Section 504

COMPENSATORY EDUCATION (TITLE 1)

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

CROSS REF.: **DEC, Federal Funds Supplement Not Supplant Policy**

~~ENGLISH LANGUAGE LEARNERS~~

~~The Newburyport Public Schools shall provide language instruction programs that are equitable, educationally sound, and researched based. Programming will be provided for English Learners in grades K through 12 in accordance with state and federal regulations and guidance.~~

~~Identification and Assessment~~

~~The district shall administer a Home Language Survey to all incoming students to identify the home primary language. Students who have a home language other than English will be assessed to determine if they are English Language Learners in accordance with applicable laws and regulations established by the Massachusetts Department of Elementary and Secondary Education.~~

~~EL Programming~~

~~The district will use assessment data to plan and implement educational programming for students at different instructional levels. English Learners will be provided with language instruction by a certified ESL teacher until English proficiency is determined. All core academic teachers who teach English Learners will hold a Sheltered English Immersion (SEI) Teacher Endorsement. All administrators who evaluate the teachers teaching English Learners will hold an SEI Administrator Endorsement.~~

~~Parent School and Community Involvement~~

~~The district will include parents or guardians of English Learners in communications and events that pertain to their child's educational experience within the Newburyport Public Schools. Supports will be provided to ensure that English Learners have equal access to all non-academic programs and extracurricular activities.~~

~~To the maximum extent possible, reports cards and other school information will be sent to parents or guardians of English Learners in their preferred language.~~

~~Reporting~~

~~The District shall certify to the Massachusetts Dept. of Elementary and Secondary Education each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.~~

~~The District shall provide additional information as required by the Massachusetts Dept. of Elementary and Secondary Education to comply with federal law.~~

~~LEGAL REFS.: M.G.L. 71A; 71A;
603 CMR 14.07; 603 CMR 7.15(9)(b)~~

ENGLISH LEARNER EDUCATION

The District shall provide suitable research-based language instructional programs for all identified English learners in grades Kindergarten through 12 in accordance with the requirements of state and federal statutes and Massachusetts Department of Elementary and Secondary Education (DESE) regulations and guidance.

The District shall identify students whose dominant language may not be English through

- home language surveys that identify a primary home language is other than English
- observations
- intake assessments
- recommendations of parents/guardians, teachers and other persons.

Identified students shall be assessed annually to determine their level of proficiency in the English language.

The District shall certify to DESE each year those students whose dominant language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominant language.

The District shall provide additional information as required by DESE to comply with federal law.

LEGAL REFS.: Elementary and Secondary Education Act, as amended
 42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)
 603 CMR 14.00

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to ~~those students who are unable to attend classes for not less than 14 consecutive days in any given school year due to a physical injury, medical situation, or a severe emotional problem~~ **any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 days in any school year.** The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school he/she will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program the student needs a written statement from a medical doctor requesting the homebound instruction, **stating the reasons why**, and estimating the time the student will be out of school. ~~The physician's statement must include the medical reasons for the confinement, the medical needs of the student that should be considered in planning the home education and whether the student's health will affect the provision of educational services during this period.~~ This statement needs to be sent to the Director of ~~Student~~ **Pupil** Services.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Certified teachers shall be assigned to homebound instruction by the Superintendent or designee.

DELETE

File: IHBG-R

HOME SCHOOLING REQUIREMENTS

1. ~~Requirements for approval of home instruction will include:
 - a. ~~The parent or legal guardian must request permission to hold home instruction on an annual basis.~~
 - b. ~~A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.~~
 - c. ~~The School Committee delegates the approval of home instruction to the Superintendent.~~~~
2. ~~Children in home instruction may, at the discretion of parents or guardian and with the agreement from the Superintendent, attend the public schools on a part-time basis and within regular school schedule to attend specialized classes (electives) in the public school, but not core content. They may also participate in extracurricular activities.~~
3. ~~Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.~~
4. ~~Upon completion of the agreed upon home school program, parents/guardians will submit all student assessment data and a letter stating intent for home schooling or in school instruction for the following school year. Educational plans for home instruction for the new school year must be submitted for review and approval no later than August 1.~~
5. ~~The Superintendent will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Superintendent determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.~~
6. ~~If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.~~

ALTERNATIVE SCHOOL PROGRAMS

~~Some children have great difficulty coping with the conventional school program and as a result will drop out of school. Some children require more support and direct supervision than is reasonably available in conventional school settings. And, some children, along with a highly structured academic experience, require a special focus on life skills and an appropriate vocational involvement.~~

The School District will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school system, move into another educational setting, or prepare them for successful employment.

