

Newburyport Public Schools
School Committee Business Meeting

Wednesday, January 14, 2026 at 6:30PM
Senior/Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/85943507583?pwd=oFhJ6Eaxmx6INnRp87DZBXueZzXGwM.1>

Meeting ID: 859 4350 7583

Passcode: 202039

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. *Warrant – *possible Vote*
4. *Meeting Minutes 12/15/2025 – *possible Vote*
5. School Committee Student Representative Report
6. *Appoint Newburyport Representative to the Whittier Regional School Committee – *possible Vote*
7. Roof Project Update – Next Steps – James McSweeney
8. Toward Zero Waste 2030/50 Program Presentation – ACES Alliance
9. School Improvement Plans Presentations – Building Principals
10. *Review and Adoption of School Committee Procedural Rules and Regulations (Policies BCA and BCC-BCD) – *possible Vote*
11. *Designation of Member and Alternate to Sign Payroll and Vouchers – *possible Vote*
12. School Committee 2026 Subcommittee Assignments
13. Subcommittee Updates
 - a. Finance Subcommittee – Andrew Boger
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Teaching & Learning Subcommittee – Breanna Higgins
14. Superintendent's Report
15. 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
School Committee Business Meeting
January 14, 2026 at 6:30PM
Senior/Community Center, 331 High Street, Newburyport, MA 01950

AGENDA NOTES

Join Zoom Meeting

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School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. *Warrant – *possible Vote*
4. *Meeting Minutes 12/15/2025 – *possible Vote*
5. School Committee Student Representative Report
6. *Appoint Newburyport Representative to the Whittier Regional School Committee – *possible Vote*
Newburyport's representative position for Whittier Regional School Committee is vacant due to the recent resignation of Mary DeLai, whose term expires on March 31, 2027. Two Newburyport residents have submitted letters of interest and will address the School Committee: Max Cattan and David St. Cyr. (attached)
7. Roof Project Update – Next Steps
Facilities Director James McSweeney will provide an update of the roof projects for the Nock and High School, along with the next steps in the process. (attached)
8. Toward Zero Waste 2030/50 Program Presentation – ACES Alliance
Newburyport members of ACES (Alliance of Climate & Environmental Stewards) will present an overview of the Toward Zero Waste 2030/50 Program. (attached)
9. School Improvement Plans Presentations
Building Principals from the High School, Nock, Molin and Bresnahan will present their School Improvement Plans and Goals, in accordance with Policy BDFE-E School Improvement Plan. (attached)
10. *Review and Adoption of School Committee Procedural Rules and Regulations (Policies BCA and BCC-BCD) – *possible Vote*
Per Policy BDA – Organizational Meeting, School Committee members shall vote to adopt the rules and regulations for its proceedings, which are outlined in Policies BCA – SC Member Ethics and BCC/BCD – SC Operating Principles & Norms of Interaction. In addition, each School Committee shall agree to abide by the Code of Ethics of the Massachusetts Association of School Committees. In order to ensure consistent understanding and application of these documents and the practices, these documents will be read aloud and points of clarification discussed during the School Committee Organizational meeting each year. (attached)
11. *Designation of Member and Alternate to Sign Payroll and Vouchers – *possible Vote*
School Committee members will designate one member and one alternate, to sign payrolls and vouchers in 2026, as stipulated in Policy BDA – School Committee Organizational Meeting. (attached)

12. School Committee 2026 Subcommittee Assignments
Mayor Sean Reardon will review the Subcommittee Assignments for 2026. (attached)
13. Subcommittee Updates
 - a. Finance Subcommittee – Andrew Boger
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Teaching & Learning Subcommittee – Breanna Higgins
14. Superintendent’s Report: *January 16 Staff Development Day*
15. New Business

* possible vote

- FYI: Upcoming Dates:**
- ✓ NHS School Council: Tuesday, January 13 @ 5:00PM
 - ✓ Nock Winter Concert: Wednesday, January 14 @ 6:00PM
 - ✓ School Committee Business meeting: Wednesday, January 14 @ 6:30PM
 - ✓ No Students – Staff Development Day: Friday, January 16
 - ✓ Closed – MLK Jr. Holiday observed: Monday, January 19
 - ✓ Teaching & Learning Subcommittee meeting: Wednesday, January 21 @ 6:00PM
 - ✓ Superintendent’s Advisory Council: Thursday, January 22 @ 6:30PM
 - ✓ NHS Sophomore Semi: Friday, January 23 @ 7:00PM
 - ✓ Bresnahan School Council: Tuesday, January 27 @ 8:10AM
 - ✓ School Committee Business Mtg & Retreat: Wed., January 28 @ 5:30 / Nock
 - ✓ Int’l Holocaust Remembrance Day Speaker: Thursday, January 29 @ 6:30PM

School Committee

Warrant(s)

January 14, 2026

Warrant 8171 FY26	\$ 773,861.29
A-Warrant(s)	<u>\$ 11,723.78</u>

Total of Warrants:

\$ 785,585.07

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

Monday, December 15, 2025

CALL TO ORDER / ROLL CALL

Mayor Sean Reardon called the School Committee Business meeting of the Newburyport School Committee to order at 6:31 PM. Roll call found all members present. All those present stood for the Pledge of Allegiance.

Public Comments: none

Warrant

On a motion by Brian Callahan and seconded by Mayor Sean Reardon it was

VOTED: to approve the Warrant in the amount of \$586,735.66 as presented.

Warrant 8169 (FY26)	\$560,503.40
A-Warrant	<u>\$ 26,232.26</u>
	\$586,735.66

Motion Passed

Minutes

Motion:

On a motion by Mayor Sean Reardon and seconded by Sarah Hall it was

VOTED: to adopt the minutes for the December 1, 2025 School Committee meeting, amending the MCAS paragraph on page 2 to include: *Member Boger expressed concerns about MCAS scores in Math and ELA for elementary grades and encouraged staff to focus on improving performance in identified areas by considering a similar approach applied in the Nock to improve math skills.*

Motion Passed

Student Representative Report

Students were unable to attend; Superintendent Gallagher provided the report which included family craft events at the Bresnahan, holiday doors at the Molin, Governor Healey's visit to the Nock and the winter concert at the high school. (attached)

NHS Fall 2025 Athletics Recap

Athletic Director Anna DeVitto provided a recap of the fall athletic season. Ms. DeVitto shared that there were 21 teams this year, 541 student athletes, with an 80% participation rate. She reviewed the highlights for cheerleading, cross country, golf, field hockey, football, girls/boys soccer and volleyball. Six student athletes committed to play collegiately next year.

Capital Improvement Program FY2027-2031 Review

Facilities Director James McSweeney presented nine projects that were included in the Capital Improvement Program for FY2027-2031. School Committee members were able to ask questions while Mr. McSweeney reviewed project descriptions, justifications and estimated costs.

FY 27 Budget Development Update

Finance Director Ethan Manning presented an update of the FY27 Budget Development. Ethan reviewed the budget development process, guidelines provided to budget holders, and the timeline. Ethan also reviewed the five district goals and how they come together to build the budget.

SUBCOMMITTEE UPDATES

Finance Subcommittee

Brian Callahan stated the December 18th meeting will be canceled.

Policy Subcommittee

Kathleen Shaw will schedule a meeting in January once new school committee members are on board.

Teaching & Learning Subcommittee

Breanna Higgins stated the next meeting will be held on December 17th and will discuss DIBELS and the Curriculum Review Cycle.

Superintendent's Report

Music Program: The Superintendent thanked NHS teacher Stephanie Phillips and the music department for their continuous work to enhance the district's music programs.

Wellness Advisory Meeting: Superintendent Gallagher highlighted various topics discussed at this quarterly meeting. He also mentioned five members of the student-led Red Cross Club are now certified Red Cross CPR instructors and can begin to offer CPR training to local restaurants.

MCIEA Board meeting: The Superintendent shared the agenda topics for their recent meeting. The group is made up of area superintendents and union members, and they have been working collaboratively to review potential performance assessments.

CREST Collaborative meeting: NPS is part of this collaborative for special education out-of-district placements. The Superintendent reviewed this month's meeting agenda items. A recent membership change was approved to provide placement priority to membership schools.

January Professional Development Planning meeting: Superintendent Gallagher thanked the CEL/ILT teacher leaders, Dr. Tom Abrams, Ass't Superintendent Lisa Furlong and the Vertical Math Team members for all their work over the past few months planning the PD day in January.

Human Rights meeting: This month's meeting centered around planning various future events such as the Iftar, Peace Prize, Holocaust Remembrance, and Tolerance Check-in.

Governor Healey Visit: The Superintendent shared a story of how the Governor’s visit to the Nock came to be. The purpose of Governor Maura Healey’s visit to the Nock Middle School was to speak with 8th grade students regarding her role and responsibilities as the Governor of Massachusetts. This visit related to the Nock’s “I am We” Civics project.

North Shore Superintendent’s Round Table Appreciation Luncheon: The NSSRT recognizes area administration assistants annually at this event. The Superintendent was able to attend the luncheon with Ass’t Superintendent Lisa Furlong and their administrative assistants.

New Business:

Orientation Materials: Juliet Walker thanked Joanne Yelle for her work preparing the orientation materials for the new school committee members.

Retreat: Juliet Walker and Mayor Reardon suggested holding the retreat on the second meeting in January (January 28th), possibly from 5-8PM.

High Street: Mayor Reardon stated recent meetings were held to discuss Hight Street. A police presence will be available the remainder of the week from 7:45AM – 8:15AM. In addition, a city electrician can repair the flashing beacon as well as the flashing beacon by Wednesday (12/17). Positions for morning & afternoon crossing guards will continue to be advertised. Superintendent Gallagher will send out more information regarding crossing areas before January 5th.

Subcommittee Assignments: School Committee members should email Mayor Reardon if they have any preference to their subcommittee assignment. Mayor Reardon will share the assignments before Inauguration Day.

Special Citation Presentation: Mayor Reardon presented citations to Brian Callahan, who has served on the School Committee for 8 years, and Sarah Hall who has served for 4 years. Both will be leaving to begin their new role as City Council members.

ADJOURNMENT

Motion:

On a motion by Sarah Hall and seconded by Juliet Walker it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 7:44PM and move to Executive Session for the purpose of discussing possible litigation and/or legal matters, and will not reconvene in Open Session.

Motion Passed

Roll Call Vote

School Committee Member	Vote
Mayor Sean Reardon	Yes
Sarah Hall	Yes
Andrew Boger	Yes
Brian Callahan	Yes
Breanna Higgins	Yes
Kathleen Shaw	Yes
Juliet Walker	Yes

Submitted by: Cassidy Bolcome & Ann Pervier

Bresnahan News:

Teachers are hosting family craft events & celebrations that highlight the joy, creativity, & sense of belonging that make the Bresnahan so special.

Molin News:

Classes are beginning the **Holiday Doors** tradition at the Molin. Students learn about holidays from around the world, decorate their doors to show the meaning, & participate in a learning walk through the halls by visiting each door & completing a scavenger hunt of the holidays.

Some 5th grade classes will sing holiday carols at Advinia.

NHS students will perform for the Molin students this Thursday to celebrate the holidays.

Nock Middle School News:

Last Friday, Governor Maura Healey visited the Nock to speak with 8th grade students to share her personal journey, & answer student questions. We extend our sincere thanks to Governor Healey & her team for taking time out of their busy schedule to provide our students with a meaningful & memorable learning experience.

Nock Students are also looking forward to the upcoming holiday pep rally which serves as a celebration of student hard work, positive behavior, & shared school pride.

High School News:

This Tuesday night the NHS Performing Arts will present its annual Winter Concert featuring the NHS Band, Orchestra, Chorus, Dance, Guitar Jam Rock Class & the Clippers Up Band.

Congratulations to Cat MacDonald, who was recently recognized by PlumFest organizers for the PlumFest Music Festival. This year marked the 10th anniversary of the festival & Cat's poster design was selected and used to market the event.

NEWBURYPORT PUBLIC SCHOOLS

SCHOOL COMMITTEE

January 14, 2026

**CANDIDATES FOR
NEWBURYPORT REPRESENTATIVE
WHITTIER TECH SCHOOL COMMITTEE**

Max Cattan

David St. Cyr

Max Cattan

From: max cattan [REDACTED]

To: Christine Jackson [REDACTED]

Subject: Newburyport Representative to join the Whittier Tech School Committee.

Greetings, I am interested in filling the position of the Newburyport representative to the Whittier tech school committee. I believe I would be the best choice as the representative from Newburyport because of my strong inclination to serve and help those around me and my status as an honors level student at Whittier tech. I would also enjoy serving this role of leadership because it would give Newburyport a strong leader and speaker for the school committee, guaranteeing that Newburyport's involvement in the school would be secured. Attached on this email is my resume and if you would like to talk to or interview me you can contact me with the provided email and phone number.

[REDACTED]

Thank you for the opportunity, Max Cattan

Max Cattan



Education

- Whittier Regional Vocational Technical High School – digital and analog electronics, computer coding, electromechanical assembly, robotics
- Enrolled in honors level courses.

Work experience

- Market Basket July 2023-present
Part time produce clerk providing customers with high quality goods.
- The Dojo October 2023-present
Assistant in general operation, night cleaner, camp counselor, part time karate instructor and instructor in training.
- Newburyport youth services November 2023
Game master for the newburyport youth services running dungeons and dragons

Commendations

- One of two pupils to receive 7th grade fireman's award for greatness.
- Constructed two household computer systems.
- Second degree brown belt currently practicing karate.

Skills

- Through hole soldering and surface mount soldering.
- Construction with power and hand tools.
- Coding C++ and Python.
- Electromechanical assembly.
- Efficient and safe handling of heavyweight commodities.
- Strong willingness to learn.
- Commitment to following procedures with integrity.

Extracurricular activities and interests.

- Karate.
- Fishing.
- Hiking
- Mountain biking.
- Video games.
- Cooking hearty meals.
- Sports shooting.
- Hunting.

References available upon request.

David St. Cyr

From: David St. Cyr [REDACTED]

To: Christine Jackson [REDACTED]

Subject: Letter of Intent - Board Seat Opening - Whittier Technical High School

Dear Mayor Reardon,

I am pleased to submit my letter of interest regarding the open Board seat at Whittier Regional Vocational Technical High School. This opportunity aligns with my work in Human Resources and personal interest in growing businesses.

Thank you in advance for reviewing my letter of interest. I look forward to hearing from you about your decision.

Kind regards,

David St. Cyr
[REDACTED]

[REDACTED]

Sean Reardon
Mayor, City of Newburyport
Newburyport, MA 01950

Dear Mayor Reardon,

I am pleased to submit this letter of interest regarding the open Board seat at Whittier Regional Vocational Technical High School. It would be an honor to represent the City of Newburyport to meet and enhance the educational needs of our students and the talent needs of our community's businesses. With my 25 years of Human Resource Leadership in the high-tech, biotech and manufacturing industries, I offer a unique perspective and direct experience for this governance opportunity.

In my current position as Vice President of Human Resources at the James F. Mullen Company in Merrimac and Atlantic Fish & Seafood in Gloucester, I have partnered with Whittier Tech to support the hiring of welders and machinists. In consequence, I am keenly aware of the critical function Whittier Tech serves to bridge the current gap of available trade skilled labor in support of the economy of the broader Newburyport area.

Whittier Tech's culture of accountability, readiness, respect, and inclusion aligns with my professional perspective and experience. Throughout my career, I have worked with diverse populations of talent from across many cultures. I have built and led large teams for public companies, such as Dynatrace, Smith & Nephew, Biogen, Exa Corporation, and IBM. I have lived in Dubai and worked in over thirty countries where I scaled my own team. I have led business transformations through acquisitions, organizational restructuring, system implementations, and programs whose aim was to reduce operating expenses.

From a personal perspective, I am committed to the city of Newburyport and to the success of Whittier Regional Vocational Technical School. My wife Adriana and I, together with our twin daughters, Lucia and Francesca, who attend the Molin Elementary School, have been residents of Newburyport since 2016. I served on the Redevelopment Authority Board for two years, and Adriana has been supporting the PTO since 2023. We recognize the educational challenges that have arrived with the emergence of AI and wish to participate in solutions for the betterment of our daughters and all students of Newburyport.

Thank you for considering my request to be on Whittier Regional Vocational Technical High School's Board to represent the City of Newburyport.

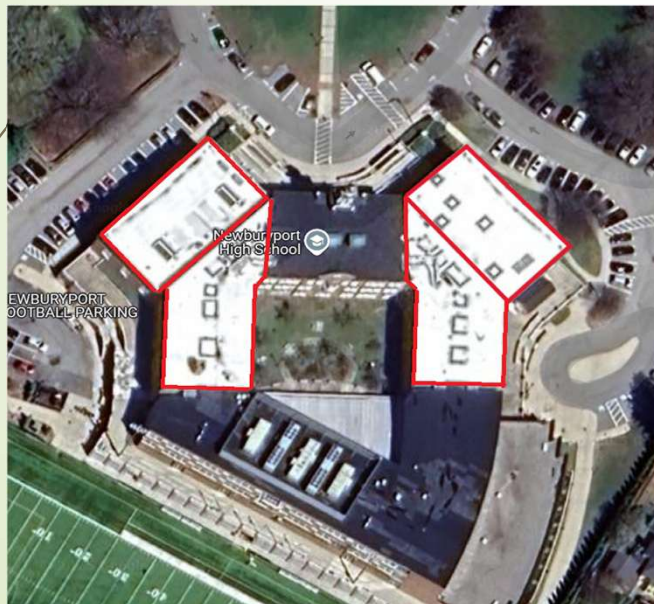
I look forward to hearing from you about your decision.

Kind regards,



David St. Cyr

NHS & Nock-Molin Roof Projects



Construction Cost Estimates

Nock-Molin

Cost Estimates 12.18.25

Construction Costs	
Construction Budget	
GMP Fee	
GMP Insurance	
GMP Contingency	
Division 1 - General Requirements	\$682,265
Division 2 - Existing Conditions	\$90,600
Division 3 - Concrete	\$39,533
Division 4 - Masonry	
Division 5 - Metals	\$3,500
Division 6 - Woods, Plastics and Composites	\$56,475
Division 7 - Thermal and Moisture Protection	\$1,179,399
Division 8 - Openings	\$86,400
Division 9 - Finishes	\$10,000
Division 10 - Specialties	
Division 11 - Equipment	
Division 12 - Furnishings	
Division 13 - Special Construction	
Division 14 - Conveying Systems	
Division 21 - Fire Suppression	
Division 22 - Plumbing	\$16,200
Division 23 - HVAC	\$6,890
Division 25 - Integrated Automation	
Division 26 - Electrical	\$250,724
Division 27 - Communications	
Division 28 - Electronic Safety and Security	
Division 31 - Earthwork	
Division 32 - Exterior Improvements	
Division 33 - Utilities	
Construction Budget	\$2,421,986

Cost Estimates 1.8.26

Construction Costs	
Construction Budget	
GMP Fee	
GMP Insurance	
GMP Contingency	
Division 1 - General Requirements	\$844,050
Division 2 - Existing Conditions	\$120,600
Division 3 - Concrete	\$39,533
Division 4 - Masonry	\$0
Division 5 - Metals	\$3,500
Division 6 - Woods, Plastics and Composites	\$56,475
Division 7 - Thermal and Moisture Protection	\$1,370,989
Division 8 - Openings	\$86,400
Division 9 - Finishes	\$10,000
Division 10 - Specialties	
Division 11 - Equipment	
Division 12 - Furnishings	
Division 13 - Special Construction	
Division 14 - Conveying Systems	
Division 21 - Fire Suppression	
Division 22 - Plumbing	\$16,200
Division 23 - HVAC	\$6,890
Division 25 - Integrated Automation	
Division 26 - Electrical	\$230,724
Division 27 - Communications	
Division 28 - Electronic Safety and Security	
Division 31 - Earthwork	
Division 32 - Exterior Improvements	
Division 33 - Utilities	
Construction Budget	\$2,785,361

Nock- Molin Total Project Costs

Estimate 12.18.25

Board Authorization	
Project Budget (excluding Contingencies)	\$2,899,727
Scope Items Excluded or Otherwise Ineligible	\$0
Third Party Funding (Ineligible)	
Basis of Estimated Total Facilities Grant ^{1,4}	\$2,899,727
Reimbursement Rate	43.00%
Estimated Maximum Total Facilities Grant ¹	\$1,246,883

Total Construction Contingency ^{2,3}	\$121,099
Ineligible Construction Contingency ^{2,3}	\$121,099
Potentially Eligible Construction Contingency ^{2,3}	
Total Owner's Contingency ^{2,3}	\$12,110
Ineligible Owner's Contingency ^{2,3}	\$12,110
Potentially Eligible Owner's Contingency ^{2,3}	
Total Construction and Owner's Contingency ^{2,3}	\$133,209
Total Ineligible Contingency ^{2,3}	\$133,209
Total Potentially Eligible Contingency ^{2,3}	\$0
Reimbursement Rate	43.00%
Potential Additional Contingency Grant Funds ²	\$0
Maximum Total Facilities Grant	\$1,246,883
Total Project Budget	\$3,032,936

Estimate 1.8.26

Board Authorization	
Project Budget (excluding Contingencies)	\$3,263,102
Scope Items Excluded or Otherwise Ineligible	\$0
Third Party Funding (Ineligible)	
Basis of Estimated Total Facilities Grant ^{1,4}	\$3,263,102
Reimbursement Rate	43.00%
Estimated Maximum Total Facilities Grant ¹	\$1,403,134

Total Construction Contingency ^{2,3}	\$139,268
Ineligible Construction Contingency ^{2,3}	\$139,268
Potentially Eligible Construction Contingency ^{2,3}	
Total Owner's Contingency ^{2,3}	\$13,927
Ineligible Owner's Contingency ^{2,3}	\$13,927
Potentially Eligible Owner's Contingency ^{2,3}	
Total Construction and Owner's Contingency ^{2,3}	\$153,195
Total Ineligible Contingency ^{2,3}	\$153,195
Total Potentially Eligible Contingency ^{2,3}	\$0
Reimbursement Rate	43.00%
Potential Additional Contingency Grant Funds ²	\$0
Maximum Total Facilities Grant	\$1,403,134
Total Project Budget	\$3,416,297

Note: Total Project Budget includes \$215,000 already appropriated for Design & OPM

Construction Cost Estimates NHS

Cost Estimates 1.8.26

Construction Costs	
Construction Budget	
GMP Fee	
GMP Insurance	
GMP Contingency	
Division 1 - General Requirements	\$923,661
Division 2 - Existing Conditions	\$56,560
Division 3 - Concrete	
Division 4 - Masonry	\$162,160
Division 5 - Metals	\$23,000
Division 6 - Woods, Plastics and Composites	\$174,142
Division 7 - Thermal and Moisture Protection	\$1,414,162
Division 8 - Openings	\$61,000
Division 9 - Finishes	\$20,000
Division 10 - Specialties	
Division 11 - Equipment	
Division 12 - Furnishings	
Division 13 - Special Construction	
Division 14 - Conveying Systems	
Division 21 - Fire Suppression	
Division 22 - Plumbing	\$14,260
Division 23 - HVAC	\$36,910
Division 25 - Integrated Automation	
Division 26 - Electrical	\$53,630
Division 27 - Communications	
Division 28 - Electronic Safety and Security	
Division 31 - Earthwork	
Division 32 - Exterior Improvements	
Division 33 - Utilities	
Construction Budget	\$2,939,485

NHS Total Project Costs

Estimate 1.8.26

Board Authorization	
Project Budget (excluding Contingencies)	\$3,435,628
Scope Items Excluded or Otherwise Ineligible	\$0
Third Party Funding (Ineligible)	
Basis of Estimated Total Facilities Grant ^{1,4}	\$3,435,628
Reimbursement Rate	43.00%
Estimated Maximum Total Facilities Grant ¹	\$1,477,320
Total Construction Contingency ^{2,3}	\$146,974
Ineligible Construction Contingency ^{2,3}	\$146,974
Potentially Eligible Construction Contingency ^{2,3}	
Total Owner's Contingency ^{2,3}	\$14,697
Ineligible Owner's Contingency ^{2,3}	\$14,697
Potentially Eligible Owner's Contingency ^{2,3}	
Total Construction and Owner's Contingency ^{2,3}	\$161,672
Total Ineligible Contingency ^{2,3}	\$161,672
Total Potentially Eligible Contingency ^{2,3}	\$0
Reimbursement Rate	43.00%
Potential Additional Contingency Grant Funds ²	\$0
Maximum Total Facilities Grant	\$1,477,320
Total Project Budget	\$3,597,300

Note: Total Project Budget includes \$275,000 already appropriated for Design & OPM



Total Cost Estimates for Both Projects

NHS

- Total Construction cost -- \$3,597,300
- Total Reimbursement -- \$1,477,320

NMS

- Total Construction cost -- \$3,416,297
- Total Reimbursement -- \$1,403,134

Total for Both

- Total Construction Cost -- \$7,013,597
- Total Reimbursement -- \$2,880,454
- Total Cost to City -- \$4,133,143



Project Timeline

- ▶ January 14th – Project update to School Committee
- ▶ January 20th – Presentation to City Council
- ▶ February 9th – City Council vote for funding
- ▶ February 25th – MSBA Board meeting & Vote
- ▶ March – Project out for bidding
- ▶ April – Award and Sign contracts
- ▶ June – Construction Starts



**ALLIANCE of CLIMATE
and ENVIRONMENTAL
STEWARDS**

2026.01.14 SCHOOL COMMITTEE MEETING

**OVERVIEW/PRESENTATION OF
THE TOWARD ZERO WASTE 2030-50 PROGRAM**

Introduction - Background

John Elwell

PPT Presentation of Program

Alexandra Yavarow

Insights of Waste Watchers Workshops

Dan Foley

**The value of Collaboration for Multi- Community
Challenges**

Lyndsey Haight

**An example Coalition that was founded on
Collaboration**

Art Currier

Q and A

Dan Foley

A PILOT PROJECT FOR ADDRESSING THE SUSTAINABILITY NEEDS OF OUR NEIGHBORHOODS AND COMMUNITIES

INTRODUCTION

The Alliance of Climate and Environmental Stewards (ACES) recognizes that the earth and its environment are racing toward a tipping point. In addition, with the current US administration on a track to significantly compromise existing protections to our society and environment, we believe it is critical that we focus our collective energies to forestall the inevitable catastrophic transformation of our local and global environments. The past five years of record heat, fires, and destructive weather have made the need for local environmental leadership more relevant than ever to protect our collective future. As is happening in other parts of the world, we need COLLABORATIVE approaches to take on recognizable key challenges. ACES, working with several local municipalities, is currently acting to help foster Green, Resilient, Sustainable Greater Newburyport Communities by serving as a catalyst for the development of a Collaborative Sustainability Plan for Lower Merrimack River Watershed communities.

