

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting 6:30PM

Wednesday, June 10, 2026

SC Business Meeting Agenda June 10, 2026

SC Business Meeting Agenda Notes June 10, 2026

2026 Retirements

SC Warrant June 10, 2026

SC Business Meeting Minutes May 13, 2026

Nock & NHS Roof Project Update

2028 Overnight Field Trips

- International Trip Proposal Summary
- 2025-2026 School Year Trip Demographics
- Trip Descriptions
 - Dominican Republic
 - Japan
 - Alps and the Mediterranean
- Policy JJH Student Overnight or Late Night Travel

Girls Golf & FY 27 Fee Schedule

Policy JQ Student Fees, Fines, and Charges

Newburyport Bank Donation

- Acceptance Motion
- Donation
- Policy KCD Public Gifts to the Schools

Superintendent's Report

- US Coast Guard JROTC Site Visit
- The Living Classroom Initiative
- FY27 Budget Follow-up

Newburyport Public Schools
School Committee Business Meeting

Wednesday, June 10, 2026 at 6:30PM
Senior/Community Center, 331 High Street, Newburyport, MA 01950

Join Zoom Meeting

<https://us02web.zoom.us/j/3539607329?pwd=O8JAvMY81HTUFk5f36kofi6wFRM3vf.1&omn=86811924100>

Meeting ID: 353 960 7329 / Passcode: 327902

The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.

Please note: The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 & streamed via <https://ncmhub.org/share/channel-9/>.

School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. Staff Retirement Recognitions
4. *Warrant – *possible Vote*
5. *Meeting Minutes May 13, 2026 – *possible Vote*
6. Student Representative Report
7. Nock & NHS Roof Project Update
8. *2028 Overnight Field Trips – High School – *possible Vote*
9. *Girls' Varsity Golf Team Proposal – *possible Vote*
10. *Adjustments to 2026-2027 Athletics User Fees – *possible Vote*
11. *Acceptance of Newburyport Bank Scholarship Funds – *possible Vote*
12. Nock/Molin Traffic Circulation Advisory Committee Discussion
13. Subcommittee Updates
 - a. Finance Subcommittee – *Andrew Boger*
 - b. Policy Subcommittee – *Kathleen Shaw*
 - c. Teaching & Learning Subcommittee – *Breanna Higgins*
 - d. SEPAC – *Kathleen Shaw*
 - e. NEF – *Lauren Eramo*
14. Superintendent's Report
15. New Business

* Possible Vote

Adjournment

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

Newburyport Public Schools

School Committee Business Meeting

June 10, 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

3. Staff Retirement Recognitions

Congratulations to the following staff members that will be retiring after many years of dedicated service to Newburyport Public Schools: James Antonelli (Dean of Specialized Programs – 3 years), Katie Bartolini (Health Services Director – 3 years), Brian Cahill (Bresnahan Custodian – 11 years), Janis Cahill (Bresnahan Grade 3 Teacher – 25 years), Vicki Dyer (NHS Secretary – 10 years), Cary Handler (Nock Instructional Ass't – 11 years), Johnny Hawkes (NHS Custodian – 24 years), Julie Malchow (Bresnahan Special Ed Teacher – 14 years), Kathy Ryan (Bresnahan Literacy Title I Teacher – 18 years), and Suzanne Simon (Bresnahan PK Teacher – 20 years)

4. *Warrant – possible Vote

5. *Meeting Minutes May 13, 2026 – possible Vote

6. School Committee Student Representative Report: NHS student representative will provide the report.

7. Nock & NHS Roof Project Update

Facilities Director James McSweeney will provide an update regarding the roof repair projects at the Nock Middle School and the High School.

8. *2028 Overnight Field Trips – High School – possible Vote

High School Principal Andy Wulf is seeking permission for overnight field trips to Dominican Republic (February 2028), Japan (April 2028), and the Alps & Mediterranean (Summer 2028) in accordance with Policy JJH – Student Overnight or Late Night Travel. Principal Wulf will review the tentative agendas for the trips. (attached)

9. *Girls' Varsity Golf Team Proposal – possible Vote

Superintendent Sean Gallagher will review a proposal to transition the Girl's Golf Program from club status to a sanctioned varsity sport for 2026-2027. The proposed varsity roster would carry approximately 12-15 golfers. All necessary components are already securely in place to ensure a successful transition, including a home golf course, a coaching staff and a tentative match schedule.

10. *Adjustments to 2026-2027 Athletics User Fees – possible Vote

Superintendent Sean Gallagher will review proposed increases to the 2026-2027 athletic fee schedule as discussed by the Finance Subcommittee. Changes include a \$25 increase to both Tier 2 and Tier 3 high school sports, changing Boys Varsity and JV Golf from Tier 2 to Tier 1, reintroducing a \$75 fee for middle school athletics and if approved, add Girls Varsity Golf to Tier 3. (Policy JQ Student Fees, Fines, and Charges attached)

11. *Acceptance of Newburyport Bank Scholarship Funds – possible Vote

School Committee will vote to accept a \$10,000 restricted scholarship donation from the Newburyport Bank Charitable Foundation and authorize disbursement of the funds for scholarship purposes. This donation consists of five \$2,000 scholarship payments to the recipients' colleges in accordance with the donor's written instructions, pursuant to M.G.L. c. Ch. 44, § 53A, M.G.L. c. Ch. 71, § 37A, and School Committee Policy KCD Public Gifts to the Schools. (attached)

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June 10, 2026

12. Nock/Molin Traffic Circulation Advisory Committee Discussion.
Members will discuss who will serve on this new advisory committee.
13. Subcommittee Updates
 - a. Finance Subcommittee – *Andrew Boger*
 - b. Policy Subcommittee – *Kathleen Shaw*
 - c. Teaching & Learning Subcommittee – *Breanna Higgins*
 - d. SEPAC – *Kathleen Shaw*
 - e. NEF – *Lauren Eramo*
14. Superintendent's Report: *Coast Guard JROTC Site visit, YURT Update, CREST Transportation Demo, School Safety and Violent Event Incident Management Workshop, and Budget.*
15. New Business

* possible vote

Adjournment

FYI: Upcoming Dates:

- ✓ Teaching & Learning Subcommittee meeting: Wednesday, June 10 @ 9:00AM
- ✓ City Council Budget Workshop: Thursday, June 11 @ 6:00PM
- ✓ AI Ad Hoc Advisory Committee meeting: Tuesday, June 16 @ 6:30PM
- ✓ Finance Subcommittee meeting: Thursday, June 18 @ 8:30AM
- ✓ Juneteenth Holiday – closed – June 19th
- ✓ Policy Subcommittee meeting: Monday, June 22 @ 6:30PM
- ✓ Student's Last Day (Gr K-12): Wednesday, June 24
- ✓ Molin Awards: Wednesday, June 24 @ 1:00PM
- ✓ School Committee Business meeting: Wednesday, June 24 @ 6:30PM
- ✓ Teacher's Last Day: Thursday, June 25
- ✓ School Committee Summer Retreat: Wednesday, August 12 @ 5:00PM

NEWBURYPORT PUBLIC SCHOOLS

2026 RETIREMENTS

<u>Name</u>	<u>Position</u>	<u>Years</u>
James Antonelli	Dean of Specialized Programs	3
Katie Bartolini	Health Services Director	3
Brian Cahill	Custodian (Bres)	11
Janis Cahill	Grade 3 Teacher (Bres)	25
Vicki Dyer	Secretary (High School)	10
Cary Handler	Instructional Ass't (Nock)	11
Johnny Hawkes	Custodian (High School)	24
Julie Malchow	Special Ed Teacher (Bres)	14
Kathy Ryan	Literacy Title 1 Teacher (Bres)	18
Suzanne Simon	PK Teacher (Bres)	20

School Committee - Warrant(s) June 10, 2026

Warrant 8181 FY26	\$ 575,263.85
A-Warrant(s)	<u>\$ 7,340.71</u>
Total of Warrants:	\$ 582,604.56

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

Wednesday, May 13, 2026

CALL TO ORDER / ROLL CALL

Member Andrew Boger called the School Committee Business meeting of the Newburyport School Committee to order at 6:30 PM. Roll call found all members present, except Mayor Sean Reardon and Juliet Walker.

Public Comments:

Alicia Tague, 18 Collins Street, Newburyport (special education concerns)

Warrant

On a motion by John Ricci and seconded by Lauren Eramo it was

VOTED: to approve the Warrant in the amount of \$671,680.61 as presented.

Warrant 8179 (FY26)	\$656,509.34
A-Warrant	<u>\$ 15,171.27</u>
	\$671,680.61

Motion Passed

Mayor Sean Reardon absent
Juliet Walker absent

Minutes

Motion:

On a motion by Breanna Higgins and seconded by Kathleen Shaw it was

VOTED: to adopt the minutes for the April 29, 2026 School Committee.

Motion Passed

Mayor Sean Reardon absent
Juliet Walker absent

NHS College & Career Preparation Presentation

Director of School Counseling Lauren Gee presented a summary of the high school's counseling curriculum. She provided an overview of the new Onward Block launched this year, including MyCAP Curriculum, examples of Onward Block activities for each grade, Foundational Programs used, and Career & Planning activities. Lauren reviewed various counseling instructions provided by the School Counselors, and resources available through Aaron Ribaudo-Smith in the College & Career Center. After the presentation, Lauren answered questions related to Onward Block, portfolios, financial literacy and college trends.

FY27 Budget

On behalf of Mayor Sean Reardon, a budget update prepared by the Mayor was read by Andrew Boger, which stated he submitted a proposed budget of \$40,844,765 to the City Council, which is \$123,901 lower than the budget the School Committee voted to approve (\$40,968,666).

Superintendent Gallagher shared several recent State funding updates which will positively affect the FY27 budget, as well as recent good news related to lower than anticipated costs related to the two school roof projects. The budget and funding updates will be discussed at the Finance Subcommittee meeting on May 21, 2026.

The Superintendent will have Facilities Director James McSweeney provide a roof project update at one of the June School Committee Business meetings.

Student Representative Report:

Maddie Jackman provided the student report which included Math MCAS, Mindful May, and Francis T. Bresnahan's 100th Birthday at the Bresnahan, Staff Appreciation, STEM Expo and 5th grade field trips at the Molin, Volunteer Week and Tiny Homes field trip at the Nock, and Leo Club Senior recognition, Brian Moore Track Coach of the Year, CPR training and the upcoming Mama Mia production at the high school. In addition, the district-wide Performing Arts Waterfront Front Festival will be held on Saturday, May 16th.

AI Ad Hoc Committee Update

Superintendent Sean Gallagher reviewed the purpose and goals of the AI Ad Hoc Committee. He reviewed a draft of four principles and four areas of guidance that the committee has been developing. The committee plans to have one additional meeting before presenting to the School Committee in June.

SUBCOMMITTEE UPDATES

Finance Subcommittee

Andrew Boger stated the next meeting will be held on May 21st.

Policy Subcommittee

Kathleen Shaw stated they will schedule a meeting in June.

Teaching & Learning Subcommittee

Breanna Higgins stated they will meet on May 20th to discuss the district's choice of a Literacy Curriculum next year.

SEPAC

Kathleen Shaw stated an in-person meeting was held today and was attended by school adjustment counselors to talk about various services provided (i.e. social emotional supports).

NEF

Lauren Eramo stated their next meeting will be next Wednesday night (May 20th).

Superintendent's Report

The Superintendent's report covered the following:

- ❖ Newburyport High School Academic Awards: The Superintendent attended the 68th Academic Awards night at the high school on May 6th.
- ❖ ADL 2026 Essex County Law & Education Day Breakfast: NHS Students, Brandon Sturma and the Superintendent attended this annual breakfast on May 7th, along with various local/state officials, law enforcement personnel and area students. The event is sponsored by the Anti-Defamation League.

- ❖ North Shore Superintendents' Roundtable (NSSRT): Superintendent Gallagher attended the recent NSSRT meeting which focused on public safety trends on the North Shore, including information presented by DA Paul Tucker regarding social host laws and underage drinking. The Superintendent would like to invite DA Tucker to speak with NPS parents and caregivers.
- ❖ 2026-2027 School Choice Update: Twenty-five school choice openings for 2026-2027 have been filled. Sixty-seven applications were received and thirty-nine applicants are on the waiting list.
- ❖ Skills Capital Grant Submission: NPS has submitted an application for a Massachusetts Skills Capital Grant, requesting \$3.1 million to advance vocational and technical programming at the high school.
- ❖ MCIEA / School Quality Measures: The Superintendent reported the School Climate Survey is currently open to administration, staff and students in grades 4-12. MCIEA will organize the feedback in time for the leadership teams summer retreat. The goal is to begin developing the dashboard next year.

Student Recognitions:

Two high school seniors, Maddie Jackman and Cassidy Bolcome, were recognized for their dedication and leadership in providing a student voice as the high school's student representatives to the School Committee.

New Business:

- Lauren Eramo reminded everyone the NEF Golf Tournament will be held next Monday (May 18th). And the NEF's first annual Mahjong tournament was held last Thursday.
- Kathleen Shaw attended the Mental Health Providers luncheon today, which was sponsored by Newburyport Recreation & Youth Services. A new 40 Assets youth survey is being worked on.

ADJOURNMENT

Motion:

On a motion by John Ricci and seconded by Kathleen Shaw it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 7:54PM and move to Executive Session for the purpose of discussing possible litigation and/or legal matters, and will not reconvene in Open Session.

Motion Passed

Mayor Sean Reardon absent

Juliet Walker absent

Roll Call Vote

School Committee Member	Vote
Mayor Sean Reardon	absent
Juliet Walker	absent
Kathleen Shaw	Yes
John Ricci	Yes
Breanna Higgins	absent
Lauren Eramo	Yes
Andrew Boger	Yes

Submitted by: Maddie Jackman & Cassidy Bolcome

Location: Senior Center

Bresnahan News:

Bresnahan 3rd graders started their two day Math MCAS testing today! Students have also been engaging in lots of hands-on learning and field trips - Kindergarten students went to the Dover Children's Museum last week; grade 1 is headed to Great Bay Discovery Center next week, and 3rd graders are going to Spencer Pierce Little Farm.

We are halfway through "Mindful May" at the Bresnahan School, with teachers and students exploring mindfulness each morning during Morning Meeting time. Mindful May also brings back our annual Gratitude Garland challenge — creating enough gratitude links to wrap around the entire Bresnahan School! We have come so close the past two years, and this year we are feeling especially hopeful. There is so much mindfulness, gratitude, and positivity happening throughout the building, and our garland is growing quickly. The big reveal will take place on June 3rd when we find out if we have enough links to make it all the way around the school! Stay tuned!

This Friday, we will celebrate what would have been Francis T. Bresnahan's 100th birthday! Students are encouraged to wear Clipper colors as we honor his lasting contributions to the Newburyport Public Schools community. We are especially excited that his granddaughter — one of our 3rd grade teachers — will share a few of his favorite things and reflect on his impact and legacy during Friday's announcement. We look forward to celebrating together!

Molin News:

A heartfelt THANK YOU from the Molin Staff to the PTO for an amazing and generous Teacher & Staff Appreciation Week. The PTO certainly made everyone feel special!

The Molin STEM EXPO is on June 5th. Students participating choose a scientific question/engineering challenge that interests them and then they: Experiment - Create - Collect Data & Test. Students share their projects and research data at the EXPO!

The Molin 5th graders modeled the MOLIN WAY on their recent hydrologic cycle field trip to the NBPT Water Treatment Plant, the NBPT Wastewater Treatment Plant, and Maplecrest Farm & the Indian Hill Reservoir. Our 5th graders were respectful, responsible, and kind while touring, asking questions & listening to presenters.

Nock Middle School News:

There is a lot of excitement across all three middle school grades as we head into the final stretch of the school year.

Our eighth-grade students are getting ready for their annual trip to Philadelphia. This is something they have been looking forward to all year, and the anticipation is building as they prepare for this memorable experience.

Seventh graders are currently out in the community for Volunteer Week, giving back through meaningful service projects and making a positive impact beyond the classroom. Next week, they will continue their Place-Based Education work with an ecology unit at Sandy Point State where they will explore local ecosystems and they will finish off the week, honoring our fallen soldiers with their annual flag planting At our local cemetery.

Meanwhile, sixth grade students have been fully engaged in their Tiny Homes unit, designing and building scale models inspired by their recent backcountry Tiny Homes experiential learning trip. They are especially excited to showcase their creativity and problem-solving skills at the STEM event at Fenway Park in early June.

Across all grade levels, students are deeply involved in hands-on learning, community engagement, and memorable experiences. The energy and enthusiasm are real as students continue to learn, grow, and make the most of these opportunities.

High School News:

Just over a week ago, the Newburyport Lions Club recognized senior members of the Leo Club for their commitment to service throughout their time in the organization. Through volunteerism and community engagement, these students have demonstrated leadership, compassion, and a strong commitment to giving back to the Newburyport community.

Congratulations to Track Coach Brian Moore on being named the Boston Globe's Division 4 Coach of the Year. Under his leadership, the track program has experienced tremendous success and continues to provide student-athletes with an outstanding experience.

Congratulations to the Red Cross Club on running a successful First Aid and CPR training course for babysitters last Saturday. This was a great way to engage students and equip them with valuable life-saving skills, while also helping prepare them for real-world responsibilities caring for children.

NHS Theatre cordially invites you to our spring production: ABBA's Jukebox Musical Hit *MAMMA MIA*. *The show opens Friday, May 22 and runs through May 30th! 78 student artists are involved--we hope to see you at the show!*

16 students returned from a 10 day trip to Peru and had a fabulous time. Catherine Taggart and Erin Hobbs went. We were in the Andes Mountains and went to Mount Machu Picchu.

District News:

The Newburyport Public Schools K-12 Performing Arts Waterfront Festival is this Saturday, May 16th from 12-4PM at Waterfront Park behind Sea Level and The Firehouse Center. Join us for a day of performing arts spanning all age groups in the district!

MSBA ROOF PROJECT COSTS

Nock Molin

OPM & Arch.	\$477,741.00
Construction	\$984,000.00
Contingency	\$153,195.00
Solar Panel **	\$230,723.86
Total Project Cost	\$1,845,659.86
Reimbursement 43%	\$727,759.89
Total Cost to City	\$1,117,899.97

NHS

OPM & Arch.	\$496,143.00
Construction	\$1,424,676.00
Contingency	\$161,672.00
Total Project Cost	\$2,082,491.00
Reimbursement 43%	\$825,952.17
Total Cost to City	\$1,256,538.83

****Note – This does not include the Estimated costs due to lost revenue
Estimated at \$10k – \$15k, and is not reimbursable from MSBA**

PROJECT TIMELINE

Start Date	End Date	
June 22	June 26	Solar Panels Being Removed
June 29	July 3	Contractors Site Preperations
July 6	August 28	Construction

INTERNATIONAL TRIP PROPOSAL SUMMARY

Trip	Coordinators	Date	Cost	Highlights
Marine Conservation in the Dominican Republic	Aaron Ribaudó-Smith	Feb 2028	4439	<ul style="list-style-type: none"> ● Community Service Focus ● Learn about biology and restoration practices ● Support Coral Reef development
Japan	Gary Matloff	April 2028	5505	<ul style="list-style-type: none"> ● Cultural Immersion ● Cities on visit: Tokyo, Kyoto, Kanazawa, Hiroshima
The Alps and Mediterranean	Aileen Maconi	Summer 2028	5089	<ul style="list-style-type: none"> ● Explore the culture of alpine villages and cities ● Visit the Riviera ● Study the art scene of Barcelona

2025-26 School Year Trip Demographics

Summary of Trips This School Year	Peru (26) Germany (10) NYC - Theater and Art Program (69) Cornell - Sailbot (26)
Total Individual Students Participating in an Out of State or International Trips in 2024-25 School Year	113
% of Students Who Received Financial Assistance	11.5 % (13 Students) - <i>Change +1.1% from last year</i>
Demographics	High Needs - 15% (<i>Change -8.4%</i>) Low Income - 8.8% (<i>Change +1%</i>) SWD - 10.6% (<i>Change -5.6%</i>) ELL - 0% (1.8%) FLEP students participated in a trip)
Funding Sources to Support Aid	Global Citizenship Program (International) PTO Scholarship (International) EF Chaperone Stipend (International) EF Scholarship (International) Advocacy Account (Domestic Trips)

School Committee Cover Sheet - 2028 International Trips

February Vacation 2028:

Trip: Marine Conservation in the Dominican Republic (3rd visit)

Teacher Group Leader: Aaron Ribaudo - Smith

Educational Tour Company: EF TOURS

Cost: \$4439/per student

Included:

- **Program Fee, (which includes all transportation, entrance fees, meals and activities)**
- **Travel/Health Insurance**
- **Tips**

Trip Objective: Community Service in Marine Conservation

April Vacation 2028:

Trip: Japan In Depth

Teacher Group Leader: Matthew Matloff

Educational Tour Company: World Strides

Cost: \$5,505 / per student

Included:

- **Program Fee, (which includes all transportation, entrance fees, meals and activities)**
- **Travel/Health Insurance**
- **Tips**

Trip objective: Learn about Japanese culture

Summer Vacation 2028: (Last week in June/First week in July)

Trip: The Alps and the Mediterranean

Teacher Group Leader: Aileen Maconi

Educational Tour Company: EF TOURS

Cost: \$5089 / per student

Included:

- **Program Fee, (which includes all transportation, entrance fees, meals and activities)**
- **Travel/Health Insurance**
- **Tips**

Trip Objective: Global Citizenship



MEANINGFUL. SUSTAINABLE. UNFORGETTABLE.

Journey to the Dominican Republic to discover the wonders of marine life—and what you can do to help preserve it. Here, you'll learn about the effects of overfishing, tourism, and climate change on coral reefs throughout the Caribbean before joining the movement to support its restoration. Working together with community members, you'll collect fragments of naturally broken coral and transplant them back into the reef, doing your part to preserve this important ecosystem. As you foster meaningful relationships within the community, you'll celebrate customs and help continue conservation efforts for generations to come.

18

Estimated
service hours

YOUR SERVICE PROJECT THEMES

We work with local nonprofits to better understand the needs of each community and then focus projects on those issues. Themes include:

- Environmental sustainability
- Responsible tourism
- Cultural immersion and diversity

MARINE CONSERVATION IN THE DOMINICAN REPUBLIC

8 days, estimated 18 service hours

What to expect on this Service Learning Tour

MEANINGFUL SERVICE

Working side by side with locals, you'll gain insight into the challenges they face and build lasting solutions to help empower the community.

Projects include:

- Learning about biology and restoration practices
- Attaching coral reef fragments to new sites
- Cleaning trash and debris from the shoreline

CULTURAL IMMERSION

Live just outside the communities you serve—celebrating customs and forming lasting connections with locals.

Activities include:

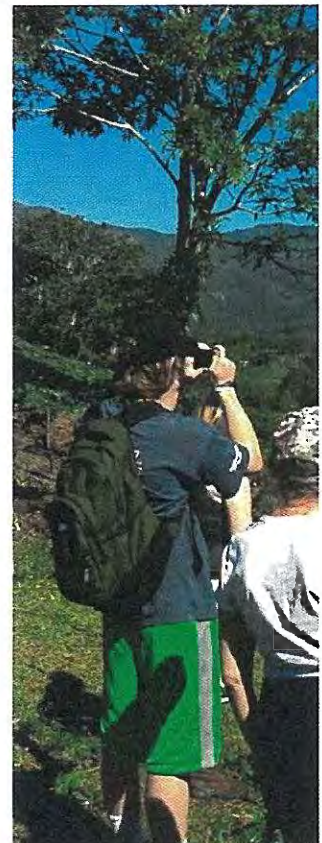
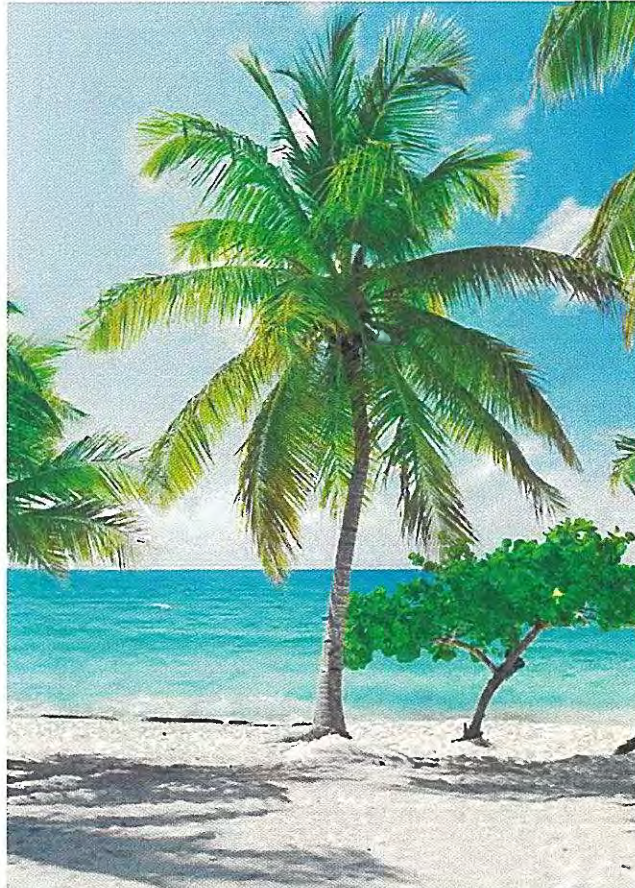
- Meeting with a community association to learn about the evolution of fishing and ecotourism
- Discussing the importance of environmental and marine conservation

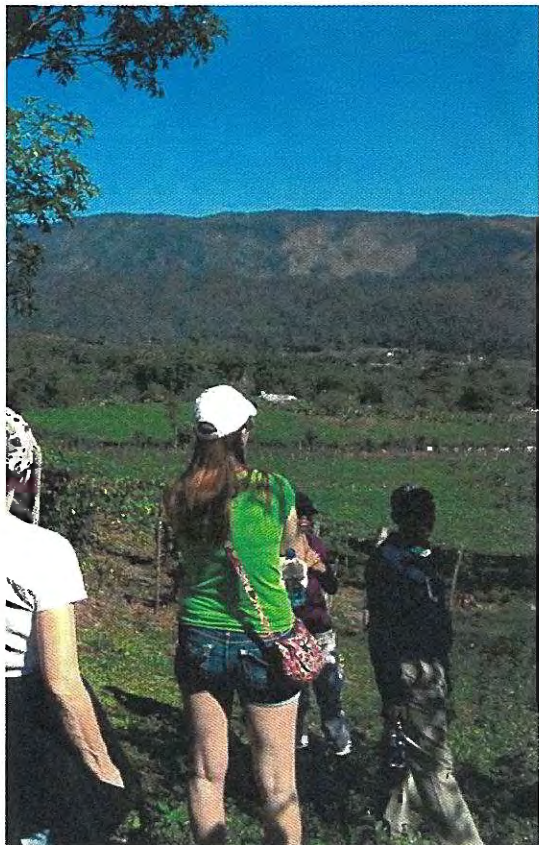
LEADERSHIP DEVELOPMENT

Your Field Director takes your global service experience even further, developing and strengthening leadership skills through activities and workshops.

Exercises include:

- Investigating global issues, exploring social justice, and building leadership skills
- Contextualizing the day's events through thoughtful discussion and group dialogue
- Reflective journaling to deepen the service experience





8-DAY ITINERARY

Day 1: Arrive in Santo Domingo

Meet your Field Director at the airport. After you arrive at your accommodations, settle in and meet your group for an orientation and safety overview.

Day 2: Service Project—Southeast Coast Coral Conservation

As communities evolve, so do their needs. That's why we work closely with nonprofits to better understand the local challenges. Since projects are determined closer to your actual tour date, here's a glimpse at what a typical day might look like:

- Transfer to Boca Chica.
- Meet EF's partner organization and learn how it is working to improve the state of coral reef in the Dominican Republic.
- Discuss coral reef biology and restoration practices.
- Practice snorkeling techniques as you learn how to identify local species of fish and gather scientific data within marine ecosystems.

Day 3: Southeast Coast

- Process scientific data gathered during a coral reef restoration campaign.
- Explore a mangrove ecosystem.

Day 4: Southeast Coast

- Meet a community association to learn about their transition from fishing to ecotourism as you explore the social dynamics of marine conservation.
- Explore a coral reef nursery and participate in local ecotourism activities, such as kayaking.
- Continue your coral reef restoration service project through activities that may include a mangrove restoration, waterfront cleanup, or data collection, depending on the community's needs at the time.

Day 5: Southeast Coast

- Continue your coral reef restoration project by studying a unique coral species.
- Participate in a meet and greet with marine biologists.

- Discover what a career in marine conservation could mean for you.

Day 6: Central Mountain Region

- Explore the importance of environmental conservation in the country's mountain region.
- Participate in a whitewater rafting excursion or learn about regional mountain ecosystems on a nature trail hike.

Day 7: Catalina Island

- Travel by boat to Catalina Island.
- Enjoy a relaxing day snorkeling and observing local coral reef, a beautiful example of successful conservation efforts within the Dominican Republic.

Day 8: Depart for home

Return to the airport and board your flight home.



LOCAL INSIGHT AND SUPPORT

Your Field Director deepens your connection to the land, people, and indigenous culture. With local perspective on community challenges and skilled training in service leadership, they'll provide insight and global context as they:

- Lead skill-building workshops and meaningful group reflections
- Connect you with local nonprofits and nearby villages
- Facilitate group orientation and safety training
- Handle all on-tour details, from meals to transportation



Everything you get: 7 overnight stays; round-trip flights on major carriers; daily breakfast, lunch, and dinner in the Dominican Republic; local ground transportation; full-time Field Director; sustainable service project; service hours that count towards academic credit; sightseeing tours led by expert guides; entrance fees and excursions per the itinerary



Your partner in global education

EF EDUCATIONAL TOURS

For over 55 years, EF has worked with educators across the world to help millions of students become citizens of the world through one global mission: *Opening the World Through Education*. With more than 600 schools and offices in over 50 countries, our staff can respond in person wherever you are, 24 hours a day. We're also an accredited educational institution, offering students the option to earn high school and college credit.

ABOUT SERVICE LEARNING TOURS

On an EF Service Learning Tour, you and your students work side by side with locals on community-driven projects in Asia or the Americas. EF partners with established nonprofits and NGOs—such as the Mariposa Foundation and the Andean Alliance for Sustainable Development—to make sure your contributions are both meaningful and sustainable. Through hands on work and deep exposure to the local culture, students learn vital collaboration and problem-solving skills. They return inspired to make a difference at home, too.

START PLANNING

To enroll on this tour, ask your teacher for the tour number and visit eftours.com/enroll or call 800-665-5364.

Travel logistics

Proposed tour for Aaron Ribaldo Smith in Winter 2028

Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: February 18-27, 2028

Requested travel dates: February 19-26, 2028

Price Details	
Marine Conservation in the Dominican Republic	
Program Price *	\$4,319
Includes:	
• Round-trip airfare and on tour transportation	
• Hotels with private bathrooms	
• Breakfast and dinner (see your itinerary for meal details)	
• Full-time Tour Director	
• Daily activities, tours and entrances to attractions	
Global Travel Protection	\$190
Early Enrollment Discount	-\$200
Included Gratuities	\$130
EF's Peace of Mind Program *	Free
Total for Students (under 20)	\$4,439
23 monthly payments	\$189/mo
Adult Supplement †	\$830
Total for Adults	\$5,269
23 monthly payments	\$225/mo

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Santo Domingo, Dominican Republic

While you are in the big cities in the Dominican Republic, you'll stay in chain hotels that are simple but clean and modern amenities. Be aware that tropical conditions in the Dominican Republic make insects and other small animals (such as ants, mosquitoes, lizards, spiders, and frogs) more prevalent. Please note that electrical voltage and outlets in the Dominican Republic are the same as in the U.S., so you will not need an adapter or converter.

Hodelpa Centro Plaza

<https://www.hodelpa.com/en/centro-plaza>

Address: Calle Hostos Esq. Calle El Conde, Colonial City, Santo Domingo

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

Dominican Republic: Sample Meals

Mashed plantains, rice and beans, fried/grilled fish with rice, salad, rice and beans

On tour, breakfast is typically simple and served at the hotel, either plated or buffet-style. Lunch usually gives travelers the opportunity to explore the local cuisine on their own. Dinners will be a mix of familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

My name is Anna Moses and I'm the dedicated Tour Consultant for Newburyport High School. I'll be working closely with your Group Leader, Aaron Ribaud Smith , every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Anna Moses
Tour Consultant
anna.moses@ef.com



EDUCATIONAL
TOURS

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/

This is also your tour number

THE ALPS & THE MEDITERRANEAN COAST

11 or 13 days | Switzerland | Italy | France | Spain

Each stop on your journey will leave you awe-inspired—from the tranquility of lakes Lucerne and Como, to the Mediterranean shores of Cinque Terre and Nice, to the culture and architecture of Provence and Barcelona. Museums will always have their place, but sometimes it's what's outside that really takes your breath away.

YOUR EXPERIENCE INCLUDES:

-  Full-time Tour Director
-  **Sightseeing:** 2 sightseeing tours led by expert, licensed local guides (3 with extension); 3 sightseeing tours led by your Tour Director; 2 walking tours (3 with extension)
-  **Entrances:** Swiss Alps experience; Cinque Terre: Pont du Gard; Nimes Amphitheater; Palais de Papes; Park Güell; with extension: Prado; Immersive Scavenger Hunt
-  **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 9 overnight stays in hotels with private bathrooms (11 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

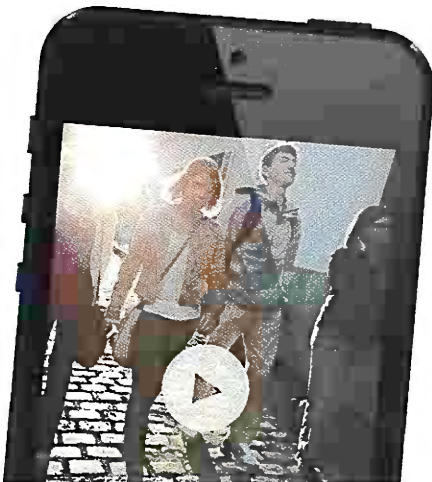
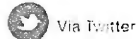
And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

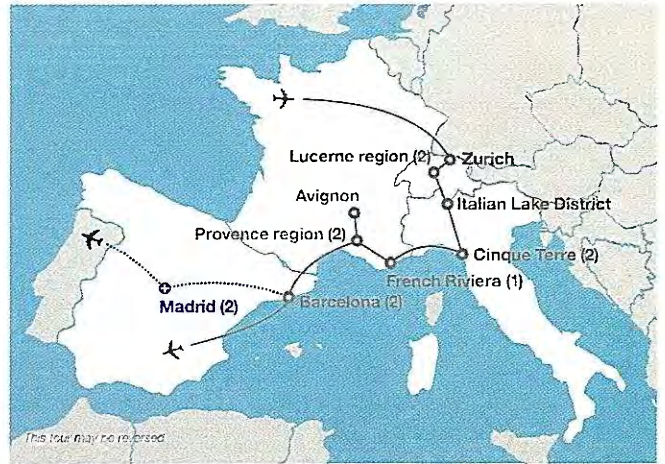
@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT
Watch the videos at eftours.com/

Your teacher's Tour Website



What you'll experience on your tour

Day 1: Fly overnight to Switzerland

Day 2: Zurich | Lucerne region

- Meet your Tour Director at the airport.
- Travel to the Lucerne region, where the majestic Swiss Alps rise behind the shores of Lake Lucerne and provide the stunning backdrop to one of Switzerland's most picturesque cities.

Day 3: Lucerne region

- During your tour of Lucerne, you'll see the poignant Lion Monument, or Löwendenkmal, a sandstone statue commemorating the Swiss Guards slain in the 1792 Paris storming of the Tuileries. Follow Lucerne's winding cobbled streets past fairy-tale houses to the Chapel Bridge, or Kapellbrücke. Stroll along this covered bridge, which dates back to medieval days, and admire the colorful murals overhead.
- Enjoy a thoroughly Swiss experience as you travel to the top of the Alps: take a boat across Lake Lucerne (seasonal), and ride a cog railway to either Mount Pilatus or Mount Rigi.
- Enjoy more time to explore Lucerne or
 - ☉ attend a Swiss folklore evening.

Day 4: Lucerne region | Lake Como | Cinque Terre

- Travel to Cinque Terre via the Italian Lake District, which stretches across Northern Italy.

Day 5: Cinque Terre

- Visit Cinque Terre, a UNESCO World Heritage Site since 1997. See the stunning, colorful houses built along the rugged landscape, and admire the captivating view of the surrounding hillsides.

Day 6: Cinque Terre | French Riviera

- Travel to the French Riviera. On the way, stop in Monaco to take in the sights and sounds. The kingdom of Monaco, ruled by the House of Grimaldi since 1297, is the second smallest country in the world. A tourist destination and a recreation center for the wealthy, picturesque Monaco is often romanticized in popular culture.
- Take a walking tour of Nice, known as *Nice la Belle* or "Nice the Beautiful." Such is the breathtaking allure of this port city that it has inspired countless geniuses—painters like Marc Chagall and Henri Matisse, composers such as Hector Berlioz, and philosophers like Friedrich Nietzsche.
- Enjoy dinner in Nice.

Day 7: French Riviera | Provence region

- Continue on to the Provence region of France. Painter Paul Cézanne once said of Provence, "Everywhere are the fragrances of honey, thyme, lavender, all the herbs of the nearby hills." Discover for yourself what also inspired Picasso and van Gogh.
- Take a tour of Avignon, where you'll visit Pont d'Avignon, a famous medieval bridge across the Rhone.
- Visit the Palais des Papes, home to French native Pope Clement V, who moved the papacy here from Rome in 1309. View the stunning Italian frescoes in the chapel and see the hidden vaults where the church's riches were stored.

Day 8: Provence region

- Visit Pont du Gard.
- Take a tour of Nîmes with an expert local guide.
- Visit the Nîmes Amphitheater.

Day 9: Provence region | Barcelona

- Travel to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso, and Dalí flourished.
- Take a walking tour of Barcelona and stroll down Las Ramblas.

Day 10: Barcelona

- Take an expert-led tour of Barcelona.
- Visit Park Güell.
- Enjoy more time to explore Barcelona or
 - ☉ attend a Barcelona flamenco evening.

Day 11: Depart for home

☉ 3-DAY TOUR EXTENSION

Day 11: Madrid

- Travel by AVE train to Madrid.
- Take a walking tour of Madrid.
- Visit the Prado.

Day 12: Madrid

- Take an expert-led tour of Madrid and see Puerta del Sol and Plaza Mayor.
- Explore Madrid during a self-guided Immersive Scavenger Hunt designed exclusively for EF.
- Enjoy time to see more of Madrid or
 - ☉ visit Toledo.

Day 13: Depart for home

My daughter just got home from France & Spain and I cannot say enough good things about her trip! We're already looking forward to picking a trip for next year! THANK YOU EF!

– NICKIE, PARENT



Via Facebook

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____

2. _____

3. _____

Travel logistics

Proposed tour for Aileen Maconi in Summer 2028

Price of this tour

The tour program price covers a wide range of services that ensure students have an incredible travel experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, and logistical support once the group reaches their destination.

Full, flexible travel window: June 22-July 8, 2028

Requested travel dates: June 25- July 5, 2028

Price Details	
The Alps and the Mediterranean Coast	
Program Price ¹	\$4,799
Includes:	
• Round-trip airfare and on tour transportation	
• Hotels with private bathrooms	
• Breakfast and dinner (see your itinerary for meal details)	
• Full-time Tour Director	
• Daily activities, tours and entrances to attractions	
Swiss folklore evening	\$150
Global Travel Protection	\$190
Early Enrollment Discount	-\$200
Included Gratuities	\$150
EF's Peace of Mind Program ²	Free
Total for Students (under 20)	\$5,089
27 monthly payments	\$185/mo

Travel logistics

Continued

Hotels

Every hotel we partner with must meet our strict standards for safety, quality, and cleanliness. Hotels are thoroughly vetted by our team and they're regularly inspected to ensure they continue to meet these standards. It's important to note that hotels abroad may have different amenities than travelers may be accustomed to in the United States. Below are expectations & examples of hotels travelers may encounter at your proposed destination:

Zurich, Switzerland

Groups stay a half hour or so from the center of Zurich, in the suburbs or near the airport. Hotels are selected to minimize travel time between the previous and following stops on your itinerary and may not always be located near public transport. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may also be on the smaller side without AC, and hotels may not have elevator access.

Meininger Zurich Green City
https://www.meininger-hotels.com/en/hotels/zurich/hotel-zurich-greencity/?utm_source=gmb&utm_medium=referral&utm_campaign=ZUR-GC&utm_content=website

Address: Maneggstrasse 41, 8041 Zürich

Provence region, France

Logis Hotel Uzès Pont Du Gard
<https://bestwesternuzespontdugard.h-rez.com/>
Address: 2 Bis Rue De L'emeraude, Uzès, 30700, France

French Riviera, France

Groups stay in areas along the Riviera such as Cannes, Frejus, Nice, or Antibes. From the hotel, the driving time to your destination will depend on where your group is staying and what the itinerary is for that day. Accommodations meet the standard you'd expect from a typical European hotel, which means that rooms come with private bathrooms and feature multiple single or shared double beds. Rooms may be on the smaller side without AC, and hotels may not have elevator access. Hotels also do not supply pool or beach towels, so it's recommended to pack your own.

Zenitude Hotel Residences Mandelieu La Napoule
https://www.zenitude-hotel-residences.com/fr_FR/residence/mandelieu-la-napoule/142

Address: 161 Rue Yves Brayer, 06210 Mandelieu-la-Napoule, France

Meals

Meals are chosen to provide a more immersive cultural experience, giving students the chance to sample traditional cuisine and experience local dining customs. Below are examples of dishes travelers may encounter at your proposed destination:

France: Sample Meals

Cheese quiche, turkey with rice, sauce, mushroom and beans, apple tart. Salad, flammekueche, chocolate mousse. Couscous with vegetables and meat, fruit salad

Italy: Sample Meals

Tomato bruschetta, cannellini beans with garlic and sage, lasagna, gelato. Spaghetti with pesto, pork loin with spinach and potatoes, fruit salad

Spain: Sample Meals

Spanish tortilla, pork loin with potatoes and mushrooms, ice cream

Switzerland: Sample Meals

Soup, alpine macaroni, chocolate mousse.

On tour, breakfast is typically simple and served at the hotel, familiar dishes and local specialties, all served from a pre-set group menu.

Next steps

My name is Anna Moses and I'm the dedicated Tour Consultant for Newburyport High School. I'll be working closely with your Group Leader, Aileen Maconi , every step of the way to make sure your student tour is perfectly planned. If you have any questions or need additional information, don't hesitate to reach out.

Sincerely,

Anna Moses
Tour Consultant
anna.moses@ef.com



EDUCATIONAL
TOURS

Global Travel Program Proposal



Your partner in travel-based learning

Our mission

We're educators, just like you. And we're dedicated to helping students become more future ready.

EF stands for Education First. For almost 60 years, we've worked in service of our mission, *Opening the World Through Education*, to help learners of all ages overcome barriers of culture, language, and geography to increase global understanding. We partner with educators to provide innovative, immersive programs that prepare students to succeed in college, in their careers, and throughout their adult lives. Here's how we'll collaborate with your school to create meaningful learning experiences.

What's in this document

- pg. 2 Learning outcomes
- pg. 4 Academic credit & professional learning
- pg. 5 Building equitable travel programs
- pg. 6 Managing cost & payments
- pg. 7 Safety
- pg. 9 Protection for travelers, schools & districts
- pg. 11 Travel logistics
- pg. 13 Next steps



This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Learning outcomes

It's our goal to put "education first" in every single tour. That's why we carefully design our itineraries to complement your teaching, offering students hands-on experiences that deepen their understanding, build essential skills, and inspire them to apply their learning in meaningful ways.

Our method

We enhance what you teach with relevant experiences outside the classroom.

Our proven travel-based learning method safely takes students out of their comfort zones and helps them understand more about themselves and the world around them. It sparks a true journey of self-discovery, empowering them to take action and make a positive impact in their communities and beyond.

Our programs

We design every EF program with a curriculum of immersive, hands-on learning that builds essential skills.

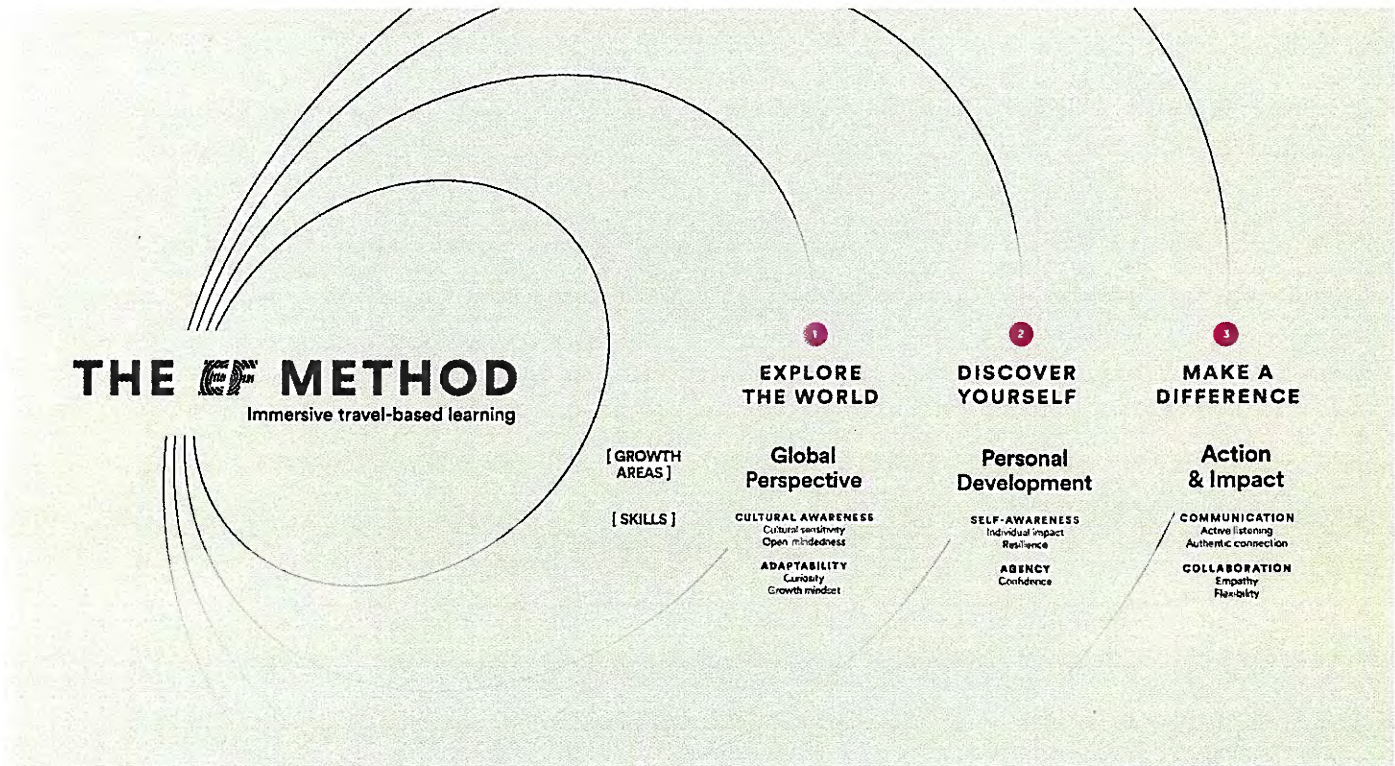
EF learning journeys offer incredible growth opportunities. Through professionally guided travel, authentic cultural exchange, experiential learning, and independent discovery, students develop critical skills they'll carry with them through the rest of their lives.



Learning outcomes

Continued

EF students build essential skills in these key growth areas:



Explore the World

Students will gain a global perspective & gain skills in:

- **Cultural awareness:** Experiencing different contexts fosters cross-cultural knowledge and skills, encouraging open-mindedness.
- **Adaptability:** Navigating unfamiliar environments teaches you how to adjust to new situations, overcome challenges, and thrive in diverse settings. This helps build curiosity and develop a growth mindset.

