

# **NEWBURYPORT SCHOOL COMMITTEE**

**NEWBURYPORT, MASSACHUSETTS**

## **School Committee Business Meeting 6:30PM**

**Wednesday, March 25, 2026**

SC Business Meeting Agenda March 25, 2026

SC Business Meeting Agenda Notes March 25, 2026

SC Warrant March 25, 2026

SC Business Meeting Minutes March 11, 2026

FY27 Preliminary Budget Presentation

School Choice Report

Policy JFBB – School Choice

Traffic Circulation & Safety Advisory Committee Proposal

Proposed Policy Changes – 1<sup>st</sup> read

    ADDA – Background Checks

    ADDA-R DCJIS Model CORI/SORI

Teaching & Learning Subcommittee Handout – March 18, 2026

    Math Action Plan Upgrade

Superintendent's Report

    NHS CTE Steering Committee

    Invite & Purpose for AI Ad Hoc Committee

    Art Show Participants

Newburyport Public Schools  
**School Committee Business Meeting**

Wednesday, March 25, 2026 at 6:30PM  
Senior/Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/86150899535?pwd=ljB1h1clZ8qIZkeyalGVSPSw5O6qVJ.1>

Meeting ID: 861 5089 9535

Passcode: 356272

*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 March 11, 2026 – *possible Vote*
5. School Committee Student Representative Report
6. FY27 Preliminary Budget Presentation
7. School Choice Report
8. \*Cancellation of May 27<sup>th</sup> School Committee meeting – *possible Vote*
9. Traffic Circulation & Safety Advisory Committee Proposal
10. Subcommittee Updates
  - a. Finance Subcommittee – Andrew Boger
  - b. Policy Subcommittee – Kathleen Shaw
    - Proposed changes to the following policies – *1st read*
      - ADDA – Background Checks
      - ADDA-R – DCJIS Model CORI/SORI
  - c. Teaching & Learning Subcommittee – Breanna Higgins
  - d. SEPAC – Kathleen Shaw
  - e. NEF – Lauren Eramo
11. Superintendent's Report
12. 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

March 25, 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 March 11, 2026 – *possible Vote*
5. School Committee Student Representative Report: *NHS student representative will provide the report.*
6. FY27 Preliminary Budget Presentation  
*Superintendent Sean Gallagher and Finance Director Ethan Manning will present the preliminary FY27 Budget. (attached)*
7. School Choice Report  
*Superintendent Sean Gallagher and Finance Director Ethan Manning will present school choice trends and enrollment data. The School Committee’s policy relating to school choice (# JFBB) is also attached.*
8. \*Cancellation of May 27<sup>th</sup> School Committee meeting – *possible vote*  
*The High School Scholarship Awards Night is scheduled for May 27<sup>th</sup> at 7:00PM, which is the same night as a scheduled School Committee Business meeting. Possible cancellation will be discussed.*
9. Traffic Circulation & Safety Advisory Committee Proposal  
*John Ricci will propose to establish an advisory committee to evaluate and improve traffic flow and student safety at the Molin and Nock schools. A “purpose statement” will be presented. (see attached)*
10. Subcommittee Updates
  - a. Finance Subcommittee – Andrew Boger
  - b. Policy Subcommittee – Kathleen Shaw
    - Proposed changes to the following policies – *1st read*  
ADDA – Background Checks  
ADDA-R – DCJIS Model CORI/SORI
  - c. Teaching & Learning Subcommittee – Breanna Higgins
  - d. SEPAC – Kathleen Shaw
  - e. NEF – Lauren Eramo
11. Superintendent’s Report: *CTE Steering Committee Update, AI Ad Hoc Committee, Art Show, & Community IFTAR*
12. New Business

\* possible vote

### **FYI: Upcoming Dates:**

- ✓ MASC Day on the Hill: Monday, March 30<sup>th</sup> @ 10:00AM
- ✓ Music in our Schools: Molin Auditorium, March 30 & 31, and April 1<sup>st</sup> @ 6PM
- ✓ Finance Subcommittee meeting: Thursday, April 2 @ 8:30AM
- ✓ AI Advisory Committee: Thursday, April 2 @ 6:30PM
- ✓ Early Release Day: Friday, April 3
- ✓ School Committee Business meeting – Public Budget Hearing: Wednesday, April 8 @ 6:30PM

# School Committee

## Warrant(s)

March 25, 2026

Warrant 8176 FY26	\$541,048.07
A-Warrant	31,520.28
<b>Total of Warrants:</b>	<b><u>\$572,568.35</u></b>

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

**Wednesday, March 11, 2026**

**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.

**Public Comments:**

Kate Suchecki, 8 Toppan Lane – school choice  
Cara Ripley, 40 Phillips Drive – school choice

**Warrant**

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

**VOTED:** to approve the Warrant in the amount of \$546,397.96 as presented.

Warrant 8175 (FY26)	\$542,194.95
A-Warrant	<u>\$ 4,203.01</u>
	\$546,397.96

**Motion Passed**

**Minutes**

**Motion:**

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

**VOTED:** to adopt the minutes for the February 25, 2026 School Committee meeting.

**Motion Passed**

**Student Representative Report**

Maddie Jackman provided the student report which included the kick off for the District Art Show at the Senior Center, Molin's *James and the Giant Peach* performance and the 5<sup>th</sup> grade MA Arbor Day Poster contest, March Madness at the Nock, and the high school's participation in the semifinals of Dramafest with their show, *You Can't Take It With You*. (details attached)

**Appoint Newburyport Representatives to the Whittier Regional School Committee**

There are two Newburyport representative openings on the Whittier Regional School Committee due to the recent resignation of Mary DeLai, whose term expires on March 31, 2027, as well as Brett Murphy, who is not seeking reappointment when his term expires on March 31, 2026. Two Newburyport residents, Erin Fenn and Stephanie Kalina, addressed the School Committee regarding their interest in the positions. School Committee members had an opportunity to ask questions of both candidates. (note: Candidate Max Cattan withdrew.)

### **Motion:**

On a motion by Juliet Walker and seconded by Lauren Eramo it was

**VOTED:** to appoint both Erin Fenn and Stephanie Kalina to 3-year terms as Newburyport representatives on the Whittier Regional Vo-Tech School Committee from April 1, 2026 through March 31, 2029.

### **Motion Passed**

### **FY27 Updated Draft Budget**

Superintendent Sean Gallagher and Finance Director Ethan Manning presented an updated draft of the FY27 Budget. Ethan explained this version shows a reduced City Appropriation of 5.2% compared to 6.4% presented previously on February 25<sup>th</sup>. Ethan also reviewed various reductions / adjustments made, as well as City Appropriation trends, and next steps in the budget process. The FY27 Preliminary Budget will be presented on March 25, 2026.

### **School Choice Overview**

Superintendent Sean Gallagher presented a Frequently Asked Questions chart outlining how school funding flows in Massachusetts. Ethan Manning defined Chapter 70 and summarized how Chapter 70 funds are calculated for Newburyport. He also reviewed school choice base tuition and how school choice funding flows, as well as benefits of school choice.

### **Potentially reschedule May 27<sup>th</sup> School Committee meeting**

Juliet Walker stated that the May 27<sup>th</sup> School Committee meeting is in conflict with the High School's Scholarship Awards Night. The meeting potentially could be moved to Tuesday, May 26<sup>th</sup> or another night. Juliet asked all SC members to be prepared for further discussion at a future meeting.

## **SUBCOMMITTEE UPDATES**

### **Finance Subcommittee**

Andrew Boger stated the next meeting will be held on March 19<sup>th</sup> at 8:30AM. A Joint Budget meeting between City Budget & Finance Committee and the Finance Subcommittee of the Whole will be held on March 19<sup>th</sup> at 4:00PM in the Nock library.

### **Policy Subcommittee**

Kathleen Shaw will schedule the next meeting in May. At their last meeting, policy changes were voted on and will be presented at the next school committee meeting.

### **Teaching & Learning Subcommittee**

Breanna Higgins stated they will meet next week.

### **SEPAC**

Kathleen Shaw stated the next meeting will be held virtually on Monday, March 16<sup>th</sup>. There is also an in-person meeting scheduled for May 7<sup>th</sup> with school adjustment counselors. Anyone interested in a leadership role for this committee is encouraged to attend the March 16<sup>th</sup> meeting.

## **NEF**

Lauren Eramo was unable to attend the NEF Board of Directors meeting. Sean Gallagher attended the NEF Allocations meeting that was held earlier today.

### **Superintendent's Report**

**NHS Theatre Advances to Semi-Finals:** The Superintendent congratulated the NHS Theatre students for advancing to the METG High School Drama Festival Semifinals with their production of *You Can't Take It With You*.

**Organizational Development Case Study:** Linda Tate of Essential Partners is working on a case study, which will include Newburyport Public Schools due to our successful use of constructive dialogue to navigate challenging topics over the past few years. The Superintendent thanked the staff and students in the district for all their hard work.

**MSBA Project Approval:** Superintendent Gallagher and Finance Director Ethan Manning spoke at the February 25<sup>th</sup> meeting, and is pleased to report the Nock/Molin and High School roof projects have been approved by MSBA. The district has been cleared for a 43% reimbursement rate from the state.

**Superintendent's Advisory Council:** The SAC met on February 26<sup>th</sup>. The agenda focused on Chapter 74 Programming & College Career Pathways at the high school, and FY27 budget development.

**Immigration Policy and Student Support:** Superintendent Gallagher and district leadership team members participated in the State's recent "Know Your Rights" webinar to obtain updates to current policies for supporting immigrant student populations.

**Collins Center Operational Efficiency Study:** The interview phase of the Collins Center study will begin next week. Various school staff members and union leadership will participate in the study.

**Wellness Advisory Committee Update:** The Advisory Committee met to debrief on results of the iDecide/SURF study. The district is currently in year three of a 5-year study.

**Principal Leadership Meeting:** Superintendent Gallagher will meet with building principals next week to discuss summer programming, school choice and preparations for the FY27 budget presentation.

### **New Business:**

- Andy Boger want SC members to be aware that a "No Work, No School" protest is planned for May 1<sup>st</sup> nationally.
- Mayor Reardon shared the following:
  - ❖ The Molin's production of *James & the Giant Peach* was awesome!
  - ❖ Auditions for *Mama Mia* are happening now at the high school.
  - ❖ A Community Iftar will take place tonight at the high school beginning at 5:30PM.
  - ❖ Interviews for the study with the Collins Center are also kicking off at the City.
  - ❖ The new Chief of Staff is Shawn Fenn, who also used to work at the Collins Center.

- The Mayor attended a regional Whittier meeting last week. Discussions focused on the regional agreement and capital costs, of which Newburyport currently pays 11.4% of the capital cost. The Mayor will continue to advocate for a % based on “per pupil attending the school”.

## **ADJOURNMENT**

### **Motion:**

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

**VOTED:** to adjourn the Business meeting of the Newburyport School Committee at 8:33PM.

**Motion Passed**

Submitted by: Maddie Jackman

Location: Senior Center

**Bresnahan News:**

Bresnahan students are excited to display their artwork in the District Art Show at the Senior Center! The event kicks off this Thursday, with Bresnahan students gathering at 4:30 PM. A big thank you to our art teacher, Mrs. Jost, for organizing and facilitating this wonderful opportunity for our students to share their creativity with the community.

We've also been enjoying the recent stretch of great weather. PE classes have been getting outside and students have been participating in a fun jump rope challenge.

In other news, our 3rd graders are getting ready for MCAS and have been working hard in preparation for their very first MCAS test in April. We're proud of their effort and focus.

The preschool lottery has also been completed, and we're excited for the next generation of Clippers who will be registering and joining our school community next year!

**Molin News:**

The Molin students' performance of James and the Giant Peach Jr. was amazing! Congratulations to all the Molin participants!

The 5th grade is participating in the Massachusetts Arbor Day Poster Contest. This year's theme is "If Trees Could Talk"! Two posters from each 5th-grade class will be entered in the school-wide vote.

Molin students at both grade levels are participating in varied math and literacy versions of March Madness.

The PTO-sponsored Readathon begins next week!

**Nock Middle School News:**

March Madness is well underway at Nock, and many of the activities are being led by our students. Last week we kicked things off with our first spirit day, Monochromatic Day, where students dressed in a single color. This week's theme is "Rhyme Without a Reason," which will bring out a lot creativity and energy throughout the school.

In addition, our weekly trivia has been a big hit, and homerooms are earning points by meeting school expectations and demonstrating strong school spirit. It has been great to see students engaged, participating, and building a positive school culture together.

**High School News:**

For the the first time in 13 years, the theater program has moved on to the semi-finals of the state's Dramafest competition. This Saturday our students will give it their all in Framingham to earn a spot in the finals. If you want to check out the 38 minute show, they will have their final rehearsal open to the public tomorrow night at 6:00 PM here at NHS. The show, *You Can't Take It With You*, is absolutely hilarious.



# **NEWBURYPORT PUBLIC SCHOOLS**

## **FY27 Preliminary Budget Presentation**

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SCHOOL COMMITTEE

WEDNESDAY, MARCH 25, 2026

# FY27 Preliminary Budget-at-a-Glance

## Total Budget

- \$47.6M to \$47.8M depending on scenario  
(+6.9% to +7.3% vs. FY26)

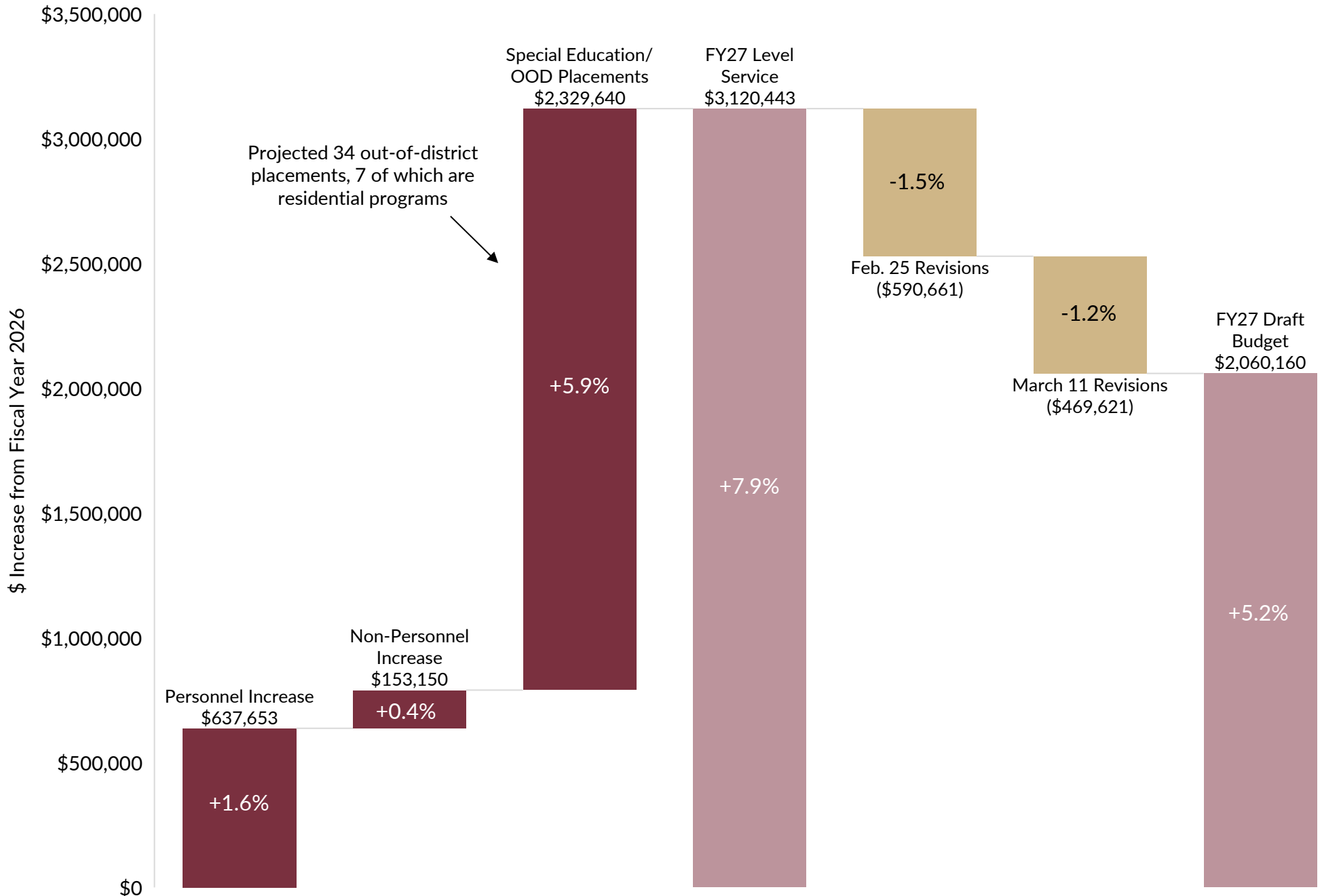
## City Appropriation Increase

- Scenario A: +\$2.06M / +5.2%
- Scenario B: +\$1.97M / +5.0%
- Scenario C: +\$1.87M / +4.75%

## Reduction from Level Service

- \$1.1M in adjustments and offsets already identified since level service
- Additional reductions needed for lower scenarios:
  - Scenario B: \$88,327
  - Scenario C: \$186,918

# What's Driving the FY27 Increase?



# NPS Budget Challenges

*Rising mandated costs and constrained revenue are creating a structural budget challenge for the district.*

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## Mandated and externally driven costs

Rising out-of-district tuition costs under the state rate-setting process

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Transportation costs with limited competition and no reimbursement for municipal districts

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Required student services and accommodations that fall below the state reimbursement threshold

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## Revenue constraints

Proposition 2½ limits annual local revenue growth (3 to 4% per year)

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Chapter 70 and unrestricted aid (UGGA) have not kept pace with actual cost drivers

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Labor, benefits, and contracted service costs are rising faster than recurring city revenue growth

---

Fixed municipal costs reduce overall budget flexibility

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# Steps Taken and Strategies Moving Forward

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FY27

Used School Choice, Circuit Breaker, and revolving fund balances

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Aligned staffing levels with enrollment trends and changes in student needs

---

Reviewed participation fees for athletics

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Reviewed all non-personnel budgets and made adjustments where possible

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Conducted comprehensive review of the special education budget, including transportation, contracted services, and programming

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Beyond

Reviewing all fee schedules

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Continuing to review programs and services for alternative delivery models

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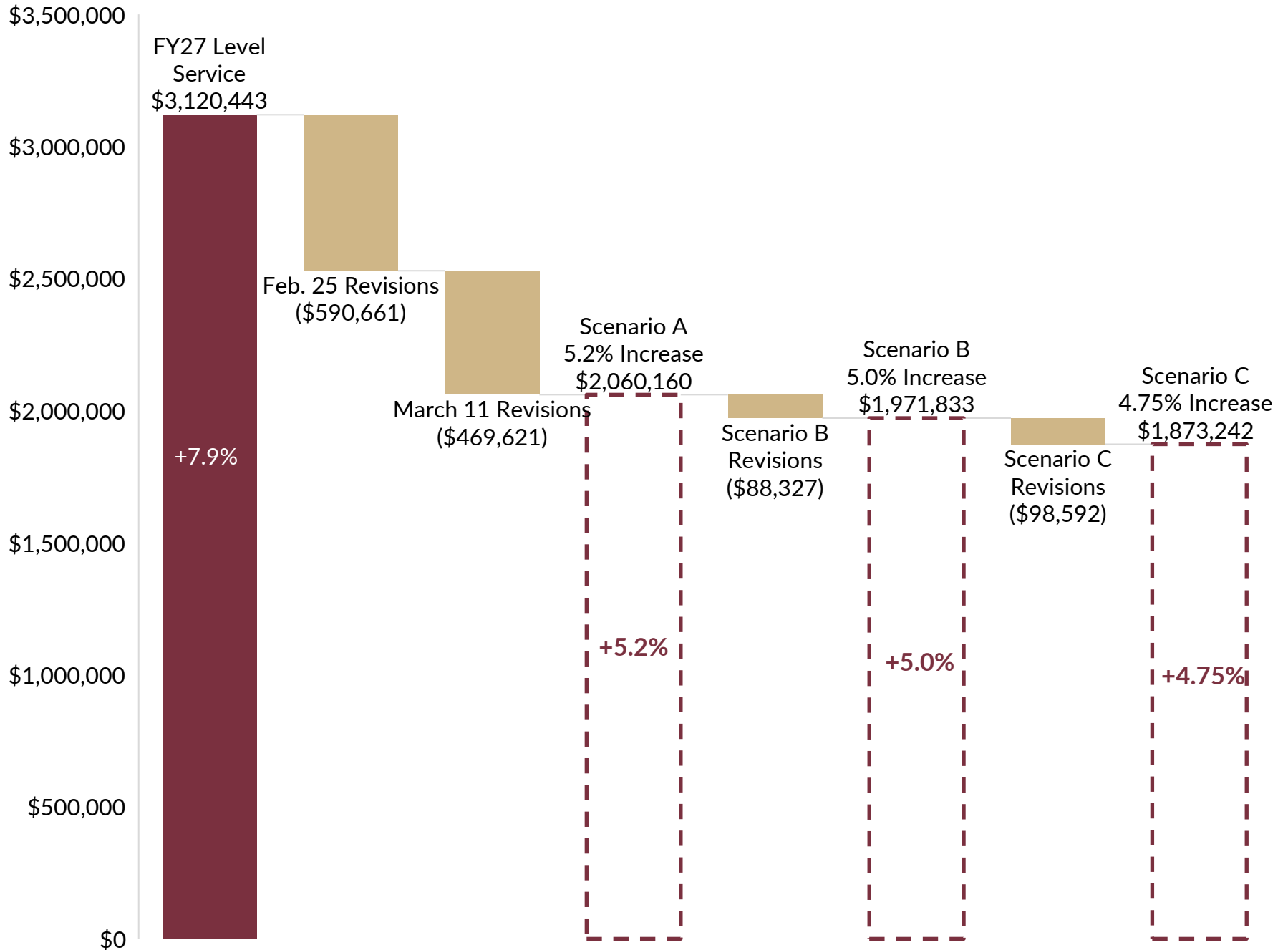
Developing in-district programs and services where feasible

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Adding or expanding offerings where state funding can help limit local budget impact, such as pathways and Chapter 74 programs

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# FY27 Preliminary Budget Scenarios



# Scenario A

Relies on City Appropriation increasing by **5.2%**

Total FTE Reductions: **3.0**

Source	FY26 Budget	FY27 Budget	\$ Change	% Change
<b>City Appropriation</b>	<b>39,436,665</b>	<b>41,496,825</b>	<b>2,060,160</b>	<b>5.2%</b>
Circuit Breaker Program	2,250,000	2,850,000	600,000	26.7%
School Choice	971,913	1,750,000	778,087	80.1%
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	190,000	(50,000)	-20.8%
School Lunch	399,600	23,250	(376,350)	-94.2%
Transportation	140,000	235,000	95,000	67.9%
<b>Total</b>	<b>44,564,622</b>	<b>47,819,075</b>	<b>3,254,453</b>	<b>7.3%</b>

FY27 Staffing Changes	Reduce 3.0 Positions	Staffing Patterns	Savings
	\$287,578 Elementary (Grade 4) based on enrollment, Literacy Intervention and English Language Learning	\$85,512 Hiring new staff at lower lanes/steps	<b>\$373,090</b>
Operational Reductions	Targeted reductions across operational budgets, supplies and equipment, staffing-related costs, and multiple cost centers.		<b>\$217,369</b>
Revenue/Fund Offsets	Use of available fund balances and revenue offsets, including revolving funds, School Choice, technology funds, and Circuit Breaker, to support the budget.		<b>\$492,000</b>
<b>Total Reduction from Level Service</b>			<b>\$1,082,460</b>

# Scenario B

Relies on City Appropriation increasing by **5.0%**

Total FTE Reductions: **4.0**

Source	FY26 Budget	FY27 Budget	\$ Change	% Change
<b>City Appropriation</b>	<b>39,436,665</b>	<b>41,408,498</b>	<b>1,971,833</b>	<b>5.0%</b>
Circuit Breaker Program	2,250,000	2,850,000	600,000	26.7%
School Choice	971,913	1,750,000	778,087	80.1%
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	190,000	(50,000)	-20.8%
School Lunch	399,600	23,250	(376,350)	-94.2%
Transportation	140,000	235,000	95,000	67.9%
<b>Total</b>	<b>44,564,622</b>	<b>47,730,748</b>	<b>3,166,126</b>	<b>7.1%</b>

FY27 Staffing Changes	Reduce 1.0 Position	Savings
	\$81,101 Elementary (Grade 2) based on enrollment	<b>\$81,101</b>
Fee Increase	Increase athletics user fees	<b>\$20,000</b>
<b>Total Above</b>		<b>\$101,101</b>
<b>Scenario A Reductions</b>		<b>\$1,082,460</b>
<b>Total Reduction from Level Service</b>		<b>\$1,183,560</b>

# Scenario C

Relies on City Appropriation increasing by 4.75%

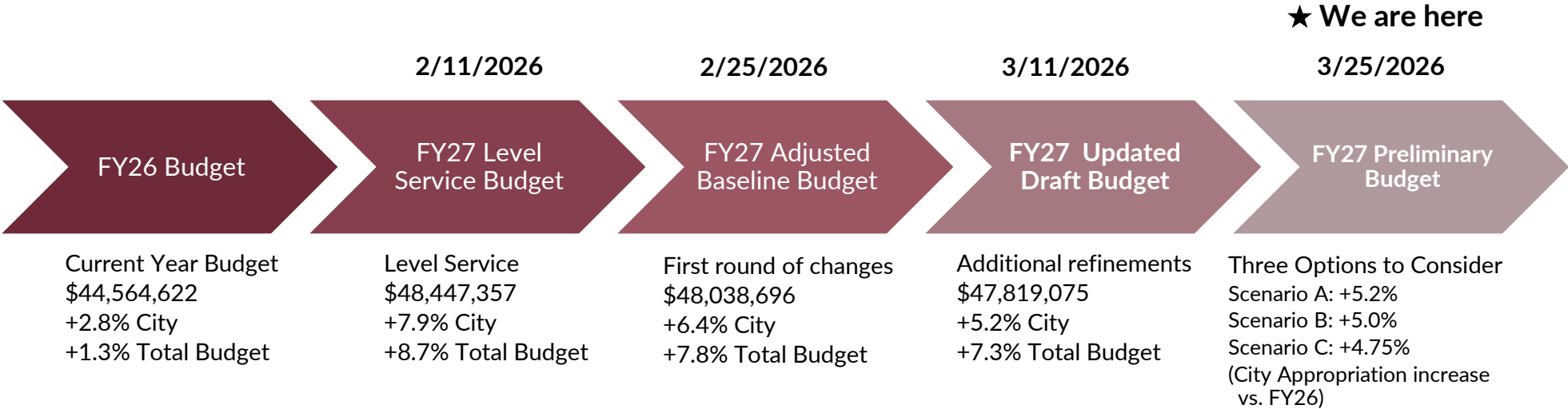
Total FTE Reductions: 5.0

Source	FY26 Budget	FY27 Budget	\$ Change	% Change
<b>City Appropriation</b>	<b>39,436,665</b>	<b>41,309,906</b>	<b>1,873,242</b>	<b>4.75%</b>
Circuit Breaker Program	2,250,000	2,850,000	600,000	26.7%
School Choice	971,913	1,750,000	778,087	80.1%
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	190,000	(50,000)	-20.8%
School Lunch	399,600	23,250	(376,350)	-94.2%
Transportation	140,000	235,000	95,000	67.9%
<b>Total</b>	<b>44,564,622</b>	<b>47,632,156</b>	<b>3,067,534</b>	<b>6.9%</b>

FY27 Staffing Changes	Reduce 1.0 Position	Replace Special Education Teacher with Instructional Assistant	Savings
	\$60,000 Restructured special education services	\$40,000 No FTE change	\$100,000
<b>Total Above</b>			<b>\$100,000</b>
<b>Scenario A &amp; B Reductions</b>			<b>\$1,183,560</b>
<b>Total Reduction from Level Service</b>			<b>\$1,283,560</b>

# FY27 School Budget Version Tracking

*How the FY27 budget has changed through the development process*



# Next Steps

1. Preliminary Budget (Tonight)
  - School Committee to provide direction based on the materials presented
2. Proposed Budget & Public Hearing (April 8, 2026)
  - Proposed budget document
  - Public hearing on the FY27 budget
3. Final Adoption (April 29, 2026)
  - School Committee approves FY27 budget

# Other Information

# Projected Elementary Class Sizes

## FY26 (2025-26) ACTUAL

Actual 2025-26	Bresnahan				Molin		Total
	Kindergarten Range 16-18	Grade 1 Range 17-19	Grade 2 Range 18-20	Grade 3 Range 19-21	Grade 4 Range 20-22	Grade 5 Range 20-22	
Enrollment	117	114	159	121	153	141	805
# Classrooms	7	7	8	7	7	7	43
Avg Class Size	16.7	16.3	19.9	17.3	21.9	20.1	18.7

## FY27 (2026-27) PRELIMINARY

Projected 2026-27	Bresnahan				Molin		Total
	Kindergarten Range 16-18	Grade 1 Range 18-20	Grade 2 Range 19-21	Grade 3 Range 20-22	Grade 4 Range 21-23	Grade 5 Range 21-23	
Enrollment	126	124	118	160	129	152	808
# Classrooms	7	7	6	8	6	7	41
Avg Class Size	18.0	17.7	19.6	20.0	21.4	21.6	19.7
	0	0	-2	+1	-1	0	-2

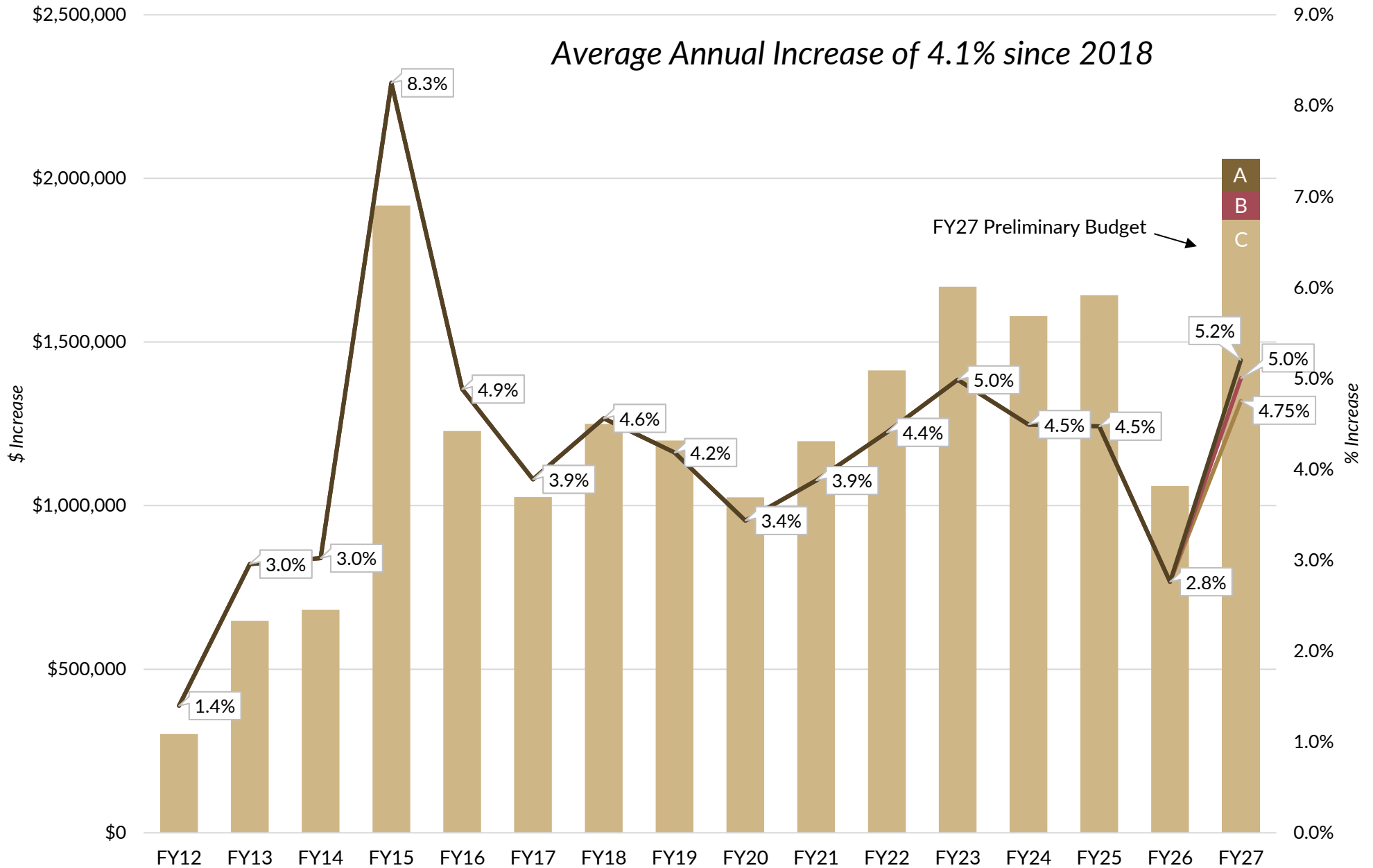
## FY28 (2027-28) PRELIMINARY

Projected 2027-28	Bresnahan				Molin		Total
	Kindergarten Range 16-18	Grade 1 Range 18-20	Grade 2 Range 19-21	Grade 3 Range 20-22	Grade 4 Range 21-23	Grade 5 Range 21-23	
Enrollment	130	133	128	119	164	127	802
# Classrooms	8	7	7	6	8	6	42
Avg Class Size	16.3	19.1	18.3	19.8	20.5	21.2	19.1
	+1	0	+1	-2	+2	-1	+1

## FY29 (2028-29) PRELIMINARY

Projected 2028-29	Bresnahan				Molin		Total
	Kindergarten Range 16-18	Grade 1 Range 18-20	Grade 2 Range 19-21	Grade 3 Range 20-22	Grade 4 Range 21-23	Grade 5 Range 21-23	
Enrollment	139	138	139	130	122	164	832
# Classrooms	8	7	7	6	6	8	42
Avg Class Size	17.4	19.8	19.8	21.7	20.3	20.4	19.8
	0	0	0	0	-2	+2	0

# City Appropriation Trend (Past 15 Years)





# **NEWBURYPORT PUBLIC SCHOOLS**

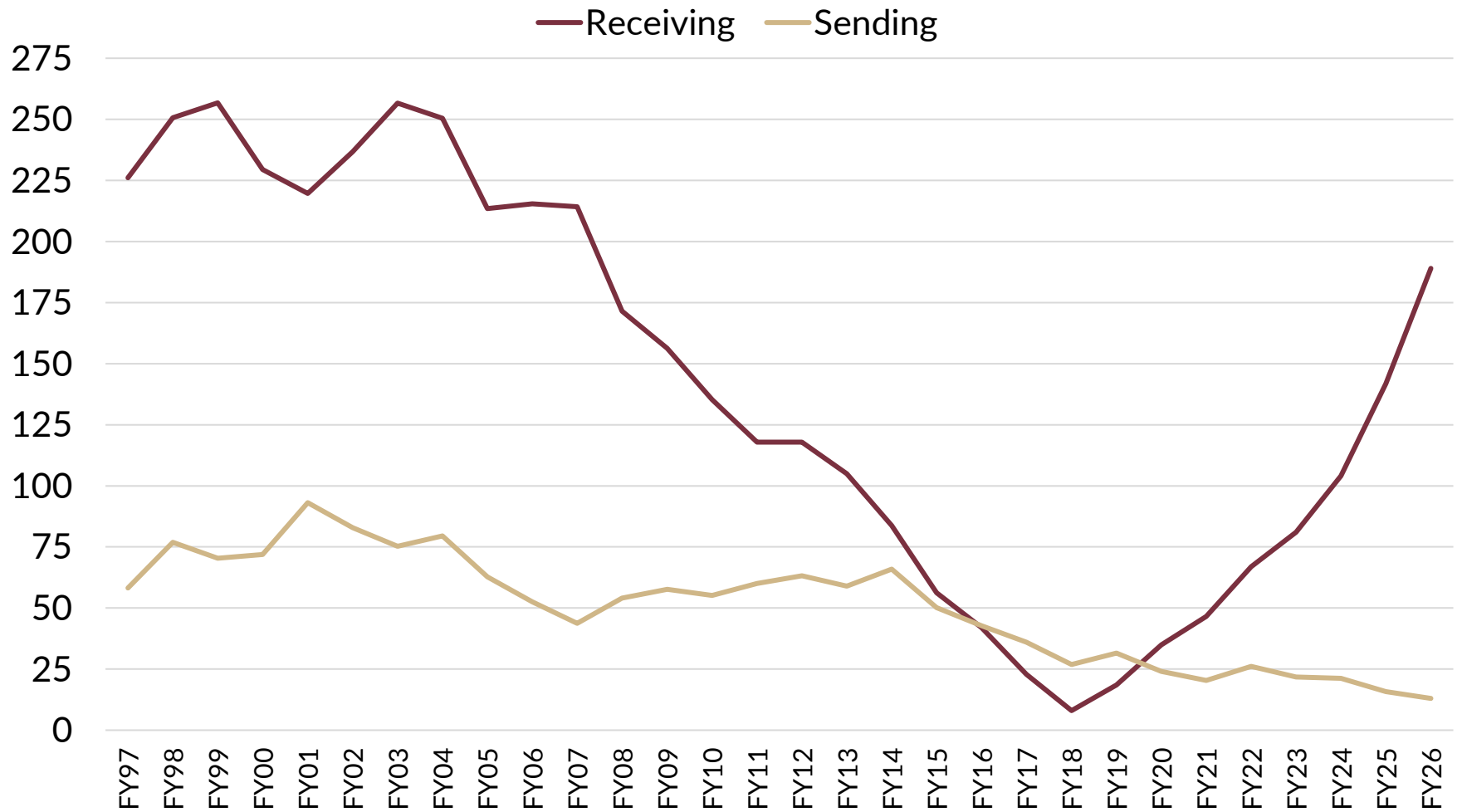
## **School Choice Trends & Enrollment**

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SCHOOL COMMITTEE

WEDNESDAY, MARCH 25, 2026

# School Choice Trends: # of Students



# School Choice Trends: Past 5-Years by District

## Incoming School Choice Students (By Sending District)

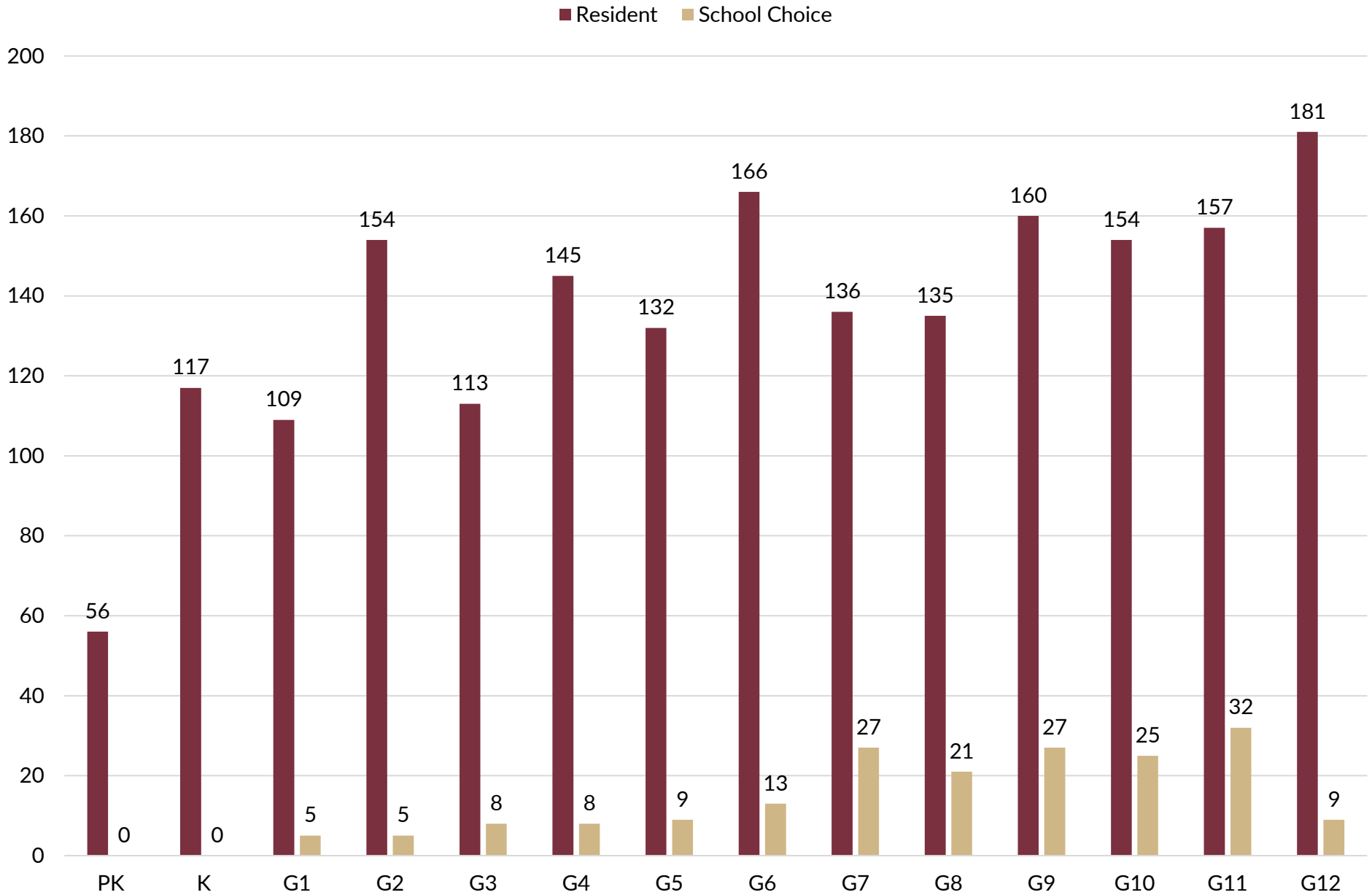
Sending District	FY22	FY23	FY24	FY25	FY26
Amesbury	8	14	20	35	50
Georgetown	2	1	0	7	25
Haverhill	9	10	14	14	15
Ipswich	0	0	1	1	1
Lynn	0	0	0	1	1
Methuen	1	1	1	1	1
Peabody	2	1	2	3	2
Pentucket	8	8	11	15	16
Triton	37	46	55	65	78
<b>Total</b>	<b>67</b>	<b>81</b>	<b>104</b>	<b>142</b>	<b>189</b>

## 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
<b>Total</b>	<b>26</b>	<b>22</b>	<b>21</b>	<b>16</b>	<b>13</b>

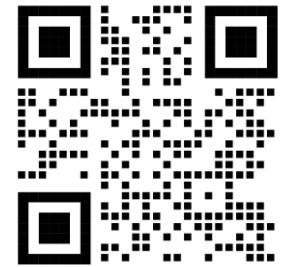
Note: Counts reflect enrollment by fiscal year; students may repeat across years (not unique headcounts).

# 2025-26 Enrollment: Resident & School Choice



# School Choice Explained (Video)

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## **SCHOOL CHOICE EXPLAINED**



**WHY SCHOOL CHOICE HELPS SUPPORT NEWBURYPORT STUDENTS**

<https://youtu.be/e3aKNT5gZnw>

# JFBB SCHOOL CHOICE

SERIES J - STUDENTS

Nov 30 2023

Updated Apr 17 2025

Non-resident students may attend the Newburyport Public Schools under the provisions of General Laws, Chapter 76, Section 12b, as amended and modified, and subject to regulations drawn up by the superintendent and approved by the school committee. If the School Committee will not be participating in the school choice program, then by law and no later than June 1, of each school year the Committee must hold a Public Hearing to review participation in the school choice program, and hold a vote to withdraw from the school choice program for the year beginning the following September.

## A. Cost of Tuition

1. The cost of tuition for non-resident students will be borne by the Commonwealth of Massachusetts in accordance with the law.
2. Funds received from the Commonwealth in payment of tuition for non-resident students will be deposited with the city treasurer in a separate account for the use of the school committee without further appropriation.

## B. Admissions

1. The school committee will determine the number of non-resident students to be accepted on the basis of information provided by the superintendent. The committee will make this determination after considering enrollment, staffing needs, and class size data.
2. Information concerning the number of non-residents to be admitted will be published as the committee deems appropriate.
3. The superintendent will determine the acceptance of Choice students conditional upon availability of seats. A wait list will be established and admissions from the wait list will be on a first come, first serve basis.
4. Non-resident students currently enrolled shall continue to be enrolled.
5. By law, siblings of non-resident students (existing choice) enrolled in the schools take precedence in admittance over other applicants.
6. If a student moves and no longer lives in Newburyport but wishes to remain a student in the Newburyport Public Schools, a School Choice application must be completed and submitted to the superintendent. The superintendent will determine the acceptance of Choice students conditional upon availability of seats.
7. If there are more applicants than seat availability at a particular grade level, a lottery will be held to determine who will be accepted and the others will remain on a waitlist until future seats become available. Any sibling of a student already enrolled in the receiving district shall receive priority for admission to said district.
8. Non-resident students admitted under this policy may maintain their enrollment until they graduate.

9. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race\*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law, athletic performance, academic performance, or proficiency in the English language.

\*race to include traits historically associated with race, including, but not limited to, hair texture, hair type, hair length and protective hairstyles.

## **C. Transportation**

The school committee will not provide transportation for non-resident students enrolled under this policy.

## **Policy References:**

### LEGAL REFS.:

M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B  
DESE 603 CMR 26.00

### CROSS REF.:

JLCA, Physical Examination of Students  
JLCB, Inoculations of Students  
JFBB, School Choice  
JFABD, Homeless Students: Enrollment Rights and Services

**Adopted: June 19, 2017**

**Revised: February 27, 2024**

# **Proposed Pick-up/Drop-off Advisory Committee**

## **Purpose Statement**

### **Molin & Nock School Area**

#### **Summary**

Establish an advisory committee to evaluate and improve traffic flow, student safety, and reduce parental stress during arrival and dismissal at the Molin/Nock School. The group will review circulation patterns, unauthorized drop-off practices, and stakeholder concerns to recommend practical safety and traffic improvements. The committee will be comprised of seven members, including district employees and residents nominated by the School Committee. In coordination with the Superintendent. Each member will serve for one year, and their time can be extended with mutual consent of the school committee and the advisory board member.

#### **Background**

School arrival and dismissal periods create congestion and safety concerns affecting students, staff, families, and nearby residents. Peak activity occurs during:

- Drop-Off: 7:35–7:40 a.m.
- Pick-Up: 2:05–2:15 p.m.

Traffic impacts are concentrated in the Molin parking lot and surrounding roadways, including Low Street, Johnson Street, and Toppan's Lane.

#### **Primary Concern**

Congestion on Low Street has led to student drop-offs in unauthorized locations, creating safety hazards, traffic backups, and confusion regarding designated procedures.

Additional issues include:

- Parking lot traffic while teachers are arriving and departing school
- Intersection congestion near Johnson Street, Toppan's Lane, and the bus circle
- Conflicts between buses, parent vehicles, pedestrians, and neighborhood traffic
- Limited clarity in traffic patterns and signage

**Purpose**

The subcommittee will assess traffic circulation and safety during arrival and dismissal and identify practical improvements to enhance student safety, improve traffic flow, and minimize neighborhood disruption.

**Scope of Review**

The advisory committee will examine:

- Molin parking lot circulation and staging
- Drop-off and pick-up procedures on Low Street
- Traffic impacts on Johnson Street and Tappans Lane
- Compliance with designated drop-off areas
- Bus loading, circulation, and departure
- Pedestrian safety and crossings
- Signage, traffic control, and enforcement

**Stakeholder Engagement**

Input will be gathered from:

- Parents and guardians
- Neighborhood residents
- Teachers and school administrators
- Facilities and maintenance staff
- Transportation providers, including Coach and other providers
- Crossing guards and public safety personnel

Engagement methods may include surveys, listening sessions, site observations, and stakeholder meetings.

**Outcome**

The advisory committee will present their initial recommendations to the Newburyport School Committee prior to June 10<sup>th</sup> 2026, with final report of findings and resolutions to be made to the School Committee prior to October 1<sup>st</sup>, 2026 or the next business meeting scheduled after such date. Upon approval of the School Committee, the advisory board will present the findings and offer resolutions to the Superintendent. The findings will provide a way to improve safety, clarify procedures, reduce congestion, and strengthen coordination among all stakeholders.