This document serves to provide important context and then a plan for local individuals, communities, and municipalities to engage in a collaborative Pilot Project addressing one common aspect of sustainability, WASTE, entitled: Toward Zero Waste 2030/50 (TZW 2030/50). The successful application of this pilot project can then be used to address the challenges of other existing Massachusetts and national sustainability goals and mandates.

THE NEED FOR SOCIETY TO SAFEGUARD THE WELLBEING OF CURRENT AND FUTURE GENERATIONS

Previously, the United States had adopted a multi-faceted approach to sustainability, encompassing national goals, federal mandates, and state-level initiatives aimed at reducing emissions, promoting clean energy, and building climate resilience. This has dramatically changed under the current Federal administration that has once again stepped back from the Paris Climate Agreement.

The following information provides context to help understand the serious challenges that **lower Merrimack** municipalities and residents face if they are to be Green, Resilient, and Sustainable. Massachusetts has maintained 2050 goals and mandates at multiple levels. For example, every MA community must reduce its Waste 30% by 2030 and 90% by 2050 (vs 2018 levels) and its Green House Gas Emissions to Net Zero by 2050. The reality is that these mandates impact EVERYONE !!! Accordingly, we encourage every person to become knowledgeable and to commit to making an individual positive contribution.

The ACES leadership team believes that Each One of Us has an opportunity and a MORAL OBLIGATION to contribute to the **mental and physical Wellbeing of Future Generations**. To this end, we all (everyone reading this document) can serve as an initial advocate to help move our municipalities and “Communities of Interest” (COI) toward becoming more proactive. ACES will be a contributor with engaged stewards that constitute the team along with many other stewardship/leadership organizations needed to contribute to building a collaborative multiple approach to sustainability that reflects BEST PRACTICES. Newburyport and Newbury are examples of 2 engaged municipalities toward establishing a Private-Public approach. To

set an example of what process and practices are required, a Toward Zero Waste 2030/50 (TZW) Program which will serve to illustrate why and how this type of teamwork and proven processes will be important for success.

THE WORLD OF WASTE – MASSACHUSETTS CHALLENGES

The waste challenges are very significant and often vary for each municipality. To gain more perspective, we researched the following waste challenges for Massachusetts:

Massachusetts challenges - Massachusetts faces several significant waste challenges, including:

- Food waste
- Plastic waste
- Landfill capacity
- Waste-to-energy facilities (incinerators)
- Cost of waste management

Addressing the challenges - Massachusetts is implementing various initiatives, including:

- Expanded waste bans
- Food waste diversion programs
- Exploring Extended Producer Responsibility (EPR)
- Promoting source reduction and reuse
- Modernizing recycling infrastructure

Additional Massachusetts hurdles:

- Lagging EPR implementation
- Difficulties with food waste collection and processing

Massachusetts is actively working to address its waste challenges with a long-term goal of achieving a 90% reduction in disposal by 2050. Achieving this goal will require continued commitment to waste reduction and recycling efforts, along with significant cultural and societal change.

Overcoming these multifaceted challenges will require a combination of collaborative problem solving, policy actions, infrastructure investments, innovative technologies, robust educational campaigns, and changes in societal behaviors. Significant changes are needed to achieve a more sustainable waste management system in Essex County, across Massachusetts, and everywhere.

To this end, with significant input from a variety of environmental stewards and concerned/interested citizens, ACES TZW program team members have developed a series of waste workshops to will help the municipal leaders and administrators plus private waste handling services workers to interact and discuss these issues collaboratively. The waste workshops are structured to provide current information on policy and program support opportunities to all municipalities. This will be combined with exploratory opportunities for waste producers to achieve as many efficiencies as possible in managing the waste produced. Maximizing the removal of recyclables and organic food waste from what is true waste has many benefits for everyone.

The opportunities for positive actions that evolve from the waste workshops and supplementary conversations will be captured and shared. It is expected that there will be opportunities among municipalities to collaborate on processes and systems that will benefit the wellbeing of all individuals, businesses, organizations, and other species that are negatively impacted by waste. Planning conversations for longer term programs are anticipated during the summer of 2026.

NEWBURYPORT PUBLIC SCHOOLS

Francis T. Bresnahan School

School Improvement Plan
2025-2027

Newburyport Public Schools...the port where tradition and innovation converge

PORTRAIT OF A GRADUATE VISION

Our vision is for every child to leave Newburyport Public Schools literate across the disciplines; physically, emotionally & socially well; innovative problem solvers; civically engaged; and prepared for life after graduation.

From the day they enter school as 5 year-olds to the day they graduate, our students are growing and changing.

Across this K-12 pathway, we want to make sure young people can celebrate success, persevere through failure, and create a healthy and hopeful path to their future.

For this reason, we invest in school climate and culture while also analyzing and reflecting on student academic data. We remain focused on our goals while staying flexible so we can respond to changing needs and invest in safe and secure facilities.

STRATEGIC FOCUS AREAS				
Teaching & Learning	Supports	Culture	Operations	Stakeholders
Providing high quality, innovative instruction	Ensuring every child has the supports they need to grow	Creating a culture of belonging	Ensuring highly qualified staff, up-to-date resources, and safe buildings	Creating a community of active stakeholders

Francis T. Bresnahan School Snapshot

The Bresnahan Elementary School, which serves students from PK-3, is dedicated to providing a wide range of learning opportunities in a nurturing, inclusive, and engaging environment where every child is inspired to thrive academically, socially, and emotionally. Rooted in strong values and high expectations, we believe that every student can and will learn.

We celebrate each child not only for academic growth but for personal development, creativity, and contributions to our school community. By embracing a whole-child approach and working collaboratively with families and the broader community, we foster a supportive atmosphere that empowers students to discover their strengths and reach their full potential.

Whether through enrichment, intervention, or remediation, our teaching teams tailor instruction to meet the unique needs of each learner. As a trauma-sensitive school, we prioritize student well-being and build meaningful relationships through consistent, compassionate practices.

At the Bresnahan, the arts, social-emotional learning, and community connection are integral to the student experience—offering multiple pathways for children to explore, connect, and flourish. Guided by the core values of **be kind, be safe, be responsible**, the Bresnahan fosters a strong sense of community where students feel safe, supported, and empowered to learn.

Demographic Information

Total Enrollment (2024-25)	Grades Served
584	PK-3

Special Populations			
Title	% School	% District	% State
High Needs	27.9	30.8	55.8
English Learners	4.8	2.9	13.9

First Language not English	7.7	7.0	27.2
Low Income	13.5	13.0	42.1
Students with Disabilities	17.1	20.9	20.6

GOAL I: Bresnahan students will develop physical, social, and emotional wellness skills.

Goal Summary – Educators will effectively use schoolwide and classroom level (Tier 1 & 2) strategies to support the development of physical, social, and emotional wellness skills in students.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
<p>Provide ongoing, targeted professional development in areas such as safe and supportive schools, trauma-informed instruction, Positive Behavior Information System (PBIS), mindfulness, and restorative practices to ensure all students feel respected within the physical learning environment</p>	<p>Counselors, Classroom Teachers, Special Education Staff, Behaviorist, Principal, Assistant Principal, Instructional Assistants, Building Leadership Team, Trauma Cohort Participants, ThinkKids Trainees</p>	<p>Provide ongoing professional development (PD) on trauma-informed instruction, PBIS, mindfulness, restorative practices, and safe/supportive schools.</p> <p>Implement consistent PBIS behavioral expectations schoolwide.</p> <p>Increase staff capacity to use restorative practices and trauma-informed strategies.</p> <p>Hold monthly PBIS assemblies with positive behavior recognition.</p> <p>Use behavior reflection tools regularly (e.g., Reflection</p>	<p>100% of classrooms display and reference PBIS expectations by October 2025.</p> <p>Monthly PBIS assemblies held September 2025–June 2026.</p> <p>All students receive PBIS instruction during Morning Meetings by October 2025.</p> <p>Six staff trained in the School Wide Information System (SWIS), inputting monthly behavior data by November 2025.</p> <p>10% reduction in office referrals by June 2026 (baseline 2024–25), with an additional 5–10% decrease by June 2027.</p> <p>10–20 staff complete ThinkKids restorative practices training by June 2026.</p> <p>80% of staff report increased confidence in restorative practices by May 2026 (survey).</p>

		<p>Sheets).</p> <p>Continue PD through staff meetings and ThinkKids partnership.</p> <p>Student Support Team (SST) meets weekly to implement behavioral interventions.</p>	<p>SST completes 10+ intervention cycles annually.</p> <p>Reflection Sheets consistently used and reviewed monthly.</p>
<p>Increase Tier 1 and Tier 2 behavioral supports in the classroom to reduce behavioral referrals and enhance student well-being and engagement.</p>	<p>Counselors, Classroom Teachers, Special Education Staff, BCBA, Principal, Assistant Principal, Instructional Assistants, BLT Team,</p>	<p>Implement daily Morning Meetings in all classrooms to build community.</p> <p>Facilitate teacher partnerships for collaboration and SEL strategy sharing.</p> <p>Deliver weekly SEL lessons aligned with behavior expectations.</p> <p>Provide PD on Tier 1 & Tier 2 interventions and culturally responsive practices.</p> <p>Monitor behavioral data monthly (SWIS, SST referrals, walkie calls) and adjust supports accordingly.</p>	<p>90% teacher partnerships finalized by Summer 2025.</p> <p>Complete Morning Meeting scope & sequence for all grades by Summer 2025.</p> <p>Two PD sessions on Tier 1 & 2 supports and one on Responsive Classroom practices scheduled for Summer 2025.</p> <p>100% classrooms begin daily Morning Meetings by September 2025.</p> <p>80% staff paired in teacher partnerships engaging monthly by Fall 2025.</p> <p>Weekly SEL lessons piloted in at least 50% of classrooms by October 2025.</p> <p>Monthly behavioral data collection begins September 2025.</p> <p>Mid-year data review and staff feedback survey by January 2026.</p>

			<p>Adjust SEL lessons and PD by February 2026.</p> <p>End-of-year data analysis and sustainability plan by June 2026.</p> <p>Continue refining and expanding Tier 1 & 2 supports through 2026–2027.</p>
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Measurement Summary

Behavioral data will be tracked monthly through SWIS referrals, SST referrals, and walkie calls, with a goal to reduce referrals by 10% by June 2026 and an additional 5–10% by June 2027.

Staff capacity will be strengthened through professional development, with attendance monitored and surveys aiming for 80% of staff reporting increased confidence in restorative practices by Spring 2026.

Implementation will be ensured through regular walkthroughs and logs monitoring Morning Meetings, SEL lessons, and PBIS expectations, with quarterly fidelity checks.

Student recognition will be maintained through monthly PBIS assemblies.

Intervention cycles and collaboration around SST and Tier 2 supports will be documented and expanded over the growth years.

Restorative tools, such as Reflection Sheets, will be reviewed monthly and integrated into intervention plans to support student reflection and growth. Mid-year and end-of-year reviews will analyze all collected data and feedback to guide continuous program adjustments and sustain progress.

Goal II: Bresnahan Students will practice creation, innovation, collaboration and problem-solving.

Goal Summary – Educators will develop skills in and implement playful learning instructional strategies to enhance student engagement. Students will have opportunities for creative, innovative and collaborative problem-solving within the core curriculum.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
<p>Adopt a playful learning mindset that encourages joy and creativity in all learning activities, helping students develop collaboration, problem-solving, communication, and adaptability through play.</p>	<p>All Staff, Administration, Literacy Coach, Assistant Superintendent</p>	<p>Train all staff and administration on playful learning concepts through professional development and research-based resources (e.g., Project Zero/Harvard).</p> <p>Implement Professional Learning Communities (PLC) book study groups focused on <i>Pedagogy of Play</i> by Harvard Graduate School of Education.</p> <p>Integrate at least one project-based learning unit in every classroom during the 2025–2026 school year.</p> <p>Use school resources and community partnerships (gardens, alternative recess, library, art/music/STEM materials, senior center, NYRS) to increase playful and exploratory learning opportunities.</p> <p>Conduct administrative and coaching “walkthroughs” to identify and support playful learning practices using DESE guidelines.</p>	<p>Evidence of playful learning “look fors” documented during walkthroughs by administration and instructional coaches (ongoing through June 2027).</p> <p>By June 2026, 100% of classrooms will have implemented at least one project-based learning unit; continued implementation and refinement through June 2027.</p> <p>Completion and participation records for professional development sessions on playful learning tracked from June 2025 through June 2027.</p> <p>PLC book study groups held quarterly, with staff participation tracked from June 2025 through June 2027.</p> <p>Documentation of increased use of exploratory learning resources and community partnerships in classrooms maintained and expanded September 2025 through June 2027.</p> <p>Award of DESE Playful Learning Grant</p>

			application received Spring 2026; continuation of grant work through 2027.
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Measurement Summary

Progress will be tracked through ongoing documentation of playful learning practices during administrative and instructional coach walkthroughs using DESE guidelines.