Discover Themselves

Students will encounter personal development & gain skills in:

- **Self-awareness:** Building meaningful connections with others helps reveal your own biases and beliefs, fostering mindset shifts and strengthening resilience.
- **Agency:** Knowing yourself builds confidence and helps you decide who you want to be and the mark you want to make—empowering you to become a stronger advocate for your dreams.

Make a Difference

Students will grow in action & impact and gain skills in:

- **Communication:** You connect with others more deeply through active listening, authentic connection, empathy, and appreciation—then share your own point of view.
- **Collaboration:** You develop the interpersonal skills to thrive in multicultural teams—embracing empathy and flexibility to discover better solutions, take action, and create meaningful impact.

Academic credit & professional learning

We provide opportunities for students to earn academic credit and for educators to pursue professional development, supplementing their travel experiences with real-world educational achievements.

EF is an accredited institution

Like all our tours, EF's academic courses are built around the EF Method: immersive travel-based learning that helps students and educators learn more about the world, themselves, and the impact they can make. Students can also develop the essential skills that colleges and employers value most. EF is accredited by the same prestigious organizations who accredit the schools we work with across the country.



Academic credit for students

Every EF tour includes opportunities to enhance the educational experience by earning academic credit. Immersive travel combined with academic coursework is a powerful way for students to build their resumes, stand out on college applications, and even get a jumpstart on undergraduate-level college credits—at a fraction of the normal cost!

- Students in grades 6-12 can earn **1 high school elective credit** through an online course before, during and after travel (included in the cost of tour!)
- Students in grades 6-12 can earn the **EF | Nobel Prize Museum Global Citizen Certificate**. (included in the cost of tour!)
- Students in grades 9–12 can **earn 3.0 undergraduate credits**, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$550.

Professional learning for educators

EF offers educators unique professional learning opportunities, including graduate-level college courses at a fraction of the typical cost, flexible professional learning hours, and much more.

- Group Leaders can earn **25 professional learning hours** by participating in the seminars and scheduled activities on an EF training tour. **10 hours** can also be earned on a Virtual Training Tour.
- Group Leaders can earn **45 professional learning hours** by completing EF's in-house course. This includes pre-tour research and coursework.
- Group Leaders can earn **3 or 6 graduate-level credits** (\$550/\$900) upon the completion of a 16-week, online course, "Leading Global Discussions," with Southern New Hampshire University the year after their tour.
- Group Leaders going on an EF Leadership Summit can earn **15 professional learning hours** by simply participating in the Professional Learning Track at Summit.

To learn more about EF's educational philosophy, visit eftours.com/education

Building equitable travel programs

One tour can open up countless possibilities for a group of students. A sustainable, multi-tour travel program extends those possibilities to even more students—year after year. It also promotes greater equity by giving families time to fund travel and by offering options that cater to different interests.

A multi-tour program could include:

2026

London, Paris & Rome (Summer)

Japan: Land of the Rising Sun (Summer)

2027

Belize: Conservation from Ridge to Reef (Spring)

Greece & Italy (Summer)

Culture & Service in Thailand (Summer)

2028

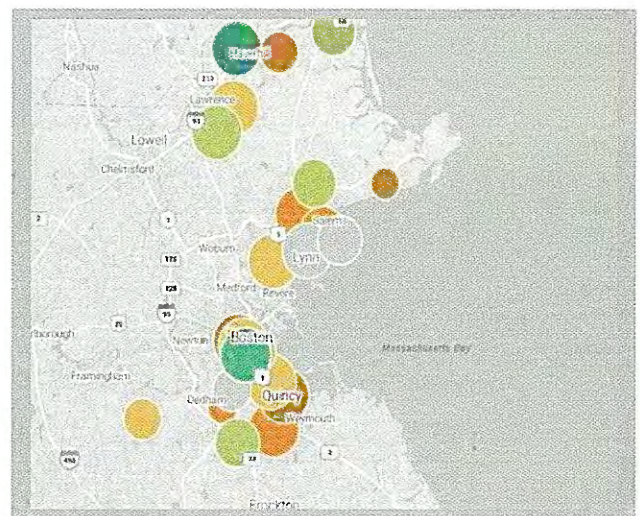
Costa Rican Explorer (Spring)

Language Immersion through Spain (Summer)

Marine Conservation in the Dominican Republic (Summer)

Travel programs in your region

Here are the other districts in your region that have embraced travel-based learning opportunities. Read on to discover how you can help the students in your community access these same life-changing experiences.



Managing cost & payments

We believe in the life-changing power of educational travel and want as many students as possible to be able to experience it. With flexible payment options, fundraising tools, and scholarships, we aim to make these transformative experiences more widely accessible.

Automatic Payment Plan

Our recommended payment plan allows travelers to break their tour fee into manageable installments. Since most tours are planned well in advance, travelers can enroll for only \$95 and then spread the tour cost over an extended period—often up to 18 months or two years—with the final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages

Each student receives their own unique and customizable fundraising page. This easy-to-share page makes it simple for friends and family to contribute directly to the tour cost, with no fees

Global Citizen Scholarship Fund

Every year, EF Educational Tours awards \$100,000 in scholarships to students across the country. Any student can apply for the Global Citizen Scholarship, which is granted on both a merit and needs basis.

Risk-Free Enrollment Period

New travelers who enroll can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.



Safety

Our travelers' safety is our top priority. With an extensive global presence, industry-leading experience, and close relationships with U.S. and international authorities, that's a statement we can back up with confidence. We ensure that every situation is managed with the utmost care.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries around the world. And we don't just work in those countries—we call them home. Better yet, EF has team members in nearly every one of our tour destinations, providing local knowledge and ensuring the safety of our groups. This presence allows us to support travelers wherever and whenever they need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff are always available to help. Your Tour Director serves as your group's constant companion and first point of contact in an emergency. Our fully trained support teams are also on call 24/7, ready to assist teachers with any issues and provide the necessary resources to get things back on track. Finally our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 365 days a year.



Safety

Continued

Your school's team

These EF staff are fully committed to your school's travel program and the safety of every student.

OPERATIONS SAFETY & INCIDENT RESPONSE TEAM

This team is strategically based in our Boston, Panama, and Zurich offices to accommodate all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and experience to manage emergencies. They also facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities as needed.

EMERGENCY SERVICES & SUPPORT TEAM

Our support team is also available 24/7 to help resolve any issue, from a missed flight or a lost passport to more serious on-tour incidents. They're also the ones facilitating communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

TOUR DIRECTOR

Tour Directors are assigned exclusively to each tour for the duration of the trip. They meet your group at the airport and stay with them until their departure home. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings.

They're the first point of contact in an emergency and provide safety information to the travelers in their group. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're culturally connected and expertly trained to support impactful learning experiences.

EF TRAVEL TEAM

This team—comprised of a Tour Consultant and an EF Experience Specialist—is your school's main point of contact at EF. The Tour Consultant serves as your itinerary expert and is devoted to making sure your students get the most out of their travel experience. They partner with your school on everything from finding the perfect tour and enrolling travelers to developing long-term programs for your district and community. The EF Experience Specialist handles the finer details that make your experience with EF seamless. They work directly with Group Leaders (your teachers) right up until the moment of departure, ensuring everything goes smoothly.

TRAVELER SUPPORT

Our team of Travel Support Specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

CHAPERONES

For every six travelers who enroll on a school's tour, the group is eligible to bring along a chaperone for free (with the first spot reserved for the Group Leader). This creates a 6:1 student-to-chaperone ratio, and allows chaperones to assist Group Leaders in supervising students.

Protection for travelers, schools & districts

We understand that unpredictable situations can happen, whether on tour or before departure. That's why we offer a range of protections to make sure travelers, schools, and districts are covered no matter what. We do everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are added as additional insureds under our **\$50 million General Liability Policy**, whether or not the tour is considered a school event. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement which includes a release of liability of their Group Leader, school, and school board.

Peace of Mind Program

Provided to all groups

When your school decides to travel with EF, we want you to feel secure in that decision. This benefit, built into every EF program, gives groups the flexibility to change their tour dates or destination. It can be enacted up to 59 days prior to departure for any reason, including terrorism or other world events.



Protection for travelers, schools & districts

Continued

Protection for individual travelers

While on tour, travelers can help protect their investment and themselves from certain unexpected events and expenses with our Global Travel Protection and Global Travel Protection Plus plans.

GLOBAL TRAVEL PROTECTION

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation coverage for specified reasons.

GLOBAL TRAVEL PROTECTION PLUS

Available to all travelers

This plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before travelling on our student tours. This provides a safer tour experience for all and aligns with the process many school districts have for adults who volunteer or chaperone school activities. Conducted by a leading professional provider, the secure background check only flags individuals who could present a risk to student travelers while on tour.





WorldStrides®

Educational Travel & Experiences



Japan in Depth

program.worldstrides.com/Matloff-2336

April 14 - April 22, 2028

Day 1 Overnight Flight to Japan (Tokyo)

Day 2 Konnichiwa Tokyo

Meet your LEAP-trained Tour Director

Day 3 Tokyo

Tokyo guided sightseeing tour: Senso-ji temple visit, Meiji Shrine visit, Harajuku District visit
Shibuya Crossing
Akihabara Electric Town visit

Day 4 Tokyo

Tokyo Tower visit
Diver City Tokyo visit
The National Museum of Emerging Science and Innovation visit
Japanese school visit

Day 5 Tokyo--Kanazawa

Travel to Kanazawa via Bullet train
Kanazawa guided sightseeing tour: Nagamachi Quarter, Nomura House visit, Kenrokuen Park

Day 6 Kanazawa--Kyoto

Travel to Kyoto by train
Arashiyama District visit: Togetsu-kyo Bridge, Bamboo Grove, Tenryu-ji Temple visit

Day 7 Kyoto

Travel to Hiroshima via Bullet train
Hiroshima guided excursion : Atomic Dome visit, Peace Memorial Park visit, Peace Memorial Museum visit , Shukkei-en Garden visit
Okonomiyaki dinner
Travel to Kyoto by bullet train

Day 8 Kyoto

Kyoto guided sightseeing tour: Kiyomizu Temple visit, Ninen Zaka visit
Participate in a tea ceremony
Kinkaku-ji temple (Golden Pavilion) visit
Nishiki Market visit

Day 9 Flight home from Osaka

Travel to Osaka for flight home



Reserve your spot!

MyTrip ID: Matloff-2336

Registration deadline: March 26, 2026

What's included

We provide everything you need for a remarkable trip:

- LEAP – Learning through Exploring and Actively Participating increases engagement, critical thinking, understanding of diverse perspectives, and personal growth.
- WorldStrides Tour Director: An experienced education and destination professional, trained in LEAP, who engages students with hands-on learning opportunities.
- Round-trip airfare and transportation to activities in the itinerary
- Hotel accommodations
- Breakfast daily except on arrival day
- Dinner daily except on departure day
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Discovery Journal (available upon request for U.S. travelers)
- Traveling U.S. educators can earn professional development hours/CEUs.
- Earn high school credit (grades 6–12) or college credit (grades 9–12) — available to U.S. travelers who complete the program and WorldStrides coursework.
- Basic medical, dental, and emergency-evacuation insurance during the trip (U.S. travelers only).
- WorldAssist staff members available 24/7/365 should your group need extra help
- Tips for local guides and drivers are included (except multi-day bus drivers). Tour cost doesn't include optional pre-paid tips for the Tour Director or multi-day bus driver unless the pre-paid tip option has been purchased.
- Note: Tour cost does not include airline-imposed baggage fees.
- Note: Tour cost does not cover entry requirements or related fees. This includes, but is not limited to, REAL ID (U.S. travelers only), passports, visas, and travel-authorization fees.
- Note: Tour cost does not include optional excursions and other individual and group customizations will be listed as separate line items in the total trip cost, if included. Listed inclusions may not apply if the program is customized.

Tour investment

Students (travelers under the age of 23): \$5,505

Adults (age 23 and over): \$5,945

Price reflects savings of \$200 scholarship. Sign up by 3/26/2026 and enter code EarlySavings28 in order to take advantage of this limited-time offer!

Automatic monthly payment plan

Pay just \$50 upon enrollment and the balance will be divided into

Enroll online,
by phone, or by mail



Visit

program.worldstrides.com/Matloff-2336



Use Matloff-2336 to register



Mail in your paper application to:

WorldStrides Programs
Attn: Participant Services
701 E. Water Street, Suite 200
Charlottesville, VA 22902

equal monthly payments, charged automatically to your credit card or checking account. As of February 03, 2026, your monthly payment would be just \$218.20.

Travel protection

We recommend protecting your investment with a travel protection plan. For details, visit worldstrides.com/travel-protection-plans.

JJH STUDENT OVERNIGHT OR LATE NIGHT TRAVEL

SERIES J - STUDENTS

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

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

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

Policy References:

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

CROSS REFS.: IJOA, Field Trips

Adopted: June 19, 2017

Revised: February 27, 2024

Athletics Update

Girls Golf & FY27 Fee Schedule

School Committee Meeting
June 10, 2026



Athletics Program Overview

Newburyport Public Schools offers a broad athletics program with strong student participation across multiple seasons and sports.

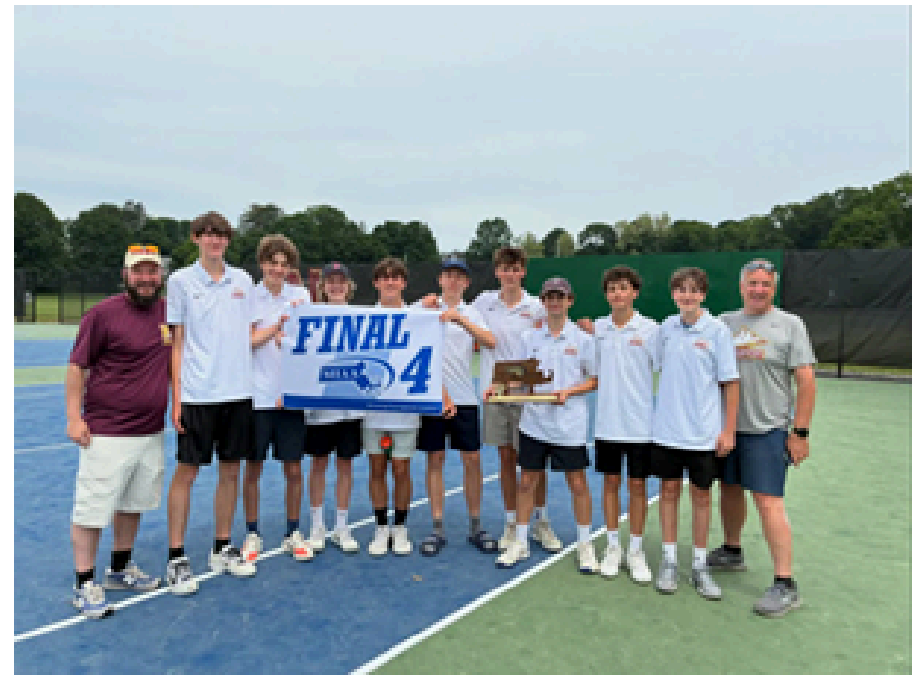
Key 2025-26 Statistics:

High School Athletics

- 932 total registrations
- 18 sports offered
- 53 teams

Middle School Athletics

- 265 total registrations
- 3 sports offered
- 6 teams



Purpose / Tonight's Discussion

Two recommendations:

1. Adding Varsity Girls Golf beginning in the spring 2027 season.
2. Updating the FY27 athletic fee schedule for the 2026-2027 school year.

Proposed Varsity Girls Golf Program



Why Girls Golf?

- Newburyport currently offers boys varsity golf in the fall.
- A girls golf club was started in 2022 and has shown strong growth and interest.
- Moving from a club to a varsity team creates a more formal and equitable athletic opportunity.
- Newburyport would be a leader within the Cape Ann League by offering girls varsity golf.
- Girls golf provides access to a lifelong sport that supports leadership, discipline, integrity, and personal growth.

Proposed Varsity Girls Golf Program – Overview



Start Date: 2026-2027 school year

Season: Spring

Level: Varsity only

Estimated Team Size: Approximately 12 students

Head Coach: Mike Guthrie

Home Course: Amesbury Country Club

Schedule: Approximately 6 home matches and 6 away matches

Transportation: 1 school van

Proposed Varsity Girls Golf Program – Cost/Fees

Item	Estimate
Coaching Salary	\$5,797
Amesbury Country Club Fee	\$2,500
Equipment	\$1,800
Uniforms	\$1,000
Total Estimated Cost	\$11,097

Estimated fee revenue:

12 students x \$275 Tier 3 fee = \$3,300 before
waivers

Estimated net cost:

Approximately \$7,700 before waivers or other
adjustments



FY27 Athletic Fees



Why Update Athletic Fees?