# ADDA BACKGROUND CHECKS

SERIES A - FOUNDATIONS AND BASIC COMMITMENTS

Nov 20 2023

Updated Jul 3 2025

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children. The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by a school committee, the chair of the School Committee shall review the results of the national criminal history check. The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children. The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city or town to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state CORI checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available Criminal Offender Record Information (CORI) for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

## **Requesting CHRI (Criminal History Record Information) checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be

informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

## **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

## **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards. In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

## **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:

1. Historical reference and/or comparison with future CHRI requests,
2. Dispute of the accuracy of the record
3. Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

## **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding SAFIS and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

## **Determining Suitability**

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

1. The name and date of birth of the employee or applicant;
2. The date on which the school employer received the national criminal history check results; and,
3. The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

## **Relying on Previous Suitability Determination**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

The suitability determination was made within the last seven years; and

The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either

The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in his or her employment for school employers; or

If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

## **Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

1. Provide the individual with a copy of their CHRI used in making the adverse decision;
2. Provide the individual with a copy of this CHRI Policy;
3. Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and
4. Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,( 9,9 ½).

Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning his/her their history of criminal convictions.

## **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

1. Subject Name;
2. Subject Date of Birth;
3. Date and Time of the dissemination;
4. Name of the individual to whom the information was provided;
5. Name of the agency for which the requestor works;
6. Contact information for the requestor; and
7. The specific reason for the request.

## **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The Superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner. Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

## **C.O.R.I. REQUIREMENTS**

It shall be the policy of the district to obtain all available Criminal Offender Record Information (CORI) from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available Criminal Offender Record Information from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to Criminal Offender Record Information for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, "Direct and unmonitored contact with children" means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds." In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI data from the department of criminal justice informational services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI acknowledgement form may result in a referral to local counsel for appropriate action. Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children. CORI is not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years. CORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services. Access to CORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision. The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain Criminal Offender Record Information for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their Criminal Offender Record Information.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: "An applicant for employment with a sealed record on file with the commission of probation may answer 'no record' with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any

applicant for employment may answer ‘no record’ with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution.”

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

## **Policy References:**

LEGAL REFS.: M.G.L. 6:167-178; 15D:7-8; 71:38R, 151B, 276:100A

P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)

42 U.S.C. § 16962

603 CMR 51.00

803 CMR 2.00

803 CMR 3.05 (Chapter 149 of the Acts of 2004)

FBI Criminal Justice Information Services Security Policy

Procedure for correcting a criminal record

FAQ

NOTE: The Department of Criminal Justice Information Services (DCJIS) has adopted regulations requiring that it maintain a model CORI policy and that any written policy must meet the minimum standards as found in the model. Therefore, MASC recommends that school districts retain both the school district specific policy incorporated here and the DCJIS model policy attached as ADDA-R.

**Adopted: September 6, 2016**

**Revised: May 15, 2023**

## BACKGROUND CHECKS

It shall be the policy of the school district that, as required by law, a state and national fingerprint criminal background check will be conducted to determine the suitability of full or part time current and prospective school employees, who may have direct and unmonitored contact with children. School employees shall include, but not be limited to any apprentice, intern, or student teacher or individuals in similar positions, who may have direct and unmonitored contact with children.

The School Committee shall only obtain a fingerprint background check for current and prospective employees for whom the School Committee has direct hiring authority. In the case of an individual directly hired by ~~the~~ School Committee, the Chair of the School Committee shall review the results of the national criminal history check.

The Superintendent shall also obtain a state and national fingerprint background check for any individual who regularly provides school related transportation to children.

The School Committee, Superintendent or Principal, as appropriate, may obtain a state and national fingerprint criminal background check for any volunteer, subcontractor or laborer commissioned by the School Committee, school or employed by the city ~~or town~~ to perform work on school grounds, who may have direct and unmonitored contact with children. School volunteers and subcontractors/laborers who may have direct and unmonitored contact with children must continue to submit state **Criminal Offender Record Information (CORI) and Sex Offender Registry Information (SORI)** checks.

The fee charged by the provider to the employee and educator for national fingerprint background checks will be \$55.00 for school employees subject to licensure by DESE and \$35.00 for other employees, which fee may from time to time be adjusted by the appropriate agency. The employer shall continue to obtain periodically, but not less than every 3 years, from the department of criminal justice information services all available ~~Criminal Offender Record Information (CORI) and SORI~~ for any current and prospective employee or volunteer within the school district who may have direct and unmonitored contact with children.

Direct and unmonitored contact with children is defined in DESE regulations as contact with a student when no other employee who has received a suitability determination by the school or district is present. "Contact" refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for licensing or employment purposes. Where such checks are allowable by law, the following practices and procedures will be followed.

### **Requesting CHRI (Criminal History Record Information) checks**

Fingerprint-based CHRI checks will only be conducted as authorized by state and federal law, in accordance with all applicable state and federal rules and regulations. If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instruction will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

### **Access to CHRI**

All CHRI is subject to strict state and federal rules and regulations in addition to Massachusetts CORI and SORI laws and regulations. CHRI cannot be shared with any unauthorized entity for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the Massachusetts Department of Criminal Justice Information Services (DCJIS) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Federal law and regulations provide that the exchange of records and information is subject to cancellation if dissemination is made outside of the receiving entity or related entities. Furthermore, an entity can be charged criminally for the unauthorized disclosure of CHRI.

### **Storage of CHRI**

CHRI shall only be stored for extended periods of time when needed for the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which are in compliance with the most recent CJIS Security Policy have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to familiarize himself/herself with these safeguards. In addition to the above, each individual involved in the handling of CHRI will strictly adhere to the policy on the storage, retention and destruction of CHRI.

### **Retention and Destruction of CHRI**

Federal law prohibits the repurposing or dissemination of CHRI beyond its initial requested purpose. Once an individual's CHRI is received, it will be securely retained in internal agency documents for the following purposes only:

- Historical reference and/or comparison with future CHRI requests,
- Dispute of the accuracy of the record
- Evidence for any subsequent proceedings based on information contained in the CHRI.

CHRI will be kept for the above purposes in a secure location in the office of the superintendent. When no longer needed, CHRI and any summary of CHRI data must be destroyed by shredding paper copies and/or by deleting all electronic copies from the electronic storage location, including any backup copies or files. The shredding of paper copies of CHRI by an outside vendor must be supervised by an employee of the district.

## **CHRI Training**

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI at the district will review and become familiar with the educational and relevant training materials regarding [Statewide Application Fingerprint Identification Services](#) and CHRI laws and regulations made available by the appropriate agencies, including the DCJIS.

## **Determining Suitability**

In determining an individual's suitability, the following factors will be considered: these factors may include, but not necessarily be limited to: the nature and gravity of the crime and the underlying conduct, the time that has passed since the offense, conviction and/or completion of the sentence, nature of the position held or sought, age of the individual at the time of the offense, number of offenses, any relevant evidence of rehabilitation or lack thereof and any other factors deemed relevant by the district.

A record of the suitability determination will be retained. The following information will be included in the determination:

- The name and date of birth of the employee or applicant;
- The date on which the school employer received the national criminal history check results; and,
- The suitability determination (either "suitable" or "unsuitable").

A copy of an individual's suitability determination documentation must be provided to another school employer, or to the individual, upon request of the individual for whom the school employer conducted a suitability determination.

## **Relying on Previous Suitability Determination.**

The school employer may obtain and may rely on a favorable suitability determination from a prior employer, if the following criteria are met:

- The suitability determination was made within the last seven years; and
- The individual has not resided outside of Massachusetts for any period longer than three years since the suitability determination was made; and either
- The individual has been employed continuously for one or more school employers or has gaps totaling no more than two years in ~~their~~<sup>his or her</sup> employment for school employers; or
- If the individual works as a substitute employee, the individual is still deemed suitable for employment by the school employer who made a favorable suitability determination.

Upon request of another school employer, the initial school employer shall provide documentation that the individual is still deemed suitable for employment by the initial school employer.

## **Adverse Decisions Based on CHRI**

If inclined to make an adverse decision based on an individual's CHRI, the district will take the following steps prior to making a final adverse determination:

- Provide the individual with a copy of their CHRI used in making the adverse decision;

- Provide the individual with a copy of this CHRI Policy;
- Provide the individual the opportunity to complete or challenge the accuracy of their CHRI; and
- Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable time depending on the particular circumstances not to exceed thirty days to correct or complete the CHRI.

If a school employer receives criminal record information from the state or national fingerprint-based background checks that includes no disposition or is otherwise incomplete, the school employer may request that an individual, after providing him a copy of said background check, provide additional information regarding the results of the criminal background checks to assist the school employer in determining the applicant's suitability for direct and unmonitored contact with children, notwithstanding the terms of General Laws chapter 151B, S. 4,( 9,9 ½).

Furthermore, in exigent circumstances, a school employer may, pursuant to the terms of DESE regulations (see specific regulations in legal references), hire an employee on a conditional basis without first receiving the results of a national criminal background check. After exhausting several preliminary steps as contained in the above referenced regulation the district may require an individual to provide information regarding the individual's history of criminal convictions; however, the individual cannot be asked to provide information about juvenile adjudications or sealed convictions. The superintendent is advised to confer with legal counsel whenever they solicit information from an individual concerning their history of criminal convictions.

### **Secondary Dissemination of CHRI**

If an individual's CHRI is released to another authorized entity, a record of that dissemination must be made in the secondary dissemination log. The secondary dissemination log is subject to audit by the DCJIS and the FBI.

The following information will be recorded in the log:

- Subject Name;
- Subject Date of Birth;
- Date and Time of the dissemination;
- Name of the individual to whom the information was provided;
- Name of the agency for which the requestor works;
- Contact information for the requestor; and
- The specific reason for the request.

### **Reporting to Commissioner of Elementary and Secondary Education**

Pursuant to state law and regulation, if the district dismisses, declines to renew the employment of, obtains the resignation of, or declines to hire a licensed educator or an applicant for a Massachusetts educator license because of information discovered through a state or national criminal record check, the district shall report such decision or action to the Commissioner of Elementary and Secondary Education in writing within 30 days of the employer action or educator resignation. The report shall be in a form requested by the Department and shall include the reason for the action or resignation as well as a copy of the criminal record checks results. The superintendent shall notify the employee or applicant that it has made a report pursuant to the regulations to the Commissioner. Pursuant to state law and regulation, if the district discovers information from a state or national criminal record check about a licensed educator or an applicant for a Massachusetts educator license that implicates grounds for license action pursuant to regulations, the Superintendent shall report to the Commissioner in writing within 30 days of the discovery, regardless of whether the district retains or hires the educator as an employee. The report must include a copy of the criminal record check results. The school employer shall notify the employee or applicant that it has made a report pursuant to regulations to the Commissioner and shall also send a copy of the criminal record check results to the employee or applicant.

### **~~C.O.R.I.~~ and SORI REQUIREMENTS**

It shall be the policy of the district to obtain all available ~~Criminal Offender Record Information (CORI)~~ and SORI from the department of criminal justice information services of prospective employee(s) or volunteer(s) of the school department including any individual who regularly provides school related transportation to children, who may have direct and unmonitored contact with children, prior to hiring the employee(s) or to accepting any person as a volunteer. State law requires that school districts obtain CORI and SORI data for employees of taxicab companies that have contracted with the schools to provide transportation to pupils.

The Superintendent, Principal, or their certified designees shall periodically, but not less than every three years, obtain all available CORI and SORI ~~Criminal Offender Record Information~~ from the department of criminal justice informational services on all employees, individuals who regularly provide school related transportation to children, including taxicab company employees, and volunteers who may have direct and unmonitored contact with children, during their term of employment or volunteer service.

The Superintendent, Principal, or their certified designees may also have access to CORI and SORI ~~Criminal Offender Record Information~~ for any subcontractor or laborer who performs work on school grounds, and who may have direct and unmonitored contact with children, and shall notify them of this requirement and comply with the appropriate provisions of this policy.

Pursuant to a Department of Education regulation, –“*Direct and unmonitored contact with children’ means contact with students when no other employee, for whom the employer has made a suitability determination of the school or district, is present. “Contact” refers to any contact with a student that provides the individual with opportunity for physical touch or personal communication. The school employer may determine when there is potential for direct and unmonitored contact with children by assessing the circumstances and specific factors including but not limited to, whether the individual will be working in proximity with students, the amount of time the individual will spend on school grounds, and whether the individual will be working independently or with others. An individual shall not be considered to have the potential for direct and unmonitored contact with children if he or she has only the potential for incidental unsupervised contact in commonly used areas of the school grounds.*”

In accordance with state law, all current and prospective employees, volunteers, and persons regularly providing school related transportation to children of the school district shall sign an acknowledgement form authorizing receipt by the district of all available CORI and SORI data from the department of criminal justice information services. In the event that a current employee has a question concerning the signing of the acknowledgement form, they may meet with the Principal or Superintendent; however, failure to sign the CORI or SORI acknowledgement form may result in a referral to local counsel for appropriate action.

