

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

School Committee Business Meeting

**** amended ****

Monday, September 18, 2023

6:30PM

SC Packet Checklist:

- SC Business Meeting Agenda September 18, 2023
- SC Business Meeting Agenda Notes September 18, 2023
- Warrant September 18, 2023 added
- SC Business Meeting Minutes September 5, 2023
- Six High School Overnight Field Trips
- Policy JJH – Student Overnight or Late Night Travel
- iReady Diagnostic Data Report 2022-2023 revised
- 2023-2024 School Committee Smart Goals

Proposed Policy Changes:

- Section D – Fiscal Management
- Section E – Support Services
- Section F – Facilities Development
- Section G – Personnel
- Section H – Negotiations

NESEC Executive Searches Levels

Newburyport Public Schools
Newburyport, MA
School Committee Business Meeting
Monday, September 18, 2023

6:30 PM, NHS Library, 241 High Street, Newburyport, MA 01950

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. IMPORTANT: TONIGHT'S meeting will NOT BE televised live; will be available to stream Tuesday <https://ncmhub.org/share/channel-9/>.

Business Meeting Agenda:

1. Call to Order
2. Public Comment
3. Student / Staff Recognitions
4. *Consent Agenda (Warrants and 9/5/23 minutes) – *possible Vote*
5. Student Representative Introductions & Report
6. *Six High School Overnight Field Trips 2024 & 2025 – *possible Vote*
7. 2022-2023 iReady Internal Assessment Data Discussion
8. *School Committee 2023-2024 SMART Goals – *2nd read – possible Vote*
9. Subcommittee Updates
 - a. Finance Subcommittee – Brian Callahan
 - b. Policy Subcommittee – Juliet Walker
 - Proposed changes to Policy Sections D, E, F, G, and H based on the Policy Subcommittee Review with MASC. – *1st read*
10. Superintendent's Report: *Tiered Focus Monitoring update, Special Education Director Hiring Process update, District Website Vendor change, Whittier Regional School Committee Representative update*
11. 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 School Committee
Meeting Agenda Notes**

**Monday, September 18, 2023
6:30PM @ NHS Library, 241 High Street, Newburyport, MA 01950**

AGENDA NOTES

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.

IMPORTANT: TONIGHT'S meeting will NOT BE televised live; will be available to stream Tuesday <https://ncmhub.org/share/channel-9/>.

Business Meeting Agenda:

3. Student / Staff Recognitions:

- *The Certificate of Academic Excellence is designed by the Massachusetts Association of School Superintendents (MASS) to award academic excellence and is to be given each year to a high school senior who has distinguished themselves in the pursuit of excellence during their high school career. The 2023-2024 recipient is: Nolan Smith*
- *Aileen Maconi, NHS Art Teacher, will be recognized for her drive and persistence in developing a Global Citizenship Program and Certificate Pathway for the High School.*

4. *Consent Agenda (Warrants and Minutes 9/5/2023) – possible Vote

5. Student Representative Introductions & Report: *NHS students Elizabeth Homer & Theo Roberts will provide the report.*

6. *Six High School Overnight Field Trips 2024 & 2025 – possible Vote

Principal Andy Wulf is seeking permission for several overnight field trips in 2024 and 2025, as required by policy JJH – Student Overnight or Late Night Travel (listed below; details attached). NHS Art teacher, Aileen Maconi and a few NHS students will provide highlights from past overnight field trips.

- a. Annual New York City Trip – National Art Honor Society – April 26-28, 2024
- b. England & Scotland – 2025 February Break
- c. Central Europe and the Holocaust – 2025 April Break
- d. Marine Conservation in the Dominican Republic / Community Service – 2025 February Break
- e. The Artists of France & Spain – 2025 April Break
- f. Cuisine & Culture in Northern Italy – Farm to Plate – 2025 Summer Break

7. 2022-2023 iReady Internal Assessment Data Discussion: *Superintendent Sean Gallagher and Assistant Superintendent LisaMarie Ippolito will discuss the 2022-2023 iReady diagnostic report data for literacy (4-8) and math (K-8) (enclosed).*

8. *School Committee 2023-2024 SMART Goals – 2nd read – possible Vote

The School Committee will review the list of 2023-2024 Smart Goals (attached).

9. Subcommittee Updates

- a. Finance Subcommittee – Brian Callahan
- b. Policy Subcommittee – Juliet Walker
 - Proposed changes to Policy Sections D, E, F, G, and H based on the Policy Subcommittee Review with MASC. – 1st read

10. Superintendent's Report: *Tiered Focus Monitoring update, Special Education Director Hiring Process update, District Website Vendor change, Whittier Regional School Committee Representative update*

11. New Business

- FYI: Upcoming Dates:**
- ✓ **NHS Back to School Night:** Thursday, September 21 @ 5:30PM
 - ✓ **Bresnahan School Council:** Tuesday, September 26 @ 8:10AM
 - ✓ **NHS College & Career Fair:** Wednesday, September 27 @ 6:00PM
 - ✓ **Molin Open House:** Thursday, September 28 @ 6:00PM
 - ✓ **School Committee Business meeting:** Monday, October 2 @ 6:30pm

*Possible Vote

School
Committee
Warrant

WARRANT 8097 FY24

WARRANT 8098 FY23

A-Warrant FY24

September 18, 2023

Warrant 8097	\$	504,206.20
Warrant 8098	\$	17,817.05
A-Warrant	\$	8,941.14

TOTAL of Warrant	\$	530,964.39
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NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING
Senior/Community Center, 331 High Street, Newburyport, MA 01950
Tuesday, September 5, 2023

Present: Mayor Sean Reardon, Sarah Hall, Juliet Walker, Bruce Menin, Brian Callahan, Steve Cole and Breanna Higgins

CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE

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. All those present stood for the Pledge of Allegiance. At this point in meeting, Sarah Hall took over.

PUBLIC COMMENT

Marcus Fish, 5 Atkinson Street: Mr. Fish thanked the School Committee for their work with the Strategic Plan, as well as Steve Cole and Bruce Menin for their years of service. He would like to see more transparency in showing the progress being made with the strategic plan, and have the information available in timely fashion.

NEW STAFF INTRODUCTIONS

Building principals from the Bresnahan, Molin, Nock and High School introduced new employees.

CONSENT AGENDA

Warrants:

Motion:

On a motion by Brian Callahan and seconded by Bruce Menin it was

VOTED: to approve, receive and forward to the City Auditor for payment the following Warrant:

Warrant 8096	\$298,984.10
Warrant 8095	\$ 60,632.45
A-Warrant	<u>\$ 9,532.96</u>
	\$369,149.51 Total

Motion Passed

Minutes:

Motion:

On a motion by Bruce Menin and seconded by Steve Cole it was

VOTED: to adopt the minutes of the August 21, 2023 School Committee Business meeting.

Motion Passed

Sarah Hall abstained

MIDDLE SCHOOL OVERNIGHT FIELD TRIP 2024

- Nock Middle School Principal Nick Markos presented a brief summary of a proposed 3-day overnight field trip to Philadelphia and Ellis Island to occur May 21-23, 2024 and is seeking the School Committee's approval to schedule the trip.

Motion:

On a motion by Bruce Menin and seconded by Mayor Sean Reardon it was

VOTED: to approve the trip as proposed, referencing Policy JJH - Student Overnight or Late Night Travel.

Juliet Walker proposed the motion be amended to include a reference to Policy JJH - Student Overnight or Late Night Travel.

Motion Passed

EXECUTIVE SESSION

Motion:

On a motion by Sarah Hall and seconded by Bruce Menin it was

VOTED: to move into Executive Session for the purpose of discussing possible contract negotiations and/or legal matters, and will reconvene in Open Session.

Motion Passed

Roll Call Vote

Mayor Sean Reardon = yes

Sarah Hall = yes

Brian Callahan = yes

Steve Cole = yes

Bruce Menin = yes

Breanna Higgins = yes

Juliet Walker = yes

TIME: 6:48 PM

Committee returned to Regular Session at 7:16 PM.

SUPERINTENDENT'S 2022-2023 EVALUATION

- Bruce Menin described the evaluation process, including the four main standards, 25 indicators, three rankings (exemplary, proficient or needs improvement) and a possible 175 ratings.
- Based on the results, Bruce Menin reported the Superintendent is performing at a very high level, and the School Committee is greatly satisfied with his performance. This was a very strong evaluation, with 97.5% of the responses being Exemplary or Proficient.
- Bruce stated this was a very thorough evaluation by this School Committee, with an extraordinary response of 174 to 175 possible ratings.
- The 2022-2023 evaluation will be posted to be district's website.

SUPERINTENDENT’S CONTRACT / COMPENSATION

- Based on the strength of the evaluation, as well as to be competitive, Sarah Hall moved to increase the Superintendent’s salary. Bruce Menin moved to lengthen his contract.

Motion:

On a motion by Sarah Hall and seconded by Bruce Menin it was

VOTED: to increase the Superintendent’s salary by 3%, retroactive to July 1, 2023.

Motion Passed

Motion:

On a motion by Bruce Menin and seconded by Steve Cole it was

VOTED: to add another year to the Superintendent’s contract to carry through 2027.

Motion Passed

SCHOOL COMMITTEE GOALS – 1st DRAFT

- The SMART Goal worksheet and first draft of the School Committee SMART Goals for 2023-2024 was reviewed and discussed:
 - Budget workshops should be school specific, assigning one or two SC members to each workshop. Using a survey was suggested.
 - To improve SC communications, Sarah Hall will send a newsletter to families 2x per month. An email will be sent the day after a school committee packet is published. The pilot period will be October through December and be reassessed at the retreat in January 2024.
 - Juliet Walker confirmed the Policy audit could be completed by June 2024.
 - Modify the wording of the Special Education goal to read, “.. *meet the needs of all students.*”

SUBCOMMITTEE UPDATES

Finance Subcommittee

- Brian Callahan stated the next meeting will be held on September 14th.
- Copies of recently approved fundraising forms will be brought to the next meeting for review by the committee
- Fundraising policies will be reviewed at the next meeting.

Policy Subcommittee

- The next meeting will be held on September 11th and will include a review of policies in Chapter “I”. The next meeting with Dorothy Presser will be held on October 30th.
- Juliet Walker stated the next group of revised policies (Chapters D through H) will be ready for a first reading at the September 18th meeting.

SUPERINTENDENT'S REPORT

- Superintendent Sean Gallagher reviewed a bulleted list of strategic plan accomplishments in 2022-2023. Juliet Walker suggested the title be modified to include "Strategic Plan". This list will be included in the Superintendent's next newsletter.
- A district hiring update was provided. The Superintendent also spoke of his recent meeting with NEASC regarding the district's upcoming search for the next Special Education Director. He will provide a more comprehensive plan for the Special Education Director hiring process in the September 18th SC meeting packet.
 - * Breanna Higgins would like the upcoming Special Education update to include information on focus groups with special education parents, as well as trends on what parents are looking for.
 - * In addition, Breanna suggested it would be very helpful to parents to have a comprehensive presentation in the Fall that covers all special education services, including the language & strategy based programs, how teachers are trained, what is inclusion, and which students are included in general education classes etc.
- The opening day assembly for staff was held on September 5th. Both Bruce Menin and Steve Cole were recognized for their years of service. The keynote speaker, Rick Wormeli, was very well received. The Superintendent thanked various staff, NHS band, musicians, and student athletes for participating in Opening Day activities.
- Forty-four new students accepted into School Choice for 2023-2024 are expected to complete the enrollment process. Ten international students will be at the high school this year.
- The Superintendent reported that 110 students participated in dual enrollment during 2022-2023, including 25 seniors graduating with transferable credit and 1 senior receiving an Associate's degree from Northern Essex Community College.

NEW BUSINESS

- The Superintendent will reach out to Whittier Regional's Superintendent regarding the opening for a Newburyport School Committee representative. An update will be provided at the next School Committee meeting.

ADJOURNMENT

Motion:

On a motion by Mayor Sean Reardon and seconded by Bruce Menin it was

VOTED: to adjourn the Business meeting of the Newburyport School Committee at 8:03 PM.

Motion Passed

NEWBURYPORT SCHOOL COMMITTEE

2023

Evaluation

Of

Superintendent Sean Gallagher

September 5, 2023

**Newburyport School Committee
2023 Evaluation of Superintendent Sean Gallagher**

EXECUTIVE SUMMARY

Superintendent Sean Gallagher is in his sixth year serving the Newburyport Public School District. This is the fifth formal evaluation he has received from the School Committee- he was evaluated annually during each of his first three years, and then moved to the bi-annual evaluation protocol.

The format and content have evolved over the previous evaluations; this format aligns with the current DESE standards for superintendent performance, with additional content around implementation of the Strategic Plan for the district. In total, including an overall comment, there were 25 items for Committee members to evaluate; a total of 175 possible responses for a fully completed form. Only one single item on an individual evaluation generated no Committee member rating; and while there were 4 ratings out of 175 that had mandated comments, the Committee offered comments regarding the Superintendent's performance on 174 items- an extraordinary response.

The evaluation reflects the great satisfaction the School Committee has with the performance of Superintendent Gallagher. 57% of the responses (100/175) found him achieving the requisite level of 'Proficient'. 40.5% of responses (71/175) noted 'Exemplary' performance. And 2.5% of responses (4/175) suggested that there were areas where the Superintendent needs to improve.

With 97.5% of the responses evaluating the performance of the Superintendent to be Proficient or Exemplary, the evaluation speaks to a strong overall performance by the Superintendent across a range of critical standards.

Superintendent Gallagher, over the course of his superintendency, has accomplished all the items on his original entry plan. That plan reflected several district and School Committee aspirations, from later start times to free universal kindergarten, dual enrollment to beginning the restoration of our world language program. He has brought innovation to instruction, cultivated teacher leadership, provided high level professional development, invigorated place-based learning, and promoted teacher and student voice. He has overhauled district technology practices, worked with district staff to create an innovative model for developing a strategic plan.

He has aligned the district budget with school improvement goals and the Strategic Plan. His working relationship with the School Committee is a collaborative one.

This evaluation is a strong one, predicated on a strong performance by Superintendent Gallagher. As in any evolving culture, there are a few areas where the Superintendent can focus and bring improvement. These are articulated in the body of the evaluation, both in the ratings and in the comments.

There are four areas where a member encouraged the Superintendent to focus his attention on- Evaluation, Data-informed Decision-making, Student Learning, and Continuous Learning; they straddle two of the four standards- Instructional Leadership and Professional Culture. It is notable that in each case, the NI rating was the only one in that indicator; the overall rating for each of those areas was Proficient and Exemplary.

Superintendent Gallagher has demonstrated fundamental proficiency in virtually every area expected; he remains open to feedback and is both a visionary and a strong educational leader. He promotes a strong, supportive culture, emphasizes safety for all students, and is accessible by his staff and the greater community.

In the overall evaluation, 97.5% of the evaluative ratings given to the Superintendent by the Newburyport School Committee were in the *Proficient (100/175)* and *Exemplary (71/175)* range. Areas for improvement (4/175) amounted to 2.5% of that total.

The Committee finds the Superintendent is performing at a very high level, *Proficient* with many areas that are *Exemplary*. He has a few areas of recommended focus.

Submitted,
Bruce Menin, Chair Supt Eval Committee

8/28/23

Introductory Notes

The Newburyport School Committee has completed the bi-annual evaluation of Superintendent Sean Gallagher for the 2023/24 school year, in accordance with the standards promulgated by the Department of Elementary and Secondary Education, and some additional standards relevant to Newburyport.

It is the recommendation of the DESE that a successful Superintendent will score in the 'Proficient range'. Ratings that are in the 'Needs Improvement' range are noted and reflect areas that the Superintendent should focus on to improve both performance and the district.

The DESE requires that all 'Needs Improvement' ratings be accompanied by comments from the School Committee member who has submitted that rating; comments for 'Proficient' and 'Exemplary' are optional.

However, it is worth noting that in this evaluation of the Superintendent, out of 175 possible ratings/comments across the 25 performance indicators, the seven members of the Newburyport School Committee completed all of them, and 174 of those Indicator ratings were accompanied by comments. That is a very strong response from the Committee.

The format for evaluating the Superintendent is comprehensive and requires each School Committee member to submit a total of 24 ratings over five specific areas of performance—broadly, those are 'Curriculum and Assessment', 'Environment and Human Resources', 'Family/Community Engagement', and 'Commitment to High Standards'. In Newburyport, because of the prominence of the current Strategic Plan, we have added some items relative to the performance of the Superintendent around the Plan as a fifth area of evaluation.

When rating, sometimes a single member of the School Committee will submit a rating of 'Needs Improvement' or 'Exemplary'. An NI rating articulates an area of focus for that individual School Committee member; something they believe the Superintendent should address. It is important to note that when a single School Committee member submits a rating of NI or Exemplary, the prevailing view of the Committee majority is best reflected by the number of ratings of 'Proficient' and 'Exemplary'. A Superintendent should not ignore the issue raised by the member in their NI evaluation scoring, even if a majority of the Committee does not see the need for immediate improvement on the indicator. Single votes in any category do not tend to reflect over-arching concerns or expressions of superior Superintendent performance by the Committee as a whole.

The specifics of the Evaluation, organized by Standard, follow.

Standard I Instructional Leadership

In evaluating the Instructional Leadership of the Superintendent, the SC looks at a variety of factors. In terms of **Curriculum (IA)**, and **Instruction (IB)**, the Committee felt that the Superintendent was performing at a *Proficient (4)* to *Exemplary (3)* level. This indicates a strong level of achievement for the Superintendent, and satisfaction with both the way he has ensured that curriculum aligns with state guidelines, and the level of instructional competence and innovation that is happening in the district.

In terms of **Assessment (IC)**, the evidence provided by the Superintendent indicated a wide range of assessment tools and strategies being used by the district. This led to an overall rating of *Proficient (5)*, with the Superintendent again earning some *Exemplary (2)* ratings.

The School Committee ratings under **Evaluation (ID)** strongly indicated a general belief that the Superintendent is performing at a *Proficient (5)* level. It is worth noting that Superintendent Gallagher also received an *Exemplary (1)* ranking, and a *Needs Improvement (1)*. The Superintendent is encouraged to look at the comments for clarification of the focus area reflected by that rating.

Data-Informed Decision-making (IE) ratings matched those of **Evaluation**- one *Exemplary*, five *Proficient* ratings, and a single *NI* rating. The Superintendent is encouraged to look at the comments for clarification of the focus area reflected by that rating.

On **Student Learning (IF)**, the ratings reflected a strong Committee belief that the Superintendent is *Proficient (5)* in this indicator, with a single *Exemplary (1)*, and a single *Needs Improvement (1)*. The Superintendent is encouraged to look at the comments for clarification of the focus area reflected by that rating.

The overall score for the Superintendent on Standard I is *Proficient*, with 66% of ratings falling in that area. 28% of ratings reflected *Exemplary* performance. 7% of the total indicate specific areas (3) of closer focus for the Superintendent; in each of those areas the School Committee as a whole found him *Proficient* and *Exemplary*. The Superintendent is encouraged to review the comments for further information relative to this rating.

Standard I Comments

Excellent progress in this area with the adoption of new assessment tools like iReady, ongoing vertical alignment of curriculum, and the use of the SST (student support team).

I find the superintendent to be highly competent in guiding instructional leadership in the district. He has delegated oversight of a number of these areas to members of his senior leadership team. I see evidence of continued growth in a number of these categories and am looking forward to the results.

Superintendent memos, newsletters 2022-2023, and presentations provide all evidence to back up answers.

Collaboratively and through his leadership, Supt. Gallagher has endeavored to provide a comprehensive, rigorous, equitable and relevant curriculum aligned with the Massachusetts curriculum frameworks. He properly empowers administrators to set high expectations through evaluative measures to include the Educator Evaluation system and protocol-based district walkthroughs. With respect to data informed decision making, grade level and content specific professional learning communities' complete student-friendly/ teacher-friendly data cycles. It's unclear if year over year results are known. Some type of quantifiable measurement may be needed, here. Assessment tools seem to compliment structures such as CISL, curriculum maps, early literacy plan, data analysis team and vertical alignment teams, to name a few.

The Superintendent is an effective manager of the instructional climate of the district. He has cultivated a shared vision of equitable and data-driven instruction at all grade levels. I appreciate that the district is supporting building leaders to utilize data in strategic ways to drive instruction.

Superintendent Gallagher has made great strides in this standard. He has brought in new curriculum in Math and ELA. He has also changed district assessment tools to I-Ready to better align with state curriculum measures. Recent data suggests we have some work to do in the student learning measure as the district continues to play catch up from the pandemic. A continued commitment to skills-based instruction professional development combined with another year using I-Ready should be able to produce better data and show growth.

1A: With regard to curriculum, the Supt. has successfully driven, through Supt. goals, district goals, and the strategic plan a consistent practice of collaborative curriculum and data assessment/planning that occurs vertically across the district and on a per-building basis. This occurs on both a regular and ongoing basis; he has prioritized data-driven decisions-making and provided staff with planning time and data analysis team as part of their working day.

IB: The Supt has initiated a long-standing -practice of classroom observations by administrators, built into the ongoing evaluation process and into teacher contracts, to support staff as they gain and practice instructional skills and strategies. He ensures a robust, often faculty-led array of professional development options for staff, ranging from technology to skills and standards-based instruction; and has promoted district efforts to address diverse learning styles and challenges in an inclusive and dynamic way.

IC: The Supt promotes and supports the use of a wide range of assessment tools and strategies to ensure that curriculum and instruction are serving their needs of all students. He has instilled in district staff a practice of ongoing assessment and data analysis, which in turn

supports a more flexible district approach to addressing evolving student needs in a timely manner.

1D: The Supt has established a number of strategies to support the growth and performance of his administrative staff, from a regular and robust district-wide administrative staff meeting to individual meetings with his staff, evaluation and supervisory processes that supersede the expectations of the state for supporting staff. The district promotes inclusive building leadership that involves administrative and teaching staff within each school, his ongoing presence in buildings, and his support of those he directly supervises has empowered staff and has enabled him to identify strong internal candidates when we have openings for administrative staff, which has been a significant benefit for the district.

1E: Supt Gallagher has been a strong proponent of data-informed decision-making and has encouraged a wide array of data-analysis strategies to help inform decision-making by staff. It is an evolving culture and has been embraced by staff to the benefit of students.

1F: The Supt has encouraged and supported a systematic approach to identifying student needs, piloting, and reviewing potential curricular supports, and setting expectations for student achievement and growth. This is an ongoing and evolving set of practices- the concurrent data analysis, as it becomes more consistent and targeted, has begun to indicate constructive shifts in growth and learning.

Standard II: Management and Operations

Evaluative ratings for Superintendent Gallagher indicate that the School Committee believes this to be an area of relative strength for the Superintendent. The indicator for **Environment (IIA)** found a majority (4) members considering his work *Exemplary*, and three members found his efforts to be proficient. **Sharing Responsibility (IIB)** was seen as an area that the Superintendent is *Proficient (3)*.

Scheduling and Management of Information Systems (IIC) finds the Superintendent *Proficient (5)*; two members cited his performance as *Exemplary (2)*. **Law, Ethics and Policies (IID)** is another area of strength for the Superintendent. Four members saw his work as *Exemplary (4)*; three saw it as *Proficient (3)*. **Fiscal Management (IIE)** ratings matched those of **IID**- four *Exemplary (4)*; and three *Proficient (3)*

The overall score for the Superintendent on Standard II is *Proficient*, with 55% of ratings falling in that area. 45% of ratings reflected *Exemplary* performance. This is an area of strength for the Superintendent.

Standard II Comments

The addition of an HR Director to the District leadership has been very beneficial. Grateful to Sean for advocating for this new position in last year's budget. In addition, I appreciate the way he has managed all the public records requests and legal paperwork while still doing the real work of moving the district forward.

I find the Superintendent to be particularly effective at developing a budget that supports the District's vision and goals as laid out in the strategic plan and is continuing to work with his staff to improve the budget process. He has taken proactive measures to improve hiring and retention of employees. He has been collaborative with the School Committee to update and improve district policies and compliance with state and federal requirements. I see continued progress in all of these areas under his leadership.

See notation above. In addition, the superintendent has created a position of Director of Communications and Instructional Technology. Budgets are achieved using city funds as well as creatively using existing staff for needed positions and receiving and utilizing grants to not reduce the burden for taxpayers.

Supt. Gallagher has continued exemplary efforts in this area that began with the onset of the pandemic in early 2020. He has fostered stability in management and operations allowing for healthy and safe environments for all. His supportive style, modulated through collaboration and trust is related to his listening skills and ability to inspect and solve problems through

management and operations. This is vital and allows the many moving parts of our school district to be in synch and go forward, even within a challenging and changing environment. The addition of a human resource director is another way that stability in management and operations is achieved for the district's most important resource, people.

Effective use of resources and budget aligned to the strategic plan.

Superintendent Gallagher has created a safe, efficient, and effective learning environment for the students of Newburyport. This was evident in the budget process this past year where he was able to show where he found inefficiencies and was able to reallocate the dollars to help fund other initiatives. Human Resources is one area I would like him to look at this coming year. One major position that has been problematic is our Student Services department and this will need a strategy to bring in a dynamic leader to overhaul this department. Superintendent Gallagher always approaches the work of the district in an ethical manner and is continually asking what we can do better for our students. He has also brought in the right tools to help support the strategic plan and move the district forward. Next year looks to be a challenging year fiscally for the district where ESSR money will no longer be available, and I look forward to the Superintendent decisions on where we are as a district and how the district budget will support that work.

11A: With the rigor forced onto the district by the Covid pandemic, this Supt has significantly improved the safety and operations of its respective physical plants. He has promoted and effectuated a highly proactive approach to ensuring safe sites, from the maintenance and upgrading of physical plant systems to implementing and upgrading security systems. In particular, he has strongly promoted the constant upgrading and 'fine-tuning' of our ability to address the social and emotional needs of students- he has promoted dialogue with students, parents and staff and encouraged an open system of communications around these needs.

11B: Under the leadership of the Supt, the district has dramatically improved all aspects of the Human Resources infrastructure in the district. Staff have voice, they have choice about professional development, they receive systematic professional development when reviewing and piloting curriculum, they have dynamic and engaging professional learning communities. These opportunities for staff have helped the Supt identify and cultivate talent from within the district to fill the evolving administrative needs of the district, resulting in a much higher level of trust across the district.

11C: The Supt has encouraged an innovative and flexible use of schedule to ensure a wider range of potential curriculum topics and community-based learning opportunities. He has proven responsive to community needs (later start, fee-free kindergarten) in the service of what is best for students and has generated support within the district and the community for these initiatives.

11D: The Supt has a strong understanding of the laws and mandates governing the administration of the district. He has also assembled a very skilled and knowledgeable team of legal, sped, and other supports who he consults with on an as needed basis- and regularly. The district has a strong record of compliance under his leadership.

11E: The budget produced by the Supt annually engages their School Councils, teachers, and administrative staff, and aligns with the strategic plan that was developed with the active participation of staff and community. Because of the alignment between budget and the strategic plan, the district has been much better able to anticipate needs beyond an annual basis. Communications throughout this process have improved, and the district is actively looking at strategies that will further engage the community in the budget process.

Standard III: Family and Community Engagement

There are four indicators for this standard. The Superintendent's performance regarding **Engagement (IIIA)** is seen as *Proficient (4)*; and *Exemplary (3)* by three members. **Sharing Responsibility (IIIB)**. Two members saw his performance as *Exemplary (2)*, while the remaining five members rated him *Proficient (5)*. The **Communication (IIIC)** indicator is also split between the two top categories. Four members found the Superintendent *Proficient (4)*; and three saw his performance in this indicator as *Exemplary (4)*. The final indicator for this standard is **Family Concerns**, with the Superintendent rated as *Proficient (5)* by a majority of the Committee, and *Exemplary (2)* by two members.

The overall score for the Superintendent on Standard III is *Proficient*, with 64% of ratings falling in that area. 36% of ratings reflected *Exemplary* performance.

Standard III Comments

In addition to an impressive list of community partnerships, Sean established the Superintendent's Advisory Council this year to engage with community members and seek their input/feedback.

The Superintendent has prioritized providing additional resources to support culturally responsive practices to effectively communicate with families and students. I am looking forward to hearing more from him and his staff about how they are measuring overall effectiveness and progress in these areas, particularly with the influx of newcomers to the District. I agree with his assessment that the high turnover in Special Education staff is a particular challenge that will need to be addressed in order to be more responsive to family concerns.

Superintendent is always visible in the community and always communicates well with the parents of students in the district.

Communication is a centerpiece of effective superintendent, School Committee, and community relationships, with linkages between each. Collaborative leadership from the superintendent and School Committee must be a driving force in dealing with challenges that face our schools, community, and society. Similarly, two-way communication between the superintendent and School Committee will enhance and improve the district's schools, while enriching the lives of the children and students. It is within that character that Supt. Gallagher has been consistently responsive. His preference is to speak with parents/stakeholders on the telephone or in person reflecting his effective listening skills. Through this, he is better able to determine what actions should be taken, or, to reach out for further consult to administrators or, the School Committee. The superintendent has proved to be very prompt in notifying the School Committee when he has addressed an issue with parents/stakeholders and the community.

Consistently present in the district to foster family and community engagement. Would like the Superintendent to focus more this year on making strong connections with families of students with disabilities in the district. These families have experienced a great deal of turnover from district staff and are experiencing new techniques/methods, such as language-based strategies. These families could use greater attention and communication.

Superintendent Gallagher since coming to the district five plus years ago has greatly improved communications. One of his strengths is that he is everywhere putting in many hours each and every week. Students and teachers see him at each school and in the classrooms. The community sees the superintendent at events and public meetings like the Human Rights Commission and Diversity, Equity, and Inclusion Alliance. Communication from the district to families continues to improve and the executive team is always available to provide further clarification. I appreciate the superintendent's willingness to get out in front of issues and work directly with families.

111A: While I scored the Sept as Proficient here, there are also elements of Exemplary practice, and areas of improvement that are already being acted on. The Supt has been a strong and pro-active proponent of equity and diversity. He has also demonstrated tremendous leadership in bringing resources to the district that promote equity, diversity, and dialogue; he has been active in addressing hate incidents in collaboration with the Human Rights Commission and their greater community. He has utilized trained students as facilitators of community dialogue. He has promoted trauma-sensitive practices in the district and has been a visible advocate for marginalized populations. He has overseen a dynamic and effective response to the recent arrival of Afghan newcomers. His innovative one-to-one technology program has assured access to all students.

111B: The Supt has actively supported (and modeled) the engagement of families and students in their educational experience. The implementation of student-led parent/teacher conferences has been strongly supported by students and parents. He has promoted a district-wide 'whole student' perspective and has supported flexible and innovative approaches to ensuring a wide range of students' needs are addressed, including collaboration with The Home for Little Wanderers to ensure access to therapeutic support, and ongoing participation in the Human Rights Commission to promote dialogue around strategies and issues. Upcoming areas of focus include engaging more of the community in the budget process.

111C: The Supt has promoted regular and culturally proficient communications with the school and greater community. He has prioritized improving those communications thru the creation of a district-level communications and technology coordinator, the implementation. new digital systems for communicating with parents and students, and a re-vamped and more user-friendly website. He is openly exploring other avenues for communication- a Supt Advisory Committee, the previously established CISL. He is very visible in the community, attending events and meetings.

IIID: The Superintendent promotes equitable responses to issues raised by families. He promotes timely responses by administrators and staff to issues raised. There is some inconsistency in identifying issues, but when they have been identified, the Supt promotes addressing them quickly, thoroughly, and collaboratively. He continues to review and troubleshoot issues around communication with special needs parents; and has a genuine open-door policy with all stakeholders.

In general, this is an area of competence with elements that are exemplary for the Supt

Standard IV: Professional Culture

There are six indicators for reviewing the performance of the Superintendent in this standard. **Commitment to High Standards (IVA)**, **Cultural Proficiency (IVB)**, and **Communications (IVC)** were all seen as areas of *Proficiency (4)* by four members, and *Exemplary (3)* by three members.

Continuous Learning (IVD) was seen as *Proficient (4)* by four members and *Exemplary (2)* by two members. One member felt this is an area that the Superintendent should *focus on (1)*, submitting a rating of *Needs Improvement*. **(IVE) Shared Vision** is a strong area for the Superintendent, with two members rating his performance *Proficient (2)*, and the balance of the School Committee seeing his performance as *Exemplary (5)*. The final indicator is **Managing Conflict (IVF)**; the Superintendent was scored as *Proficient (6)* by six members of the Committee, with one *Exemplary (1)* ranking.

The overall score for the Superintendent on Standard IV is *Proficient*, with 57% of ratings falling in that area. 40% of ratings reflected *Exemplary* performance. 2% of the responses saw this as an area of performance that the Superintendent should focus on.

Standard IV Comments

With all the work Sean does to promote a professional culture, I was especially impressed that he took the time to teach a Skilled Based Teaching and Learning course to staff. His commitment to building up teacher leaders within the district is commendable as well.

The Superintendent has demonstrated exemplary leadership in supporting cultural competency in the district and communicating a shared vision.

Instruction quality is evaluated and improved through educator evaluation system, professional development, district walkthroughs, professional learning communities curriculum education leaders, the establishment of a district wide skills based instruction PLC, and more.

However professional culture begins with the development of a strong and shared vision that Superintendent Gallagher has endeavored to attain since he began leading our school district. He has led a collaborative effort to identify specific strategic objectives and creating aligned educator goals that are centered on the "Portrait of a Graduate" vision. This vision is aligned with the district's five strategic objectives, allowing the district to move forward and manage the day to day through a well communicated philosophy that, "we are all in it together." This is further reinforced by the importance and effort he places on recognizing students and staff within the school district and at School Committee meetings.

[See Evidence documents.](#)

Superintendent has fostered a strong professional culture and shared vision. The Superintendent often indicates the successes of the district and I appreciate the culture of progress within NPS. I would like to see a bit more transparency around the challenges of the district and how the district and building leaders intend to engage in a cycle of continuous improvement to address those challenges.

Superintendent Gallagher has worked to create a strong culture in each of the district schools. He has worked with new administrators and team members to foster a growth mindset. He runs quality meetings and always provides excellent information to the staff and public. Supt Gallagher has made a commitment to data driven instruction and has brought in tools and curriculum to support that approach.

IVA: The Supt's support for and management of a community-based strategic planning process has established both a clear framework for excellence and a set of strategic processes for achieving it. There is widespread understanding in the district of the value of the plan as a fundamental underlying principle for who we are; and the plan remains a living, evolving document. There is systemic and community 'buy-in'. Schools consistently promote the values articulated in the plan. The plan not only promotes a strong and collaborative approach to learning and education, it serves as a guiding, comprehensive framework for budget and curriculum decisions.

IVB: The willingness of the district to be culturally sensitive and responsive to students and families is strong; it is also challenging because of a growing lack of diversity demographically and financially in the community. The greater community is aware of the Supt and districts unwavering commitment to creating a welcoming and celebratory experience for all students and their families, which has led to some challenges from elements in the community who disagree with that approach. District staff understand and support the Supt in this expectation and have been provided with strong and innovative professional development to improve skills and attitudes around equity and diversity.

IVC: Improving communications with families and the community at large has been a priority for the Supt, and there has been significant improvement- with room for more. Future conversations about engaging the community its earlier in the budget process and creating parent workshops around issues that affect students- social media, substance abuse, diversity- will continue the slow but consistent progress of the district. The district supports and has significantly improved the regular communication administrative staff/principals have with students and parents.

IVD: Since the Supt joined the district, he has placed a priority on professional development, teacher leadership and reflective practice. He has supported this thru professional development and a variety of thoughtful and innovative professional learning communities. He has cultivated a strongly collaborative administrative team and has encouraged stronger and

more consistent collaboration between each school- pre-k/k through early elementary, upper el and middle school, middle school, and high school. This has encouraged a greater level of collaboration around student transitions, communications around student needs as they matriculate, and the ability to soften the boundaries of what each school offers students. An example of this is the work the high school and middle school are doing around career and college readiness for students.

IVE: Again, the coalescing around a strategic plan that both the district and the community 'owns' has had a strong and unifying effect on a shared vision- specifically, the portrait of a graduate. Budgeting, planning, assessment, all align with the plan; the plan exists as a living document that is referred to constantly in all aspects of the operation of the district. That portrait of a graduate considers the whole student, and their preparation to be civically responsible citizens of the world and the community.

IVF: The Supt has worked with the district to find collaborative and empowering ways to manage conflict, providing professional development for staff and students around conflict resolution. The implementation of a restorative justice approach to student discipline was innovative and occurred ahead of the state's encouragement, and the attention the Supt has encouraged on school culture has yielded a growing sense among students and staff that their feedback and participation is valued and can effect change.

Strategic Plan Implementation

In developing the Strategic Plan, the Superintendent has created a vision, objectives to be achieved, and strategies for achievement. The Plan drives the budget and instruction and is formulated around the portrait of a graduate from the Newburyport School District. The document is referred to by district staff and administrators and shared with the greater community.

This evaluation asked School Committee members to provide feedback on four questions related to the Plan- is the Superintendent focused on the plan, is the plan made visible through the annual budget, does he ensure that district staff have the resources and professional development to further the plan, and are there regular updates for the School Committee and community.

The first three questions elicited the same response from Committee members. Five members saw the Superintendents performance on those questions as *Exemplary (5)*, and two saw it as *Proficient (2)*. I suspect this reflects not only the performance of the Superintendent but is a fair reflection on the quality of the plan and the belief the Committee and the District has in it.

On the fourth question, regarding regular updates, one member felt the work of the Superintendent in this regard was *Exemplary (1)*, and six saw his performance as *Proficient*.

Strategic Plan Comments

Sean has been true to his word in keeping the Strategic Plan a living document, especially with regard to professional development and budget decisions.

I am overall extremely satisfied with the Superintendent's continued focus on the Strategic Plan. He has identified some opportunities for improvement to better communicate the plan to the greater community and is implementing mechanisms to provide regular progress updates.

Everything we do can be traced back to the Strategic Plan and Portrait of a Graduate.

There is a well thought out structure in place to allow and guide two-year tactical goal setting plans at all levels within the school district. Additionally, these are aligned with the "Portrait of a Graduate" vision that Superintendent Gallagher has collaboratively designed and completed. Included there appears to be a school improvement goal, and district improvement goal that were noted in 2019-2020 cycle. It is important to identify priorities of the Strategic Plan in order that they serve as drivers during the budget process allowing the school district to move forward with the Strategic Plan. Similarly, it is important to evaluate the Strategic Plan, ideally every 6 months to see if there are any internal or external challenges that impact Strategic Plan execution. These reviews allow for such challenges to be mitigated and related strategies operationalized.

N/A

The district just completed the new strategic plan, and this effort was successfully led by Superintendent Gallagher. In presentations to the school committee and public, he continually brings everything back to the strategic plan. This is also true during budget season. Working with his executive team they have established a professional development plan that is tied to the strategic plan and works locally and regionally on common PD offerings. Thinking outside the box and challenging teachers to get better.

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As mentioned in previous comments, the Strategic Plan was innovatively constructed to engage a large number of stakeholders and constituents and has been adhered to by the Supt and the district with creativity and fidelity. It has served to focus the district on a set of tangible and achievable goals, it has organized the overall budget process, and provides us with ways to measure our progress. The Supt continuously promotes the Strategic Plan in the community. He has turned the Plan into a living, evolving document and organizing principle.

Overall Final Comments

Sean has gone above and beyond in his efforts to move the district forward at a challenging time. As a leader, he is role model who embodies the Clipper values and we are so fortunate to have him at the helm.

I am very satisfied with the Superintendent's performance and appreciate that he is responsive to feedback and seeks out input from School Committee regularly. I see opportunities for continued growth that he recognizes, and I appreciate that he is open to evolving and adjusting his approach on a number of fronts.

I voted to have Sean Gallagher come on board initially and have voted to extend his contract and raise his salary at every opportunity. I have nothing but good things to say about his job performance and district leadership.

Since Supt. Gallagher began leading the school district, he has always focused on teaching and learning through skills based professional development. He has recognized the importance of social emotional learning as a crucial need for our children and students. He recognizes that in today's dynamic society there will be more change and varied social and emotional environments for children and students, to master.

He has built a strong administrative/building leadership team through a collaborative effort resulting in a strong and shared vision for our school district. He has taken that vision into the community through memberships in stakeholder groups (Rotary, NEF) and is very visible volunteering for community and school-related events. Superintendent Gallagher walks the talk.

Through that shared vision, the superintendent can reflect on many accomplishments that have been reached from the example that he sets, through collaboration and support.

Collaboration and organizational change that he has led has allowed the school district to move forward in a number of areas to include technology, communication, human resources and behavioral health.

His effective leadership has allowed our school district to look forward to a great start to the 2023-24 school year. Thank you, Superintendent Gallagher!

The Superintendent consistently centers the district's strategic plan in his daily work and promotes an environment where students can experience the portrait of a graduate that our community identified. The Superintendent has worked to develop strong relationships with community members and holds high expectations for equitable, rigorous, and technology-forward instruction. An area of growth is around measurable goals and an unwavering focus on outcomes. Each school's improvement plan for the year has been largely devoid of clear,

narrow, and measurable goals. The Superintendent's self-reflection and the 22-23 outcomes document include a large number of inputs (e.g., professional development sessions provided) rather than being measured by the outcomes produced for students. My feedback is to more often connect student and teacher outcomes to district practices to tell a story of how teaching and learning is changed/improved as a result of district practices.

Superintendent Gallagher continues to move the district in the right direction since the pandemic. Student data will be closely monitored to track progress. This year presents many challenges with important leadership positions to fill with quality personnel, expiration of ESSR funding and ongoing evaluation of investments in assessments and curriculum tied to student achievement. Newburyport had the right leader in place to keep moving forward.

We are lucky to have a superintendent who is personable, an educational visionary, and a strong role model for compassionate, reflective, and engaging instruction. He is universally respected by staff, as indicated by the remarkably non-dramatic and collaborative contract negotiations he has overseen. People want to work for him because he is supportive, he encourages and makes it safe for change and innovation, he sets clear expectations, and has-remarkably- never wandered from the principle that decisions should be made in the best interest of all the students. He has brought innovation to the district- both our Covid response, and the creation of the strategic plan were recognized as unique and very effective by the state and the private sector. He possesses a strong and intuitive approach to budgeting; he is unafraid to re-envision programming to make it more effective and re-allocate existing resources to support change. He seems keenly aware of the needs of the district, and is creative in addressing them, he welcomes strong and innovative collaborations with community organizations and institutions (i.e., early college admissions, community internships for students), and is relentlessly positive and encouraging to staff and students.

He has dealt respectfully and fairly with questions about library books and social emotional learning from a few community members who question the district's commitment to diversity, equity, and equal access to information, and in doing so clearly reflects the district commitment to those principles.

He has built a strong, functional district that encourages staff growth, student learning, innovative practices, and a high degree of professional and personal accountability. Going forward, the School Committee will be able to best support the district by ensuring that he continues to do his job, that they support his innovations and the strategic plan, and they are mindful of the role of the Supt in managing the district; and of the School Committee's role in ensuring that managerial autonomy remains a guiding principle in all dealings with him.

Table of Evaluative Ratings

	IA Curriculum	IB Instruction	IC Assessment	ID Evaluation`	IE Data- informed Decision- making	IF Student Learning
E	3	3	2	1	1	1
P	4	4	5	5	5	5
NI				1	1	1
	IIA Environment	IIB Human Resources Mgt and Development	IIC Scheduling and Information Management Systems	IID Law, Ethics and Policy	IE Fiscal Systems	
E	4	2	2	4	4	
P	3	5	5	3	3	
NI						
	IIIA Engagement	IIIB Sharing Responsibility	IIC Communication	IIID Family Concerns		
E	3	2	3	2		
P	4	5	4	5		
NI						
	IVA Commitment to High Standards	IVB Cultural Proficiency	IVC Communications	IVD Continuous Learning	IVE Shared Vision	IVF Managing Conflicts
E	3	3	3	2	5	1
P	4	4	4	4	2	6
NI				1		

The Strategic Plan

	Focus on the Strategic Plan	Prioritize Plan When Building the Budget	Ensure resources and Professional Development to Implement Plan	Regular Update to the Community and the SC		
E	5	5	5	2		
P	2	2	2	5		
NI						

Newburyport High School Travel Program Proposal:

2024 Domestic Travel

National Art Honor Society's annual NYC Tour

Teachers in charge: Mary Rakoski & Aileen Maconi

of students expected to participate - between 28 - 35

Participants are students members in good standing of the National Art Honor Society

Dates: April 26,27th,28th

Approx Cost \$450.00

Fundraising - Annual NAHS Art Auction

See sample itinerary from last year's trip

2025 International Travel

Note: Beginning in 2025 the NHS travel program will expand to allow for more varied trips that can better meet our diverse population of learners. These trips can have as few as 6 students to be viable (unless otherwise noted) and up to between 18 (community service tour) and 40 students. Trips will be offered during February, April and Summer vacations to again provide a greater opportunity for student participation.

Unless otherwise indicated, trips are offered through EF Tours

All tours listed below include all transportation, (ground and air) all lodging, breakfast and lunch, entrance fees, local guides, 24/7 Tour director, travel insurance.

Some tours will add on special custom features such as artist workshops, college visits and working on local farms for example.

February Vacation (England & Scotland require min of 20 students to run. DR min of 6)

England & Scotland - Study Abroad

Teacher Group Leader: Aaron Ribaud-Smith

- Students will visit several leading colleges in England and Scotland to learn about the student abroad program while also touring cultural and historical sites.
- # of students expected to participate: 20 - 40.
- Participants are Juniors interested in a study abroad program for their college years.
- Dates: February vacation 2025 (2/14-2/22)
- Approx cost: \$3909 (please note this trip is customized to meet the goals of learning about the student abroad programs. There may be some additional costs associated with the college visits such as transportation, and fees for workshops).

Marine Conservation in the Dominican Republic - Community Service

Teacher Group Leader: Aileen Maconi

- Students will work alongside scientists and conservation experts to help restore a coral reef and clean up debris polluting local mangroves. Students will earn approximately 30 hrs of community service
- # of students who may participate: 6 - 18. Students in grades 9-12 interested in community service, or marine conservation, or Spanish language studies.
- Dates: February vacation 2025, (2/14-2/21)
- Cost: \$4169 (includes all meals)

April Vacation 2025 (Trips may run with a minimum of 6 students)

The Artists of France & Spain

Teacher Group Leader: Mary Rakoski

- Students will explore the works of artists from painters to architects to performance and will have opportunities to do workshops creating works of their own - all while being immersed in the culture and history of France and Spain.
- # of students who may participate 6 - 40. Open to all students with an interest in the arts, culture and history of France and Spain and allows for Spanish language real life practice.
- Dates: April vacation 2025 (dates on form are 4/18-4/28 but can be changed if week before is vacation week)
- Cost: \$4069

Central Europe and the Holocaust

Teacher Group Leader: Gary Matloff

- Students will learn about the history of WW2 and the holocaust while exploring central Europe.
- # of students who may participate 6 - 38. Open to all students, especially those interested in central Europe, history and human rights.
- Dates: April vacation 2025 (dates on form are 4/19 - 4/28 but can be changed if week before is vacation week)
- Cost: \$3999

Summer 2025 (requires minimum of 20 students)

Cuisine & Culture in Northern Italy - Farm to Plate

Teacher Group Leader: Christine Cochrane

- Students will visit and have the opportunity to work on farms and other agricultural sites in Northern Italy. They will also participate in cooking classes. This is a customized trip and will include (but not required to participate on trip) an opportunity for students to take a summer elective with Mrs Cochrane at NHS.
- # students who may participate 20 - 40. Open to all students with an interest in agriculture, cooking, and Italian culture and history.
- Dates: Jun 25 - July 6, 2025
- Cost: \$4606

Global Citizenship Certification Program

All trips will help students in the Global Citizenship Certification Program to meet their travel requirements

The DR trip will help to meet community service requirements

Students may earn HS credit or for under \$300 3.0 college credits from SNHU.

Students may use student trips as part of research for their Sr year capstone project

Students do not have to be a part of the GCCP to travel on any trip.

Fundraising

Each group leader will organize fundraising opportunities to help defer costs. No student will be required to participate in fundraising.



EDUCATIONAL
TOURS

International Travel Program Proposal

Newburyport High School / Mr. Aaron Ribaud-Smith



England +
Scotland
—
Study Abroad

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

this document

- Pg. 2 Safety**
- Pg. 4 Liability protection**
- Pg. 6 Affordability**
- Pg. 7 Educational value**
- Pg. 8 Itinerary specifics**
- Pg. 8 Cost and payment options**
- Pg. 9 Sample hotels**
- Pg. 10 Sample meals**
- Pg. 11 Next steps**

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

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What's contained in

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

***For specific information on EF's response to COVID-19, visit [eftours.com/covid](https://www.eftours.com/covid)**

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

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

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

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

Tour Consultant – This itinerary expert is devoted to the growth of your students.

They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

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

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

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

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

COVID Care Promise

Provided to all groups

If your child is diagnosed with COVID-19 while on tour, we will coordinate and facilitate support services and logistics including translation services, connections with local health care providers, communication with family, and flights home at no additional cost.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

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

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

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

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Donation pages – Each student has access to their own unique and customizable donation page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Early Enrollment Discount Deadline can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- **Expand their knowledge of the world around them**
- **Grow more confident and independent**
- **Understand new people, places, and cultures**
- **Discover more about themselves**

To learn more about EF's educational philosophy, visit <https://www.eftours.com/our-story/educational-approach>

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- **Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.**
- **Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$215.**
- **Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$285/\$450) through Southern New Hampshire University.**

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

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

Full proposed travel date range: February 15-26, 2024

Requested travel dates: February 17-25, 2024

Tour Price Quote

England and Scotland

Prepared For
Aaron R. Guido-Smith

Prepared On
March 21, 2023

Your Tour Number
26458762E

Your Tour Website
www.efhours.com/26458762E

Your travel details

Total Length
9 days

Departing From
Boston (MA)

Requested Travel Dates
Saturday, February 17, 2024 - Sunday, February 25, 2024

Your Departure Date Range

Dates
Thu, Feb 15

Reservations
Sat, Feb 17

Su, Feb 18

Lowest Price

Based on a private tour with 20 - 24 paying travelers.
Price valid for travelers enrolled April 1, 2023 - April 30, 2023*

Student
~~\$4,209~~

or \$458 / 9 mos

Adult
~~\$4,799~~

or \$523 / 9 mos

Price Breakdown

Program Price	\$9,619
Private Group (20-24 Paying)	\$400
Global Travel Protection	\$150

*Adult supplement required for travelers age 18 and older at the time of travel. Change and cancellation fees of up to five total price will apply. Applicable airline baggage fees are not included and can be found at efhours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit efhours.com/bc.

Your experience includes

An All-Inclusive Tour

Round-trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.efhours.com/26458762E.

Full-time Your Director

Your culturally connected Your Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support

Our personalized learning experience engages students before, during and after tour, with the option to create a final reflective project for academic credit.

Continuous Support

Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence

EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service

Travelers and their families can count on EF's dedicated emergency service team.

Peace of Mind Program

Feel secure knowing your group can change their destination or travel dates due to unforeseen circumstances. Learn more about your flexible options at efhours.com/peaceofmind.

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

Holiday Inn Express Dunfermline | Edinburgh

<https://www.hiexpressdunfermline.co.uk/>

The Holiday Inn Express Dunfermline offers modern rooms with fresh and bright decor equipped with a TV and coffee or tea making facilities. The city of Edinburgh is not far from the hotel and is easily accessible by car or via public transport from the Dunfermline Queen Margaret Station.

Marston's Highland Gate | Edinburgh

<https://www.marstonsinns.co.uk/inns/highland-gate-hotel-stirling/>

Marston's Highland Gate offers rustic charm and comfortable lodgings complete with air conditioning, digital television, and Wi-Fi. It is also ideally located just north of Edinburgh at the start of the Scottish highlands. Guests looking for adventure can walk a short 20 minutes to reach the historic Stirling castle.

Best Western London Ariel Hotel | London

<https://www.bestwestern.co.uk/hotels/best-western-london-heathrow-ariel-hotel-84316>

Located next to London's Heathrow airport, but with easy access to central London via public transportation, the Best Western London Ariel offers a quiet stay away from the hustle and bustle of the big city. Guests may relax in their modern-style bedrooms while taking advantage of complimentary Wi-Fi throughout the hotel. Additional amenities include elevator service to all floors and a full breakfast buffet.

Ibis London Sutton Point| London

https://all.accor.com/hotel/B5J1/index.en.shtml?y_source=1_MjA4NDc3ODgtNzE1LWxvY2F0aW9uLndiYnNpdGU%3D#section-description

A short 12 miles from central London, the Ibis London Sutton Point lies in the heart of Sutton, a borough of London characterized by its village-like atmosphere. This hotel's air-conditioned bedrooms are comfortably furnished and feature an industrial-inspired design. Guests will enjoy complimentary Wi-Fi throughout the hotel and a choice of hot or cold breakfast options daily.

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style. Lunch typically is your chance to make culinary discoveries of your own. Dinners will be a mix of familiar

dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.

The United Kingdom: Sample Meals

Fish and chips, ice cream

Chicken and hummus, flan

Naan bread, chicken curry

How I can help with next steps

My name is Zoe Simpson and I am Newburyport High School's dedicated Tour Consultant. That means I'll be working with Mr. Aaron Ribaud-Smith every step of the way to make sure everything is perfectly planned.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Should you have any questions or need any additional information, please don't hesitate to reach out to me directly. EF is excited to partner with your school to bring this life-changing experiential learning opportunity to your students.

Sincerely,
Zoe Simpson
ET Senior Tour Consultant
617-453-9744
Zoe.simpson@ef.com

“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”

Angela M., Administrator, Brunswick, ME

“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”

- Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.



EDUCATIONAL
TOURS

International Travel Program Proposal

Newburyport High School / Mr. Gary Matloff



Central Europe and the Holocaust 2024

Central
Europe
& the
Holocaust
graders?

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

this document

- Pg. 2 Safety**
- Pg. 4 Liability protection**
- Pg. 6 Affordability**
- Pg. 7 Educational value**
- Pg. 8 Itinerary specifics**
- Pg. 8 Cost and payment options**
- Pg. 9 Sample hotels**
- Pg. 10 Sample meals**
- Pg. 11 Next steps**

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

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What's contained in

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and International authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

***For specific information on EF's response to COVID-19, visit eftours.com/covid**

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

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

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

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

Tour Consultant – This itinerary expert is devoted to the growth of your students.

They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

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

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

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

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

COVID Care Promise

Provided to all groups

If your child is diagnosed with COVID-19 while on tour, we will coordinate and facilitate support services and logistics including translation services, connections with local health care providers, communication with family, and flights home at no additional cost.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

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

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

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

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Donation pages – Each student has access to their own unique and customizable donation page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Early Enrollment Discount Deadline can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- **Expand their knowledge of the world around them**
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To learn more about EF's educational philosophy, visit <https://www.eftours.com/our-story/educational-approach>

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We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$215.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$285/\$450) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

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

Full proposed travel date range: April 11-23, 2024

Requested travel dates: April 13-22, 2024

Tour Price Quote

Central Europe and the Holocaust

Prepared For
Gary Masoff

Prepared On
March 26, 2023

Your Tour Number
2837422HT

Your Tour Website
www.efours.com/2837422HT

Your travel details

Total Length
10 days

Departing From
Boston (USA)

Requested Travel Dates
Saturday, April 13, 2024 - Monday, April 22, 2024

Your Departure Date Range

Boston
 Boston
 Boston

Lowest Price

Price valid for travelers enrolled March 24, 2023 - March 31, 2023*

Student
\$3,899

or \$317 / 12 mos

Adult
\$4,559

or \$372 / 12 mos

Price Breakdown

Program Price	\$3,789
Global Travel Protection	\$190

*Adult supplement required for travelers age 18 and older at the time of travel. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at efours.com/baggage. All prices subject to verification by an EF Tour Consultant. Program price validity excludes special discounts. To view EF's Booking Conditions, visit efours.com/efc.

Your experience includes

All-Inclusive Tour

Round-trip airfare, hotel with private bath, 13 breakfasts, a meal, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.efours.com/2837422HT.

Full-time Tour Director

Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides

Your expert local guides are natural storytellers, adding cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support

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Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

MEININGER Hotel Berlin Airport | Berlin

<https://www.meininger-hotels.com/en/hotels/berlin/hotel-berlin-airport/>

Located directly next to Brandenburg Airport, this MEININGER Hotel first catches the eye with its brightly colored exterior, not to be outdone by the bright, modern design of the interior. Guests may enjoy free Wi-Fi available throughout the hotel, a spacious outdoor terrace, and 24-hour reception.

Best Western Amedia | Prague

www.bestwestern.com/en_US/book/hotels-in-prague/best-western-amedia-praha/propertyCode.89620.html

The Best Western Amedia's modern, yet comfortable rooms put you right in the center of Prague's Chodov neighborhood, conveniently located near a shopping centre with wide selections of shops and restaurants. The hotel offers a lounge and coffee shop.

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style. Lunch typically is your chance to make culinary discoveries of your own. Dinners will be a mix of familiar dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.

Germany: Sample Meals

Pretzel with cream cheese, turkey with spaetzle dumplings, fruit
Vegetable soup, bratwurst with kraut and mashed potatoes, ice cream

Czech Republic: Sample Meals

Soup, goulash, ice cream

How I can help with next steps

My name is Zoe Simpson and I am Newburyport High School's dedicated Tour Consultant. That means I'll be working with Mr. Gary Matloff every step of the way to make sure everything is perfectly planned.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Should you have any questions or need any additional information, please don't hesitate to reach out to me directly. EF is excited to partner with your school to bring this life-changing experiential learning opportunity to your students.

Sincerely,
Zoe Simpson
ET Senior Tour Consultant
617-453-9744
Zoe.simpson@ef.com

“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”

Angela M., Administrator, Brunswick, ME

“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”

- Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.



EDUCATIONAL
TOURS



MEANINGFUL. SUSTAINABLE. UNFORGETTABLE.

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

18

Estimated
service hours

YOUR SERVICE PROJECT THEMES

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

- Environmental sustainability
- Responsible tourism
- Cultural immersion and diversity

MARINE CONSERVATION IN THE DOMINICAN REPUBLIC

8 days, estimated 18 service hours

What to expect on this Service Learning Tour

MEANINGFUL SERVICE

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

Projects include:

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

CULTURAL IMMERSION

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

Activities include:

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

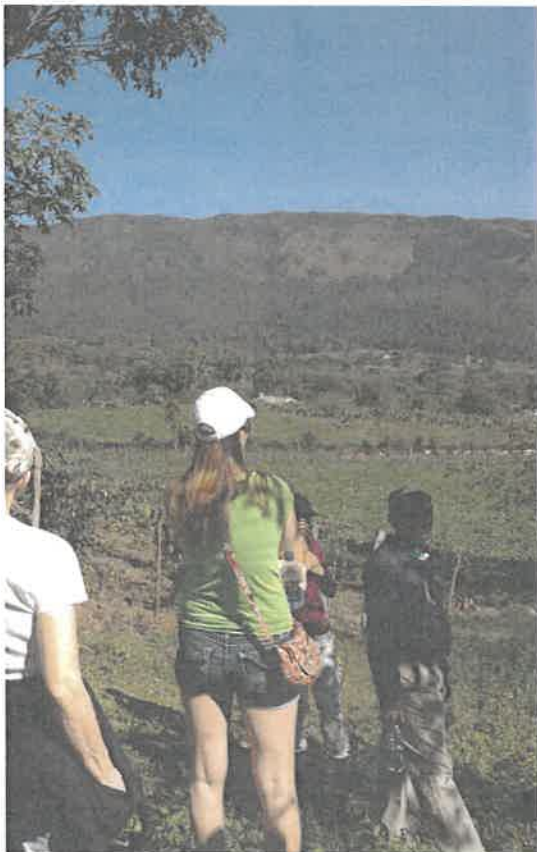
LEADERSHIP DEVELOPMENT

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

Exercises include:

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





8-DAY ITINERARY

Day 1: Arrive in Santo Domingo

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

Day 2: Service Project—Southeast Coast Coral Conservation

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

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

Day 3: Southeast Coast

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

Day 4: Southeast Coast

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

Day 5: Southeast Coast

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

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

Day 6: Central Mountain Region

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

Day 7: Catalina Island

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

Day 8: Depart for home

Return to the airport and board your flight home.



LOCAL INSIGHT AND SUPPORT

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

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



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



Your partner in global education

EF EDUCATIONAL TOURS

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

ABOUT SERVICE LEARNING TOURS

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

START PLANNING

To enroll on this tour, ask your teacher for the tour number and visit [eftours.com/enroll](https://www.ef-tours.com/enroll) or call 800-665-5364



Educational Tours

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

eftours.com/







This is also your tour number

ARTISTS OF FRANCE & SPAIN

11 or 13 days | Paris | Provence | Barcelona | Extension to Madrid

No country has a richer art tradition than France, and Paris' famous museums showcase many of its finest achievements, from the masterpieces in the Louvre to the Impressionist treasures at the Musée d'Orsay. Provence inspired a generation of painters; see the results at the Atelier of Cézanne. And in Barcelona, the Picasso Museum reveals the prolific painter's special genius.

EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 3 sightseeing tours led by expert, licensed local guides (4 with extension); 4 sightseeing tours led by your Tour Director; 2 walking tours (3 with extension)
-  **Entrances:** Musée d'Orsay; Louvre; Musée de l'Orangerie; Palais des Papes; Pont du Gard; Amphitheater; Roman theater; Atelier de Cézanne; Château des Baux; Park Güell; Casa Milà; Dalí Museum; Picasso Museum; with extension: Palacio Real; Prado
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; TGV high-speed train; AVE high-speed train with extension; 9 overnight stays in hotels with private bathrooms (11 with extension); European breakfast and dinner daily



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

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

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

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

- MELISSA, TRAVELER

 Via Twitter



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website

What you'll experience on your tour

Day 1: Fly overnight to France

Day 2: Paris

- Meet your Tour Director at the airport in Paris, the City of Light. During your stay you'll get a taste of Parisian style as you ride down the Champs-Élysées, an elegant boulevard packed with high-fashion boutiques. Pass the Place de la Concorde and the Arc de Triomphe and strike a pose in front of the Eiffel Tower. At the École Militaire, see where a promising young Napoleon launched his rise to power. I.M. Pei's iconic glass pyramid marks the entrance to the renowned Louvre, home to treasures like Leonardo da Vinci's Mona Lisa.
- Take a walking tour of Paris: Île de la Cité; Conciergerie; Sainte-Chapelle.
- Catch a glimpse of Notre-Dame Cathedral.

Day 3: Paris

- Take an expertly guided tour of Paris: Place de la Concorde; Champs-Élysées; Arc de Triomphe; Les Invalides; Eiffel Tower.
- Visit the Louvre.

Day 4: Paris

- Visit the Musée d'Orsay.
- Enjoy free time to see more of Paris or [visit Monet's Giverny Gardens](#).

Day 5: Paris | Provence

- Visit the Musée de l'Orangerie.
- Travel by TGV train to Avignon in the Provence region. Painter Paul Cézanne once said of Provence: "Everywhere are the fragrances of honey, thyme, lavender, all the herbs of the nearby hills." Discover for yourself what also inspired Picasso and van Gogh. Stroll through Avignon's magnificent Palais des Papes, home to French native Pope Clement V, who moved the papacy here from Rome in 1309. View the stunning Italian frescoes in the chapel and see the hidden vaults where the church's riches were stored. Step inside a Roman amphitheater and visit the Pont du Gard aqueduct, a marvel of civil engineering. Dating back 2,000 years, it once supplied Roman villas with running water.

Day 6: Provence

- Take a tour of Avignon.
- Visit the Palais des Papes.
- Visit the Pont du Gard.
- Take a tour of Arles.
- Visit the amphitheater.
- Visit the Roman theater.

Day 7: Provence

- Visit Château des Baux.
- Take a Van Gogh-themed walking tour in Arles.

Day 8: Figueres | Barcelona

- Travel to Figueres.
- Visit the Dalí Museum for an expertly guided tour.
- Continue on to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso, and Dalí flourished. During your stay you'll explore open-air plazas dotted with avant-garde gems, like the Plaza de Catalunya and Plaza España. Snap photos of the twisting spires of La Sagrada Família and the Magic Fountain of Montjuïc, which delights with dazzling light and water shows. From atop Montjuïc enjoy panoramic views of the harbor below. Here you'll also find the 1992 Olympic Stadium. Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Park Güell. Flower vendors and street performers greet you as you walk the tree-lined Las Ramblas.

Day 9: Barcelona

- Take an expertly guided tour of Barcelona.
- Visit Park Güell.
- Visit Casa Milà (La Pedrera).
- See Casa Batlló.
- See La Sagrada Família.
- Enjoy a free evening or [enjoy a Barcelona Flamenco evening](#).

Day 10: Barcelona

- Take a walking tour of Barcelona.
- Visit the Picasso Museum.
- Time to see more of Barcelona or [participate in an art workshop](#).

Day 11: Depart for home

[2-DAY TOUR EXTENSION](#)

Days 11-12: Madrid

- Travel by AVE train to Madrid.
- Take an expertly guided tour of Madrid.
- Visit the Palacio Real.
- Visit the Prado.

Day 13: Depart for home



Salamander at Parque Güell. Built by Gaudi. #gaudi #parqueguell #barcelona #spain #españa #vivaespaña #eftours #iger #instagood #instalikes #instagrammer

- SHANNA, TRAVELER



Via Instagram



The Louvre. #paris @EFtours can run a heck of a tour.

- AMY, TRAVELER



Via Twitter

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

1. _____
2. _____
3. _____

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My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

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- **We always offer the lowest prices, guaranteed** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
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This is also your tour number

CUISINE & CULTURE OF NORTHERN ITALY

12 days | Milan | Turin | Cinque Terre | Parma | Modena | Bologna | Lucca | Florence | Rome

The most important thing to pack on a trip to northern Italy? An empty stomach. Sample freshly made focaccia on the shores of Cinque Terre and stroll past street food vendors at Bologna's 25-acre cuisine amusement park, FICO World Eataly. Balance your meals with sightseeing stops in Milan, Bologna, Florence, and Rome, where you'll feast your eyes on some of Italy's most celebrated architectural gems. Just make sure to save room for gelato, too.

YOUR EXPERIENCE INCLUDES:



Full-time Tour Director



Cuisine & culture highlights: One visit to a local farm and one locally guided walking tour with food tastings.



Personalized learning guide: Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.



All of the details are covered: Round-trip flights on major carriers; comfortable motorcoach; 10 overnight stays in hotels with private bathrooms; European breakfast and dinner daily



Sample gelato in Rome



Cinque Terre

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— MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at eftours.com/

Your teacher's Tour Website



What you'll experience on your tour

Day 1: Fly overnight to Italy

Day 2: Milan | Lake Como

- Meet your Tour Director at the airport before you travel to Lake Como.
- Stretch your legs and absorb the natural beauty of Lake Como, one of northern Italy's most recognized sights.
- Enjoy a welcome dinner featuring classic Italian dishes.

Day 3: Milan

- Take an expert-led tour of Milan and discover the art, fashion, opera, and gastronomic influences that make this city a cultural hub.
- Learn about local agriculture and taste some native products during a rural farm visit.

Day 4: Milan | Turin

- Travel to Turin, the capital of Italy's Piedmont region and the slow food movement, which focuses on preserving regional cuisines and local farms.
- Take an expertly guided food tour through one of Turin's charming neighborhoods, sampling new dishes around every corner. Finish this walking tour with lunch and dessert.

Day 5: Milan | Cinque Terre region

- Travel to Cinque Terre, a collection of seaside towns located along the Italian Riviera.
- Enjoy free time to relax on the area's pristine beaches.
- Sample focaccia from a local store.

Day 6: Cinque Terre region | Parma | Modena | Bologna

- Travel to Bologna via Parma and Modena.
- Visit a cheese producer, where you'll learn about the time-honored traditions of producing Parmesan.
- Stop in Modena for free time and lunch.

Day 7: Bologna

- Take an expert-led tour of Bologna. With a metropolitan population of one million people, Bologna is the seventh largest city in Italy, and the largest of the Emilia-Romagna region. Bologna is also home to some of Italy's most famous culinary delights, including Bolognese sauce.
- Explore FICO World Eataly during a guided tour. This massive food wonderland is home to working fields, stables, and vendors serving up tasty Italian cuisine such as mortadella, homemade pasta, and panettone.

Day 8: Bologna | Lucca | Florence

- Travel to Florence via Lucca.
- In Lucca, visit one of Tuscany's leading chocolatiers for a chocolate-making tour and tasting.
- Explore Florence at your own pace this afternoon. This Tuscan city is the birthplace of the Italian language, opera, and the Renaissance, and where works of art like Michelangelo's *David* and Botticelli's *The Birth of Venus* still reside today.

Day 9: Florence

- During an expert-led tour of Florence, pass by Giotto's Bell Tower and the imposing marble cathedral in the Piazza del Duomo, stand before Ghiberti's legendary *Gates of Paradise*, and see the classical statues of the Piazza della Signoria.
- During free time, explore Florence's famous Mercato Centrale.

Day 10: Florence | Rome

- Travel to Rome.
- Take an expert-led tour of the Colosseum and the Roman Forum. You'll explore the world's most famous arena, the Colosseum, where you can almost hear the stamping feet of the crowds gathered for gladiatorial combat. Nearby, the Roman Forum marks the former heart of the Roman Empire. Julius Caesar gave many of his great political speeches there.
- Enjoy gelato while walking through the streets of Rome.

Day 11: Rome

- Take a guided tour of Vatican City. Be sure to look up at Michelangelo's breathtaking ceiling in the Sistine Chapel and check out the colorful uniforms of the Swiss Guard, protectors of the Vatican.
- Continue your adventure in Rome on a self-guided walking tour to see other important sites such as the Trevi Fountain, Pantheon, Piazza Navona, and the Spanish Steps.
- Enjoy a special farewell dinner featuring some of the country's best comfort foods.

Day 12: Depart for home



I very much enjoyed ordering gelato in Italian. Being able to apply a language is something I don't get to do often.

This is my fragola e cocco (strawberry and coconut) gelato, my personal favorite #EFtravelgoals

– MORGAN, TRAVELER



Via Instagram

Ever since I was a little girl, I wanted to travel to Italy. It finally happened! With the greatest tour guide too! Our tour guide was the nicest and funniest man I have ever met! There was never a dull moment on the trip. Going to Italy for this trip only made me want to visit even more in the near future!

– MARIA, TRAVELER



Tour review

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

1. _____
2. _____
3. _____

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—CHARLOTTE, PARENT OF TRAVELER

“ Tour review

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- **All of our educational tours feature experiential learning activities** and visits to the best sites.
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- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.



Additional Information on 2025 tours

England and Scotland - Feb 2025 will visit the following colleges:

Group Leader: Aaron Ribaud-Smith

Edinburgh: Tour the University of Edinburgh <https://www.ed.ac.uk/visit>

St Andrews: University of St Andrews <https://www.st-andrews.ac.uk/> - Maybe TBD

Oxford: New College at the University of Oxford <https://www.new.ox.ac.uk/visiting-the-college>

London: Verto Education London campus <https://vertoeducation.org/abroad-locations/london-england/>

London: King's College London <https://www.kcl.ac.uk/study/undergraduate>

There is expected to be an approximate cost of \$25 to \$50 per student for added bus or public transportation to college locations.

Cuisine and Culture in Northern Italy - Summer 2025

Group Leader Christin Cochran

The base tour price is \$4609. Depending on final customization the actual price may be up to but not exceed \$6000. This will be dependent on the types of customized projects and workshops students will participate in for the farm to plate experience. Mrs Cochran has enlisted the collaboration of teachers (Math) Wendy Lavigne and (Nutrition/Wellness) Nadine Holohan in planning and curriculum development.

STUDENT OVERNIGHT OR LATE NIGHT TRAVEL

Section J: Students

File: JH

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

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

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

References:

SOURCE: MASC

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

Version Control

Action	Date
First Reading	6/5/2017
Second Reading	6/19/2017
Adopted	6/19/2017

DATA REPORT

iReady Diagnostic Report | 2022-23 School Year

Introduction

Newburyport Public Schools began implementation of the iReady Diagnostic Tools in the fall of 2022.

The iReady tools provide educators and students with information on reading and math proficiency and progress.

iReady provides...

- ♦ Educators with standardized, real-time instructional data
- ♦ Students (and their parents/guardians) with individualized information on their strengths and areas for growth

This report reflects the data from one year of iReady diagnostic testing. Performance level and growth data for both reading and math are included.

Understanding the Data

Students in grades K-8 take the iReady Diagnostic three times a year: beginning, middle and end (with some exceptions).

The diagnostic shows grade level proficiency (where is the student performing based on expected performance for that grade level) and growth (how much has a student grown from the first diagnostic test).

Educators use this information to target instruction, identify students who may need extra support or intervention, and modify their lesson planning.

School leaders use this information as one data point for measuring how the district/school is performing and growing.

It is important to note that the iReady data is just one tool of many that teachers and administrators use to evaluate instruction and identify students in need of support or more challenges.

Other information that allows educators to create a more complete picture of student performance and progress includes: performance on in-class lessons and assessments, informal teacher assessment, early literacy assessment tools, and other standardized tests (e.g., special education testing, MCAS).

The goal is for every student to achieve typical growth and grade level proficiency. Individual student goals are set from the beginning of the year test. Since every student starts at a different place, each child will have different growth pathways. For some students, a pathway toward proficiency may take multiple years.

Reading and Math Growth Data*

The Growth Data allows the district to evaluate student progress towards academic growth goals.

As recommended by iReady, the goal for every school is for an Annual Typical Growth median progress score of 100%.

A typical growth goal is the amount of growth a student is expected to show in a year as compared to similar peers.

Results

The district exceeded the Annual Typical Growth goal for **reading** in all grades except grade 8 (67%); and exceeded the goal for **math** in all grades except 4 (95%) and 8 (89%).

These results show students growing academically as expected.

In addition, iReady sets student Stretch Growth Goals. Some of our grade levels have also exceeded stretch growth goals.** For example the annual Stretch Goal Median Progress for grade 7 reading was 137%.

*See Appendix 1 for iReady "Using Growth and Proficiency Data" (page 9)

See Appendix 2 for more detailed school level Diagnostic Growth Data (page 11)

READING GROWTH DATA

Grade	Annual Typical Growth (aim to exceed 100% median progress toward Typical Growth)		
	Progress (Median)		% Met
4	135%		62%
5	170%		70%
6	175%		160%
7	160%		57%
8	67%		48%

MATH GROWTH DATA

Grade	Annual Typical Growth (aim to exceed 100% median progress toward Typical Growth)		
	Progress (Median)		% Met
K	122%		66%
1	107%		56%
2	104%		53%
3	114%		65%
4	95%		48%
5	142%		65%
6	152%		66%
7	158%		73%
8	89%		49%

** "Nationally, 25-30% of students have reached stretch goal targets" Curriculum Associates (<https://www.curriculumassociates.com>), 2023

Reading and Math Diagnostic Result Data

The diagnostic data can be used to answer district level questions like:

- What percentage of students are performing on, above or below grade level?
- How has student performance changed between two diagnostics?
- How are students progressing toward their grade level proficiency goals?

Understanding the Data**

We analyze the data at 4 levels:

- District
- School
- Class
- Individual

This report focuses on District Level Data.

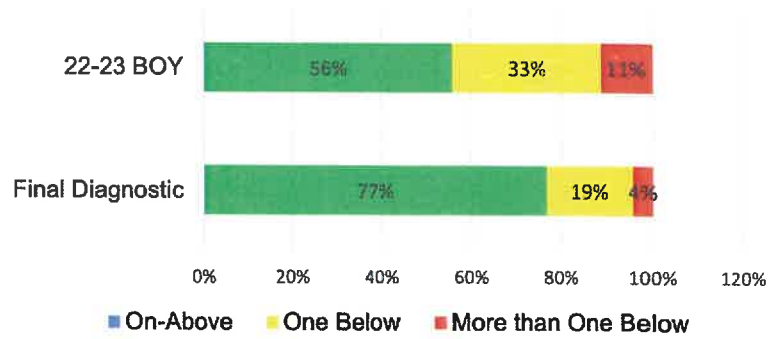
Diagnostic tests are taken three times per year.

A comparison from the beginning of the year (BOY) to the end of the year (Final Diagnostic) gives us data on:

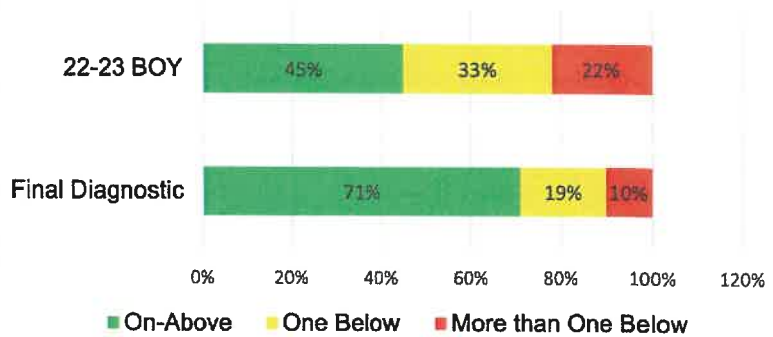
- how performance has changed over the course of the year,
- what percentage of students are performing on, below or above grade level, and
- which areas of instruction may need prioritizing.

GRADE 4-6 READING DIAGNOSTIC DATA*

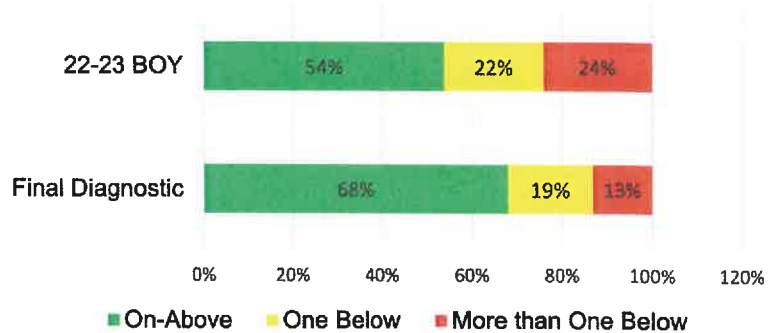
Grade 4 iReady Reading Diagnostic 2022-23 Grade Level Placement



Grade 5 iReady Reading Diagnostic 2022-23 Grade Level Placement



Grade 6 iReady Reading Diagnostic 2022-23 Grade Level Placement



* K-3 students did not take iReady reading diagnostics in 2022-23

**See Appendix 1 (p.10) "Using Growth and Proficiency Data"

What is the reading data telling us?

Students in grades 4-7 showed significant growth in reading proficiency.

A deeper dive into the data shows strengths in phonemic awareness, phonics, and high frequency words.

Across all grade levels, student results are weaker in the domains of vocabulary and comprehension of literature and informational text.*

What actions are we taking at the district and school levels?

Tier One

- Foundations, MyView and MyPerspectives professional development
- Curriculum Mapping
- Literacy Coaching for teachers
- District and grade level data meetings (including multiple sources of data)
- Skills-based lesson and unit development

Tier Two

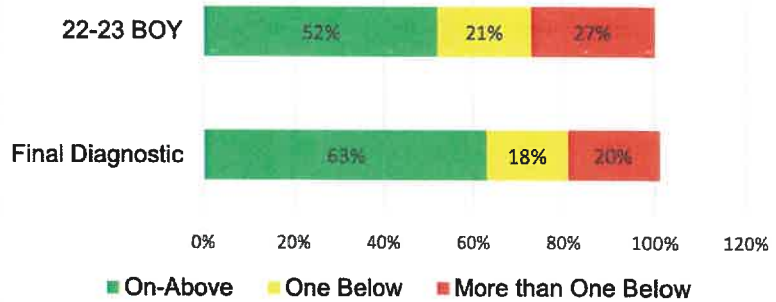
- Small group, targeted interventions

Tier Three

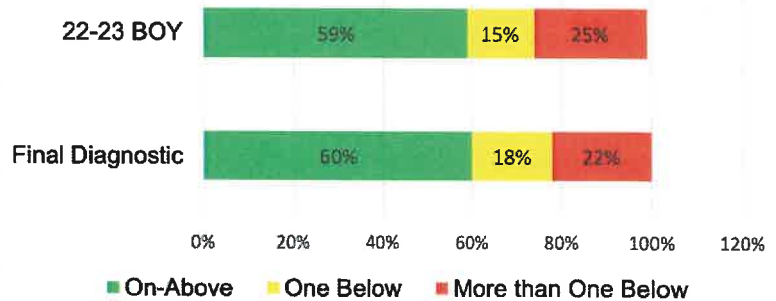
- Intensive small group instruction with interventionists
- Potential referral to student study team
- Increased progress monitoring

GRADE 7-8 READING DIAGNOSTIC DATA

Grade 7 iReady Reading Diagnostic 2022-23 Grade Level Placement



Grade 8 iReady Reading Diagnostic 2022-23 Grade Level Placement



Understanding How Data Impacts Instruction

Educators use data to take action at three levels:

1. **Tier One:** actions the teacher takes in the classroom with all students; e.g., curriculum resource changes, reteaching a concept in a new way to all students
2. **Tier Two:** actions the teacher takes with small groups of identified students; e.g., a small group lesson reteaching a concept to a targeted group
3. **Tier Three:** individualized interventions with teacher or interventionist; e.g., students attends a 6-week intervention with an interventionist

* See Appendix 3 for detailed Diagnostic Result Reports by Grade

What is the grade 1-3 math data telling us?

Similar to the reading diagnostic, the math results show positive growth across all grade levels.

At the 1-3 level, students made significant progress on the math diagnostic.

This progress indicates an effective curriculum and instructional approach for the general population.

At the school level, the number of students on grade level increased from 18% at BOY to 69% by the end of the year.

The number of students in the *at-risk* category was reduced from 13% BOY to 2% end of year.*

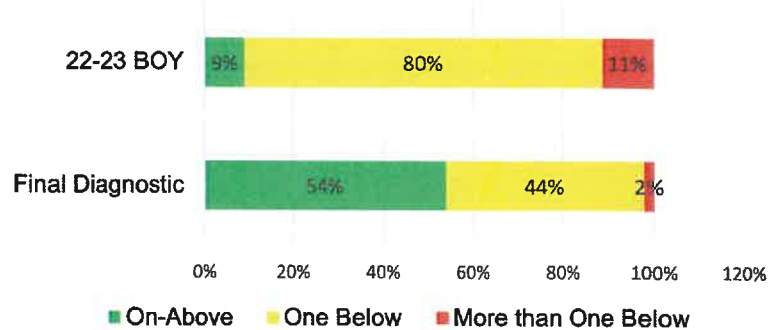
The small number of students (12) who are in the *at-risk* category are students who are typically involved in Tier 3 interventions with additional monitoring. These students are often served by interventionists.

Students in the yellow area may benefit from Tier 2 interventions. Decisions about the best instructional approach for each child are made by teachers in collaboration with interventionists, math coaches and data teams.

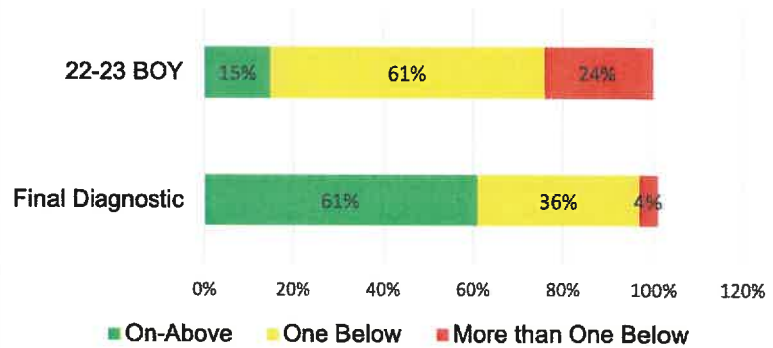
Educators use individualized iReady Student Reports (and other relevant data) to make classroom level decisions for all students.

GRADE 1-3 MATH GRADE LEVEL DATA

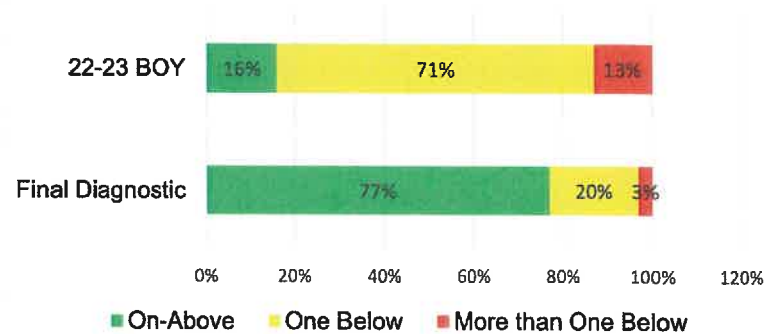
Grade 1 iReady Math Diagnostic 2022-23 Grade Level Placement



Grade 2 iReady Math Diagnostic 2022-23 Grade Level Placement



Grade 3 iReady Math Diagnostic 2022-23 Grade Level Placement



*See Appendix 3 (p.17) for detailed School Diagnostic Results

What is the grade 4-5 math data telling us?

Fourth and fifth grade students are also making progress in math proficiency.

At the school level, the number of students on grade level jumped from 32% at the beginning of the year to 71% by year end.*

This progress indicates an effective curriculum and instructional approach for the general population.

The number of students in the *at-risk* category for grades 4-5 was reduced from 21% BOY to 8% end of year.

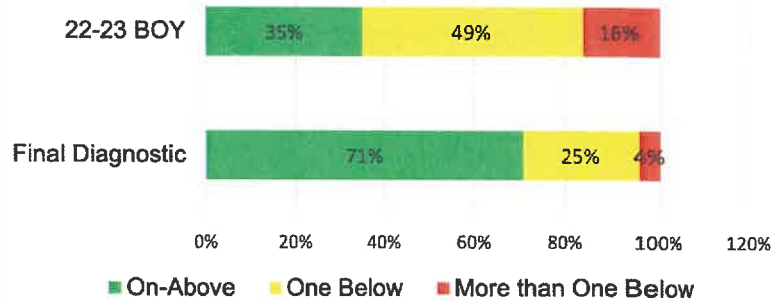
A small number of students (22) who are in the *at-risk* category students are typically involved in Tier 3 interventions with additional monitoring. These students are typically served by our interventionists.

Students in the yellow area may benefit from Tier 2 interventions. Decisions about the best instructional approach for each student are made by teachers in collaboration with math coaches, interventionists, and data teams.

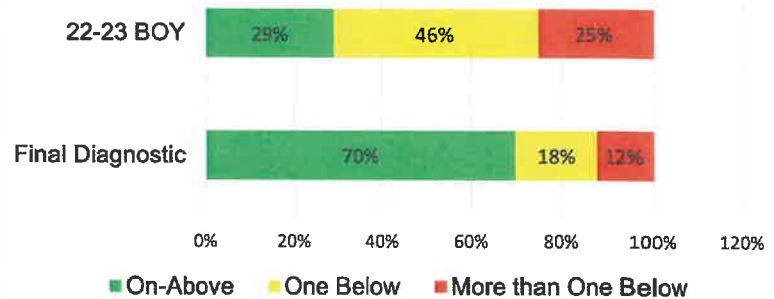
Educators will use the individualized iReady Student Reports (and other relevant data) to make classroom level decisions for all students.

GRADE 3-5 MATH DIAGNOSTIC DATA

Grade 4 iReady Math Diagnostic 2022-23 Grade Level Placement



Grade 5 iReady Math Diagnostic 2022-23 Grade Level Placement



*See Appendix 3 (p.17) for detailed School Diagnostic Report

What is the grade 6-8 math data telling us?

Middle school students are also showing growth.

At the school level, the number of students on grade level increased from 39% BOY to 60% by year's end.*

Greater gains were made in grade 6 (40% BOY to 71% end) and grade 7 (35% BOY to 62% end).

Overall the data indicate the need for educators and data teams to conduct a deeper review. The 2023-24 beginning of the year diagnostic data will provide an additional reference point for evaluating the data.

Similar to the elementary schools, students who are in the *at-risk* category students are typically involved in Tier 3 interventions with additional monitoring.

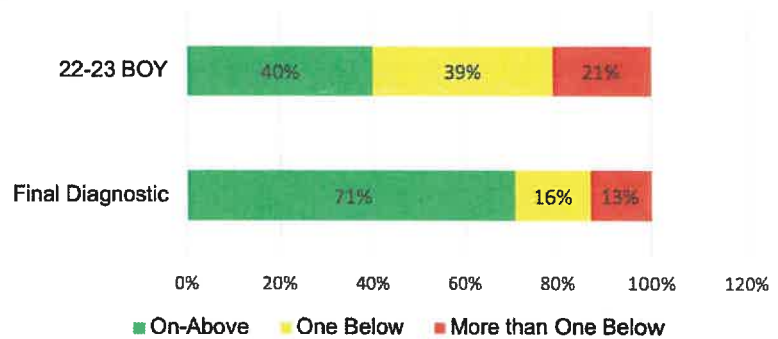
Students in the yellow area may benefit from Tier 2 interventions. Decisions about the best instructional approach for each student are made by teachers in collaboration with math coaches, interventionists, and data teams.

Educators use the individualized iReady Student Reports (and other relevant data) to make classroom level decisions.

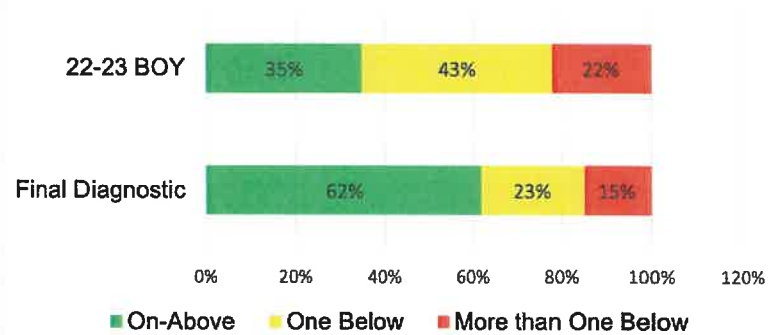
Finally, the middle school Student Data Chats ensure students understand their scores and are empowered to make a difference in their own learning.

GRADE 6-8 MATH GRADE LEVEL DATA

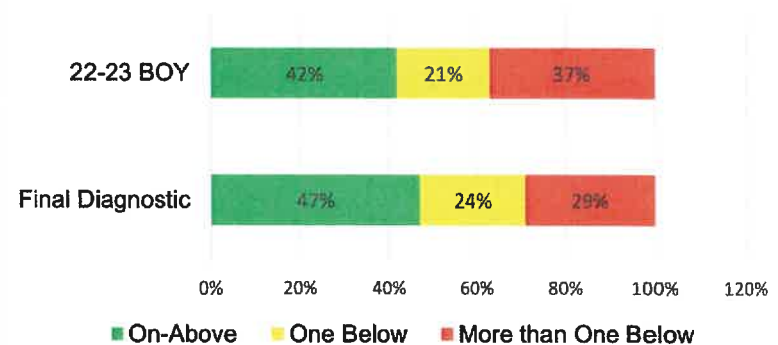
Grade 6 iReady Math Diagnostic 2022-23 Grade Level Placement



Grade 7 iReady Math Diagnostic 2022-23 Grade Level Placement



Grade 8 iReady Math Diagnostic 2022-23 Grade Level Placement



* See Appendix 3 (p.17) for detailed School Diagnostic Report

APPENDIX

Appendix 1

iReady Informational Handout: “Using Growth and Proficiency Data”

Appendix 2

iReady Diagnostic Growth Data by school, subject area, and grade level

- Bresnahan Math
- Molin Reading
- Molin Math
- Nock Reading
- Nock Math

Appendix 3

iReady Diagnostic Results Data by subject area, school and grade level

- Bresnahan Math
- Molin Reading
- Molin Math
- Nock Reading
- Nock Math

iReady Data Table

- Math Diagnostic Results Data Table
- Reading Diagnostic Results Data Table

Appendix 1

iReady Informational Handout: "Using Growth and Proficiency Data"

FAQ
Using Growth and Proficiency Data

Overview

When using Diagnostic data, look at growth and proficiency together. Use placement and growth data for your class and individual students side by side to make informed instructional decisions to help all students move toward proficiency. Ultimately, grade-level proficiency or higher is the goal for every student.

What is a student growth measure?

A student growth measure tells you how much a student has progressed and helps you determine if a student is on track to meet growth goals.

How can I use *i-Ready* as a student growth measure?

After students complete their baseline Diagnostic, *i-Ready* generates two growth measures for every student:

Typical Growth: The average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth: The growth recommended to put students who placed below grade level on a path toward proficiency and students who placed on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency.

How should I use Typical Growth and Stretch Growth to set goals?

While the specific goals you set for student growth should be based on your school’s and district’s objectives and informed by your deep understanding of your students, the following guidance can help guide goal setting. **We recommend that by the end of the academic year:**

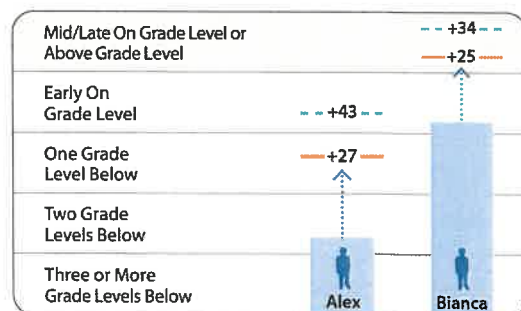
	Individual Students	Groups of Students
Typical Growth	Aim to exceed 100%* of their Typical Growth measure	Aim to exceed 100% median progress toward Typical Growth
Stretch Growth	Aim to meet their Stretch Growth measure. Nationally, between 25%–35%* of students achieve these aspirational measures.	Aim for as many students as possible reaching Stretch Growth. <i>Note: Because Stretch Growth measures differ significantly from student to student, we do not recommend setting uniform Stretch Growth goals for aggregate groups of students.</i>

Growth Model Example

Two Grade 3 Students. Alex placed Two Grade Levels Below on his baseline Diagnostic. Bianca placed Early On Grade Level on her baseline Diagnostic.



*i-Ready growth measures assume 30 weeks of instruction between a student’s first and last Diagnostic. Progress to growth measures may vary if actual weeks of instruction differ.



Appendix 2

iReady Diagnostic Growth Data Reports by school, subject area, and grade level

- Bresnahan Math
 - Molin Reading
 - Molin Math
 - Nock Reading
 - Nock Math
-

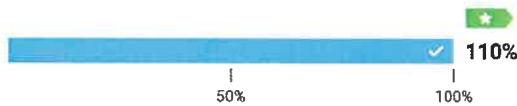
Diagnostic Growth



School Francis T Bresnahan Elementary School
Subject Math
Academic Year 2022 - 2023
Comparison Diagnostic Final Diagnostic

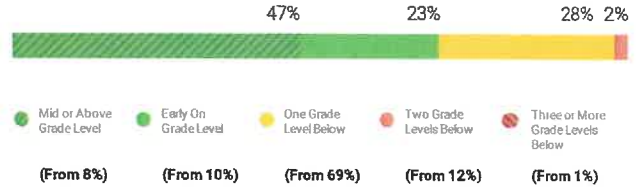
Students Assessed/Total: 520/526

Progress to Annual Typical Growth (Median)

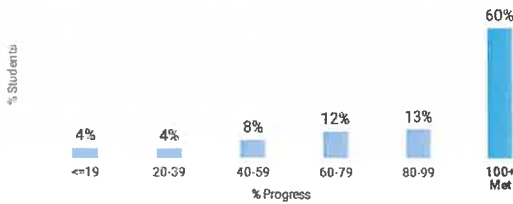


The median percent progress towards Typical Growth for this school is 110%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

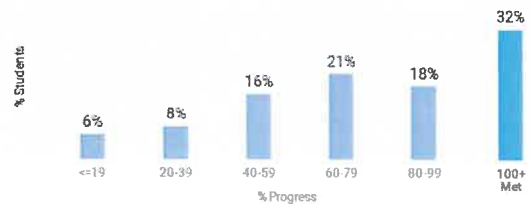
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 4 of 4

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	122%	66%	91%	43%	75%	102/104
Grade 1	107%	56%	81%	33%	59%	126/127
Grade 2	104%	53%	69%	23%	73%	138/138
Grade 3	114%	65%	83%	32%	85%	154/157

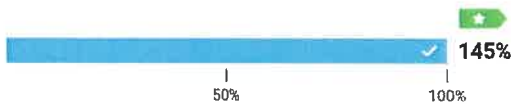
Diagnostic Growth



School EDWARD G MOLIN UPPER ELEM SCH
Subject Reading
Academic Year 2022 - 2023
Comparison Diagnostic Final Diagnostic

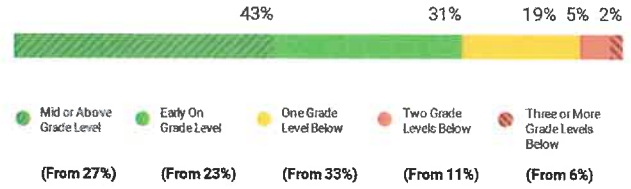
Students Assessed/Total: 284/286

Progress to Annual Typical Growth (Median)

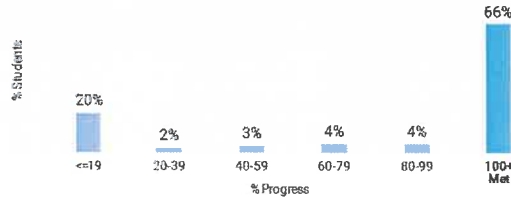


The median percent progress towards Typical Growth for this school is 145%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

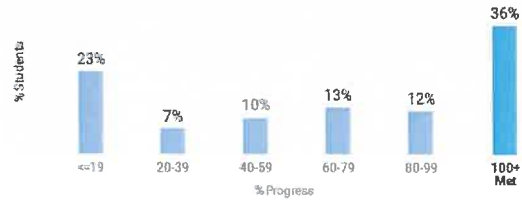
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 2 of 3

Multi	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 4	135%	62%	75%	33%	57%	141/143
Grade 5	170%	70%	77%	38%	61%	142/142

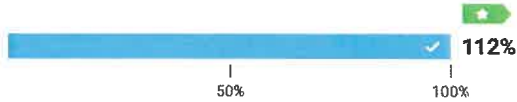
Diagnostic Growth



School EDWARD G MOLIN UPPER ELEM SCH
Subject Math
Academic Year 2022 - 2023
Comparison Diagnostic Final Diagnostic

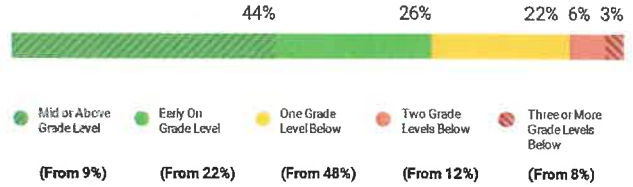
Students Assessed/Total: 284/286

Progress to Annual Typical Growth (Median)

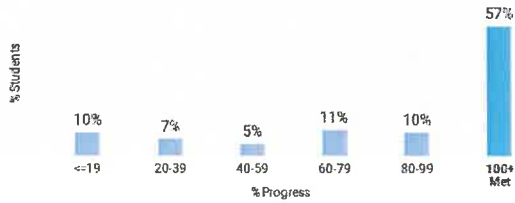


The median percent progress towards Typical Growth for this school is 112%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

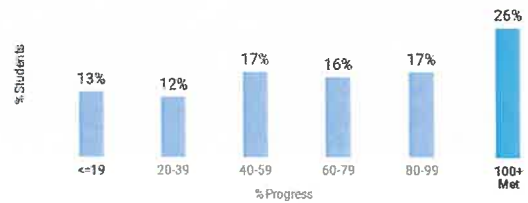
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By

Grade

Showing 2 of 3

Multi	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 4	95%	48%	62%	22%	74%	141/143
Grade 5	142%	65%	77%	29%	79%	142/142

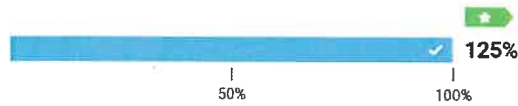
Diagnostic Growth



School RUPERT A NOCK MIDDLE SCHOOL
Subject Reading
Academic Year 2022 - 2023
Comparison Diagnostic Final Diagnostic

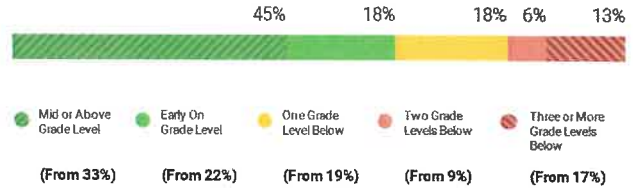
Students Assessed/Total: 470/484

Progress to Annual Typical Growth (Median)

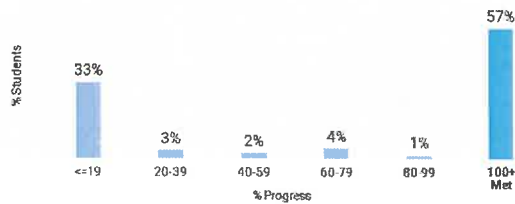


The median percent progress towards Typical Growth for this school is 125%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

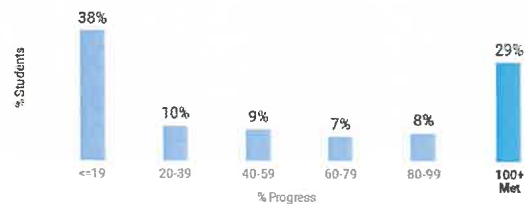
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



Choose to Show Results By
Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	175%	67%	73%	35%	58%	159/160
Grade 7	160%	57%	50%	34%	51%	151/155
Grade 8	67%	48%	18%	19%	39%	160/169

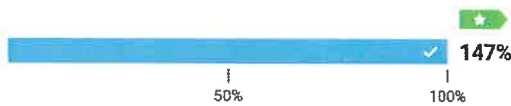
Diagnostic Growth



School: RUPERT A NOCK MIDDLE SCHOOL
 Subject: Math
 Academic Year: 2022 - 2023
 Comparison Diagnostic: Final Diagnostic

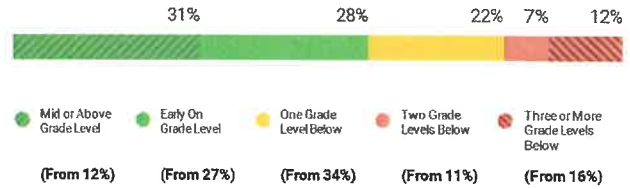
Students Assessed/Total: 474/484

Progress to Annual Typical Growth (Median)

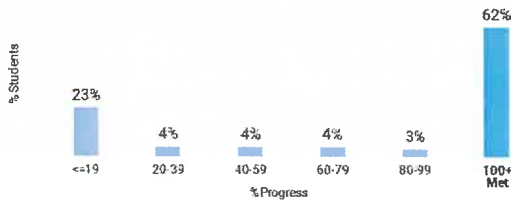


The median percent progress towards Typical Growth for this school is 147%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

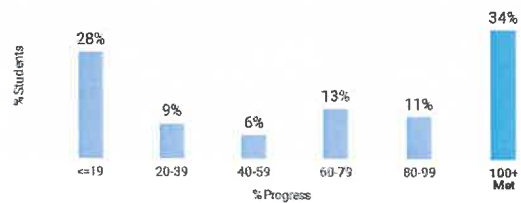
Current Placement Distribution



Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth@



Choose to Show Results By
 Grade

Showing 3 of 3

Grade	Annual Typical Growth		Annual Stretch Growth@		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 6	152%	66%	79%	36%	68%	158/160
Grade 7	158%	73%	82%	41%	66%	153/155
Grade 8	89%	49%	36%	25%	42%	163/169

Appendix 3

iReady Diagnostic Results Data by subject area, school and grade level

- