NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee

Budget Listening Session - 6:00PM
&
Business Meeting - 7:00PM

Monday, November 9, 2026

SC Business Meeting Agenda November 9, 2026
SC Business Meeting Agenda Notes November 9, 2026
SC Warrant November 9, 2026
SC Business Meeting Minutes October 28, 2026
NPS/NPD Safety Presentation
MASC Conference Updates and Highlights
SC Policy JKAA – Physical Restraint of Students
SC Goals – Re-prioritization of Goals from August-December, 2026
Math Goals and Related MCAS
Superintendent's Report

Newburyport Public Schools

School Committee FY28Budget Listening Session (6:00PM)
and
School Committee Business Meeting (7:00PM)

Monday, November 9, 2026
Senior/Community Center, 333 High Street, Newburyport, MA 01950

Join Zoom Meeting
https://us02web.zoom.us/j/81511683901

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 FY28 Budget Listening Session (6:00PM) (in person only)

School Committee Business Meeting Agenda (7:00PM) (in person & virtual)

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. *Warrant – *possible Vote*
4. *Meeting Minutes 10/28/26 – *possible Vote*
5. Student Representative Report
6. *NPS/NPD Safety Presentation*
7. MASC Conference – Highlights/update
8. *Policy JKAA: Physical Restraint of Students – *first reading, possible Vote*
9. School Committee Goals for August through December, 2026
10. Subcommittee Updates
    a. Finance Subcommittee – *Andrew Boger*
    b. Policy Subcommittee – *Kathleen Shaw*
    c. Teaching & Learning Subcommittee – *Breanna Higgins*
        - Math Goals and Related MCAS – October 23, 2026
    d. SEPAC – *Kathleen Shaw*
    e. NEF – *Lauren Eramo*
    f. Nock/Molin Traffic Advisory Committee – *John Ricci*
11. Superintendent's Report – Biliteracy Award, District Professional Goals, Assistant Superintendent Hiring Process and MA Farm Fresh Grant
12. New Business

* Possible Vote

Adjournment

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

Newburyport Public Schools

School Committee FY28Budget Listening Session (6:00PM)
and
School Committee Business Meeting (7:00PM)

Monday, November 9, 2026
Senior/Community Center, 333 High Street, Newburyport, MA 01950

AGENDA NOTES

Join Zoom Meeting
https://us02web.zoom.us/j/81511683901

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School Committee FY28 Budget Listening Session (6:00PM) (in person only)

School Committee Business Meeting Agenda (7:00PM) (in person & virtual)

3. *Warrant – *possible Vote*

4. *Meeting Minutes 10/28/26 – *possible Vote*

5. Student Representative Report
High school students will provide the student report.

6. NPS/Newburyport Police Representation - School District Safety Presentation
Superintendent Gallagher and representatives from the Newburyport Police Department will present an overview of safety protocols across Newburyport Public Schools, highlighting their ongoing collaboration with local emergency personnel.

7. MASC Conference
Juliet Walker will provide highlights and updates from the Newburyport Public School presentation at the November 6, 2026 MASC conference

8. *First Reading of Policy JKAA: Physical Restraint of Students – *possible Vote*
The Policy Subcommittee voted to recommend approval of this revised version. This policy has been entirely rewritten to align with new state regulations. DESE requires this policy and the accompanying procedures to be in place by 2026.

9. School Committee Goals
School Committee Goals and reprioritization of Goals for August to December, 2026

** *next page* **

9. Subcommittee Updates
    a. Finance Subcommittee – *Andrew Boger*
    b. Policy Subcommittee – *Kathleen Shaw*
    c. Teaching & Learning Subcommittee – *Breanna Higgins*
        - Math Goals and Related MCAS – October 23, 2026
    d. SEPAC – *Kathleen Shaw*
    e. NEF – *Lauren Eramo*
    f. Nock/Molin Traffic Advisory Committee – *John Ricci*

10. Superintendent's Report
    Biliteracy Award, District Professional Development Goals, Assistant Superintendent Hiring Process and MA Fresh Grant

11. New Business

* possible vote

Adjournment

FYI - Upcoming Dates:

- ✓ Bresnahan Parent Conferences #2: Tuesday, November 10 @ 3:15 – 6:15PM
- ✓ Veteran's Day – Closed: Wednesday, November 11
- ✓ Molin Parent Conferences: Thursday, November 12 @ 2:30 to 7:30PM
- ✓ Molin School Council Meeting: Friday, November 13 @ 8:30AM
- ✓ NEF Auction: Saturday, November 14th @ 6:00PM
- ✓ Nock School Council Meeting: Monday, November 16 @ 8:15AM
- ✓ Joint City Council and School Committee Meeting: Tuesday, November 17 @ 6:00PM
- ✓ Finance Subcommittee Meeting: Thursday, November 19 @ 9:00-10:30AM
- ✓ SEPAC Meeting: Thursday, November 19 @ 6:00PM
- ✓ Teaching and Learning Subcommittee Meeting: Friday, November 20 @ 8:00-9:30AM
- ✓ Bresnahan School Council Meeting: Tuesday, November 24 @ 8:10-8:55AM
- ✓ Early Release Day: Wednesday, November 25
- ✓ Thanksgiving Break: Thursday and Friday, November 26 & 27

School Committee Warrant(s)

November 9, 2026

Warrant FY27.20	$ 587,118.44
A-Warrant(s)	$ 12,377.29
Total of Warrants:	$ 599,495.73

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
High School Library, 241 High Street, Newburyport, MA 01950

Wednesday, October 28, 2026

CALL TO ORDER / ROLL CALL
Mayor Sean Reardon called the School Committee Business meeting of the Newburyport School Committee to order at 6:30 PM. Roll call found all members present, except Breanna Higgins and John Ricci.

Public Comments: none

Warrant
On a motion by Andrew Boger and seconded by Lauren Eramo it was
VOTED: to approve the Warrant in the amount of $749,169.61 as presented.

Warrant FY27.18	$737,791.08
A-Warrant	$ 11,378.53
	$749,169.61

Motion Passed
Breanna Higgins and John Ricci absent

Minutes
Motion:
On a motion by Mayor Sean Reardon and seconded by Lauren Eramo it was
VOTED: to adopt the minutes for the October 14, 2026 School Committee meeting.

Motion Passed
Breanna Higgins and John Ricci absent

Student Representative Report
Audrey Roebuck provided the report which included a global folklore literacy unit at the Bresnahan, a nursing home visit and School Council schedule for the Molin, and the Kids for Kenya Field Day event run by the high school. (attached)

Newburyport's Whittier School Committee Reps – Check-in
Erin Fenn and Stephanie Kaline shared highlights from opening of schools and recent Whittier School Committee meetings such as the "big 3" goals, Superintendent Lynch's professional goals, and the Business Manager's 5-year capital plan. Erin reported 7 of 7 seats for Newburyport were filled after reaching the 13th spot on the wait list. The Admissions team will keep the wait list in effect until January 1st. Stephanie provided an update on student life which included 9th grade orientation, statistics on student clubs/sports, and community service projects. She also reported 280 students are taking NECC classes, 25 members of Class 2026 continued education with NECC after

graduation, and 91 adults completed summer CTE programs. There will be an open house on Sunday, November 1st.

CTE Capital Annex Grant Announcement

Superintendent Sean Gallagher announced the high school will be awarded a $3.1 million grant for Career Technical Education programming, and credited Principal Andy Wulf, Dr. Erin Hobbs and their team who were instrumental in obtaining this grant. The Superintendent reviewed a basic timeline for the renovations process, anticipating that construction could begin in June. Principal Wulf explained why over the past few years they decided to rethink the high school experience, looking at curriculum, programming and instruction. Dr. Hobbs explained what this grant is able to provide, including space and equipment for the Health Assisting and Engineering Manufacturing programs. Principal Wulf and Dr. Hobbs also thanked the members of the Steering Committee. Principal Wulf explained they have until the end of school year 2028 to have the spaces ready.

Capital Improvement Program (CIP) FY2028-2032

Finance Director Ethan Manning provided background about the capital planning process. He explained two components of NPS capital planning and reviewed the timeline. Facilities Director James McSweeney reviewed big projects recently completed, as well as nine capital improvement projects for FY28-32 totaling an estimated $15,021,000. James also reviewed three categories in the ten-year Capital Asset Lifecycle planning for FY28-37.