- Athletic costs continue to increase, including:
 - Transportation
 - Officials
 - Coaching
 - Facility costs
 - Uniforms and equipment
- Athletics are funded through a combination of the operating budget, user fees, and game revenue.
- FY27 estimated athletics program cost: approximately \$1.1 million
- Annual athletics user fee revenue: approximately \$265,000, or about 24% of total program costs

Proposed FY27 Athletic Fee Schedule

Category	Current	Proposed
Tier 2 Athletic Fee	\$300	\$325
Tier 3 Athletic Fee	\$250	\$275
Middle School Athletics	No fee	\$75
Boys Varsity/JV Golf	Tier 2 (\$300)	Tier 1 (\$450)
Girls Varsity Golf	New program	Tier 3 (\$275)

Estimate New Revenue: \$37,000

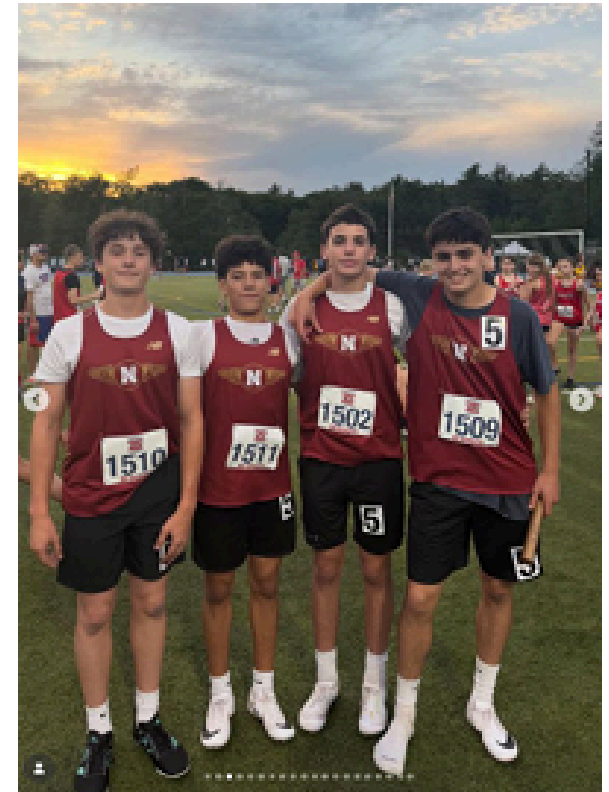
Note: Boys and girls golf are recommended for different fee tiers based on program cost. Boys golf has approximately \$15,000 in venue-related costs, while girls golf would use Amesbury Country Club at a lower rate.

Middle School Athletics Fee

The district has not charged for middle school athletics for the past three years. This has been a useful pilot using funds that had built during the pandemic and has helped reduce barriers to participation.

The proposed \$75 fee is intended to:

- Support a more sustainable middle school athletics model.
- Encourage greater commitment after registration.
- Help offset costs for uniforms, equipment, scheduling, and transportation.



Access and Affordability

The district will continue to ensure that cost is not a barrier to student participation.

To support families, the Athletics Department will work with:

- Principals
- Adjustment counselors
- School nursing teams
- Social workers
- Other student support staff

These teams can help identify families who may need assistance and make sure they feel welcomed, supported, and encouraged to participate.

Requested Action

1. Vote to add varsity girls golf.
2. Vote to approve the FY27 athletic fee schedule.



Appendix

User Fees Per Sport

Scenarios	Est. Revenue*	Fee Tiers	Current	Proposed	Change	
Re-Tier Only	+\$3,726 (see below)	Tier 1	\$450	\$450	+\$0	Inputs
Re-Tier + HS Fee Increase	+\$22,494	Tier 2	\$300	\$325	+\$25	
HS Fee Increase Only	+\$18,768	Tier 3	\$250	\$275	+\$25	
Middle School Fee	+\$11,075	MS	\$0	\$75	+\$75	
Re-Tier + Middle School	+\$14,801					
Re-Tier + HS Fee + MS Fee	+\$33,569					

*Assumes 92% revenue after waivers and family caps

Season	School Year	Sport	Team	Gender	Participation	Tiers		Fees			Net Revenue		
						Current	Proposed	Current	Re-Tier Only	Re-Tier + Fee Increase	Current	Re-Tier Only	Re-Tier + Fee Increase
Fall	2025-2026	Cheerleading	Cheerleading	Girl	17	Tier 3	Tier 3	\$250	\$250	\$275	\$3,910	\$3,910	\$4,301
Fall	2025-2026	Cross Country	Cross Country Boys	Boy	35	Tier 3	Tier 3	\$250	\$250	\$275	\$8,050	\$8,050	\$8,855
Fall	2025-2026	Cross Country	Cross Country Girls	Girl	28	Tier 3	Tier 3	\$250	\$250	\$275	\$6,440	\$6,440	\$7,034
Fall	2025-2026	Field Hockey	Field Hockey	Girl	43	Tier 2	Tier 2	\$300	\$300	\$325	\$11,868	\$11,868	\$12,857
Fall	2025-2026	Football	Football	Boy	60	Tier 1	Tier 1	\$450	\$450	\$450	\$24,840	\$24,840	\$24,840
Fall	2025-2026	Golf	Golf	Boy	27	Tier 2	Tier 1	\$300	\$460	\$460	\$7,462	\$11,178	\$11,178
Fall	2025-2026	Soccer	Soccer Boys	Boy	70	Tier 2	Tier 2	\$300	\$300	\$325	\$19,320	\$19,320	\$20,930
Fall	2025-2026	Soccer	Soccer Girls	Girl	55	Tier 2	Tier 2	\$300	\$300	\$325	\$15,180	\$15,180	\$16,445
Fall	2025-2026	Volleyball	Volleyball	Girl	47	Tier 2	Tier 2	\$300	\$300	\$325	\$12,972	\$12,972	\$14,053
Winter	2025-2026	Basketball	Basketball Boys	Boy	43	Tier 2	Tier 2	\$300	\$300	\$325	\$11,868	\$11,868	\$12,857
Winter	2025-2026	Basketball	Basketball Girls	Girl	27	Tier 2	Tier 2	\$300	\$300	\$325	\$7,452	\$7,452	\$8,073
Winter	2025-2026	Ice Hockey	Ice Hockey Boys	Boy	31	Tier 1	Tier 1	\$450	\$450	\$450	\$12,834	\$12,834	\$12,834
Winter	2025-2026	Ice Hockey	Ice Hockey Girls	Girl	21	Tier 1	Tier 1	\$450	\$450	\$450	\$8,694	\$8,694	\$8,694
Winter	2025-2026	Indoor Track	Indoor Track Boys	Boy	45	Tier 3	Tier 3	\$250	\$250	\$275	\$10,350	\$10,350	\$11,385
Winter	2025-2026	Indoor Track	Indoor Track Girls	Girl	39	Tier 3	Tier 3	\$250	\$250	\$275	\$8,970	\$8,970	\$9,857
Winter	2025-2026	Ski	Ski Boys	Boy	16	Tier 2	Tier 2	\$300	\$300	\$325	\$4,416	\$4,416	\$4,784
Winter	2025-2026	Ski	Ski Girls	Girl	20	Tier 2	Tier 2	\$300	\$300	\$325	\$5,520	\$5,520	\$5,930
Spring	2024-2025	Baseball	Baseball	Boy	48	Tier 2	Tier 2	\$300	\$300	\$325	\$13,248	\$13,248	\$14,352
Spring	2024-2025	Lacrosse	Lacrosse Boys	Boy	37	Tier 2	Tier 2	\$300	\$300	\$325	\$10,212	\$10,212	\$11,063
Spring	2024-2025	Lacrosse	Lacrosse Girls	Girl	26	Tier 2	Tier 2	\$300	\$300	\$325	\$7,176	\$7,176	\$7,774
Spring	2024-2025	Outdoor Track	Outdoor Track Boys	Boy	56	Tier 3	Tier 3	\$250	\$250	\$275	\$12,880	\$12,880	\$14,168
Spring	2024-2025	Outdoor Track	Outdoor Track Girls	Girl	65	Tier 3	Tier 3	\$250	\$250	\$275	\$14,950	\$14,950	\$16,445
Spring	2024-2025	Softball	Softball	Girl	24	Tier 2	Tier 2	\$300	\$300	\$325	\$6,624	\$6,624	\$7,176
Spring	2024-2025	Tennis	Tennis Boys	Boy	24	Tier 3	Tier 3	\$250	\$250	\$275	\$5,520	\$5,520	\$6,072
Spring	2024-2025	Tennis	Tennis Girls	Girl	51	Tier 3	Tier 3	\$250	\$250	\$275	\$11,730	\$11,730	\$12,903
Fall	2025-2026	Cross Country	Cross Country (MS)	Both	60	MS	MS	\$0	\$0	\$75	\$0	\$0	\$4,140
Fall	2025-2026	Field Hockey	Field Hockey (MS)	Girl	47	MS	MS	\$0	\$0	\$75	\$0	\$0	\$3,243
Spring	2024-2025	Outdoor Track	Outdoor Track (MS)	Both	107	MS	MS	\$0	\$0	\$75	\$0	\$0	\$7,383
Total											\$262,476	\$266,202	\$289,736

Cost Per Player Summary

Sorted by Gross Cost (Most to Least Expensive)

Updated 4/1/2026

Gross = Full Cost

Net = Full Cost less Gate Receipts

High School

Sport	Cost Per Player			Budget Impact Per Player		
	Gross	Net	Current Fee	Gross	Net	
Ice Hockey	\$2,200	\$1,637	\$450	\$1,750	\$1,187	
Golf	\$1,135	\$1,135	\$300	\$835	\$835	
Football	\$846	\$469	\$450	\$396	\$19	
Basketball	\$785	\$600	\$300	\$485	\$300	
Field Hockey	\$681	\$620	\$300	\$381	\$320	
Baseball	\$607	\$607	\$300	\$307	\$307	
Volleyball	\$594	\$570	\$300	\$294	\$270	
Softball	\$555	\$555	\$300	\$255	\$255	
Lacrosse	\$550	\$550	\$300	\$250	\$250	
Ski	\$509	\$509	\$300	\$209	\$209	
Cross Country	\$479	\$479	\$250	\$229	\$229	
Soccer	\$477	\$443	\$300	\$177	\$143	
Cheerleading	\$399	\$399	\$250	\$149	\$149	
Outdoor Track	\$382	\$382	\$250	\$132	\$132	
Indoor Track	\$364	\$364	\$250	\$114	\$114	
Tennis	\$291	\$291	\$250	\$41	\$41	
Grand Total	\$627	\$550				

Middle School

Sport	Cost Per Player			Budget Impact Per Player		
	Gross	Net	Current Fee	Gross	Net	
Cross Country	\$177	\$177	\$0	\$177	\$177	
Field Hockey	\$145	\$145	\$0	\$145	\$145	
Outdoor Track	\$83	\$83	\$0	\$83	\$83	
Grand Total	\$123	\$123				

Costs Per Sport Detail				Cost Per Season						Gross Cost Per Player	Less: Gate Receipts	Net Cost	Net Cost Per Player	Current User Fee	Difference
Season	School Year	Team	Participation	Venues	Uniforms	Equipment	Transportation	Staff	Total Gross Cost						
Fall	2025-2026	Cheerleading	17	\$125	\$590	\$14	\$1,756	\$4,298	\$6,782	\$399	\$0	\$6,782	\$399	\$250	(\$149)
Fall	2025-2026	Cross Country Boys	35	\$2,570	\$0	\$699	\$3,935	\$7,874	\$15,077	\$431	\$0	\$15,077	\$431	\$250	(\$181)
Fall	2025-2026	Cross Country Girls	28	\$2,570	\$0	\$699	\$3,935	\$7,874	\$15,077	\$538	\$0	\$15,077	\$538	\$250	(\$288)
Fall	2025-2026	Field Hockey	43	\$0	\$998	\$1,920	\$7,917	\$18,444	\$29,280	\$681	\$2,612	\$26,668	\$620	\$300	(\$320)
Fall	2025-2026	Football	60	\$0	\$0	\$64	\$11,884	\$38,830	\$50,778	\$846	\$22,661	\$28,116	\$469	\$450	(\$19)
Fall	2025-2026	Golf	27	\$15,065	\$2,007	\$5,243	\$0	\$8,316	\$30,633	\$1,135	\$0	\$30,633	\$1,135	\$300	(\$835)
Fall	2025-2026	Soccer Boys	70	\$0	\$1,905	\$252	\$10,327	\$18,444	\$30,928	\$442	\$2,135	\$28,793	\$411	\$300	(\$111)
Fall	2025-2026	Soccer Girls	55	\$0	\$1,265	\$252	\$8,340	\$18,889	\$28,746	\$523	\$2,135	\$26,611	\$484	\$300	(\$184)
Fall	2025-2026	Volleyball	47	\$0	\$0	\$1,574	\$10,424	\$15,941	\$27,938	\$594	\$1,162	\$26,777	\$570	\$300	(\$270)
Winter	2025-2026	Basketball Boys	43	\$200	\$1,023	\$1,069	\$8,027	\$17,542	\$27,861	\$648	\$8,152	\$19,708	\$458	\$300	(\$158)
Winter	2025-2026	Basketball Girls	27	\$0	\$2,145	\$1,001	\$6,803	\$17,123	\$27,072	\$1,003	\$4,800	\$22,271	\$825	\$300	(\$525)
Winter	2025-2026	Ice Hockey Boys	31	\$23,914	\$909	\$0	\$11,271	\$23,023	\$59,117	\$1,907	\$17,938	\$41,179	\$1,328	\$450	(\$878)
Winter	2025-2026	Ice Hockey Girls	21	\$24,943	\$3,445	\$2,338	\$9,822	\$14,731	\$55,278	\$2,632	\$11,325	\$43,953	\$2,093	\$450	(\$1,643)
Winter	2025-2026	Indoor Track Boys	45	\$2,088	\$0	\$0	\$7,562	\$5,639	\$15,289	\$340	\$0	\$15,289	\$340	\$250	(\$90)
Winter	2025-2026	Indoor Track Girls	39	\$2,088	\$0	\$0	\$7,562	\$5,639	\$15,289	\$392	\$0	\$15,289	\$392	\$250	(\$142)
Winter	2025-2026	Ski Boys	16	\$5,048	\$628	\$0	\$0	\$3,493	\$9,169	\$573	\$0	\$9,169	\$573	\$300	(\$273)
Winter	2025-2026	Ski Girls	20	\$5,048	\$628	\$0	\$0	\$3,493	\$9,169	\$458	\$0	\$9,169	\$458	\$300	(\$158)
Spring	2024-2025	Baseball	48	\$4,700	\$0	\$357	\$6,248	\$17,820	\$29,125	\$607	\$0	\$29,125	\$607	\$300	(\$307)
Spring	2024-2025	Lacrosse Boys	37	\$0	\$0	\$0	\$4,968	\$11,874	\$16,862	\$456	\$0	\$16,862	\$456	\$300	(\$156)
Spring	2024-2025	Lacrosse Girls	26	\$0	\$0	\$0	\$8,071	\$9,697	\$17,768	\$683	\$0	\$17,768	\$683	\$300	(\$383)
Spring	2024-2025	Outdoor Track Boys	56	\$2,856	\$0	\$0	\$4,622	\$15,819	\$23,097	\$412	\$0	\$23,097	\$412	\$250	(\$162)
Spring	2024-2025	Outdoor Track Girls	65	\$2,856	\$0	\$0	\$4,622	\$15,819	\$23,097	\$355	\$0	\$23,097	\$355	\$250	(\$105)
Spring	2024-2025	Softball	24	\$350	\$0	\$0	\$5,326	\$7,644	\$13,319	\$555	\$0	\$13,319	\$555	\$300	(\$255)
Spring	2024-2025	Tennis Boys	24	\$0	\$0	\$0	\$1,050	\$7,341	\$8,391	\$350	\$0	\$8,391	\$350	\$250	(\$100)
Spring	2024-2025	Tennis Girls	51	\$0	\$0	\$0	\$1,050	\$12,372	\$13,422	\$263	\$0	\$13,422	\$263	\$250	(\$13)
Fall	2025-2026	Cross Country (MS)	60	\$966	\$0	\$699	\$3,935	\$5,000	\$10,599	\$177	\$0	\$10,599	\$177	\$0	(\$177)
Fall	2025-2026	Field Hockey (MS)	47	\$0	\$0	\$14	\$0	\$6,806	\$6,820	\$145	\$0	\$6,820	\$145	\$0	(\$145)
Spring	2024-2025	Outdoor Track (MS)	107	\$294	\$0	\$0	\$2,110	\$6,469	\$8,874	\$83	\$0	\$8,874	\$83	\$0	(\$83)
Total			1169	\$95,680	\$15,543	\$16,192	\$151,586	\$345,955	\$624,856	\$535	\$72,920	\$551,935	\$472		

