

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting 6:30PM

Monday, December 1, 2025

SC Business Meeting Agenda December 1, 2025

SC Business Meeting Agenda Notes December 1, 2025

SC Warrant December 1, 2025

SC Business Meeting Minutes November 3, 2025

2025 Spring MCAS Presentation

IKF - Graduation Requirements & Competency Determination Policy

Acceptance of NEF Gift

Policies – 2nd Read

EEAA – Walkers and Riders

GBEE – Personnel Use of Technology

IJND – Access to Digital Resources

IJNDC – Acceptable Use of Digital Resources

KDCB – District Website and Social Media

Proposal to sunset Communications Subcommittee

Superintendent's Report

Newburyport Public Schools
School Committee Business Meeting
Monday, December 1, 2025 at 6:30PM
Senior/Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/82932432322?pwd=enV3eQfmKK8dSvvCNZ2ng1bQ6eVKyy.1>

Meeting ID: 829 3243 2322

Passcode: 930791

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/>.

School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. Staff Recognition

*** **short recess (2-3 minutes)** ***
4. *Warrant – possible Vote
5. *Meeting Minutes 11/3/2025 – possible Vote
6. School Committee Student Representative
7. 2025 Spring MCAS Presentation
8. *Graduation Requirements & Competency Determination Policy (IKF) – 2nd read – possible Vote
9. *Acceptance of Gift from NEF – possible Vote
10. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Kathleen Shaw
 - *Proposed new and/or changes to the following policies - 2nd read – possible Vote
 - EEAA – Walkers and Riders
 - GBEE – Personnel Use Of Technology (NEW)
 - IJND – Access to Digital Resources
 - IJNDC – Acceptable Use of Digital Resources
 - KDCB – District Website and Social Media (NEW)
 - c. Communications Subcommittee – Sarah Hall
 - *Proposal to sunset the committee – possible Vote
 - d. Teaching & Learning Subcommittee – Breanna Higgins
11. MASC/MASS Joint Conference Highlights
12. Superintendent's Report
13. New Business

* 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 Public Schools
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December 1, 2025 at 6:30PM
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AGENDA NOTES

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School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance

2. Public Comment

3. Staff Recognition

Congratulations to NHS Art teacher AJ Smith for the recent publication of his children's book, Catnip Mouse.

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

4. *Warrant – possible Vote

5. *Meeting Minutes 11/3/2025 – possible Vote

6. School Committee Student Representative

High school students will provide the student report.

7. 2025 Spring MCAS Presentation

Assistant Superintendent Lisa Furlong and Dr. Tom Abrams will present a district overview of the 2025 Spring MCAS results. (attached)

8. *Graduation Requirements & Competency Determination Policy (IKF) – 2nd read – possible Vote

Assistant Superintendent Lisa Furlong will review the new Graduation Requirements & Competency Determination Policy. (attached)

9. *Acceptance of Gift from NEF – possible Vote

The Newburyport Education Foundation is donating \$5,875.74 on behalf of an anonymous donor for the purpose of helping the district maintain a supply of gift cards for families in need of groceries, clothing and other essential items. (attached)

10. Subcommittee Updates

a. Finance Subcommittee – Brian Callahan

b. Policy Subcommittee – Kathleen Shaw

- *Proposed new and/or changes to the following policies - 2nd read – possible Vote

EEAA – Walkers and Riders

GBEE – Personnel Use of Technology (NEW)

IJND – Access to Digital Resources

IJNDC – Acceptable Use of Digital Resources

KDCB – District Website and Social Media (NEW)

c. Communications Subcommittee – Sarah Hall

- *Proposal to sunset the committee – possible Vote

Sarah Hall will review the proposed plan to sunset this committee. (attached)

d. Teaching & Learning Subcommittee – Breanna Higgins

11. MASC/MASS Joint Conference Highlights
Juliet Walker will provide the highlights of this year's annual conference.
12. Superintendent's Report: *Little Clips Daycare Center Ribbon Cutting, MCIEA Board meeting, Salem High School visit, Investment Club Presentation, Wall of Fame Dinner, NEF Lighthouse Auction, Thanksgiving Luncheon Amesbury & Newburyport Rotary*
13. New Business

* possible vote

FYI: Upcoming Dates:

- ✓ NHS School Council: Tuesday, December 9 @ 5PM
- ✓ Early Release: Friday, December 12
- ✓ School Committee Business meeting: Monday, December 15 @ 6:30PM
- ✓ Teaching & Learning Subcommittee mtg: Wednesday, December 17 @ 6:00PM
- ✓ Finance Subcommittee meeting: Thursday, December 18 @ 8:30am

School Committee

Warrant(s)

December 1, 2025

Warrant 8168 FY26	\$ 474,931.64
A-Warrant	<u>\$ 12,481.55</u>

Total of Warrants:

\$ 487,413.19

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
High School Library, 241 High Street, Newburyport, MA 01950

Monday, November 3, 2025

CALL TO ORDER / ROLL CALL

Vice Chair Juliet Walker called the School Committee Business meeting of the Newburyport School Committee to order at 7:00 PM. Roll call found all members present except Mayor Sean Reardon. All those present stood for the Pledge of Allegiance.

Public Comments:

Amy LeBlanc, 18 Woodman Way, Newburyport – Financial Crisis

Jean D’Orsi, Salisbury – MCAS Peoples Forum

Deborah Mousley, 126 Merrimac Street, Newburyport – MCAS Peoples Forum

Warrant

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

VOTED: to approve the Warrant in the amount of \$370,071.80 as presented.

Warrant 8166 (FY26)	\$366,822.82
A-Warrant	<u>\$ 3,248.98</u>
	\$370,071.80

Motion Passed

Mayor Reardon absent

Minutes

Motion:

On a motion by Andrew Boger and seconded by Breanna Higgins it was

VOTED: to adopt the minutes for the October 20th School Committee meeting as presented.

Motion Passed

Mayor Reardon absent

Student Representative Report

Cassidy Bolcome and Anna Pervier provided the student report which included a recap of Caregiver Conversations at the Bresnahan, the Second Step Program and a musical announcement at the Molin, the annual Veterans Town Hall at the Nock, and the Veterans Day assembly at the High School. (attached)

FY26 Qtr 1 Budget Report

Ethan Manning presented the Quarter 1 Budget Report which included an overview of the district’s finances, including balances of other funding sources. He reviewed the spending comparisons between FY25 and FY26 and explained the personnel and non-personnel spending fluctuations. Ethan explained the revolving and special revenue funds, as well as trends he is seeing in Q1 of FY26.

Graduation Requirements & Competency Determination Policy (IKF) – 1st read

Assistant Superintendent Lisa Furlong reviewed the various sections of the policy (IKF). She explained that Local Graduation Requirements have not changed (section #1). However, with new regulations, school districts had to develop Local Competency Determination Requirements (section #2, parts A & B), as well as define the meaning of Mastery of Skills (section #2, part C). Principal Andy Wulf and the NHS School Council are working on a presentation for parents. Policy IKF needs to be approved by the School Committee and submitted to the DOE by December 31, 2025.

MASC Resolutions Review

School Committee members reviewed and discussed Resolution 1: Removing BMI Testing From Schools. Juliet Walker stated that 6 previously approved resolutions are set to expire and are on the list to be reauthorized. She explained how resolutions are approved and expire.

Motion:

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

VOTED: to support Resolution 1: Removing BMI Testing From Schools.

Motion Passed

Mayor Reardon absent

Motion:

On a motion by Brian Callahan and seconded by Kathleen Shaw it was

VOTED: to empower Juliet Walker discretion to vote for continuing these resolutions.

Motion Passed

Mayor Reardon absent

SUBCOMMITTEE UPDATES

Finance Subcommittee

Brian Callahan stated a meeting was held October 23rd. They discussed a budget transfer, previewed the FY26 Quarterly report, reviewed Student Activity Account balances and budget planning for FY27.

Policy Subcommittee

Kathleen Shaw reviewed the proposed changes to policies EEAA, IJND, and IJNDC, as well as discussed two new policies (GBEE and KDCB). These policies will be presented for a second read at the next school committee meeting. Original versions of each policy will be included in the next meeting packet as well.

Communications Subcommittee

Sarah Hall stated the next meeting will be at 9:30AM on November 20th at Central Office. The agenda topics will include sunsetting the Communications Subcommittee and a transition plan.

Teaching & Learning Subcommittee

Breanna Higgins stated they will meet at 6PM on November 19th in the Nock library. The agenda will be a preview of MCAS data.

Superintendent's Report

Essex County Asset Builder Breakfast: Superintendent Gallagher attended this annual event which was well attended by many other local officials and community partners that support our youth programs.

Our Neighbor's Table Annual Breakfast: Molin students and staff were recognized for raising \$15,000 for the organization via their 2-week campaign. Their donation translates into 10,000-20,000 meals for area families. Principal Tara Rossi accepted the award on behalf of the Molin School.

Rotary's Dictionary Distribution & Meeting: The Superintendent joined Principal Jamie Sokolowski at the Bresnahan to distribute dictionaries to all grade 3 students. The Superintendent thanked the Rotary for their generous donation of these dictionaries each year.

DESE On-Site Circuit Breaker Audit: Superintendent Gallagher recognized Gail Phillips, Special Education Administrative Assistant, along with Brad Brooks and Ethan Manning, for their hard work preparing for the recent Circuit Breaker Audit. The audit was very positive! DESE was impressed with our team's preparation work, and would like them to show other districts how it is done!

New Business:

- The schools are collecting baby formula for our food pantry partners from November 3rd to November 21st. Donation boxes will be set up at all school offices.
- Juliet Walker would like the School Committee and City to think of possible solutions to the staffing problems and safety issues at the cross walks.

ADJOURNMENT

Motion:

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

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:10PM.