MASC Resolutions Review

School Committee members reviewed proposed resolutions that will be considered at the upcoming annual meeting. Members "passed" on Resolution 4 (Regarding Clarification of Seclusion Standards Within Emergency Behavioral Response Procedures) and "passed" on Resolution 5 (Allowing Regional School Committees to Access Special Education Reserve Funds by a Majority Vote of the School Committee).

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

VOTED: to support Resolution 1: Safe Zones.

Motion Passed
Breanna Higgins and John Ricci absent

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

VOTED: to support Resolution 2: Vocational/Technical Representation on the MA Board of Elementary and Secondary Education.

Motion Passed
Breanna Higgins and John Ricci absent

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

VOTED: to support Resolution 3: Vocational/Technical Representation on the MA School Building Authority Board.

Motion Passed
Breanna Higgins and John Ricci absent

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

VOTED: to support reauthorization of previously approved resolutions.

Motion Passed
Breanna Higgins and John Ricci absent

Superintendent Compensation 2026-2027

Superintendent Gallagher's current contract runs until June 30, 2028. School Committee members discuss compensation on an annual basis.

On a motion by Juliet Walker and seconded by Andrew Boger it was

VOTED: to approve a 3% increase that is retroactive to the current fiscal year.

Motion Passed
Breanna Higgins and John Ricci absent

Budget Listening Session - Planning

Members discussed ideas for the Budget Listening Session scheduled for 6:30PM on Monday, November 9, 2026. Finance Director Ethan Manning will provide a budget video. Juliet Walker will develop some prompting questions on priorities.

SUBCOMMITTEE UPDATES

Finance Subcommittee

Andrew Boger stated they met last week and discussed the Capital Improvement Plan and a Quarter 1 budget update.

Policy Subcommittee

Kathleen Shaw said the next meeting will be held at 6:30PM on November 2nd at Central Office.

Teaching & Learning Subcommittee

Breanna Higgins will review the Math Goals & Related MCAS report at the next School Committee meeting as she was unable to attend tonight's meeting.

SEPAC

Kathleen Shaw reported there was a presentation at their meeting last week about transition planning for students 18-22 with IEPs. The next meeting will be held on November 19th at 6:00PM.

NEF

Lauren Eramo reminded everyone that the annual NEF Auction will be held at City Hall on November 14th. The online auction begins the week before. Visit the NEF website for more information.

Nock/Molin Traffic Advisory Committee

Mayor Reardon announced the City did receive a Safe Routes to School grant that they had recently applied for.

Superintendent's Report

School District Flu Shots: Superintendent Sean Gallagher reported many staff members took advantage of the district's flu shot clinics that were coordinated by Michelle Rybicki and the Newburyport Health Department.

Classroom Visit Highlights: The Superintendent recently visited Ms. Madonna's 6th grade English Language Arts class, and he was very impressed with the poetry lesson, the teacher-led learning center and the creative posters created by the students.

Competitive Grant Updates: The Superintendent stated the district has three grant applications pending approval: Outcomes in World Language Gant ($16K), Career Technical Education Program Planning Grant ($25K), and the Skills Capital Technology & Equipment Grant ($80K).

9th Annual School Safety Seminar:
The Superintendent provided a summary of topics covered in the 9th Annual School Safety Seminar that he attended recently. This seminar was sponsored by the MA Commonwealth Fusion Center.

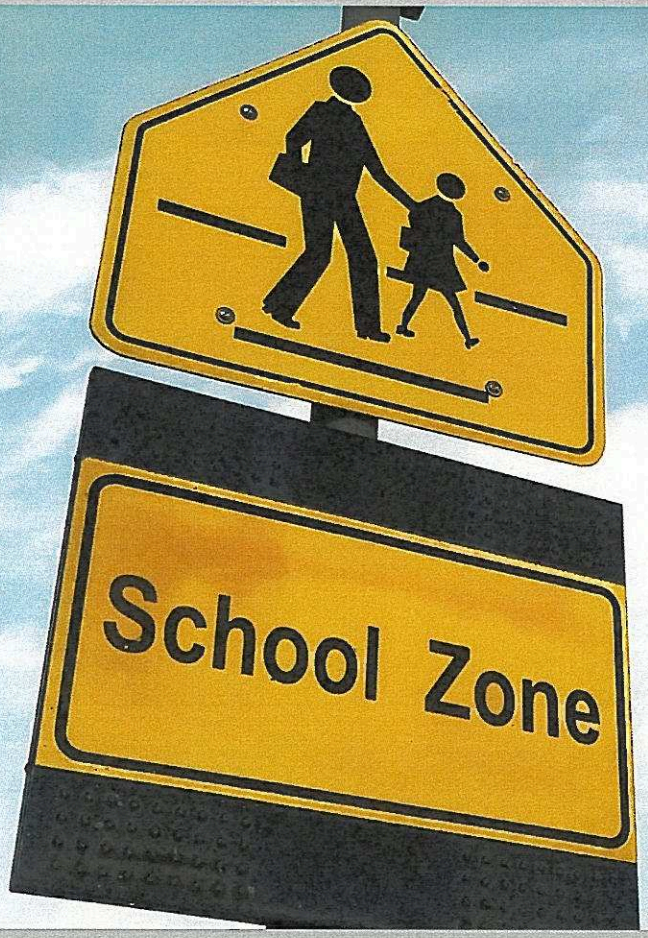
New Business:
Whittier RAAC Update: Mayor Reardon provided an update of recent developments / activities of the Regional Agreement Amendment Committee. Last week's meeting was cancelled following NECC's announcement they were no longer interested in a shared campus model with Whittier.

New Executive Assistant: The School Committee recognized Joanne Yelle who is retiring after 16 years with Newburyport Public Schools, and welcomed the new executive assistant, Melissa Cody.

ADJOURNMENT

Motion:
On a motion by Mayor Sean Reardon and seconded by Lauren Eramo it was
VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:27PM.

Motion Passed
Breanna Higgins and John Ricci absent

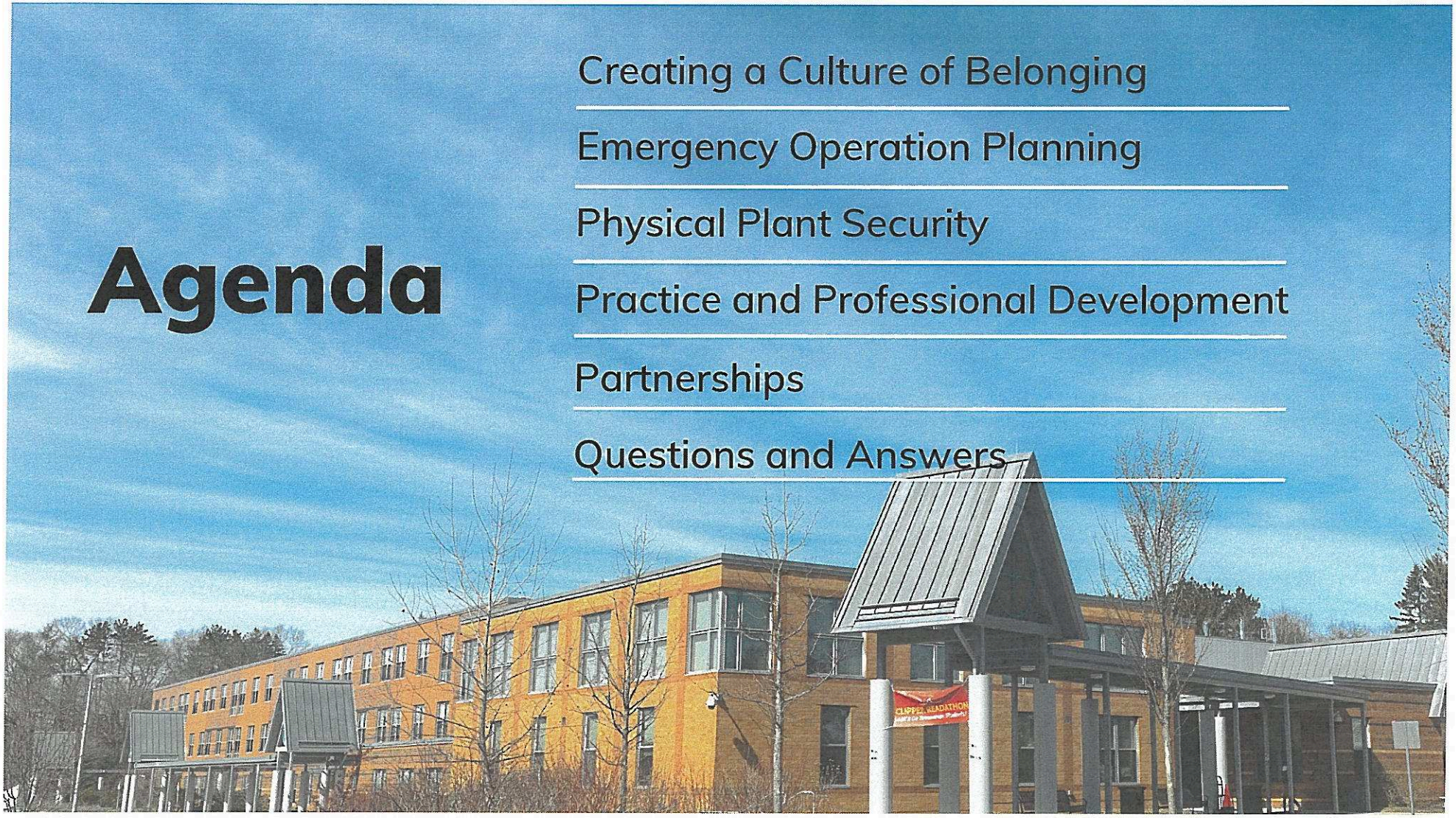


School Safety and Security

School Committee
November 4, 2026

Agenda

- Creating a Culture of Belonging
- Emergency Operation Planning
- Physical Plant Security
- Practice and Professional Development
- Partnerships
- Questions and Answers



Creating a Culture of Belonging

There is no single activity that allows us to build a culture of belonging...



It happens every day, a thousand times a day.



Activities



Culture

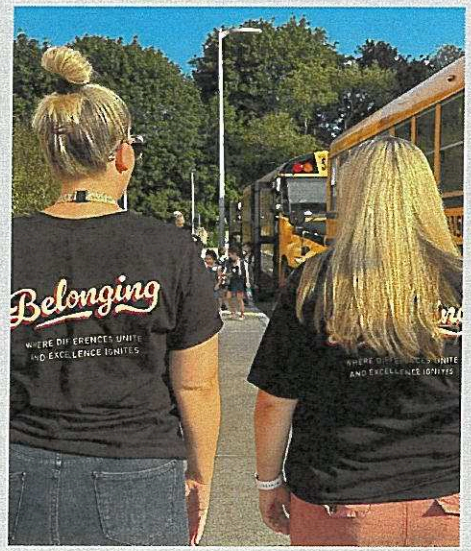


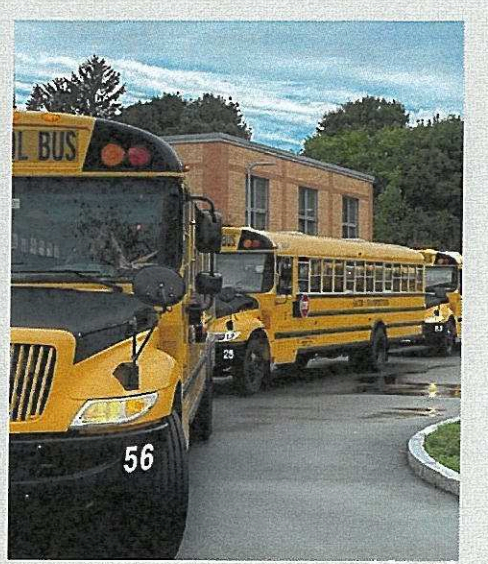
Staff

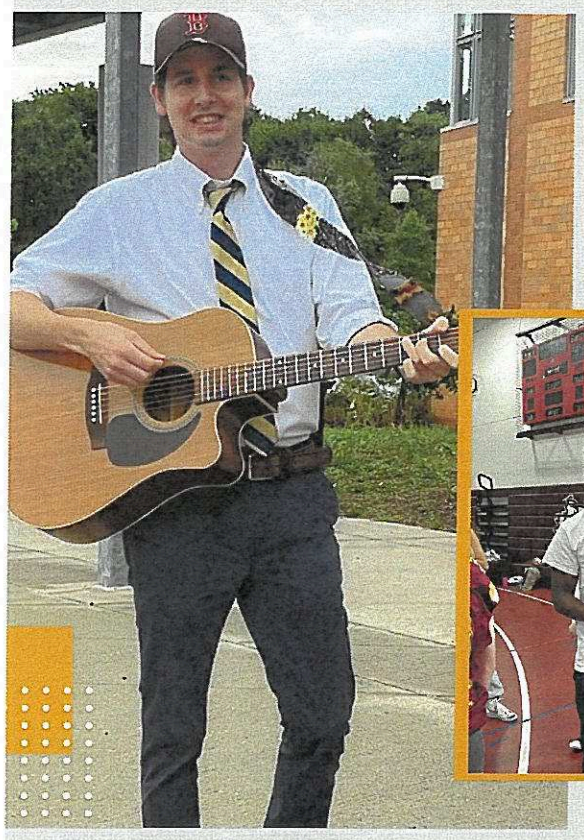
From the start of school when a young person is welcomed into the building to the end of the day when they ride the bus home, their experiences are building their relationship to school and to learning.













Programs and Approaches

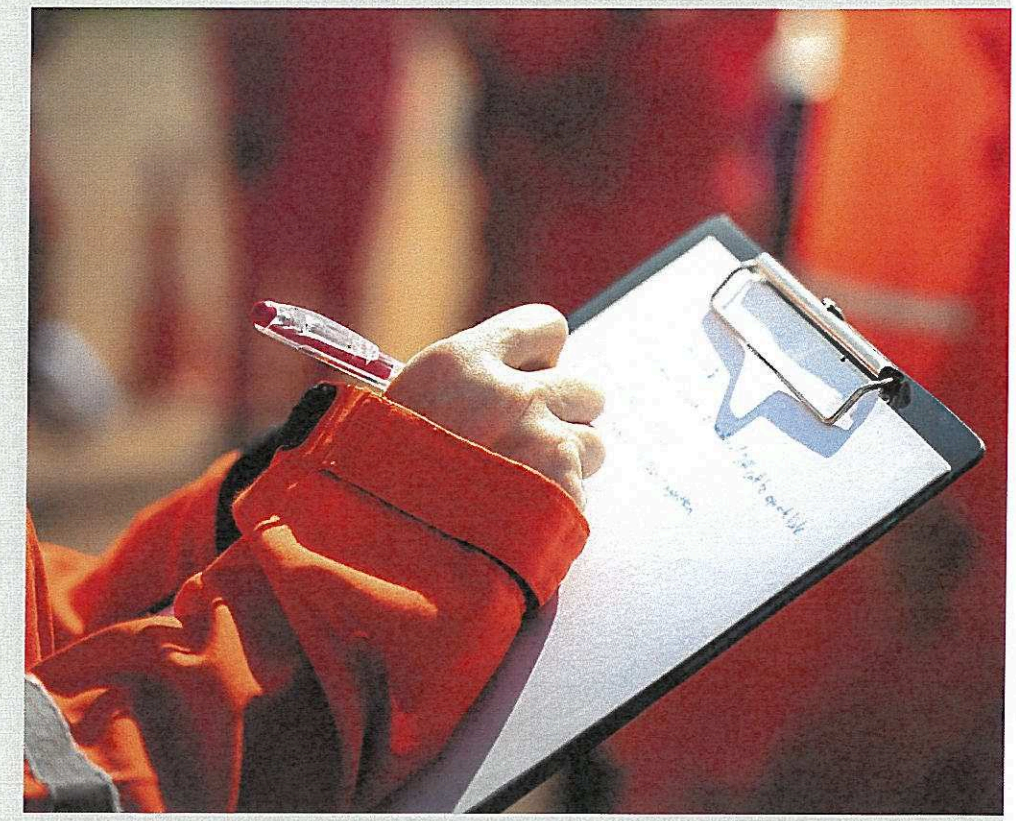
- **Positive Behavior Intervention**
- **Advisory Programs**
- **Extracurricular Activities**
- **Student Voice Initiatives**
- **School Counseling Services**
- **Alternative Discipline**
- **Trauma-Informed Practices**

When we normalize support for mental health and provide positive approaches to discipline, young people learn to look to adults for support.

