NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting
6:30PM

Monday, November 23, 2026

SC Business Meeting Agenda November 23, 2026
SC Business Meeting Agenda Notes November 23, 2026
SC Warrant November 23, 2026
SC Business Meeting Minutes November 9, 2026
Pre-K Program Tuition Increase
FY 28 Budget Update
Policy JKAA – Physical Restraints Policy
2026 Accountability Data Report
Superintendent's Report

Newburyport Public Schools
School Committee Business Meeting

Monday, November 23, 2026 at 6:30 p.m.
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 Business Meeting Agenda

1. Call to Order & Pledge of Allegiance
2. Public Comment
3. *Warrant – *possible Vote*
4. *Meeting Minutes 11/09/26 – *possible Vote*
5. Student Representative Report
6. *Increase to Pre-K Tuition (Policy JQ Student Fees, Fines and Charges) – *possible Vote*
7. FY 28 Budget Update – Ethan Manning
8. *Policy JKAA: Physical Restraint of Students – *possible Vote*
9. 2026 Accountability Data – Lisa Furlong and Tom Abrams
10. 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*
    f. Nock/Molin Traffic Advisory Committee – *John Ricci*
11. Superintendent's Report

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

Monday, November 23, 2026 at 6:30 p.m.
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AGENDA NOTES

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School Committee Business Meeting Agenda

3. *Warrant – *possible Vote*

4. *Meeting Minutes 11/09/26 – *possible Vote*

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

6. *Increase to Pre-K Tuition
   Possible vote by Committee on this Tuition increase (Policy JQ – Student fees, Fines and Charges)

7. FY 28 Budget Update
   Ethan Manning will provide an update on the FY 28 budget

8. *Policy JKAA – Physical Restraint of Students
   Possible vote by Committee on this Policy

9. 2026 Accountability Data Report
   Lisa Furlong and Tom Abrams will present an update on the 2026 Accountability Data

10. 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*
    f. Nock/Molin Traffic Advisory Committee – *John Ricci*

** *next page* **

11. Superintendent's Report: *Investment Club Presentation, Wall of Fame Dinner, PTO Meeting and Budget Workshop, MCIEA Governing Board, NEF Auction and the 23rd Annual A Capella Night at Pentucket*

12. New Business

* possible vote

Adjournment

FYI - Upcoming Dates:

- ✓ Bresnahan School Council Meeting: November 24
- ✓ Early Release: November 24
- ✓ Holiday Observed: Schools Closed Thursday & Friday (11/26 and 11/27)
- ✓ NHS School Council Meeting: December 8
- ✓ Early Release: December 11
- ✓ Finance Subcommittee Meeting: December 17
- ✓ Teaching & Learning Subcommittee Meeting: December 18
- ✓ Molin School Council Meeting: December 18
- ✓ Early Release: December 23
- ✓ Holidays/School Vacation: December 24 through January 1, 2027

✓

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School Committee Warrant(s)

November 23, 2026

Warrant FY27.22	$ 490,572.12
A-Warrant(s)	$ 33,219.12
Total of Warrants:	$ 523,791.24

NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING

Senior/Community Center, 333 High Street, Newburyport, MA 01950

Monday, November 9, 2026

CALL TO ORDER / ROLL CALL

Vice Chair Juliet Walker called the School Committee Business meeting of the Newburyport School Committee to order at 7:00 PM. Roll call found all members present, except Mayor Sean Reardon.

Moment of Silence observed for Melissa Martin, long time teacher at NHS.

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 $599,495.73 as presented.

Warrant FY27.20	$587,118.44
A-Warrant	$ 12,377.29
	$599,495.73

Motion Passed

Mayor Sean Reardon absent

Minutes

Motion:

On a motion by Andy Boger and seconded by Lauren Eramo it was

VOTED: to adopt the minutes for the October 28, 2026 School Committee meeting.

Motion Passed

Breanna Higgins abstained

Student Representative Report

Anna Pervier provided the report which included a Veteran's Day assembly at the Bresnahan, Drama Club rehearsals for Finding Nemo at the Molin, preparation for the annual Thanksgiving Eve Pep rally at the Nock and congratulations extended to the new inductees for the NHS Spanish Honor Society, The NHS Cheer Team, for placing second at the Claw Cancer Invitational. An invitation was extended to the School Committee from the NHS Theater to attend their production of Shakespeare's Romeo and Juliet starting on November 19th. (attached).

NPS/NPD Safety Presentation

Superintendent Sean Gallagher and Lt. Greg Whitney presented an overview of the District's School Safety and Security. The Superintendent noted the great partnership NPS has with the Newburyport Policy Department, especially on the many approaches to create a culture of belonging through

activities implemented in the schools focusing on social and emotional wellbeing of students. The Superintendent also addressed the recent security upgrades to all of the district's security cameras, video intercoms and shatter resistant materials placed on school building windows. Lt. Greg Whitney discussed the School Resource Office/Memorandum of Understanding (SRO/MOU) between the District and the Newburyport Police Department which is signed annually and based on a state model. Lt. Whitney stated that all officers are trained in ALERT and participated in a regional NERAC training last year as well as the daily school building walkthrough by officers. Officer Kyle McElroy was recognized for his great working relationship with the district. Vice Chair Juliet Walker clarified the comment made by Lt. Whitney that the Newburyport Police Department does not participate in discipline issues at the schools but is there to build a collaboration with the schools and establish overall safety within the schools.

MASC Conference Highlights

Vice Chair Juliet Walker began the highlight noting the sessions she attended:
Courts in the Schools - provided updates on legal cases relevant to school districts; General Session presented an overview of status of school funding, along with a motivational speaker; the ETC Data Hub, who presented the repackaging of DESE information in a user friendly, graph format and the Delegate Assembly. Juliet updated the committee on the recent resolutions vote, mentioning that Resolution 1, Protect Act, passed at the State level, however noted concerns about districts abilities to comply with the mandate from the State. She reminded the Committee that these resolutions are not binding but serve as a statement as body of what we support.

Kathleen Shaw discussed the E-Bike presentation she participated in. She noted the different classes of bikes and that an operator cannot exceed 20 miles per hour unless over the age of 16, their bike is licensed and the rider has a license. She noted that Molin and Nock have the most parked E-bines and that some districts do now allow E-Bikes on school property. Vice Chair Juliet and Kathleen noted policies adopted by two communities that they can review in the Policy Committee. Kathleen also discussed the Special Education Law with presentations from a legal team that covers several districts who highlighted situations with respect to laws and working with families.

Lauren Eramo participated in two Student Data presentations noting the Education Cooperative Tech has a student privacy alliance who help to negotiate data privacy agreements for schools. She also participated in a session about the School Committee role in Building Trust for Community around student data and what school committees can do to make sure there is a vision going forward.

Andrew Bogar participated in a general discussion that highlighted the recent changes in politics and their occurring effects at the State level. He also listened in a session about Transportation and how some communities are making changes such as bringing transportation He also attended the EDC Hub session, which is a platform that allows students to track their potential career path

John Ricci attended a session about School Committees working with City Counsels. He stated that Newburyport is ahead of many districts. He also commended our Superintendent and Assistant Superintendent on their cell phone dialogue presentation.

Policy JKAA: Physical Restraint of Students

Committee will vote on this policy at the next School Committee meeting on November 23, 2026.

School Committee Goals for August through December, 2026

Vice Chair Juliet Walker presented the Committee's priorities of goals and noted that they are making progress on a number of the goals.

SUBCOMMITTEE UPDATES

Finance Subcommittee

Andrew Boger stated the committee will be meeting on November 19th to discuss the budget and the quarterly reports.

Policy Subcommittee

Kathleen Shaw said the next meeting will be held at 6:30PM on November 2nd at Central Office. She also noted that the AI Ad Hoc will be meeting in February

Teaching & Learning Subcommittee

Breanna Higgins stated the committee will present a full report on the math goals and related MCAS at the next School Committee meeting or in early December.

SEPAC

Kathleen Shaw reported that 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. She stated the online auction begins the week before and to visit the NEF website for more information.

Nock/Molin Traffic Advisory Committee

John Ricci reported that this committee will meet after the new Recreation Center opens. He also stated that the same concerns are present. A representative from the State recently monitored the Molin/Nock dismissal and will be providing an assessment. The district was awarded the Safe Routes to Schools grant which will be used to help improve the circulation around the immediate school area.

Superintendent's Report

Veteran's Day Recognition and 8th Grade Town Hall: Superintendent Sean Gallagher spoke about the Veteran's Day program coordinated by Jen Groskin at the Nock Middle School where students were able to meet local veterans in their classrooms for a town hall style event. The Superintendent noted the students participated with great questions asked of the veterans.

Early Release (November 3) Professional Development: The Superintendent noted that the district continues to work with Assistant Superintendent and Dr. Tom Abrams on the vertical teams and coaching.

Assistant Superintendent Search: The Superintendent stated that the posting for the search for a new Assistant Superintendent has closed. After posting on School Spring and Indeed, the District has 36 possible candidates. Interview committees will be set up. Vice Chair Juliet Walker and committee member Andy Boger addressed the importance of advertising broadly.

MA DESE State Seal of Biliteracy STAR Award Recognition
Superintendent Sean Gallagher acknowledged the MA DESE STAR Award Recognition recognized by the State in October 2026 for the District's 2025-2025 outcomes. This honor celebrates communities that achieve significant, inclusive multilingual achievement. The Superintendent noted that Advanced Placement is now in place.

MA FRESH Grant Award:
The Superintendent notified the Committee of the District being granted this new grant in the amount of $40,000. This grant will tie directly to the living classroom at the Bresnahan and enhance all work, including garden beds and support indoor growing systems and curriculum. The Superintendent also recognized Assistant Superintendent Lisa Furlong, who was instrumental in the district receiving this grant.

New Business:
No new business was reported for this meeting.

ADJOURNMENT

Motion:
On a motion by John Ricci and seconded by Lauren Eramo it was
VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:06PM.

Motion Passed
Mayor Sean Reardon absent

Motion: To approve the Preschool tuition rate of $6,000 annually for tuition-paying peer students at the Bresnahan School, effective for the 2027-2028 school year, as recommended by the Finance Subcommittee by a vote of 3-0 on November 19, 2026.

(Policy JQ: Student Fees, Fines and Charges)

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NPS Preschool and Pre-K Programs - Tuition Recommendation, 2027-2028

The recommendation is to set five-day Integrated Preschool tuition for peer (tuition-paying) students at **$6,000 for the 2027-2028 school year**, up from $5,500, an increase of $500 (9.1%) or $50 per month. Tuition has not been adjusted since approximately FY18.

The increase applies only to peer seats; students with IEPs attend at no cost. Payment terms are unchanged: in full by August 1 or ten monthly installments, with the $300 deposit credited toward tuition.

At this year's 29 tuition-paying students, the increase adds about $14,500 annually. Tuition will continue to be monitored against costs, enrollment, and regional rates.

Background

The Bresnahan Integrated Preschool serves three- and four-year-olds Mon-Fri, 8:15 a.m.-1:00 p.m., combining IEP students with tuition-paying peers. State regulation limits the share of IEP students per classroom (603 CMR 28.06), making peers essential to the program model.

How Newburyport compares

Newburyport's hourly rate is currently one of the lowest regionally; at $6,000, it remains at the low end alongside Amesbury, based on available tuition data.

District	Annual rate	Schedule	Cost per hour
Newburyport (current)	**$5,500**	**5 days, 8:15-1:00**	**$6.43**
Newburyport (proposed)	**$6,000**	**5 days, 8:15-1:00**	**$7.02**
Amesbury	$2,800	4 days, 2.75 hours	$7.07
Triton Regional	$8,000	5 days, 8:30-2:55	$7.82
Beverly	$7,500	5 days, 8:15-1:15	$8.33
Reading	$6,012	5 mornings	$8.35
Hamilton-Wenham	$7,770	5 days, 8:45-1:45	$8.63

Rates reflect 2026-27 except Newburyport's proposed 2027-28 rate. Per-hour figures assume a 180-day year. Matching higher regional rates ($8.33–$8.63/hr) would require a 30%+ single-year increase, which is not recommended at this time.

Enrollment, revenue and fund balance

Peer enrollment has ranged from 29 to 39 over the past five years. Below is historical revenue at current vs. proposed rates:

Year	Total	IEP	Peer	% peer	At $5,500	At $6,000	Difference
2023	53	21	32	60.4%	$176,000	$192,000	$16,000
2024	64	25	39	60.9%	$214,500	$234,000	$19,500
2025	64	33	31	48.4%	$170,500	$186,000	$15,500
2026	56	23	33	58.9%	$181,500	$198,000	$16,500
2027	46	17	29	63.0%	$159,500	$174,000	$14,500

Tuition goes to revolving fund 3406 to offset program costs in the operating budget:

Fund 3406	Amount
Balance, June 30, 2026	$78,643
Balance, November 16, 2026	$131,830
FY27 budget offset	$190,000

This year's 29 peers generate $159,500 at $5,500, or $174,000 at $6,000, both below the $190,000 FY27 offset. The increase narrows this gap without creating a surplus.

Timeline

Step	Timing
Finance Subcommittee discussion	Nov 19, 2026
School Committee vote	Nov 23, 2026
Registration materials posted and family information sessions held	January 2027
Preschool registration opens	February 2027

A vote by December will allow the Bresnahan School to plan and let families know the new rate prior to registration.

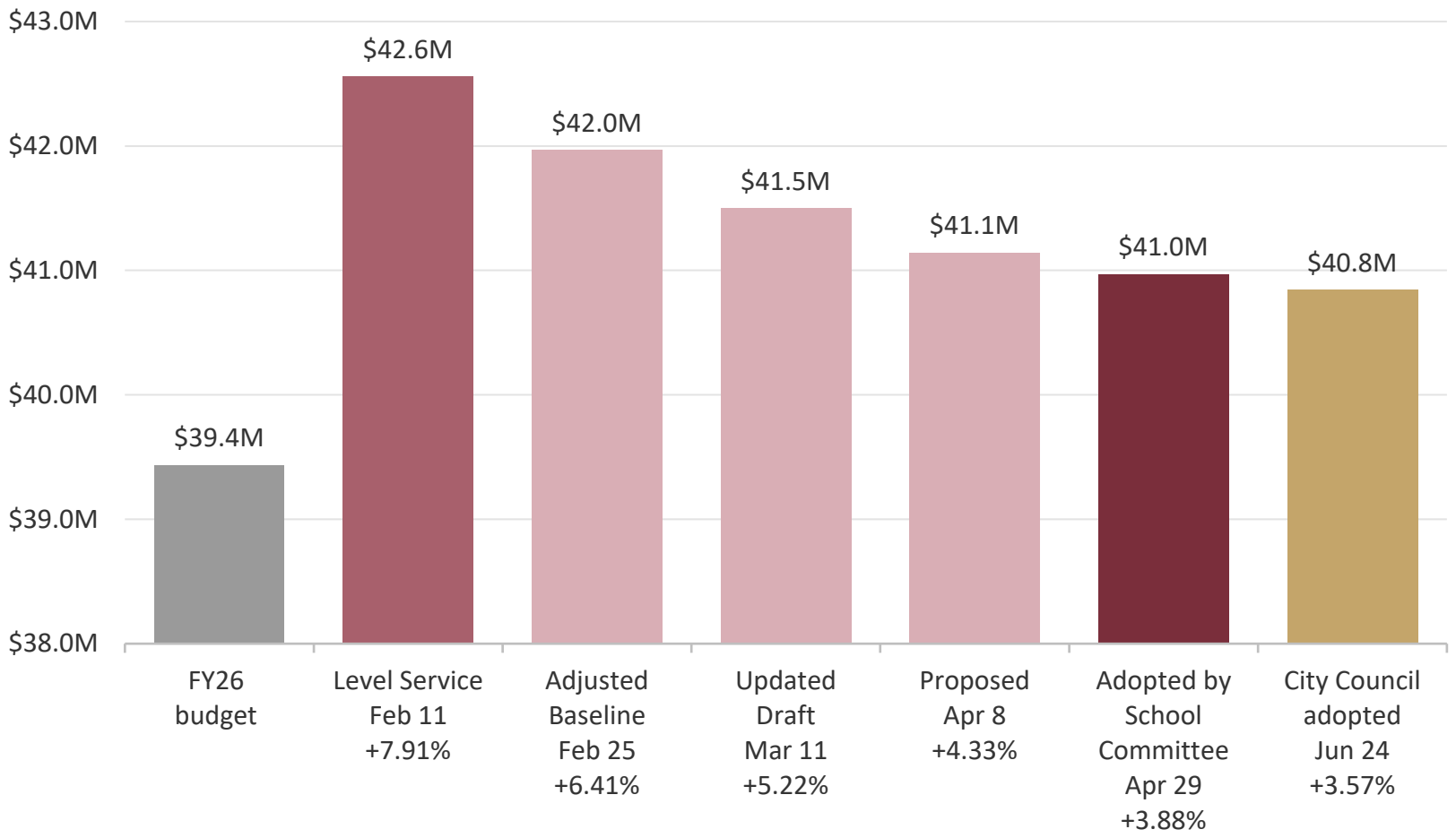
FY28 BUDGET OUTLOOK

Newburyport Public Schools
School Committee Follow-Up Discussion
November 23, 2026

Originally presented at the Joint Budget Meeting of the City Council and School Committee
November 17, 2026

FY27: Where We Landed (City Appropriation)

We cut the City ask from +7.9% at Level Service to +3.88% at SC adoption; the Council adopted +3.57%



–$1.71M

in reductions and offsets from Level Service to adoption

–6.2 FTE

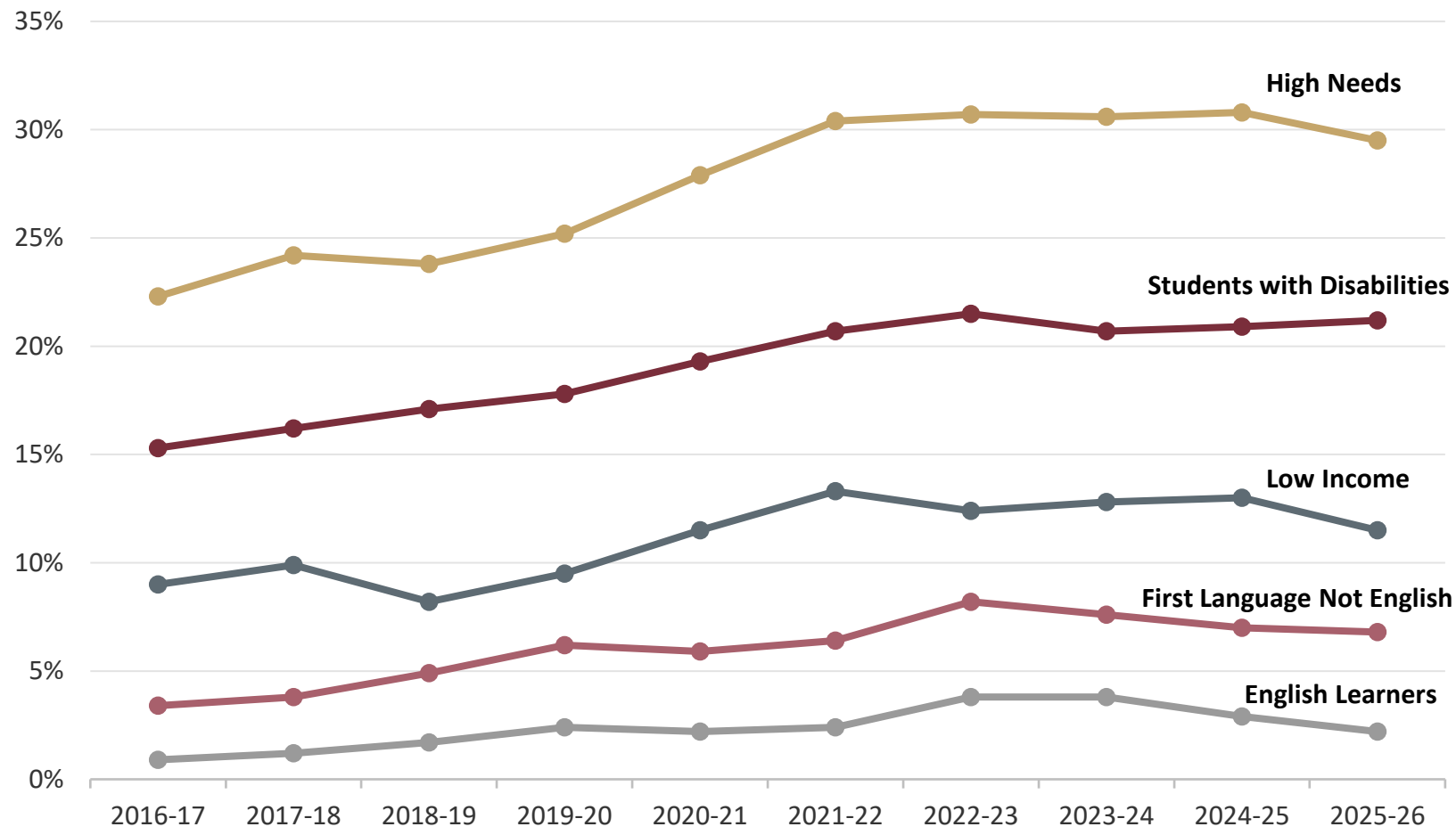
reduced, aligned to enrollment and student need

–$123,901

Council reduction from the School Committee's adopted budget

Who We Serve

Enrollment is steady; the share of students with disabilities has risen to the state level



2,074

students (2026-27); enrollment steady near 2,100

21.2%

students with disabilities; state 21.1% (NPS was 15.3% in 2016-17)