Completed acknowledgement forms must be kept in secure files. The School Committee, Superintendent, Principals or their designees certified to obtain information under the policy, shall prohibit the dissemination of school information for any purpose other than to further the protection of school children. CORI and SORI are not subject to the public records law and must be kept in a secure location, separate from personnel files and may be retained for not more than three years.

CORI and SORI shall be shared with the individual to whom it pertains, pursuant to law, regulation and the following model policy, and in the event of an inaccurate report the individual should contact the department of criminal justice informational services. Access to CORI and SORI material must be restricted to those individuals certified to receive such information. In the case of prospective employees or volunteers, CORI and SORI material should be obtained only where the Superintendent had determined that the applicant is qualified and may forthwith be recommended for employment or volunteer duties.

The hiring authority, subject to applicable law and the model policy, reserves the exclusive right concerning any employment decision. The Superintendent shall ensure that on the application for employment and/or volunteer form there shall be a statement that as a condition of the employment or volunteer service the school district is required by law to obtain CORI and SORI ~~Criminal Offender Record Information~~ for any employee, individual who regularly provides transportation, or volunteer who may have direct and unmonitored contact with children. Current employees, persons regularly providing school related transportation, and volunteers shall also be informed in writing by the Superintendent prior to the periodic obtaining of their CORI and SORI ~~Criminal Offender Record Information~~.

The Superintendent shall amend employment applications to include questions concerning criminal records which the Massachusetts Commission against Discrimination has determined may be legally asked of prospective employees. Any employment application which seeks information concerning prior arrests or convictions of the applicant shall include the following statement: *“An applicant for employment with a sealed record on file with the commission of probation may answer ‘no record’ with respect to an inquiry herein relative to prior arrests or criminal court appearances. In addition, any applicant for employment may answer ‘no record’ with respect to any inquiry relative to prior arrests, court appearances and adjudications in all cases of delinquency or as a child in need of service which did not result in a compliant transferred to the superior court for criminal prosecution.”*

Records sealed pursuant to law shall not operate to disqualify a person in any examination, appointment or application for public service on behalf of the Commonwealth or any political subdivision thereof.

The Superintendent shall revise contracts with special education schools and other providers to require a signed statement that the provider has met all legal requirements of the state where it is located relative to criminal background checks for employees and others having direct and unmonitored contact with children.

LEGAL REFS.: M.G.L. 6:167-178; 15D:7-8; 71:38R, 151B, 276:100A  
P.L. 92-544; Title 28 U.S.C. § 534; Title 28 C.F.R. 20.33(b)  
42 U.S.C. § 16962  
603 CMR 51.00  
803 CMR 2.00  
803 CMR 3.05 (Chapter 149 of the Acts of 2004)  
FBI Criminal Justice Information Services Security Policy  
Procedure for correcting a criminal record  
FAQ

**Adopted: September 6, 2016**

~~**Revised: May 15, 202**~~

# ADDA-R DCJIS MODEL CORI POLICY

SERIES A - FOUNDATIONS AND BASIC COMMITMENTS

Nov 20 2023

Updated Dec 4 2023

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI) and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

## **CONDUCTING CORI SCREENING**

CORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI Acknowledgement Form has been completed.

If a new CORI check is to be made on a subject within a year of their signing of the CORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI check will be conducted.

## **ACCESS TO CORI**

All CORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

## **CORI TRAINING**

An informed review of a criminal record requires training. Accordingly, all district personnel authorized to review or access CORI will review, and will be thoroughly familiar with, the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS.

## **USE OF CRIMINAL HISTORY IN BACKGROUND SCREENING**

CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied.

Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on background checks will be made consistent with this policy and any applicable law or regulations.

## **VERIFYING A SUBJECT'S IDENTITY**

If a criminal record is received from the DCJIS, the information is to be closely compared with the information on the CORI Acknowledgement Form and any other identifying information provided by the applicant to ensure the record belongs to the applicant.

If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

## **INQUIRING ABOUT CRIMINAL HISTORY**

In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

## **DETERMINING SUITABILITY**

If a determination is made, based on the verification of identity information as provided in this policy, that the criminal record belongs to the subject, and the subject does not dispute the record's accuracy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to, the following:

1. Relevance of the record to the position sought;
2. The nature of the work to be performed;
3. Time since the conviction;
4. Age of the candidate at the time of the offense;
5. Seriousness and specific circumstances of the offense;
6. The number of offenses;
7. Whether the applicant has pending charges;
8. Any relevant evidence of rehabilitation or lack thereof; and
9. Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

## **ADVERSE DECISIONS BASED ON CORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI policy and a copy of the criminal history. The source(s) of the criminal history

will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided a copy of DCJIS' Information Concerning the Process for Correcting a Criminal Record.

## **SECONDARY DISSEMINATION LOGS**

All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

**Adopted: May 15, 2023**

## **DCJIS MODEL CORI/SORI POLICY**

This policy is applicable to the criminal history screening of prospective and current employees, subcontractors, volunteers and interns, and professional licensing applicants.

Where Criminal Offender Record Information (CORI), **SORI (Sex Offender Registry Information)**, and other criminal history checks may be part of a general background check for employment, volunteer work, licensing purposes, the following practices and procedures will be followed.

### **CONDUCTING CORI and SORI SCREENING**

CORI and SORI checks will only be conducted as authorized by the DCJIS, state law, and regulation, and only after a CORI/SORI Acknowledgement Form has been completed.

If a new CORI or SORI check is to be made on a subject within a year of their signing of the CORI/SORI Acknowledgement Form, the subject shall be given seventy-two (72) hours notice that a new CORI or SORI check will be conducted.

### **ACCESS TO CORI and SORI**

All CORI and SORI obtained from the DCJIS is confidential, and access to the information must be limited to those individuals who have a "need to know". This may include, but not be limited to, hiring managers, staff submitting the CORI and SORI requests, and staff charged with processing job applications. The district must maintain and keep a current list of each individual authorized to have access to, or view, CORI/SORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

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In connection with any decision regarding employment, volunteer opportunities, or professional licensing, the subject shall be provided with a copy of the criminal history record, whether obtained from the DCJIS or from any other source, prior to questioning the subject about his or her criminal history. The source(s) of the criminal history record is also to be disclosed to the subject.

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- (a) Relevance of the record to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;
- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof; and
- (i) Any other relevant information, including information submitted by the candidate or requested by the organization.

The applicant is to be notified of the decision and the basis for it in a timely manner.

### **ADVERSE DECISIONS BASED ON CORI and SORI**

If an authorized official is inclined to make an adverse decision based on the results of a criminal history background check, the applicant will be notified immediately. The subject shall be provided with a copy of the organization's CORI/SORI policy and a copy of the criminal history. The source(s) of the criminal history will also be revealed. The subject will then be provided with an opportunity to dispute the accuracy of the CORI or SORI record. Subjects shall also be provided a copy of DCJIS' *Information Concerning the Process for Correcting a Criminal Record*.

### **SECONDARY DISSEMINATION LOGS**

All CORI and SORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI and SORI outside this organization, including dissemination at the request of the subject.

~~Adopted: May 15, 2023~~

# **Math Action Plan Update**

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Newburyport Public Schools  
Teaching & Learning Subcommittee  
March 18, 2026

# Background

*In the fall of 2024, NPS began a comprehensive review of our K-12 math program.*

A review of MCAS and iReady data indicated areas of concern including:

- Declining or flat levels of MCAS achievement (as measured by MCAS meeting & exceeding) in most grades
- Similar patterns of iReady year-end grade level placement in grades 1-6

## A Multi-level Approach

- **Experts: Vertical Math Team** - a small team of district math leaders was established in January 2025 to begin a deeper analysis of the data, explore root causes, and identify priority areas for action
- **Administrators: Principals Meetings** - vertical math team members met 1:1 with principals and with the group as a whole
- **Teachers: Building Based Math Meetings** - building-based teacher leaders ran meetings with teacher of math to review curriculum, assessment and instruction

# We began our work with a number of questions including...

Curriculum	Instruction
<p>Are educators well-versed in the K-12 standards for math and the content they are teaching at their level?</p> <p>Do our resources effectively support teaching (content, pacing, assessment, instruction)?</p> <ul style="list-style-type: none"><li>• IReady K-5</li><li>• Savvas 6-9</li><li>• Educator Developed 9-12</li><li>• College Board, AP</li></ul> <p>Are we implementing a common curriculum at every grade level?</p> <p>Is there time built into the schedule for educators to collaboratively plan?</p>	<p>What instructional strategies are educators using to ensure student engagement and understanding?</p> <p>How is standardized and classroom data being used to inform instruction?</p> <p>How do grades reflect progress on the standards?</p> <p>What instructional strategies are being used to support students with disabilities and English Learners?</p> <p>Do we have enough time on learning?</p>
Assessment	Intervention
<p>What process is being used to analyze data?</p> <ul style="list-style-type: none"><li>• MCAS</li><li>• iReady</li><li>• Common Assessments</li></ul> <p>Do we have common assessments at every grade level? Are the assessments aligned with the standards?</p>	<p>What are the Tier 2 intervention approaches being used at each level?</p> <p>How do we know if these interventions are effective?</p>

# Math Priority Focus Areas

In the spring of 2025, we presented our findings in the form of [District Math Priority Focus Areas](#)

## NPS Math Priority Focus Areas 2025-27

CATEGORY	ROLE	
	Administration/District	Educators
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>Budget for curriculum resources</li> <li>Provide regular common planning time for educators for curriculum development                             <ul style="list-style-type: none"> <li>Scheduled common planning time</li> <li>Align district professional development time</li> </ul> </li> <li>Support structures for ongoing data-based analysis of student progress                             <ul style="list-style-type: none"> <li>K-5 – 3x coaches-led meetings</li> <li>6-8 – 3x teacher leader (TL) led meetings</li> <li>9-12 – 3x instructional leader (IL) led meetings</li> </ul> </li> <li>Facilitate annual MCAS analysis &amp; reporting of progress data to community</li> </ul>	<ul style="list-style-type: none"> <li>Deepen understanding of K-12 vertical math standards</li> <li>Participate in Ongoing Standards-based Planning                             <ul style="list-style-type: none"> <li>Course Maps</li> <li>Pacing Guides</li> <li>Unit Development</li> <li>Automaticity Guides</li> </ul> </li> <li>Evaluate Resources through curriculum review cycle                             <ul style="list-style-type: none"> <li>Middle: Savvas</li> <li>Elementary: iReady</li> </ul> </li> <li>Data-based analysis of student progress                             <ul style="list-style-type: none"> <li>Understand data &amp; application/use (iReady, common assessment, MCAS)</li> <li>Participate in protocols</li> </ul> </li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>Budget for K-4 coach and vertical teacher leadership</li> <li>Support development of mathematical discourse strategies</li> <li>Evaluate effective use of iReady MyPath (K-8)</li> <li>Identify best practices for automaticity</li> </ul>	<ul style="list-style-type: none"> <li>K-12: Building Thinking Math Strategies Professional Development</li> <li>6-12: Evaluate effective use of technology</li> <li>K-5: Continue coaching for effective use of iReady products</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>6-12: pilot intervention block for grade 6; conduct needs analysis and recommend possible structures/resources</li> <li>6-8: Reimagine Flex, possible pilot for FY26; Analyze effectiveness of afterschool bootcamp</li> <li>K-5: Continue data oversight by math coach; implement Math Recovery</li> </ul>	<ul style="list-style-type: none"> <li>K-12: Support administration in identifying intervention needs &amp; intervention resources</li> <li>6-8: teachers develop pilot of flex models</li> <li>K-5: intervention teachers begin implementation of Math Recovery</li> </ul>
<b>Time on Learning</b>	<ul style="list-style-type: none"> <li>K-12: conduct analysis of instructional time to provide realistic structure for planning</li> <li>K-12: look to increase instructional time while also meeting school culture &amp; development goals</li> </ul>	<ul style="list-style-type: none"> <li>K-12: Develop pacing guides and unit plans based on realistic number of class meetings</li> <li>Effectively use classroom instructional time</li> </ul>