Planning for Emergencies

Comprehensive Emergency Operations Procedures

Crisis Management Teams



Partners

Massachusetts State Organizations

- NEMLEC Stars
- North East Homeland Security Regional Advisory Council (NERAC)
- Essex County District Attorney
- Massachusetts Emergency Management Agency (MEMA)

Newburyport Police Department

Newburyport Fire Department

School Emergency Operations Plan

Background

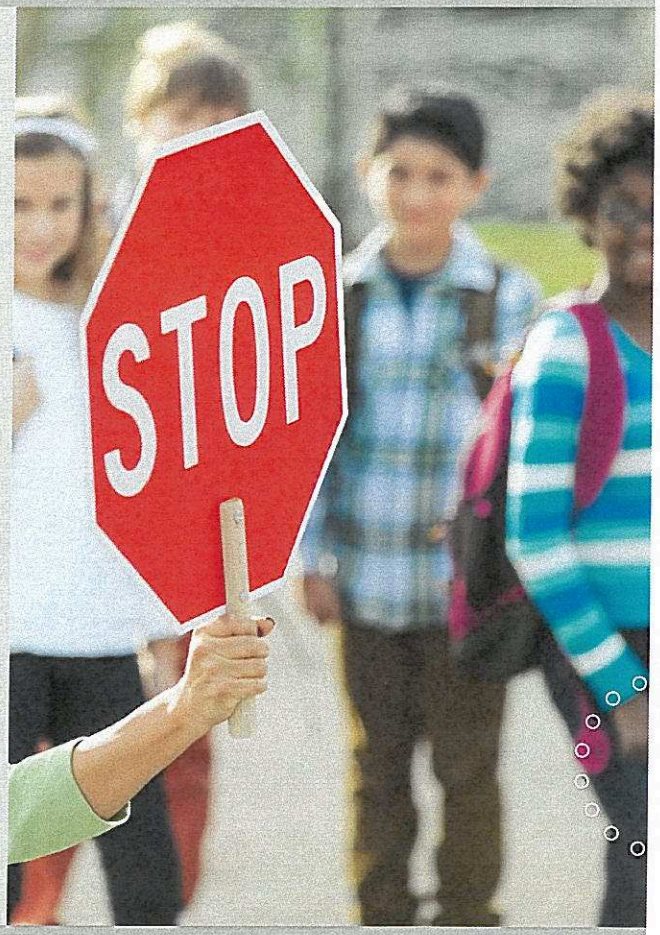
- Northeastern Massachusetts Law Enforcement Council (NEMLEC) Template
- Order of succession and crisis management structure

Purpose

Information on how to respond to an emergency by outlining responsibilities and duties of the district, school, employees and students.

Emergency Operations Plan Content

- **Building Information**
  911 access, contact information, school population, and more
- **Organizational Roles and Responsibilities**
  From administrative to secretarial, roles are defined.
  For example, what role might a nurse have in an evacuation?
- **Functional Content-What to do in the event of...**
  - Natural Disasters
  - Medical Emergencies
  - Fire
  - Evacuation
  - Death of a Staff Member or Student
  - Violence in School
  - Threat of Violence
  - School Intruder
  - Utility Malfunction
  - and many more...

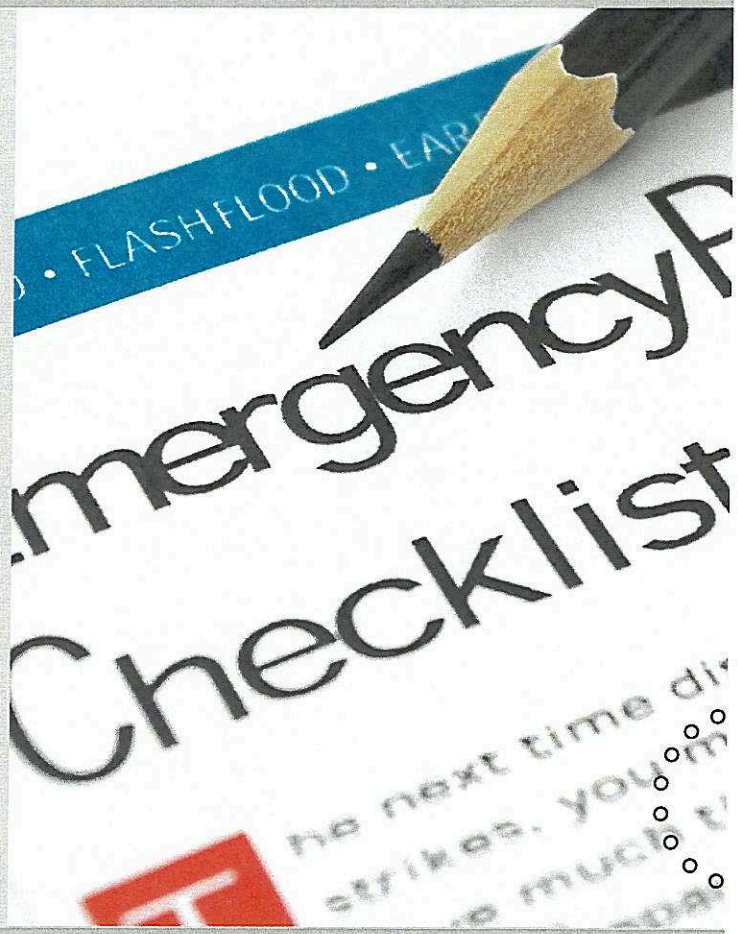


Planning for Emergencies – the district and buildings have trained teams

Crisis Teams

- **District Level Emergency Management Team**
  - Superintendent
  - Assistant Superintendent
  - Director of Student Services
  - Director of Nursing
  - Building Principals
  - Director of Facilities
  - City Marshal (or designee)
  - Fire Chief (or designee)

- **Building-based Emergency Management Teams**
  - Principal and Assistant Principal
  - Guidance/Counseling Staff
  - Lead Nurse
  - School Secretary
  - School Resource Officer
  - Teacher Leaders
  - Lead Custodian



Physical Plant Security

Building Access

Building Monitoring



Building Access Control

- **Locked Doors**

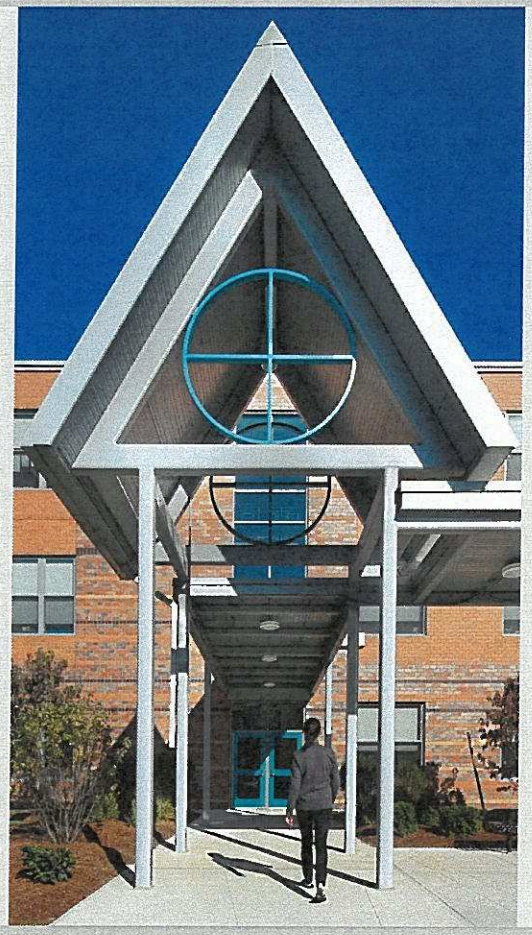
  All doors are locked after arrival and monitored throughout the day by maintenance and administrative staff.

- **Video Intercom**

  All guests are asked to identify self and who they are coming to see before entering the building.

- **Staff FOB system**

  All staff use a FOB to enter and exit buildings, protecting access and providing us with an ongoing record of who is in the building.



Building Monitoring

- **Video Camera Systems**

  All buildings have video camera systems overseen by the Director of Facilities.

