

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting 6:30PM

Wednesday, February 11, 2026

SC Business Meeting Agenda February 11, 2026

SC Business Meeting Agenda Notes February 11, 2026

SC Warrant February 11, 2026

SC Business Meeting Minutes January 28, 2026

District World Language Strategies

Overnight Field Trip – Seville, Spain

Policy JJH – Student Overnight or Late Night Travel

FY27 Level of Service Budget Overview

2026-2027 School Calendar – DRAFT

Policy IC/ICA School Year/Calendar

School Committee Goals 2026

Superintendent's Report

Newburyport Public Schools
School Committee Business Meeting

Wednesday, February 11, 2026 at 6:30PM
Senior/Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/81406844360?pwd=ITQkb4AAIRPFHGz5nAsa0AMD5DSd0h.1>

Meeting ID: 814 0684 4360

Passcode: 676809

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 January 28, 2026 – *possible Vote*
5. School Committee Student Representative Report
6. Update on District World Language Strategies
7. *Overnight Field Trip NHS – Seville, Spain 2027– *possible Vote*
8. FY27 Level of Service Budget Overview
9. Review 2026 – 2027 School Calendar – DRAFT
10. Review School Committee Goals 2026
11. Subcommittee Updates
 - a. Finance Subcommittee – Andrew Boger
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Teaching & Learning Subcommittee – Breanna Higgins
12. Superintendent's Report
13. New Business
14. Executive Session – Vote
for the purpose of discussing possible litigation and/or legal matters, and will not reconvene in Open Session.

* Possible Vote

Adjournment

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

Newburyport Public Schools
School Committee Business Meeting
February 11, 2026 at 6:30PM
Senior/Community Center, 331 High Street, Newburyport, MA 01950

AGENDA NOTES

Join Zoom Meeting
<https://us02web.zoom.us/j/81406844360?pwd=ITQkb4AAIRPFHGz5nAsa0AMD5DSd0h.1>
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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 January 28, 2026 – *possible Vote*
5. School Committee Student Representative Report: *NHS student representative will provide the report.*
6. Update on District World Language Strategies
High School Spanish teacher Alden Metz will present an update of the district's World Language Strategies, along with background about the Seal of Bilingualism Award. (attached)
7. *Overnight Field Trip NHS – Seville, Spain 2027 – *possible Vote*
NHS Principal Andy Wulf and Spanish teacher Alden Metz are seeking permission for an overnight field trip to Seville, Spain in February 2027, in accordance with Policy JJH – Student Overnight or Late Night Travel. Proposed itinerary will be reviewed. Estimated cost \$3,440. (attached)
8. FY27 Level of Service Budget Overview
Superintendent Sean Gallagher and Finance Director Ethan Manning will provide a FY27 LOS budget presentation. (attached)
9. Review 2026 – 2027 School Calendar – DRAFT
The Superintendent has submitted a draft of the 2026-2027 School Calendar which was developed in accordance to guidelines outlined in Policy IC/ICA School Year/Calendar. (attached)
10. Review School Committee Goals 2026
Members will review the School Committee's goals for the remainder of 2026. (attached)
11. Subcommittee Updates
 - a. Finance Subcommittee – Andrew Boger
 - b. Policy Subcommittee – Kathleen Shaw
 - c. Teaching & Learning Subcommittee – Breanna Higgins
12. Superintendent's Report
Retirement (Vicki Dyer), Crossing Guard update, Meeting with Northern Essex Officials, Career Technology Education Planning Meeting with NHS Administration, Solar Panels clarification, NSSRT Legislative Meeting Prep, and MASS FY27 State Education Aid update

13. New Business

14. Executive Session – Vote

for the purpose of discussing possible litigation and/or legal matters, and will not reconvene in Open Session.

* possible vote

FYI: Upcoming Dates:

- ✓ Teaching & Learning Subcommittee meeting: Wednesday, February 11 @ 9:00AM
- ✓ Finance Subcommittee Meeting: Thursday, February 12 @ 8:30AM
- ✓ Winter Break: February 16 through February 20
- ✓ Bresnahan School Council: Tuesday, February 24 @ 8:10AM
- ✓ School Committee Business meeting: Wednesday, February 25 @ 6:30PM
- ✓ Superintendent's Advisory Council: Thursday, February 26 @ 6:30PM

School Committee

Warrant

February 11, 2026

Warrant 8173 FY26	\$ 543,911.62
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Total of Warrant:

\$ 543,911.62

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
Library – Nock/Molin School, 70 Low Street, Newburyport, MA 01950

Wednesday, January 28, 2026

CALL TO ORDER / ROLL CALL

Mayor Sean Reardon called the School Committee Business meeting of the Newburyport School Committee to order at 5:40 PM. Roll call found all members present except Breanna Higgins.

Warrant

On a motion by Andrew Boger and seconded by Mayor Sean Reardon it was

VOTED: to approve the Warrant in the amount of \$481,351.76 as presented.

Warrant 8172 (FY26)	\$437,730.34
A-Warrant	<u>\$ 43,621.42</u>
	\$481,351.76

Motion Passed

Breanna Higgins absent

Minutes

Motion:

On a motion by Mayor Sean Reardon and seconded by Kathleen Shaw it was

VOTED: to adopt the minutes for the January 14, 2026 School Committee meeting.

Motion Passed

Breanna Higgins absent

New Business:

International Holocaust Remembrance Day: *An Evening with Werner Saling* will be held on Thursday, January 29th in the Nock Auditorium at 6:30PM.

ADJOURNMENT

Motion:

On a motion by Mayor Sean Reardon and seconded by Lauren Eramo it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 5:42PM.

Motion Passed

Breanna Higgins absent

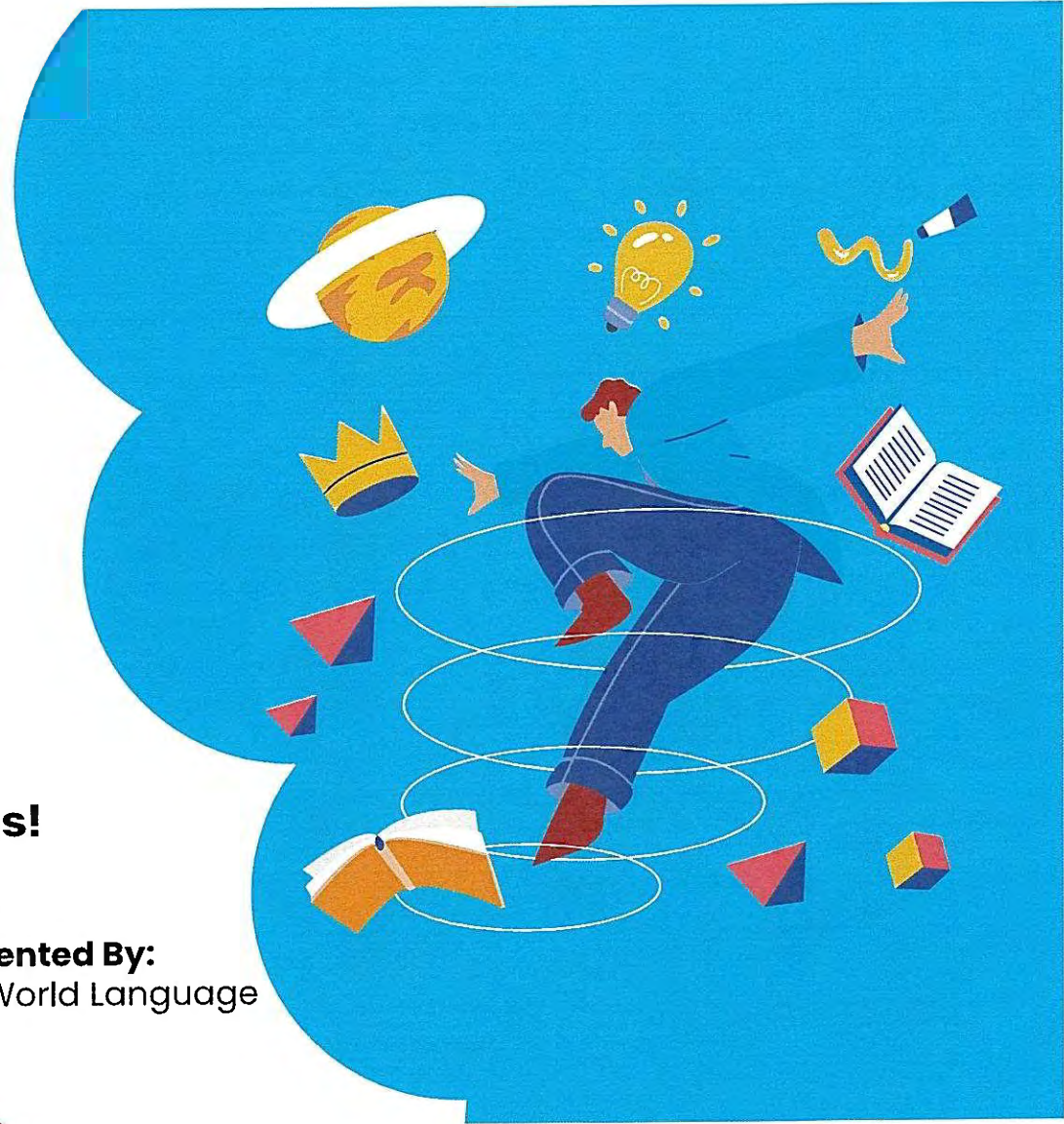


NEWBURYPORT STUDENT ENGAGEMENT IN WORLD LANGUAGE STATE PROGRAM

Unlocking a World of Opportunities!



Presented By:
NPS World Language





OBJECTIVES:

- I can describe the value added of World Language learning
- I can list the documented growth in NPS World Language since 2020

YOUR BRAIN GETS STRONGER AND MORE FLEXIBLE

- Academic Achievement
- Cognitive Benefits
- Cultural Attitudes and Beliefs





TALK TO MORE PEOPLE WITH DIVERGENT PERSPECTIVES

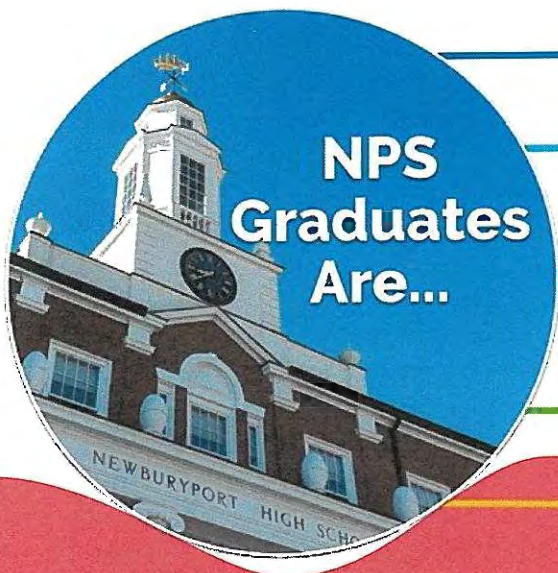


World Language Education strengthens...

- communication
 - problem solving
 - English language precision
- 
- 

MORE JOB OPPORTUNITIES

- Employability Skills + World Languages



Physically, socially and emotionally well



Literate across many disciplines



Creative, innovative, collaborative problem-solvers



Civically engaged



Prepared for life after graduation

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

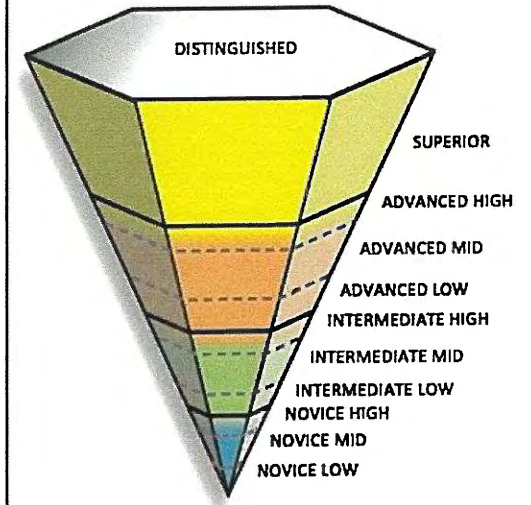
ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who is Likely to Function at This Level		
Distinguished	5	Able to take language to specific audience, persuade, negotiate. Deal with nuance and subtlety.	Foreign Service, Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17+ years) and current professional and/or educational experience in the target culture 		
	4					
Superior	3	Discuss topics extensively, support opinions, hypothesize. Deal with ambiguity on familiar situations.	University language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment 		
Advanced High	2+	Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Leader, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment 		
Advanced Mid					Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patent Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with yearlong study in the target language culture
Advanced Low					K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Product Customer Service Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequence of study (e.g., AP) or 4-6 semester college sequences 		
Intermediate Mid						
Intermediate Low	1			<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6 		
Novice High	0+	Communicate minimally with formulas and rote utterances, lists, and phrases.		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6 		
Novice Mid	0					
Novice Low	0				<ul style="list-style-type: none"> Language learners following 2 years of high school language study 	

*The levels of proficiency associated with each of the professions above are minimal levels of oral proficiency based on task analysis. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency levels.



ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6-8 year sequences of study (e.g., AP) or 4-6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K-6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following content-based language program in Grades K-6
Novice Low				<ul style="list-style-type: none"> Language learners following 2 years of high school language study



*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Time as a critical component for developing language performance





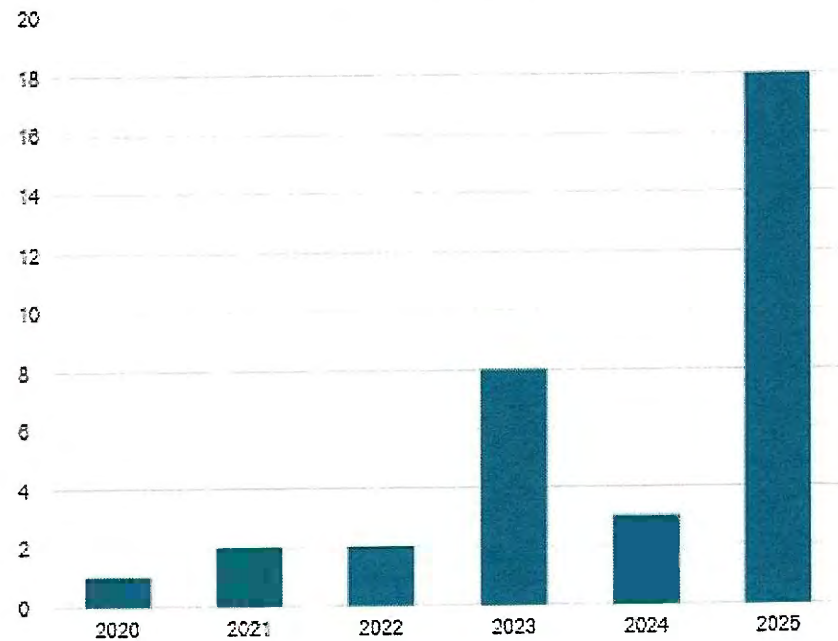
EXPANDED PROGRAMMATIC OPPORTUNITIES

- Participation in the MA Seal of Biliteracy
- Expanded enrollment: 5, AP
- DESE grant funding for expanded standardized proficiency testing: STAMP
- Celebration of student skill-building:
- Seeing real world results and applications: colleges award credit for the Seal of Biliteracy

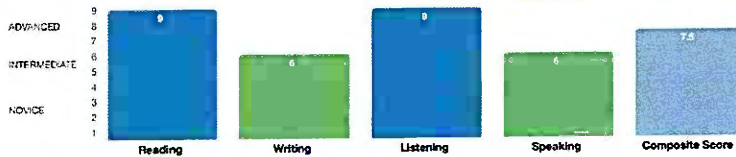


SEAL AWARDS IN NEWBURYPORT 2020 TO 2025

SEAL Of Biliteracy

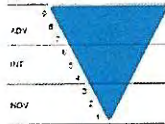


SCORE REPORTS



READING

9 ADVANCED HIGH



LEVEL DESCRIPTION

At this level, learners are able to:

- understand abstract and linguistically complex texts
- make appropriate inferences and use literary elements accurately
- navigate texts and extract critical information from unfamiliar descriptions, historical accounts, and literature

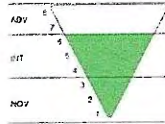
SUGGESTIONS

Suggestions to 'Power Up' to the next level:

- practice reading a variety of extended texts such as complex narratives, speeches, and poetry with author intended inferences and nuance.
- focus on building depth of vocabulary by studying and learning multiple senses of words, including homonyms and synonyms.
- *For Latin: focus on reading poetry, extended dialogues, and classical literature.

WRITING

6 INTERMEDIATE HIGH



LEVEL DESCRIPTION

At this level, learners are able to:

- write clear, detailed, extended texts on a wide range of subjects related to personal interests.
- create texts that show good control of the language, using a variety of transition and linking words and strategies.
- show increased grammatical accuracy and vocabulary depth and breadth in texts.

SUGGESTIONS

Suggestions to 'Power Up' to the next level:

- focus on increasing the amount of language that you produce using a variety of complex sentences with both added details and less common vocabulary.
- focus on creating cohesion and natural flow in your writing, with clear and smooth flow from beginning, middle and end.

LISTENING

9 ADVANCED HIGH



LEVEL DESCRIPTION

At this level, learners are able to:

- understand extended speech and lectures, even when complicated and complex topics are introduced.
- understand all forms of media with little effort, including technical discussions.
- understand various accents and some dialects as well as colloquial uses of language.

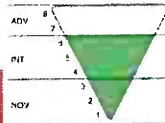
SUGGESTIONS

Suggestions to 'Power Up' to the next level:

- practice listening to longer, more detailed audio passages such as news reports, audio books and reviews with critical opinions.
- use focused listening to identify personal opinion and critical analysis of speaker's intentions and to identify idiomatic and nuanced use of language.

SPEAKING

6 INTERMEDIATE HIGH



LEVEL DESCRIPTION

At this level, learners are able to:

- create clear, detailed, extended speeches and presentations on a wide range of subjects.
- create language that shows good control of the language, using a variety of transition and linking words and strategies.
- show increased grammatical accuracy and vocabulary depth and breadth in texts.

SUGGESTIONS

Suggestions to 'Power Up' to the next level:

- focus on increasing the amount of language that you produce, including a variety of complex sentences, added details and idiomatic language.
- focus on creating cohesion and natural flow in your speaking, with clear and smooth flow from beginning, middle and end.



Spanish 2 Honors Entry Benchmark

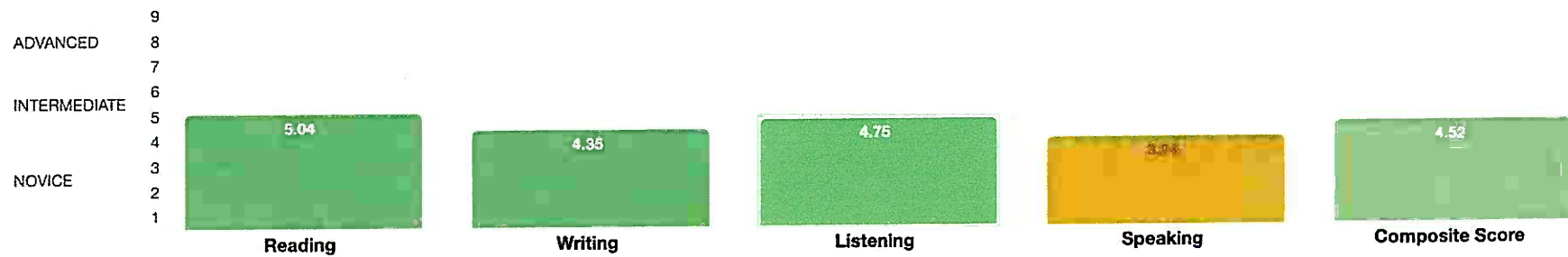
04/10/2025 to 10/10/2025

Key

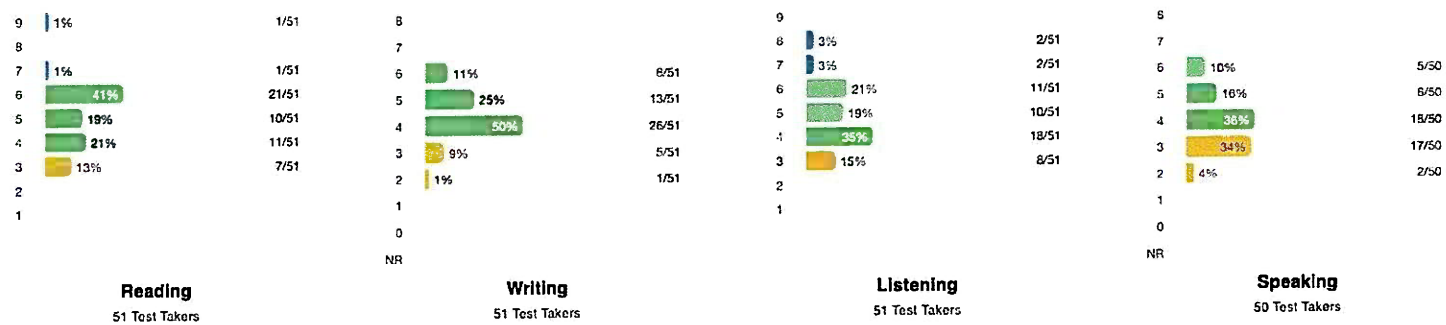


Summary

Testing Group Averages for 04/10/2025 - 10/10/2025



Distribution of Test Takers Across Levels for 04/10/2025 - 10/10/2025



Spanish 2 CP Entry Benchmark

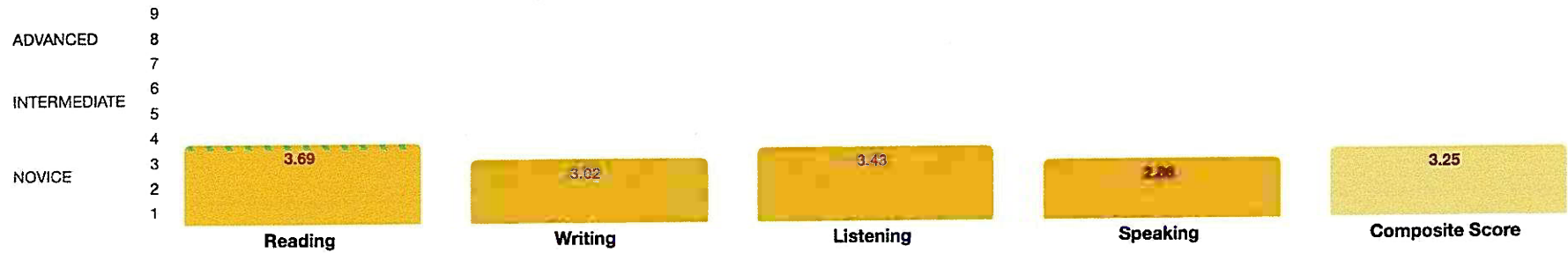
04/10/2025 to 10/10/2025

Key

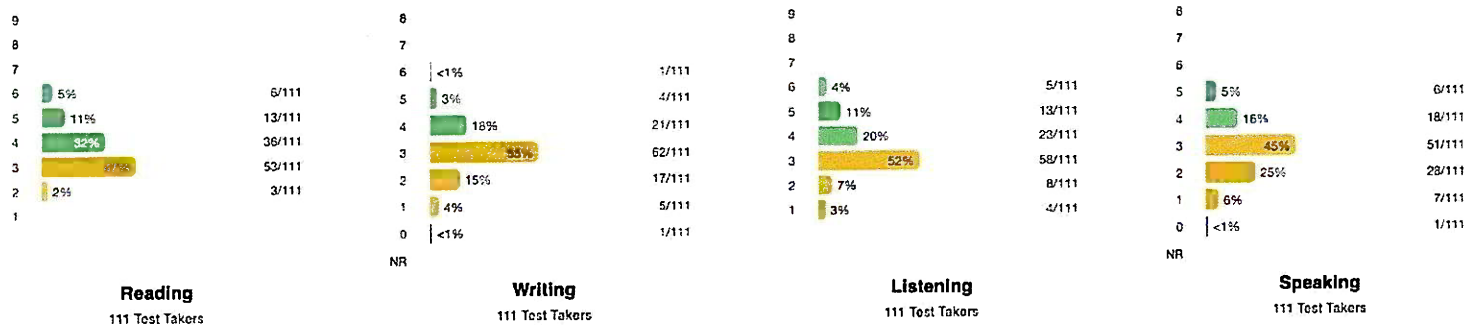


Summary

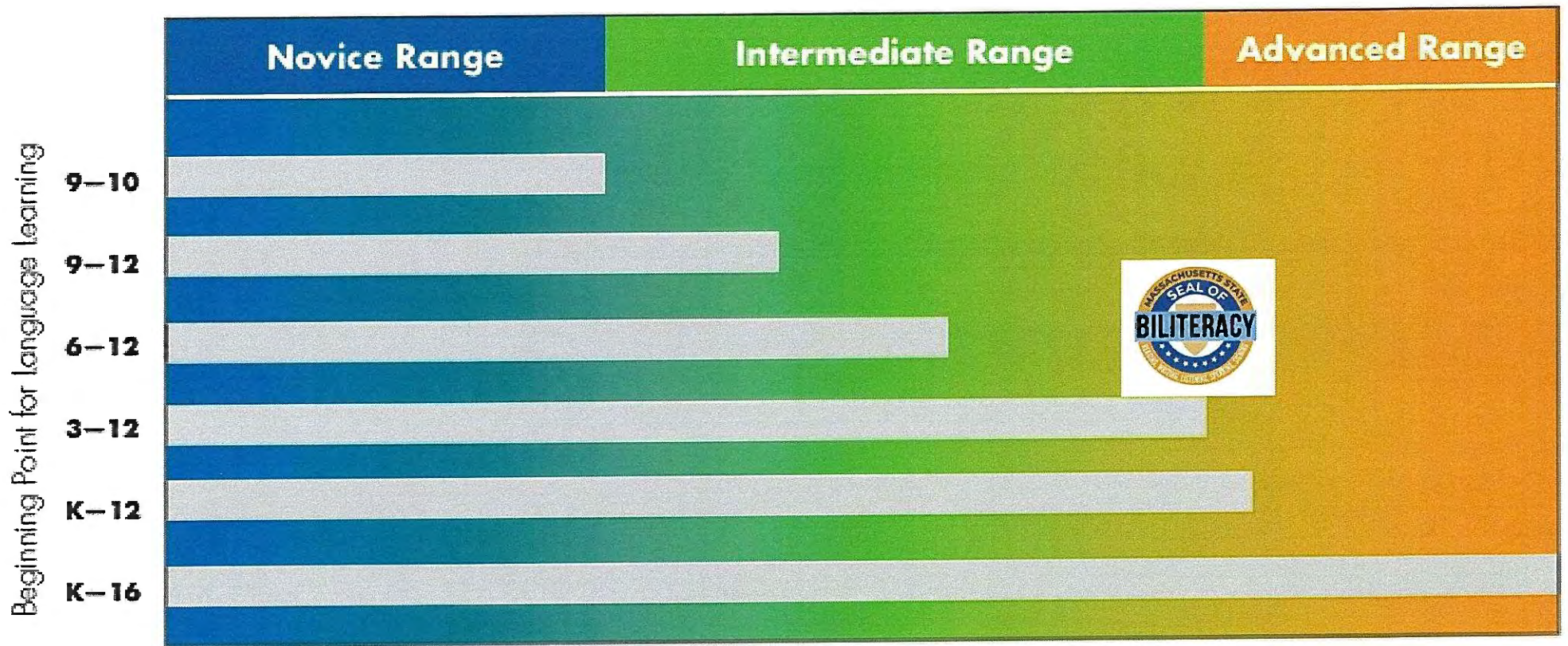
Testing Group Averages for 04/10/2025 - 10/10/2025



Distribution of Test Takers Across Levels for 04/10/2025 - 10/10/2025



Time as a critical component for developing language performance



NEWBURYPORT WORLD LANGUAGE

ADVISORY TEAM

Enhancing Education and Student Success





How is WL value added to NPS students?

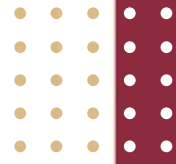
**How have NPS students grown
in their language acquisition?**

THANK YOU!

Any questions?



Newburyport
High School



Carlos V
EDUCATION

CULTURAL & LINGUISTIC IMMERSION TRIP

in Andalusia, Spain!

February 13-21, 2027



SEVILLE

INCLUDED SERVICES

- ✓ Room and board
- ✓ Transportation and Transfers
- ✓ Day trips to Granada, Córdoba and Cádiz
- ✓ Tickets to all monuments and visits
- ✓ Flights
- ✓ Cooking, ceramic and flamenco workshops
- ✓ Emergency Insurance
- ✓ and more!



Carlos V
EDUCATION

HEADQUARTERS

Avda. República Argentina, 27B
41011 Seville - Spain



www.carlosveducation.com

Cultural Immersion Trip to Andalusia

Andalusia: Bridging Cultures via Language: An Immersive Spanish Experience Carlos V Education
February 2027 \$2440.00+\$1000.00(airfare) 15 students
<u>Trip Highlights</u> Sevilla Granada Córdoba Cádiz



Newburyport High School Cultural Immersion and Spanish Language Trip

Seville, Spain | February 13-21, 2027 | 8 nights

PROPOSED ITINERARY

TRAVEL DAY

- Departure from Boston, overnight flight to Spain

DAY 1: MADRID TO SEVILLE

- Arrival in Seville
- Transfer from Airport/Train Station to Student Residence in Seville

DAY 2: SEVILLE

- Introduction and Welcome
- Cultural Program - Discover Seville!
 - *Tour of the historic center, tour of the legends of Santa Cruz neighborhood*

DAY 3: SEVILLE

- Spanish Language Immersion - Active Spanish Activities in the historic center
- Cultural Program - Discover Seville!
 - *Visit to the Alcazar palace*
- Cooking workshop

DAY 4: GRANADA

- Transfer from Student Residence in Seville to Granada
- Cultural Program: Discover Granada!
 - *Visit to Alhambra and Albaicín neighborhood*
 - *Lunch in Granada*
- Transfer from Granada to Student Residence in Seville

DAY 5: SEVILLE

- Breakfast - Churros with Chocolate
- Cultural Program - Discover Seville!
 - *Gymkhana in the Plaza de España and Maria Luisa Park*
 - *Active Spanish activities in the park*



- Tour of Triana neighborhood
- Ceramics workshop

DAY 6: CORDOBA

- Transfer from Student Residence in Seville to Cordoba
- Cultural Program: Discover Cordoba!
 - *Tour of the Mosque and Jewish Quarter with guide, visits to monuments*
 - *Lunch in Cordoba*
- Transfer from Cordoba to Student Residence in Seville

DAY 7: SEVILLE

- Spanish Language Immersion - Active Spanish Activities in Calle Sierpes
- Cultural Program - Discover Seville!
 - *Tour of the Macarena and Encarnación zones*
- Flamenco Workshop + Show

DAY 8: CÁDIZ

- Transfer from Student Residence in Seville to Cádiz
- Cultural Program: Discover Cádiz!
 - *Tour of historic center, visit and free time at the beach*
- Transfer from Cádiz to Student Residence in Seville

TRAVEL DAY

- Check out of student residence
- Transfer from student residence to Train Station/Airport

WHAT'S INCLUDED?

- Accommodation in a Student Residence
 - Double room with half board for students
 - Individual room with half board for chaperones
 - Interactive Spanish immersion activities - Active Spanish
 - Day trip to Cordoba, Cádiz and Granada
 - Transfers to and from airport/train station and all day trip destinations
 - 24/7 Assistance and accompaniment by Carlos V staff
 - Transportation card for public transit
 - Comprehensive insurance for students and staff
-

JJH STUDENT OVERNIGHT OR LATE NIGHT TRAVEL

SERIES J - STUDENTS

Dec 1 2023

Updated Apr 17 2025

All student trips which include late night or overnight travel must have prior approval of the School Committee. Initial approval by the School Committee is required before engaging students in fundraising activities. The School Committee will also consider the educational value of the trip in relation to the cost prior to granting initial approval. Overnight trips should offer significant educational benefits to students that clearly justify the time and expense of the trip. Such trips should be appropriate for the grade level.

Final approval will not be granted until all preparations for the trip have been completed including, but not limited to, all logistical details involving transportation, accommodation arrangements and fundraising efforts. The School Committee requires that final approval be sought no less than 30 days prior to the scheduled trip dates.

Teachers and other school staff are prohibited from soliciting for privately run trips through the school system and in the schools. The School Committee will only review for approval school-sanctioned trips. The School Committee will not review or approve trips that are privately organized and run without school sanctioning.

Policy References:

LEGAL REFS.: M.G.L. 69:1B; 71:37N

CROSS REFS.: IJOA, Field Trips

Adopted: June 19, 2017

Revised: February 27, 2024



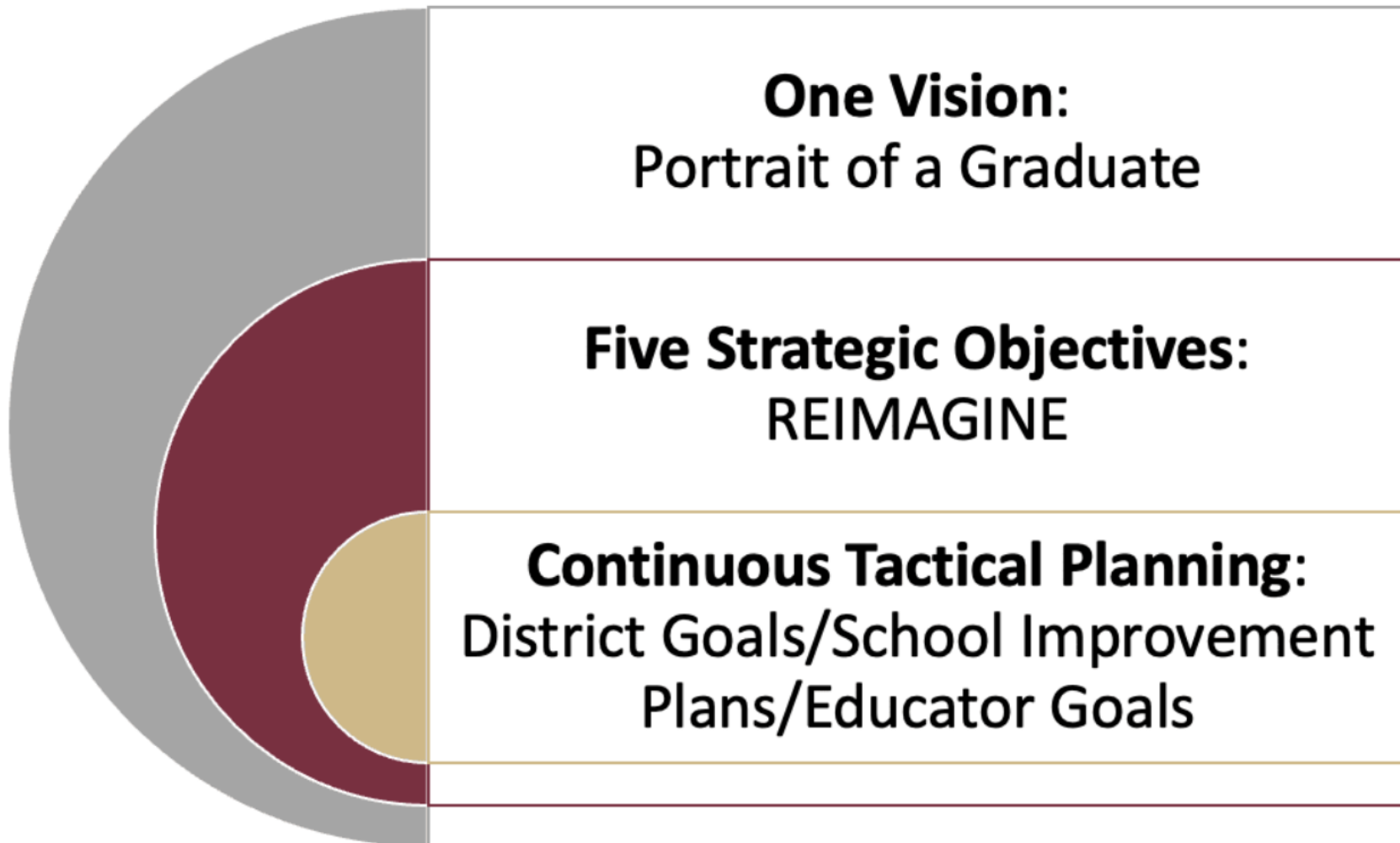
NEWBURYPORT PUBLIC SCHOOLS

FY27 Level Service Budget

SCHOOL COMMITTEE

WEDNESDAY, FEBRUARY 11, 2026

NPS Guiding Principles



Priorities

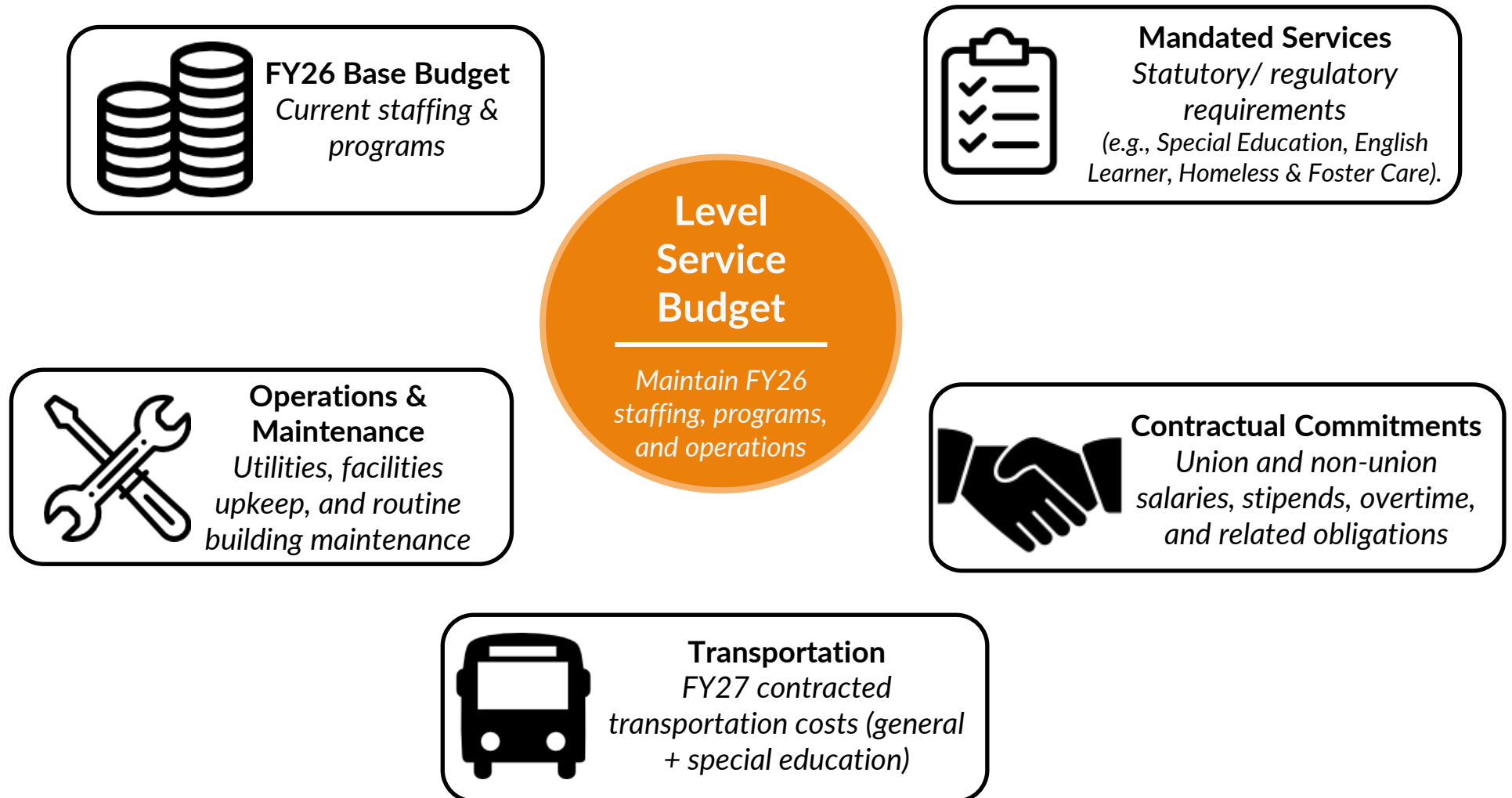
The FY27 budget process is guided by the district's vision and strategic plan, aligning resources to the needs of Newburyport students and our schools.

