

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting 6:30PM

Wednesday, June 24, 2026

SC Business Meeting Agenda June 24, 2026

SC Business Meeting Agenda Notes June 24, 2026

SC Warrant June 24, 2026

SC Business Meeting Minutes June 10, 2026

Literacy Curriculum Adoption Process

2028 NHS Overnight Field Trips Follow-up

 Trip Proposal Template

 Dominican Republic Trip Proposal

 Europe Trip Proposal

 Japan Trip Proposal

Policy JJH – Student Overnight or Late Night Travel

AI Ad Hoc Guidelines

Policy KCD Public Gifts to the Schools

FY27 Budget Update

Superintendent's Report

Newburyport Public Schools
School Committee Business Meeting

Wednesday, June 24, 2026 at 6:30PM
High School Library - 241 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/>. Every effort will be made to ensure that the public can access the proceedings in real-time. In the event of a technological failure that interrupts our ability to provide remote access, the public body will pause the meeting while attempting to restore the connection. If the disruption continues, the meeting will continue in person for those physically present.

School Committee Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. *Warrant – *possible Vote*
4. *Meeting Minutes June 10, 2026 – *possible Vote*
5. Newburyport’s Whittier School Committee Reps – Check-in
6. Literacy Curriculum Adoption Process
7. *2028 NHS Overnight Field Trips Follow-up – *possible Vote*
8. AI Ad Hoc Guidelines - *Superintendent Sean Gallagher*
9. *Bench Donation for Tennis Courts – *possible Vote*
10. FY27 Budget Update - *Superintendent Sean Gallagher*
11. *2026-2027 School Choice Wait List Review – *possible Vote*
12. 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*
13. Summer Retreat Planning
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 24, 2026 at 6:30PM
High School Library, 241 High Street, Newburyport, MA 01950

AGENDA NOTES

Join Zoom Meeting
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School Committee Business Meeting Agenda

3. *Warrant – possible Vote
4. *Meeting Minutes June 10, 2026 – possible Vote
5. Newburyport’s Whittier School Committee Reps – Check-in
Stephanie Kalina and Erin Fenn, Newburyport’s representatives on the Whittier Regional School Committee, will provide an update regarding recent school business.
6. Literacy Curriculum Adoption Process
Dr. Tom Abrams will report out on the curriculum evaluation process and adoption of a new K-5 literacy curriculum. (see attached)
7. *2028 NHS Overnight Field Trips Follow-up – possible Vote
Principal Andy Wulf will review vetting and the selection process for tour providers and various international trips planned for 2028: Japan (April 2028), Dominican Republic (February 2028), and Alps & Mediterranean (Summer 2028). (Policy JJH – Student Overnight or Late Night Travel)
8. AI Ad Hoc Guidelines
Superintendent Sean Gallagher will share the AI Ad Hoc Guidelines recently developed by the NPS AI Ad Hoc Committee. (attached)
9. *Bench Donation for Tennis Courts – possible Vote
Superintendent Gallagher and Facilities Director James McSweeney are seeking permission to accept a bench being donated for the tennis courts. (Policy KCD Public Gifts to the Schools)
10. FY27 Budget Update
Superintendent Sean Gallagher will review options to address the shortfalls in the FY27 Budget.
11. *2026-2027 School Choice Wait List Review – possible Vote
A review of the current 2026-2027 School Choice wait list, with a potential vote to authorize acceptance of additional candidates from the wait list.
12. 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
13. Summer Retreat Planning: *School Committee will discuss topics for their summer retreat.*
14. Superintendent’s Report: *Favorite Poem Project, NEF Awards, Honoring Skipper, Kindergarten Readiness*
15. New Business

* possible vote

FYI: Upcoming Dates:

- ✓ Students Last Day: Wednesday, June 24th
- ✓ Molin Awards: Wednesday, June 24th @ 1:00PM
- ✓ Teacher’s Last Day: Thursday, June 25
- ✓ Extended Leadership Team Summer Retreat – June 29th & 30th
- ✓ School Committee Summer Retreat – August 12th

School Committee - Warrant(s) June 24, 2026

Warrant 8182 FY26	\$ 459,443.62
A-Warrant(s)	<u>\$103,361.39</u>
Total of Warrants:	\$ 562,805.01

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

Wednesday, June 10, 2026

CALL TO ORDER / ROLL CALL

Mayor Sean Reardon called the School Committee Business meeting of the Newburyport School Committee to order at 6:31 PM. Roll call found all members present, except Breanna Higgins (arrived 6:33PM).

Public Comments: none

Staff Retirement Recognitions

Superintendent Sean Gallagher congratulated the following retiring staff members: *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), Stephanie Karahalidis (Nock Instructional Ass't – 31 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)*

Warrant

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

VOTED: to approve the Warrant in the amount of \$582,604.56 as presented.

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

Motion Passed

Minutes

Motion:

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

VOTED: to adopt the minutes for the May 13, 2026 with changes to bottom of page 3 (Correct vote for Breanna Higgins to “yes”).

Motion Passed

Student Representative Report:

Anna Pervier provided the student report which included a Coast Guard visit, school-wide Gratitude Garland Project and Field Day at the Bresnahan, Math Olympiads program at the Molin, Tiny Home projects and the Grade 7 Camp Jewell trip at the Nock, and Boys Track State Champions and Class of 2026 graduation at the high school. Molin Field Day will be held June 18th and Nock Class Day will be on June 23rd.

Nock & NHS Roof Project Update

Facilities Director James McSweeney provided an update for the Nock/Molin and High School MSBA roof projects. He reviewed the project costs for both buildings, as well as the costs involved with removing the Nock solar panels during the project. James reviewed the project timeline, explained areas in each building that will be closed during construction, and how the solar panels will be stored during the project. Construction costs are currently \$3.3 million lower than originally anticipated.

2028 Overnight Field Trips – High School

Principal Andy Wulf reviewed demographics of the school trips high school students took last year, followed by a review of three international trips proposed for 2028. After a lengthy question & answer period, the Committee decided to table their vote until the next meeting on June 24th. Principal Andy Wulf will obtain more information about the proposed trips such as additional trip costs, price comparisons, payments to teachers, trip insurance, and trip feedback surveys.

Girls Varsity Golf Team Proposal

Superintendent Gallagher reviewed a proposal to start a Varsity Girls Golf program at the high school beginning 2026-2027. Cost and fees information provided by Athletic Director Anna DeVitto and Finance Director Ethan Manning were reviewed. The estimated annual cost for 12-15 students would be \$11,097 and the user fee would be \$275 per student.

Motion:

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

VOTED: to approve the proposal for a Varsity Girls Golf team next year, in accordance with Policy JJIB Inter-Scholastic Athletics.