- **Walkie-talkies**

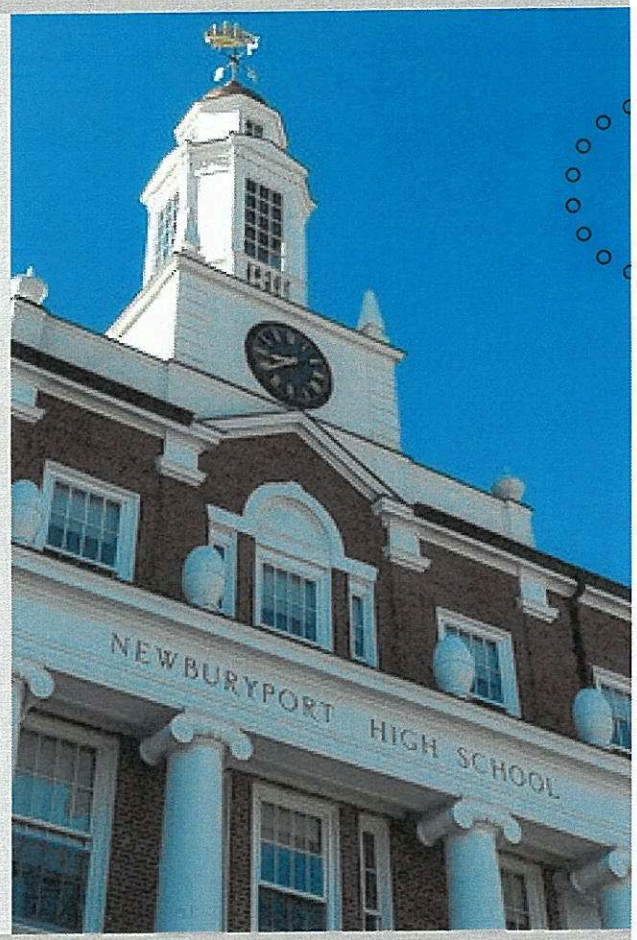
  Administrators and designated staff have high quality walkie-talkies.

- **Staff Monitoring**

  All staff are responsible for making sure doors stay locked at all times--this is part of our culture of safety.

- **Newburyport Police Campus Monitoring**

  Our School Resource Officer and patrolling officers monitor all campuses throughout the day.



Practice and Professional Development

Drills

Staff Training



Drills

- **Fire Evacuation**
  - 4 times a year in collaboration with NFD
- **Lock Down/Shelter in Place (at various levels)**
  - Annual staff training
  - Each building conducts drills in collaboration with NPD
  - Ongoing district level review

Student Practice



Developmentally Appropriate

Administrators and teachers work collaboratively to create student lessons that are age-appropriate.

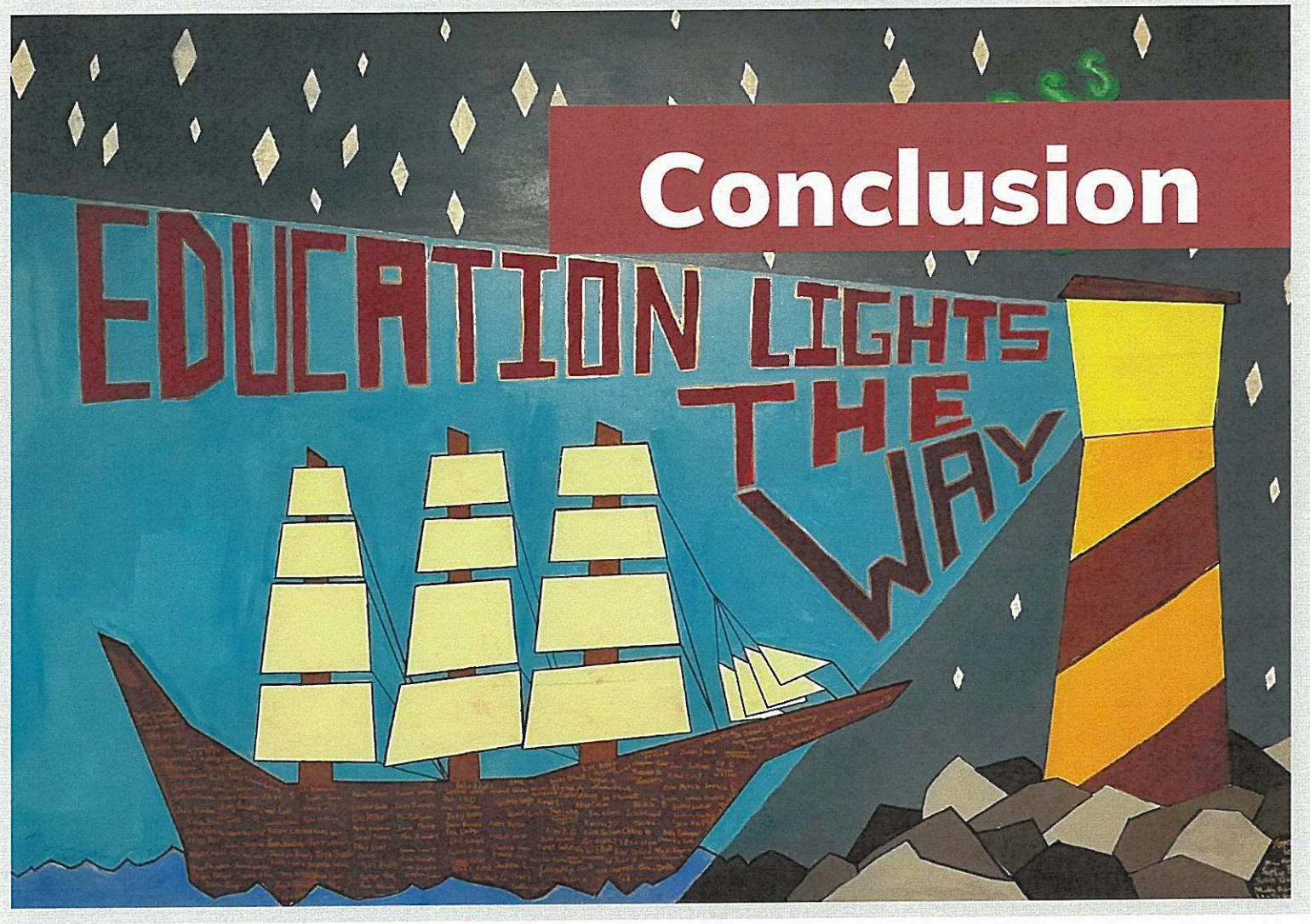
"I am not scared, I am prepared"

Using this theme and a small group discussion approach, students hear an empowering message and are able to ask questions and share feelings in a supportive environment.

Reinforce "see something, say something" culture

The lessons reinforce the overall approach to creating a culture of belonging. If a student is concerned about their own or another person's safety and security, we encourage them to reach out to a trusted adult.

Conclusion



NEWBURYPORT POLICE DEPARTMENT

Building trust, strengthening relationships, keeping Newburyport safe together

Accountability · Teamwork · Integrity · Service · Resiliency

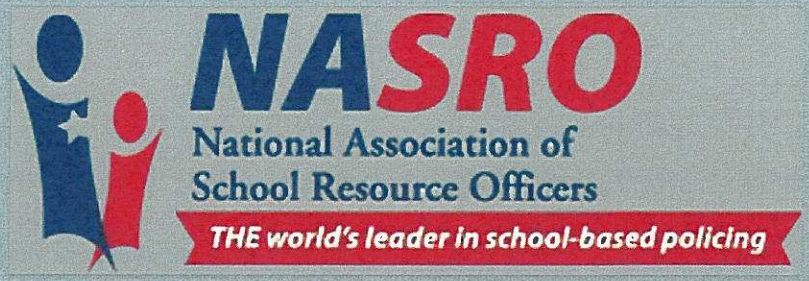
School Resource Officer Kyle McElroy

- POST-C Certified School Resource Officer
- 2026 Newburyport Chamber of Commerce 40 Under 40 Recipient
- 2026 Newburyport High School Wall of Fame Inductee
- 2024 Mayor Sean Reardon Public Service Award Recipient
- Trainings/Certifications include:
  - NASRO Basic SRO
  - NASRO Adolescent Mental Health
  - Annual recertification MPTC for SRO



School Resource Officer Program

- NASRO triad concept
  - Educator
  - Informal counselor/mentor
  - Law enforcement officer



School Resource Officer Memorandum of Understanding

- Signed annually between the City Marshal and the Superintendent
- Based off of model policy developed at the state level by the Model SRO MOU Review Commission
- "The purpose of this Agreement is to formalize and clarify implementation of the partnership… in order to promote school safety; help maintain a positive school climate for all students, families, and staff; enhance cultural understanding between students and law enforcement; promote school participation and completion by students; facilitate appropriate information sharing; and inform the Parties' collaborative relationship to best serve the school community." *(SRO MOU p. 1)*
- Roles and Responsibilities of the SRO and School Administrators and Staff in Student Conduct
  - "Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline behaviors, including non-violent disruptive behavior." *(SRO MOU p. 2)*