Staff participation and completion of professional development will be monitored from September 2025 through June 2027.

By June 2026, all classrooms are expected to have implemented at least one play-based learning unit, with continued refinement through 2027.

Increased use of exploratory learning resources and community partnerships will be recorded regularly.

Playful Learning Grant outcomes and related activities will be tracked starting Spring 2026 through 2027.

Goal III: Bresnahan students will be literate across all disciplines.

Goal Summary – All students will have access to science-based literacy programs and high quality math programs.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
<p>Ensure 100% of students demonstrate measurable reading growth on DIBELS screenings.</p>	<p>Literacy Coordinator, Literacy Coach, Classroom Teachers, Title I Reading Interventionists, Principal, Assistant Principal, Special Education Teachers</p>	<p>Implement a school-wide DIBELS progress monitoring plan, screening “at or some risk” students monthly.</p> <p>Develop and launch a vertically aligned foundational reading scope and sequence across all grade levels.</p> <p>Review and revise Tier 2 and Tier 3 literacy interventions to align with best practices and student needs.</p> <p>Review and update classroom-based reading assessments to reflect current research and instructional approaches.</p> <p>Conduct monthly data meetings to analyze DIBELS results and guide instructional decisions.</p> <p>Provide ongoing professional development for staff in data-driven instruction and foundational literacy practices.</p>	<p>In Fall 2025, a school-wide progress monitoring takes place with intervention DIBELS screenings for all students identified as “at risk” or “some risk.” A foundational reading scope and sequence will continue to be implemented across all grades. Tier 2 and Tier 3 interventions will be reviewed for alignment with student needs.</p> <p>By Winter 2026, revised classroom-based reading assessments will be piloted, and ongoing data analysis meetings will track student progress and inform instruction. Adjustments to interventions and instruction will be made based on performance data.</p> <p>By June 2026, the goal is for at least 80% of students to demonstrate movement to a higher DIBELS risk category. Staff feedback will guide refinements for the next school year.</p> <p>In 2026–2027, monthly progress monitoring will continue, with instructional adjustments based on mid-year data reviews. By June 2027, the school aims for 100% of students to demonstrate growth, and 90% to meet or exceed benchmark. A</p>

			sustainability plan will follow.
Continue strategic implementation of the Wilson Foundations Program in grades K–3 and Pre-K at Bresnahan.	Classroom Teachers, Title I Interventionists, Literacy Coach, Special Educators, Early Childhood Coordinator, Literacy Coordinator, Principal, Assistant Principal	Consistent, grade-level implementation of Wilson Foundations that supports early literacy development.	<p>Daily Foundations lessons will be taught by K–3 teachers following the recommended pacing guides throughout the 2025–2026 and 2026–2027 school years.</p> <p>Literacy Coach will facilitate regular feedback sessions (1 x month) with teachers during both school years to monitor fidelity and address challenges.</p> <p>All new staff will complete a 1-day “Launch” Foundations training within the first 8 weeks of each school year (Fall 2025 and Fall 2026).</p> <p>Pre-K team and Literacy Coach will collaborate to integrate developmentally appropriate Foundations components (e.g., key word prompts, letter-sound routines) during both school years.</p> <p>Ongoing monitoring will ensure strategic program alignment and identify areas for adjustment by June 2026 and June 2027.</p>
Continue implementation and refinement of the <i>MyView</i> Reading, Writing, and Comprehension Curriculum in Grades K–3.	Classroom Teachers, Literacy Coach, Building Administration, CEL leaders, Assistant Superintendent	Students will strengthen their literacy foundation through consistent, high-quality instruction in reading comprehension, writing, and foundational skills.	<p>School Year 2025–2026:</p> <p>By June 2026, teachers will collaboratively develop and implement common writing assessments aligned with <i>MyView</i> units across all grade levels.</p> <p>A 5% increase in explanatory essay scores will be targeted, as measured by MCAS (Grades 3) and internal writing rubrics (Grades K–2).</p> <p>Grade-level reading comprehension assessments</p>

			<p>will be redesigned to reflect current best practices and <i>MyView</i> alignment, with piloting completed by Spring 2026.</p> <p>Teachers will receive ongoing coaching and professional learning to support curriculum fidelity and instructional planning, with progress monitored through classroom walkthroughs and grade-level team reflections.</p> <p>School Year 2026–2027:</p> <p>Assessment data (MCAS, internal rubrics, reading comprehension checks) will be analyzed in Fall 2026 to inform instructional adjustments and identify targeted supports.</p> <p>Revisions to the <i>MyView</i> implementation and assessments will be made based on 2025–2026 findings, with updated tools and training in place by November 2026.</p> <p>By June 2027, student growth in reading and writing will be measured to determine year-over-year improvement, with a target of sustaining or exceeding the previous 5% gain in writing performance.</p> <p>Ongoing collaboration through PLCs and coaching will continue to support consistency and curriculum effectiveness (see below)</p>
<p>Begin a structured curriculum review of the <i>MyView</i></p>	<p>Classroom Teachers, Literacy Coach, Building</p>	<p>Form a curriculum review team including Classroom Teachers, Special Education Staff, Principal, Assistant Principal, and Literacy Coach.</p>	<p>Documentation of monthly curriculum review meetings and discussion notes (Sept 2024 – June 2026).</p>

<p>Reading, Writing, and Comprehension program at Bresnahan.</p>	<p>Administration, CEL leaders, Assistant Superintendent</p>	<p>Hold regular meetings to discuss MyView program strengths and challenges.</p> <p>Collect feedback from staff and students through surveys and focus groups.</p> <p>Analyze MCAS and DIBELS data to identify literacy strengths and areas for improvement.</p> <p>Use data and feedback to guide discussions on program effectiveness.</p> <p>Develop recommendations for next steps in literacy instruction.</p>	<p>Staff and student survey results collected twice per school year (December and May 2024–2026).</p> <p>Annual MCAS and iReady data reports aligned with MyView standards (Spring 2025 and 2026).</p> <p>Written summary reports of curriculum review findings and recommendations delivered by June 2025 and June 2026.</p> <p>Evidence of any curriculum adjustments implemented following review cycles, documented by end of 2026 school year.</p>
<p>Strengthen math instruction and intervention by leveraging i-Ready diagnostic data, curriculum, and targeted supports, while building staff capacity through professional training.</p>	<p>Math Coach, Math Interventionists, Classroom Teachers, Special Education Staff, Assistant Superintendent, Principal, Assistant Principal, CEL Leaders</p>	<p>Administer i-Ready Diagnostic Assessments in grades K–3 three times per year (fall, winter, spring) to identify student needs and guide instruction. Classroom teachers, math interventionists, and grade-level teams will analyze results to determine instructional groupings and set clear curricular goals.</p> <p>Facilitate monthly grade-level meetings with the math coach and interventionists to review data, share best practices, and adjust instruction to support differentiated learning and promote student growth.</p> <p>Use i-Ready Math curriculum with fidelity, focusing on clear learning goals, problem solving, multiple mathematical representations, and mathematical discourse during daily math instruction.</p>	<p>Fall 2025: Math Interventionists continue training on Math Recovery</p> <p>Fall 2025: Administer initial i-Ready diagnostic; begin math interventionist training on Bresnahan strategies; conduct first monthly grade-level data meetings.</p> <p>Winter 2025-2026: Administer second diagnostic; continue monthly meetings; ongoing intervention with progress monitoring; review fidelity of i-Ready curriculum use.</p> <p>Spring 2026: Administer third diagnostic; evaluate growth; adjust instructional groups and interventions for summer or following year.</p> <p>Summer 2026: Review and plan curriculum and intervention improvements based on data; provide additional training if needed.</p>

		<p>Provide targeted intervention to students qualifying based on screening and growth data, with math interventionists trained in Bresnahan-specific intervention strategies to enhance support.</p> <p>Monitor student progress weekly or biweekly through i-Ready growth reports and formative assessments such as exit tickets and unit tests to ensure students meet individual growth goals and modify interventions as needed.</p>	<p>Fall 2026 – Spring 2027: Repeat diagnostic cycles three times annually; continue monthly team meetings, ongoing intervention, training refreshers, and progress monitoring.</p> <p>June 2027: Comprehensive review of student growth data, intervention effectiveness, and instructional fidelity to inform next steps.</p>
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Measurement Summary

Student literacy and math growth will be measured through multiple data points including DIBELS screenings, i-Ready diagnostics, formative assessments, and curriculum-aligned classroom measures. Progress will be monitored regularly via monthly data meetings to adjust instruction and interventions.

Success will be demonstrated by year-over-year improvement in Newburyport 3rd grade MCAS scores, targeting at least a 5% increase in writing and reading proficiency by June 2027, alongside 100% of students showing measurable growth on DIBELS and i-Ready assessments.

Ongoing curriculum implementation checks, staff training, and curriculum reviews will support sustained growth and program refinement as measured by pacing through the MyView and iReady Curriculum is on-target annually.

Goal IV: Bresnahan students will be civically engaged.

Goal Summary – School curriculum and culture program will provide all students with opportunities to engage in leadership and personal growth opportunities.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Strengthen and Sustain Composting Program to Promote Environmental Responsibility and Student Awareness	Principal, Teachers, Cafeteria Staff, Custodians, Black Earth Composting, City of Newburyport Employee, Green Team Student Representatives	<p>Maintain compost bin and sorting stations in the cafeteria with signage to support proper sorting.</p> <p>Provide compost bins in all classrooms to reinforce daily composting habits.</p> <p>Continue student involvement through the Clipper Course Green Team after-school program.</p> <p>Engage parent and Senior Center volunteers to assist students with composting routines in the cafeteria.</p> <p>Collaborate with Black Earth Composting and City of Newburyport staff to ensure proper pickup and education.</p> <p>Provide refresher training for staff and students on compost procedures at the start of the school year.</p>	<p>The composting program will continue throughout the 2025–2027 school years with ongoing support from staff, students, and community partners.</p> <p>Refresher trainings and volunteer orientation will occur each fall.</p> <p>Weekly pickups will be monitored starting September 2025, with contamination data reviewed monthly.</p> <p>Green Team participation and compost practices will be assessed at mid-year and end-of-year check-ins.</p>
Cultivate Student Leadership Opportunities and Amplify Student Voice	Classroom Teachers, Special Education Staff, Principal, Assistant Principal,	Students will produce and deliver daily Morning Announcement videos, fostering communication and presentation skills.	Fall 2025: Launch all student leadership initiatives including Morning Announcements, Clipper Course, Green Team,

	<p>Assistant Superintendent, Counseling Team, BLT Team, Front Office Staff,</p>	<p>3rd graders will participate in the Leadership Clipper Course, developing responsibility and confidence as role models.</p> <p>Students will engage in community service through the Bresnahan Community Service Club (in partnership with NHS Interact students), promoting civic responsibility.</p> <p>Student leadership will be encouraged through involvement in the Green Team, Pollinator Garden, and other school-based initiatives.</p> <p>Monthly PBIS assemblies will include student speakers or facilitators to reinforce school-wide expectations and leadership presence.</p> <p>Student of the Month recognition will highlight positive contributions to school culture, leadership, and community.</p> <p>Participation in all activities will be tracked through rosters, event documentation, and student reflection, with adjustments made based on engagement and feedback.</p>	<p>and Service Club. Begin PBIS assembly participation and Student of the Month program.</p> <p>Monthly (Sept–June): Continue student-led Morning Announcements, PBIS assembly roles, and recognize Student of the Month recipients. Monitor and encourage involvement in leadership and service opportunities.</p> <p>Winter–Spring 2026: Conduct a mid-year review of student participation and engagement to inform planning and expansion.</p> <p>2026–2027: Sustain all programs with minor refinements; expand student leadership roles across grade levels and increase opportunities for voice and choice within school-based initiatives</p>
<p>Continue Facilitating a Robust After-School Program through Clipper Courses and Community Partnerships</p>	<p>Principal, Assistant Principal, Director of NYS and YWCA, Office Staff, Custodians, Classroom Teachers, Counseling Team</p>	<p>Partner with the PTO and Newburyport Youth Services (NYS) to coordinate and expand Clipper Courses, offering enrichment opportunities for students after school.</p> <p>Maintain and deepen partnerships with NYS, the YWCA, and the Boys and Girls Club to provide accessible, high-quality after-care for Bresnahan</p>	<p>Fall 2025: Launch the Clipper Courses for the school year, in coordination with NYS and PTO. Finalize staffing, registration, and enrichment offerings.</p> <p>Ongoing (2025–2027): Clipper Courses offered in fall, winter,</p>

		<p>students.</p> <p>Utilize the extra-contractual staff hour to support staff involvement in Clipper Courses, encouraging staff-led clubs and interest-based sessions.</p> <p>Ensure YWCA representation on the School Council to strengthen school-community collaboration and enhance student programming.</p> <p>Track student participation data, aiming to provide meaningful enrichment experiences for 100–150 students annually, and monitor increased engagement year over year.</p> <p>Collect feedback from families and staff to assess program impact and guide future offerings.</p>	<p>and spring sessions each year. Continue after-care partnerships with NYS, YWCA, and Boys and Girls Club.</p> <p>Annually (Spring): Review student participation data and gather feedback from families and staff to evaluate and refine offerings.</p> <p>2026–2027: Increase student access, diversity of offerings, and community collaboration, aiming to exceed 150 student participants annually.</p>
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Measurement Summary

The composting program will be monitored weekly for pickups and monthly for contamination, with Green Team participation reviewed mid- and year-end. Annual fall training for staff, students, and volunteers will support program fidelity.