Motion Passed

Mayor Reardon absent

Student Report for School Committee

November 3, 2025

Submitted by: Cassidy Bolcome & Anna Pervier

Location: Newburyport High School Library

Bresnahan News:

We are excited to share a Recap of Caregiver Conversations - Launch of New Standards-Based Progress Reports

At our recent *Caregiver Conversations* Coffee Hour, families joined staff to learn about the launch of our new standards-based progress reports—an important step in improving how we communicate student learning and growth.

Developed collaboratively by teachers and staff over the 2024-2025 school year, the new report card is ready to launch and provides a clearer, more consistent picture of student progress toward Massachusetts learning standards, focusing on growth over time rather than averaged grades.

Key updates include a revised reporting timeline—a fall conference in November and progress reports in January and June—and grading aligned to end-of-year benchmarks.

We enjoyed having families in the building to discuss this important topic, and families expressed appreciation for the clarity and transparency of the new system.

Molin News:

Molin Drama Presents: James and the Giant Peach Jr.! We're so excited to announce this year's musical production! This show will feature a smaller cast of 35 students (no stage crew) to ensure every participant has a meaningful role. Auditions: Wednesday, November 19th, 2:15–4:15 PM in Mrs. Rico's classroom

Second Step

In November, we will begin the latest version of the Second Step program which has been in place for many years at Molin. This evidence-based program teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions. Home Link letters were shared via Principal Rossi's weekly email that outlines what students will be learning in the coming weeks.

Nock Middle School News:

Tomorrow at the Nock, all 8th graders will be participating in our annual Veterans Town Hall. For the past 10 years we have welcomed numerous Veterans and Active Duty Members of the armed services from the Newburyport community to share their stories and experiences with our students. We are excited to welcome and honor our Veterans.

High School News:

Dear School Committee, NHS Theatre invites you to be their special guest at our fall production: *The Great Gatsby*! Check-in at the box office for your complimentary ticket! We hope to see you at the show!

On Thursday, the Red Cross Club will hold a Veterans Day Assembly. Based on what they have prepared, this will be as impressive as it was 2 years ago. From the speakers to music, it will be a meaningful and a fitting recognition of our veterans.

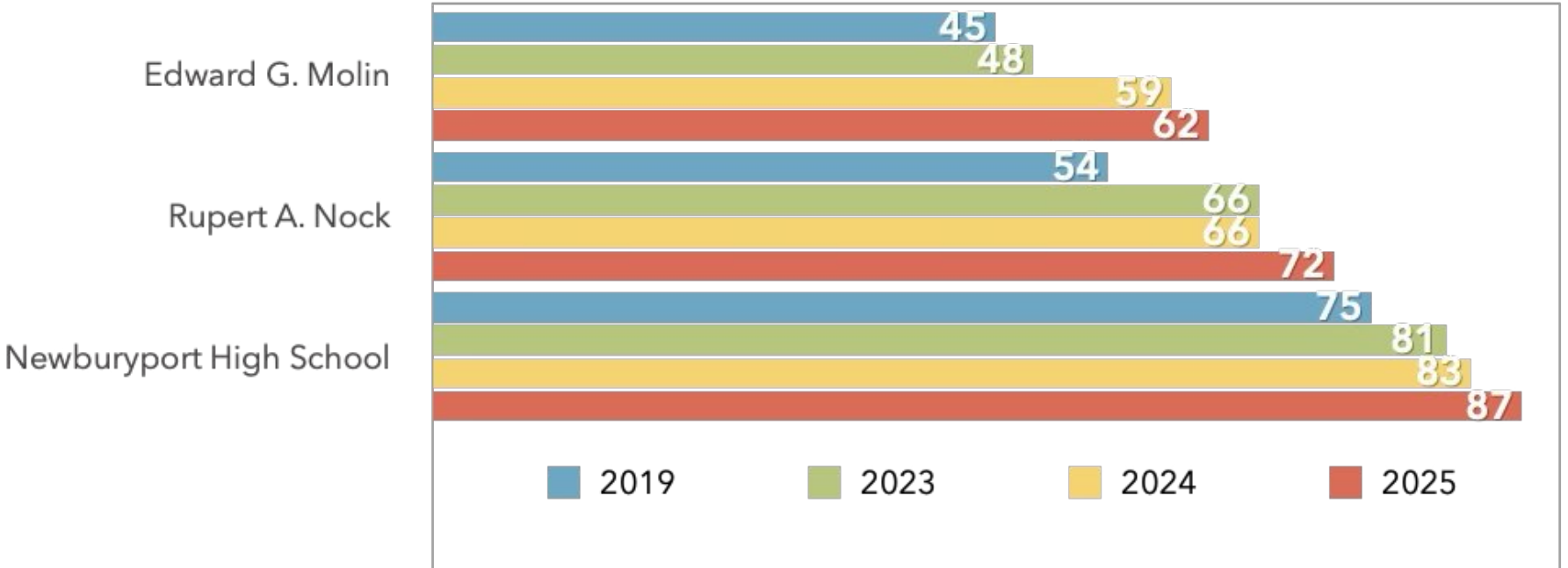


Newburyport Public Schools



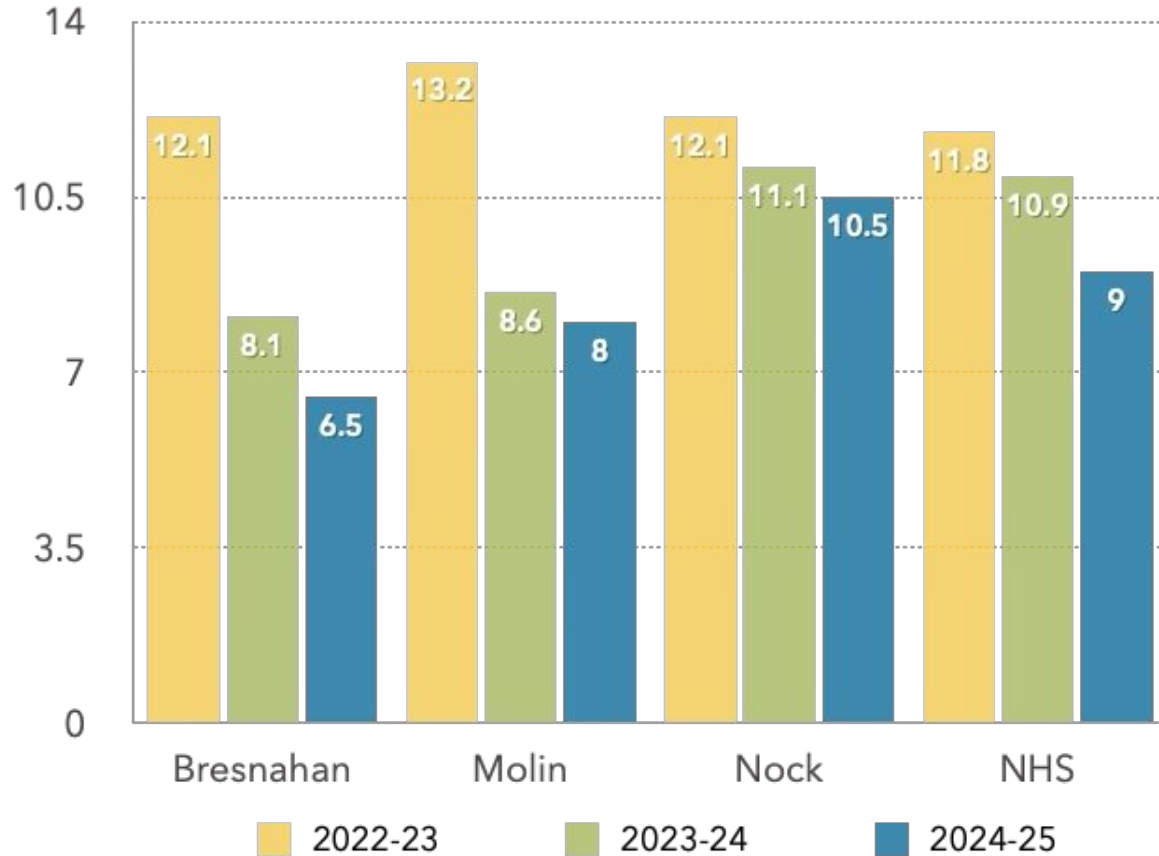
Accountability Percentiles

Accountability percentiles show our school's overall performance relative to other schools.



All schools are showing growth in their percentile scores.

Attendance



Any student who misses 18 or more school days is considered chronically absent—this includes both excused and unexcused absences.

All schools continue to make progress in reducing chronic absenteeism.

The Bresnahan cut the chronic attendance rate from 22-23 by almost 50%.

K-8 schools met DESE targets for “all students” and “lowest performing students.” NHS exceeded the targets for these same populations.

Achievement Targets

DESE sets achievement targets based on the composite scaled scores.

The targets reflect expected gains in the average scaled score at each level and for subgroups.

High School Achievement Targets

	Group	Achievement Rating
High School ELA	All	Met Target
	Lowest Performing	Exceeded Target
	High Needs	Met Target
	Students with Disabilities	Met Target
High School Math	All	Met Target
	Lowest Performing	Improved
	High Needs	Exceeded Target
	Students with Disabilities	Exceeded Target
High School Science	All	Met Target
	Lowest Performing	Exceeded Target
	High Needs	Exceeded Target
	Students with Disabilities	Exceeded Target

NHS met or exceeded almost all DESE targets.

Achievement Targets 3-8

These targets reflect a composite of grades 3-8 achievement.

Each school also has targets based on the composites of the grades in the school.