Motion Passed

Adjustments to 2026-2027 Athletics User Fees

Superintendent Sean Gallagher presented a proposal to increase Athletic Fees in 2026-2027. The presentation included a list of why there is a need to increase athletic fees, background on the Middle School Athletics fee, as well as the proposed FY27 Fee Schedule.

Motion:

On a motion by John Ricci and seconded by Breanna Higgins it was

VOTED: to approve the proposal to increase athletic fees as presented in accordance with Policy JQ Student Fees, Fines and Charges.

Motion:

On a motion by Juliet Walker and seconded by Andrew Boger it was voted to amend the motion

VOTED: to approve the proposed Athletic Fee Schedule with a \$50 fee per sport for Middle School Athletics in accordance with Policy JQ Student Fees, Fines and Charges.

Motion Passed

Acceptance of Newburyport Bank Scholarship Funds

Finance Director Ethan Manning requested the School Committee accept a \$10,000 scholarship donation from Newburyport Bank Charitable Foundation that will be used for five \$2,000 scholarship payments.

Motion:

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

VOTED: to accept the \$10,000 restricted scholarship donation from the Newburyport Bank Charitable Foundation, in accordance with Policy KCD Public gifts to the Schools.

Motion Passed

Nock / Molin Traffic Circulation Advisory Committee Discussion

The following people will participate on the Traffic Circulation Advisory Committee: John Ricci (Chair), Juliet Walker, Lauren Eramo, Mayor Reardon, Nick Markos, James McSweeney, and Superintendent Gallagher. A Molin School administrator and a Police Officer will also participate. John Ricci will schedule the first meeting.

Juliet Walker heard from a member of the state's Safe Routes to School, and they want to do a walk around audit. She will coordinate a date with John Ricci.

SUBCOMMITTEE UPDATES

Finance Subcommittee

Andrew Boger said their last meeting this year will be June 18th. Juliet Walker noted there is a meeting with City Council on Thursday, June 11th.

Policy Subcommittee

Kathleen Shaw stated they will meet on June 22nd at 6:30PM in Central Office, and they will be looking at AI policies.

Teaching & Learning Subcommittee

Andrew Boger said they met today and discussed School Improvement Plans.

SEPAC

Kathleen Shaw stated they last met on May 13th was attended by school adjustment counselors to talk about various services provided. They will not meet again this school year.

NEF

Lauren Eramo stated their next meeting will be June 17th.

Superintendent's Report

The Superintendent's report covered the following:

- ❖ **Coast Guard JROTC Site Visit:** The high school hosted a site visit for the US Coast Guard JROTC leadership on May 29th. The team toured various classrooms, training spaces and offices. The Coast Guard will make their recommendations later this Fall.
- ❖ **YURT Update:** The PTO recently approved to move forward with the proposed Outdoor Learning Space and Yurt project at the Bresnahan.
- ❖ **CREST Transportation Demo:** Superintendent Gallagher, Special Ed Director Brad Brooks and Finance Director Ethan Manning met with CREST for a presentation on a proprietary transportation application developed by CREST to aid with collaborating on route consolidation and cost-sharing opportunities.

- ❖ School Safety & Violent Event Incident Management Workshop: The Superintendent completed an 8-hour comprehensive workshop with area superintendents, police, fire and emergency response teams to collaborate on practical, real-world crisis resolutions.
- ❖ Budget: The Central Office team created a comprehensive, data-driven FAQ document to address recent operations and budget queries by City Council. The budget workshops will be held on June 11th.

New Business:

- Mayor Reardon provided an update regarding Whittier Tech. He attended a recent meeting with regional stakeholders. Another meeting will be held on June 25th, and the group hopes to come up with a list of meaningful amendments. A new regional agreement must be done by June 2027.

ADJOURNMENT

Motion:

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

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:50PM.

Motion Passed

2025-26 Curriculum Summary

**Newburyport Public Schools
Teaching & Learning Subcommittee
May 20, 2026**

Math

Curriculum & Assessment

K-5

6-8

9-12

Implementation

Evaluation

Implementation

- Pacing, common assessment, instruction using iReady Math resource
- iReady Diagnostic / MyPath

- Review of current resource using common, iReady and MCAS data
- Standards-based mapping
- New resource review & selection (begin April 2026)
- iReady Diagnostic / My Path

- Course development
- Common Assessment & [performance-based assessment](#)

Intervention

Math Recovery (K-5)
Math Olympiad (4-5)

Flex Support & MCAS Boot Camp

Pilot Course & Tutoring

Instruction

Vertical Standards-based Professional Development (January/May)
Building Thinking Classrooms & Mathematical Discourse

Literacy

Curriculum & Assessment

K-5

6-8

9-12

Evaluation

Implementation

Implementation

- Pilot: Fishtank & CKLA
- iReady Diagnostic / MyPath / DIBBELS
- Selection of Fishtank ([see presentation](#))
- Summer Reading

- Ongoing course development using common assessment, iReady, MCAS data
- iReady Diagnostic / My Path
- Summer Reading

- Ongoing course development using common assessment, iReady, MCAS
- Common & [performance-based assessment](#)
- Summer Reading

Intervention

- Literacy Intervention (Title I) – evaluating intervention, pilot UFLI, collaborate with special education & EL educators
- Redesign Summer Lit Camp

Flex Support & MCAS Boot Camp

Clipper Block

Instruction

6-12 Vertical Standards-based Professional Development (January/May) -- focus on writing rubrics and reading

World Language

Curriculum & Assessment

K-5	6-8	9-12
<i>No program</i>	<i>Implementation</i>	<i>Implementation</i>
	<ul style="list-style-type: none"> ● Ongoing course development using proficiency-based outcomes ● MOPI (modified oral proficiency interview) training for the team. ● Align rubrics, 6-12. 	<ul style="list-style-type: none"> ● Ongoing course development ● Addition of higher level Spanish course: Spanish 5 and AP Spanish (FY27 2 Spanish 5 sections) ● MOPI (modified oral proficiency interview) training for the team. ● Align rubrics, 6-12

Instruction

- 6-12 Vertical Standards-based Professional Development (January) -- focus on proficiency-based teaching
- Expansion of Seal of Biliteracy
- Implementation Proficiency-based Testing and World Language Action Team (WLAT)
- [School Committee Presentation](#)

Performing Arts & Music

Curriculum & Assessment		
K-5	6-8	9-12
<i>Program Expansion</i>	<i>Realignment</i>	<i>Implementation</i>
<ul style="list-style-type: none"> ● Expansion of 4-5 Elective Morning Music Program <ul style="list-style-type: none"> ○ Band ○ Chorus ○ Orchestra ● 4-5 After School Musical ● K-5 – General Music course for all students 	<ul style="list-style-type: none"> ● Explore Courses <ul style="list-style-type: none"> ○ 6 – vocal music ○ 7 – drama ○ 8 – music tech & drum line ● Elective Music <ul style="list-style-type: none"> ○ Band ○ Chorus ○ Orchestra ● 6-8 After School play & musical 	<ul style="list-style-type: none"> ● Elective Courses - broad range of elective courses are offered within and outside of the school day ● Expansion of media and video production ● Increase in chorus participation and addition of orchestra
Instruction		
<ul style="list-style-type: none"> ● Vertical approach to staffing and scheduling (year 2) ● K-12 Vertical Standards-based maps – aligning new maps to new schedule and staffing structure 		

Innovation Pathways & CTE

Innovation Pathways	CTE Program Development
<ul style="list-style-type: none">● Development of 3 Pathways<ul style="list-style-type: none">○ Advanced Manufacturing,○ Environmental Science,○ Healthcare & Social Assistance● Ongoing course development (e.g., conservation biology, toxicology) to support pathways<ul style="list-style-type: none">○ DESE grants support materials○ Swasey funds support teacher PD○ Intern Partnerships● Other Program Investments<ul style="list-style-type: none">○ Media and Broadcasting (NEF Media Lab)○ Early Childhood (Day Care)	<ul style="list-style-type: none">● CTE Steering Committee● Grant Development● Educator certification planning
School-Wide Curriculum Development	
<ul style="list-style-type: none">● MyCap & Guidance (See School Committee Presentation)● Onward Block / Student Advisory● Portfolios	

Social Emotional Learning

Curriculum		
K-3	4-5	6-8
<i>Program Evaluation & Selection</i>	<i>Implementation</i>	<i>Program Evaluation & Selection</i>
<ul style="list-style-type: none"> ● Second Step Pilot ● Responsive Classroom Audit & Professional Development (morning meeting) 	<ul style="list-style-type: none"> ● Second Step ongoing implementation 	<ul style="list-style-type: none"> ● Pilot new programs (Second Step, Boston v. Bullies); selection for 2026-27 SY TBD ● Ongoing Advisory program development by grade level

District Level

- See [School Committee Presentation](#) from District Nurse Leader
- Mass General Hospital / Harvard Wellness Partnership – Wellness Coach, iDecide/SURF Data grades 9-12
- Screenings
 - SBIRT (Screening, Brief Intervention, Referral to Treatment) – grades 8 & 10
 - BIMAS (Behavior Intervention Monitoring Assessment System) – grades 4 & 5
 - SOS (Signs of Suicide) – grades 7 & 9
- School Quality Measure Data Dashboard to create system for accountability & feedback

English Language Program

Program Level		
Curriculum	Assessment	Instruction
<ul style="list-style-type: none">• National Geographic REACH program• Review of updated National Geographic Program (REACH Higher) and VISTA Program• Selected REACH Higher for FY27	<ul style="list-style-type: none">• Consistent Data Protocols<ul style="list-style-type: none">○ WIDA (State level)○ IPT Testing (Idea Proficiency Test)-- local level	<ul style="list-style-type: none">• Consistent Instructional Protocols – how are we teaching?• Professional development trajectory that is specific to EL team
District Level		
<ul style="list-style-type: none">• Scheduling and staffing• Collaborating with special education and Title I		

Other

Bresnahan School Specials Program Development	K-12 Digital Citizenship	Competency Determination
<p><i>Living Classroom Program Development</i></p> <ul style="list-style-type: none">● Farm FRESH Grant● PTO Grant● Environmental Pathways Connection <p>Developing a new specials class that brings students outside to explore life sciences and build social skills</p>	<ul style="list-style-type: none">● Tech Integration● Digital Citizenship Curriculum Map <p>Reimagining the tech integration role for FY27.</p> <p>Designing a Digital Citizenship vertical map and implementation plan.</p>	<p>Defining graduation competencies and working on common assessment & performance assessment for required courses</p> <p>Slight changes in schedule to align to NHS to MassCore</p> <ul style="list-style-type: none">● 4 units of math (currently require 3 units)● 3 units of social studies● .5 unit of civics

Summer Professional Development



Curriculum planning & development (58 teachers currently signed up)

- Guided math curriculum planning K-8
- Guided literacy curriculum planning K-5
- Course Assessment & Performance Based Assessment Development 6-12
- Guided literacy curriculum planning K-12 IDC program

Educator Led Inservice Courses (131 educators currently signed up)

Many topics including: Math fluency, poetry, CBT in the classroom, playful learning, writing revolution, learning to fail, etc

School Committee Cover Sheet - 2028 International Trips

February Vacation 2028:

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

Teacher Group Leader: Aaron Ribaudó - 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

NEWBURYPORT PUBLIC SCHOOLS

INTERNATIONAL STUDENT TRAVEL PROPOSAL AND VENDOR SELECTION PROCESS

Purpose

The purpose of this process is to ensure that all international student travel opportunities offered through Newburyport Public Schools are educationally meaningful, financially transparent, safe, and accessible to students. This process is intended to provide a consistent framework for evaluating and approving international travel opportunities and the vendors selected to support those experiences.

Proposal Requirements

Prior to School Committee consideration, trip advisors must submit the following:

1. Travel Proposal Cover Page
2. Vendor comparison matrix with cost estimates
3. Documentation itinerary from vendors considered

Post Trip

Advisors will administer the [INTERNATIONAL TRAVEL PROGRAM FEEDBACK SURVEY](#) to collect feedback on the student and family's experience. This information will be used to plan future trips.

Travel Proposal Cover Page

Educational purpose of the trip

- Connection to curriculum, course objectives, or district goals
- Expected student learning outcomes
- Opportunities for cultural, historical, linguistic, artistic, scientific, or civic learning

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Vendor Comparison Matrix

Criteria	Vendor A	Vendor B	Vendor C
Total Cost			
Hotel Accommodations			
Tips included			
Meals Included			
Travel Insurance Available			
Is There Shared Transport with Other Schools?			
Student-to-Chaperone Ratio			
Advisor Compensation or Benefits			

NEWBURYPORT PUBLIC SCHOOLS

[INTERNATIONAL TRAVEL PROGRAM FEEDBACK SURVEY](#)

Trip

Vendor

Dates

Please indicate your level of agreement with the following statements

1. The trip provided meaningful educational experiences that enhanced student learning.
 Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

2. The travel company provided quality accommodations, transportation, and overall trip organization.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Communication from the travel company and trip advisors before and during the trip was clear and effective.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

	<p>4. Communication from the travel company and trip advisors before and during the trip was clear and effective.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly Agree<input type="checkbox"/> Agree<input type="checkbox"/> Neutral<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly Disagree
	<p>5. I felt that student safety, supervision, and well-being were appropriately prioritized throughout the trip.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly Agree<input type="checkbox"/> Agree<input type="checkbox"/> Neutral<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly Disagree
	<p>6. Considering the educational value and overall experience, the trip provided good value for the cost.</p> <ul style="list-style-type: none"><input type="checkbox"/> Strongly Agree<input type="checkbox"/> Agree<input type="checkbox"/> Neutral<input type="checkbox"/> Disagree<input type="checkbox"/> Strongly Disagree
Open Response	What was the most valuable aspect of this trip?

	<p>What suggestions do you have for improving future trips?</p>
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Please provide any additional comments regarding the travel vendor, accommodations, transportation, itinerary, supervision, or overall experience.

NEWBURYPORT PUBLIC SCHOOLS

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Travel Proposal Cover Page

Educational purpose of the trip

- Connection to curriculum, course objectives, or district goals
- Expected student learning outcomes
- Opportunities for cultural, historical, linguistic, artistic, scientific, or civic learning

Educational Purpose of the Trip

The Marine Conservation in the Dominican Republic program provides students with an immersive, hands-on learning experience that connects classroom instruction in environmental science, biology, ecology, sustainability, global studies, and service learning to real-world conservation challenges. Students will explore the impact of climate change, tourism, pollution, and overfishing on Caribbean marine ecosystems while actively participating in meaningful conservation efforts. Through collaboration with local conservation organizations and community members, students will engage in coral reef restoration, biodiversity monitoring, habitat preservation, and environmental stewardship activities.

This experience directly supports district goals related to developing globally minded citizens, fostering civic engagement, promoting experiential learning opportunities, strengthening environmental literacy, and building students' skills in collaboration, communication, critical thinking, and problem-solving. The program aligns with Massachusetts Science and Technology/Engineering Standards, particularly in ecology, environmental sustainability, biodiversity, human impacts on ecosystems, and stewardship of natural resources.

Expected Student Learning Outcomes

Upon completion of the program, students will be able to:

- Explain the ecological importance of coral reefs, mangrove forests, and marine biodiversity.
- Analyze how human activities, including tourism, pollution, climate change, and overfishing, affect marine ecosystems.
- Apply scientific observation, data collection, and field research techniques in authentic environmental settings.
- Evaluate conservation strategies used to restore and protect marine habitats.
- Demonstrate increased understanding of sustainability practices and environmental stewardship.
- Develop leadership, teamwork, and communication skills through collaborative service-learning projects.
- Reflect on the interconnectedness of environmental, economic, and social systems within local and global communities.
- Demonstrate increased cultural awareness and appreciation for diverse perspectives and ways of life.

Cultural, Historical, Scientific, and Civic Engagement Learning Opportunities

Scientific Learning

Students will participate in field-based environmental studies focused on marine ecology, coral reef health, biodiversity assessment, mangrove restoration, invasive species management, and sustainable resource practices. Activities may include snorkeling-based ecosystem observations, species identification, habitat monitoring, reef restoration, and environmental data collection.

Cultural Learning

Students will engage with local residents, conservation professionals, fishermen, and community organizations to gain insight into Dominican culture, traditions, and the relationship between communities and natural resources. These interactions foster intercultural competence, empathy, and global awareness.

Historical and Geographic Learning

Students will examine how geography, coastal development, tourism, and historical land-use patterns have shaped environmental and economic conditions in the Dominican Republic. They will explore the unique ecological significance of Caribbean ecosystems and the challenges facing island nations in a changing climate.

Civic Engagement and Service Learning

Students will contribute directly to ongoing conservation efforts through hands-on service projects that support local environmental goals. By working alongside community partners, students will gain an understanding of civic responsibility, community-based problem solving, and the role individuals can play in creating sustainable change. The program includes approximately 18 hours of structured service-learning activities.

Social-Emotional and Leadership Development

Through travel, cultural immersion, and collaborative service projects, students will strengthen independence, adaptability, resilience, leadership, and interpersonal communication skills. Students will be challenged to navigate new environments, work effectively with diverse groups, and reflect on their role as global citizens. EF identifies key outcomes including confidence, curiosity, empathy, adaptability, global perspective, and self-awareness.

Overall, this program exemplifies the district's commitment to experiential learning by providing students with a transformative educational opportunity that combines academic learning, service, cultural exchange, leadership development, and environmental stewardship in a real-world setting.

Vendor Comparison Matrix

Criteria	EF Tours - Anna Moses anna.moses@ef.com 617-466-6338	ACIS - Tom Heigham theigham@acis.com 617-958-9546	Rustic Pathways - Anna Beckerman anna@rusticpathways.com 440-975-9691
Total Cost	\$4,739	\$3,858	\$1,995 + airfare
Hotel Accommodations	Included - More details closer to travel dates	Included - More details closer to travel dates	Included - More details closer to travel dates
Tips included	Yes	No	No
Meals Included	Yes	Yes	Most Included
Travel Insurance Available	Yes - different plans available if they don't want basic	Yes	Yes additional purchase
Is There Shared Transport with Other Schools?	No, private tour	Typically private group unless small numbers	Depends on trip and numbers needed
Student-to-Chaperone Ratio	Typically 6-7 students per chaperone	Varies by tour program	10:1 ratio
Advisor Compensation or Benefits	Free Group Leader Training, other rewards passed on to students, Mass does not allow compensation	Mass does not allow compensation	Mass does not allow compensation Group leader benefits vary by contract

POST-TRIP FEEDBACK SURVEY

NEWBURYPORT PUBLIC SCHOOLS	
<u>INTERNATIONAL TRAVEL PROGRAM FEEDBACK SURVEY</u>	
Trip	
Vendor	
Dates	
Please indicate your level of agreement with the following statements	1. The trip provided meaningful educational experiences that enhanced student learning. <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
	2. The travel company provided quality accommodations, transportation, and overall trip organization. <input type="checkbox"/> Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Communication from the travel company and trip advisors before and during the trip was clear and effective.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

4. Communication from the travel company and trip advisors before and during the trip was clear and effective.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

	<p>5. I felt that student safety, supervision, and well-being were appropriately prioritized throughout the trip.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
	<p>6. Considering the educational value and overall experience, the trip provided good value for the cost.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly Agree <input type="checkbox"/> Agree <input type="checkbox"/> Neutral <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly Disagree
<p>Open Response</p>	<p>What was the most valuable aspect of this trip?</p> <p>What suggestions do you have for improving future trips?</p> <p>Please provide any additional comments regarding the travel vendor, accommodations, transportation, itinerary, supervision, or overall experience.</p>

NEWBURYPORT PUBLIC SCHOOLS

INTERNATIONAL STUDENT TRAVEL PROPOSAL AND VENDOR SELECTION PROCESS

Purpose

The purpose of this process is to ensure that all international student travel opportunities offered through Newburyport Public Schools are educationally meaningful, financially transparent, safe, and accessible to students. This process is intended to provide a consistent framework for evaluating and approving international travel opportunities and the vendors selected to support those experiences.

Proposal Requirements

Prior to School Committee consideration, trip advisors must submit the following:

1. Travel Proposal Cover Page
2. Vendor comparison matrix with cost estimates
3. Documentation itinerary from vendors considered

Post Trip

Advisors will administer the [INTERNATIONAL TRAVEL PROGRAM FEEDBACK SURVEY](#) to collect feedback on the student and family's experience. This information will be used to plan future trips.

Travel Proposal Cover Page

Educational purpose of the trip

- Connection to curriculum, course objectives, or district goals
- Expected student learning outcomes
- Opportunities for cultural, historical, linguistic, artistic, scientific, or civic learning

Student educational travel often connects across many curriculum areas - for this trip, several are listed below:

- **Connection to curriculum, course objectives, or district goals**
 - *World Language (German & Spanish {French})*
 - - Interpretive: Recognize traits of multiple cultures and communities and Identify words, phrases, and basic information.
 - Linguistic Cultures: Making comparisons between products, practices, and perspectives.
 - Lifelong Learning: Using languages for enjoyment and enrichment
 - *History*
 - Connecting travel to Sophomore Exposition Projects Project (History & English)
 - World history 9th & 10th grade
 - Students will learn about exchange rates and budgeting connecting to Personal Financial Literacy Standards
 - ***Portrait of a Graduate (District Goals)***
 - Travel creates opportunities for students to gain self confidence and resilience helping to meet district Socially and Emotionally well being outcomes

- Student travel places students in new cultures, governments, religions and ethnic groups helping students to become more civically engaged
- Group trips require students to learn to live and work together, activities require creativity and problemsolving, all Portrait of a graduate goals.
- **Global Scholars Club (Expected Student Outcomes)**
 - While not a course, this student organization, which helped to select this tour through a student created survey offered to all students in grades 9-12 has the following mission for student outcomes of its members:
 - To provide students with opportunities to learn about the world beyond their community, and to learn how their community and they, themselves are a part of that world. Through monthly meetings, special cultural events, virtual exchanges and international travel the goal of the GSC is to provide students with the skills necessary to begin their journey as globally aware citizens (written by student members of GSC).

- On this trip students will be able to engage in World languages including Spanish and German, both taught at NHS.
- Students will participate in cultural activities such as a folklore program in Lucerne, an interactive Flamingo Dance in Barcelona.
- Learn to budget and calculate exchange rates and handle their personal spending
- Explore new places, especially during free time using GPS and maps and other means to develop self-awareness, independence and self confidence
- Meet new people from different cultures creating opportunities for empathy
- Explore the history of Europe from ancient Rome to Modern developments

Vendor Comparison Matrix

Criteria	EF Tours	Explorica	Global Citizen Program
Trip	<p style="text-align: center;">Alps & Mediterranean</p> <p style="text-align: center;">Includes Switzerland, Italy, Monaco, France and Spain Also Includes Folklore Night in Lucerne and Cooking class in Barcelona</p> <p style="text-align: center;">Additional activities throughout tour</p> <p style="text-align: center;">June 2028</p>	<p style="text-align: center;">Switzerland and the Mediterranean</p> <p style="text-align: center;">Includes Switzerland, Italy, Monaco, France and Spain. Also Includes Folklore Night in Lucerne and Cooking class in Barcelona</p> <p style="text-align: center;">Additional activities throughout tour</p> <p style="text-align: center;">June 2028</p>	<p style="text-align: center;">Switzerland, France and Spain with Newburyport High School</p> <p style="text-align: center;">Includes Switzerland, France , Monaco and Spain Also Includes Folklore Night in Lucerne, and a school visit plus and Cooking class in Barcelona</p> <p style="text-align: center;">Additional activities throughout tour</p> <p style="text-align: center;">June 2028</p>
Total Cost	<p>\$4984 as a non private tour. Includes travel and medical insurance</p> <p>\$5,884 private 10-19 paying travelers</p> <p>\$5384 private tour of 20-29</p>	<p>\$5103 as non private tour - includes basic medical insurance</p> <p>\$5770 as Private tour - must have 15 paying students and 2 chaperones, includes medical ins</p>	<p>\$5650 (\$5350 With NBPT discount)</p> <p>Private tour price based on 15 paying students and 2 chaperones and includes basic travel ins</p>

	<p>\$4984 private 30 +</p> <p>\$200 discount offered at Invitation night per traveler</p> <p>EF Scholarships:</p> <ol style="list-style-type: none"> 1. \$5000 - Schools that partner with EF for all international student travel will be offered \$5,000 across all EF Tours if all international travel opportunities (excluding homestays) are EF Tours. 2. Additional student scholarships will be available once the tour is launched, ex (early enrollment discount). 3. If we do not meet the above criteria - EF Scholarships for travelers with financial needs for this tour will then be: \$1000 scholarship to be used exclusively for this trip - Teacher may determine how to distribute. 4. EF Global Citizenship 	<p>\$5837 as private tour with added Travel & Medical Insurance plan*</p> <p>\$200 discount offered</p> <p>Travelers may apply for Scholarships opportunities up to \$600 for household incomes under \$85,000</p>	
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	<p>Scholarship - \$100,000 in annual student travel scholarships. Each year, we award \$1,000 to as many as 100 students from around the U.S. NHS students enrolled on an EF tour may apply.</p>		
Hotel Accommodations	3-4 star,	3-4 star, within 45 min attractions	3-4 star, near city centers or within 30-45 min attraction Students guaranteed no shared beds
Tips included	yes	No \$132 per traveler	yes
Meals Included	Breakfast and dinner. Students typically explore a designated area during free time for lunches that interest them	Breakfast and dinner. Students typically explore a designated area during free time for lunches that interest them	Breakfast and dinner. Students typically explore a designated area during free time for lunches that interest them
Travel Insurance Available	Included. Covers Basic medical, dental & emergency evacuation coverage, or arranging a parent to travel to student in emergency while on tour. Also includes lost luggage, missed or canceled	Included Basic Plan which is Basic medical, dental & emergency evacuation coverage while on tour *Add \$257 for Basic and Travel	Yes, basic plan for \$95.

	<p>flights, excursions, etc and canceling trip (for covered reasons)</p> <p>Families can opt for a cancel for any reason plan for approx \$290 additional</p>	<p>Protection (includes canceling trip for covered reasons)</p> <p>Families can opt for a “cancel for any reason plan” for approx \$400 additional over basic cost.</p>	
<p>Is There Shared Transport with Other Schools?</p>	<p>Yes</p> <p>Private tours can be purchased but increase pricing. Private tours can start at differing group sizes including 20 and 30.</p> <p>Please see the two quoted prices above. We are opting for non private.</p> <p>Please also note, we have standing instructions to only be paired with another high school. No room sharing at hotels.</p> <p>The two times I have shared - it was a highlight for the students who are still friends!</p>	<p>Shared if less than 15 students. Private at 15+</p> <p>Private tours can be purchased but increase pricing. Private tours can start at differing group sizes. For this quote We selected to do the private tour starting at 15. If we have less than 15 we will drop the private tour fee. If we reach 32 the private tour fee will also be dropped as it automatically becomes a private tour.</p> <p>Please see the two quoted prices above. We are opting for non private.</p> <p>Please also note, we have standing instructions to only be paired with another high school. No room sharing at hotels. The two times I have shared - it was a</p>	<p>Yes if less than 15. At 15+ private school tour</p>

		highlight for the students who are still friends!	
Educational Credit	High school credit - free Optional: 3 college credits at SNHU \$300 College Essay tutoring - free	High School credit - free/ Optional 3 College Credits at George Mason U - Free / optional	None - students do receive a certificate from GCP.
Student-to-Chaperone Ratio	6:1	6:1	10:1
Advisor Compensation or Benefits	<p>Chaperones travel for free with every 6 paying travelers. If less than 6, chaperones pay only the difference.</p> <p>Stipend dependent on # of students over 15. \$500 if 15 paying, and may be used towards direct scholarships, or check sent to school.</p> <p>Teachers also may receive based on the number of students signing up "reward points" which in MA can be used for scholarships, be paid out to the school or to help cover professional development at teacher conventions.</p>	<p>Chaperones travel for free with every 6 paying travelers. If less than 6, chaperones pay only the difference.</p> <p>Teacher chaperones earn 0.5 CEU per travel day. Teachers may receive based on the number of students signing up "travel points" which in MA can be used for scholarships, be paid out to the school or to help cover professional development at teacher conventions.</p> <p>Estimate: for 15 travelers - \$572 valued at either \$650 in direct student scholarships or \$500 in a stipend paid back to the NHS student account.</p>	Chaperones travel for free with every 6-10 paying travelers. If less than 6-10 chaperones pay only the difference. The variance is based on agreed numbers.

	<p>Please note, if we accept a cash stipend, checks are made out to the school and deposited into a school student account to use for scholarships and to pay for special trip activities, or to pay for transit to Logan and back for the group.</p> <p>Teacher chaperones also may take up to 3 graduate credits at SNHU for a discounted price.</p>	<p>Please note, if we accept a cash stipend, checks are made out to the school and deposited into a school student account to use for scholarships and to pay for special trip activities, or to pay for transit to Logan and back for the group.</p> <p>Teachers may earn 3 graduate credits at a discounted price through an affiliated college:</p>	
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NEWBURYPORT PUBLIC SCHOOLS

INTERNATIONAL STUDENT TRAVEL PROPOSAL AND VENDOR SELECTION PROCESS

Purpose

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Proposal Requirements

Prior to School Committee consideration, trip advisors must submit the following:

1. Travel Proposal Cover Page
2. Vendor comparison matrix with cost estimates
3. Documentation itinerary from vendors considered

Post Trip

Advisors will administer the [INTERNATIONAL TRAVEL PROGRAM FEEDBACK SURVEY](#) to collect feedback on the student and family's experience. This information will be used to plan future trips.

Travel Proposal Cover Page

Educational purpose of the trip

- Connection to curriculum, course objectives, or district goals
- Expected student learning outcomes
- Opportunities for cultural, historical, linguistic, artistic, scientific, or civic learning

JAPAN - Trip Leader, Dr. Gary Matloff, Psychologist

Our travels to Japan is intended for those seeking a culturally immersive experience relative to the broader context of Asian culture that is uniquely Japanese with its ancient traditions:

- Participation in a tea ceremony
- Taking in the scenic ambiance of the cherry blossoms
- Visiting Kyoto's Tenryu-ji Temple, a UNESCO World Heritage site celebrated for its 14th-century Zen garden

hyper-modern futurism:

- Taking in the technology of tomorrow with a visit to Tokyo's famed Akihabara Electric Town district
- Riding the famed bullet trains
- Visiting the National Museum of Emerging Science and Innovation

and significance of its history and subsequent impact on global affairs:

- Visiting Hiroshima's sobering Atomic Dome and Peace Memorial Park & Museum
- Visiting with students at a Japanese school
- Visiting Kyoto's ancient temples and pagodas

Vendor Comparison Matrix

Criteria	Vendor A - World Strides	Vendor B - Educational Travel Adventures	Vendor C
Total Cost	\$5597	\$6475 double occupancy \$7144 single occupancy/private room (*) Price based on 24 passengers on a bus	
Hotel Accommodations	Hotels located in centralized areas; level of accommodation not specified	Hotels not specified as to level of accommodation or their location (i.e., centrally located versus being far away and not near anything of substance)	
Tips included	Yes	Yes	
Meals Included	Breakfast daily except on arrival day Dinner daily except on departure day	8 breakfasts, 2 lunches, 3 dinners	
Travel Insurance Available	Yes - basic included	Charge to add optional insurance	
Is There Shared Transport with Other Schools?	Yes depending on group size - if smaller group size can elect a private tour, but at an extra cost	Private - they only do groups of 20 students or more - not accommodating with smaller groups	
Student-to-Chaperone Ratio	6:1	10:1	
Advisor Compensation or Benefits	Free travel with the group for every group of six students. For financial aid, students from	Free travel with the group for every group of ten students	

	<p>households earning \$85K or less can receive up to \$150. And yes, through early enrollment is the best way to save — the earlier they enroll, the more they save with their scholarship voucher.</p> <p>For any unused free places, they can also return them as a cash stipend to distribute as scholarships.</p> <p>Advisors get rewarded for the following:</p> <p>Earn up to \$350 total following our "recipe for success":</p> <ul style="list-style-type: none">- \$100 for collecting 30 emails- \$150 for meeting with 15+ families- \$100 for 20 enrollments within 30 days of meeting		
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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

Guidance on the Use of Artificial Intelligence

Newburyport Public Schools
June 2026

The purpose of this guidance is to identify guiding principles and define expectations for the use of artificial intelligence in Newburyport Public Schools (NPS).