Student leadership will be tracked through participation in Morning Announcements, leadership courses, service clubs, and school initiatives, with monthly engagement monitoring and mid- and year-end reviews guiding growth.

The after-school program will track enrollment and attendance of 100–150 students annually, gathering family and staff feedback to improve quality. Partnerships with community organizations will be maintained through regular communication and reviewed annually to support program expansion.

Goal V: Bresnahan students will be prepared for life after graduation.

Goal Summary – Through a focus on educator collaboration and home-school communication, all families/caregivers will have a clear understanding of their student’s progress on the elementary standards.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Develop Inclusive and Collaborative Teacher Learning Communities and Leaders	EL Leaders, Teachers, Principal, Assistant Principal, Coaching Team, Literacy Coordinator, Assistant Superintendent	<p>Strengthen CEL Leaders’ capacity to amplify teacher voice and foster collaboration.</p> <p>Develop collaborative teacher leaders who share a collective responsibility for the success of all learners, including academic and behavioral support.</p> <p>Promote consistent use of common assessments to drive data-informed instruction.</p> <p>Implement a revised, standards-based report card aligned with end-of-year standards, transitioning from trimester to semester with a two-format design.</p> <p>Complete thorough curriculum mapping and ensure effective curriculum implementation.</p>	<p>2025-2026 school year: Lead 10 CEL meetings; finalize report card redesign; continue common assessment discussions</p> <p>September 2025: Launch revised standards-based report card and transition to semester system.</p> <p>2025–2026 school year: Implement curriculum mapping; monitor and support curriculum use; continue CEL collaboration.</p> <p>June 2026: Complete curriculum mapping, common assessments and full implementation review.</p>
Enhance Open and Proactive Communication with Families	Principal, Assistant Principal, Technology Integrator,	Foster ongoing, constructive communication between school staff and families, measured by qualitative feedback from monthly Bresnahan School Council meetings.	2024–2025: Conduct monthly School Council feedback; provide Seesaw staff training.

	<p>Classroom Teachers, Counseling Team, Office Administration, Parents</p>	<p>Align school and family priorities around student learning, assessed through strengthened two-way communication across classrooms, full implementation by June 2026.</p> <p>Increase parent/guardian understanding of school operations, policies, and procedures (including the District Curriculum Accommodation Plan and Student & Family Handbook), monitored through attendance and feedback at events like coffee hours, Clipper Courses, and Veterans Day Assembly using Google forms.</p> <p>Increase parent participation in the classroom, in collaboration with teachers</p> <p>Maintain consistent, transparent updates via Weekly Wednesday communications, with community engagement tracked through Smore analytics.</p>	<p>Ongoing: Weekly updates and community events with ongoing monitoring and refinement.</p> <p>By the end of June 2025, all parents will have had the opportunity to visit their child's classroom</p>
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Measurement Summary

Students will be well-prepared for life beyond graduation by benefiting from a collaborative and inclusive community of adults—including teachers, leaders, and families—working together with shared responsibility for all learners.

This will be demonstrated through:

- strengthened teacher leadership and collaboration via CEL meetings
- effective use of data-driven instruction
- implementation of a revised standards-based report card
- proactive, two-way family communication that aligns school and home priorities, increases family engagement in classrooms and school events, and ensures clear understanding of school policies and procedures.
- Progress will be tracked through meeting participation, curriculum implementation reviews, parent feedback, classroom visitation rates, and ongoing communication analytics, with full implementation targeted by June 2026.

NEWBURYPORT PUBLIC SCHOOLS

Edward G. Molin School

School Improvement Plan

2025-2027

Newburyport Public Schools...the port where tradition and innovation converge

PORTRAIT OF A GRADUATE VISION

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From the day they enter school as 5 year-olds to the day they graduate, our students are growing and changing.

Across this K-12 pathway, we want to make sure young people can celebrate success, persevere through failure, and create a healthy and hopeful path to their future.

For this reason, we invest in school climate and culture while also analyzing and reflecting on student academic data. We remain focused on our goals while staying flexible so we can respond to changing needs and invest in safe and secure facilities.

STRATEGIC FOCUS AREAS				
Teaching & Learning	Supports	Culture	Operations	Stakeholder
Providing high quality, innovative instruction	Ensuring every child has the supports they need to grow	Creating a culture of belonging	Ensuring highly qualified staff, up to date resources, and safe buildings	Creating a community of active stakeholders

Edward G. Molin School Snapshot

Edward G. Molin Upper Elementary School in Newburyport, MA serves all 4th and 5th-grade students in a caring, inclusive, and engaging environment. Guided by the core values of **kindness, respect, and responsibility**, Molin fosters a strong sense of community where students feel safe, supported, and empowered to learn.

Students are celebrated not just for academic success, but for their personal growth and contributions to the community. Our school

embraces a whole-child approach—balancing high academic expectations with meaningful opportunities for social-emotional development and creative expression.

As a **trauma-sensitive school**, Molin prioritizes student well-being and builds strong relationships through consistent, compassionate practices. Teachers work closely in teams to support academic growth, social-emotional development, and a **positive school climate and culture**.

The **arts are an essential part of the Molin experience**, with visual art, music, and performance opportunities enriching the curriculum and giving students additional pathways to explore, connect, and thrive.

At Edward G. Molin Upper Elementary School, we believe in the power of relationships, creativity, and community to inspire learning that lasts a lifetime.

Demographic Information

Total Enrollment (2024-25)	Grades Served
310	4-5

Special Populations			
Title	% School	% District	% State
High Needs	34.2	30.8	55.8
English Learners	3.2	2.9	13.9
First Language not English	8.1	7.0	27.2
Low Income	13.9	13.0	42.1
Students with Disabilities	23.2	20.9	20.6

STUDENT LEARNING GOAL

All Molin students will receive support to improve individual student achievement while closing the achievement gap for high-needs students.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Continue current structure and schedule for PLCs to examine student data for progress from iReady and formative assessments, determine groupings and focused interventions, and set goals for student learning.	CELs, Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Curriculum Coaches, Interventionists	<p>Outcome: Classroom Teachers will meet with their grade level team and interventionists to review diagnostic results to determine instructional groupings and set curricular goals.</p> <p>Teachers will use WIN time for enrichment and support.</p> <p>Measurement: As measured by formative and summative assessments (exit tickets, weekly team meetings, iReady scores, unit tests) to determine student progress toward grade-level benchmarks and plan for individualized student learning.</p>	<p>3rd year of iReady assessment</p> <p>3x yearly deep data dive with coaches</p>
Full Implementation of iReady Math Curriculum including professional learning for staff and systematically monitoring implementation.	Classroom Teachers, CELs, Principal, Asst. Principal, Math Coach	<p>Outcome: Teachers will effectively implement the iReady Math Curriculum, resulting in improved student understanding and achievement in math.</p> <p>Measurement: By the end of the school year, 100% of teachers will complete designated professional learning sessions on iReady Math, and implementation will be monitored monthly through lesson observations with at least 90% adherence to the program components.</p>	Ongoing
Continue structured curriculum review of MyView Reading, Writing, and Comprehension program in conjunction with piloting alternative literacy curricula.	Classroom Teachers, Special Education Staff, Principal, Asst. Principal, Literacy Coach	<p>Outcome: Staff discussions on what is working and what is not. Feedback from teachers and students. Deciding next steps with the literacy program.</p> <p>Measurement: Use MCAS/iReady data when available to guide discussions on the strengths and areas for improvement within the standards.</p> <p>Conduct student and staff survey.</p>	Ongoing
Continue work with consultants	Special Education	Outcome: Continue PD with Landmark language-based consultant.	Ongoing

<p>on identifying the variety of reading and language-based disabilities and matching appropriate programs to the specific student profile.</p>	<p>Staff, General-Ed Co-Taught Staff, Classroom Teachers, Principal, Asst. Principal, Literacy Coordinator, Consultant</p>	<p>Analysis of student data from start of LB programming.</p> <p>Measurement: Results from the language-based database analyzed for individual progress, groupings, and overall strengths/weaknesses.</p> <p>80% of special-education staff certified in Orton Gillingham and Wilson reading programs.</p>	
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Measurement Summary

The Molin School will increase student academic achievement as measured by meeting or exceeding standards in MCAS scores in the following areas:

Grade 4:

- ELA: from 46% to 49% (Year 1) to 52% (Year 2)
- Math: from 56% to 59% (Year 1) and to 62 % (Year 2)

Grade 5:

- ELA: from 50% to 53% (Year 1) and to 56 % (Year 2)
- Math: from 48% to 51 % (Year 1) and to 54% (Year 2)
- SCI: from 44% to 47% (Year 1) and to 50% (Year 2)

Additionally, we will achieve an SGP (Student Growth Percentile) average of 60 and close achievement gaps by 3% across all student subcategories.

SCHOOL CULTURE GOAL

Promote the development of physical, social, and emotional wellness in all Molin students by implementing a trauma-sensitive, pro-social framework that fosters a strong culture of belonging.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Continued utilization of our robust PBIS program including working together so that all new and veteran staff have the same understanding of the supports and expectations, action for expected behaviors, positive reinforcement, and consequences.	Principal, Asst. Principal, All Teachers, Instructional Assistants, Explore Staff, PBIS Team	<p>Outcome: PBIS team reviews data for consistency. Potential use of Google Forms to analyze behavioral data instead of SWIS. Yearly PBIS PD for all staff.</p> <p>Measurement: The PBIS team will review behavioral data monthly using Google Forms reports to ensure schoolwide consistency. Additionally, 100% of staff will participate in annual PBIS professional development, as tracked through attendance records.</p>	Ongoing 24-25 Think Kids PD
Provide cyclical PD for Trauma and Learning and begin study of co-regulation and resilience-building strategies for staff and students.	Principal, Occupational Therapist, Counselors, Asst. Principal, Staff with Lesley graduate certification in Trauma & Learning, Teachers and Instructional Assistants	<p>Outcome: Staff maintains a common understanding of trauma, impact on brain, and classroom/school support strategies.</p> <p>Develop an understanding of co-regulation and how to model it with students.</p> <p>Measurement: By the end of the 26-27 school year, 100% of staff will complete trauma-informed training sessions, with at least 85% demonstrating proficiency in understanding trauma impact and co-regulation strategies, as measured by pre- and post-training assessments and observations of classroom practices.</p> <p>By the end of the 26-27 school year, 90% of staff will demonstrate an understanding of co-regulation and effective modeling techniques through participation in training sessions and application in classroom observations or reflective self-assessments.</p>	Ongoing
Continue administration and	Principal, Asst.	Outcome: Identify students who might be at risk or in need of further	Ongoing-Bimas 3x

<p>analysis of the BIMAS (Behavior Intervention Monitoring Assessment System) each term and identification of students in need of social, emotional, and mental health support.</p>	<p>Principal, Counselors, School Psychologist, School Nurse, Classroom Teachers</p>	<p>assessments via analyzing BIMAS results.</p> <p>Measurement: Number of students receiving interventions from one assessment to the next in each category.</p> <p>Percentage of students at risk in each category.</p> <p>Interventions completed with students and their effectiveness.</p> <p>Analyzing year-to-year trends.</p>	<p>yearly</p>
<p>Engage staff in ongoing dialogue about the impact of family engagement on student learning and collaboratively identify and implement strategies to strengthen meaningful, supportive partnerships with families.</p>	<p>Principal, Teachers, Instructional Assistants, School Council, BLT</p>	<p>Outcome: Staff will deepen their understanding of the role of family engagement in student success and implement strategies that foster stronger, more supportive relationships between school and home.</p> <p>Measurement: By the end of the 26-27 school year, 100% of staff will participate in at least two professional learning or planning sessions focused on family engagement.</p> <p>Each grade level or team will implement at least one new family engagement strategy, with effectiveness measured through family feedback surveys.</p>	<p>25-26 26-27</p>
<p>Measurement Summary</p> <p>100% of staff will participate in annual PBIS professional development, with attendance records submitted and verified.</p> <p>100% of staff will complete trauma-informed professional learning. At least 85% of staff will demonstrate proficiency in trauma knowledge and co-regulation techniques, as measured by:</p> <ul style="list-style-type: none"> ● Pre- and post-training assessment scores (quantitative growth tracked). ● Observation checklists or coaching rubrics during classroom walkthroughs. ● At least 90% of staff will show evidence of applying co-regulation strategies through classroom observations or self-reflective assessments. <p>We continue to analyze year-over-year BIMAS trends to evaluate progress and refine MTSS support. (The spring 2024-2025 school year BIMAS showed student conduct (96%), negative affect (93%), and cognitive attention (81%) at low risk. The social (96%) and work habits (97%) were in the typical/strength categories.)</p>			

Each grade level or team will implement one new family engagement strategy. Effectiveness will be measured via family feedback surveys, with a goal of:

- At least 75% of families report positive experiences with new engagement efforts.
- Surveys will be disaggregated by grade and strategy type for meaningful comparison.

STUDENT VOICE AND LEADERSHIP GOAL

Redefine school success by aligning student outcomes with the Portrait of a Graduate, emphasizing the development of essential skills such as critical thinking, communication, collaboration, creativity, and citizenship, alongside academic achievement.