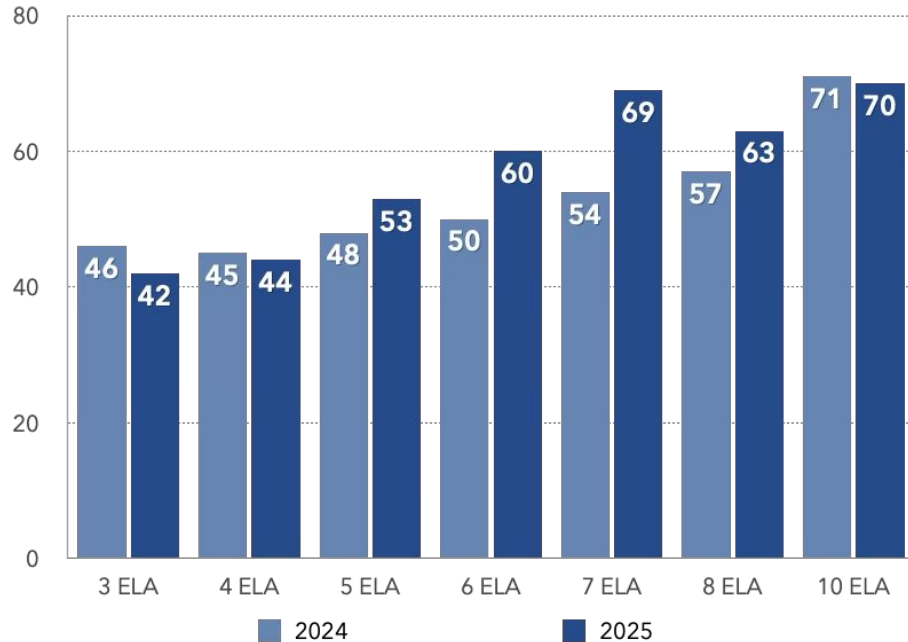
3-8 ELA and Science improved, met or exceeded all targets.

In 3-8 math, we saw a decline in the general population and students with disabilities; however, we saw improvement and exceeded targets with lowest performing, low income and EL subgroups.

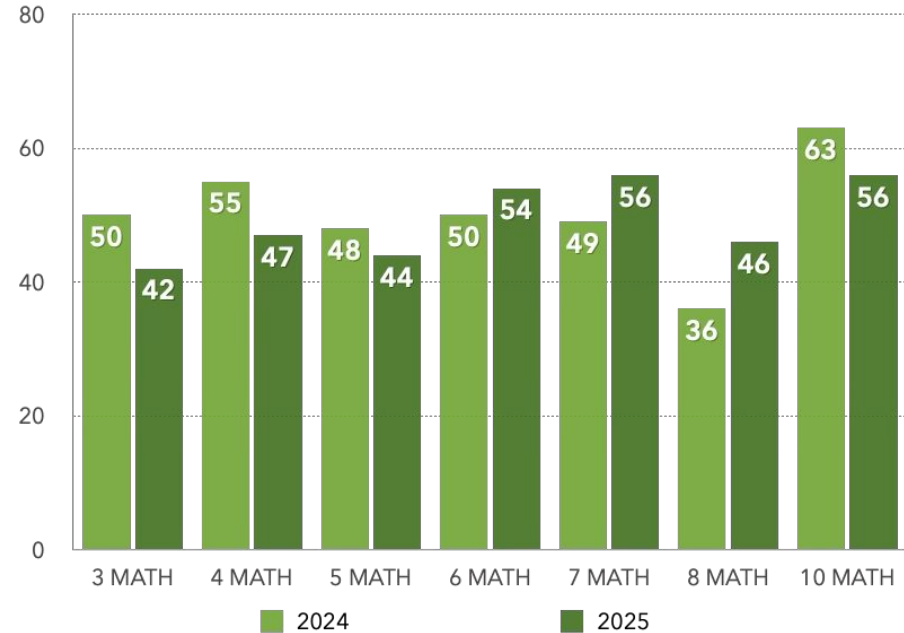
	Group	Achievement Rating
Grades 3-8 ELA	All	Improved
	Lowest Performing	Improved
	Low Income	Exceeded Target
	EL	Exceeded Target
	Students with Disabilities	Met Target
Grades 3-8 Math		
Grades 3-8 Math	All	Declined
	Lowest Performing	Improved
	Low Income	Improved
	EL	Exceeded Target
	Students with Disabilities	Declined
Science 5 & 8		
Science 5 & 8	All	Exceeded Target
	Low Income	Exceeded Target
	Students with Disabilities	Improved

Achievement: Percent Meeting & Exceeding

Percent Meeting/Exceeding ELA



Percent Meeting/Exceeding MATH

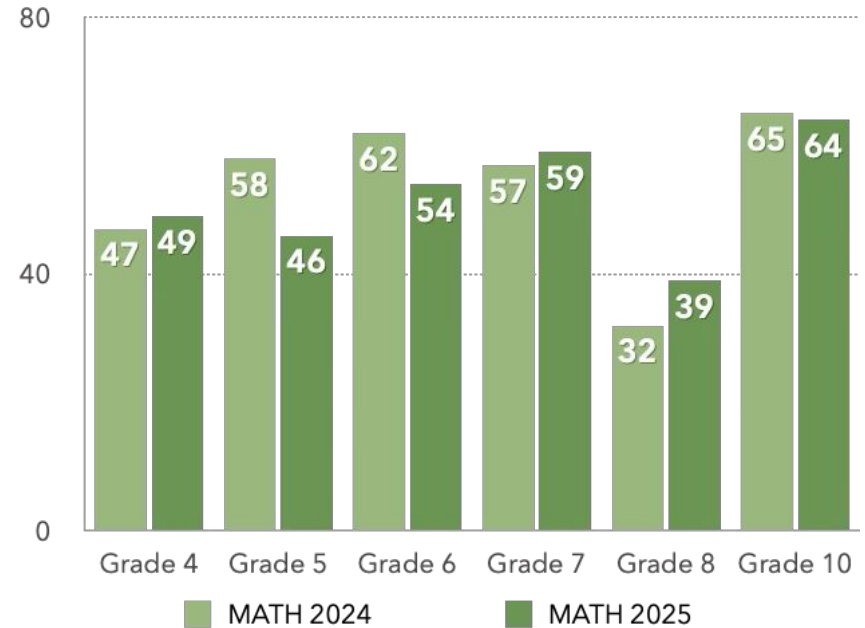
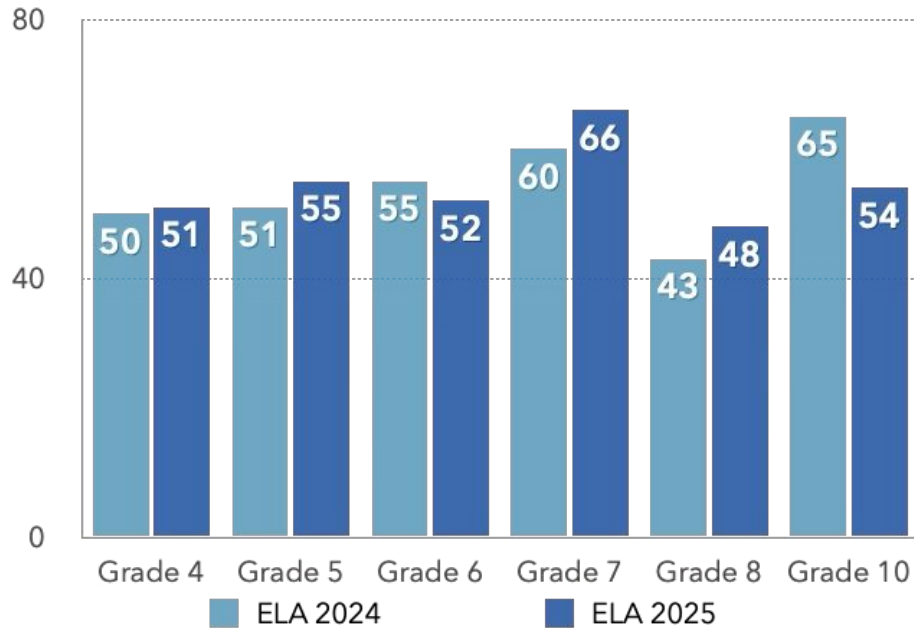


Principals will discuss trends from the school-based analysis of the achievement scores in detail.

At the district level, we continue to invest strategically in resources, structures, and professional development to ensure our curriculum, instruction, and intervention are providing all students with skills and knowledge to meet or exceed grade level standards.

Growth

A growth score shows how much a student's achievement score changed compared to other students who had a similar score the year before.



Typical Growth = 40-59, High Growth = 60-79

Subgroup Growth

Across the district, students in all subgroups are making typical growth. In 7th grade ELA and 10th grade math, students are showing high growth.

English Language Arts	4 ELA	5 ELA	6 ELA	7 ELA	8 ELA	10 ELA
Students with Disabilities	47	46	54	62	41	47
High Needs Students	50	47	56	65	47	52

Math	4 MA	5 MA	6 MA	7 MA	8 MA	10 MA
Students with Disabilities	41	43	49	55	39	62
High Needs Students	45	44	53	57	42	61

Typical Growth = 40-59, High Growth = 60-79

School Based Reports

1	Content Based Data & Analysis
2	Content Based Action Steps
3	School Wide Actions and Summary

Molin & Bresnahan Elementary Schools



Grades 3-5 English Language Arts

GLOWS	GROWS
<ul style="list-style-type: none">• Based on 2024 data analysis teachers in grades 3-5 targeted key skills (e.g., inferences & main idea) – student achievement in these areas improved significantly• Looking at the 3 domains of reading, language and writing, reading is a relative strength	<ul style="list-style-type: none">• Writing• Sequencing events• Reading – continued focus on increasing the amount of grade level reading to strengthen reading comprehension and writing to text

Grades 3-5 English Language Arts

ACTION STEPS

- | | |
|--|---|
| <ul style="list-style-type: none">● Grade Level Common Planning – to facilitate unit standards-based check-ins, pacing, assessment data protocols, and pilot discussions● Implement High Quality Instructional Materials (pilot 25-26, implement 26-27) with an emphasis on rigorous knowledge acquisition, increased writing, and word study | <ul style="list-style-type: none">● Literacy Coaching – to strengthen shared understanding of grade level standards, continue to develop effective instructional practices, and enrich Tier 2 interventions● Literacy Intervention – district level review of intervention strategies and resources for students in intervention |
|--|---|