NEWBURYPORT PUBLIC SCHOOLS			<i>The NPS Portrait of a Graduate (PoG) vision is to provide students with the skills, knowledge and mindsets to become:</i> <ul style="list-style-type: none">• <i>literate across all disciplines,</i>• <i>creative & collaborative problem solvers,</i>• <i>physically, socially & emotionally well,</i>• <i>civically engaged and</i>• <i>prepared for life after graduation.</i>
physically, socially, emotionally well 	literate across all disciplines 	creative, innovative, collaborative problem solver 	
 <h2>Portrait of a Graduate</h2>		civically engaged 	
		prepared for life after graduation 	

The PoG vision is the foundation for this guidance. Any change in instructional approach or operational practice should reflect an intentional decision to help us meet our PoG vision. As we consider the appropriate and responsible use of AI, the PoG vision will continue to serve as a guide.

Change is constant. We understand that the rate of technological change and development means that decisions around appropriate and responsible AI use will need to be considered on an on-going basis.

The central question is not simply whether AI will be used. We must consider whether AI supports student learning, thinking, feedback, revision, and productive struggle; or whether it replaces the work students need to do on their own to learn.

Four principles will guide responsible and flexible decision-making related to AI use.

Guiding Principles

- 1) Safety, Security & Trust:** Protecting the safety, security, privacy and trust within our school community is our top priority. AI tools/products must protect data privacy, school security, and student safety, while minimizing risks related to inaccuracy, bias, misinformation, overreliance and unfair use.

Questions to consider:

- a) Compliance & Privacy**

- i) Is the product compliant with & will our use be compliant with all relevant regulations and rules including but not limited to:
 - (1) [FERPA \(Family Educational Rights and Privacy Act\)](#)
 - (2) [CIPA \(Children's Internet Protection Act\)](#)
 - (3) [COPPA \(Children's Online Privacy Protection Act\)](#)
 - (4) [HIPAA \(Health Information Privacy\)](#)
 - (5) [Local Policies \(School Committee & Handbooks\)](#)

- b) Safety & Appropriateness**

- i) Are the AI tool(s) and its outputs appropriate for the targeted students/staff?
- ii) Does the AI tool have safeguards to prevent or limit inappropriate or harmful outputs?
- iii) Are age limits, supervision, use or other guardrails needed?

- c) Accuracy & Fairness**

- i) What process is in place to ensure AI generated information is accurate?
- ii) Could the use create risks related to bias, misinformation, overreliance, or unfair application?
- iii) Are expectations with respect to the tools and its use clear to students, staff, and families?

- 2) A Human-First Framework:** We value learning experiences that promote genuine human interactions among students, staff, and families. AI tools/products should support human connection, student thinking, creativity, and the constructive struggle, not replace the learning experiences that help students grow.

Questions to consider:

- a) Human Connection**

- i) Does the use of AI limit or replace meaningful interaction among students, families, and staff?
- ii) How might the use of AI negatively impact relationships, trust, or the interpersonal process of learning?

- b) Learning Process**

- i) Does AI support the learning objective or purpose of the task?

- ii) Does AI help students develop the intended skill, or do the skill for them?
- iii) Does AI support productive struggle, feedback, revision, reflection, accessibility, differentiation, or specialized instruction?
- iv) Does the AI augment rather than replace the role of the educator?

3) Schools are a "Real World" Bridge: AI tools/products are impacting our personal and work worlds. Students should have guided opportunities to learn how AI tools/products work and how to critically and ethically use them.

Questions to consider:

a) AI Literacy

- i) What should students understand about AI at their grade level?
- ii) How will students learn to evaluate, question, and verify AI output?
- iii) How will students recognize that AI can be useful, incomplete, biased, or inaccurate?

b) Responsible Use

- i) Do students know when AI use is permitted, limited, prohibited, or should be disclosed?
- ii) What ethical issues should students understand when using AI?
- iii) How does AI use prepare students for future academic, civic, or career contexts?

4) Ongoing Evaluation & Responsible Implementation: AI technology is evolving quickly. NPS will review AI tools and practices as an ongoing basis to ensure they are and remain safe, useful, equitable, instructionally sound, and aligned with district goals.

Questions to consider:

a) Review & Readiness

- i) Has the tool or use been reviewed by the NPS Technology Office?
- ii) What professional development, student instruction, and communication is needed before implementation?

b) Monitoring & Adjustment

- i) How will effectiveness, safety, and instructional value be monitored?
- ii) How will feedback or concerns from students, staff, and families be collected?
- iii) Is there a process to pause, limit, or discontinue use if concerns emerge?

Defining Responsible & Prohibited Use

To support a clear and shared understanding of appropriate use of AI, these guidelines translate the guiding principles into expectations for responsible use of AI within NPS, including expectations with respect to ethical practices, teaching and learning, AI literacy, and professional development.

Ethical Practices

All members of the NPS community will take responsibility for their own work regardless of tools used to generate materials or products and will avoid prohibited use of AI. Students and staff will be held responsible for the products they produce.

- Use Cases
 - Educators will use the guiding principles and their discipline expertise to make decisions about the use of AI in courses & projects. Teachers will share clear expectations for AI use. Below is an example template educators may use:

Red	Yellow	Green
AI may not be used	AI may be used only in ways identified by the teacher	AI use is expected as part of the assignment, but should be documented by the student

- Prohibited Use – staff use of AI tools or products that are not compliant with local, state and federal regulations will be prohibited. In addition, the following student & staff uses are not allowed:
 - **Privacy, Security & Approval**
 - Use of tools or products not specifically reviewed by the NPS Technology Office
 - Entering personally identifiable student or staff information (PII) into an AI tool unless the tool has been reviewed and approved by NPS Technology office for that purpose
 - NPS district assigned staff and student accounts must be used for all school-related work
 - **Academic Integrity & Misrepresentation**
 - Using AI to complete work in a way that misrepresents a student’s own learning, thinking, or skill development
 - Any use that would violate rules & expectations outlined in the Student Handbook (see school websites)

- **Likeness, Impersonation & Harmful Content**
 - Generating images or videos using likeness of staff or students
 - Using AI to impersonate another person or create misleading, harmful, harassing, or inappropriate content
 - Please also see the [NPS anti-bullying policies](#)

Teaching & Learning

AI tools and products that support the vision of the Portrait of a Graduate and meet the guiding principles and ethical practice expectations outlined above may be used in teaching and learning.

- Examples include:
 - Course materials – educators may find AI to be useful in supplementing course materials. Educators are responsible for using their professional expertise to ensure the quality and accuracy of materials produced.
 - Differentiating, individualizing or personalizing instructional materials
 - Developing custom worksheets or assessment questions
 - Instruction – educators may find AI tools provide an effective instructional strategy. Below are some examples:
 - Brainstorming project ideas
 - Editing and revising
 - Completing a citation
 - Enhancing accessibility of an assignment (e.g., speech to text, translation, organization)

AI Literacy

Responsible AI use requires students to understand AI, not just use it. NPS will work toward incorporating AI literacy across all grade levels and academic disciplines so students learn what AI is, how it works at an age-appropriate level, how to evaluate AI-generated information, and how to use AI ethically and responsibly.