Molin School Initiatives	Person(s) Responsible for Implementation	Outcomes	Timeline
Create student learning showcases and reflection opportunities that highlight growth in Portrait of a Graduate competencies.	Counselors, Explore Teachers, CELs, Classroom Teachers, Special Education Staff, Principal, Asst. Principal	<p><i>Outcome:</i> Students will recognize and articulate their growth in essential skills through authentic experiences.</p> <p><i>Measurement:</i> By June 2027, all grade levels will participate in at least one student-led showcase or portfolio reflection event, with 80% of participating students able to identify and reflect on at least one Portrait of a Graduate skill they developed.</p>	Ongoing through 25-26 and 26-27 school years.
Expand opportunities for student agency and leadership by promoting student voice, choice, and responsibility through activities such as student council, classroom leadership roles, peer mentoring, school ambassadors, and participation in community service projects.	Counselors, Explore Teachers, CELs, Classroom Teachers, Special Education Staff, Principal, Asst. Principal	<p><i>Outcome:</i> Students will actively engage in leadership roles and demonstrate increased confidence, responsibility, and decision-making skills within the school community.</p> <p><i>Measurement:</i> By the end of the 25-26 school year, at least 50% of 4th and 5th grade students will participate in one or more leadership activities, as tracked through student involvement records.</p>	25-26 school year Continued into 26-27 school year

Measurement Summary

By June 2027, 80% of classes will participate in at least one student-led showcase or portfolio reflection event, such as student-led conferences, digital or physical portfolios, classroom exhibitions, writing for authentic audiences, etc.

By June 2027, at least 80% of students will be able to identify and reflect on one or more Portrait of a Graduate skills.

By the end of the 2026–2027 school year, at least 70% of 4th and 5th-grade students will participate in one or more leadership activities (e.g., student council, peer mentoring, classroom roles, school event planning).

PROFESSIONAL DEVELOPMENT GOAL

All elementary school teachers will engage in professional development to explore and integrate virtual reality, robotics, coding, playful learning, and media technology into their instructional practices to enhance student engagement and digital literacy.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
<p>Provide hands-on training workshops and collaborative learning sessions focused on virtual reality, robotics, coding, and media technology, allowing teachers to gain practical experience and share best practices for classroom integration.</p>	<p>Principal, Asst. Principal, STEM teacher, Technology teacher, Librarian, Classroom teachers</p>	<p>Outcome: Integration of robotics into classrooms.</p> <p>Integration of media technology as a form of communication.</p> <p>Measurement: Measure integrated technology use for projects at each grade level.</p> <p>2 or more robotics and multimedia lessons yearly.</p> <p>Number of after-school technology & robotics clubs.</p> <p>PD with Technology Integrator.</p>	<p>2025-2027 Ongoing</p>
<p>Teachers will implement a playful learning approach across content areas, supported by ongoing professional development that provides strategies, resources, and collaborative opportunities to enhance student engagement and creativity.</p>	<p>Principal, Asst. Principal, STEM teacher, Technology teacher, Librarian, Literacy Coach, Classroom teachers</p>	<p>Outcome: Teachers will effectively incorporate playful learning strategies into daily instruction, resulting in increased student engagement, creativity, and ownership of learning.</p> <p>Measurement: By June 2026, 90% of teachers will demonstrate the use of playful learning strategies in lesson plans and instructional delivery at least twice per week, as evidenced by lesson plan reviews, classroom observations, and teacher reflections.</p>	<p>2025-2027 Ongoing</p>

Measurement Summary

By June 2027

- Each grade level will implement and document at least two robotics and/or multimedia-based lessons annually focused on problem-solving, collaboration, and digital communication.
- 80% of teachers will consistently use playful learning strategies in their instruction at least twice per week.
- 80% of teachers will use the Discover Friday Kits at least once monthly.

NEWBURYPORT PUBLIC SCHOOLS

Rupert A. Nock Middle School

School Improvement Plan

2025-2027

Newburyport Public Schools...the port where tradition and innovation converge

PORTRAIT OF A GRADUATE VISION

Our vision is for every child to leave Newburyport Public Schools literate across the disciplines; physically, emotionally & socially well; innovative problem solvers; civically engaged; and prepared for life after graduation.

From the day they enter school as 5 year-olds to the day they graduate, our students are growing and changing.

Across this K-12 pathway, we want to make sure young people can celebrate success, persevere through failure, and create a healthy and hopeful path to their future.

For this reason, we invest in school climate and culture while also analyzing and reflecting on student academic data. We remain focused on our goals while staying flexible so we can respond to changing needs and invest in safe and secure facilities.

STRATEGIC FOCUS AREAS				
Teaching & Learning	Supports	Culture	Operations	Stakeholder
Providing high quality, innovative instruction	Ensuring every child has the supports they need to grow	Creating a culture of belonging	Ensuring highly qualified staff, up to date resources, and safe buildings	Creating a community of active stakeholders

Rupert A. Nock Middle School Snapshot

School Overview

Rupert A. Nock Middle School serves approximately 480 students in grades 6 through 8. The school follows a team-based model emphasizing collaboration, academic excellence, and a strong sense of community.

Students receive instruction in five core academic subjects: mathematics, English Language Arts (ELA), social studies, science, and world language. In addition to these core subjects, students take Explore Courses that provide opportunities for

creativity, physical activity, and hands-on learning. These courses include Performing Arts, Physical Education, Wellness, Art, Music Technology, and Technology & Engineering.

To further support student growth and well-being, all students participate in Advisory, a structured time built into the weekly schedule. Advisory is designed to foster meaningful relationships with peers and trusted adults, helping to create a safe and supportive school environment.

Total Enrollment (2024-25)	Grades Served
470	6-8

Special Populations			
Title	% School	% District	% State
High Needs	35.1	30.8%	55.8%
English Learners	1.3	2.9%	13.9%
First Language not English	6.6	7.0	27.2
Low Income	13	13.0	42.1
Students with Disabilities	25.1	20.9	20.6

STUDENT LEARNING GOAL

Summary: Nock Middle School will create an environment where students exceed standards, demonstrate measurable growth across state-tested subject areas, and develop the foundational skills needed for future success.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Development of Unit Planning Protocol.	Principal/AP CEL/Faculty Staff	100% of instructional staff trained and using the unit planning protocol in core subjects led by CEL. Refine 1-2 units per grade level/department, and complete unit plans aligned with priority standards.	Summer/Fall 2025
Conduct comprehensive curriculum mapping analysis to identify gaps in alignment with MCAS standards.	Principal/AP CEL/Faculty Staff	Refine 1-2 units per grade level/department with completed unit plans aligned with priority standards. Revised the pacing guides for these two units.	2026-2027
Implement structured data analysis cycles to target specific skill deficiencies across content areas.	Principal/AP CEL/Faculty Staff	As measured by MOY assessments, teachers will identify 20 students who are not meeting grade-level proficiency.	Ongoing monthly
Establish common formative assessments to track progress throughout the year.	Principal/AP CEL/Faculty Staff	Update BOY/MOY/EOY common formative & summative assessments administered per subject/grade. Develop and/or refine 1-2 formative assessments per unit per subject area that are aligned and calibrated to unit standards.	2026-2027
Teachers will collaboratively design and implement standards-based math units	Math CEL/Principal/A P/District	PLC meeting notes/minutes reflecting collaboration on power standards and instructional strategies.	2025-2027

<p>that emphasize power standards, integrate research-based instructional strategies (e.g., immediate feedback, checks for understanding, guided practice), and embed common formative assessments to monitor progress.</p>		<p>Student mastery of math power standards in each unit will increase by 10% from SY25-26 baseline to SY26-27</p>	
<p>Measurement Summary – The Nock Middle School will increase student academic achievement as measured by MCAS scores in the following areas:</p> <ul style="list-style-type: none"> ● ELA (meets or exceeds) : from 54% to 57% (Year 1) and to 60% (Year 2) ● Math: from 45% to 48% (Year 1) and to 51% (Year 2) ● Science: from 50% to 53% (Year 1) and to 56% (Year 2) <p>Additionally, we will achieve an SGP (Student Growth Percentile) average of 60 and close achievement gaps by 3% across all student subcategories.</p>			

PROFESSIONAL LEARNING GOAL

Summary: Teaching staff will collaboratively refine and implement at least two standards-based units per subject area that incorporate research-based instructional strategies (e.g., immediate feedback), as measured by updated curriculum documents, classroom observation data, and student assessment results.

Student mastery of power standards in each unit will increase by 10% from a baseline in SY25-26 to SY26-27.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Create Clear Structure	Principal/AP CEL	Provide training on curriculum design and research-based teaching strategies. Develop and implement a protocol for all departments to follow, led by CEL/Admin.	Underway/ Fall 2025-2026
Schedule the Work	Principal/AP CEL	Build collaboration time into the regular schedule. Create a timeline with specific deadlines for the first and second units. Establish 4 checkpoints to monitor progress.	Underway/ Fall 2025-2026
Support Implementation	Principal/AP CEL	Develop an observation checklist that focuses on new teaching strategies. Develop pre/post tests to measure student growth. Provide coaching support during implementation phases.	Underway/ Fall 2025-2026 2026-2027
Track and Celebrate Progress	Principal/AP CEL	Hold monthly data meetings to review student results. Create opportunities for teachers to share successful strategies. Recognize teams reaching development and implementation	Ongoing

		milestones.	

Measurement Summary

Year 1 (May 2026) Progress Indicators

- 50% of teaching staff will have refined at least one standards-based unit per subject area
- Classroom observations will show implementation of research-based strategies in 40% of observed lessons
- Achieve a 5% increase in student performance using shared data from common assessments, including i-Ready, and summative assessments which will be administered 3x a times
- Documentation of collaborative planning sessions and initial curriculum documents for all subject areas - Early Release Days

Year 2 (May 2027) Final Measurements

- 100% of teaching staff will have refined and implemented two standards-based units per subject area
- Classroom observations verify consistent implementation of research-based strategies in 80% of lessons
- Achieve a 5% increase in student performance using shared data from common assessments, including i-Ready, and summative assessments which will be administered 3x a times
- Teacher reflection data on the effectiveness of the collaborative development process and instructional impact measured by Teaching and Leadership Strand of the ECP survey

SCHOOL CLIMATE AND CULTURE GOAL

Goal Summary – Nock Middle School will enhance students' sense of being valued, engaged, and motivated to succeed. By developing a school-wide intergenerational house system, we will build a school climate that fosters meaningful connections and a genuine sense of belonging.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
<p>Students, staff, parents will support & understand school-wide programs for community development.</p> <p>A calendar of Nock traditions will be shared yearly (e.g., March Madness, Thanksgiving Pep Rally etc.).</p>	Principal/AP	Communication of events will be released to teaching staff and Nock families before the start of and throughout the school year. This will include cultural events to build staff community.	August 2025 and August 2026
<p>Students will be recognized regularly through a School-Wide Recognition Systems</p> <ul style="list-style-type: none"> ● 6th Grade: Town Halls ● 7th Grade: Nock Rock ● 8th Grade: Goofball ● Faculty Meetings- Staff. 	Principal/AP Teacher Leaders	<p>Each grade level team will recognize at least four students per team.</p> <p>The administration team will recognize four staff members per faculty meeting.</p>	Summer 25/25-26
<p>Nock will form a team of teachers to develop a House System Structure and Logistics.</p> <p>Team will also read, study, and analyze House systems across the country, and will visit a local middle school that has already implemented a House system.</p>	BLT	<p>Nock will have documents created for students, staff, and families that support the operation and structure of a House System:</p> <ul style="list-style-type: none"> ● Introduction to a House System ● Operational Structure including what, why and how ● Staff Road Map for SY 26-27 	School Year 25-26

Implement the House system.	BLT Principal/AP	Measured by the following: <ul style="list-style-type: none"> • Calendar of events implemented • Display & use of point system • Awards systems developed & implemented 	School Year 26-27
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Measurement Summary

- By May 2026, Nock Middle School will enhance school climate and culture as evidenced by:
- A 3% increase in student attendance rates
 - A 3% decrease in disciplinary referrals as tracked through School Wide Information Systems (SWIS) data
 - A 3% improvement in school culture metrics as measured by the Education Commonwealth Project (ECP) survey.
- By May 2027, Nock Middle School will enhance school climate and culture as evidenced by:
- A 3% increase in student attendance rates
 - A 3% decrease in disciplinary referrals as tracked through School Wide Information Systems (SWIS) data
 - A 3% improvement in school culture metrics as measured by the Education Commonwealth Project (ECP) survey.

STUDENT VOICE AND LEADERSHIP GOAL

Goal Summary – In support of our Portrait of a Graduate competencies, Nock Middle School will increase student voice and leadership opportunities, resulting in a 5% increase in approval ratings from students, parents, and teachers regarding student-led conversations (SLC), as measured by the Nock SLC/Showcase surveys and Education Commonwealth Project (ECP) data.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Collaborative Problem Solvers through structured student-led discussions and projects (SLC/SHOWCASE).	Principal/AP Dialogue Coach	As measured by school-administered surveys on SLC/Showcase & ECP Data.	2025-2027
College and Career Readiness through our college trips and career speaker series.	Principal/AP CAP Advisor	All students will attend three college tours from grades 6-8. Students will participate in at least two Career Speaker Series workshops. All students will be on-boarded into School Links to expose and track their middle school experience before they arrive at NHS.	2025-2027
Civically Engaged students who understand their role in school and community leadership.	Principal/AP Advisory Leaders	As measured by school-administered surveys & ECP Data.	2025-2027

Measurement Summary

Year 1 (May 2026) Progress Indicators

- Establish baseline data on student voice opportunities and current approval ratings on ECP Data
- Launch a minimum of 2 new student leadership initiatives across different grade levels led by the Student Council & Clipper Crew
- Implement 3 celebrations of student recognition

- Achieve a 2.5% increase in approval ratings from students, parents, and teachers on Student Led Conversations (SLC)/Showcase surveys
- 100% of students will be onboarded into SchoolLinks to support tracking and exposure to their middle school experience prior to entering NHS.