Grades 3-5 Math

GLOWS	GROWS
<p>Looking at the 5 mathematical domains (Geometry, Measurement & Data, Numbers & Operations- Base 10, Numbers & Operations - Fractions, and Operations & Algebraic Thinking)</p> <ul style="list-style-type: none">• Numbers & Operations - Fractions was a relative strength across grades• Measurement & Data and Numbers & Operations - Base 10 were relative strengths for 4th and 5th grade	<ul style="list-style-type: none">• Curriculum and item analysis identified a need to continue to address pacing and implementation of the iReady Math program across grades 1-3• Geometry: Curriculum analysis identified these concepts were addressed after MCAS dates in grades 3-5

Grades 3-5 Math

ACTION STEPS

- **Grade Level Common Planning** – to facilitate pacing check-ins, end of unit data protocols, and iReady Math implementation discussions (e.g., building conceptual understanding, making decisions on lessons)
- **Pacing** – Evaluate and adjust pacing to address concepts that are taught after MCAS testing dates
- **Instructional Strategies** –
 - Continue to build on Building Thinking Classrooms Professional Learning Communities
 - In-class Coaching – strengthen program implementation including math discourse
- **Intervention** – Complete training for 4 staff members as Math Recovery Specialists, begin use of some of the Math Recovery skills
- **Enrichment Pilot**- Mathematical Olympiads at the 4th and 5th grade level
- **District Vertical Math Team** – continue vertical meetings to ensure standards alignment and curriculum implementation across all grades
- Implementation of District Math Priorities

Grade 5 Science & Technology/Engineering

GLOWS	GROWS
<ul style="list-style-type: none">• Improvement in M/E, from 44% to 49%• Item analysis showed that we did well on standards that were incorporated into Discovery Fridays	<ul style="list-style-type: none">• Retaining science standards taught in previous grades• Constructed Response
ACTION STEPS	
<ul style="list-style-type: none">• Review of curriculum for deficiencies (i.e., kinetic not a word used in current curriculum)• Revisit vocabulary and ways to incorporate more hands-on review of previous years' standards prior to MCAS	<ul style="list-style-type: none">• Review Discovery Friday activities and look for opportunities to incorporate more standards• Incorporate ways to provide more CER practice (claim, evidence, reasoning)

Elementary Schools

Summary Action Steps

- **Curriculum Resources**
 - Continue focus on implementation and pacing of iReady Mathematics curriculum
 - Select & Plan for adoption of new ELA high quality instructional resource
- **Professional Development**
 - Playful Learning Institute PreK-grade 3
 - Instructional PLCs for staff PreK-5 (e.g., Building Thinking Math, Think Kids, Keys to Literacy, math fluency, science of reading)
- **Educator Planning** – Support monthly **grade level** meetings for both literacy and math facilitated by coordinators and coaches
- Quarterly **Vertical Math** meetings to ensure implementation of District Math Priorities and strengthen K-12 math curriculum
- **Intervention & Enrichment**
 - Literacy Intervention Review
 - Math Recovery Implementation
 - Enhanced coordination with English Learner Programs
 - Math Olympiad grades 4-5

Nock Middle School



Middle School Overview

The middle school made strong progress in the area of achievement as indicated by the achievement targets.

Achievement Targets	Group	Achievement Rating
Middle ELA	All	Exceeded Target
	Lowest Performing	Improved
	High Needs	Exceeded Target
	English Learner	Exceeded Target
	Low Income	Exceeded Target
	Students with Disabilities	Exceeded Target
Middle Math	All	Improved
	Lowest Performing	Declined
	High Needs	Met Target
	English Learner	Improved
	Low Income	Exceeded Target
	Students with Disabilities	No Change
Middle Science	All	Exceeded Target
	High Needs	Exceeded Target
	Low Income	Exceeded Target
	Students with Disabilities	Exceeded Target

Grades 6-8 English Language Arts

GLOWS	GROWS
<ul style="list-style-type: none">• Continuous 6-8 improvement in student achievement (meet & exceed) since 2019• The reading domain is a strength with key ideas and details being especially strong• High growth (60+) for low income students in grade 6 and <u>all</u> subgroups in grade 7	<ul style="list-style-type: none">• Standards within the writing domain• Achievement of students with disabilities – students show solid growth, but percent meeting exceeding is still well below that of students without disabilities

Grades 6-8 English Language Arts

ACTION STEPS

- | | |
|--|--|
| <ul style="list-style-type: none">● Department Common Planning – Implement Curriculum Educator Leader-led protocol-based meetings<ul style="list-style-type: none">○ provide ongoing analysis of writing, reading and language achievement○ Support standards-based curriculum and lesson planning● Coaching – District Literacy Coordinator | <ul style="list-style-type: none">● Intervention & Enrichment<ul style="list-style-type: none">○ Continue iReady MyPath and flex intervention (For the 24-25 school year ELA intervention students average 64 SGP)○ Grade 6 Advanced Readers Program |
|--|--|

Grades 6-8 Math

GLOWS	GROWS
<ul style="list-style-type: none">• Student achievement (meet & exceed) increased across all 3 grades• There is some variability within the math domains. Statistics and probability are a strength for grades 7 & 8. The number system is a strength for grade 6.	<ul style="list-style-type: none">• Grade 8 achievement (all groups)-- students made strong gains, but continues to be an area for growth• Constructed responses• Grade level educators identified domain-specific growth areas (e.g., grade 6 statistics & probability; grade 7 and 8 expressions & equations)

Grades 6-8 Math

ACTION STEPS

- | | |
|---|---|
| <ul style="list-style-type: none">● Department Common Planning – Facilitated 6-8 planning time to focus on curriculum, instruction, and data<ul style="list-style-type: none">○ Vertical alignment of units and standards○ Review of math resources○ Evaluation of data (unit tests, iReady, MCAS)○ Algebra I Placement | <ul style="list-style-type: none">● Implementation of <u>District Math Priorities</u>● High Quality Instructional Resource – review of current resource (SAVVAS)● Intervention<ul style="list-style-type: none">○ Continue iReady MyPath and flex intervention (24-25 school year math intervention students averaged 58 SGP)● Quarterly Vertical Math meetings to ensure implementation of District Math Priorities and strengthen K-12 math curriculum |
|---|---|

Grades 8 Science

GLOWS	GROWS
<ul style="list-style-type: none">● Exceeded Achievement Targets for all subgroups● 2025-11% of students exceeding vs. 2024-4%● Significant improvement in Selected Response - 2025-69% vs 2024- 62%	<ul style="list-style-type: none">● Student ability to answer constructed responses- data is flat● Slight Decrease in the Technology/Engineering Domain

ACTION STEPS	
<ul style="list-style-type: none">● Department Common Planning – Implement Curriculum Educator Leader-led protocol-based meetings to support vertical standards alignment and unit development<ul style="list-style-type: none">○ Labs○ High quality reading materials○ Curriculum resource review	<ul style="list-style-type: none">● Examine additional writing support/resources for students and teachers

Grades 8 Civics

GLOWS	GROWS
<ul style="list-style-type: none">● Outperformed the state in achievement results: Nock 51% – State 39%● Outperformed the state across all domains● Constructed & Selected Responses	<ul style="list-style-type: none">● Increase # of students meeting & exceeding (51%)

ACTION STEPS	
<ul style="list-style-type: none">● Department Common Planning – Implement Curriculum Educator Leader-led protocol-based meetings to support vertical standards alignment and unit development<ul style="list-style-type: none">○ CER Writing○ Performance Tasks○ Curriculum resource review	<ul style="list-style-type: none">● Examine additional writing support/resources for students and teachers

Middle School

Summary Action Steps

- **Curriculum Resources**
 - Continue focus on unit development & standards alignment across all disciplines
 - Curriculum Resource Review
- **Educator Planning**
 - Curriculum Educator Leaders PD
 - Structured, regular, protocol-based meetings to support analysis of standards, curriculum, assessment data and instructional strategies (early release and faculty meetings)
- Quarterly **Vertical Math** meetings to ensure implementation of District Math Priorities and strengthen K-12 math curriculum
- **Intervention & Acceleration**
 - Build on success of 24-25 math & ELA intervention program
 - Continue Algebra I alignment with NHS and placement review
- **Continue to evaluate**
 - Writing across all disciplines
 - Civics Performance Tasks

Newburyport High School



Newburyport High School

School Level Overview

- Though overall achievement results decreased, NHS met or exceeded achievement targets in many areas.
 - **ELA:** Slight decrease in overall achievement with all subgroups meeting or exceeding achievement targets
 - **Math & Science:** Lower achievement scores with most subgroups meeting or exceeding achievement targets
 - Math continues to exceed Typical Growth in most subgroups
- Exceeded targets in all categories for **graduation rate, extended engagement rate, and drop-out rate**
- Exceed targets for **chronic absenteeism** with ALL students and Lowest Performing (however, close to 9% of students are still chronically absent)
- Lower rate for **Advanced Coursework** overall, but improved for high Needs group.