School Resource Officer Memorandum of Understanding

- The Process for Selecting the SRO
- Annual Review of the SRO conducted by the City Marshal and the Superintendent
- Mechanisms to Incorporate the SRO into the School Environment, including School Safety Meetings
- Information Sharing Between SROs, School Staff, and Other Partners
- Organizational Structure, including Supervision of SROs, Lines of Communication between the School District and the Police Department, and Complaint Resolution
- Training for SROs
- Data Collection and Reporting
- Standard Operating Procedures for the SRO

Patrol

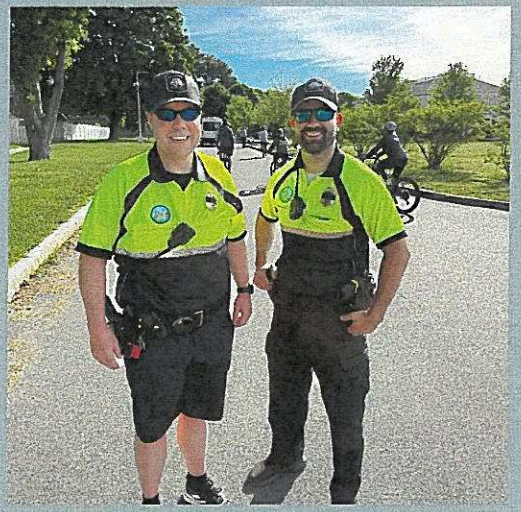
- Daily school safety checks by all patrol officers, inspectors, and supervisors
- Developed positive relationships between officers, students, and school personnel
- All officers trained in Advanced Law Enforcement Rapid Response Training (ALERRT)
- Regular trainings with other public safety agencies:
  - Newburyport Fire Department
  - Atlantic Ambulance
  - Neighboring police and fire departments



Traffic Safety

- Daily traffic assignments during arrival and dismissal periods
- Regular traffic studies of school zones demonstrating speed compliance
- Officers participate in the Bike Busses organized by parent volunteers and Newburyport Livable Streets





NEMLEC

- School Threat Assessment and Response System (STARS Program)
  - Multidisciplinary Collaboration: Bringing together professionals from various fields to address school safety comprehensively.
  - Comprehensive Crisis Planning: Assisting schools in developing detailed plans to manage potential emergencies effectively.
  - Training and Exercises: Providing resources for creating and conducting training sessions and drills to prepare school personnel for various scenarios.
  - Psychological support: Offers psychological triage and recovery services to support the mental well-being of students and staff during and after crises.

Community Collaborative Initiative

- Led by the Essex District Attorney's Office
- Regular meeting of key stakeholders to discuss ongoing issues in a confidential manner
- Participants include:
  - District Attorney's Office
  - Newburyport Police Department
  - Newburyport Public Schools
  - MA Department of Children and Families
  - MA Department of Mental Health
  - MA Department of Youth Services

File: JKAA

PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. Further, students of the district are protected by law from the unreasonable use of physical restraint. Such restraint shall be used only in emergency situations of last resort after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

When an emergency situation arises, and physical restraint is the only option deemed appropriate to prevent a student from injuring himself or herself, another student or school community member, a teacher or employee or agent of the school district may use such reasonable force needed to protect students, other persons or themselves from assault or imminent, serious, physical harm.

The definitions of forms of restraint shall be as defined in 603CMR 46.02.

The use of mechanical restraint, medical restraint, and seclusion is prohibited.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

Physical restraint, including prone restraint where permitted under 603 CMR 46.03, shall be considered an emergency procedure of last resort and shall be prohibited except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to themselves and/or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions are deemed inappropriate.

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;

- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00,
- A process for obtaining principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint.

In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others.

Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting.

The use of "time out" procedures during which a staff member remains accessible to the student shall not be considered "seclusion restraint".

This policy and its accompanying procedures shall be reviewed and disseminated to staff annually and made available to parents of enrolled students. The Superintendent shall provide a copy of the Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

LEGAL REFS.: M.G.L. 71:37G
603 CMR 46.00

Adopted: June 19, 2017
Revised: February 27, 2024

File: JKAA

TIME-OUT, SECLUSION, AND PHYSICAL RESTRAINT OF STUDENTS

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the school district. The use of time-out, seclusion, and physical restraint is strictly regulated in the state of Massachusetts. Such methods shall be used only in emergency situations of last resort as defined below and in compliance with the regulations put forth by the Department of Elementary and Secondary Education and only after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

The power of the School Committee or of any teacher or other employee or agent of the Committee to maintain discipline on school property shall not include the right to inflict corporal punishment upon any student.

TIME-OUT AND SECLUSION

Time-out is defined as a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member in an unlocked setting from which the student is permitted to leave. Staff shall be with the student or immediately available to the student at all times.

Any room or area that is used for time-out must be of appropriate size for the age and the needs of the student; appropriately lighted, ventilated, and heated or cooled, consistent with the remainder of the building; free of objects or fixtures that are inherently dangerous to the student; in compliance with any applicable local fire and building code requirements; and in compliance with any other standards listed by the Department in guidance.

A time-out shall cease as soon as the student has calmed. Staff supervising the student should support co-regulation and closely monitor the student's physical cues, tone of voice, and demeanor to determine whether the student has calmed. Students should not be required to complete a specific task to demonstrate that they have calmed if their physical body, tone, and demeanor demonstrate regulation.

Seclusion is defined as the involuntary confinement of a student alone in a room or area, with or without adult supervision, from which the student is not permitted to leave. The term does not include: a classroom or school environment where, as a general rule, all students need permission to leave the room or area, such as to use the restroom; a behavior support technique that is part of the district's, school's or program's designated procedures for behavior support which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave and it is implemented for the purpose of calming; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

Seclusion is prohibited in a public education program except in an emergency situation as a last resort on an individual basis when student behavior poses an imminent threat of assault, or imminent serious physical harm to self or others, but only if safeguards are accounted for. The following safeguards are required prior to the use of seclusion:

1) The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff.
2) The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.
3) Other forms of interventions have failed to ensure the safety of the student and/or the safety of others.
4) There are no medical contraindications as documented by a licensed physician.
5) There is a psychological or behavioral justification for the use, and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional.
6) The program has obtained consent to use seclusion from the student's parent or guardian and, if appropriate, the student, and such use has been approved in writing by the principal.
7) Any individual using it has received training about alternative behavior interventions and management techniques.

The program has documented compliance with 1-7 above in advance of its use and maintains the documentation.

Imminent Threat of Assault or Imminent Serious Physical Harm is an act placing another in reasonable apprehension of immediate bodily harm. Serious Physical Harm has the same meaning as serious bodily injury as used in the Individuals with Disabilities Education Act (IDEA). It means bodily injury which involves: A substantial risk of death; Extreme physical pain; Protracted and obvious disfigurement; or Protracted loss or impairment of the function of a bodily member, organ, or mental faculty. *See* 34 C.F.R § 300.530(h)(i)(3); 18 U.S.C. § 1365(h)(3).

The threat of harm must be a reasonable apprehension of immediate harm, not a generalized apprehension, and should be based on observable actions and any statements made, not assumptions about students' diagnoses, histories, or emotional states alone.

To promote student safety and uphold regulatory compliance, public education programs must follow strict safeguards when using seclusion as an emergency intervention. Seclusion may only be used in situations where a student poses an imminent threat of assault or serious physical harm, and only when all other less intrusive interventions have been deemed ineffective or inappropriate. The emergency use of seclusion must cease as soon as the student's behavior no longer poses an imminent threat of assault or imminent threat of serious physical harm. The following list outlines the required safeguards before, during, and after the use of emergency

seclusion, as well as the administrative responsibilities for monitoring its use. These safeguards include documented student history, active monitoring, timely parent and principal notification, and ongoing data review at the school level to reduce and ultimately eliminate the use of seclusion in alignment with 603 CMR 46.00.