Year 2 (May 2027) Final Measurement

- Expand student leadership opportunities to include school-wide decision-making (e.g. blacktop, recess, lunch)
- Implement student-designed showcases in all grade levels
- Achieve the 5% increase in approval ratings from all stakeholders regarding SLCs
- Demonstrate measurable improvements in student voice metrics on the ECP data
- Demonstrate measurable improvements in the impact of student leadership initiatives on school climate and culture.

NEWBURYPORT PUBLIC SCHOOLS



Newburyport High School

School Improvement Plan

2025-2027

Newburyport Public Schools...the port where tradition and innovation converge

PORTRAIT OF A GRADUATE VISION

Our vision is for every child to leave Newburyport Public Schools literate across the disciplines; physically, emotionally & socially well; innovative problem solvers; civically engaged; and prepared for life after graduation.

From the day they enter school as 5 year-olds to the day they graduate, our students are growing and changing.

Across this K-12 pathway, we want to make sure young people can celebrate success, persevere through failure, and create a healthy and hopeful path to their future.

For this reason, we invest in school climate and culture while also analyzing and reflecting on student academic data. We remain focused on our goals while staying flexible so we can respond to changing needs and invest in safe and secure facilities.

STRATEGIC FOCUS AREAS				
Teaching & Learning	Supports	Culture	Operations	Stakeholder
Providing high quality, innovative instruction	Ensuring every child has the supports they need to grow	Creating a culture of belonging	Ensuring highly qualified staff, up to date resources, and safe buildings	Creating a community of active stakeholders

Newburyport High School Snapshot

School Overview

Newburyport High School strives for excellence. We believe that this quest for excellence is a partnership among all aspects of a student’s life: home, community, schools, educators, and peers. NHS values the student as an independent, creative learner, and provides diverse learning environments to nurture different abilities and aspirations. NHS honors its traditions while embracing change and progress to prepare its students to succeed in a globally competitive world. ***Our mission is to foster a sustained passion for learning that each student will carry throughout life.***

Demographic Information

Total Enrollment (2024-25)	Four Year Graduation Rate
743	98.6%

Special Populations			
Title	% School	% District	% State
High Needs	27.2%	30.8%	55.8%
English Learners	2.4%	2.9%	13.9%
First Language not English	6.3%	7.0	27.2
Low Income	12.1	13.0	42.1
Students with Disabilities	18.0	20.9	20.6

SCHOOL CLIMATE AND ENGAGEMENT

Increase student engagement by incorporating the Portrait of a Graduate (POG) across NHS programming and curriculum. This will be measured by DESE VOCAL, NHS internal school climate surveys. (School Quality Measures will be included as a data point after its initial rollout.)

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Generate a vision statement that will articulate NHS's faculty beliefs about teaching and learning. Use this to clearly articulate how the POG integrates into teaching and learning.	ILT + Faculty	Vision statement agreed upon by the NHS faculty.	Fall 2025
Implement PD that helps NHS faculty generate a shared understanding of practices that promote powerful learning moments in the classroom.	ILT	Shared definition and best practices for powerful learning.	By Fall 2026
Continue to develop and redevelop curriculum maps aligned with grade level standards and the POG.	Teachers facilitated through Instructional Leadership Team	Completed maps that incorporate skills associated with the POG.	Summer of 2026
Continue to pilot POG "I Can" statements as a classroom reflection tool to help students recognize and value the "why" of a lesson or unit.	Teachers facilitated through Instructional Leadership Team	Finalize POG "I Can" statements through collection of student feedback as they are used during a lesson. (Spring 2025) Student feedback shows a greater understanding of the "why" of a lesson or unit that goes beyond learning the content. (2025-26) (Baseline Data Collected)	School Year 2025-26
Subject areas align performance tasks to POG alongside their course standards to support students in the creation of learning portfolios.	Teachers facilitated through Instructional Leadership Team	Student feedback shows a greater understanding of the "why" of a lesson or unit that goes beyond learning the content.	Baseline data collected 2025-26 School Year Increase baseline data by 10% 2026-27 School Year
Implement Generation 2 of POG ambassadors while ILT develops a plan to have all seniors serve as POG ambassadors.	Instructional Leadership Team	15 students present documentaries on their stories relative to the POG. (2025) A draft plan to have all seniors in the class of 2027 showcase their stories as it relates to the POG. (draft plan spring '26 - Implement '26-'27)	School Years 2024-26
Refine unit plans based on student feedback relative to their understanding of how learning activities connect with POG "I Can" statements.	ILT / Teachers	Student feedback reports used by teachers during common planning time. Notes from common planning show a summary of adjustments teachers make to plans based on feedback.	School Year 2025-26

Measurement Summary

Through the above strategies and activities, the NHS VOCAL student engagement score will increase to over 50 for the 2027 results. The average engagement score on VOCAL the past two years has been 49.5% (high end of “somewhat favorable.”) A score of 51 and higher is considered a “favorable” student engagement level.

Additionally, the Education Commonwealth Project (ECP) survey will have a 5% improvement in the school culture metric.

STUDENT LEARNING GOAL I

All students graduate with a post-secondary plan and are able to showcase their story relevant to their interests and the skills part of the Portrait of the Graduate. This will be measured through high school completion results, completed student portfolios, and advanced coursework completion.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Implement an advisory (MYCAP) curriculum by grade-level that helps students explore their interests and connect these to their learning experiences and post-secondary planning.	All Faculty facilitated through Guidance	Completed Advisory Curriculum from 24-25 school year feedback. (End of summer 2025)	Develop Curriculum - Summer 2024 Implement Curriculum - 2024-25 School Year
Collect teacher and student feedback to adjust and improve advisory lessons.	Guidance and Instructional Leadership Team	Feedback reports regarding the advisory curriculum.	Review Feedback - 2025 (Spring) Redevelop Curriculum - Summer 25 + Implement 25'26'
Reflect on outcomes of students who have served as POG ambassadors and develop a plan to have all seniors serve as POG ambassadors.	Instructional Leadership Team	A draft plan to have all seniors in the class of 2027 showcase their stories as it relates to the POG. (Spring 2026) Implement Class of 2027 portfolio development. (2026-27 School Year)	Finalized portfolio plan (Spring 2026) Implement Senior Portfolio (2026-27)
Use "I Can" statements to help students connect lessons or units to the POG as well as organize a portfolio of their work. <ul style="list-style-type: none"> • Teachers ID/and or develop quality performance assessments within curriculum • Teachers guide students to connect course products to skills of POG • Teachers guide students to upload quality work 	Teachers facilitated through Instructional Leadership Team	All students (grades 9-12) have started to generate learning portfolios through use of School Links. (Spring 2026)	2025 - 26
		Students in the class of 2027 conduct a capstone project around their completed learning portfolios.	2027 (Spring)

products into their portfolio.			
Continue to implement tiered interventions of support for students who are identified as behind academically or socially/emotionally.	Student Support and RTI Team	Identified students all have a student support plan.	
Develop pathways to offer more accessible advanced and technical coursework. that lead to licensure opportunities in career areas and allow students to be dually enrolled in license courses and high school	College and Career Team	Program of Studies shows increased pathway/certification programming that lead to advanced coursework.	2024-27
<ul style="list-style-type: none"> • Implement Environmental Pathway (2024-25) • Pilot Partnership with Peterson Trade School (2024-25) • Apply for Advanced Manufacturing and Healthcare and Social Assistance (2025) • Explore ch. 74 programming for Early Childhood Education and Broadcast Media. (2025-26) • Implement Advanced Manufacturing and Healthcare and Social Assistance ((2025-26) 	Pathway Coordinator		
Pilot math intervention block to support student readiness for advanced and technical coursework. (2025-26)	Principal		
	Math ILT/Pathway Coordinator		
Develop a marketing structure to help families be more aware of pathways, various opportunities beyond high school, and process students will do to develop their portfolios and post-secondary plans	Pathway Coordinator/Coll ege and Career Counselor/Princ	Portfolio of Communications	Develop structure to have a sustainable communication plan (2025-26) Implement Communication Plan (2026-27)
<p>Measurement Summary</p> <p>Through the above strategies and activities, NHS will continue to meet or exceed targets as set by the State in the high school completion category of the DESE Accountability Report.</p> <p>Through the above strategies and planning, all Class of 2027 senior students (100%) will be able to showcase examples of their work relative to the competencies identified within the District's Portrait of a Graduate.</p> <p>Through the above strategies, successful completion of advanced coursework will increase by 5%. This measure will reflect the demographics of the high school.</p>			

STUDENT LEARNING GOAL II

Improve academic achievement across all student groups as measured by MCAS, internal assessments, and student collection of work.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
<p>Refine teaching and learning cycles through common planning time by:</p> <ul style="list-style-type: none"> ● Utilizing the PEAR Assessment system to help teachers access student learning data quicker. (2024-25 school year) ● Generate an interim assessment map for the core academic areas. (Summer 2025) ● Conduct data dialogues around interim assessment results to plan reteach lessons and assign students in need of additional intervention during the Flex Period (Clipper Block). (2025-26 School Year) ● Incorporating more frequent common formative assessments that support teachers developing reteach lessons during common planning time. (2026-27 School Year) ● Exploring methods to increase frequency of common planning time 	<p>Teachers facilitated through Instructional Leadership Team</p>	<p>Common Planning Time agendas and notes show teams looking at student work and assessment results to plan upcoming lessons and supports.</p> <p>Clipper Block assignments show an increase in teachers assigning students.</p> <p>On-line assessments through PEAR are implemented.</p>	<p>2024-2027</p>
<p>Implement and refine common close reading strategies across disciplines.</p> <ul style="list-style-type: none"> ● Gr. 9 + 10 Participate in Landmark Outreach PD. (spring 2025) ● Implement common close reading practices. (2025-26) 	<p>Teachers facilitated through Instructional Leadership</p>	<p>Classroom visits show students using common close reading strategies.</p>	<p>2024-26 School Year</p>

<ul style="list-style-type: none"> Refine common close reading practices. (spring 2026) 	Team		
Provide time for curriculum teams 6-12 to vertically align skills.	Principal	Aligned curriculum (spring 2026)	Sept. 2024 - Jun. 2026
Develop and implement academic interventions for students identified as lowest performing in math and ELA.	Student Support Team and Curriculum Teams	<p>Academic intervention plans are in place for the students identified as lowest performing. (Fall 2025)</p> <p>A math intervention period is added to the school day. (Fall 2025)</p> <p>Pilot Clipper Block for Science, ELA, and Math tutoring. (Fall 2025)</p>	On-Going
Math department participates in Building Thinking Classrooms PLC to promote student math talk and deeper conceptual understanding of math content.	Math Department	Classroom observations show students collaborating around math problems.	2024-26
Implement student attendance procedures and interventions with fidelity. Repeatedly communicated attendance procedures and expectations to families.	Asst. Principal - Student Support Team	Decreased chronic absenteeism.	On-Going
<p>Measurement Summary</p> <p>Through the above strategies and activities, NHS students will meet or exceed achievement targets as set by the state and indicated through performance on MCAS.</p> <p>All students (100%) have work portfolios and are able to demonstrate and communicate their own growth in reading, writing, math, and science practices as measured by rubrics used for each respective practice.</p>			

SCHOOL PROGRAMMING AND OPERATIONS

Newburyport High School has a building redesign plan that creates flexible and collaborative spaces designed to integrate curricular areas, support college/career pathways and promote student creativity.

Action Steps/Strategic Activities	Person(s) Responsible	Outcome and Measurement Evidence	Timeline
Convene a group of teachers and staff to provide feedback on ways to improve building space as it relates to curricular and programmatic goals/objectives.	Interdisciplinary Bldg Team Facilitated by Admn	Meeting agendas and minutes.	2024 - 2026
Develop and share a plan that rethinks the design of basement spaces to support pathway programming and increase available classroom space on the academic floors.	Admn + Bldg Team	A draft plan.	2024 - 2025
Design a plan to incorporate and showcase student work and art products throughout the school.	Admn + Bldg Team	A draft plan. Student work products displayed throughout the bldg.	2025-26 Plan 2026-27 Showcase
Work with partners, school committee, state/federal grants, and city to identify funding sources to redesign spaces in the building. <ul style="list-style-type: none"> • Apply for additional pathways (2024-25) • Explore technical and chapter 74 funding sources (Fall 2025) • Continue to collaborate with partners (2025-26) 	Admn + District	Funding.	2024 - 2026

Measurement Summary

Through the above strategies and activities, NHS will increase flexible and collaborative spaces that support cross-curricular learning. 2025-26 baseline data will be collected around cross-curricular learning.

B DFA-E: SCHOOL IMPROVEMENT PLAN



SERIES B - BOARD GOVERNANCE AND OPERATIONS

Nov 21 2023

Updated Apr 17 2025

The Principal, in conjunction with the school council, shall be responsible for preparing a written school improvement plan biannually.