29.5%

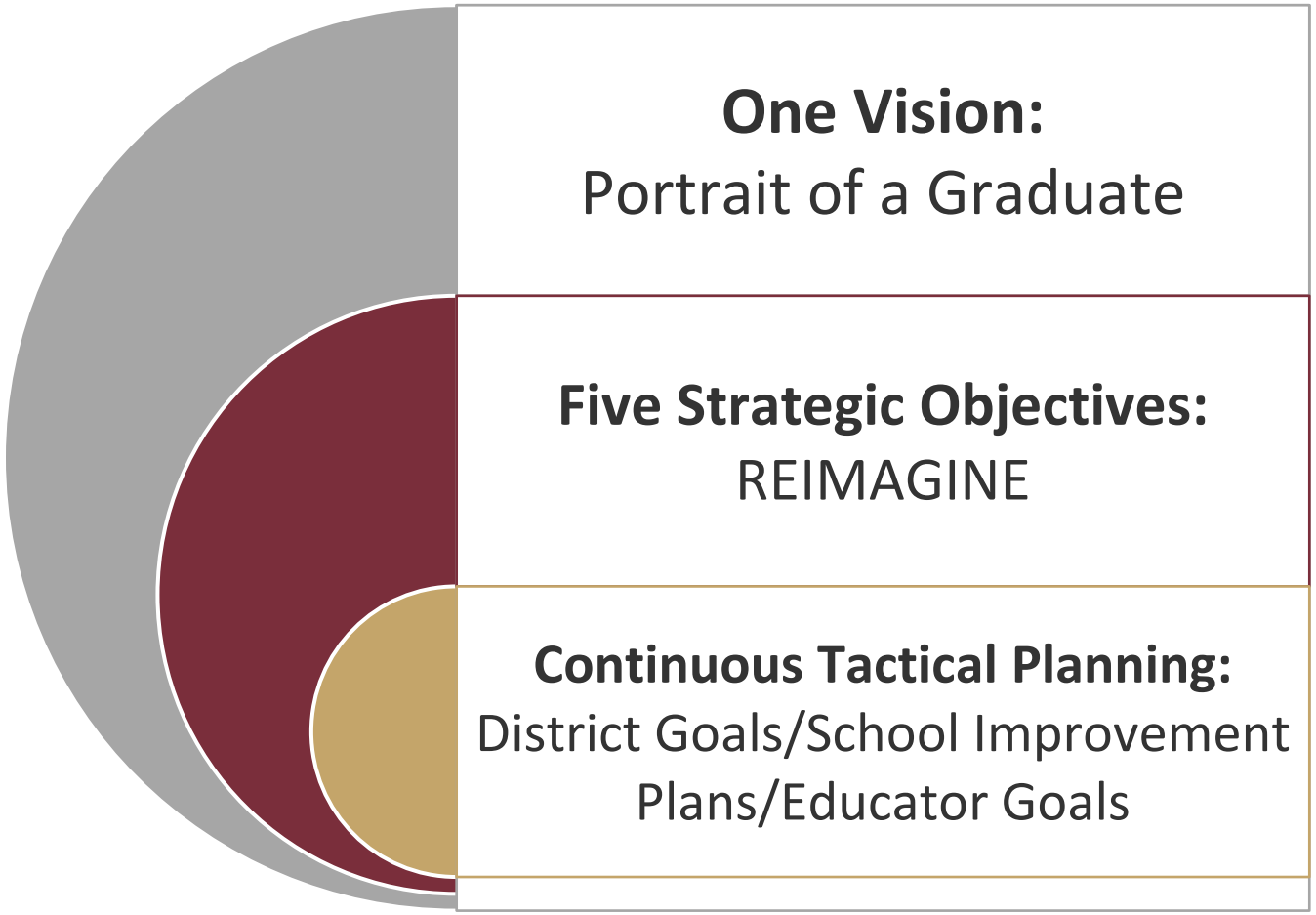
high needs*

Source: DESE selected populations.

***A student is included in the High Needs group if they are designated as either Low Income / Economically Disadvantaged, English Learner or Former English Learner, or a Student with Disabilities.**

How We Serve

Our guiding principles shape every budget decision



What it means for the budget

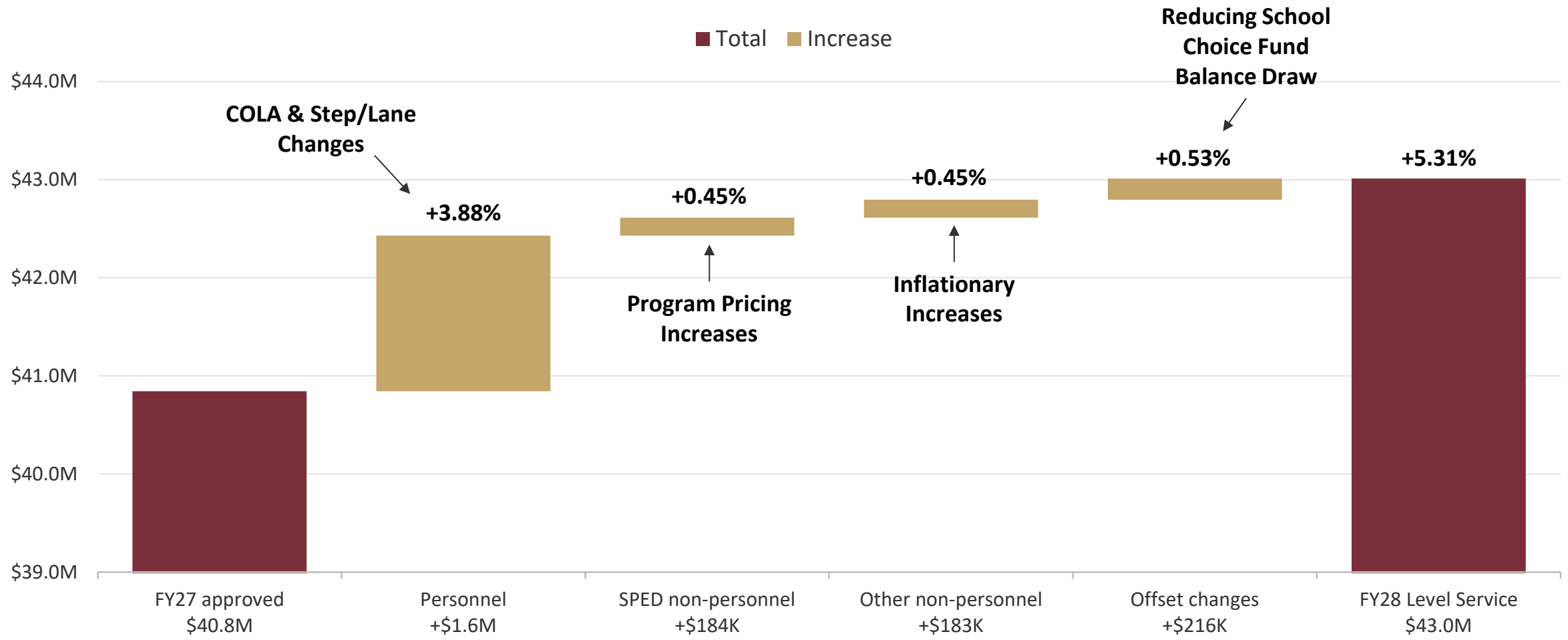
- Requests are tied to our five strategic priorities: Student Learning, Instructional Leadership, Professional Culture, Family & Community Engagement, and Management & Operations
- School Improvement Plans set building-level priorities
- When reductions are needed, we protect core instruction and student supports first

About 390 staff (FTE)

serving our students; people are 72% of the FY28 budget

FY28 Level Service (City Appropriation)

Maintaining current services needs **+$2.17M (+5.31%) more from the City**, before any reductions



Preliminary projection. Chart shows the City Appropriation only (gross budget less revenue offsets). Gross budget +$1.95M (+4.12%); revenue offsets down $216K, mainly School Choice.

FY28 Contracts: Known Obligations

Personnel ($35.7M, 72% of the FY28 budget) is under settled contracts

Personnel

Contract	FY28 terms	Status
Newburyport Teachers Association	3% COLA/adjustment + step/lane	Settled through FY28 (expires 6/30/2028)
Instructional Assistants Union	3% COLA/adjustment + step	Settled through FY28 (expires 6/30/2028)
AFSCME	4% COLA/adjustment + step	Settled through FY28 (expires 6/30/2028)
Non-union staff	3% average	Individual contracts

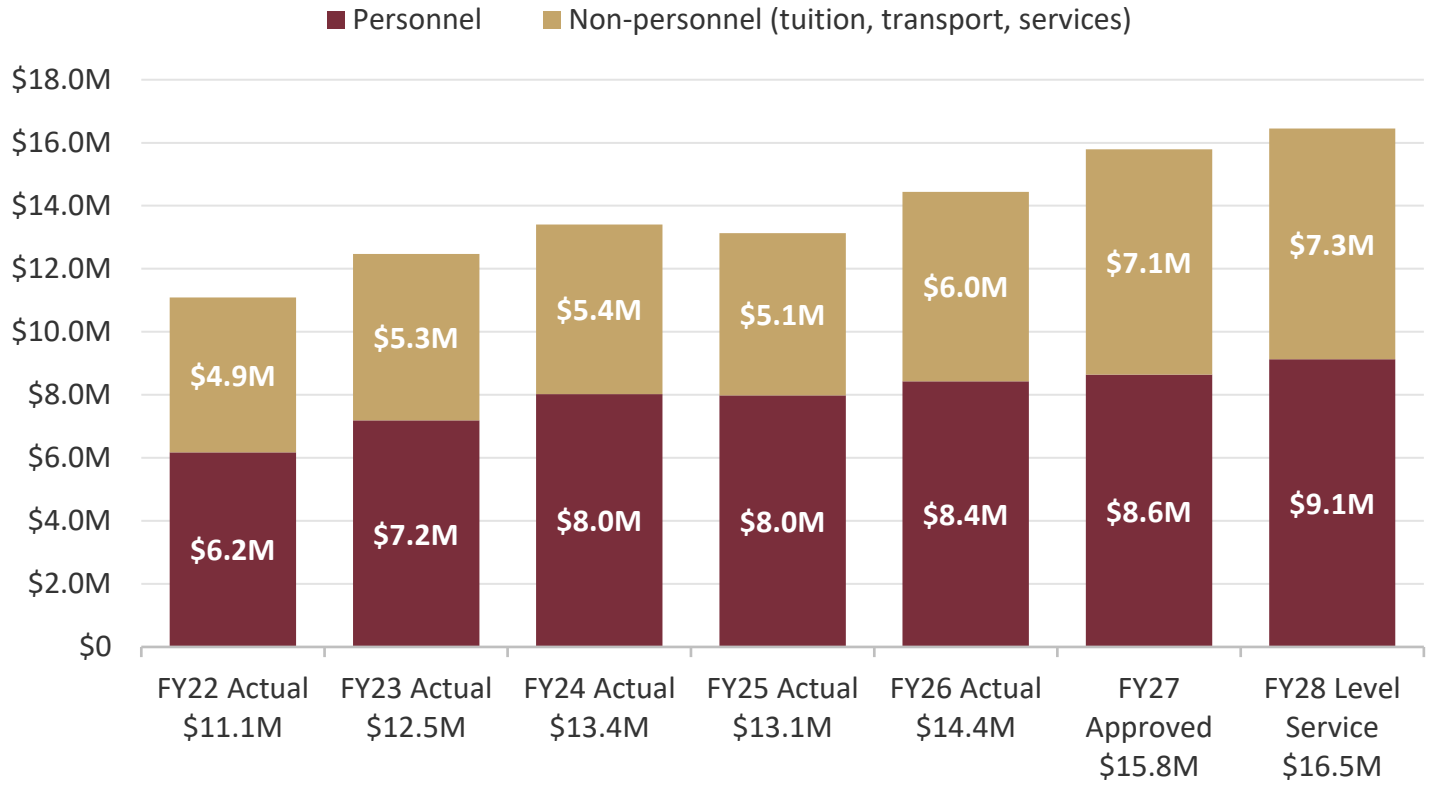
Major non-personnel

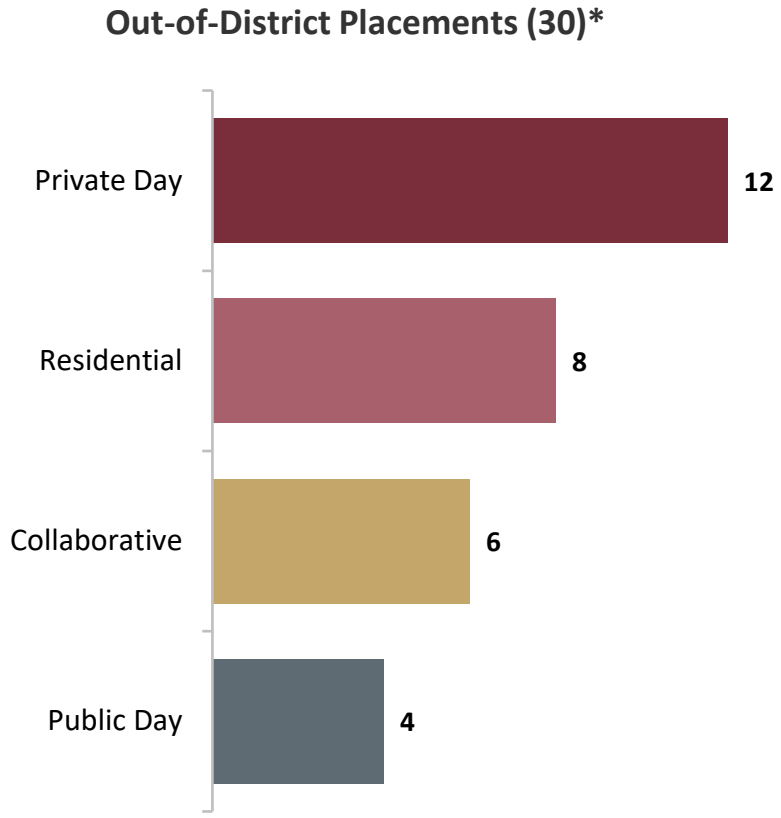
Contract	FY28 terms	Status
Electricity supply (Constellation Energy)	Fixed $0.1337/kWh (+8.9% vs. current $0.1228; 22% below National Grid)	Locked Nov./Dec. 2026 through 2029 (35 months)
Regular transportation	+2.4%	First of two 1-year extensions
Food services	Self-supporting; no City appropriation impact	Rebid during 2026-27
Special education tuitions	2.9% planning assumption*	Rates set by the state (Operational Services Division)

*Estimated rate of inflation for FY28 per OSD is 2.9%, however “reconstruction” of a private special education programs can result in a much higher increase of 15-30%+.
Source: https://www.mass.gov/info-details/special-education-tuition-pricing-details

Special Education: Meeting Student Needs

Our programs and services reflect the needs of the students we serve



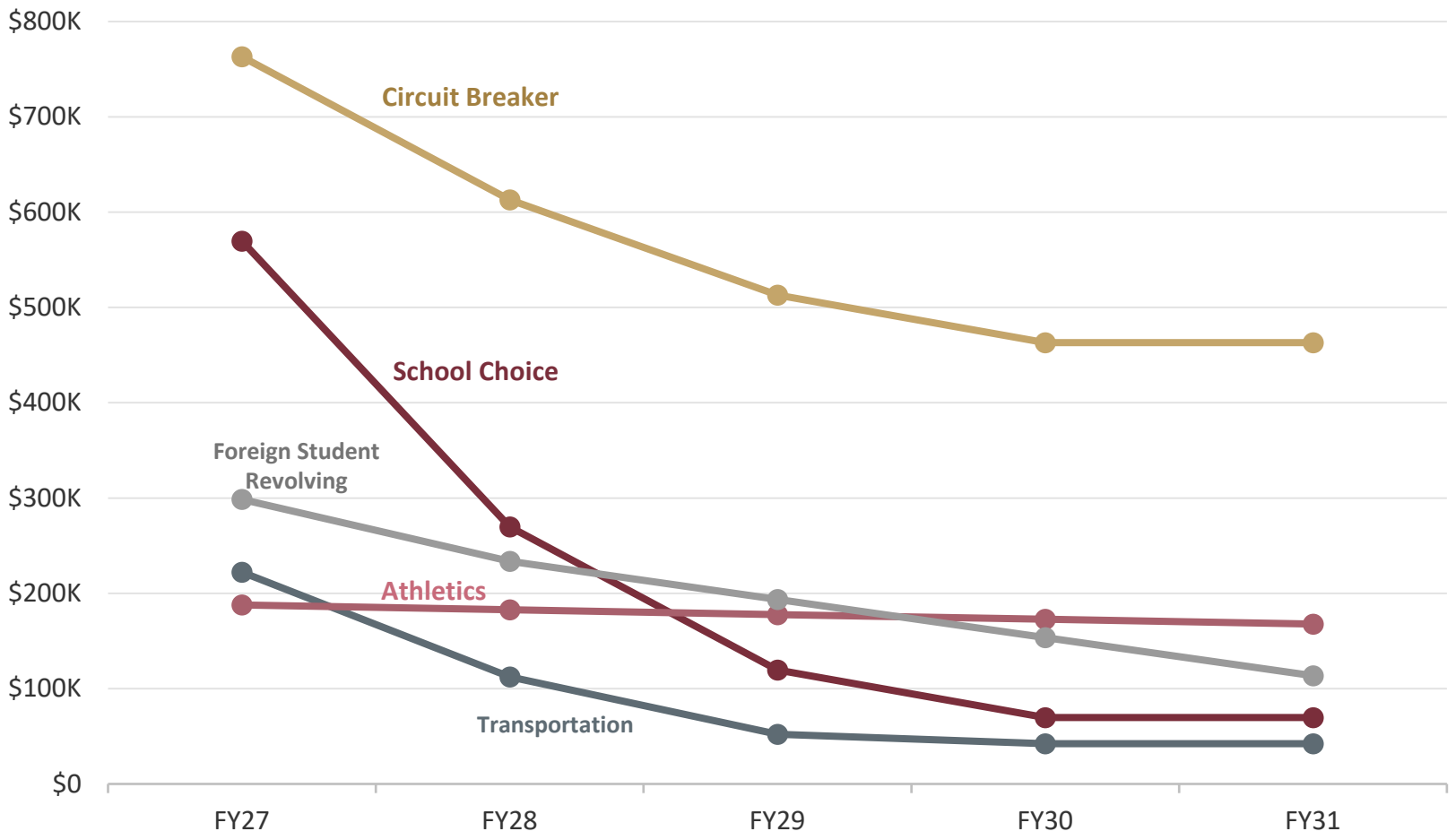


What the costs include: special education staff · out-of-district tuition · transportation · contracted services

*Excludes placements the district is not fiscally responsible for.

Reducing Reliance on One-Time Revenue

FY26 and FY27 leaned on fund balances; FY28 continues aligning revenue offsets with what we receive each year



$645K

planned FY28 draw on fund balances, down from about $830K planned for FY27

$2.09M → $1.75M

School Choice offset, FY27 to FY28, moving toward annual receipts (~$1.45M)

$570K → $70K

projected School Choice balance, FY27 to FY31

School Choice as a Share of Enrollment, FY98–FY27

Share of total enrollment by fiscal year, with the average for each 10-year period

FY98–FY07

Fiscal year	Share
FY98	10.0%
FY99	10.5%
FY00	9.7%
FY01	9.3%
FY02	10.2%
FY03	10.8%
FY04	10.5%
FY05	9.0%
FY06	9.1%
FY07	9.0%
Average	**9.8%**

FY08–FY17

Fiscal year	Share
FY08	7.5%
FY09	6.9%
FY10	6.0%
FY11	5.2%
FY12	5.1%
FY13	4.5%
FY14	3.6%
FY15	2.4%
FY16	1.8%
FY17	1.0%
Average	**4.4%**

FY18–FY27

Fiscal year	Share
FY18	0.4%
FY19	0.8%
FY20	1.5%
FY21	2.2%
FY22	3.1%
FY23	3.8%
FY24	4.8%
FY25	6.7%
FY26	8.8%
FY27	**9.7%**
Average	**4.2%**

Source: DESE School Choice receiving FTE and October 1 total enrollment; FY27 preliminary.

If… Then: What Different City Increases Mean

Each 0.5 percentage point of City increase is worth about $204K

IF the City increase is…	*THEN the schools would need…*
5.31% (Level Service)	**current staff and services are maintained**
5.0%	about $126,257 in reductions or changes
4.5%	about $330,481 in reductions or changes
4.0%	about $534,705 in reductions or changes
3.5%	about $738,929 in reductions or changes
3.0%	about $943,153 in reductions or changes

FY28 salary reference: Teacher, Master's Step 5: **$74,756** · Instructional assistant, Specialist Step 5: **$38,727**

Base salary only; excludes benefits. Source: NTA and Instructional Assistants collective bargaining agreements, FY26–FY28.

FY28 School Budget Timeline

Preliminary - dates subject to change

Nov. 2026	Nov.-Dec. 2026	Dec.-Jan. 2027	Feb. 2027	Mar. 10, 2027	Mar. 24, 2027*
Listening Session & Joint Budget Meeting	Meetings with school and district-wide budget holders	Initial drafts/budget scenarios for School Committee	Preliminary and updated budget recommendations for School Committee	Public hearing on School Budget	School Committee adopts FY28 budget

*Charter §6-3: the School Committee's adopted budget goes to the Mayor at least ten days before the Mayor submits the City budget.

Budget development process

- Initial scenarios (Dec.-Jan.) will begin to name the specific reductions or changes behind each “if, then” as the leadership team works to build the budget
- Described in concrete terms: positions, programs, class sizes and services
- Budget figures are updated at each step as revenue, placements and the City's numbers firm up (e.g. health insurance rates)

Community conversations

- Budget listening session
- School Committee Meetings
- PTO / NEF
- Council on Aging and other groups through the winter

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

Newburyport Public Schools

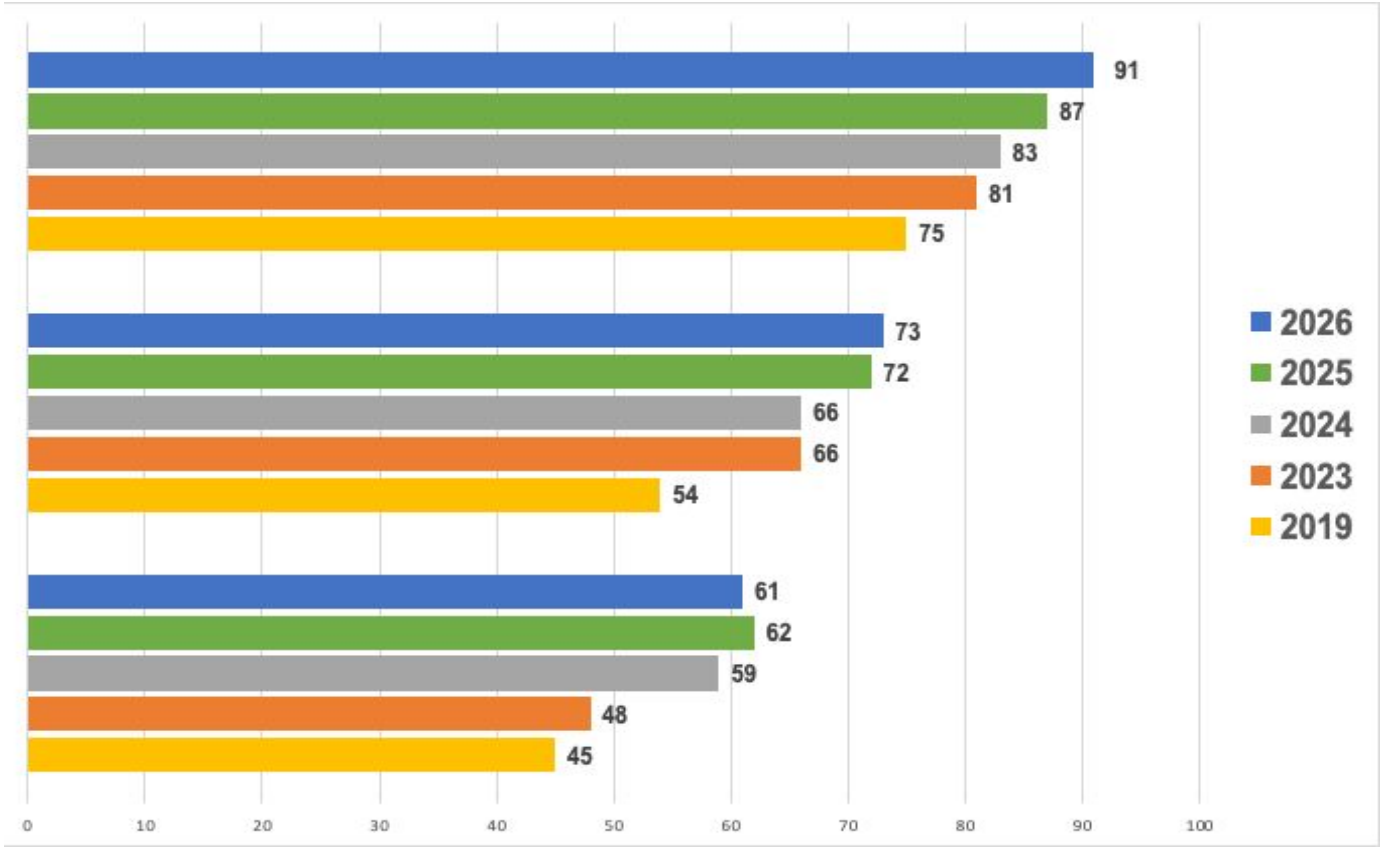
2026 Accountability Data

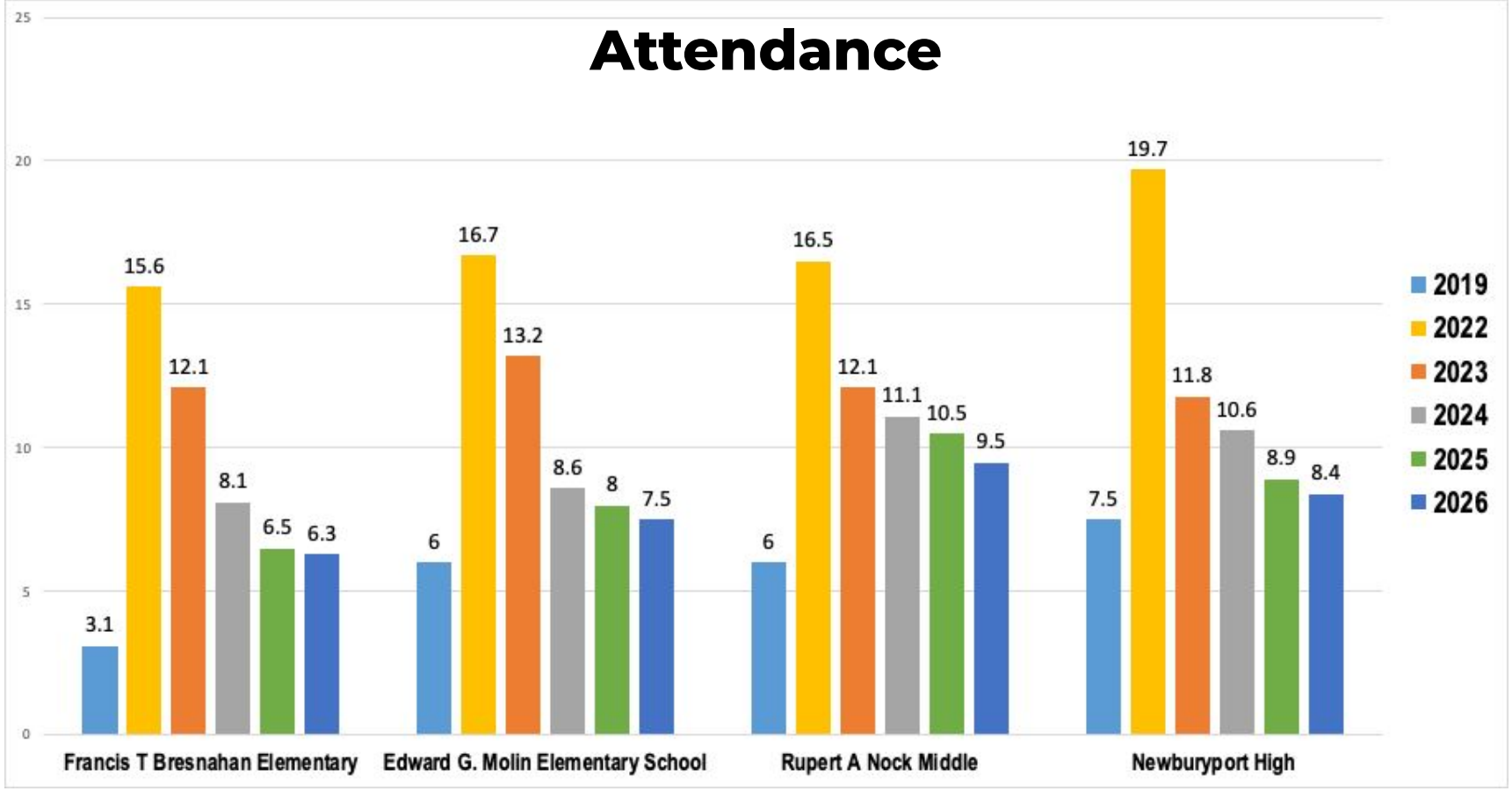
Overview

1. School Accountability Percentiles
2. Attendance
3. Student Achievement
    a. Average Scaled Score (State Target)
    b. Percent Meeting & Exceeding (School Goal) – by aggregate and by subgroup
4. Student Growth – Growth Targets & Growth Trends
5. High School Targets
    a. Graduation Rate
    b. Extended Engagement
    c. Annual Drop Out
    d. Advanced Coursework – Coursework by Group, AP Coursework Data
6. Progress Towards Attaining English Language Proficiency
7. VOCAL Data

Accountability Percentiles

Accountability percentiles show our school's overall performance relative to other schools.





Any student who misses 18 or more school days (including both excused and unexcused absences) is considered chronically absent.

All schools continue to make progress in reducing chronic absenteeism for all students.

Student MCAS Achievement

DESE sets achievement targets based on the average composite scaled scores.

The targets reflect DESE *expected* gains in the average scaled score.

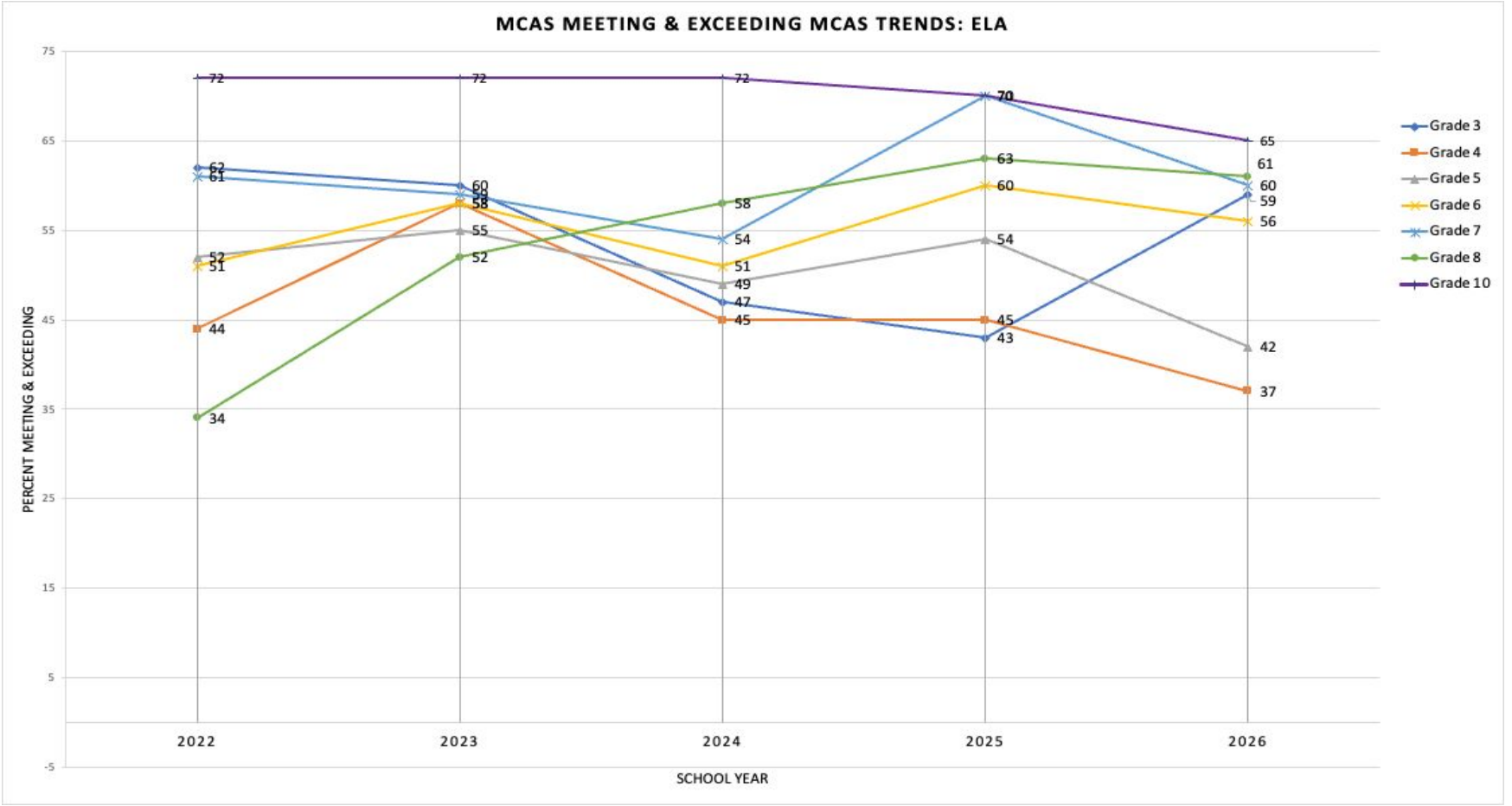
We look our students as a whole (“All”) as well as subgroups (e.g., “Lowest Performing”).

The average scaled score for “All” students improved or stayed the same.

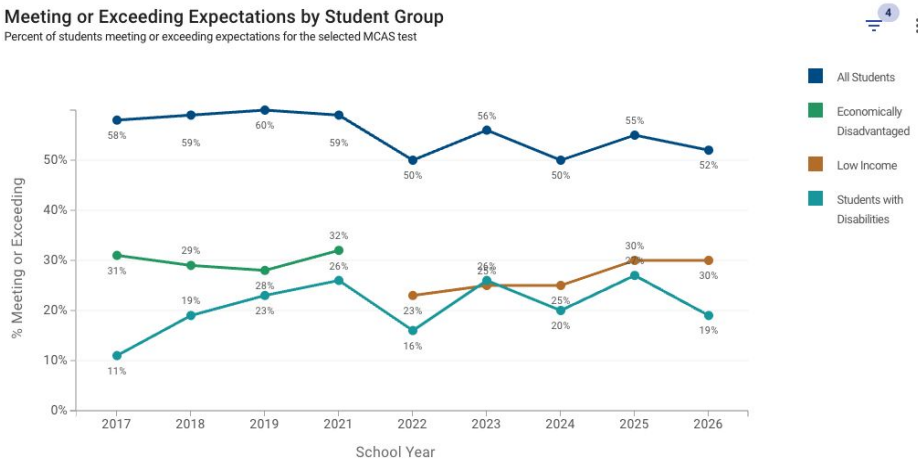
For our Lowest Performing students the average scaled score showed improvement in 3-8 and declined at the high school.

	Group	Achievement Rating
High School ELA	All	Met Target
	Lowest Performing	Declined
High School Math	All	Met Target
	Lowest Performing	Declined
High School Science	All	Met Target
Grade 3-8 ELA	All	No Change
	Lowest Performing	Improved
Grade 3-8 Math	All	Met Target
	Lowest Performing	Improved
Grades 5 & 8 Science	All	Declined

Meeting & Exceeding 5-Year ELA Trends

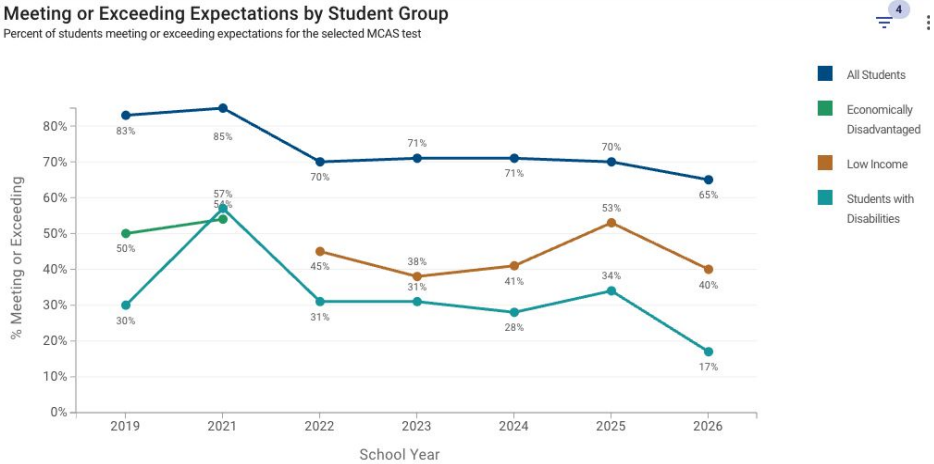


Meeting & Exceeding: Subgroup ELA



District – Grades 3-8

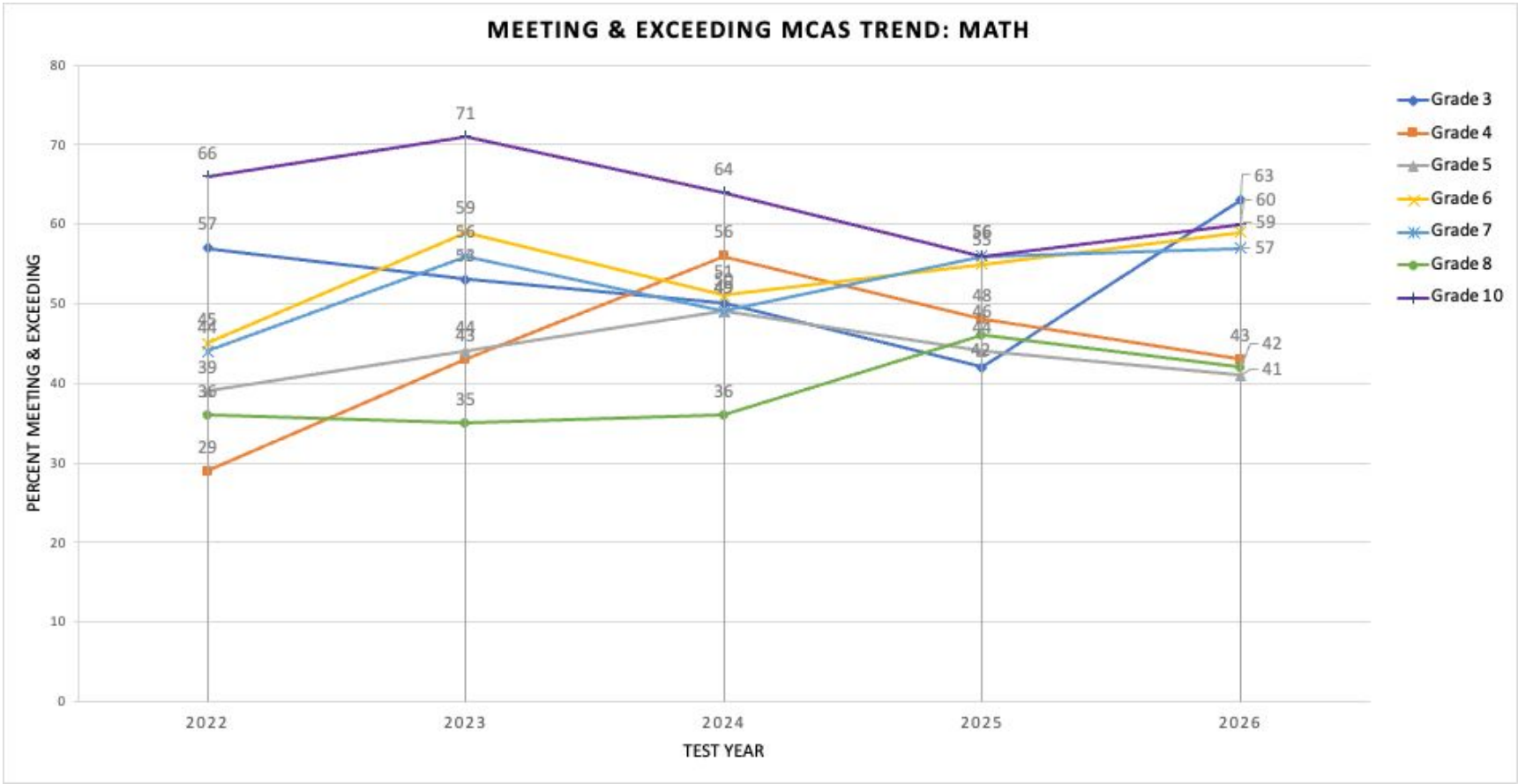
Group	Number of Students
All Students	904
Students with Disabilities	236
Low Income Students	124



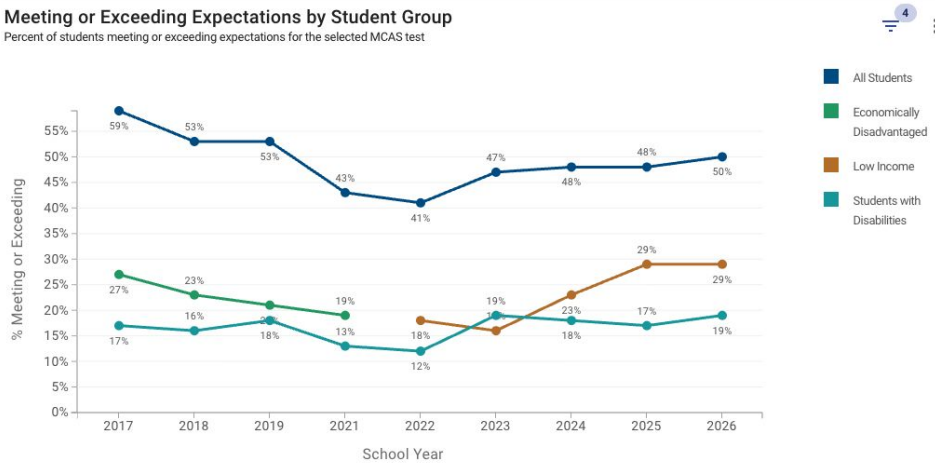
District – High School

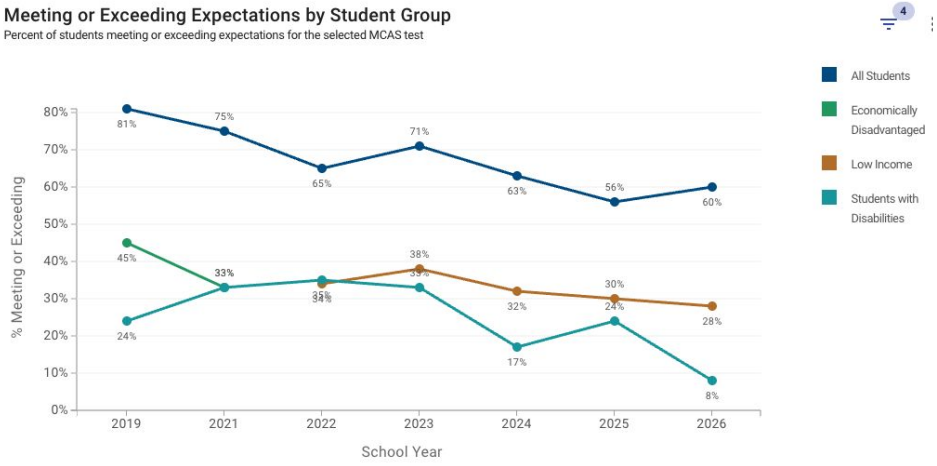
Group	Number of Students
All Students	171
Students with Disabilities	28
Low Income Students	20

Meeting & Exceeding 5-Year Math Trends



Meeting & Exceeding: Subgroup Math





District – Grades 3-8

Group	Number of Students
All Students	906
Students with Disabilities	237
Low Income Students	125

District – High School

Group	Number of Students
All Students	168
Students with Disabilities	25
Low Income Students	18

Student MCAS Growth

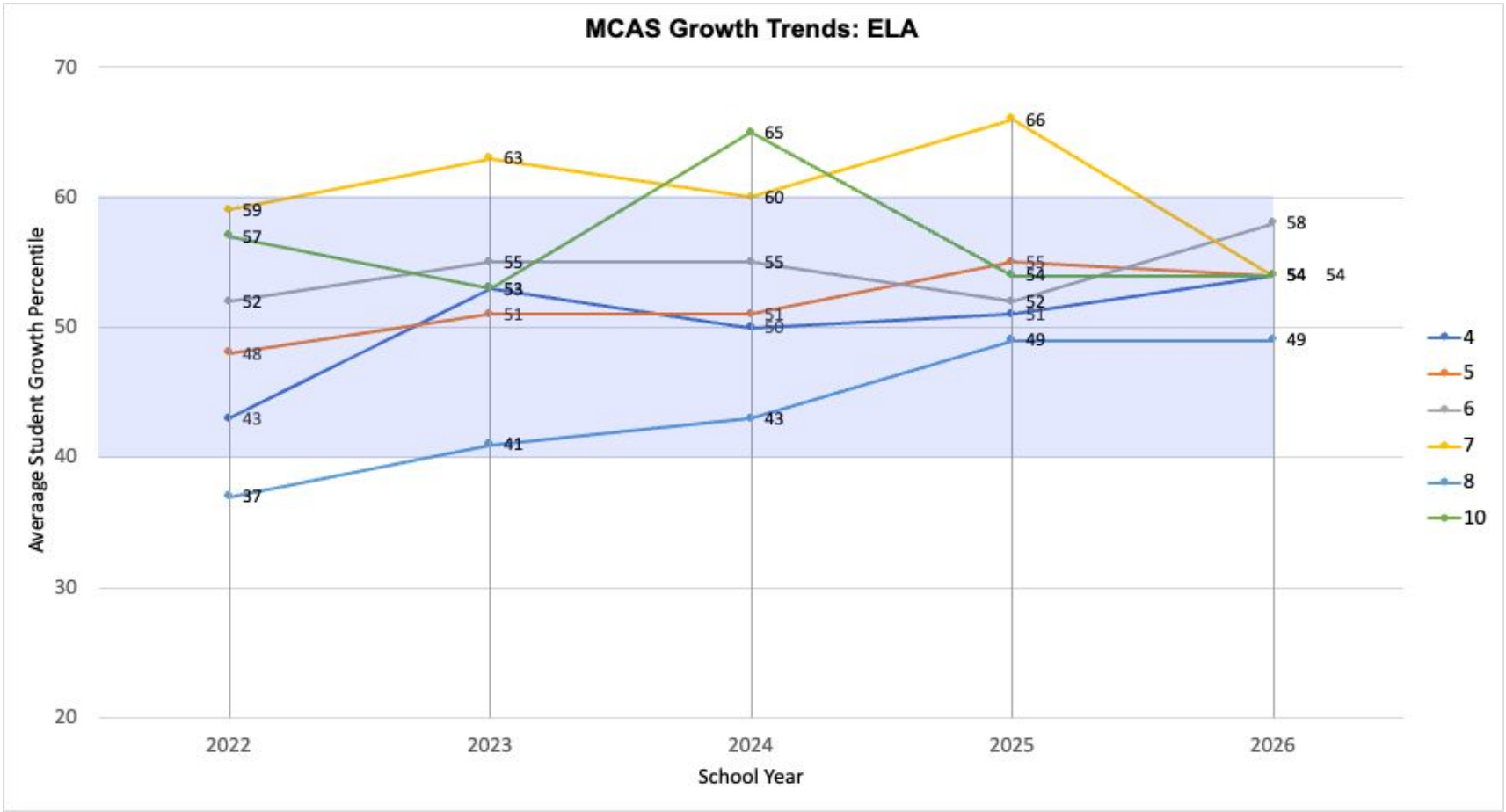
Accountability scores measure the District progress on student growth using mean student growth percentiles.

Mean student growth percentiles met or exceeded high typical growth in all content areas for both "all" and "lowest performing" students.

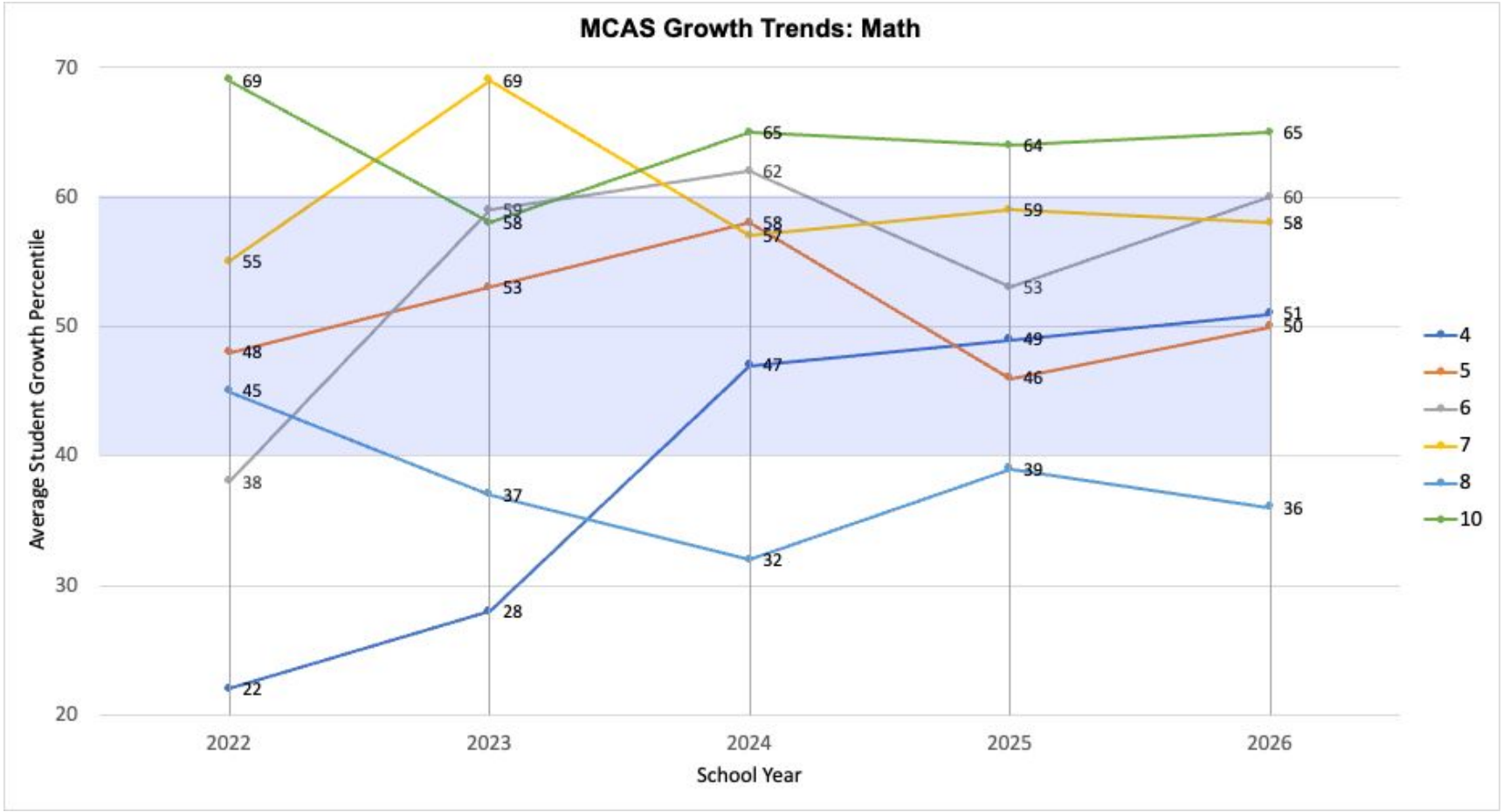
High growth	60+
Typical Growth	40-59
Low Growth	>39

	Group	Growth
High School ELA	All	Typical Growth: High (54)
	Lowest Performing	Typical Growth: High (59)
High School Math	All	Typical Growth: Exceeded (65)
	Lowest Performing	Typical Growth: High (55)
Grades 3-8 ELA	All	Typical Growth: High (54)
	Lowest Performing	Typical Growth: High (59)
Grades 3-8 Math	All	Typical Growth: High (51)
	Lowest Performing	Typical Growth: High (55)

MCAS Growth Trends: ELA



MCAS Growth Trends: Math



Subgroup Growth

Across the district, students in most subgroups are making typical growth.

English Language Arts	4 ELA	5 ELA	6 ELA	7 ELA	8 ELA	10 ELA
Students with Disabilities	48	39	52	40	48	52
High Needs Students	47	42	52	48	54	54
Lowest Performing	50		50			59

Math	4 MA	5 MA	6 MA	7 MA	8 MA	10 MA
Students with Disabilities	47	52	50	47	43	60
High Needs Students	46	49	50	53	39	58
Lowest Performing	51		49			55

Typical Growth = 40-59, High Growth = 60-79

High School Only Targets

Accountability Indicator	Student Group		
	All	High Needs	Students with Disabilities
Four Year Cohort Graduation Rate	Exceeded Target	Exceeded Target	Met Target
Extended Engagement Rate*	Exceeded Target	Exceeded Target	Exceeded Target
Annual Dropout Rate	Met Target	Exceeded Target	Exceeded Target
Advanced Coursework Completion**	Exceeded Target	Improved	Exceeded Target

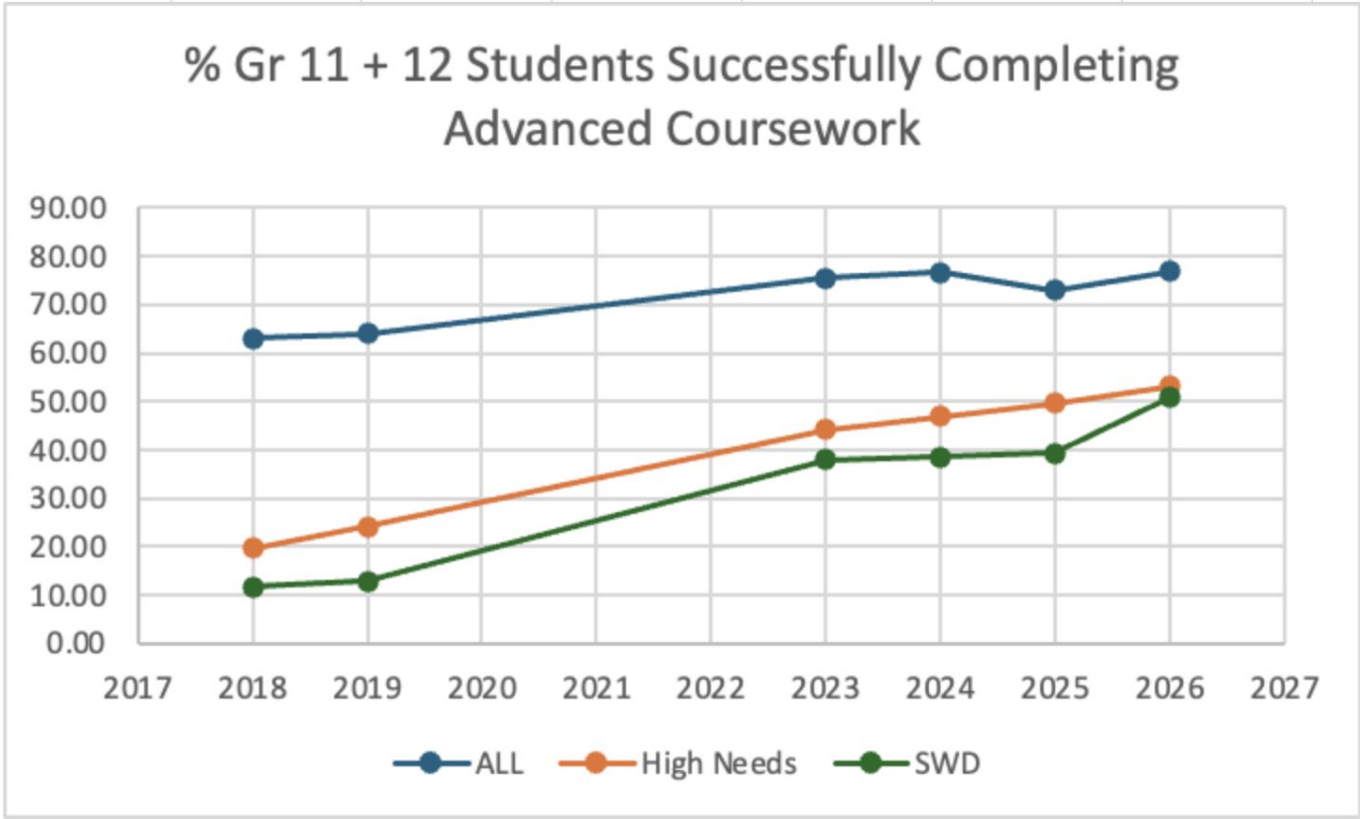
*Five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled

**Percentage of grade 11 and 12 students completing advanced coursework (Advanced Placement, dual enrollment, and other selected rigorous courses)

Highlights

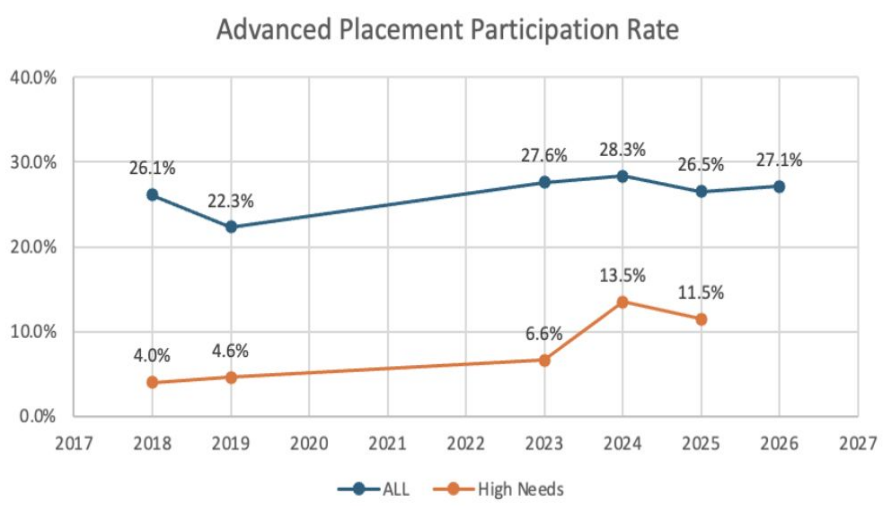
- 98% of NHS students graduated within 4 years
- The Extended Engagement Rate is 100% for all students and all subgroups

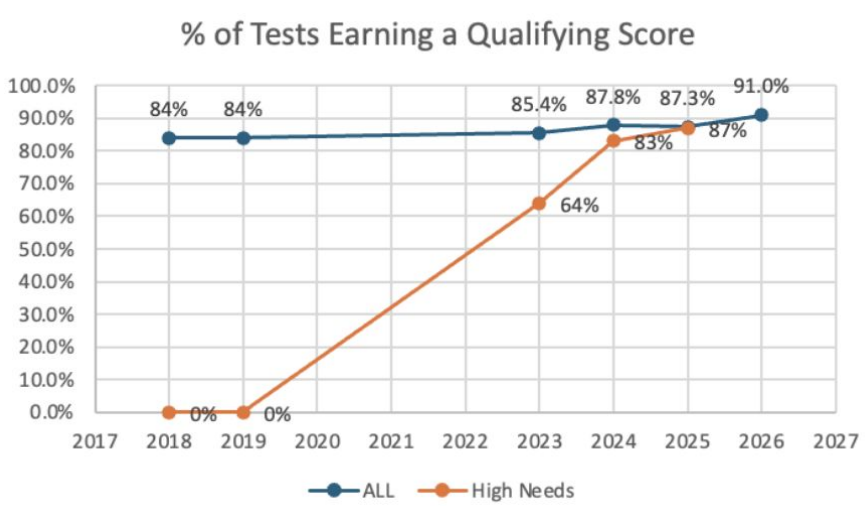
Advanced Coursework – Group Participation



73% of all NHS students, 53% of high needs students, and 51% of students with disabilities participated in advanced coursework

Advanced Coursework – AP Courses





NHS has seen progress in increasing the numbers of high needs students who successfully participate in Advanced Placement courses.

Progress Towards Attaining English Language Proficiency

DESE calculates the percentage of eligible EL students who met their annual progress target (or attained proficiency) on the ACCESS test.

This indicator accounts for 10% of the total accountability score for the "All Students" group.

The districted **EXCEEDED TARGETS** for this indicator in 2026

VOCAL Data

MA VOCAL stands for the Views of Climate and Learning survey.

VOCAL is an annual statewide student perception survey administered by the Massachusetts Department of Elementary and Secondary Education (DESE).

Students in grades 5, 8, and 10 take the survey each spring at the end of the MCAS assessments.

Each school uses the data in slightly different ways. Since the data is only collected with selected grades, the MCIEA School Quality Measure Data will provide additional data and include educator results for all grades and student results for grades 4-12.

VOCAL Data – Nock

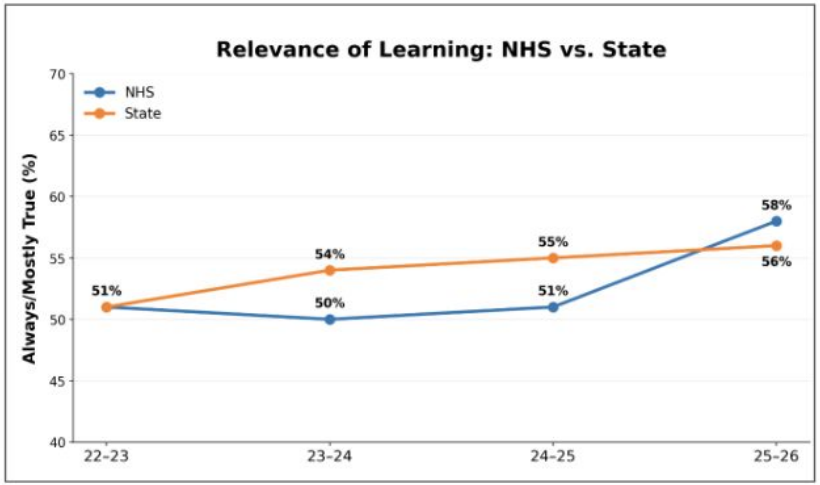
The impact of student advisory and community events on teacher-student relations is reflected in 92% of all students and 85% of students with disabilities at the Nock reporting a high level of respect from educators.

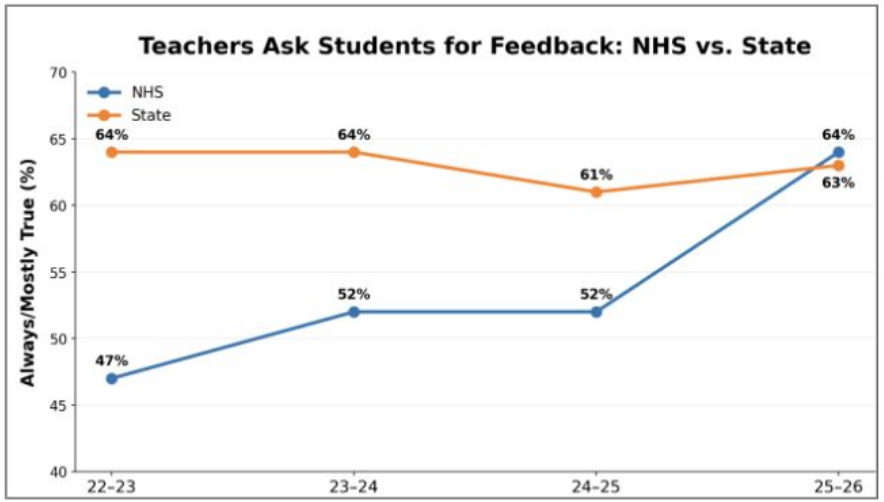
Student self-report of respect toward one another is in the mostly favorable range, but continues to be an area where the school will invest attention.

Relationships						
Drill up						
Adults at our school are respectful of student ideas even if the ideas expressed are different from ...	149	26	58	14	1	84
My teachers promote respect among students.	150	39	53	8	0	92
Students respect one another.	152	5	55	36	3	60
Teachers are available when I need to talk with them.	152	26	57	17	0	83

VOCAL Data – NHS

The impact of instructional professional development has shown in a significant increase in positive student reports on the relevance of learning and the use of teacher feedback.





Next Steps

- **Attendance**
  - Ongoing Investments in Attendance Team
- **Achievement & Growth**
  - District and school level curriculum, instruction and assessment work
  - Math Action Plan
  - Literacy Action Plan
  - Staffing and organizational investments (e.g., scheduling for common planning, instructional coaching)
  - Special Education and Intervention
- **High School-specific Targets**
  - Pathways & CTE work
  - Advisory
- **School Climate and Culture**
  - School-based initiatives for students and staff
  - MCIEA School Quality Measure Dashboard Launch (fall 2027)

Teaching & Learning Subcommittee Presentations

9.25.26 Student Engagement Data (e.g., attendance, VOCAL, School Quality Measures)

10.23.26 Math Data (e.g., math MCAS achievement, growth, & subgroup analysis)

11.20.26 Literacy Data (e.g., ELA MCAS achievement, growth & subgroup analysis)

School Committee
November 23, 2026

Superintendent's Report



2026-2027 NHS Investment Club Officers

Investment Club Presentation

On Wednesday afternoon Pam Kealey, Andy Wulf and I had the opportunity to attend the Investment Club's 2026-2027 presentation. As you may be aware, the NEF has allocated funds for this club to invest into the current markets. In attendance for the presentation were community members who have financial and investment backgrounds. These volunteers continue to provide the students feedback on their investment portfolio. This is a great display of how committed our business community is to our school system. The Investment Club gave a financial overview of their portfolio and their presentation was impressive. These students are investing real money in developing an investment portfolio for their club. The NHS students have free access to some of Newburyport's most influential financial institutions and investors to assist them during the school year. This is a great example of an authentic learning experience for our students - truly outstanding!

Wall of Fame Dinner

I had the honor of attending the NHS Wall of Fame Dinner and Awards ceremony at the Elks Club. This year's distinguished class of inductees included Coach Rob Gonnum, Kiana Stallings-Lee ('00), John Reagan ('03), Joe Clancy ('09), Kyle LeBlanc ('10), and our very own School Resource Officer, Kyle McElroy ('10). Master of Ceremonies Richie Eaton led a wonderful evening rich in tradition, marked by heartfelt speeches and inspiring tributes from presenters, inductees, and community members spanning many generations. Once again, it was a privilege to be part of this great tradition.

PTO Meeting & Budget Workshop

Assistant Superintendent Lisa Furlong, Director of Finance Ethan Manning, and I attended the PTO meeting to lead a high school tour of our new learning spaces, followed by a collaborative budget workshop and discussion. Also joining us for the tour was Principal Andy Wulf and Dr. Erin Hobbs. We had a great tour and a productive budget workshop. The PTO members provided us with their insights and input regarding their budget priorities and concerns for the district as we begin our budget process. We deeply appreciate the PTO's continued dedication to sponsoring many activities and enriching experiences across our elementary schools.

MCIEA Governing Board

I attended the Massachusetts Consortium for Innovative Education Assessment (MCIEA) Governing Board meeting where we focused on several key strategic initiatives. On advocacy and outreach, we discussed our upcoming meeting with Secretary Zrike, building stronger relationships with legislative champions, selecting a date for a legislative briefing, and deepening partnerships with local school committees and unions. We also previewed upcoming events, including a Performance Assessment (PA) workshop for special education teachers on December 2nd in Granby and a PA Calibration Day on December 10th in Newton. The board reviewed the performance assessment task bank platform and the School Quality Measures benchmarking project.

Newburyport Education Foundation Lighthouse Auction

I attended the annual Newburyport Education Foundation Lighthouse Auction this Saturday night. Also in attendance were school committee members Kathleen Shaw, Andy Boger, John Ricci and Lauren Eramo. As we know, this is the biggest fundraiser for the NEF raising approximately $150,000 - $175,000 for Newburyport Public Schools each year. Once again this was a great community event where we spent time with our parents and caregivers during the evening. A big thank you goes out to all of our school committee members, Mayor Reardon and the NEF for all they do for our students and families.

23rd Annual A Cappella Night at Pentucket

Newburyport High School’s newest auditioned ensemble (Crimson and Gold Cappella) made their debut this weekend at the 23rd Annual A Cappella Night at Pentucket. Comprised of students Ella Hamilton, Lilly Curtis, Nora Baker, Chelsea Scott, Henry Meneikes, Bay Schumacher, Nathan Lagueux, Cian Haviland O'Gorman and Will Downs, the group delivered a standout performance that drew strong praise from the audience. Their dedication and talent were on full display and we look forward to their future performances throughout the school year.