Budget decisions are guided by five priorities:

- ❖ **Student Learning** – Ensure coherent, high-quality instruction aligned to curriculum frameworks and data; expand engaging, student-centered learning across PK–12.
- ❖ **Instructional Leadership** – Strengthen collaborative planning, effective instructional practices, and consistent curriculum and assessment systems.
- ❖ **Professional Culture** – Foster safe, inclusive, and supportive schools where students and staff feel connected and ready to learn.
- ❖ **Family & Community Engagement** – Improve clear, accessible communication and create welcoming opportunities for partnership and involvement.
- ❖ **Management & Operations** – Maintain safe, functional learning environments and sustain strong operations across facilities, technology, HR, and finance.

Level Service Budget

Before considering strategic additions or reductions, we start by building the level-service baseline: what it costs to keep staffing, programs, and operations the same from FY26 to FY27.



Assumptions

The FY27 Level Service budget assumes NPS fulfills its contractual obligations and meets all federal and state requirements.

Accordingly, the budget includes resources to meet contractual obligations, deliver required programs and services, and maintain high school accreditation.

Contractual Obligations:

- ❖ Newburyport Teachers Association
- ❖ Newburyport Instructional Assistants Union
- ❖ AFSCME Union
- ❖ Non-union staff

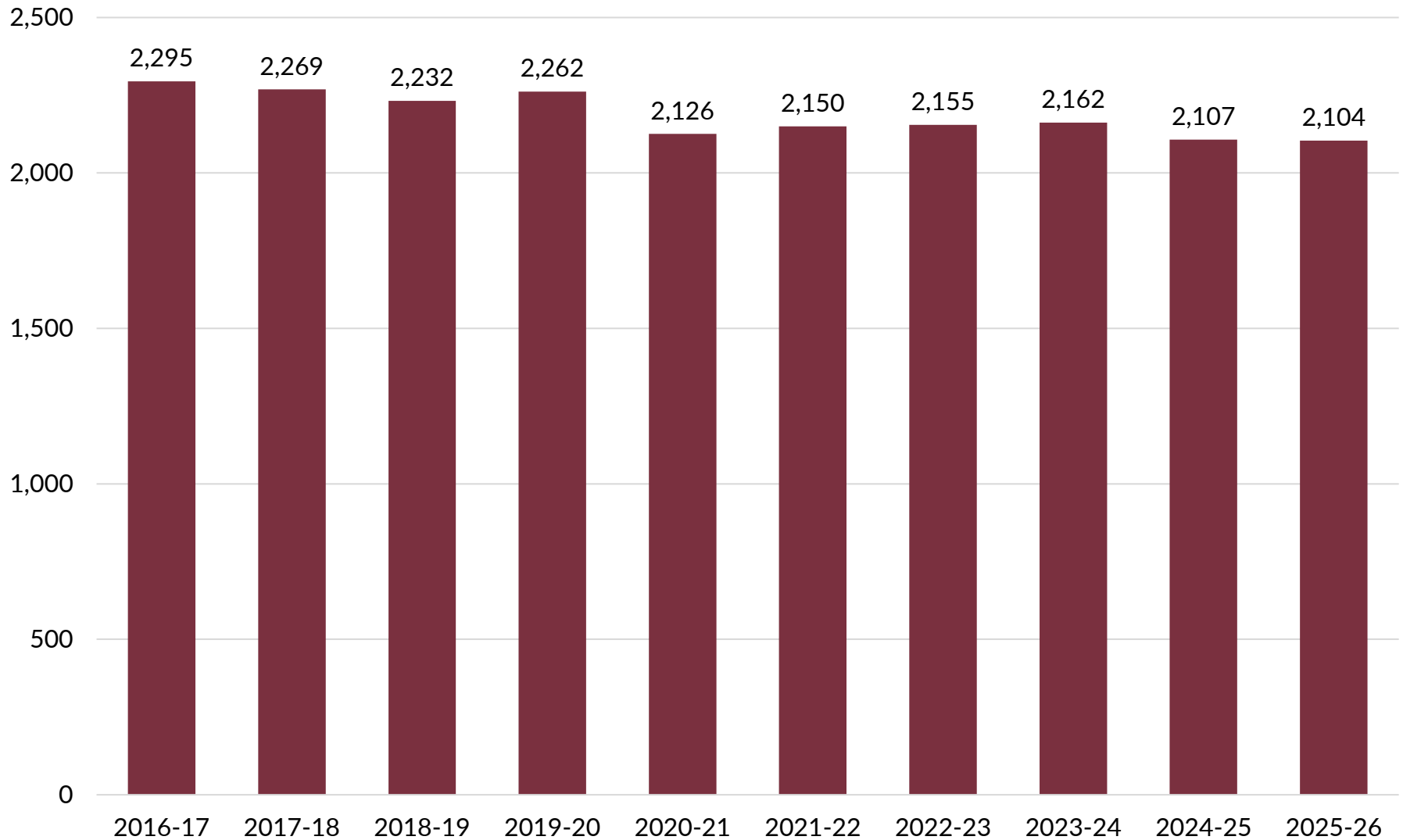
Federal and State Mandates:

- ❖ Special Education (IDEA; M.G.L. c. 71B; 603 CMR 28.00)
- ❖ English Learner (EL) Programs
- ❖ ADA & Section 504 accommodations
- ❖ Transportation (Special Education and K-6; 1.5-mile requirement)

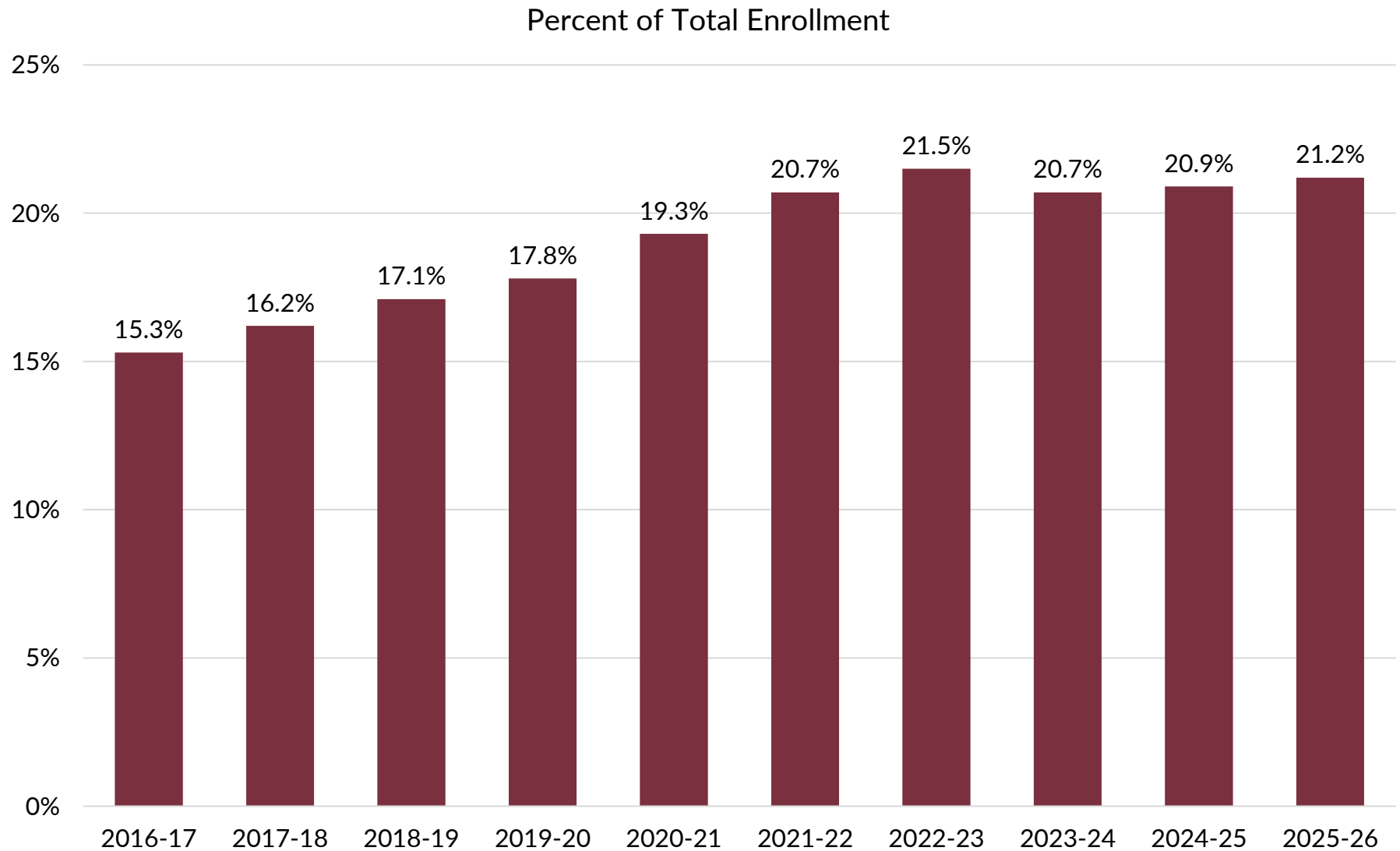
Other:

- ❖ Utilities (Constellation Energy contract expires Nov. 28, 2026)
- ❖ Workers' Compensation Insurance
- ❖ Payroll Taxes