Preconditions for Use of Emergency Seclusion

- The student's behavior presents an imminent threat of assault or serious physical harm to self or others.
- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff
- The student is not responsive to directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances
- Less intrusive interventions have failed or have failed to ensure the safety of the student and/or the safety of others.
- There are no medical contraindications, as documented by a licensed physician.
- There is psychological or behavioral justification and there are no psychological or behavioral contraindications, documented by a licensed mental health provider.
- The parent or guardian (and student, if appropriate) has provided consent for emergency use of seclusion.
- The principal has approved the use in writing.
- Staff implementing seclusion have documented participation in training in behavioral alternatives.
- Documentation demonstrating compliance with 603 CMR 46.07(2)(a) and (d)–(g) is maintained on file.

During Emergency Seclusion

- A staff member continuously observes and remains immediately available to the student.
- The student is observable in all areas of the room.
- Staff actively use calming and de-escalation strategies, unless unsafe or counterproductive to do so.
- Seclusion is not used for punishment or routine behavior management.
- Seclusion ends immediately once the imminent threat has subsided.
- If used for a period of longer than 30 minutes, obtain approval from the principal.
- The room or space meets all physical safety standards under 603 CMR 46.07(1).

Post-Intervention Procedures

- Parents are notified verbally and in writing in accordance with 603 CMR 46.06(3)–(4).
- The principal is notified as soon as possible and provided a written report by the next school day.

Administrative Oversight Responsibilities

- Weekly review of students with multiple uses of emergency seclusion.
- A review team is convened for repeated use, when applicable.
- Monthly review of school-wide seclusion data is conducted.
- Use of seclusion is reported to DESE in the required format and frequency.

No Medical Contraindications

Before an emergency intervention of seclusion is used, a licensed physician must confirm that no medical conditions make its use unsafe. This includes considering respiratory, seizure, cardiac, or other physical health conditions. The physician must document that no medical contraindications exist.

Behavioral or Psychological Justification

Before an emergency intervention of seclusion is used, a licensed mental health professional must confirm that seclusion is psychologically appropriate for this student. The licensed mental health professional should review the student's trauma history, behavior patterns, and mental health needs to determine whether seclusion would be harmful. The clinician must provide written documentation affirming the justification and lack of psychological contraindications.

Physical Space Inspection

To provide for the safety and well-being of students, any room or space used for the purposes of emergency seclusion must meet the physical space requirements outlined in 603 CMR 46.07(1). In accordance with 603 CMR 46.07(2)(n), these spaces must be inspected by the public education program at least once per week during any period of use to verify ongoing compliance. The inspection must confirm that the environment is clean, safe, and sanitary; appropriately designed for student age and needs; properly lit and ventilated; free of dangerous objects; and compliant with all applicable fire and building codes. The checklist below supports programs in conducting and documenting these weekly inspections.

Inspection Checklist Definitions

- Clean, Safe, Sanitary: Free of spills, clutter, sharp objects, or contaminants.
- Age-Appropriate Design: Size, materials, and aesthetics suitable for students using the room.
- Lighting/Ventilation: Functional lights, windows or vents for airflow, appropriate heating or cooling.
- No Dangerous Objects: No furniture or equipment that poses a risk of harm (e.g., loose wires, electrical outlets, broken ceiling tiles, hard corners).
- Fire & Building Code Compliant: Exits, alarms, and structural components meet local laws, which may be demonstrated through up to date certificates from proper local authorities.

Physical Restraint of Students

Physical restraint shall mean direct physical contact that prevents or significantly restricts a student's freedom of movement. Physical restraint does not include: brief physical contact to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing comfort, or a physical escort.

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in public education programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to-directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances. All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

Physical restraint shall not be used:

As a means of discipline or punishment;

- When the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;
- As a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or
- As a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Physical restraint in a public education program shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Mechanical restraint, medication restraint, and seclusion shall be prohibited in public education programs. Prone restraint shall be prohibited in public education programs except on an individual student basis, and only under the following circumstances:

- The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
- All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;

- There are no medical contraindications as documented by a licensed physician;
- There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
- The program has obtained consent to use prone restraint in an emergency as set out in 603 CMR 46.03(1)(b), and such use has been approved in writing by the principal; and,
- The program has documented 603 CMR 46.03(1)(b) 1 through 5 in advance of the use of prone restraint and maintains the documentation.

Nothing in 603 CMR 46.00 prohibits:

- The right of any individual to report to appropriate authorities a crime committed by a student or other individual;
- Law enforcement, judicial authorities or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk; or
- The exercise of an individual's responsibilities as a mandated reporter pursuant to M.G.L. c. 119, § 51A. 603 CMR 46.00 shall not be used to deter any individual from reporting neglect or abuse to the appropriate state agency.

Restraint Procedures and Training

The Superintendent shall develop and implement written restraint prevention and behavior support procedures consistent with 603 CMR 46.00 regarding appropriate responses to student behavior that may require immediate intervention.

Each principal or director shall determine a time and method to provide all program staff with training regarding the program's restraint prevention and behavior support policy and requirements when restraint is used. Such training shall occur within the first month of each school year and, for employees hired after the school year begins, within a month of their employment.

Only public education program personnel who have received training pursuant to 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. The training requirements contained in 603 CMR 46.00 shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.

A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements, use of force, and duration requirements set forth in 603 CMR 46.05. Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff members administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.

Reporting of Physical Restraint:

Program staff shall report the use of any physical restraint as specified in 603 CMR 46.06(2).

The program staff member who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent or board of trustees for review. The principal shall maintain an on-going record of all reported instances of physical restraint, which shall be made available for review by the parent or the Department upon request.

The principal shall make reasonable efforts to inform the student's parent of the restraint within 24 hours of the event, and shall notify the parent by written report sent either within three school working days of the restraint to an email address provided by the parent for communications about the student, or by regular mail postmarked no later than three school working days of the restraint. If the program customarily provides a parent of a student with report cards and other necessary school-related information in a language other than English, the written restraint report shall be provided to the parent in that language. The principal shall provide the student and the parent an opportunity to comment orally and in writing on the use of the restraint and on information in the written report.

The written report required by 603 CMR 46.06(2) and (3) shall include:

- The name of the student; the names and job titles of the staff who administered the restraint, and observers, if any; the date of the restraint; the time the restraint began and ended; and the name of the principal or designee who was verbally informed following the restraint; and, as applicable, the name of the principal or designee who approved continuation of the restraint beyond 20 minutes pursuant to 603 CMR 46.05(5)(c).
- A description of the activity in which the restrained student and other students and staff in the same room or vicinity were engaged immediately preceding the use of physical restraint; the behavior that prompted the restraint; the efforts made to prevent escalation of behavior, including the specific de-escalation strategies used; alternatives to restraint that were attempted; and the justification for initiating physical restraint.

- A description of the administration of the restraint including the holds used and reasons such holds were necessary; the student's behavior and reactions during the restraint; how the restraint ended; and documentation of injury to the student and/or staff, if any, during the restraint and any medical care provided.
- Information regarding any further action(s) that the school has taken or may take, including any consequences that may be imposed on the student.
- Information regarding opportunities for the student's parents to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

Administrative Oversight Responsibilities

- The Principal shall conduct weekly review of students with multiple uses of restraint.
- A review team is convened for repeated use, when applicable.
- The Principal shall conduct a monthly review of school-wide restraint data.
- Use of restraint is reported to DESE in the required format and frequency.
- In the event of restraint related injury, the program must report to DESE in writing within three days, according to the department's requirements.
- If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent or board of trustees shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

All additional safeguards as determined by DESE in 46.07 must be adhered to and this policy and any associated procedures shall be reviewed and disseminated to staff annually and made available to parents/guardians of enrolled students. The Superintendent shall provide a copy of the Time Out, Seclusion, and Physical Restraint regulations to each Principal, who shall sign a form acknowledging receipt thereof.