AI literacy will be built into:

- K-12 Digital Citizenship Curricula
- Discipline-specific lessons (e.g., ethical use of generative AI in art, research, writing, data analysis, and media creation)
- Tool-specific AI literacy

Professional Development

NPS will support administrators and educators in responsibly and effectively using AI through ongoing professional development. Three levels of professional development will support developmentally appropriate, discipline-based decision-making:

- **District-wide** training to ensure shared understanding of AI literacy and district procedures.
- **School-level** faculty meetings to develop and implement age-appropriate protocols and curricula.
- **Discipline-based** workshops to create opportunities for educator expertise to support innovation and learning within the content areas.

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



NEWBURYPORT PUBLIC SCHOOLS

FY27 Budget: Addressing Remaining Budget Gap

SCHOOL COMMITTEE

WEDNESDAY, JUNE 24, 2026

Where We Are

FY27 Budget	Amount
School Committee requested appropriation	\$40,968,666
City Council adopted school appropriation	\$40,844,765
Remaining FY27 budget gap	\$123,901

Budget Refinement: School Nutrition-Related Costs

As part of the FY27 budget development process, the administration had already reviewed the School Nutrition Revolving Fund. Based on budget discussions over the past few weeks, the administration took a deeper dive into the School Nutrition program to identify any additional costs that could be reasonably and appropriately charged to the revolving fund.

This review included:

- Food service-related facilities costs, such as grease trap inspections, hood/fire suppression inspections, equipment maintenance, and other kitchen-specific operating costs (approximately \$18,000).
- A review of the combined lunch/recess monitor line to determine whether the lunch-related portion could be separated from recess supervision.
- Working with DESE Office for Food and Nutrition Programs to confirm an appropriate structure for charging the lunch monitor portion to the revolving fund (approximately \$12,000).

Identified \$30,000 in FY27 costs that can be charged to the School Nutrition Revolving Fund

Options to Close Remaining Gap

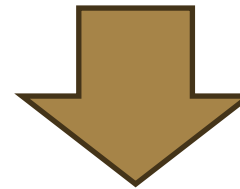
- After the \$30,000 School Nutrition adjustment, the remaining gap is \$93,901.
- **Preferred path:** seek supplemental funding through the Mayor to close the remaining FY27 budget gap.
- If supplemental funding is not available, options to close the remaining gap include:

Option	Description
Option 1: Revenue-Based Offset	Utilize existing School Choice waitlist
Option 2: Non-Academic Reductions	Reductions to non-academic programming, such as athletics
Option 3: Non-Core Academic Reductions	Reductions to academic programming outside the core educational program

Option 1: Revenue-Based Offset

Utilize existing School Choice waitlist to close the budget gap:

Grade Level	Waitlist	Accept
Grade 6	11	7
Grade 9	11	9
Grade 10	6	3



Closes budget gap with \$1,099 surplus

Option 2: Non-Academic Program Reductions

Potential non-academic reductions reviewed:

Option	Estimated Savings	Remaining Gap
Eliminate middle school athletics	\$34,000	\$59,901
Eliminate JV2 athletics	\$60,000	\$33,901
Eliminate JV2 and middle school athletics	\$94,000	Gap closed

Option 3: Non-Core Academic Reductions

Non-core academic program reductions could include areas such as:

- World language
- Art
- Music
- Other specialist programming

Specific reduction amounts are not being presented at this time. Before bringing forward any academic programming reduction, the district would review the potential impact with the administrative team and affected stakeholders.

Next Steps

Recommended path forward

- Request supplemental funding from the Mayor to close the revised \$93,901 gap.
- If that funding is not available, proceed with one of the identified options, with Option 1 as the preferred fallback.

Additional staffing items to monitor

- Kindergarten enrollment may require an additional classroom teacher.
- IEP reviews have identified a potential need for up to 3 additional instructional assistants.
- The district will first review whether these needs can be addressed within the existing FY27 budget through position turnover or other staffing/budget changes.
- If the needs are confirmed and cannot be absorbed within the existing budget, the district would need to seek additional City funding.

School Committee
June 24, 2026

Superintendent's Report



Favorite Poem Project

On Sunday afternoon, I had the pleasure of participating in the annual Favorite Poem Project at the Senior Center, following an invitation from former NHS teacher Deb Szabo. My daughter, Emma, and I performed a duet reading of a poem she wrote titled “The Dilemma of Duetting.” Other school community readers included Mayor Reardon, School Committee members Lauren Eramo and Kathleen Shaw, and a talented group of students spanning from our elementary schools to the high school. It is always an honor to take part in this community tradition.

NEF Ed Awards

On Thursday, June 10th, the Newburyport Education Foundation (NEF) hosted its annual Ed Awards at The Deck restaurant to honor the individuals and organizations whose dedication profoundly impacts our schools. This year, we celebrated three outstanding recipients: Danny Harrington, who received the Excellence in Education Award; Newburyport Dental Associates, recognized with the Business Partner Award; and Jim and Tracy Hurst, who received the Cindy Johnson Volunteer Award. It was a wonderful evening of celebration, and we extend our deepest gratitude to the awardees and the NEF for their unwavering support of our district.

Honoring Skipper's 10 Years of Service

As we conclude the school year, I would like to take a moment to recognize a very special and beloved member of our district family who is officially entering retirement: Skipper, our dedicated therapy dog. For the past 10 years, Skipper has been a faithful fixture in our schools, spending the majority of his remarkable career bringing comfort and companionship to the students and staff at the Molin / Nock Schools. Throughout his decade of service, Skipper has provided immeasurable joy, a calming presence during stressful days, and unconditional happiness to everyone he encountered. His gentle spirit and impactful work have left an indelible paw print on our district's culture. We are deeply grateful for his years of devotion, and we enthusiastically wish Skipper a very happy, healthy, and well-deserved retirement!

Kindergarten Readiness

I want to commend Principal Jamie Sokolowski and the kindergarten teaching team for their forward-thinking leadership in revamping our Kindergarten Readiness Assessment. This year marks the launch of a new "play based" readiness assessment, which evaluates essential social-emotional skills like collaboration, sharing, and problem-solving, alongside traditional academic benchmarks.

Furthermore, growing out of our teacher leadership discussions and supported by our Swasey Grant program, the district will pilot a three-week Kindergarten Boot Camp this summer. Under the leadership of kindergarten teacher Robin Achin-O'Malley and preschool teacher Sam Maguire, this program leverages active, playful learning strategies to give incoming students a creative, "outside-the-box" head start on the upcoming school year. We are incredibly proud of this team's innovative approach to setting our youngest learners up for long-term success.