Fees for Cape Ann League (CAL) Districts

District	Fee structure	Family cap
Amesbury	\$350 per sport; \$50 co-curriculars	\$1,000
Essex Tech	Tier 1: \$350 (Hockey); Tier 2: \$200 (Football, Golf, Boys Lax, Wrestling, Cheer, Gymnastics, Dance); Tier 3: \$125 (Field Hockey, Baseball, Basketball, Volleyball, Softball, Track/XC, Swim, Soccer, Girls Lax)	\$1,000
Georgetown	\$375 (XC, Volleyball, Winter Cheer); \$425 (Soccer, Baseball, Softball, Lacrosse); \$475 (Golf, Basketball)	\$1,500
Hamilton-Wenham	Tier 1: \$950 (Ice Hockey – do not currently have); Tier 2: \$732 (Football, Gymnastics, Ski); Tier 3: \$520 (All Others)	None
Ipswich	\$650 per year; \$215 MS student on HS team per season	\$900
Lynnfield	\$600 per year	\$1,200
Manchester-Essex	\$475 (1st HS sport); \$325 (2nd HS sport); \$125 (3rd HS sport)	\$1,600
Newburyport	Tier 1: \$450 (Football, Ice Hockey); Tier 2: \$300 (Field Hockey, Golf, Soccer, Volleyball, Basketball, Ski, Baseball, Lacrosse, Softball); Tier 3: \$250 (Cheerleading, Cross County, Indoor Track, Outdoor Track, Tennis)	\$1,400
North Reading	\$450 (1st sport); \$450 (2nd sport); \$450 (3rd sport)	\$1,300 athletic cap; \$1,800 universal cap
Pentucket	\$250–\$900 per sport (most sports \$400; Football \$450; Hockey \$900; select lower e.g., Track/Indoor Track \$250, Girls Flag Football \$150)	\$1,600
Rockport	\$300 per year; Ice Hockey \$350; MS on HS teams \$250; Cheer \$200; Middle School \$200	None
Triton	\$350 per sport	\$1,750

Fees for Northeastern Conference (NEC) Districts

District	Fee structure	Family cap
Beverly	\$210 (cross country/track; tennis; golf; cheer; ultimate); \$260 (most sports); \$315 (Football; Ice Hockey); \$105 per sport (Beverly Middle School)	None
Danvers	\$245 (Football; Ice Hockey; Wrestling; Swimming; Lacrosse; Golf); \$185 (Baseball; Softball; Soccer; Field Hockey; Gymnastics; Volleyball); \$155 (Track; Cheerleading; Tennis; Cross Country); \$100 (Middle School Sports)	None
Gloucester	\$250 (Baseball; Basketball; Cheerleading; Field Hockey; Football; Golf; Gymnastics; Ice Hockey; Lacrosse; Soccer; Softball; Swim & Dive; Tennis; Wrestling); \$165 (Cross Country; Indoor Track; Outdoor Track); \$75 (Middle School Sports)	None
Marblehead	HS (by season): 1st season \$540; 2nd season \$490; 3rd season \$440; MS (by season): 1st season \$260; 2nd season \$220; 3rd season \$160	None
Masconomet	\$450 (Baseball); \$413 (Softball); \$375 (Lacrosse; Tennis); \$225 (Track); only lists next season sports; range noted elsewhere: \$253–\$886 (depending on sport)	None
Newburyport	Tier 1: \$450 (Football, Ice Hockey); Tier 2: \$300 (Field Hockey, Golf, Soccer, Volleyball, Basketball, Ski, Baseball, Lacrosse, Softball); Tier 3: \$250 (Cheerleading, Cross Country, Indoor Track, Outdoor Track, Tennis)	\$1,400
Peabody	\$175 per sport	\$350
Salem	\$100 per sport (1st; 2nd; 3rd sport)	\$600
Saugus	\$400 (Hockey); \$250 (Indoor Track); \$150 (Cheerleading); \$275 (All other sports); \$150 (Middle School Sports)	\$700 individual; \$1,250 family
Swampscott	\$400 per sport	\$2,000
Winthrop	\$250 per sport; \$125 (all Middle School Sports)	None

JQ STUDENT FEES FINES AND CHARGES

SERIES J - STUDENTS

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may:

- Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.
- Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them.

Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

Policy References:

SOURCE: MASC

LEGAL REF.: MSG: 71:38 THROUGH 71:38F; 71:46G; 76:5
603 CMR 26:00

Adoption Date: 06/19/2017

Acceptance of Newburyport Bank Charitable Foundation Scholarship Funds

Motion to accept a \$10,000 restricted scholarship donation from the Newburyport Bank Charitable Foundation and authorize disbursement of the funds for scholarship purposes, consisting of five \$2,000 scholarship payments to the recipients' colleges in accordance with the donor's written instructions, pursuant to M.G.L. c. 44, § 53A, M.G.L. c. 71, § 37A, and School Committee Policy KCD, Public Gifts to the Schools.

CITY OF NEWBURYPORT

SCHEDULE OF DEPARTMENTAL PAYMENTS

DEPARTMENT: TREASURER

DATE: 05/26/26

TOTAL PAYMENT TO TREASURER: \$10,000.00

DESCRIPTION	ACCOUNT NAME <small>(as it appears on the Chart of Accounts)</small>	ACCOUNT #	AMOUNT
Newburyport High School	Check from Newburyport		\$ 10,000.00
To be distributed to	Bank		
5 student's colleges			
see attached			
	Check # ██████████		
TOTAL:			\$10,000.00

To the Treasurer:

The above is a detailed list of monies collected by me, amount in the aggregate to the amount of:

\$10,000.00

Newburyport High School

Title

Phone / extension

Please submit original and a copy to the Treasurer's Office.

Treasurer's signature acknowledging receipt of payment



Newburyport Bank

CHARITABLE FOUNDATION

63 State Street, Newburyport, MA 01950

NEWBURYPORT BANK
NEWBURYPORT, MA 01950
53-7150/2118

5/26/2026

PAY TO THE ORDER OF City of Newburyport

\$ 10,000.00

Ten Thousand and 00/100

DOLLARS

City of Newburyport

Andy Wulf

241 High Street

Newburyport, MA 01950

AUTHORIZED SIGNATURE

MEMO

Vertical text on the right edge: NEWBURYPORT BANK, NEWBURYPORT, MA 01950, 53-7150/2118, 5/26/2026, DOLLARS, AUTHORIZED SIGNATURE, MEMO

KCD PUBLIC GIFTS TO THE SCHOOLS

SERIES K - COMMUNITY RELATIONS

The Superintendent will have authority to accept on behalf of the School District grants and gifts (including offers of equipment or money) from outside groups and organizations with longstanding affiliations with the District (e.g. NEF, PTO, Alumni Association) for the schools when the gift is of educational value. The Superintendent will inform the School Committee, via the Finance Subcommittee, of any gifts received that exceed \$2,500. Any grant or gift from a group or organization without a longstanding affiliation with the District and/or if the donor wishes to be anonymous shall be subject to School Committee approval.

Extensive advertising, promotion or naming opportunities involved with any donation shall be subject to School Committee approval.

Gifts that would involve changes in school facilities (such as a new cafeteria) or sites (such as a modified playground) will be subject to School Committee approval.

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Superintendent or School Committee, as provided by law. The Superintendent and School Committee will honor the wishes of the donor as much as possible and notify the donor if the money is needed for a different purpose.

The School Committee directs the Superintendent to assure that an appropriate expression of thanks is given to all donors.

Policy References:

LEGAL REF.: M.G.L. 44:53A, 71:37A

CROSS REFS:

DD, Grants, Proposals, and Special Projects

GBEBD, Online Fundraising and Solicitation--Crowdfunding

Adoption Date: 11/06/2017

Revised: 11/18/2024

School Committee
June 10, 2026

Superintendent's Report

NHS Graduation - June 7, 2026



Coast Guard JROTC Site Visit & Expansion Update

NHS hosted a highly positive site visit with the U.S. Coast Guard JROTC leadership on May 29, 2026, marking the final official step in our application process for the FY28 budget cycle. The evaluation team toured Newburyport High School's proposed classrooms, offices, and training spaces, while reviewing program logistics and next steps with our NHS administration. If approved, Newburyport would become only the second school district in Massachusetts and one of just ten nationwide to host a Coast Guard JROTC program. This represents a highly selective opportunity for our students and community. The Coast Guard expects to submit its final expansion recommendations to senior leadership later this year, with an anticipated timeline of signing a Memorandum of Agreement by December 2026 and launching the program in the Fall of 2027. I will continue to keep the Committee updated as we await final approval.

Newburyport PTO Meeting & Living Classroom Update

Assistant Superintendent Lisa Furlong and I attended the Newburyport PTO Board and General Meeting alongside Dr. Erin Hobbs, biology teacher Jill Moran, Principal Jamie Sokolowski and James McSweeney to seek final approval for the proposed Outdoor Learning Space and yurt project. The meeting included a tour of the designated outdoor site and a comprehensive Q&A session to address the PTO's inquiries regarding the program's long-term vision. Our administrative and instructional team provided detailed clarity on several areas, explaining how the yurt will enhance student learning, detailing how weather considerations and winter conditions will be guided, and confirming that plans are in place for student safety, behavioral support, and bathroom access. We also addressed fiscal stewardship and equity, outlining how this initiative aligns with district-wide priorities, its long-term maintenance strategy, and the potential to benefit students across the broader community. We successfully answered all operational questions, paving the way for the PTO to vote in favor to move forward on this project. We are so grateful to the PTO for supporting this exciting project.

Operational Efficiencies & Collaborative Transportation Exploration

As part of our ongoing efforts to manage operational expenses and find creative ways to defray district costs, Finance Director Ethan Manning, Pupil Services Director Brad Brooks, and I recently met with the Executive Director and Technology Director of the CREST Collaborative. We received a presentation on a proprietary transportation application developed by CREST designed to optimize and consolidate bus routes across collaborative schools. The district is highly interested in exploring a pilot program with CREST to test this application. By collaborating on route consolidation and investigating cost-sharing opportunities, this initiative holds strong potential to generate long-term savings. Crucially, this "outside-the-box" approach could help manage rising costs not only in Special Education transportation, but also in mandated McKinney-Vento homeless student transportation. We look forward to continuing these conversations with our CREST partners as we head into the next school year to further investigate these fiscal efficiencies.

School Safety and Violent Event Incident Management Workshop

On Friday May 29th, I recently completed an intensive, 8-hour certificate workshop focused on School Safety and Violent Event Incident Management. This comprehensive training brought together superintendents, police, fire, and emergency response teams to collaborate on practical, real-world crisis resolution. The workshop was organized across four modules (Introduction to Standard Response Protocols, Active Shooter Incident Management, Standard Reunification Methods, and hands-on Practical Exercise Scenarios), and provided a deep dive into managing serious school violence incidents, from law enforcement and medical branching to staging and student reunification. This insightful and practical experience will be invaluable as we review and strengthen our ongoing crisis management response. To build on this, I plan to utilize these activities during our extended leadership team retreat this summer. I plan on working directly with a facilitator from the National Center for Integrated Emergency Response to ensure our schools remain safe and prepared.

District Budget & Operations Update

Central Office Team Budget FAQ For City Council

In anticipation of our meeting with the City Council's Budget and Finance Subcommittee this Thursday evening, our Central Office team has pulled together a comprehensive, data-driven FAQ document. This resource addresses operations and budget queries recently asked by some Council members, utilizing additional data and direct links to provide clarity regarding some of the questions asked. I want to credit our Central Office staff for their tireless, rapid work in assembling this detailed reference tool, which should support a joint discussion on Thursday that is grounded in shared accurate facts.

Positive Collaborative Developments with City Finance

Additionally, Ethan Manning Director of Finance & Operations recently held a very productive meeting with City Finance Director Amy Sarro to review the current local and state funding landscape. Through this collaborative review of the City's overall financial status, we identified updated projections and positive adjustments across four specific areas:

- Unrestricted General Government Aid: Increased by \$127,730 above the House budget projection.
- Medicaid school-based reimbursements: The City's revenue estimate is currently \$0; however, the district has historically received approximately \$120,000 per year.
- Essex North Shore Agricultural enrollment: The budget was based on six students at an estimated cost of \$135,000. The district is currently sending four students, two of whom are graduating.
- Whittier Technical School assessment: The budgeted amount was \$630,000, while the FY27 assessment is \$611,617.

At this point, these updated figures represent associated savings on the City side, which may help support a collaborative path forward for closing the remaining 3.6% / \$124,000 gap in the school budget. We look forward to continuing to explore this collaborative solution for the FY27 budget with the Mayor and his team.



U.S. Coast Guard

Junior Reserve Officers'
Training Corps
(CGJROTC)

Site Visit Brief

Developing service-minded citizens of character



Overview

- ✓ JROTC History & Context
- ✓ CGJROTC National Snapshot
- ✓ Program Mission & Goals
- ✓ U.S. Coast Guard (USCG) / School Responsibilities
- ✓ Curriculum Overview
- ✓ Instructor Certification
- ✓ Unit Establishment Process
- ✓ Additional Opportunities





JROTC History & Context

- 1916** – National Defense Act – established the Army JROTC program.
- 1964** – ROTC Vitalization Act – expanded JROTC to Navy, Marine Corps, & Air Force.
- 1989** – CGJROTC was originally authorized as a single “pilot program” in Miami, FL. In 2006, a second “pilot program” was authorized in Camden, NC.
- 2019** – National Defense Authorization Act (NDAA) 2020 – authorized a comprehensive Coast Guard JROTC program (14 USC 320).
- 2021** – The Coast Guard established its first two units of the “new program era” in SC and FL.
- 2022** – NDAA 2023 – mandated at least 1 CGJROTC unit be established in every CG District before Dec 31, 2025.
- 2025** – The USCG has a total of 15 units, spanning all 9 CG Districts, with approximately 1300 cadets enrolled program-wide.
- 2026** – Per NDAA 2026, the USCG will expand its program size to at least 20 CGJROTC units.



CGJROTC National Snapshot

➤ School Year 2025-2026:

- ✓ 15 units
- ✓ 28 instructors
- ✓ 1260 cadets
- ✓ 10K+ hours of community service
- ✓ 240+ cadets in leadership roles

➤ Graduate next steps:

- ✓ 27% of seniors taking a military pathway
- ✓ 10% of seniors affiliating w/ CG
- ✓ 100% graduation rate





Program Mission & Goals

The **mission** of CGJROTC is “*developing service-minded citizens of character*”.

To accomplish the mission, **CGJROTC develops cadets on the COAST.**

The acronym COAST encapsulates the five pillars of **Citizenship, Operations, Advancement, Service, and Teamwork** that guide and reinforce the learning that takes place inside and outside of the classroom.

The five pillars of COAST correspond with our **five program goals**:

- ✓ Building character and values
- ✓ Learning about government and military operations from history to present day
- ✓ Preparing for a successful career
- ✓ Honoring community and country
- ✓ Learning to lead self, to lead others, and to be a positive and productive team member

CGJROTC is a strategic investment in our future citizens and leaders with near and long-term benefits for the Service and society.