Grade 10 English Language Arts

GLOWS	GROWS
<ul style="list-style-type: none">• Exceeded Achievement Target for Lowest Performing• Met Achievement target for High Needs and Students with a Disability• Improvement in writing (Last year's goal based on 2024 results)<ul style="list-style-type: none">• Improved in ability to “produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; (<u>W.PK-12.4</u>)” (This was last year's focus area after analyzing performance.) 52% to 64%• Argument writing improved by over 10% points.	<ul style="list-style-type: none">• Improve overall achievement• Growth for Students with a Disability• <u>R.PK-12.5</u> - <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i>

Grade 10 English Language Arts

ACTION STEPS

- | | |
|---|---|
| <ul style="list-style-type: none">● Implement three interim assessments targeting Reading and Language Standards followed by action planning meetings in both grades 9 & 10.● Using interim assessments to target standards for reteach/explicit instruction and to identify students for interventions. | <ul style="list-style-type: none">● Explicit instruction on elements and analysis of the structure of a text (R..5) |
|---|---|

Grade 10 Math

GLOS

- Exceeded Achievement Targets for High Needs and Students with Disabilities.
- *Exceeded typical growth in most groups*
 - All Students SGP = 63.7 (Exceeded)
 - Lowest Performing SGP = 64.9 (Exceeded)
 - High needs SGP = 59.7 (High Typical Growth)
 - Students w/ disabilities SGP 61.6 (Exceeded)
- *Constructed response improved by 12 percentage points*
- *Exceeding Expectations increased by 5 percentage points*
- *Geometry Domain the Transformations were a strength.*
- *Algebra and Functions the Linear Equations, Linear Functions and Inequalities were a strength.*

GROWS

- *Decrease in Meeting Expectations 49% → 37%*
- *Numbers and Quantities Domain*
 - Stayed flat at 61%
 - Rational Exponents continue to be an area of growth.
- *Algebra Domain*
 - Stayed flat at 60%
- *Geometry Domain*
 - Dropped from 66% → 60%
- *Probability and Statistics Domain*
 - Dropped from 66% → 59%

Grade 10 Math

ACTION STEPS

- | | |
|--|---|
| <ul style="list-style-type: none">● Continue PLC with mathematical discourse<ul style="list-style-type: none">○ Departmental book study on <i>Building Thinking Classrooms</i> by Peter Liljedahl● Math observation feedback will focus on look-fors around the Building Thinking Classrooms PLC● Probability and Statistics MCAS review day | <ul style="list-style-type: none">● Intervention: Piloting a math intervention block● Intervention: Using interim assessment results to assign students to a math tutor during clipper block. (Focus right now on Algebra skills for students in Geometry)● Implementation of <u>District Math Priorities</u>● District Vertical Math Team – continue vertical meetings to ensure standards alignment and curriculum implementation across all grades |
|--|---|

Grade 09 Biology

GLOWS	GROWS
<ul style="list-style-type: none">● Exceeded achievement targets for:<ul style="list-style-type: none">→ Lowest Performing→ High Needs→ Students with Disabilities	<ul style="list-style-type: none">● <i>Decrease in Meets/Exceeds by 2 percentage points</i>● Constructed Response Stayed Flat (though 8 points higher than the 4 year average.)● Analysis of models, specifically around carbon cycle and integrated content concepts● Analyzing and interpreting data with a focus on graphs and tables.● Continue working on constructed responses using claim, evidence and reasoning to support student thinking

Grade 09 Biology

ACTION STEPS

- | | |
|--|---|
| <ul style="list-style-type: none">● Explicit Content Vocabulary Instruction - Emphasizing Etymology● 3 Interim Assessments followed by action planning meetings● Using interim assessment results to assign students to Clipper Block for interventions and reteaching | <ul style="list-style-type: none">● Increase explicit instruction on graphing and interpreting graphs and tables.● Increase use of models and analysis of models during instruction and assessments. |
|--|---|

Newburyport High School

School Level Action Steps

- **Teacher Goals: focusing on skills to support achievement and growth**
- **Intervention**
 - Math Intervention block
 - Clipper Block
- **Increase frequency of common planning time**
 - Clipper Block to provide time for analyzing assessment results for ELA, Math, and Science
 - ELA 9 and 10 common prep period to support curricular collaboration
- **Instructional Strategies**
 - Continue *Building Thinking Classrooms* PD for math teachers
 - Implement common interim assessments using on-line system to support analysis of learning data
 - Explicit academic vocabulary instruction
 - Common close reading strategies across disciplines
- **Pathways Program:** Continue to expand program to support student participation in advanced coursework

Please see the complete 2025 NPS MCAS Scores Report posted on the district website [Assessment page](#).

In addition, please see our related reports:

- [2025-26 District Improvement Plan](#)
- [2025 Math Priority Focus Areas Report](#)
- [Portrait of a Graduate Vision](#)

IKF Graduation Requirements and Competency Determination Policy

Draft 10.14.2025

In order to graduate from Newburyport High School with a high school diploma, a student must (I) satisfactorily complete the local graduation requirements and (II) earn the competency determination in English, mathematics, US History and an approved science subject.

I. Local Graduation Requirements

A. Credit Requirement

1. In order to graduate from Newburyport High School, a student must have earned at least 95 credits + 15 elective credits (Total 110 Credits)

B. Course Requirements

1. Course requirements are the following (see also Competency Determination required courses):
 - a) Four years of English
 - b) Three years of Mathematics including completion of Algebra II or an Integrated Math equivalent
 - c) Three years of lab-based Science which may include technology/engineering
 - d) Four years of History/Social Science including US History and World History and Civics & Government
 - e) Two years of World Language
 - f) Four semesters of Physical Education
 - g) Two semesters of the Arts

C. Other

1. 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.

D. Credit for Foreign Study

1. 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.

II. Newburyport Public Schools Local Competency Determination Requirements

A. *Legal Requirement:*

1. All students are required by Massachusetts Education Reform Law of 1993, G.L. c. 69, § 1D to meet a Competency Determination (CD). To earn a competency determination a graduating student must show satisfactory completion of relevant coursework and show a mastery of skills in English language arts, mathematics, US History, and sciences.

B. *Competency Determination Coursework Requirements:* To meet the competency determination, NHS students must pass (above 65%) coursework aligned with the Massachusetts Curriculum Frameworks that cover the content of the following courses:

1. English (2 years)
 - a) Freshman Composition & Literature (all levels); and
 - b) Sophomore Composition & Literature (all levels)
 - c) ESL1 or ESL2 may substitute for one year of Composition & Literature
2. Mathematics¹ (2-3 years depending on sequence)
 - a) Sequence of Algebra I semester 1 & 2 (all levels) and Geometry semester 1 & 2 (all levels); or
 - b) Sequence of Foundations of Algebra (Semester 1 & 2), Foundations of Geometry (Semester 1 & 2) and Principles of Algebra and Geometry (Semester 1 & 2)
3. Science (1 year)
 - a) Biology Semester 1 & 2 (all levels); or
 - b) Chemistry Semester 1 & 2 (all levels); or
 - c) Physics Semester 1 & 2 (all levels)

¹ Middle school math courses may be certified by the district as meeting the coursework requirement for the mathematics component of the CD. The school district must confirm that the course aligns to the high school Algebra I/Geometry/Integrated Math I/Integrated Math II standards as listed in the 2017 Massachusetts Mathematics Curriculum Framework.

4. US History² (1 year)--there are three required semesters of US history for all students. Students must pass (65 or higher) two semesters.
 - a) US History 1, 2, 3 (all levels)

C. *Mastery of Skills*

1. A student shows mastery of the skills, competencies, and knowledge in by passing (in accordance with the district's grading policy) one of the following for each of the required courses (see II, B above):
 - a) the final assessment for a course; or
 - b) a capstone or portfolio project; or
 - c) an equivalent measure
2. The skills, competencies, and knowledge in ELA, Math, Science and U.S. History are as follows:
 - a) English Language Arts - the skills, competencies and knowledge that a student needs to demonstrate mastery are those identified for 10th grade in the relevant Massachusetts Curriculum Framework for English Language Arts and Literacy, including the standards for reading literature, reading informational text, writing, speaking and listening.
 - b) Math - the skills, competencies and knowledge that a student needs to demonstrate mastery are those identified in the Algebra I/Geometry/Integrated Math I/Integrated Math II standards as listed in the 2017 Massachusetts Mathematics Curriculum Framework.
 - c) Science - the skills, competencies and knowledge that a student needs to demonstrate mastery are those identified in the relevant Massachusetts Curriculum Frameworks for the relevant courses identified above.
 - d) U.S. History - the skills, competencies and knowledge that a student needs to demonstrate mastery are those identified in the relevant Massachusetts Curriculum Frameworks for the relevant courses identified above.

D. *Students with Disabilities*

1. The Competency Determination requirement does not impact the entitlements that students with disabilities have under IDEA or M.G.L. c.

² This requirement does not apply to the class of 2026

71B. Consistent with federal law, in order to graduate a student with a disability who has been found eligible under the IDEA or M.G.L. c. 71B, the student must meet the local graduate requirements, the competency determination applicable to all students, and satisfy the FAPE requirement.

2. Students with disabilities placed in out-of-district placements must meet the requirements of the CD policy of the placing school district.
3. In meeting this standard, the District will consider any specialized supports, modifications, or alternative demonstration methods consistent with the Individual Education Program (IEP) process.

E. English Learners

1. English learners (EL) are provided an equal opportunity to meet Competency Determination requirements.
2. The District has certified that the following ESL courses as meeting the English Language Arts requirement for the Competency Determination:
 - a) ESL1 or
 - b) ESL2 in conjunction with a grade level English Composition course
3. The District certifies that these courses explicitly integrate grade-appropriate ELA standards with English Language Development (ELD) standards, using instructional scaffolds that are appropriate to students' English proficiency levels.

F. Late Enrolling Students

1. Students who enroll in the District after their ninth-grade year will be afforded the opportunity to earn the CD.
2. The district will conduct a transcript review and may, in limited instances, consider a qualifying MCAS score. Regardless of the mechanism for determining the student's eligibility for the CD, the District will ensure that state requirements related to equivalent course length, relevant coursework, and a demonstration of mastery are met.
3. In the limited circumstance where a district is unable to document a student's prior coursework, the regulations allow for a student to earn the CD by: 1. Attaining a qualifying score of at least "Meeting Expectations" or "Exceeding Expectations" achievement levels on the relevant high school MCAS assessment; or 2. Meeting the standard for a substituted

equivalent that the district certifies satisfies the same academic standards.

G. Appeals Process

1. A student or parent guardian may appeal the Competency Determination to the Superintendent or designee.
2. The appeal process will include a review of the student's transcript and any other relevant information submitted by the appellant, and will determine whether the criteria for competency determination, as set forth in this policy, have been met.
3. The appeals shall be decided within 30 calendar days.