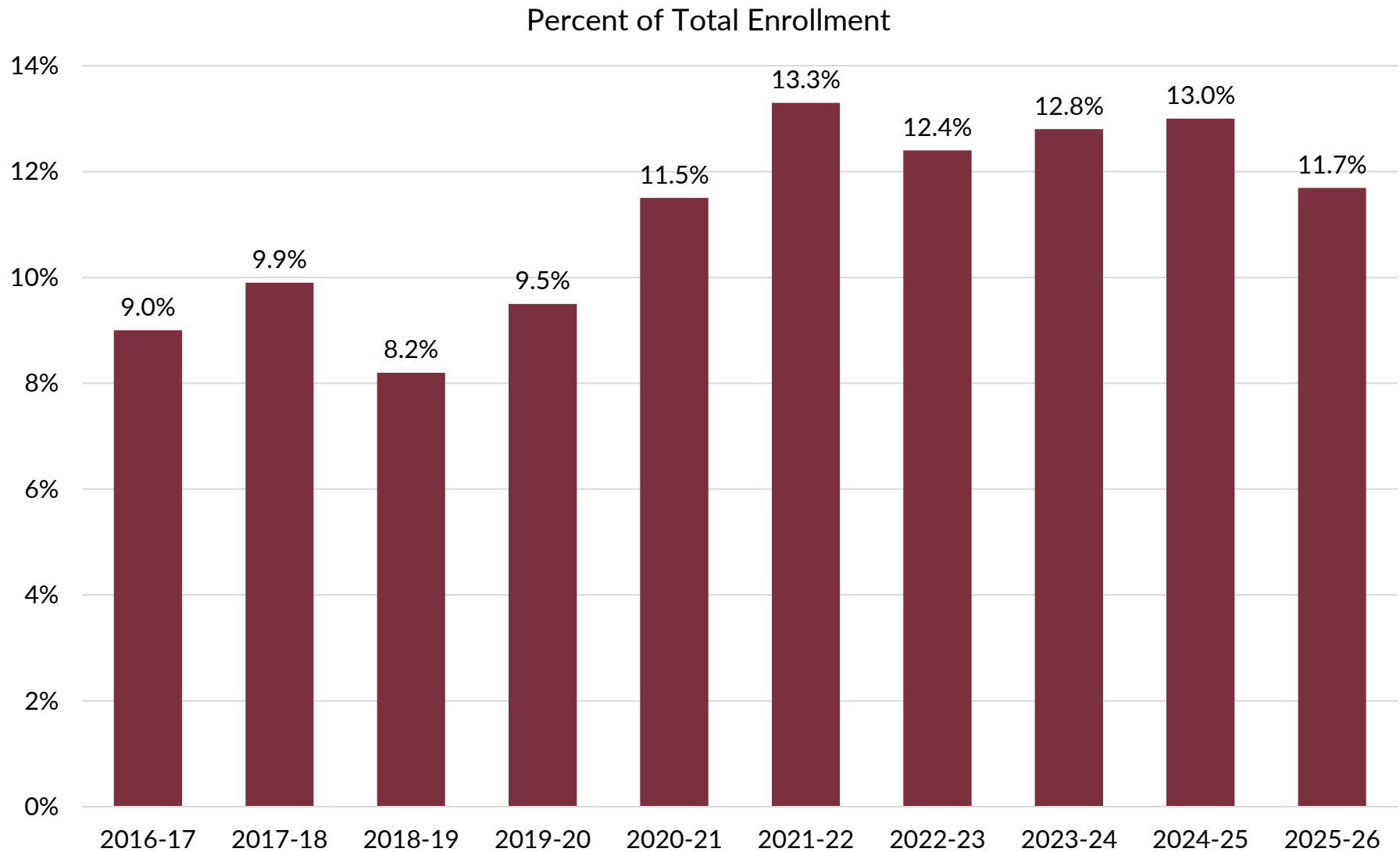
Demographic Trends: Total Enrollment



Demographic Trends: Students with Disabilities

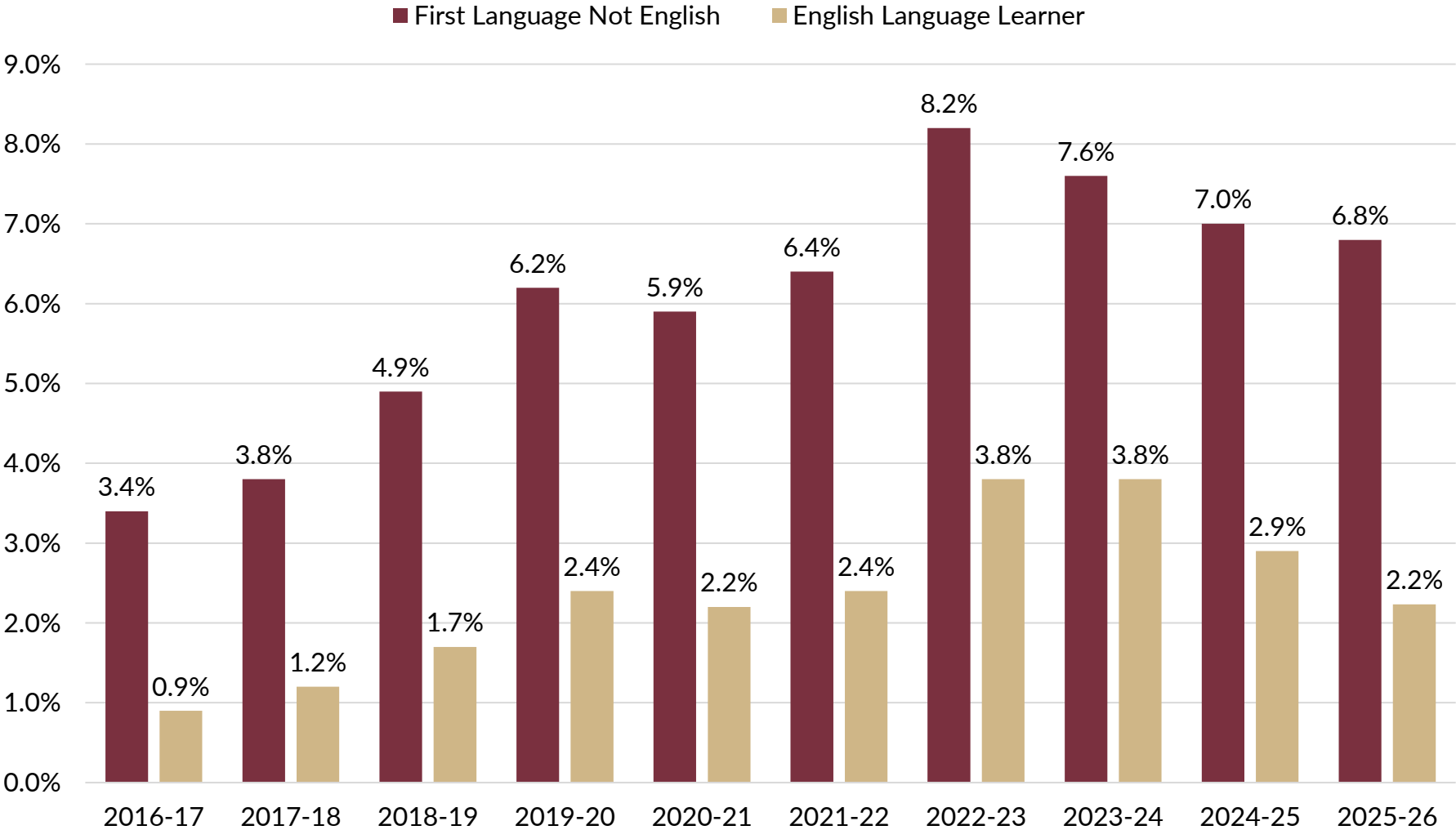


Demographic Trends: Low Income / Economically Disadvantaged



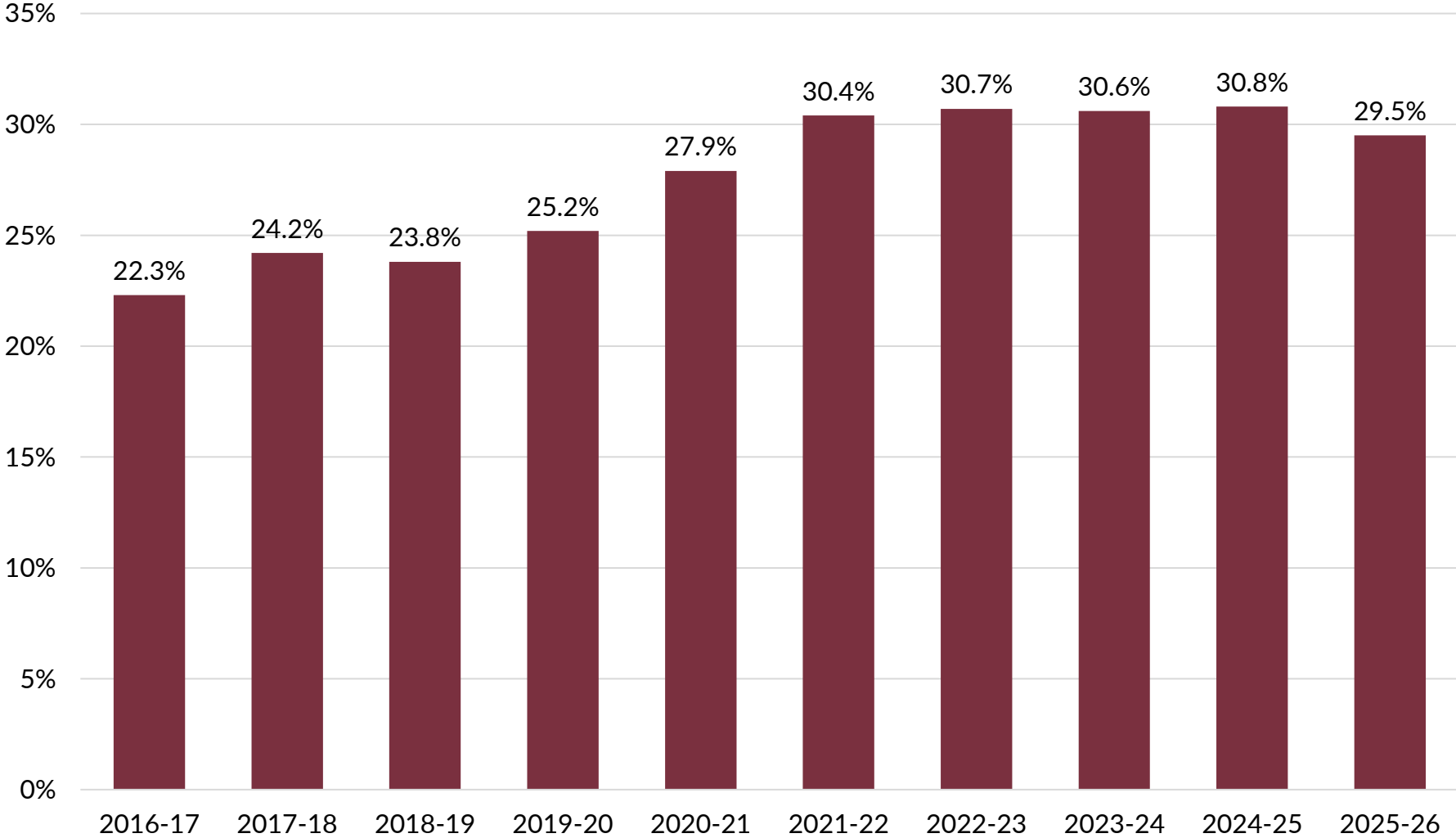
Demographic Trends: English Language Learners

Percent of Total Enrollment



Demographic Trends: High Needs Students

Percent of Total Enrollment



FY27 Level Service Budget

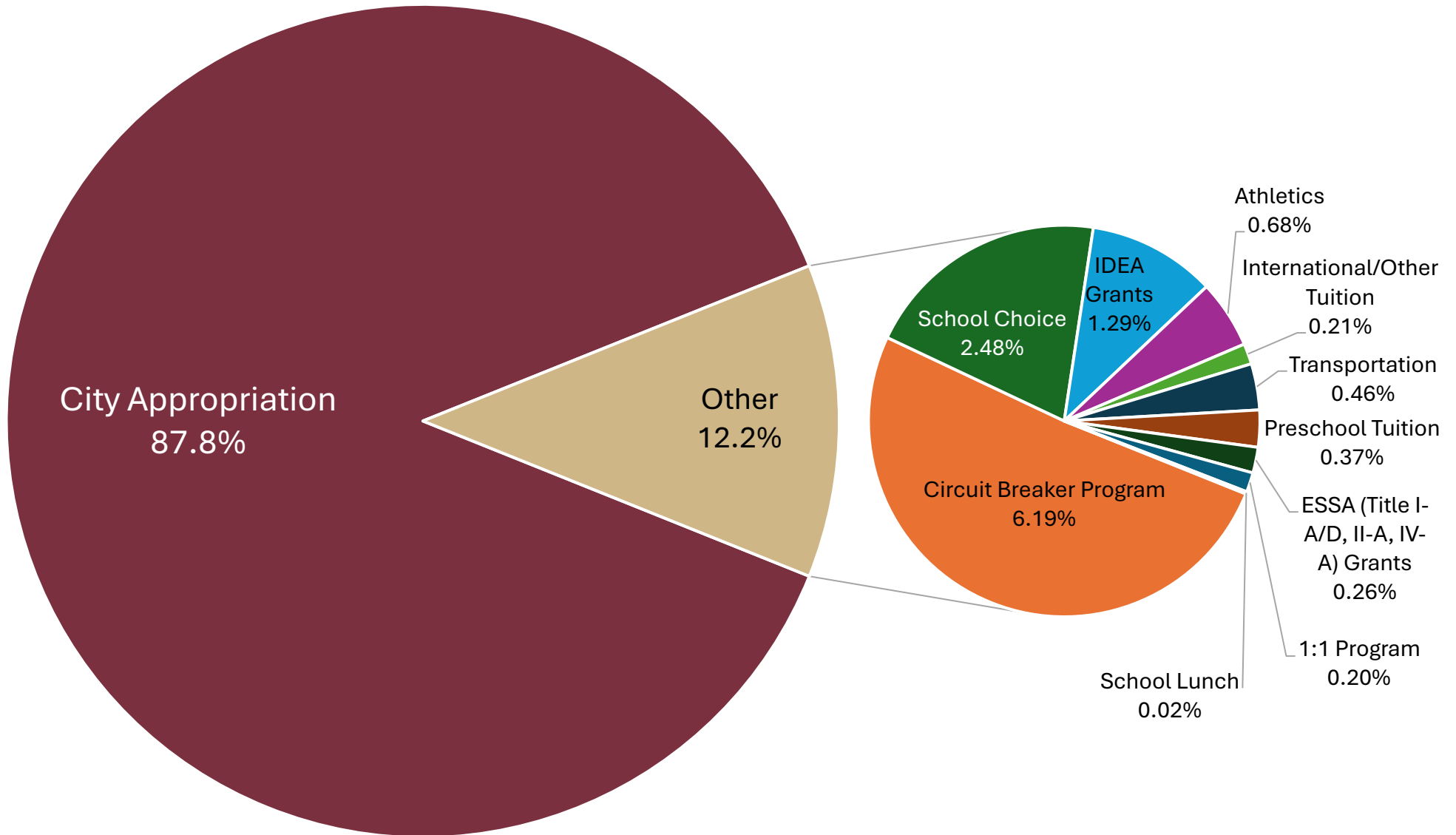
Source of Funds

Source	FY26 Budget	FY27 Budget	\$ Change 26/27	% Change 26/27
City Appropriation	39,436,665	42,557,107	3,120,443	7.9%
Circuit Breaker Program	2,250,000	3,000,000	750,000	33.3%
School Choice	971,913	1,200,000	228,087	23.5%
IDEA Grants	587,000	623,000	36,000	6.1%
ESSA (Title I-A/D, II-A, IV-A) Grants	125,000	125,000	0	0.0%
1:1 Program	73,758	95,000	21,242	28.8%
Adult Education*	75,000	0	(75,000)	-100.0%
Athletics	210,686	331,000	120,314	57.1%
International/Other Tuition	55,000	100,000	45,000	81.8%
Preschool Tuition	240,000	180,000	(60,000)	-25.0%
School Lunch*	399,600	11,250	(388,350)	-97.2%
Transportation	140,000	225,000	85,000	60.7%
Total	44,564,622	48,447,357	3,882,735	8.7%

Revolving

*FY26 included revolving-funded staff in the operating budget; FY27 budget reflects prior practice of not including revolving-funded staff in the operating budget.

Source of Funds (Revenue) Breakdown



Source of Funds (Revenue) Components



City Appropriation

Relies on a **7.9% increase (+\$3,120,443)** to the appropriation for Newburyport Public Schools

- Funded from property taxes and local receipts
- Includes Chapter 70 state aid: FY27 Governor's Budget reflects minimum aid of \$75 per pupil (+\$148,875)



Circuit Breaker

Utilizes **\$3,000,000** in funding from the Circuit Breaker Program

- Reimburses schools for up to 75% of eligible special education costs above the state threshold
- Processed with a one-year lag (i.e. FY27 revenue is based on FY26 expenses)



School Choice

Allocates **\$1,200,000** in School Choice revenue

- Receiving district earns DESE School Choice tuition (\$5,000 per student).
- Students with disabilities generate an additional special education increment, calculated annually based on service costs at DESE-approved rates.