USCG Responsibilities

- **The Coast Guard JROTC Program will:**
 - ✓ **Screen, approve, & certify instructors**
 - ❖ Staffing: 1 CG Officer & 1 CG Enlisted member instructing at each unit.
 - ❖ Instructors can be either retirees, selected reservists, or “qualified veterans” with 8+ years of service.
 - ❖ Retirees and veterans must have separated honorably within the last 5 years.
 - ✓ **Provide advice/support to instructors & school leaders**
 - ✓ **Pay operating costs to include:**
 - ❖ Uniforms & equipment
 - ❖ Maritime Science curriculum & related supplies
 - ❖ Reimbursement to the school district for ½ of the minimum instructor pay
 - ❖ Reimbursement for some travel expenses
 - ✓ **Establish standards for unit operations and performance**
 - ❖ Annual Unit Inspection (AUI) – a CGJROTC HQ member will conduct a formal assessment of each unit every year





School Responsibilities

➤ The Host School will:

- ✓ Adhere to CGJROTC policies & procedures
- ✓ Grant academic credit toward graduation
- ✓ Provide & maintain classroom, office, drill & storage facilities
- ✓ Hire CG-certified instructors
- ✓ Ensure instructors teach provided curriculum
 - ❖ Instructors participate in collateral duties & are evaluated like other faculty members
- ✓ Pay instructor salaries & receive reimbursement for Coast Guard-required portion through School District
- ✓ Maintain minimum required enrollment
 - ❖ New schools have until fall of 3rd year to attain minimum enrollment (50 cadets or 10% of school, whichever is less)
- ✓ Host a new-unit establishment ceremony



Overview of the 4-year Maritime Science Curriculum



Maritime Science 1

- Introduction to CGJROTC
- Customs & Courtesies
- Leadership/Followership Fundamentals
- Citizenship & American Government
- Wellness and Fitness
- Military Drill

Maritime Science 2

- Intermediate Leadership Skills
- U.S. Coast Guard History
- American Maritime History
- Personal Finance

Maritime Science 3

- Advanced Leadership Skills
- Coast Guard Operations
- Coast Guard Support Functions
- Coast Guard Search and Rescue
- College and Career Readiness

Maritime Science 4

- Expert Leadership Skills and Ethics
- Maritime Knowledge
- Military Law
- Insurance and Financial Planning

Building the Course Schedule

- ✓ 9th graders normally start with MS1, with completion of each MS course as the prerequisite for the next.
- ✓ For the inaugural year, recommend starting 9th & 10th graders in MS1 and 11th & 12th graders in MS2.
- ✓ Add MS3 in the 2nd year
- ✓ Add MS4 in the 3rd year.



Instructor Certification

- ❖ Individuals desiring Instructor Certification should email the CGJROTC Instructor Administrator, ENS Laysha Montminy at: InstructorAdmin@cgjrotc.com
- ❖ Certification is a 2-part process:
 - ✓ 1) Provisional Cert: Conferred upon successful application, program interview, and records review by CHQ. Prerequisite to job applications.
 - ✓ 2) Full Cert: Conferred upon offer of employment, favorable Tier I Background Check, and completion of New Instructor Orientation Training (NIOT).
- ❖ Certification is valid for five years, and while employed, will be renewed annually in consonance with an instructor's teaching contract, contingent upon satisfactory evaluations and completion of any assigned training or educational requirements.



Unit Establishment Process





Additional Opportunities

- **Raiders Team**
- **Marksmanship (Air Rifle / Archery)**
- **Color Guard**
- **Community Service**
- **Academic Team**
- **Drone Team**
- **Cyber Patriot**
- **Engaging and exciting field trips**
- **Military Ball / Leadership Opportunities**
- **Sense of accomplishment and better prepared for the challenges of tomorrow!**



Thank you for your interest in CGJROTC!

www.uscg.mil/community/JROTC/



PTO Proposal: The Living Classroom Initiative

Cultivating Connection through Experiential Environmental Education

This proposal seeks funding to establish "The Living Classroom," a dedicated outdoor experiential specials program designed specifically for students in grades K–3. By blending physical infrastructure with a nature-based curriculum, we aim to foster environmental stewardship, scientific curiosity, and social-emotional growth during these foundational years.

Funding Project Overview

The centerpiece of this funding proposal is the construction of a **traditional yurt** on school grounds. The yurt serves as a "home base" that bridges the gap between indoors and outdoors. It provides a weather-protected, circular space that encourages community gathering.

The proposal includes funding for the purchase of the yurt as well as for the preparation of the grounds to ensure the structure is fully compliant with all local, state and federal regulations.

Program Need

The Bresnahan special classes are designed to enrich and deepen students' literacy. Through art, science, music and movement, students have opportunities to learn about themselves and develop critical academic and social skills.

Since 2024, Newburyport High School has been developing an Environmental Pathway that allows high school students to graduate with a focus on environmental sciences and hands-on experiences in the field.

The Living Classroom program seeks to create a new special program that expands opportunities for our K-3 students to be outside exploring the natural world while also connecting the NHS Environmental Pathways program students to the elementary school.

The focus on outdoor programming is intentional. Research shows the tremendous benefits of outdoor experiences on healthy student development. In addition, students who learn about their local habitats, build a deeper understanding and appreciation of the natural world.

More and more we are finding that our youngest students are in need of lessons that strengthen skills in working collaboratively, managing obstacles, and persevering through adversity. The Living Classroom curriculum will be designed to provide positive and engaging experiences to allow students to build these skills.

Finally, Bresnahan teachers have been participating in a 2-year state-funded Playful Learning Institute (PLI) program. Based on Harvard's Project Zero program and research on the effectiveness of learning through play, PLI's goal is to increase educator skills in incorporating playful learning strategies into their instruction. The Living Classroom curriculum will use PLI strategies providing more opportunities for our students to explore and play with academic concepts.

Sample Curriculum Components

The curriculum for the Living Classroom will be developed throughout the summer by a Bresnahan team led by Katara Harding with guidance and support from our NHS instructional lead Erin Hobbs and NHS biology teacher Jill Moran. All three educators have extensive experience in building place-based educational programs and aligning these programs to the DESE science standards.

The curriculum will build on existing projects to create a K-3 specials program that aligns to environmental science standards and creates connections with the NHS Environmental Pathways Program.

Areas of study will include:

- **Outdoor Skills & Resilience:** Curriculum-aligned activities including dressing for outdoor weather, exploring the environment around the school, and nature journaling will build physical confidence and increase self-reliance.
- **Environmental Sciences & Sustainability:** The K-3 units of study will be designed in collaboration with NHS environmental and biology teachers to create connections with DESE science standards and skills. We will build from units of study that already exist in the Bresnahan programs such as:
 - **Scientific Literacy Skills:** students will practice observation, classification, measurement and data recording using the outdoors as the ultimate laboratory
 - **Pollinator Gardens:** Students will continue to design, plant, and maintain native pollinator gardens to learn about needs of living things, interdependent relationships and the importance of biodiversity.
 - **Existing Green Team initiatives:** students will learn about and implement recycling and composting initiatives. Lessons will expand their understanding of how their actions impact the environment, how materials can change, and how changes in a habitat can affect organisms living there.

Core Goals & Objectives

Goal	Objective
Environmental Studies	<p>To create a K-3 specials course that aligns to the Newburyport High School Environmental Pathways program, provides introductory exploration of identified elementary environmental science standards, and offers opportunities for students to engage in hands-on science.</p> <p>To move learning beyond the classroom by providing daily, direct interaction with Bresnahan outdoor spaces.</p>
Citizen Science Studies	<p>To create opportunities for students to engage in authentic science projects. Citizen science involves students collaborating with professional scientists to collect and analyze data (e.g., students observing local flora and fauna, recording their findings via apps or paper journals)</p>
Peer Collaboration and Social Skills Development	<p>To use the yurt environment and group tasks to develop interpersonal and group problem-solving skills.</p>
Physical Literacy	<p>To increase student stamina and motor skills through outdoor activity and hands-on environmental education.</p>

Operations & Logistics

The District will fund a full time teacher to develop and implement the Living Classroom program. Support will be given for curriculum development and collaboration with the high school Environmental Pathways program.

In addition to the outside covered space that the yurt will provide, space will be created for the class to meet inside the school.

All K-3 grade students (530 students) will have the Living Classroom as a part of their special schedule. Individual student schedules will vary based on the overall school schedule.

The yurt space and surrounding grounds will be designed and managed by Director of Facilities James McSweeney. Mr. McSweeney has been actively supporting the project development and will oversee both long-term and daily maintenance.

The yurt is being placed on the grounds towards the back left hand side (when facing the front of the school) of the school parking lot. There is a large grassy area that will provide a comfortable space for the yurt and will not interfere with any current play areas. Under Mr. McSweeney's guidance, the yurt will be constructed to comply with all local, state and federal regulations.

Funding Request

PTO Funding Request

- **Yurt Construction:** 30 foot yurt with high-quality lattice frame, insulated liner, and installation estimated at \$50,000.00
<https://www.yurts.com/how-are-yurts-used/business-use/>
- **Grounds Preparation:** An architect will be needed to design the pathway and ramps to ensure compliance with ADA regulations. The architect will design the circular platform and anchoring system. Actual construction costs for walkways, platform and anchoring system are estimated to be \$15,000 – \$20,000.

District Matching

- One full time teacher
- Curriculum development and design
- Consumables for lesson implementation
- Ongoing maintenance of the yurt and surrounding grounds
- Funds may be available to expand aspects of the program (e.g., gardening or environmental pathways); we will continue to pursue opportunities as the curriculum for the Living Classroom is developed

Newburyport Public Schools
FY27 School Budget Follow-up Information
June 11, 2026

As the City Council reviews the FY27 City appropriation for the Newburyport Public Schools, we want to share additional information in advance of the June 11 school budget workshop.

Throughout the FY27 budget process, the School Committee and district leadership team have worked to present the budget in a way that is transparent, student-centered, and grounded in the financial realities facing the district. This follow-up builds on information contained in the [FY27 budget presentations](#), the [April 8, 2026 FY27 Budget FAQ](#), and the [FY27 Adopted Budget Book](#).

The information below is organized around several key budget topics, including budget development and cost containment, staffing and enrollment, special education cost drivers, use of school revenues and fund balances, compensation and benefits, and selected line-item clarifications. Many of the questions raised throughout the budget review process overlap across categories, so this follow-up is organized by budget theme rather than by individual question.

1. Budget Development and Cost Containment

The FY27 budget development process began with a level-service City appropriation need of approximately \$42.6 million. As shown in the [FY27 Adopted Budget Book](#), through staffing changes, operational reductions, turnover savings, and the strategic use of available funds, the district reduced the initial City appropriation request by approximately \$1.6 million, resulting in the requested City appropriation of **\$40,968,666**, or a **3.88%** increase over FY26. The total FY27 budget is \$47,350,950, or a 6.25% increase over FY26.

The adopted budget also reflects a reduction of **8.7 FTE positions**, along with additional savings from turnover and hiring at different salary levels. These adjustments were made while trying to preserve core programs, maintain reasonable class size guidelines, and minimize impacts on students wherever possible.

FY27 cost containment strategies include:

- Reducing or reallocating positions where enrollment, turnover, or program design allowed;
- Capturing retirement and turnover savings;
- Reviewing non-personnel accounts for reductions and offsets;
- Using grants, Circuit Breaker, School Choice, and revolving funds to offset eligible costs;
- Reviewing fee-supported programs and related revolving funds;
- Continuing to build and maintain in-district special education programming where appropriate;
- Limiting new initiatives unless required, externally funded, or aligned with strategic priorities.

As shown in the [March 11 budget update](#) and subsequent presentations, several specific adjustments were made during the budget process, including staffing reallocation and attrition, enrollment-driven staffing adjustments, facilities and technology reductions, additional line-item refinements, and the use of available School Choice and revolving fund balances.

Additional reductions beyond those reflected in the adopted budget would become increasingly difficult to make without more noticeable impacts on students' day-to-day experiences.

2. Staffing, Enrollment, and Ratios

Staffing decisions are informed by enrollment, but they are also shaped by grade-level cohorts, required services, specialized programming, student support needs, and scheduling models.

As shown in the [FY27 Adopted Budget Book](#), Newburyport currently serves **2,104 students**, including **21.2% students with disabilities**, which is slightly above the statewide percentage of 21.1%.

Staffing levels are affected by several factors, including:

- Grade-level cohort size;
- Class size guidelines;
- Special education services required by individual student IEPs;
- English learner services;
- Student support, counseling, and intervention needs;
- Middle school team structure;
- High school course selection and scheduling;
- Specialized programming;
- Building configuration and physical classroom constraints.

Over the past several years, the district has made targeted investments in areas such as world language, performing arts, English learner services, adjustment counselors, social workers, interventionists, therapeutic learning centers, BRYT programming (Bridge for Resilient Youth in Transition), and language-based programming. These investments respond to student needs, preserve programming, meet legal requirements, and, where appropriate, reduce reliance on more costly out-of-district placements.

As shown in the FY27 Adopted Budget Book [appendix](#), the district has also provided public information on resident and School Choice enrollment by grade level, staffing trends over time, teacher staffing distribution by step and lane, and the teacher salary schedule.

Why Staffing Ratios Need Context

Student-to-teacher ratios should be interpreted carefully because they are broad staffing indicators, not classroom-size measures.

DESE’s current [2025-26 Teacher Data](#) report displays teacher FTE and student-to-teacher ratio data at the district and school level and was last updated on February 26, 2026. In that report, Newburyport is listed at 210.0 teacher FTE, 99.2% licensed, and a 10.0 to 1 student-to-teacher ratio, compared with the statewide ratio of 11.7 to 1.

That ratio does not mean typical Newburyport classrooms have 10 students. Depending on how positions are reported, the “teacher” category may include classroom teachers, special education teachers, interventionists, specialists, English learner teachers, adjustment counselors, school social workers, related service providers (such as occupational or physical therapists) and other licensed educators.

For that reason, classroom experience is better understood by looking at actual class-size information, especially at the elementary level where staffing is most directly tied to classroom sections.

At Bresnahan, integrated preschool programming affects staffing ratios because preschool classrooms require different staffing structures than elementary classrooms. At Molin and other levels, inclusion and co-teaching models can also affect ratios because both general education and special education staff may support students within the same classroom or grade-level structure.

This helps explain two related comparison points: Newburyport may appear higher in teacher FTEs per 100 students and lower in paraprofessional FTEs per 100 students because many specialized instructional and student support services are provided by certified educators and licensed service providers rather than structured primarily through paraprofessional positions. These comparisons should be viewed alongside student needs, program design, service requirements, and licensure requirements.

Elementary Class Size Information

The elementary staffing plan reduces two classroom sections while keeping projected average class sizes within the planning ranges shown below.

Grade Level	FY26 Enrollment	FY26 Classrooms	FY26 Avg. Class Size	FY27 Projected Enrollment	FY27 Projected Classrooms	FY27 Projected Avg. Class Size	FY27 Planning Range
K	117	7	16.7	126	7	18.0	16-18
1	114	7	16.3	124	7	17.7	17-19
2	159	8	19.9	118	6	19.6	19-21
3	121	7	17.3	160	8	20.0	20-22

Grade Level	FY26 Enrollment	FY26 Classrooms	FY26 Avg. Class Size	FY27 Projected Enrollment	FY27 Projected Classrooms	FY27 Projected Avg. Class Size	FY27 Planning Range
4	153	7	21.9	124	6	20.6	21-23
5	141	7	20.1	152	7	21.6	21-23
Total	805	43	18.7	803	41	19.6	–

Because elementary classroom sections are not fractional, reducing one additional section would require redistributing all students in that grade across the remaining classrooms. This can quickly move class sizes outside the district’s planning ranges.

Impact of One Additional Section Reduction

Grade 4

Scenario	Sections	Average Class Size
FY27 Budget	6	20.6
One additional section reduced	5	24.8

Grade 4 is projected at 20.6 students per class, within the FY27 planning range of 21-23. Based on DESE’s December 2017 research brief, [Massachusetts Class Size Reduction](#), this is close to the Northeast regional median of 20.4 and below the statewide median of 21.4. Reducing one additional Grade 4 section would increase the average to 24.8, above the district’s planning range and above the statewide 95th percentile benchmark of 24.1.

Grade 5

Scenario	Sections	Average Class Size
FY27 Budget	7	21.6
One additional section reduced	6	25.3

Grade 5 is projected at 21.6 students per class, within the FY27 planning range of 21-23. The DESE [brief](#) provides Grade 5 subject-area benchmarks rather than a direct general education benchmark. A Grade 5 average of 21.6 is near the statewide median for Grade 5 math classes of 21.4 and below the 75th percentile for both Grade 5 math and ELA. Reducing one additional Grade 5 section would increase the average to 25.3, above the district’s planning range and above the Grade 5 ELA 95th percentile benchmark.