H. Diploma Request Process for Previously Enrolled Students

1. Students who have previously earned a Competency Determination through a regular or retest administration of the MCAS (including the November 2024 retest) or through a DESE appeal process, have earned their CD.
2. The District will offer eligible students in the classes of 2003 through 2024 who did not earn a diploma as a result of failing to meet the state's Competency Determination requirement an opportunity to determine their current eligibility for a diploma pursuant to the district's CD requirements. An eligible student is one who:
 - a) Was previously enrolled in the district; and
 - b) Previously met the criteria for a Certificate of Attainment (i.e., they met local graduation requirements but did not receive a high school diploma because they did not earn a CD); and
 - c) Was not previously reported as a graduate in any district's Student Information Management System (SIMS) submission.
3. Students will meet with a Competency Determination Review Panel made up of subject area experts. Through the review, students will need to demonstrate competency (based on the current CD Policy) in English, math, history and science through relevant, approved coursework.

I. Newburyport High School Related Student Handbook Policies

1. Satisfactorily complete coursework: NHS students must meet the minimum threshold grade for passing as defined in the Newburyport High School Student Handbook Clipper Compass - Section 3.3 - Grading Scale section.

2. Grade Appeal: Please see the Newburyport High School Student Handbook Clipper Compass - Section 3.5 - Grade Contesting for procedures on appealing a course grade.



NEWBURYPORT PUBLIC SCHOOLS

70 LOW STREET, NEWBURYPORT, MASSACHUSETTS 01950


To: School Committee
From: Ethan Manning, Director of Finance and Operations
Date: November 24, 2025
Subject: Acceptance of \$5,875.74 Gift from the Newburyport Education Foundation

The Newburyport Education Foundation has provided a donation of \$5,875.74 on behalf of an anonymous donor who has previously supported assistance for NPS families. The donor expressed interest in helping the district maintain a supply of gift cards for groceries, clothing, and other essential needs, and NEF processed the contribution accordingly.

These funds will be deposited into the Nurse Emergency Fund, which is used to provide short term support to students and families while they are connected with longer term community resources. Managing the funds through this existing account will allow Health Services, principals, and counselors to distribute assistance consistently and confidentially throughout the year.

We are grateful to NEF and the anonymous donor for their continued support of our school community. On November 20, 2025, the Finance Subcommittee voted 3–0 to recommend acceptance by the Whole School Committee.

NEWBURYPORT EDUCATION FOUNDATION INC
PO BOX 1002
NEWBURYPORT MA 01950-6002

 **Newburyport Bank**

003756
33-7152113


DATE 11/18/2025

PAY TO THE ORDER OF Newburyport Public Schools

\$ 5,875.74

Five thousand eight hundred seventy-five and 74/100

Newburyport Public Schools
70 Low Street
Newburyport MA 01950



Carrie O'Donnell
Ethan Manning

AUTHORIZED SIGNATURE

SWAP

EAAA: WALKERS and RIDERS

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws.

Newburyport Schools will provide free transportation for students as follows:

- All Newburyport resident students in Kindergarten through grade 6 that live 1.5 or more miles from school
- All Newburyport resident students who are eligible for free or reduced lunch
- Students with special needs for whom transportation must be provided

Additionally, the following students are eligible for bus ridership by paying the transportation fees set each year by the School Committee:

- All Newburyport resident students in Kindergarten through grade 6 that live less than 1.5 miles from school
- All Newburyport resident students in grades 7-12

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school.

The School Committee requires that all students who will be using school transportation, regardless of pay-status, register for transportation and receive their bus pass.

The School District will strive to support walking, bicycling, and other forms of active transportation to and from school and will participate in the Massachusetts Safe Routes to School Program.

EEAA WALKERS AND RIDERS



SERIES E - SUPPORT SERVICES

Nov 27 2023

Updated Apr 25 2025

Students will be entitled to transportation to and from school at the expense of the public schools when such transportation conforms to applicable provisions of the Massachusetts General Laws.

Newburyport Schools will provide free transportation for students as follows:

- All students in Kindergarten through grade 6 that live 1.5 or more miles from school
- All students who are eligible for free or reduced lunch
- Students with special needs for whom transportation must be provided

Additionally, the following students are eligible for bus ridership by paying the transportation fees set each year by the School Committee:

- All students in Kindergarten through grade 6 that live less than 1.5 miles from school
- All students in grades 7-12

Exceptions to these guidelines may be made at the discretion of the Superintendent. This will apply particularly to any student who must travel in a hazardous area to and from school.

The School Committee requires that all students who will be using school transportation, regardless of pay-status, register for transportation and receive their bus pass.

The School District will strive to support walking, bicycling, and other forms of active transportation to and from school and will participate in the Massachusetts Safe Routes to School Program.

Policy References:

SOURCE: Newburyport

LEGAL REFS.: M.G.L. 40:5; 71:7A; 71:68; 71B:5

CROSS REF.: EEA, Student Transportation Services

Revision History: 02/05/2018, 02/27/2018, 12/19/2022, 01/03/2023

Adoption Date: 02/27/2018

Revised: 01/03/2023

PROPOSED NEW POLICY (BASED ON MASC MODEL)

File: GBEE

PERSONNEL USE OF TECHNOLOGY

The School Committee recognizes that the use of technology is an important part of preparing students for adult life. As such, the School Committee expects that staff will use technology as provided and necessary.

Employees shall use digital resources in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district. Staff members are responsible for teaching and for modeling responsible digital citizenship. The digital resources are provided to support the work of the district; occasional personal communication is permitted so long as such use does not interfere with the employee's job duties and performance, with systems operation, other users, or network performance. All use must comply with the policies and procedures of the Newburyport Public Schools.

All staff must agree to and sign an appropriate digital use form prior to being granted access to district digital resources.

Staff is required to use their school-issued accounts, not personal accounts, for all communication with students and parents/guardians; such accounts must be used with other staff members when conducting school business. Network ID/Email accounts and passwords are provided by the District for each user's personal use only. Passwords should be secured and not shared.

Employees' communication is a matter of public record. This extends to employee use of social media when conducting district business. Any social media or informational accounts or posts representing school clubs/activities/departments should be made using district-approved accounts/credentials.

Any online activities that would not be considered appropriate in the classroom should not be conducted online. High standards of appropriate online communication and conduct must be maintained.

Team, class, or student organization web pages, social media accounts and/or other means of digital messaging will be created only in conjunction with the coach or faculty advisor. All groups must include the appropriate administrator as a member. Access to the page will remain with the coach or faculty advisor.

All contact and messages by coaches and faculty advisors with team members shall be sent to all team members, except for messages concerning medical or academic privacy matters, in which case the messages will be copied to the appropriate administrator.

When adults are interacting with students online and through digital media, one-to-one interactions should be avoided.

Failure to uphold the responsibilities above is misuse, which may lead to disciplinary action.

REF: M.G.L. Ch. 66 10 (b)

CROSS REF: ACAB SEXUAL HARRASSMENT
GBEB STAFF CONDUCT
GBEBD ONLINE FUNDRAISING AND SOLICITATION
INJD ACCESS TO DIGITAL RESOURCES
INJDC ACCEPTABLE USE OF DIGITAL RESOURCES

Replace existing IJND with this MASC version

File: IJND

ACCESS TO DIGITAL RESOURCES

The School Committee supports the right of students, employees, and community members to have reasonable access to various information formats and believes it is incumbent upon users to utilize this privilege in an appropriate manner. The School Committee intends to support such use with appropriate budgetary allocations, providing for timely updates to technology as necessary

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources.

LEGAL REFS: 47 USC § 254

CROSS REFS: IJNDC: ACCEPTABLE USE OF DIGITAL RESOURCES
GBEE: PERSONNEL USE OF TECHNOLOGY
KDCB: DISTRICT WEBSITE AND SOCIAL MEDIA

Note: FCC regulations that went into effect April 20, 2001, implementing The Children's Internet Protection Act (47 U.S.C. § 254) require each school/district to certify compliance with certain policy requirements in order to maintain eligibility for Internet access discounts and other services provided by the federal government.

IJND ACCESS TO DIGITAL RESOURCES (ACCEPTABLE USE POLICY)



SERIES I - INSTRUCTION

Nov 29 2023

Updated Apr 17 2025

Introduction

The Newburyport Public Schools (NPS) and the School Committee recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, collaborate, and develop skills that will prepare them for work, life, and citizenship. Our goal is to promote educational excellence by encouraging and facilitating resource sharing, innovation, and communication. We are committed to helping students develop 21st-century technology and communication skills. To that end, we provide the privilege of access to technologies for student and staff use. Internet use that is integrated into the school curriculum fosters the development of research and information skills, encourages critical and higher level thinking and provides expanded educational opportunities for both students and staff. While supporting the rights of students and staff to use all available tools, the NPS recognize that there is material on the internet that is objectionable or devoid of educational value in the context of a school setting. The NPS have taken steps to restrict access to inappropriate or controversial material. In addition to utilizing an internet content filter, NPS staff will closely supervise students' use of the internet. Although guidelines cannot totally eliminate the possibility of inadvertent or intentional access to such

information, we believe that they can significantly limit such possibilities. The NPS believe that the access to valuable resources on the Internet far outweighs the concerns that the users may procure material that is not consistent with the educational goals of the NPS, and we intend to maximize the Internet's educational value.