This plan shall be written and submitted for approval or review to the Superintendent no later than October 1 of the year in which the plan is to be implemented and reviewed by the School Committee. The plan should be drafted with the following in mind:

1. The educational goals for the school, consistent with District mission and goals, and the goals and standards, including student performance standards, as adopted by the Massachusetts Board of Elementary and Secondary Education.
2. An assessment of the needs of the school in light of the proposed educational goals.
3. The means to address student performance, with focus on improvement of student learning.
 - a. Specify expected student outcomes and measurable/observable results.
 - b. Clearly identify actions to be taken to implement the goals.
 - c. Indicate anticipated costs and available funding sources.
 - d. Delineate the method of evaluating and reporting progress and results.
4. Professional development for the school's professional staff.
5. The enhancement of parent/guardian involvement in the life of the school, safety, and discipline.
 - a. Include a plan on how to solicit community support for the changes being developed.
6. The development of means for meeting the diverse learning needs of every child.
7. The establishment of a culture of inclusion and respectful of diversity.

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8. Any further subjects as the Principal, in consultation with the school council, shall consider appropriate, except that:

- a. The council shall have no authority over matters that are subject to Chapter 150E, the collective bargaining law, and,
- b. The council may not expand the scope of its authority beyond that established in law or expressly granted by School Committee policy.

If the school improvement plan is not approved by the Superintendent, it shall be returned to the Principal with specific comments as to the reason(s). The Principal shall revise the plan in cooperation with the school council, and resubmit it for approval.

Adopted: May 15, 2023

Newburyport School Committee

The School Committee has been given the following policies:

School Committee Member Ethics Policy (BCA)

School Committee Operating Principles & Norms of Interaction Policy (BCC/BCD):

These policies have been reviewed and accepted at the Organizational School Committee meeting held on _____.

Mayor Sean Reardon, Chair

Juliet Walker, Vice Chair

Breanna Higgins

Kathleen Shaw

Andrew Boger

Lauren Eramo

John Ricci

BCA SCHOOL COMMITTEE

MEMBER ETHICS

SERIES B - BOARD GOVERNANCE AND OPERATIONS

Nov 20 2023

Updated Apr 25 2025

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

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

- Community responsibility;
- Responsibility to school administration; and,
- Relationship to fellow committee members.

A School Committee member in their relations with the community should:

- Realize that their primary responsibility is to the children.
- Recognize that their basic function is to the policy-making and not administrative.
- Remember that they are one of a team and must abide by, and carry out, all committee decisions once they are made.
- Be well informed concerning the duties of a committee member on both a local and state level.
- Remember that they represent the entire community at all times.
- Accept the office as a committee member as a means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from their committee activities.
- Remember and make clear that they speak as individuals, and not for the committee as a whole.

A School Committee member in their relations with the school administration should:

- Endeavor to establish sound, clearly-defined policies which will direct and support administration.
- Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
- Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.
- Give the chief administrator full responsibility for discharging his professional duties and hold them responsible for acceptable results.
- Refer all complaints to the administrative staff for solution and only discuss them at committee meetings if such solutions fail.

A School Committee member in their relations to their fellow committee members should:

- Recognize that action at official meetings is binding and that they alone cannot bind the committee outside of such meetings.
- Realize that statements or promises should not be made regarding how they will vote on matters that will come before the committee.
- Uphold the intent of Executive Sessions and respect the privileged communication that exists in executive sessions.
- Not withhold pertinent information on school matters or personnel problems.
- Make decisions only after all facts on a question have been presented and discussed.

Adopted: May 15, 2023

BCC/BCD SCHOOL COMMITTEE OPERATING PRINCIPLES & NORMS OF INTERACTION

SERIES B - BOARD GOVERNANCE AND OPERATIONS

Nov 20 2023

Updated Dec 4 2023

The School Committee will:

1. Represent the needs and interests of all students in the district, striving to represent common interests rather than factions. We will make decisions that are best for students in all cases: all means all.
2. Exercise leadership in vision, planning, policy making, evaluation, and advocacy on behalf of the students and district, not in managing the day-to-day operations of the district.
3. We will communicate positively about other school committee members, staff, and the system. As advocates for Newburyport Public Schools and public education, we readily accept our roles promoting support for public education and spreading the news of our success.
4. Conduct its business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items, with the exception of items that are time sensitive or require urgent attention.
5. Provide full disclosure. Each member will provide input, encouragement, express concerns and positions rather than withhold information from other members. When a school committee member feels that there has not been full disclosure, an objective process for revisiting the issue will be used.
6. Maintain an open environment where each member is empowered to freely express opinions, concerns, and ideas. School committee members will engage in active listening to clarify and restate discussions in order to strive for full understanding. We will provide continuing education opportunities and support to each other, striving to build trusting relationships.
7. Keep an open mind and accept that they can change their opinions by recognizing that they are not locked into their initial stated positions.
8. Make decisions on information and not on personalities. School committee members will act with the best information available at the time considering data, the superintendent's recommendations, proposals, and suggestions. School committee members will strive to make the best decisions at the time, without waiting for the perfect decision.
9. Debate the issues, not one another. The school committee will engage in critical and creative thinking, expecting all school committee members to freely offer differing points of view as part of the

discussion, prior to making a school committee decision.

10. Be clear about, and stay true to, the role of the school committee. Not take unilateral action. A committee member's authority is derived through the majority of the school committee acting as a whole during an open public meeting. We will reach decisions by consensus, and individual members will publicly abide by those decisions, speaking with one voice, once a vote is taken. We will recognize a single official "voice" of the school committee.
11. Attend meetings on time and well prepared to discuss issues on the agenda, and will be prepared to make decisions, striving for efficient decision making.
12. Strive to have no surprises for the committee or superintendent. Surprises will be the exception. All members will provide and receive the same information in a timely manner.
13. Respect all persons presenting to the school committee.
14. Follow the chain of command and direct others to do the same. Personnel complaints and concerns will be directed to the superintendent.
15. Review and revise operating principles, as needed, as part of the school committee's self-evaluation.
16. Recognize that all communications created and received to our district email accounts are public documents, unless a specific statutory exemption applies.
17. Refrain from reading or sending electronic communications, and remain off of all social media platforms during meetings, in the interest of transparency.

References:

SOURCE: Newburyport School Committee

Adopted 9/6/2016

Revised 5/3/2021

BDA SCHOOL COMMITTEE ORGANIZATIONAL MEETING



SERIES B - BOARD GOVERNANCE AND OPERATIONS

Nov 20 2023

Updated Jan 12 2026

For the purpose of organizing, the School Committee shall meet on the first Monday in January of each year. The Chairperson, or in their absence, the most senior member present in point of service on the Committee, shall call the meeting to order.

1. The Committee, by viva voce vote, shall elect one member to serve as Vice- Chairperson.
2. The Committee, by viva voce vote, shall adopt the rules and regulations for its proceedings.
3. The Committee, by viva voce vote, shall designate one member to sign payrolls and vouchers. In the absence of the member so designated, payrolls and vouchers will be signed by the designated alternate chosen by the Committee.

The Vice-Chairperson shall preside at all meetings, if so requested by the Chairperson.

Guides to Conduct, Operation and Practices

1. The Newburyport School Committee guides its conduct, operations and practices by two documents:
 - a. The Code of Ethics of the Massachusetts Association of School Committees

b. The Newburyport School Committee Operating Principles & Norms of Interaction

2. In order to ensure consistent understanding and application of these documents and the practices included therein these documents will be read aloud and points of clarification discussed during the School Committee Organizational meeting each year.
3. It is the responsibility of all School Committee members to both follow and enforce the letter and spirit of the Code of Ethics, the Norms of Interaction, and the Principles of Operation. In order to confirm our acceptance of this point, each member shall sign a copy of each document after its reading and acceptance at the annual organizational meeting.
4. In the event that a School Committee member observes another member in violation of any of these documents, she/he will report the violation to the Vice Chair.
 - a. The vice chair or their designate will speak to the offender to correct the behavior.
 - b. A second offense will cause a comment during a public school committee meeting.
 - c. Further violations are cause for a vote of censure by the entire committee.
5. The Vice Chair shall keep a record of all offenses and once a quarter shall report to the committee those items that suffered multiple violations so that they may be brought up for discussion and clarification.

Policy Reference:

Legal Ref: Newburyport City Charter, Article 4

Adopted: May 15, 2023

2026 Newburyport School Committee
Subcommittee Assignments

Finance

Andrew Boger *Chair*

Juliet Walker

John Ricci

Policy

Kathleen Shaw *Chair*

Lauren Eramo

Juliet Walker

Teaching and Learning

Breanna Higgins *Chair*

Andrew Boger

Lauren Eramo

Superintendent Evaluation (not an Eval year)

Mayor Reardon

Newburyport Education Foundation- (appointed by NEF)

SEPAC- Kathleen Shaw

School Committee
January 14, 2025

Superintendent's Report



NHS Music Department Performs at the Bresnahan School Holiday Sing-a-long

Mayor Sean Reardon Inauguration Ceremony

Congratulations to Mayor Sean Reardon for his second term! This was a wonderful ceremony highlighting NHS music students who performed throughout the event. Mayor Reardon gave an overview of his goals and priorities, along with highlighting many of his accomplishments over the past four years. I also want to congratulate our new school committee members John Ricci and Lauren Eramo, along with Juliet Walker, who was reelected and unanimously named the Vice Chair for a second year. Lastly, wishing former school committee members Sarah Hall and Brian Callahan the very best in their new roles as city councilors.

January 16th Professional Development (Letter to Staff / Agenda)

Dear NPS Faculty and staff,

I am looking forward to an engaging and productive professional development day next week. Five years ago, when we set out to define a vision for our graduates, many of you were at the table sharing your insights about the skills, knowledge, and mindsets young people will need after graduation. Our final PoG vision reflects these conversations and has become a strong guide for our work together.

Two years ago we turned our sights towards deepening our understanding of what the competencies meant students could do. A small group of ambassadors helped us see the PoG through student eyes, telling us their PK-12 stories and reminding us that each young person's experience with school is deeply personal.

It was not lost on us that, as educators, you also have experiences with school. PoG workshops, sticker activities, and faculty conversations allowed us to share our school experiences and personally connect to the competencies. Soon, many teachers were experimenting with incorporating the PoG into the curriculum through I Can charts, portfolio projects and student-led conversations.

Recognizing that the heart of the school experience is educators, we expanded our PoG work to include the idea of powerful learning. Last January we asked the questions "what makes learning powerful?" and "how can we offer more powerful lessons?" On March 28, 2025 you hosted an Inspired Learning Day – the culmination of an exploration of designing lessons that connect, engage, and challenge our students.

The work of making learning powerful and creating a PK-12 experience that guides every student towards our shared PoG vision is never really done. We change. Young people change. The world around us changes, and so we are challenged to be open to learning new ideas and strategies and reimagining our curriculum all the time.

This year, on January 16th, we will explore how powerful learning (creating instruction that connects, engages & challenges) is strengthened by the curriculum standards. Shared standards provide a roadmap for the PK to 12 experience and a focus on vertical conversations.

On January 16th, educators will work with a discipline-based team to build vertical connections, ensure PK-12 standards alignment, and identify questions of inquiry for your discipline area. Instructional leaders (CEL and ILT) will guide these important conversations.

In addition, all IAs and educators will participate in a 2.5 hour workshop on artificial intelligence. Facilitated by the Day of AI group, we will build a shared understanding of what AI is (and is not) and how AI works. You will also explore some AI-driven tools. This workshop will set a baseline, allowing us to move forward with informed conversations at each level around effective and appropriate use of AI tools.

Below is an overview of the day. Please remember this is an 8:00AM - 4:00PM day. Individual details and schedules for the day will follow. I am proud of the work we are doing and look forward to our time together next week!

Friday, January 16th Schedule

8:00 - 9:00	Assembly for All	Portrait of a Grad Presentation, Nock Auditorium
9:30 - 12:00	Session One	Day of AI Workshop OR Curriculum Workshop NHS and Nock/Molin schools
12:00 - 1:00	LUNCH	
1:00 - 3:30	Session Two	Day of AI Workshop OR Curriculum Workshop NHS and Nock/Molin schools
3:30 - 4:00	All	Closing

Individual assignments for Day of AI and curriculum sessions will follow next week.

Curriculum Groups

Discipline Groups	COUNT	Room Assignment	Facilitator
Art	6	Ober- (Rm 169)	Ober
Literacy	34	Nock library	Abrams, Farmer, Madonna
Math/Sped math	85	Nock library	Littlefield, Farrell, Dollas, Horst
Nursing SUBMITTED	6	Nurses office @ Nock	Bartolini
Performing Arts	7	Nickerson, band room	Phillips
Preschool & Kindergarten	19	Nock Conference Room	O'Malley, Maguire, Rossi, Sokolowski
Science	25	Allan- (Room 227)	Allan, Hobbs
Social Studies	16	Nock Cafe	Groskin, Sturma
World Language	12	Bistany (Room 233)	Bistany, Metz
Wellness	10	Basement Health room	Heath
Special Ed - not curriculum	43	Nock Auditorium	Special Ed speaker & Legal
IAs	60ish	Nock Auditorium & Cafe	Special Ed speaker & Sean Gallagher