CATEGORY	ROLE	
	Administration/District	Educators
<b>Homework</b>	<ul style="list-style-type: none"> <li>Develop shared, developmentally appropriate expectation</li> <li>Support accountability (student, teacher, parents)</li> <li>Communicate expectations - teachers, students, parents</li> <li>Strategically phase in any new approach</li> </ul>	<p>For every level implementing homework (HW) (focus on 6-12)</p> <ul style="list-style-type: none"> <li>Provide meaningful &amp; well-planned practice sets</li> <li>Connect HW to instruction</li> <li>Identify roadblocks &amp; strategies for supporting students who do not complete work</li> <li>Communicate w/parents</li> <li>Provide effective after school support (high, middle)</li> </ul>
<b>Grading</b>	<ul style="list-style-type: none"> <li>Middle: Phased evaluation &amp; analysis of retake policy; begin standards-based grading conversation</li> <li>K-12: Develop long term grading analysis plan (support alignment between standardized testing and grades)                             <ul style="list-style-type: none"> <li>K-3 align with standards-based report card project</li> </ul> </li> <li>K-12: Communicate grading strategies to parents, teachers</li> </ul>	<ul style="list-style-type: none"> <li>6-8                             <ul style="list-style-type: none"> <li>Assess effectiveness of retake policies</li> </ul> </li> <li>K-12                             <ul style="list-style-type: none"> <li>Does student testing data align with student grades?</li> <li>What steps need to be taken to ensure alignment? (different conversations at each level)</li> </ul> </li> </ul>
<b>OTHER TOPICS FOR BOTH GROUPS</b>	<ul style="list-style-type: none"> <li>Math Professional Development – planning for effective and relevant programs for math educators</li> <li>Special Education Professional Development – building capacity in content knowledge and instructional strategies</li> <li>Transition Planning                             <ul style="list-style-type: none"> <li>Design and implement an annual transition planning where educators know what standards have been taught/missed</li> <li>6-12: ongoing analysis of student placement in leveled courses</li> </ul> </li> <li>iReady Diagnostic/ Ongoing Evaluation                             <ul style="list-style-type: none"> <li>How are we using data?</li> <li>Is the data helping us?</li> <li>What impact does taking the 3x yearly assessment have on time on learning?</li> </ul> </li> <li>Accelerated Learning                             <ul style="list-style-type: none"> <li>Facilitate exploratory discussion using current research and NPS data</li> </ul> </li> <li>Creating a culture of learning amongst the paragon/quintan community – what strategies can be used to encourage parents to see themselves as partners in providing enriching math experiences at home?</li> </ul>	

# 2024-25 School Year Action Steps

District	Elementary
<ul style="list-style-type: none"> <li>● Establish Vertical Math Team                             <ul style="list-style-type: none"> <li>○ Regular meetings to review K-12 curriculum. Instruction, assessment and make recommendations to district leadership team</li> </ul> </li> <li>● Support School-based curriculum planning &amp; data analysis                             <ul style="list-style-type: none"> <li>○ Facilitated middle school meetings (Jan-June)</li> <li>○ Quarterly elementary meetings</li> <li>○ High school common planning time</li> </ul> </li> <li>● Grade 8 Algebra and 8-9 transition                             <ul style="list-style-type: none"> <li>○ Support review of grade 8 Algebra I recommendations and course</li> <li>○ Align grade 8-9 courses</li> </ul> </li> <li>● Professional Development                             <ul style="list-style-type: none"> <li>○ Math Recovery</li> <li>○ iReady</li> <li>○ Building Thinking Classrooms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Scheduling                             <ul style="list-style-type: none"> <li>○ Plan for schedule that supports monthly grade level planning time</li> </ul> </li> <li>● Implement regular 3x iReady Data meetings</li> <li>● Coaching                             <ul style="list-style-type: none"> <li>○ Establish shared, grade-level iReady pacing guides</li> <li>○ Provide in-class coaching on iReady instructional approach and math content</li> </ul> </li> <li>● Intervention                             <ul style="list-style-type: none"> <li>○ Begin training for Math Recovery</li> </ul> </li> </ul>
Middle	High
<ul style="list-style-type: none"> <li>● Curriculum Alignment and Development                             <ul style="list-style-type: none"> <li>○ Facilitate monthly math team meetings with an initial focus on data review &amp; root cause analysis. Team planning included: 6-8 standards progression, unit mapping, review of resources</li> </ul> </li> <li>● Algebra I - Align grade 8-9 courses</li> <li>● 3x iReady Data meetings and intervention planning</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborate with middle school on aligning 8-9 Algebra I course and guiding course selection process</li> <li>● Implement regular common assessment Data meetings</li> <li>● Offer Building Thinking Classrooms professional development programming</li> <li>● Plan for 25-26 intervention pilot</li> </ul>

# 2024-25 Year End Math Outcomes

Impact from our curriculum, instruction, assessment and intervention plans will take time.

In looking at big-picture 2025 end-of-year (EOY) data for MCAS and iReady, we saw positive growth in our 6-8 MCAS achievement and in grade 8 EOY iReady.

The data indicated support for our plan to start the 2025-26 year with a continued focus on K-12 vertical alignment, 6-8 curriculum development and K-5 pacing and iReady implementation.

## 2024-25 End of Year Comparison: MCAS % Meet and Exceed and iReady Math % at Grade Level

Grade	MCAS % Meet & Exceed		iReady EOY at Grade Level
	NPS	STATE	NPS
3	42	44	62
4	47	43	77
5	44	40	74
6	54	41	74
7	56	39	60
8	46	38	57
10	56	45	n/a
Key	decrease from 2024		
	increase from 2024		
	no change from 2024		

# 2025-26 School Year Action Steps

District	Elementary
<ul style="list-style-type: none"> <li>● Vertical Math Team (monitoring and adjusting Math Priority Focus and Math Action Plan)</li> <li>● Vertical Math PD               <ul style="list-style-type: none"> <li>○ Building Thinking Classrooms</li> <li>○ January 16 Vertical Meeting</li> <li>○ May 8 Vertical Meeting</li> </ul> </li> <li>● Budget &amp; Planning               <ul style="list-style-type: none"> <li>○ 6-12 Math Coach</li> <li>○ 6-8 Curriculum Resource</li> <li>○ Staffing to support common planning in school schedules</li> <li>○ Math Recovery</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Grade Level Meetings (monthly)               <ul style="list-style-type: none"> <li>○ Pacing</li> <li>○ Curriculum Content &amp; Instruction</li> <li>○ Data Analysis</li> </ul> </li> <li>● Intervention               <ul style="list-style-type: none"> <li>○ Math Recovery Phase 1 implementation</li> <li>○ Math Recovery Train the Trainer</li> </ul> </li> <li>● Coaching - Classroom Support               <ul style="list-style-type: none"> <li>○ Target new staff and staff who need support with pacing and/or content</li> <li>○ March 2026 iReady PD and walkthroughs</li> </ul> </li> <li>● Instruction - Student discourse &amp; Building Thinking Classrooms</li> <li>● Acceleration - Math Olympiads</li> </ul>
Middle	High
<ul style="list-style-type: none"> <li>● Algebra I &amp; NHS Transition               <ul style="list-style-type: none"> <li>○ 8-9 curriculum development, course data monitoring &amp; analysis</li> <li>○ Planning for 2026-27 grade 8 course and grade 9 placement</li> </ul> </li> <li>● Standards-based Planning &amp; Mapping</li> <li>● Curriculum Resource Review</li> <li>● Student discourse &amp; Building Thinking Classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● Assessment -common assessment on-going development and student progress analysis</li> <li>● Instruction - Student discourse &amp; Building Thinking Classrooms; focus on Portrait of Graduate Powerful Learning work</li> <li>● Intervention - Pilot program</li> </ul>

School Committee  
March 25, 2026

# Superintendent's Report



**Created by: Oliver Sheppard Grade 8**

## CTE Steering Committee Update

On Friday, March 13th, I joined Principal Andy Wulf, Dr. Erin Hobbs, and a distinguished group of stakeholders (including Mayor Reardon, local professionals, and educators) for the inaugural meeting of our CTE Steering Committee. The primary focus of this group is to conduct a deep dive into Chapter 74 programming and our Career and College Pathways Grant to expand technical education opportunities for our students. The committee is currently drafting a five-year strategic plan that balances the expansion of local programs at Newburyport High School with "outside the box" regional partnerships. Our next steps include reviewing regional workforce data and touring potential campus spaces for repurposing. This collaborative effort ensures that our vocational offerings are not only robust and sustainable but also directly aligned with the evolving demands of the Massachusetts workforce.

### AI Ad-Hoc Committee Update

I am pleased to announce the launch of the Superintendent's Ad-Hoc Committee regarding Artificial Intelligence, a collaborative ad hoc group that will hold its first meeting on April 2nd. This committee represents a true cross-section of our school community, bringing together the diverse perspectives of parents, teachers, special education programming staff, Central Office administrators and School Committee members. Our mission is to move beyond reactionary measures by developing a "Human-First Framework" for the purposeful, ethical, and equitable use of AI in Newburyport. By focusing on the four pillars of ethical practices, teaching and learning, AI literacy, and professional development, this collective group will work to ensure our students graduate as competent, thoughtful users of emerging technology. We look forward to submitting a formal Guidance Document to the School Committee at the conclusion of the committee's work.

### Art Showcase Senior/Community Center

On March 12th, the Newburyport Public Schools Art Team hosted our annual district-wide art show at the Senior/Community Center, kicking off a month-long exhibition. The event featured a well-attended reception for students and families, celebrating the creative achievements of artists from our elementary schools through the high school senior class. We extend our sincere gratitude to Ben Ober for his leadership, the entire art teaching faculty, and Mary Kelly at the Senior Center for hosting us. We also want to thank the Newburyport Education Foundation (NEF) for their generous funding of the show's costs and reception. Public exhibitions like this are not only a vital component of our state art standards, but they also provide a wonderful opportunity for the community to gather and celebrate the immense talent within our schools.

### Newburyport Community Iftar

Shane Cough and the Human Rights Commission held the 9th annual Newburyport Community Iftar at Newburyport High School. As you may know, during Ramadan our Muslim friends and families fast each day from sunrise to sunset, and the Iftar is the daily breaking of that fast. This was a wonderful community event, celebrating along with learning about Ramadan and aspects of the Muslim Religion. The program began in the auditorium with speeches from Mayor Reardon. After the review of Ramadan, there was a panel discussion with a question and answer session regarding this wonderful tradition. Then we all went to the cafeteria and broke fast with one another. It was great to see many Newburyport community members, religious leaders and our students and families.



# **NHS CTE STEERING COMMITTEE**

**MARCH 13, 2026**





**WELCOME  
AND  
THANK YOU**



# **INTRODUCTIONS**

- Please introduce yourself and role.
- What interests you most about expanding career pathways for students?

# **WHAT WE WANT TO ACCOMPLISH TODAY**

- Understand statewide CTE demand and how it aligns with NPS strategic plan
- Use insights from community stakeholders to explore CTE expansion in Newburyport

# **TAKEAWAYS FROM ARTICLES**

- Waiting lists for CTE vocational programs
- Need to expand CTE pathways
- Other takeaways or questions?