These examples illustrate why the FY27 elementary staffing plan reflects a balance between reducing sections where possible and maintaining manageable elementary class sizes.

3. Special Education Cost Drivers

As shown in the [FY27 Adopted Budget Book](#), special education is the largest FY27 budget driver, particularly out-of-district tuition and transportation. The budget reflects approximately 34 out-of-district placements, including several high-cost residential programs. These costs are legally required, student-specific, and can change quickly based on student needs, move-ins, placement changes, or transportation requirements.

Why Special Education Costs Can Change Quickly

Driver	Budget Impact
Move-ins	District becomes responsible for required services and/or special education placements when eligible students move into Newburyport
IEP service changes	Additional services or staffing may be required during the year
Out-of-district placements	Tuition can be significant and is often not discretionary
Residential placements	Costs are higher and may include education and residential components
Specialized transportation	Cost depends on placement location, route availability, student needs, and vendor market

Special education staffing ratios should be viewed in context. The number of staff needed is driven by the services required in student IEPs, not only by the total number of students with disabilities. A district’s ratio can also be affected by whether it operates specialized in-district programs, whether students require intensive services, and whether services are provided by district staff or contracted providers.

Newburyport has invested in in-district specialized programming to serve students closer to home where appropriate. These programs require staffing, but they can also reduce reliance on more expensive out-of-district placements when students can be appropriately served in-district. The goal is not simply to increase staffing, but to build programs that allow students to be served appropriately in-district when possible, rather than relying on more costly external placements.

Private Residential Tuition

The FY26 budget showed \$0 in the private residential tuition line because those costs were presumed to be funded through Circuit Breaker or other available special education resources rather than shown separately in that specific operating budget line.

For FY27, the district has taken a more comprehensive budget presentation approach and has reflected all known special education tuition costs in the budget, regardless of whether the costs are ultimately supported by Circuit Breaker, the general fund, School Choice, or another available funding source. This provides a clearer picture of the district's known obligations and the total cost pressure associated with out-of-district and residential placements.

The FY27 projection is based on known placements, current information, and expected tuition rates at the time of budget development. It is firmer than a placeholder estimate because it reflects actual known obligations. However, it remains subject to change because special education placements can change during the year due to move-ins, student needs, team decisions, placement availability, or other circumstances.

Extraordinary Relief

The district applies for Circuit Breaker Extraordinary Relief each year, regardless of whether we know in advance that the district will qualify. This ensures the district is pursuing all available state reimbursement opportunities for eligible special education costs.

For FY26, Newburyport did qualify for extraordinary relief. On April 23, 2026, DESE notified the district that its FY26 special education instruction and tuition costs claimable under Circuit Breaker exceeded FY25 claimable costs by **41.70%**, which met the threshold for relief. The district was awarded an extraordinary relief payment of **\$452,909**.

While extraordinary relief is helpful, it is a reimbursement mechanism and does not eliminate the underlying recurring cost pressure created by high-cost placements.

Special Education Transportation

Special education transportation is another significant cost driver. Transportation costs depend on the location of placements, student needs, vehicle requirements, aide requirements, routing, and vendor availability.

The district has been actively reviewing ways to manage these costs more efficiently. For FY27, Newburyport solicited pricing for out-of-district transportation services with the goal of creating more predictable pricing and service stability, rather than pricing individual runs separately each year.

Superintendent Sean Gallagher, Director of Student Services Brad Brooks, and Director of Finance and Operations Ethan Manning also recently met with the CREST Collaborative regarding work they are doing to more efficiently procure and cost-share out-of-district transportation services. The district will continue to evaluate whether participation in a collaborative or consortium-based model would provide better pricing, routing efficiency, and/or service stability.

This is an example of an area where the district is pursuing cost containment, but the savings potential depends on student placements, vendor availability, route geography, and whether there are opportunities to share routes with other districts.

4. Funding Sources, Revolving Funds, and Grants

School Revenue Sources and Budget Offsets

The [FY27 Adopted Budget Book](#) includes the district’s Source of Funds summary on page 21. The school budget is supported by multiple funding sources, including the City appropriation, Circuit Breaker, School Choice, grants, revolving funds, tuition-supported programs, fee-supported programs, and other available school revenues.

For FY27, the district is relying more heavily on school revenue sources and prior-year balances because of the significant cost pressure associated with special education, particularly out-of-district and residential placements. These resources help reduce the impact on the City appropriation, but they have limitations. Some are restricted by law or grant rules, some depend on annual receipts, and some rely on prior-year balances. As noted in the FY27 Adopted Budget Book, these resources are critical in balancing the budget this year, but they do not represent a long-term solution.

FY27 Budgeted Use Compared to Anticipated Receipts

The table below shows where FY27 budgeted use exceeds projected current-year receipts and therefore relies on prior-year fund balance.

Funding Source	FY27 Budgeted Use	Projected FY27 Receipts	Use of Available Balance	Notes
Circuit Breaker	\$2,600,000	\$2,550,000	\$50,000	Special education reimbursement; one-year lag
School Choice	\$2,000,000	\$1,324,100	\$675,900	Supports school operating budget

Funding Source	FY27 Budgeted Use	Projected FY27 Receipts	Use of Available Balance	Notes
Athletics Revolving	\$361,034	\$360,000	\$1,034	Fee-supported athletics costs
International/ Other Tuition	\$100,000	\$60,000	\$40,000	Includes Educatus/international tuition
Preschool Tuition	\$190,000	\$190,000	\$0	Tuition-supported preschool program
Transportation	\$265,000	\$120,000	\$145,000	Fee-supported transportation revenue
1:1 Program	\$95,000	\$95,000	\$0	Student device program

Circuit Breaker

Circuit Breaker is a state special education reimbursement program. It reimburses districts for a portion of eligible prior-year special education costs above the state-established threshold. Because the reimbursement is based on prior-year costs, there is a one-year lag.

For FY27, the district's Circuit Breaker budget assumes the use of \$2,550,000 in anticipated FY27 receipts and \$50,000 in available carryover balance.

Circuit Breaker Item	Amount
Projected FY27 Receipts	\$2,550,000
FY27 Budgeted Use	\$2,600,000
Amount Supported by Available Balance	\$50,000
Projected Year-End Balance	\$237,407

School Choice

School Choice funds are used to support the overall school operating budget. The FY27 budget includes both projected receipts and available fund balance.

School Choice Item	Amount
Projected FY27 Receipts	\$1,324,100
FY27 Budgeted Use	\$2,000,000
Amount Supported by Available Balance	\$675,900
Projected Year-End Balance	\$427,806

Educatus / International Tuition

Educatus revenue is included within the International/Other Tuition source of funds. The FY27 budget includes \$100,000 in International/Other Tuition revenue.

Educatus revenue is generated through international student tuition. These funds are used to support high school programming and international student-related costs.

Revolving Fund Offsets

The district reviews projected receipts, available fund balance, known obligations, historical spending patterns, and future risk when determining how much revolving fund revenue or fund balance to use as an offset to the operating budget.

The goal is to use available resources to reduce pressure on the City appropriation while avoiding an unsustainable reliance on one-time balances. This is especially important because several FY27 cost pressures, particularly special education, are recurring or may continue into FY28.

The School Committee does not currently have a standalone financial policy governing the use of revolving fund offsets. The district's approach is guided by annual budget review, statutory restrictions on each fund, available balances, projected receipts, and recommendations from district administration.

5. Compensation, Collective Bargaining, and Benefits

Teacher salary costs are shaped by collective bargaining agreements, step and lane placement, staff experience, advanced degree lanes, and regional market competitiveness. Health insurance and other benefit assumptions are administered citywide and are affected by municipal plan rates and assumptions outside the direct control of the School Department.

Newburyport’s relative position compared with other districts is influenced by several factors, including staff experience and longevity, [placement on salary schedule steps and lanes](#), negotiated wage schedules, staffing mix by position type, and city-administered benefit costs.

A significant share of NPS educators are experienced staff members placed on higher steps and advanced degree lanes, including Master’s, Master’s +30, or comparable lanes. In fact, 70.8% of NPS educators have at least 10 years of experience. This contributes to higher average salary costs, but it also reflects a stable, experienced workforce. Veteran educators bring deep instructional knowledge, strong relationships with students and families, mentoring capacity for newer staff, and continuity in school programs.

Recent collective bargaining agreements also reflect the district’s need to remain competitive in the regional educator labor market while balancing affordability and long-term budget sustainability. As shown in the FY27 Adopted Budget Book [appendix](#), the district has provided the teacher staffing distribution by step and lane and the teacher salary schedule for public review.

The FY27 budget also reflects contractual salary increases, including step and lane movement, as well as increases in transportation, utilities, supplies, services, and other operating costs.

Longevity

Bargaining Unit / Employee Group	Longevity Provision
Teachers	Integrated into Salary Steps 11A-11E
Instructional Assistants	Integrated into Salary Steps 6.10-6.25
AFSCME / Custodial / Clerical	Annual flat-dollar payments (\$1,075 - \$3,000)
AFSCME / Cafeteria	Post-1995 hires receive 50% payment

Substitutes, Temporary Employees, and Contractors

The district uses substitutes and temporary employees to cover absences, vacancies, leaves, and other short-term staffing needs. Substitutes may include daily substitutes, long-term substitutes, temporary employees, and, in certain circumstances, contracted service providers.

For specialized or hard-to-fill service needs, such as certain related services, nursing, therapeutic, or evaluation services, the district may use contracted providers when necessary to meet student service requirements and maintain continuity of services.

TSA Match

The Teachers' collective bargaining agreement includes a Tax-Sheltered Annuity (TSA) matching contribution for eligible teachers.

Under the NTA agreement, the School Committee provides a matching contribution between \$100 and \$500, in \$100 increments. To receive the match, the employee must contribute a matching amount to their annuity plan. Employee contributions are deducted in equal installments and must equal or exceed \$500 by May 15 to receive the maximum district match.

Eligibility is limited to teachers hired after September 1, 1995, beginning in the employee's fourth year of consecutive service. Teachers hired before June 30, 1995 receive a different retirement-related benefit through a cash buyback of unused sick leave upon retirement.

The individual liability is capped at \$500 per eligible teacher per year. There is not a separate aggregate districtwide cap identified for this benefit.

City-Administered Benefits

Health insurance, retirement, and certain other employee benefit costs are administered citywide. City Finance/HR is best positioned to provide information regarding city-administered benefit costs, premium assumptions, retirement costs, and related liabilities.

6. Building Administration and Student Support

There is not a single enrollment threshold that automatically determines whether an administrator, such as an Assistant Principal position becomes full-time, part-time, or stipend-based. Administrative staffing is reviewed based on enrollment, grade span, student needs, staff supervision requirements, evaluation caseload, safety and operational responsibilities, family support needs, and the complexity of the school program.

As previously shared in the [April 8 FY27 Budget FAQ](#), building administrators are front-line educators who work directly with students, staff, and families every day. They are responsible for daily operations, supervision, safety, staff evaluation, hiring, student support, discipline, family communication, school improvement planning, and instructional leadership.

The district also reviewed leadership staffing across comparable districts during the FY27 budget process. As shown in the budget presentation, Newburyport's leadership staffing was 0.9 FTE per 100 students across three comparison methodologies. The data suggests Newburyport's leadership staffing is generally in line with peer districts, while the district continues to examine operations for opportunities to work more efficiently.

Leadership Staffing Comparison			
Comparison Group	Newburyport Leadership FTE per 100 Students	Range Among Comparable Districts	Newburyport Position
RADAR Demographic Group	0.9	0.7-1.3	In line with peers
RADAR Wealth Group	0.9	0.7-1.5	Lower end of peer range
DESE Comparison Group	0.9	0.6-1.3	In line with peers

7. Athletics and Other Program Areas

Several program areas are supported by a combination of operating budget, grants, fees, and revolving funds. These sources help support programming but are subject to restrictions, availability, and sustainability considerations.

Athletics

The 2.0 positions budgeted under Athletics, Professional Salaries are the Director of Athletics and the Athletic Trainer.

As previously noted in the [April 8 FY27 Budget FAQ](#), the increase in coaches' salaries reflects contractual obligations under the collective bargaining agreement, including negotiated stipend increases and a market adjustment to the athletic stipend schedule after several years without a significant adjustment.

The Athletics Revolving Fund supports athletics-related costs that are not fully covered by the general operating budget. These costs include coaches, officials, transportation, supplies, equipment, facility costs, police details, meet fees, and other program expenses. The amount used from the revolving fund is based on projected receipts, available fund balance, and expected program costs, with the goal of supporting the athletics program while maintaining sufficient flexibility for future needs.

Curriculum

The district reviews grant opportunities that may support curriculum work, including ESSA, state literacy initiatives, and other competitive grants.

These funds may support eligible costs such as professional development, intervention supports, supplemental materials, coaching, or implementation planning. However, grant funding is restricted and depends on eligibility, timing, allowable uses, and supplement-not-supplant rules.

For FY27, the district will continue to review whether eligible portions of the ELA curriculum work can be supported with grant funds, while recognizing that some core curriculum costs may require local or other non-grant funding.

Technology

The district maintains a comprehensive internal inventory of technology hardware and software, including instructional platforms, operational systems, cybersecurity tools, student information systems, and device management tools.

For security, privacy, and operational reasons, the district does not typically publish a full itemized inventory of software and systems. The FY27 technology budget reflects the cost of maintaining the instructional, operational, compliance, cybersecurity, and communication systems needed to support students, staff, and district operations.

8. Budget Line-Item and Operational Clarifications

Several FY27 budget lines benefit from additional context, particularly where the budget line reflects a classification, compliance, or capital-versus-operating distinction. The clarifications below address contracted services, lunch monitors, health services, and school administration stipends.

Other questions relate more directly to day-to-day deployment of staff, including custodial shift assignments, grounds maintenance, and crossing guard oversight. Those operational details can be discussed during the June 11 workshop as needed.

High School Contracted Services and Masonry

The FY27 High School contracted services line reflects routine and recurring services within the school operating budget. Over the past five years, spending from this line item has averaged approximately \$23,060. For FY27, the district is budgeting \$35,000 based on known costs and service contracts.

The masonry work identified at the High School is a larger capital need and is not the type of work that would typically be addressed through this annual operating line item. For that reason, the district has included the masonry work in the Capital Improvement Plan, where larger building envelope, masonry, roof, site, and infrastructure needs can be planned and funded more appropriately.

School Lunch Monitors

For FY27, lunch monitors are budgeted in the regular operating budget.

The School Nutrition Revolving Fund is restricted to costs that are reasonable, necessary, and allocable to the school meal program. Because lunch monitors provide general student supervision, the district has budgeted these costs outside of the School Nutrition Revolving Fund for compliance purposes.

The district will continue to review this approach in future budget cycles to determine whether any portion of these costs can be appropriately allocated to the School Nutrition Revolving Fund consistent with state and federal requirements.

Health Services Professional Salary

The 1.0 professional salary position charged at the district level in Health Services is the Director of Health Services/Head of Nursing.

This position provides districtwide nursing leadership, supports state health compliance, oversees health protocols and medical records processes, and helps coordinate nursing services across all school buildings.

Sixth Class Stipends

“Sixth Class Stipends” refers to compensation paid to teachers who teach an additional class beyond the standard full-time teaching load.

Under the NTA collective bargaining agreement, this is part of the Additional Class/Intervention Support Voluntary Program. Eligible teachers may agree to teach one additional class or provide intervention support above their regular schedule. The stipend for a full-year, 5-credit course is \$8,000 in FY27.

From a budget classification standpoint, these stipends are instructional in nature. They were previously shown in Operation of Plant due to historical budget coding, but they are more appropriately reflected in an instructional or school administration salary area because they relate to teaching and academic support, not building operations. The FY27 budget reflects this

classification change so the expense is shown in a budget area that better aligns with the underlying purpose of the stipend.

Related Budget Materials

- [Budget Documents & Presentations](#)
- [FY27 Budget FAQ 4/8/2026](#)
- [School Funding Overview/FAQ](#)
- [NPS Budget Overview Video](#)