NPS will ensure that it adheres to the most recent Children's Internet Protection Act (CIPA, <http://ifea.net/cipa.pdf>) requirements of 2001 and 2011 by:

- Implementing an Internet filter for the purpose of blocking access to visual depictions deemed obscene, child pornography, or harmful to minors. It may be disabled for adults engaged in bona fide research or other lawful purposes.
- Providing for educating minors (in this case 'minors' refer to school aged children up to the age of 17) about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

This Acceptable Use Policy outlines the guidelines and behaviors that all users are expected to follow when using school technologies or when using personally owned devices on the school campus, including:

- The NPS network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Users are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources may result in disciplinary action.
- NPS makes a reasonable effort to ensure users' safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

NPS may provide the privilege of Internet access, desktop computers, mobile computers or devices, video conferencing capabilities, online collaboration capabilities, message boards, email, and more. This Acceptable Use Policy applies to both school-owned technology equipment utilizing the NPS network, the NPS Internet connection, and/or private networks/Internet connections accessed from school owned devices at any time. This

Acceptable Use Policy also applies to privately owned devices accessing the NPS network, the NPS Internet connection, and/or private networks/Internet connections while on school property. As new technologies emerge, NPS will seek to provide access to them. The policies outlined in this document cover all available technologies now and into the future, not just those specifically listed or currently available.

Usage Policies

All technologies provided by the district are intended for educational purposes. All users are expected to use good judgment and to follow the specifics as well as the spirit of this document: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Web Access

NPS provides its users the privilege of access to the Internet, including web sites, resources, content, and online tools. Access to the Internet will be restricted as required to comply with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Users are expected to respect the web filter as a safety precaution and shall not attempt to circumvent the web filter when browsing the Internet. The determination of whether material is appropriate or inappropriate is based solely on the content of the material and the intended use of the material, not on whether a website has been blocked or not. If a user believes a site is unnecessarily blocked, the user should submit a request for website review through the technology ticket system.

Email

NPS may provide users with the privilege of email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies. If users are provided with email accounts, the account(s) should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origins; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and as a school department, all email communications are archived for seven (7) years.

Technology Specialists who operate the system have access to all mail, including deleted messages. Messages relating to or in support of illegal activities may be reported to the authorities. All communications and information accessible via the network should be considered public property; however, the use of another person's intellectual property without that individual's prior written approval or authorization is prohibited. The school district will completely and periodically delete information from the system.

Legal Implications of Electronic Mail (Email)

For the purpose of this policy email is defined as messages created and received on an electronic mail system. The email message may be text or word processing documents, spreadsheets or other data compilations transmitted through such a system. Email created or received by an employee of a government unit is a public record. In Massachusetts, the term "public record" is broadly defined to include all documentary materials or data created or received by any officer or employee of any governmental unit, regardless of physical form or characteristics. G.L. c. 4, sec. 7(26). Email is therefore a public record and subject to the requirements of the Public Records Law G. L. C. 66.

Email messages are subject to public access through the Public Records Law G. L. C. 66. Sec.10. A determination as to whether an email message is exempt from disclosure depends upon the content of the message. G. L.C. 4. Sec. 7(26)(a-m).

Email messages may be sought through the discovery process in litigation and may be admissible in evidence. Like all electronically created and stored records, email is subject to the rules of evidence and a judge will rule on its admissibility. Refer to the Commonwealth of Massachusetts Public Records Division SPR- Bulletin No. 1-99 dated February 16, 1999 for additional information.

Network Accounts

Do not use another individual's account or password. Do not give your password to others. Attempts to log-on to the system as another user may result in cancellation of user privileges.

Network Use Limitations

The district's computer network may not be used to disseminate commercial or personal advertisements, solicitations, promotions, destructive code (e.g., viruses, self-replicating programs, etc.), or any other unauthorized materials. Staff and students may not use the

school system's Internet connection to download games or other entertainment software or to play non-educational games over the Internet. Additionally, you may not use the computer network to display, store or send (by email or any other form of electronic communication such as bulletin boards, chatrooms, Usenet groups, etc.) material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful.

Computer resources are not unlimited. Network bandwidth and storage capacity have finite limits, and all users connected to the network have a responsibility to conserve these resources. As such, the user must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include but are not limited to, streaming music or videos for non-educational purposes, sending chain letters, spending, playing online games, or otherwise creating unnecessary loads on network traffic associated with non-educational uses of the Internet.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits that collaboration brings to education, NPS may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally- identifying information online.

Mobile Devices Policy

NPS may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network. Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should immediately report any loss, damage, or malfunction to the teacher or to IT staff. Users may be financially accountable for any damage resulting from negligence or misuse. Use of school issued mobile devices off the school network may be monitored.

Personally-Owned Devices Policy

Students in grades kindergarten through eighth, should keep personally-owned devices (including laptops, tablets, smart phones, cell phones, e-readers, iPod touch, gaming devices) turned off and put away during school hours (with the exception of assistive

devices) unless in the event of an emergency or as instructed by a teacher or staff for educational purposes. Devices are to be used as part of classroom lessons only upon teacher approval. Because of security concerns, when personally-owned mobile devices are used on campus, they must be used over the school network. High school students need to refer to Section 5- Policies and Procedures in the Clipper's Compass. All personally-owned devices are on a use at your own risk policy. The School District is not accountable for loss, damage, theft, etc.

This Acceptable Use Policy applies to privately-owned devices accessing the NPS network, the NPS Internet connection, and private networks/Internet connections while on school property. Virus protection for PC's is required.

Users who cannot access the NPS network or who may have technical issues with their own technology tool need to take care of this issue by working with the user's manual that came with the device outside of the classroom. These are not NPS devices and the district is not allocating resources to troubleshoot issues.

Individual Use Expectations

Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin. If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or attempt to download any programs to help remove the virus.

You are responsible for any misuse of your account, even if the inappropriate activity was committed by another person. Therefore, you must take steps to ensure that others do not gain unauthorized access to your account. In addition, you may not use your account to breach security of another account or attempt to gain unauthorized access to another network or server.

Your password provides access to your account. Sharing your password and account access with unauthorized users is prohibited. You should take care to prevent others from using your account by keeping your password secure since you will be held responsible for such use. Do not leave an unsupervised computer logged on to the network.

Downloading and Sharing Software

Users may not copy, download or share any type of copyrighted materials (including music or films) without the owner's permission. Users may not copy or download software without the express authorization of IT staff. This includes copying school-purchased software to your home computer. Software is protected by federal copyright law, which says that you can't make additional copies of software without the permission of the software publisher. Users should not download or attempt to download or run .exe programs over the school network without express permission from IT staff. You may be able to download other file types such as images or videos, provided they are allowed by fair use rules or permitted by author or a Creative Commons License. For the security of our network, download such files only from reputable sites, and only for educational purposes. Unauthorized copying or sharing of software (including video and music files), is illegal and may subject the copier to substantial civil and criminal penalties. The school district assumes no responsibility for copyright or licensing violations by students or staff.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should recognize that among the valuable content online there is also unverified, incorrect, or inappropriate content. Users should only use trusted sources when conducting research via the Internet. Users should remember not to post anything online that they wouldn't want students, parents, teachers, or future colleges or employers to see. Once something is online, it's out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Plagiarism is the use of another person's words or ideas without acknowledging the source (by omitting to cite them) and is considered theft. When you pass off ideas, content, computer programs, images, or words from the internet, as your own, it is an act of lying and cheating. Online research needs to be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves

and others. Users should never agree to meet in real life someone they meet online without parental permission. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent or guardian if you're using the device at home) immediately.

NPS makes an attempt to protect private information but users who submit personal information online do so at their own risk.

Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't be mean. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained. (Reference: District Anti-Bullying Policy)

Social Media Policy

Social Media is defined as any form of publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, internet websites, internet forums and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google and Flickr (NYC Dept. of Education).

Communication with Students and Parents

Newburyport employees who work with students and communicate with them through professional social media sites should follow these guidelines:

1. Professional social media sites that are school based should be designed to address reasonable instructional, educational or extra-curricular program matters.
2. Newburyport employees should treat social media space and communication like a classroom or professional workplace.
3. Employees should exercise caution, sound judgement and common sense when using all social media.
4. No personally identifiable student information may be posted on social media sites unless written permission has been signed by parents.

5. No photographs or videos may be posted without the teacher's permission.
6. Teachers will determine how best to communicate with parents via phone, email or social media.
7. Each teacher will maintain a classroom website where general information may be found regarding instructional practice and classroom expectations. It is expected that websites will be updated throughout the year.

Vandalism

Any verified acts of vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy a physical device, the data of another user, the NPS network, or other networks that are connected to our system through the Internet. This includes, but is not limited to, the uploading or creation of computer viruses.

Privacy

Staff and students are given access to computers and the Internet to assist them in furthering the educational process. Users should have no expectation of privacy in anything they create, store, send or receive using the district's computer equipment. In addition the district, through its designees, reserves the right to monitor, examine, evaluate and disclose all aspects of the technology resources and their use.

NPS is committed to protecting private information of staff and students contained within emails or other online transmissions.

While we cannot guarantee the privacy or confidentiality of information within electronic documents, the following procedures will help to protect the privacy and confidentiality of such information.

- Remember when sending emails regarding students to use ONLY the student identification numbers and the first initial of both their first and last name eg: John Smith would be J.S.#12345.
- Remember when sending emails regarding staff to use ONLY the staff member's initials and job eg: John Smith teacher would be J.S. teacher.

Confidentiality rules apply, following FERPA regulations.
(<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>)

Limitation of Liability

NPS will not be responsible for damage or harm to persons, files, data, or hardware. While NPS employs filtering and other safety and security mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness.

NPS will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Acceptable Use Policy

Violations of this policy may have disciplinary repercussions, including:

Suspension or termination of network, technology, or computer privileges;

Notification to parents;

Detention or suspension from school and school-related activities;

Employment disciplinary action, up to and including termination of employment;

The NPS will provide staff with Internet guidelines and training and support in the appropriate and effective use of the internet. The school system will inform parents about Internet guidelines through the use of letters, school newsletters, and handbooks.

Additionally, the NPS will continually evaluate tools and software which can potentially assist staff in implementing guidelines, effectiveness, manageability, and any cost for initial purchase and upgrades will be considered.