# GOALS OF NHS (STRATEGIC PLAN)

## GOAL

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

## now

- Environmental ICP Pathway (2024-25)
- Partnership with Peterson Trade School (2024-25)
- Advanced Manufacturing and Healthcare and Social Assistance ICP (2025-26)

## NEXT

- Explore Ch. 74 Career Technical Education programming (2025-26)
- Begin the application process for 2-3 Ch. 74 CTE programs (2026-27)

# INNOVATION CAREER PATHWAYS



**ENVIRONMENTAL  
AND LIFE SCIENCE**

2024 - 25



**ADVANCED  
MANUFACTURING**

2025 - 26

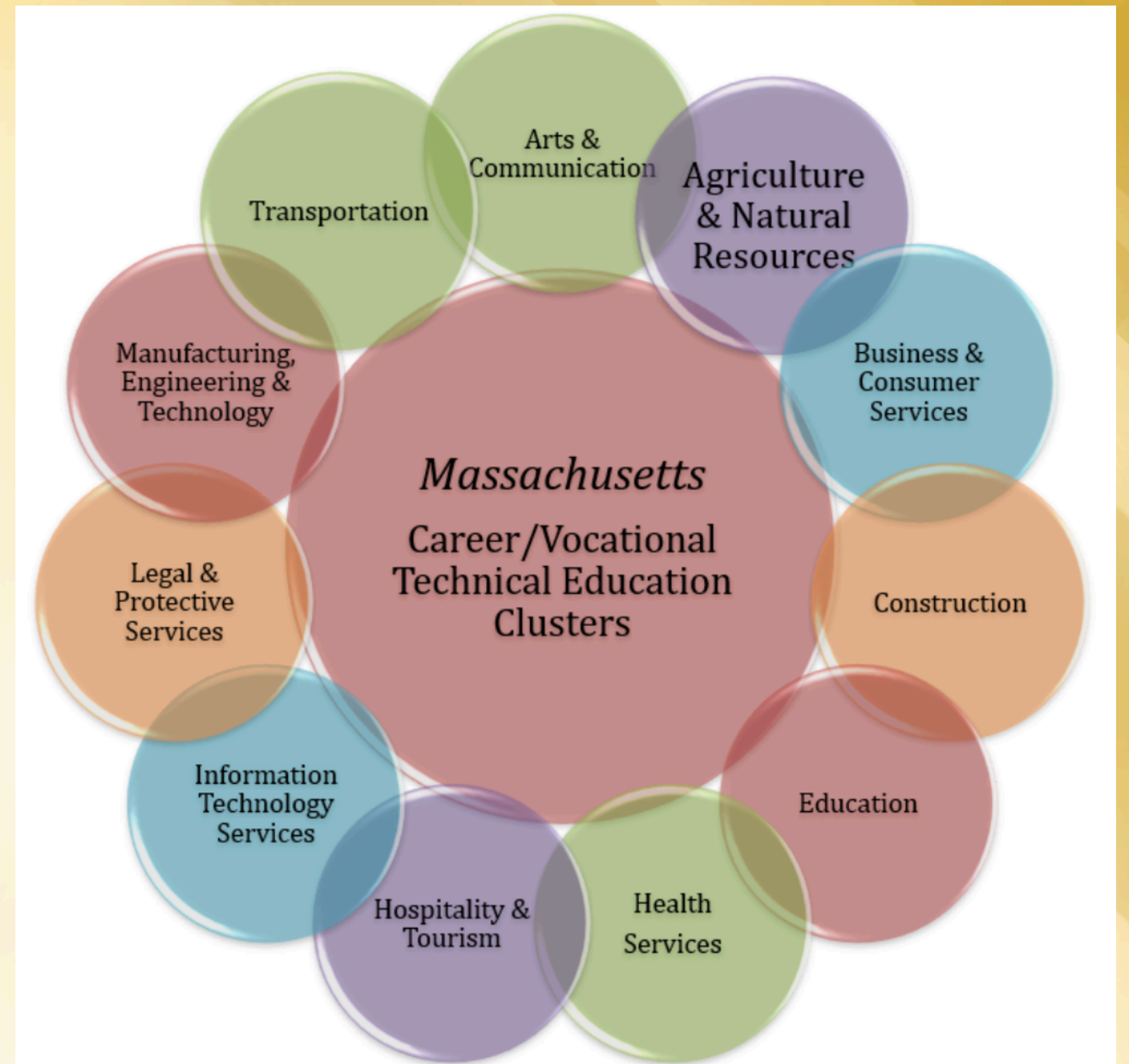


**HEALTHCARE AND  
SOCIAL ASSISTANCE**

2025 - 26

# 44 Chapter 74 CTE programs in Massachusetts

## Within 11 Career Clusters



# WHAT IS THE DIFFERENCE BETWEEN ICP AND CH74 CTE

## ICPs

- State approved ICP Designation
- Requires 2 technical courses, 2 advanced courses & 100hr internship
- Courses can vary
- Taught by teachers qualified to teach high school

## Ch74 CTE

- State approved Ch. 74 Designation
- Requires 900 hours of targeted coursework, skill development & internship
- Specific State Standards/curriculum
- Taught by a certified Ch. 74 CTE instructor in the industry

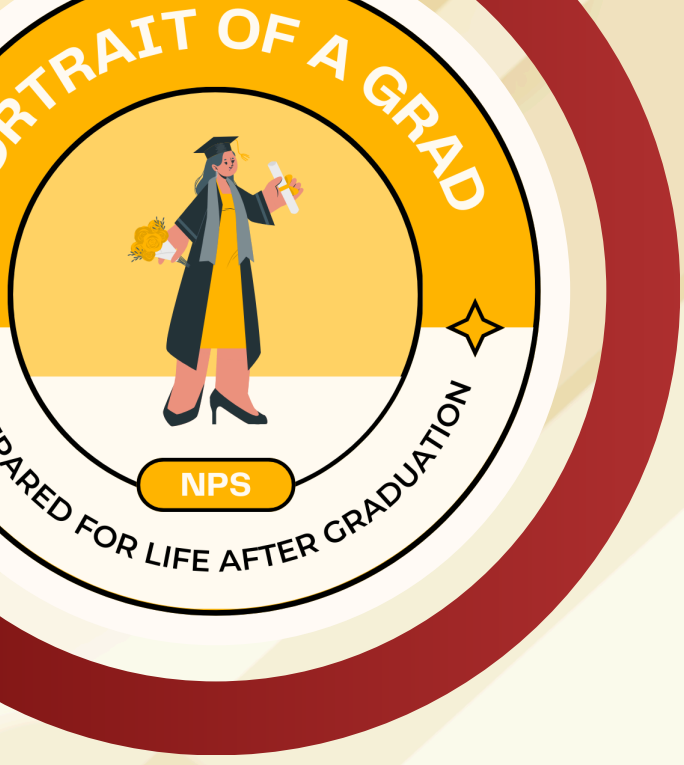
# **STEERING COMMITTEE GOAL**

- A visionary plan for CTE/Chapter 74 programming in Newburyport



# QUESTIONS





## **GUIDED DISCUSSION QUESTIONS**

***“When you think about students in our community and the regional workforce, where do you see the greatest opportunity for expanded career pathways at NHS?”***

***“Where do you see opportunities for stronger partnerships between NHS and local businesses or organizations?”***



# TIMELINE

## **Meeting # 2 April 10<sup>th</sup> (8:30 - 9:30)**

Objectives:

- Examine regional workforce data and student interest
- Program readiness
- Tour of NHS building for potential spaces

## **Meeting # 3 May 15<sup>th</sup> (8:30 - 9:30)**

# CLOSING

## What if... Protocol

- This is an opportunity to share all the possibilities and ideas in the room
- Taking turns, everyone will have the opportunity to share a *What if ...* as it relates to expanding CTE programming
- You can pass at any time and you can share more ideas after everyone has had the opportunity to share at least one

## INVITE & PURPOSE FOR AI AD HOC COMMITTEE

Thank you for your willingness to serve on the Newburyport Public Schools AI Ad Hoc Committee. I am excited to bring together a diverse group of administrators, educators, parents, and School Committee members to develop guidance around the use of AI in our schools.

### Our Purpose

The core mission of this committee is to advise the district on the purposeful, ethical, and equitable use of artificial intelligence. Our goal is to move beyond reactionary measures and develop a "Human-First Framework." By the end of our study period, we will submit a formal Guidance Document to the School Committee.

Our work will focus on four critical pillars:

- *Ethical Practices*: Developing practical guidance on academic honesty, data privacy, and algorithmic bias.
- *Teaching & Learning*: Exploring how AI tools positively impact teaching and learning. Provide examples of possible use cases.
- *AI Literacy*: Identifying skills students need at different grade levels to ensure they graduate as competent, thoughtful, and creative users of AI tools.
- *Professional Development*: Recommending guidelines to ensure administrators, faculty and support staff to effectively select and use new tools.

### Our First Meeting

We will begin this work by first developing a shared understanding of AI and secondly, clarifying our guiding principles.

We are committed to creating guidance that is flexible, useful, and adaptable. Your unique perspective is vital to ensuring that as AI evolves, we continue to prioritize the critical human relationships that support a healthy school culture.

Thank you again for your time and commitment to the students of Newburyport. I look forward to seeing you all on April 2nd.

Thanks again,

Sean

- Date: Thursday, April 2, 2026
- Time: 6:30 PM – 8:00 PM
- Location: Nock Library

# Rupert A. Nock Middle School

Art Teachers: Benjamin Ober and Kirsten Borne

First Name	Last Name	Grade	Title	Location
Chloe	Auger	Grade 6	Donkey	Glass Case
Naala	Brockelbank	Grade 6	Dino	Fireplace
Sienna	Burke	Grade 6	Palm Tree	Upstairs
McKinley	Carnevale	Grade 6	Ram	Upstairs
Emma	Czifrik	Grade 6	Polar Bear	Glass Case
Corryn	DeMann	Grade 6	Eeyore	Fireplace
Annie	Dupuis	Grade 6	Max	Glass Case
Cole	Gaeta Howat	Grade 6	Hobbit Hole Library	Lobby
Eliza	Kopp	Grade 6	Roo	Fireplace
Jade	Leblanc-Yung	Grade 6	Winnie the Pooh	Fireplace
Samantha	McGreevy	Grade 6	Olaf	Glass Case
Samira	Mirzayee	Grade 6	Tigger	Fireplace
Alexandra	Morse	Grade 6	Tropic Tides	Big Room
Lexi	Morse	Grade 6	African Buffalo	Glass Case
Keira	Ouellet	Grade 6	Mini Mouse	Glass Case

First Name	Last Name	Grade	Title	Location
Orion	Padden	Grade 6	Platypus	Glass Case
Finn	Sutton	Grade 6	Paper Weave	Upstairs
Mackenzie	Traister	Grade 6	America	Upstairs
Liam	Walton	Grade 6	Hippo	Fireplace
Liam	Walton	Grade 6	Red and Green Tree	Upstairs
Tessa	Ware	Grade 6	Gorilla	Fireplace
Penn	Weigold	Grade 6	Wolf	Fireplace
Duke	Yewell	Grade 6	Double Cheese Burger	Fireplace
Scarlett	Harris	Grade 7	Dr. Pepper	Big Room
Eloise	Itrato	Grade 7	Chuck Close Inspired Self-Portrait	Big Room
Bronwyn	Jones	Grade 7	My Abstract Art	Upstairs
Wyatt	Larkin	Grade 7	Self-Portrait	Lobby
Emilie	Macmillan	Grade 7	Zentangle Whale	Upstairs
Lyla	Melchionda	Grade 7	Light and Dark in the Deep Blue Sea	Big Room
Ella	O'Neill	Grade 7	F.C. Miami	Big Room
Vyana	Patel	Grade 7	Fantasy Drawing	Stairway
Vyana	Patel	Grade 7	Keep Moving Forward	Upstairs

First Name	Last Name	Grade	Title	Location
Adeline	Ripley	Grade 7	Stripes Self Portrait	Lobby
Addie	Sucheki	Grade 7	Crumble	Upstairs
Ozzie	Tonks	Grade 7	Sports Life	Upstairs
Finley	Upton	Grade 7	Nike Shoe	Upstairs
Brook	Warnat	Grade 7	Chipotle Logo	Big Room
Enzo	Chase Lemes	Grade 8	Art is Everything	Upstairs
Caela	Farrell	Grade 8	Once Upon a Time	Upstairs
Lucas	Gandolfi	Grade 8	Globe	Glass Case
Ben	Grelle	Grade 8	Love	Glass Case
Lillianna	Hall	Grade 8	Read More Books	Big Room
Alice	Hartlen	Grade 8	Toucan	Big Room
Phoebe	King	Grade 8	King Graffiti	Upstairs
Libby	Lauranzano	Grade 8	Goldfish	Glass Case
Ryleigh	Noonan	Grade 8	True Self	Big Room
Emma	Rabeau	Grade 8	Home Sweet Home	Upstairs
Emerson	Reynolds	Grade 8	Pink Dragon	Upstairs
Grace	Rohland	Grade 8	Butterfly	Glass Case

First Name	Last Name	Grade	Title	Location
Olivia	Roosevelt	Grade 8	Dunkin' Pink Drink	Glass Case
Oliver	Sheppard	Grade 8	Create	Glass Case
Calleigh	Ware	Grade 8	Sheepy	Upstairs
Parker	Weigold	Grade 8	Underwater	Upstairs