Revolving Funds

Draws on **\$942,250** available funds in revolving funds that are funded by Athletics User Fees, Bus Passes, Preschool Tuition, International Student Tuition, One-to-One Program and School Lunch



Federal Entitlements

Fully uses federal grant funding:

- IDEA – **\$623,000**
- ESSA (Title I-A/D, II-A, IV-A) - **\$125,000**

FY27 Level Service Budget

Use of Funds

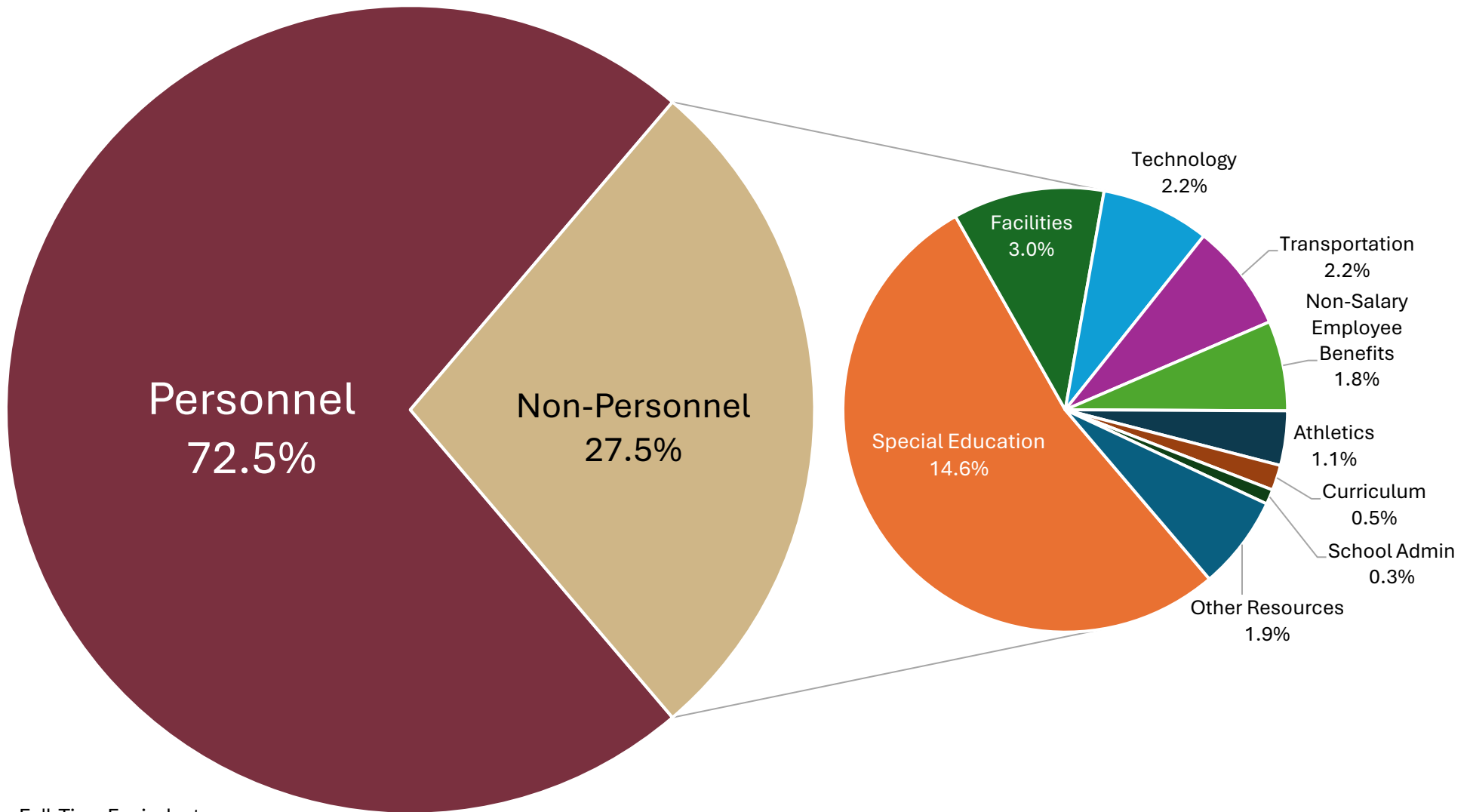
By Cost Center

Location	FY26 Budget	FY27 Budget	\$ Change 26/27	% Change 26/27
F.T. Bresnahan Elementary School	9,357,238	9,690,113	332,875	3.6%
E.G. Molin Upper Elementary	4,245,864	4,501,962	256,098	6.0%
R.A. Nock Middle School	7,182,827	7,426,956	244,128	3.4%
Newburyport High School	11,321,181	11,766,450	445,269	3.9%
District-Wide	12,457,511	15,061,876	2,604,365	20.9%
Total	44,564,622	48,447,357	3,882,735	8.7%

By Major Category

Major Category	FY26 Budget	FY27 Budget	\$ Change 26/27	% Change 26/27
Personnel	34,312,634	35,106,060	793,425	2.3%
Non-Personnel	10,251,988	13,341,297	3,089,310	30.1%
Total	44,564,622	48,447,357	3,882,735	8.7%

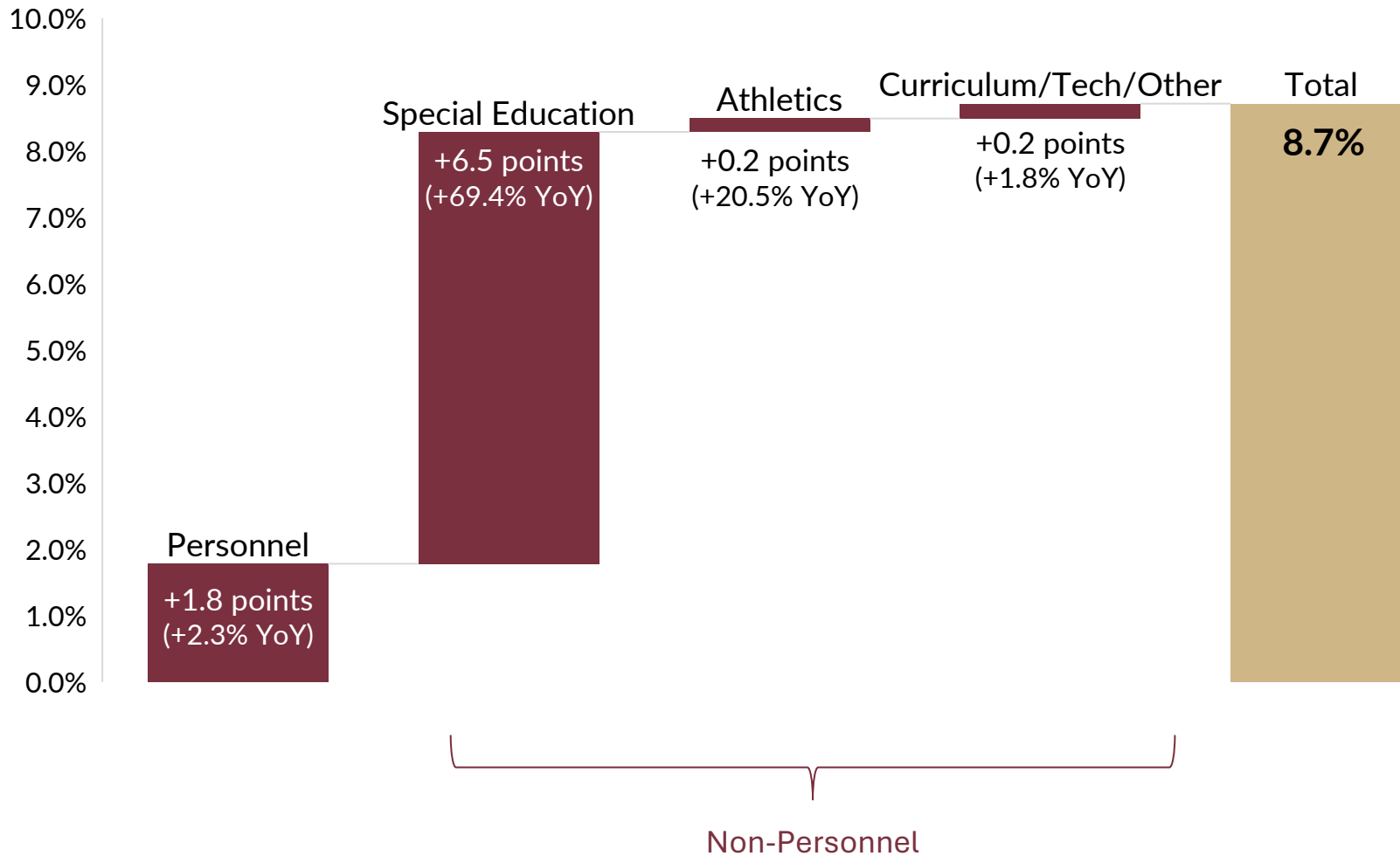
Uses of Funds (Expenses) Breakdown



Full-Time Equivalents:
 FY26 396.24
 FY27 394.74
Projected staffing decrease of 1.5 FTE
(-1.0 EL teacher; -0.5 OT)

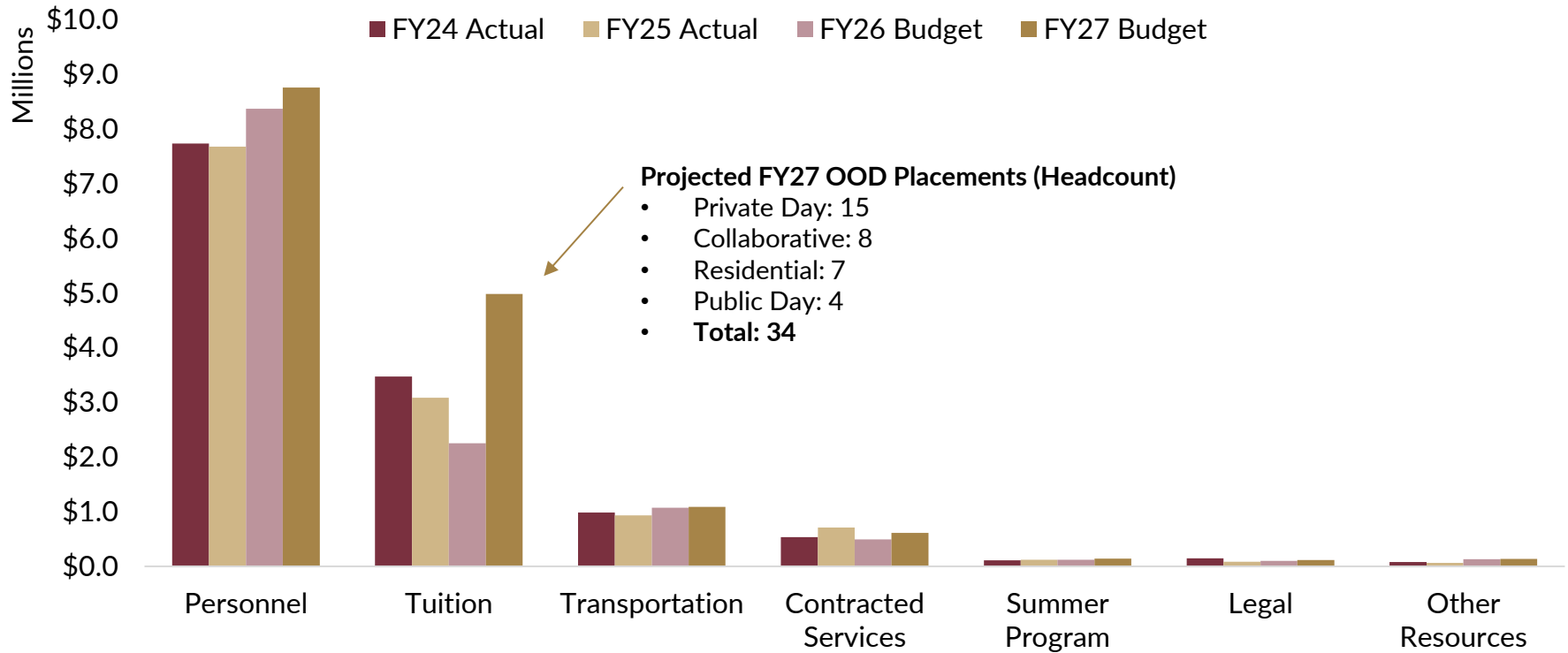
What Makes Up the 8.7% Increase...