Policy References:

Cross ReF: Plagiarism

Adoption Date: 02/05/2018

ACCEPTABLE USE OF DIGITAL RESOURCES

The Superintendent, in conjunction with the Director of Technology, shall develop and implement appropriate procedures to provide guidance for access to digital resources. Guidelines shall address teacher supervision of digital resources, ethical use of such resources and issues of online privacy. In addition, procedures shall prohibit utilization of digital resources for prohibited or illegal activities and for the use of other programs with the potential of damaging or destroying programs or data.

Technology procedures shall be implemented that effectively address the following:

- Controlling access by minors to inappropriate matter on the Internet as defined by the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA);
- Safety and security of minors in use of digital resources;
- Preventing unauthorized access, including hacking, viruses, and other unlawful activities by minors online

Annually, all students must agree to and sign an appropriate digital use form developed by the Superintendent in conjunction with the Director of Technology; this form must also be signed for the parent or guardian for students under the age of 18.

All staff must agree to and sign an appropriate digital use form prior to being granted access to district digital resources. Employees must use district resources for the purposes directly related to educational and instructional purposes.

On the recommendation of the Superintendent in conjunction with the Director of Technology, the district shall determine when and which digital resources can be made available to the community. All guest users will be prompted to and must accept a digital use agreement prior to use.

Those violating the digital use agreement will be subject to appropriate consequences.

Personally-Owned Devices

Use of personally-owned digital devices by students in the schools shall be subject to the acceptable use practices as specified in the individual School Building Handbooks.

LEGAL REF: 47 USC § 254

CROSS REF: IJND Access to Digital Resources
GBEE PERSONNEL USE OF TECHNOLOGY
JICJ STUDENT USE OF TECHNOLOGY
KDC COMMUNITY USE OF DISTRICT RESOURCES
KDCB District Website and Social Media

IJNDC INTERNET PUBLICATION



SERIES I - INSTRUCTION

Nov 29 2023

Updated Jan 8 2024

I. Purpose

The School District has established a district-wide web page that links users to web pages for the district's individual schools. The School District maintains these web pages for educational purposes only, in furtherance of the educational mission of the School District. All published pages and corresponding links to other sites must relate to the district's educational mission.

II . Supervision and Approval of Web Pages

The Superintendent (or his/her designee) may select the person or persons ("the Webmaster") responsible for overseeing the school district's web pages and maintaining the web pages in a manner consistent with this policy and the school district's Access to Digital Resources Policy. The Webmaster must approve all links from the district web pages to other sites on the Internet. The Webmaster will review the links to ensure that the links are related to the district's educational mission.

Staff members may publish web pages related to their class projects or courses on their school's web site. Staff members must submit their material to the Webmaster for approval before the material can be published. Staff members may not publish or link to personal web pages as part of the school district web site.

Student or staff work (e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork) may be published on the district's web pages, as detailed below. All work that is published will be accompanied by a copyright notice written by the Webmaster that prohibits copying the work without the written consent of the copyright holder.

III. Content Standards

All web page materials are expected to be accurate, grammatically correct and free of spelling errors. Student work may deviate from this standard depending upon the age and grade level of the student. Web pages should be well-organized and professional in appearance. Web pages must not contain copyrighted or trademarked material belonging to others unless written permission to display such material has been obtained from the owner and the owner is credited on the school's web page.

IV. Safety Precautions

A. In general

Identifying information about students, such as first and last names, personal phone numbers or home addresses, will not be published. First names or first names and the first letter of the student's last name may be used where appropriate.

B. Student photographs

- Student photographs may be published only with the written consent of the student's parent or guardian.
- Student photographs will not be accompanied by identifying information about the student(s).

C. Student work

Student work, e.g. voice, likeness, quotes, written material, musical pieces, and graphic or other artwork, may be published only with the written consent of the student's parent or guardian.

D. Staff photographs, identifying information and work

- Photographs of staff members, accompanied by the staff member's full name, may be published only with the staff member's written consent.
- Staff work, e.g. voice, likeness, quotes, written material, musical pieces and graphic or other artwork, may be published only with the staff member's written consent.

Adoption Date: 02/05/2018

PROPOSED NEW POLICY (BASED ON MASC MODEL)

File: KDCB

DISTRICT WEBSITE AND SOCIAL MEDIA

The School Committee wishes to ensure accurate delivery of information, and as such, the Newburyport Public Schools will maintain a district website and such district and school social media accounts as authorized by the Superintendent. All such online platforms will be maintained by district staff, acting in their professional capacities.

In order for public communication with the School Committee and district personnel to be responded to in a timely manner, in line with the legal requirements for public communication, commenting on all district and school sites will be disabled. Every school and district site will clearly indicate this policy and will direct those wishing to contact the school and district personnel to the appropriate venues to do so.

Unauthorized use of district or school name is prohibited.

A high priority will be placed on such platforms being accessible, frequently updated, and user friendly.

LEGAL REF: Constitution of the Commonwealth of Massachusetts, Declaration of Rights,
Article 16
Constitution of the United States of America, Amendment 1
MGL Ch. 66
MGL Ch. 30A

REF: A Guide to the Massachusetts Public Records Law (Secretary of the Commonwealth)

CROSS REF: BEDH - PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS
GBEE - PERSONNEL USE OF TECHNOLOGY
BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

Proposal to Sunset Communications Subcommittee

The Communications Subcommittee was formed in January 2024 to improve communications between the School Committee and the following: Superintendent/District leadership, families in the District, City Council, and “non-school” community members. Significant progress has been made, particularly with respect to the first two groups. Plans are in place to continue the work that’s been done, and to improve communications with the City Council. The chart below details accomplishments as well as plans moving forward *noted in italics*.

Communications with...	Accomplishments & Plans
District Leadership	<ul style="list-style-type: none"> ● Avoiding surprises and “gotcha” questions at public meetings (per our policy) ● Established “follow up” items on meeting agenda ● Established Teaching & Learning subcommittee ● Superintendent’s report included in packet
Families	<ul style="list-style-type: none"> ● New District website & app ● Elimination of SC Facebook page ● SC newsletter for each meeting- <i>responsibility of Vice-Chair, can be delegated</i>
City Council	<ul style="list-style-type: none"> ● Annual joint Fincom/B&F mtg in March ● Members Hall & Callahan moving to Council ● <i>Vice-Chair to meet with Council President in December to establish protocol for communications via liaison or ad hoc</i>
Non-school Community	<ul style="list-style-type: none"> ● Annual budget listening session in October ● Communications Specialist position- increased outreach via emails and press releases ● <i>Continue to partner with the District to promote community engagement in school activities & budget process</i>

School Committee
December 1, 2025

Superintendent's Report



Nock Middle School Play (Miracle on 34th Street)

Little Clips Daycare Center Ribbon Cutting

As Superintendent, I am prouder than I can say. This project reminds us of our vision every time we walk by this center, it's a physical testament to a core belief: we value our teachers; we value family, and we value educating the next generation of leaders. Thank you to the many people who made this happen: Pam Kealey, for your tireless work, your vision, and your dedication; James McSweeney and the entire Maintenance Crew, for turning the blueprint into reality; the Swasey Board, for believing and investing in our faculty and our mission; Mayor Reardon & our School Committee for their leadership and support, along with our extended leadership team.

And to our entire Newburyport community, for proving once again that when we stay together through the good times and the bad times - we always find a way.

The Little Clips Daycare Center will be here for many, many years. It is a powerful example of what can be achieved when collaboration and care is at the heart of everything we do.

MCIEA Governing Board

I attended the second MCIEA Governing Board meeting. The agenda included but was not limited to: the statewide graduation requirement, MASC / MASS session, budget update, performance assessments, Maynard site visit, School Quality Measures and SQM steering committee update.

Salem High School Visit

Principal Andy Wulf, Assistant Superintendent Lisa Furlong, NHS Guidance Director Lauren Gee and NHS teachers Erin Hobbs, Jill Moran and Megan Horst visited Salem High School to learn more about their Chapter 74 and Pathways programs. The team debriefed their visit with me on Friday – we discussed strategic planning for Chapter 74 (Broadcast Media & Early Childhood Education) and pathways (medical assistance). Next steps will include mapping out a 900-hour program for the Chapter 74 programs and identifying implementation strategies.

Investment Club Presentation

I had the opportunity to attend the Investment Club's 2025-2026 presentation. The NEF has allocated funds for this club to invest into the current markets. In attendance for the presentation were community members who have financial and investment backgrounds. These volunteers continue to provide the students feedback on their investment portfolio. This is a great display of how committed our business community is to our school system. The Investment Club gave a financial overview of their portfolio, and their presentation was impressive.

Wall of Fame

I attended the NHS Wall of Fame Dinner and awards on Thursday evening at the Elks Club. It was an honor to meet the inductees and their families. Enshrined in this year's class was Kevin Hale (football, basketball, baseball), Kyle Kravchuk (football, hockey, track), Jason Beauparlant (strength conditioning coach), Don Hennigar (Track Coach), Joe Pace (basketball, baseball) and Margaret Frash-Pflugh (soccer, cross country, track). The inductees spoke about their great teammates, coaches and teachers. I enjoy this wonderful ceremony every year.

Newburyport Education Foundation Lighthouse Auction

I attended the annual Newburyport Education Foundation Lighthouse Auction. As you know this is the biggest fundraiser for the NEF, raising approximately \$150,000 for Newburyport Public Schools each year. Once again this was a great community event, where we were able to spend time with many of our parents and caregivers during the evening. A big thank you goes out to all of our members and the NEF.

Thanksgiving Luncheon Amesbury & Newburyport Rotary

Assistant Superintendent Furlong, Andy Wulf, Coach John Webber and I attended the annual joint luncheon with the Amesbury Club to honor our graduating senior football players and cheerleaders. It is also to build excitement for the 102nd Thanksgiving Day game between the two rivals. This year it was Amesbury's turn to host. The luncheon was held at the Ristorante Molise in Amesbury. We were joined by Rotary members from Amesbury, Amesbury seniors and their coaches, along with the same from Newburyport. In addition Mayor Reardon and Mayor Gove from Amesbury joined in the festivities.