LEGAL REFS.: M.G.L. 71:37I; 71:37J
 603 CMR 17.00

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school **system** district. ~~The district reviews all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation to avoid bias and stereotyping. Appropriate activities, discussions and/or supplementary materials may be used to provide balance and context for any such stereotypes depicted.~~ **Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:**

1. **They must present balanced views of international, national, and local issues and problems of the past, present and future.**
2. **They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.**
3. **They must help students develop abilities in critical reading and thinking.**
4. **They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.**
5. **They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.**
6. **They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.**

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

CROSS REF.: **KE, Public Complaints**
IGA/IGD, Curriculum Development and Adoption

RECONSIDERATION OF INSTRUCTIONAL RESOURCES

Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:

Religion -- Factual, unbiased material on religions has a place in school libraries.

Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.

Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

These challenges of materials will be reviewed by a Review Committee convened by the Superintendent, and the findings will be communicated.

If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If ~~within three years~~ a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

If an individual or a group undertakes action to keep material from the shelves by checking it out **or otherwise removing it** and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

After the District has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

LIBRARY MATERIALS SELECTION AND ADOPTION

The School Committee endorses the School Library Bill of Rights, as adopted by the American Library Association, which asserts that the responsibility of the school library is to:

1. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. Provide a background of information that will enable students to make intelligent judgments in their daily lives.
4. Provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. Provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
6. Place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The librarian will recommend materials to be included in the school library. Final approval and authority for distribution of funds will rest with the building Principal subject to the approval of the Superintendent.

Gifts of library books will be accepted in keeping with the above policy on selection. Complaints about library books will be handled in line with School Committee policy on complaints about instructional materials.

LEGAL REF.: 603 CMR 26:05

CROSS REF.: KEC, Public Complaints about the Curriculum or Instructional Materials

REFERENCE: **American Library Association – Library Bill of Rights**

FIELD TRIPS

Field trips can bring the school and the community closer together, which can result in real life experiences that enrich the curriculum for students and also bring about better public relations. The School Committee will also encourage field trips as an integral part of the instructional programs in the schools.

The Superintendent will establish regulations to assure that:

1. All students have parental/**guardian** permission for trips.
2. All trips are properly supervised.
3. All safety precautions are observed.
4. All trips contribute substantially to the educational program.
5. All trips allow student access without regard of family ability to pay.

All out-of-state or extended (overnight) trips and excursions, except those required for student participation in tournament competition or contests, must have advance approval of the School Committee. Fundraising activities for such trips will be subject to approval by the appropriate Administrator.

CROSS REF.: JJH, Policy Relating to Field Trips Involving Late Night or Overnight Travel
 JJE, Student Fund-Raising Activities

COMMUNITY RESOURCE PERSONS/ SPEAKERS

Community resources are those individuals or groups who are invited into the schools to present supplementary information and ideas to the classroom course of study. These experiences afford students the opportunity to benefit from a community member's experience and viewpoints. Care should be taken in selecting these speakers so that they are individuals who respect diversity in thinking and varying views and who are not attempting to inappropriately influence points of view.

CROSS REF.: ADDA, **Background Checks** ~~C.O.R.I. Requirements fingerprinting~~

SCHOOL VOLUNTEERS

It is the policy of the School Committee to encourage volunteer efforts in the schools. Parents/guardians, business representatives, senior citizens, and other community volunteers are recognized as important sources of support and expertise to enhance the instructional program and vital communication links with the community. The volunteer program will be coordinated in cooperation with building administrators.

CROSS REF.: ADDA, **Background Checks** ~~C.O.R.I. Requirements fingerprinting~~

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parent/**guardians**. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parent/**guardians** will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parent/**guardians**, and the Assistant Superintendent, who will submit the proposal to the School Committee for consideration and approval.

GRADUATION REQUIREMENTS

In order to graduate from Newburyport High School, a student must have earned at least 95 credits and complied with all state accountability requirements. Course requirements are the following:

- Four years of English
- Three years of Mathematics including completion of Algebra II or an Integrated Math equivalent
- Three years of lab-based Science which may include technology/engineering
- Four years of History/Social Science including US History and World History
- Two years of World Language
- Four semesters of Physical Education
- Two semesters of the Arts

Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses. For the total number of credits required please see the high school program of studies or student handbook.

Credit for Foreign Study:

Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Newburyport High School.

DELETE

File: IMA

TEACHING ACTIVITIES/PRESENTATIONS

~~It is the desire of the School Committee that the best available strategies for bringing about learning be utilized in the District's schools. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the District's schools.~~

~~The School Committee and District establish and model climate that is conducive to rational thought, inquiry, creativity, and respect for the dignity of the overall community and individual students. This educational climate will assist students in learning how to think rather than what to think and shall provide students the opportunity to identify, express, and defend their opinions without penalty or fear of reprisal or ridicule.~~

~~Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of particular teaching activities or presentations.~~

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents and two faculty members.
3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted to non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the School Committee's policy on community use of school facilities.

No permission will be granted to outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

CROSS REF.: IJOB, Community Resource Persons/Speakers