SOURCE: MASC – Rewritten 2026
LEGAL REF.: M.G.L. 71:37G; 603 CMR 46.00
Time-Out Practices: Guidance on the Implementation of Regulatory Amendments to 603 CMR 46.00 and 603 CMR 18.00 – DESE February 2026
Prevention of Physical Restraint and Requirements If Used – DESE, amended June 24, 2025

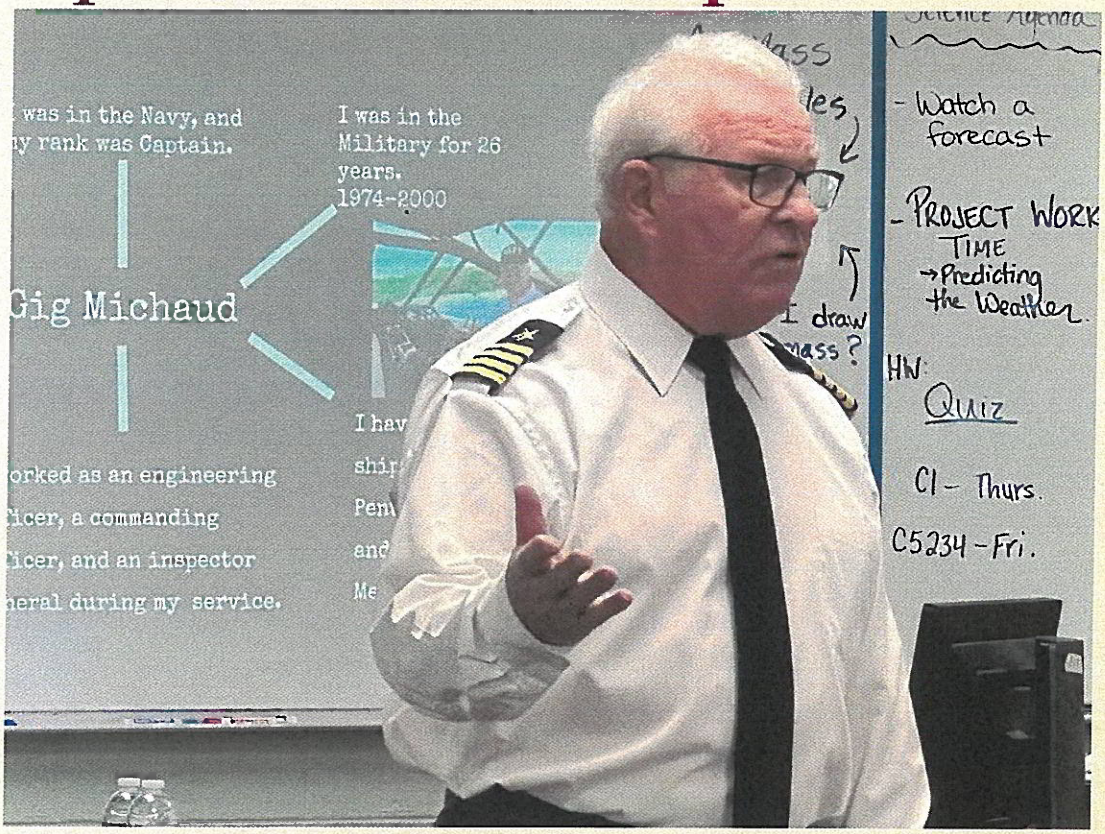
School Committee Goals for August to December 2026

Priority	Description	Recommended Action	Desired Outcomes
1	Establish regular line of communication with City Council and District families and students	• SC Finance Subcommittee to continue to host joint budget mtg with CC Finance Committee • Vice Chair/Mayor or other SC Member to attend monthly or bi-monthly CC Gen Government Sub-Committee meetings • Continue to distribute SC newsletter to CC members • SC to send representatives to CC meetings we think are critical • District/families/students – provide opportunities for input on budget	• Improved understanding between CC and SC • Increased awareness about District initiatives, goals • Increased participation in budget process
1	Support continued improvement in academic performance across the district	• Teaching and Learning (TLS) Subcommittee to continue to coordinate with staff to identify areas of weakness and strategies for improvement • TLS to work with staff to identify annual performance goals and measures of success for academic performance • TLS to provide more details on metrics and key take aways in report backs to SC	• Consistent focus on reporting and measuring academic goals and assessments • Strengthen report outs from TLS to SC to help inform discussions and decisions

Priority	Description	Recommended Action	Desired Outcomes
1	District Technology literacy practices/policies • Evaluate potential harms of technology use in the classroom and school-wide. • Build understanding of technology tools and appropriateness of their application at different grade levels. • Encourage/support non-tech options.	• Continue receiving report outs on AI Advisory Committees recommendations from Spring 2026 • Work with staff to evaluate effectiveness of 1:1 tablet practice at NHS	Report outs to School Committee
2	Provide opportunities for elevating student voice	Continue meeting with NHS Student Council on a periodic basis	Regular communication lines between SC and student representatives
3	Focus on creating a supportive school learning environment for all students	Review outcomes from MA Consortium for Innovative Education Assessment (MCIEA) Quality Measures surveys	Report out from MCIEA
3	Evaluate ways to improve safety for school arrival and dismissal	• Implement recommendations from Nock/Molin Traffic Advisory Committee • Encourage collaboration with MassDOT SRTS program	

School Committee
November 9, 2026

Superintendent's Report



Navy Captain Gig Michaud Speaks To Grade 8 Students

Veterans Day Recognition & 8th Grade Town Hall

The Nock Middle School honored Veterans Day with their annual 8th Grade Civics Veterans Town Hall at Nock Middle School. Organized by teacher leader Jen Groskin and her team, this powerful event brought service men and women into classrooms for intimate, small-group mini town halls. Students had the privilege of listening to multiple generations of veterans share their personal stories of military service, reflecting on the value of selflessness, putting others first, and defending core freedoms including the civic duty to vote. Following the classroom discussions, all 8th graders gathered in the cafeteria for a Q&A session, asking thoughtful questions directly to our visiting heroes. Watching this young generation engage directly with those who have served was a powerful learning experience. Once again we extend our sincere gratitude to Jen Groskin, her team, and Principal Markos for all of the work that went into this event. I especially want to thank all of the participating veterans for their inspiring message.

Early Release Professional Development

On Tuesday, November 3rd, staff across the district engaged in targeted professional learning directly aligned with our school improvement plans and educator learning goals. At the Bresnahan Elementary School, staff focused on implementing the Second Step anti-bullying curriculum. At the Molin Elementary School, educators split their time between planning for the Fishtank English Language Arts curriculum—with instructional assistants participating directly in the training—and analyzing data during i-Ready common math planning. Nock Middle School teachers dedicated their morning to departmental common planning, followed by an afternoon session led by an MCIEA trainer focused on developing performance-based assessments across science, world language, and history. At Newburyport High School, faculty and support staff collaborated to design upcoming monthly lessons for the Onward student advisory block before transitioning into discipline-based content teams to refine common assessments. Special thanks to Assistant Superintendent Lisa Furlong and Dr. Tom Abrams for their guidance in assisting our administrative and extended leadership teams with creating such an organized, goal-driven day.

Assistant Superintendent Search

We have officially closed the application window for the Assistant Superintendent position, receiving over 30 qualified applications. Pam Kealey is spearheading the search, utilizing a process similar to our previous successful search in collaboration with the New England School Development Council (NESDEC) / NASSP. We are currently forming two interview committees: an initial committee to screen and interview six to eight candidates, which will then forward two to three finalists to a smaller second-round committee comprised of central office personnel. We anticipate beginning initial interviews in the coming weeks and will keep the committee updated on our progress.

MA DESE State Seal of Biliteracy STAR Award Recognition

In October 2026, Newburyport Public Schools was formally recognized by the Massachusetts Department of Elementary and Secondary Education (DESE) with the State Seal of Biliteracy STAR Award for our 2024–2025 outcomes. Presented by Allison Balter, Associate Commissioner of Instruction and Multilingual Education, this district-level equity honor celebrates communities that achieve significant, inclusive multilingual achievement. To earn the STAR designation, districts must meet rigorous DESE benchmarks, including having at least 50 graduating Seal earners who represent 10% or more of the graduating class, alongside meeting specific equity benchmarks for English learners and students with disabilities. This recognition highlights our commitment to valuing language diversity, promoting global competence, and empowering all students to achieve high levels of biliteracy. Congratulations to Newburyport High School and our World Language and Multilingual departments for their leadership in fostering these exceptional student outcomes!

MA FRESH Grant Award

The Living Classroom. The Francis T. Bresnahan Elementary School will continue to develop and implement an enriching curriculum where our youngest learners can explore the connections between life sciences, local farms and food systems. The MA FRESH Grant will allow us to create an outdoor learning space, build an edible garden, and support indoor germination. All K-3 students will participate in the garden-based course which will also connect to the MA science standards and the Newburyport High School Environmental Sciences Pathways Program. This innovative classroom and curriculum will root student curiosity and grow healthy kids from the ground up.

This is a 40K grant that will fund garden beds, indoor growing systems, and curriculum development that connects both science standards and farm-to-table activities with the food services program. We continue to pursue funding to provide a dedicated outdoor meeting space in the form of a yurt. That is still in process and is not funded by the grant.