How the total budget change (+8.7%) is allocated across categories (percentage points)



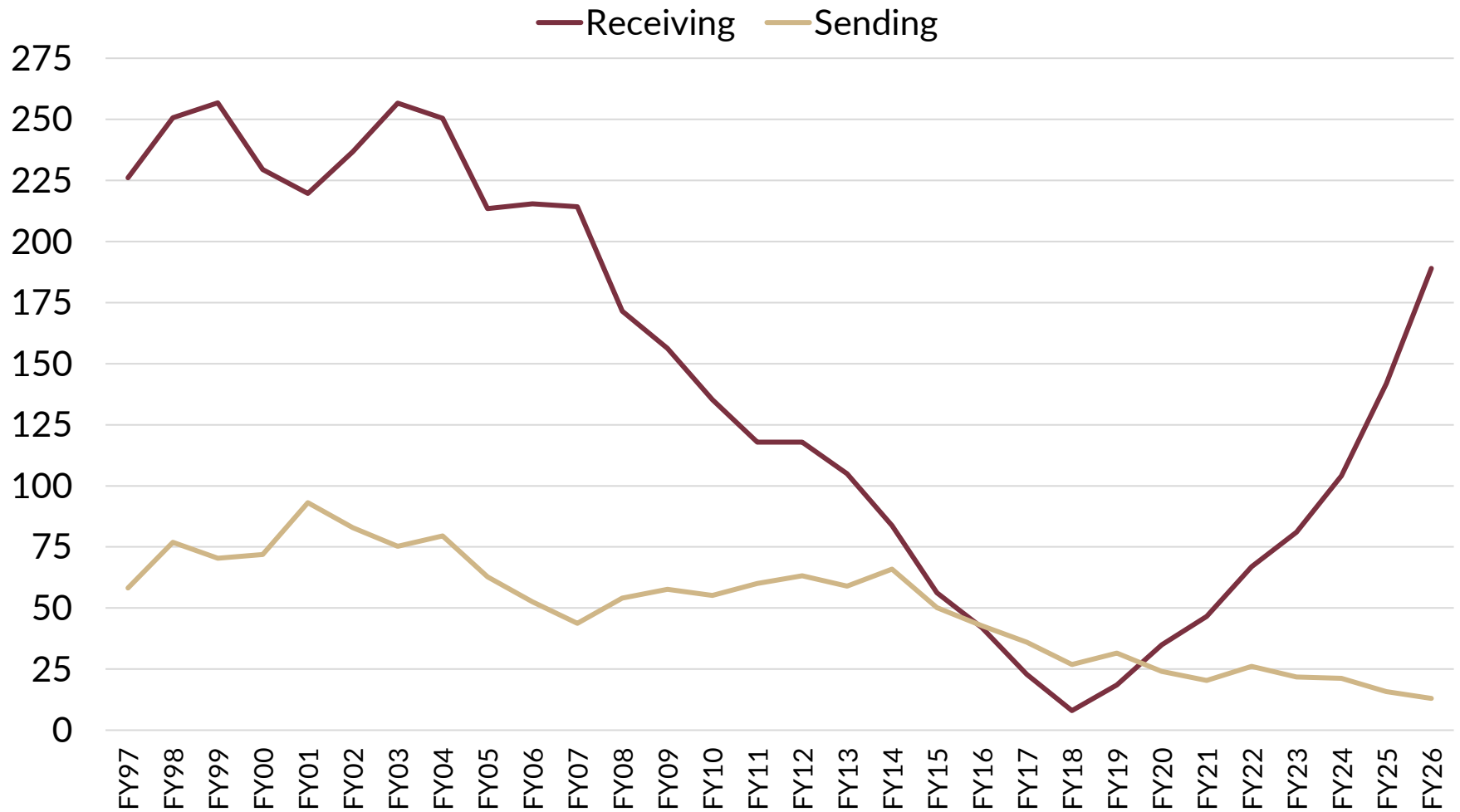
Special Education Cost Breakdown

FY27 increase is driven by increased OOD placements and rates.



Category	FY24 Actual	FY25 Actual	FY26 Budget	FY27 Budget	\$ Change 26/27	% Change 26/27
Personnel	7,735,374	7,678,387	8,368,975	8,756,225	387,250	4.6%
Tuition	3,472,337	3,084,223	2,252,992	4,981,000	2,728,008	121.1%
Transportation	982,506	935,084	1,075,000	1,090,000	15,000	1.4%
Contracted Services	533,477	710,810	493,161	610,400	117,239	23.8%
Summer Program	111,512	121,066	120,000	140,000	20,000	16.7%
Legal	147,657	85,242	100,000	115,000	15,000	15.0%
Other Resources	79,703	64,579	132,900	136,400	3,500	2.6%
Total	13,062,565	12,679,392	12,543,028	15,829,025	3,285,997	26.2%

School Choice Trends: # of Students



School Choice Trends: Past 5-Years by District

Incoming School Choice Students (By Sending District)

Sending District	FY22	FY23	FY24	FY25	FY26
Amesbury	8	14	20	35	50
Georgetown	2	1	0	7	25
Haverhill	9	10	14	14	15
Ipswich	0	0	1	1	1
Lynn	0	0	0	1	1
Methuen	1	1	1	1	1
Peabody	2	1	2	3	2
Pentucket	8	8	11	15	16
Triton	37	46	55	65	78
Total	67	81	104	142	189

Outgoing School Choice Students (By Receiving District)

Receiving District	FY22	FY23	FY24	FY25	FY26
Amesbury	0	2	1	1	1
Ipswich	2	1	1	1	0
Hamilton-Wenham	1	1	1	0	0
Triton	15	11	12	10	9
Greater Commonwealth Virtual District	1	1	2	0	0
TEC Connections Virtual School District	7	6	4	4	3
Total	26	22	21	16	13

Note: Counts reflect enrollment by fiscal year; students may repeat across years (not unique headcounts).

Looking Ahead

1) Aligning the Budget with Strategic Priorities

- Literacy: continued district-wide literacy work; implement new reading curriculum
- Math: expanded district-wide math coordination
- Vertical curriculum work: time/resources for cross-grade alignment (Science, Wellness/PE, ELA, Social Studies, Math, Library/Media, Arts, Special Education)
- Elementary outdoor learning: expand outdoor/place-based learning opportunities
- High School pathways: strengthen College, Career & Technical Education (CTE) programs

2) Balancing the Budget

- Evaluate options to balance the FY27 budget under a lower city appropriation scenario
- Review FY27 user fees, including Athletics (and related revolving fund assumptions)

3) Key Dates

- March 11, 2026: FY27 Preliminary Budget Presentation
- April 8, 2026: Public Hearing on FY27 Budget
- April 29, 2026: School Committee adoption of FY27 Budget

NEWBURYPORT PUBLIC SCHOOLS

DRAFT #1 Feb. 11, 2026
School Calendar
2026-2027

July						
S	M	T	W	T	F	S
			1	2	H	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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

September						
S	M	T	W	T	F	S
		SD	FDS	3	NS	5
6	H	Pk-K	9	10	11	12
13	14	15	16	17	ER	19
20	21	22	23	24	25	26
27	28	29	30			

19 days

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	ER	10
11	H	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

21 days

November						
S	M	T	W	T	F	S
1	2	ER	4	5	6	7
8	9	10	H	12	13	14
15	16	17	18	19	20	21
22	23	24	ER	H	H	28
29	30					

18 days

December						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	ER	12
13	14	15	16	17	18	19
20	21	22	ER	H	H	26
27	V	V	V	V		

17 days

January						
S	M	T	W	T	F	S
					H	2
3	4	5	6	7	8	9
10	11	12	13	14	SD	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

18 days

February						
S	M	T	W	T	F	S
	1	2	3	4	ER	6
7	8	9	10	11	12	13
14	H	V	V	V	V	20
21	22	23	24	25	26	27
28						

15 days

March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	ER	27
28	29	30	31			

23 days

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	ER	17
18	H	V	V	V	V	24
25	26	27	28	29	30	

17 days

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	ER	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	H					

20 days

June						
S	M	T	W	T	F	S
		1	2	3	ER	5
G	7	8	9	10	Pk-K	12
13	14	15	PLD	17	H	19
20	[21]	[22]	[23]	[24]	[25]	26
27	28	29	30			

12 days

T = Teachers First Day SD = Staff Development Day
 FDS = First Day Students NS = No School - closed
 H = Holiday ER = Early Release Day
 V = Vacation PLD = Projected Last Day

Mon., Aug. 31 First Day Teachers
Tue., Sept. 1 Staff Development Day (no students)
Wed., Sept. 2 First Day Students Grades 1-12
Fri., Sept. 4 No School (students & staff)
Mon., Sept. 7 Labor Day
Tue., Sept. 8 First Day for Grades Pk-K
Oct. 12 NO SCHOOL - Indigenous People Day
Nov. 11 NO SCHOOL - Veteran's Day
Nov. 26 & 27 NO SCHOOL - Thanksgiving Break
Dec. 24 thru Jan. 1 NO SCHOOL - Holiday Break
 Jan 4 SCHOOL RESUMES
 Jan. 15 - NO SCHOOL Students - Staff Deve Day
 Jan. 18 NO SCHOOL - MLK, Jr. Holiday
Feb. 15 thru 19 NO SCHOOL - Winter Break
Mar 26 1/2 Day AFSCME Union (GOOD FRIDAY)
April 19 thru 23 NO SCHOOL - Spring Break
May 31 NO SCHOOL - Memorial Day
June 6 Graduation Day - Class of 2027
June 11 Projected Last Day (Pk & K students)
June 16 Projected Last Day (Grades 1-12) - ERD
June 17 Projected Last Day (Teachers)
June 18 NO SCHOOL - Juneteenth Observed
 June 21 thru 25 Snow Make-up Days - [if needed]
ER - Early Release Days (for staff development)
 September 18, October 9, November 3, December 11,
 February 12, March 26, April 16, May 7, and June 4
ER - Other Early Release Days (staff & students)
 Wed., November 25 Thanksgiving Break
 Wed., December 23 Holiday Break
G = Graduation Day - on Sunday, June 6th @ 11AM
 (180 days - students) (184 days - teachers)

IC/ICA SCHOOL YEAR / CALENDAR

SERIES I - INSTRUCTION

Nov 29 2023

Updated Apr 25 2025

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

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

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

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

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

- In years when Labor Day falls between September 5-7, we will start school during the week before Labor Day.
- Regular faculty days will not start before the Monday before Labor Day.
- All students grades 1-12 will have at least one complete school day during this first week of programming.

Policy References:

LEGAL REFS.:

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

Adoption Date: 06/19/2017

Revision History: 6/19/2017, 12/06/2021, 11/20/23

DRAFT School Committee Goals for January to July 2026

Description	Recommended Action	Desired Outcomes
Establish regular line of communication with City Council	<ul style="list-style-type: none"> ● SC Finance Subcommittee to host joint budget mtg with CC Finance Committee ● Mayor to include SC items in updates to CC ● SC Vice Chair to discuss with CC President whether to designate a SC/CC liaison from each body ● Distribute SC newsletter to CC members ● SC to send representatives to CC meetings we think are critical 	Improved understanding between CC and SC
Improve communication between SC and District families and students		<ul style="list-style-type: none"> ● Increased awareness about District initiatives, goals ● Increased participation in budget process
Support continued improvement in academic performance across the district	<ul style="list-style-type: none"> ● Teaching and Learning Subcommittee to coordinate with staff to identify areas of weakness and strategies for improvement ● SC to work with staff to set annual performance goals and measures of success for academic performance 	<ul style="list-style-type: none"> ● Report out from Teaching and Learning Subcommittee ● Related budget recommendations from Superintendent ● Regular report outs on academic goals and assessments: <ul style="list-style-type: none"> ● School Improvement Plan with MCAS presentation in fall ● Mid-year presentation in January/February on progress ● End of year review
Cell phone use in schools	Presentation from staff on progress with feedback from students ad teachers	School Committee to adjust policy (as needed)
Focus on creating a supportive school learning environment for all students	Review outcomes from MA Consortium for Innovative Education Assessment (MCIEA) Quality Measures surveys	Report out from MCIEA

Description	Recommended Action	Desired Outcomes
Provide opportunities for elevating student voice	Vice Chair to work with Superintendent to identify opportunities for more regular engagement with students, such as: <ul style="list-style-type: none"> ● Increase interactions with student rep to SC ● Work with Student Council ● Create opportunities for dialogue with students in schools 	Regular communication lines between SC and student representatives
District AI practices/policies	Form Superintendent Advisory Committee to seek input from school staff, students, and parents/guardians, and experts to inform development of AI policies and practices in schools.	Report out to School Committee
Evaluate ways to improve safety for school arrival and dismissal	Form SC Advisory Committee to develop recommendations for: <ul style="list-style-type: none"> ● Managing pick-up/drop-off traffic ● Improving circulation around schools ● Policy guidance for district to support Safer Routes to School practices ● Help with communication re: safety 	Report out to School Committee

School Committee
February 11, 2026

Superintendent's Report



Molin Coffee Cart Salesman Ted Quinn

Vicki Dyer Retirement

Vicki Dyer has worked for 10 years as the receptionist in the main office of Newburyport High School and was a true asset to the high school community. Many of the high school staff and students stopped by throughout the day to wish Vicki the very best well in her retirement. They also provided her with many parting gifts, flowers and of course a cake. Vicki will be missed!

Crossing Guard Hire

Good news to report. We hired a crossing guard for the High Street crossing across the Bresnahan / Senior Center this past week. We are still looking for additional crossing guards for the district, but this hire should address some concerns that have been brought forward.

Northern Essex Community College Meeting with President Lane Glenn

Assistant Superintendent Furlong and I met with NECC President Glenn regarding expanding our partnerships with the college and assisting with our college and career strategic initiatives. We plan to create regular lines of communication with NECC and Newburyport High School College and Career Counselor Aaron Smith, as well as Guidance Director Lauren Gee, to expand our college course offerings and work with the college to expand our career pathways. As a district, we have created additional pathways for our students, and we feel this will be helpful to both organizations exploring better ways to serve NPS students. We also met with Dr. Gilliland who joined the college this summer, and is responsible for shepherding many of the partnership programs. This was a productive meeting, and we are both looking forward to expanding our partnership.

Career Tech Education Meeting

We assembled our Central Office team (Lisa Furlong, Pam Kealey, Ethan Manning, Brad Brooks and James McSweeney) along with the high school team, to plan out additional CTE pathways, along with the Chapter 74 Media Broadcasting and Early Childhood programming. Andy Wulf and Dr. Erin Hobbs provided a great overview and presentation of the programming that we plan on applying for over the next few years. I brought in our team for the presentation, Ethan Manning for financials, Assistant Superintendent Furlong for Curriculum, Pam Kealey regarding licensing, James McSweeney for infrastructure and Brad Brooks for equal access for all students. This was an excellent overview and a predictive meeting as the team were on the same page to address the different aspects and challenges. We plan on presenting this overview to the school committee in a future meeting.

Update on Nock/Molin Solar Array: Roof Replacement Strategy

As part of the MSBA Accelerated Repair Program, the district is preparing for the scheduled roof replacement at the Nock/Molin School. This project requires the temporary removal and subsequent reinstallation of approximately 20% of the existing solar array. The total cost for this scope of work is \$250,000. Because this work is integral to the roof project, it is eligible for a 43% reimbursement from the MSBA, bringing the district's net cost down to approximately \$142,500. During the planning phase, the district evaluated the possibility of a permanent removal to avoid reinstallation costs. However, because our Power Purchase Agreement (PPA) with Ameresco has three years remaining, a premature termination of the contract would result in an approximate \$650,000 buyout fee. This termination fee is not reimbursable by the MSBA. Reinstalling the current panels is the most fiscally responsible path, as it avoids a significant penalty while allowing the district to continue capturing \$25,000–\$30,000 in annual energy savings.

Upon the conclusion of the PPA in three years, the Central Office and School Committee will have the opportunity to re-evaluate our long-term solar strategy. At that time, we can explore the open market for new agreements or upgraded technology with vendors such as Solect Energy to ensure the district continues to receive the most competitive rates and green energy benefits.

North Shore Superintendent's Round Table Legislative Preparation

Ethan Manning and I met with several North Shore Superintendents on Friday, January 30th and February 6th via Zoom to finalize our upcoming presentation to state officials on February 27th. The goal of the group is to deliver a concise, high-impact proposal addressing four critical areas of school finance: Sustainable and Equitable Chapter 70 Funding, Special Education Costs / Circuit Breaker Stability, Transportation Equity, and Capital Needs. This presentation will outline specific, actionable items for legislators to bring back to the State House.

Summary of FY27 State Education Aid Update

Governor Healey's \$63 billion budget proposal for FY27 reflects a continued commitment to K-12 education, with a total increase of \$428 million (4.8%) in education accounts. This budget marks the final phase-in of the Student Opportunity Act (SOA), with Chapter 70 aid increasing by \$242 million to a total of \$7.6 billion. While this represents a lower increase than in recent years, largely due to a significant and pervasive enrollment decline of 15,000 students statewide, the budget utilizes substantial Fair Share "millionaire's tax" revenues to bolster critical areas. Key funding highlights include a \$127 million boost to Special Education Circuit Breaker, increased support for Regional and Homeless transportation, and the introduction of new initiatives like the "High Dose Tutoring" and Accelerating Achievement programs. "While Governor Healey's FY27 budget proposal continues to support the Student Opportunity Act, we are seeing a shift in how aid is distributed this year. The primary driver is a pervasive statewide enrollment decline of 15,000 students. This isn't just a trend in urban centers; it's happening in three-quarters of all Massachusetts districts. Because aid is so closely tied to pupil counts, we are seeing the highest number of districts since 2011 receiving only the minimum aid increase. Essentially, while inflation is up, the drop in student numbers acts as a mathematical 'anchor' on our Chapter 70 increases. To bridge these gaps, the state is increasingly relying on Fair Share surtax revenues to fund critical supplements like the Special Education Circuit Breaker and new tutoring initiatives."

Problem with statewide enrollment - Last year, enrollment across the state was stable, but this year it fell by 1.6%. This decline is described as "pervasive" and is not limited to Gateway Cities; 32 non-Gateway communities saw drops of over 5%. Because of these population shifts, 270 out of 319 districts (about 85%) are qualifying only for the minimum aid per pupil. The proposed minimum aid is \$75 per student, which is a significant step down from the \$150 target set by the Legislature last year. The "Fair Share" Safety Net: The budget utilizes \$853 million from the "millionaire's tax" to fund core areas like School Meals, Regional Transportation, and Mental Health. A new \$25 million "High Dose Tutoring" line item is being introduced to combat learning loss, funded entirely by these surplus revenues.

Category	FY26 (Previous)	FY27 (Proposed)	Change
Chapter 70 Aid	\$7.358 Billion*	\$7.6 Billion	+\$242 Million
Minimum Aid Per Pupil	\$150	\$75	-\$75
Special Ed. Circuit Breaker	\$676 Million*	\$803 Million	+\$127 Million
Early Literacy	\$15 Million	\$25 Million	+\$10 Million

NSSRT

North Shore Superintendents' Round Table

NSSRT 2025-2026 Legislative Priorities: Strengthening the Future of Massachusetts Schools

Sustainable & Equitable Chapter 70 Funding

The Chapter 70 Formula is Outdated

The current state funding formula fails to reflect the actual costs of mandated educational services, placing an unsustainable burden on local communities.



Reliance on Property Tax Overrides

Many districts must regularly pass property tax overrides to cover essential costs like basic wages and healthcare.



ACTION: Modernize and Stabilize

Priority should be placed on updating the formula to keep pace with inflationary pressures and provide a minimum of \$150 per student in aid for FY27.

Special Education Costs & Stability

Soaring Out-of-District (OOD) Expenses

Costs for specialized transportation and out-of-district placements are among the top financial concerns that local budgets cannot absorb.



FY27 Advocacy for 90% Reimbursement

M.A.S.S. is advocating for the Special Education Circuit Breaker to be fully funded at a 90% reimbursement rate for both tuition and transportation.



EXAMPLE: Explore Cost-Sharing Models

Proposed legislation (S.2864) seeks to explore shared expenses between educational, clinical, and social service sectors to manage comprehensive placement costs.



Transportation Equity & Capital Needs

The Municipal Funding Gap



While regional districts receive some aid, municipal districts currently receive zero state support for mandated transportation services.

Deferred Infrastructure Projects

Critical school capital needs are being postponed as districts focus all available resources on basic operational survival.



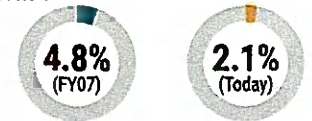
ACTION: MSBA and Municipal Aid

NSSRT requests extending transportation cost support to municipal districts and increasing resources for school infrastructure through the Massachusetts School Building Authority.



Unrestricted Government Aid (UGGA)

UGGA Share of State Budget Halved



Vital local aid has plummeted from 4.8% of the State budget in FY07 to just 2.1% today.

Funding Stagnant for 20 Years



UGGA remains stuck at approximately \$1.3 billion, the same actual dollar amount provided in 2007, despite the state budget more than doubling.

RESULT: Impact on Healthcare and Taxes

Stagnant aid forces real estate tax hikes and makes it harder to cover healthcare costs, which have increased over 250% since 2007.



Acknowledging Recent Successes



75% Circuit Breaker Funding
Successful adjustment to fund the Special Education Circuit Breaker transportation at 75%.



Universal Meals Program
Continued legislative support for the Universal School Meals Program ensures students are fed and ready to learn.



Supplemental Chapter 70 Support
Gratitude for additional Chapter 70 funding provided in recent supplemental budgets to address immediate fiscal needs.

MASS Massachusetts Association of School Superintendents

TO: Mary Bourque
FROM: Roger Hatch, MASS School Finance Analyst
SUBJECT: FY27 State Education Aid Update

This past Wednesday, Governor Healey released her \$63 billion budget proposal for FY27. K-12 education accounts increase by \$428 million or 4.8 percent. In the context of moderate revenue growth of 2.9 percent, and anxiety about federal funding cuts, the budget reflects a modest but ongoing commitment to education.

Revenues from the Fair Share "millionaire's tax" continue to exceed expectations. The budget relies upon \$853 million from this surtax to augment funding for the Chapter 70, School Meals, Regional Transportation, Literacy Launch, Reimagining High School, and Mental Health programs.

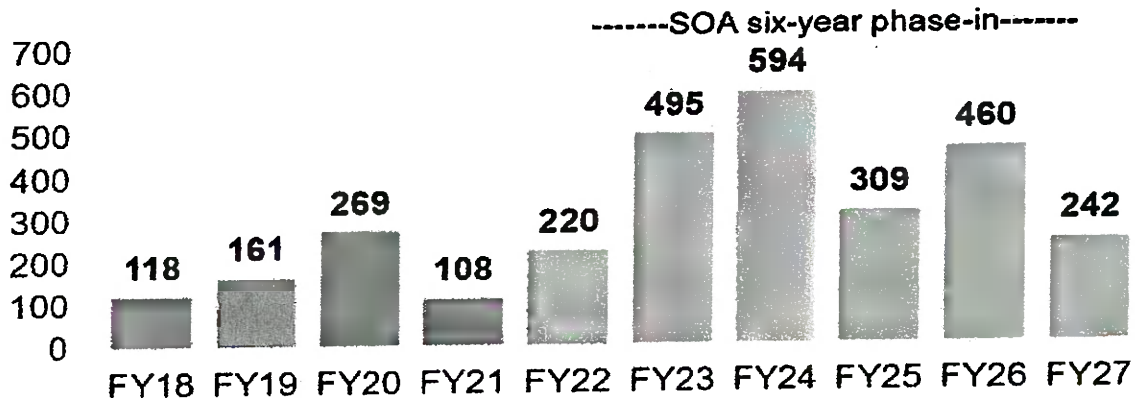
Concurrently with her House 2 proposal, the Governor filed a FY26 supplemental budget that would add \$150 million to FY27 Circuit Breaker funding, and create a new \$10 million Accelerating Achievement targeted assistance program. It will also fund a new \$25 million "High Dose Tutoring" line item and \$5 million for Adult Basic Education, both of which appear to extend beyond FY27. All these supplemental monies are derived from surplus Fair Share revenues.

Chapter 70

FY27 is the final round of the six-year Student Opportunity Act phase-in. In addition to any other changes that may evolve, FY27 foundation rates will be ratcheted up annually by inflation in the years beyond.

Chapter 70 goes up by \$242 million (3.3 percent) to \$7.6 billion, one-eighth of the total state budget. This is at the lower end of SOA-era increases.

Chapter 70 Increases Last Ten Years (in millions)



Minimum aid per pupil is set at \$75, which generates about \$28 million more than the statutory amount of \$30. Last year the Legislature raised the target to \$150. Even at this year's lower level, six out of every seven districts—270 out of 319—receive just the minimum increase—the highest number since FY11.

At 2.76 percent, inflation is higher than last year's 1.93, so one would have expected more aid than last year's \$460 million, regardless of the lower minimum per pupil. That is not the case. The culprit is an unexpectedly large decline in the number of public schoolchildren. Last year foundation enrollment held steady, but this year it fell by fifteen thousand, a 1.6 percent decrease. Three-quarters of districts have fewer pupils this year than last. It is not as steep a loss as in FY22, when the count fell by thirty-one thousand during the COVID onslaught. Still, the decline is worrisome and a challenge to make sense of.

Anyone following the national news goes immediately to the list of Gateway cities. We knew from early fall media and anecdotal reports that some of them were experiencing reductions in student population. Indeed, that did happen. Chelsea, Everett and Revere were among the most affected, with four percent declines. Of the twenty-six municipalities on this list, only five gained pupils.

However, the group as a whole did not see anywhere near the losses that some other districts did. Combined, Gateway cities educated 30 percent of the Commonwealth's FY26 foundation enrollment. They accounted for 29 percent of the overall enrollment decline—about their proportional share. However, there were thirty-two non-Gateway communities that decreased by more than five percent. It would appear that this year's decline is pervasive across all types of districts, and not easily explained, as it was during COVID.

The attached spreadsheet provides a comparison to FY26 of each K-12 education account in the state budget, as well as the enrollment, foundation budget, required contribution, and Chapter 70 aid for each district.

Other aid accounts

Partially augmented by Fair Share revenue in both FY26 and FY27, Special Education Circuit Breaker funding rises by a substantial \$127 million to \$803 million. It is too early to tell if that will meet full entitlements. The Administration has demonstrated a recognition of the program's high costs with \$150 million in FY27 funding from the proposed FY26 Fair Share supplemental budget.

Between appropriations and Fair Share revenues, Regional Transportation sees a \$15 million increase, covering 87 percent of projected entitlements. Language in the account authorizes new funding of \$7 million for non-resident vocational transportation, which has been mostly ignored in recent budgets. Homeless transportation rises by \$7 million.

The Charter Reimbursement account sees a slight increase to \$200 million. Although ESE has not published projected costs for FY27, the House 2 cover materials indicate that this is sufficient for full funding, as required by SOA.

Grants and other accounts

Overall, education grants rise from \$473 to \$508 million, led by a notable \$18 million jump in the School Meals program. Early Literacy goes from \$15 to \$25 million. A new Accelerating Achievement account is funded at \$10 million. Rural School Assistance sees a sizeable gain from \$12 to \$20 million.

Next Steps

The House and Senate will build upon the Governor's recommendations and prepare their own budgets during the months ahead. MASS will inform superintendents throughout the process.

Links to Additional Information

Governor's Proposed Budget: [Home](#) | [Governor's FY27 Budget Recommendation](#)

DESE Chapter 70 website FY2027 Preliminary Chapter 70 Aid and Net School Spending Requirements - Chapter 70 Program - School Finance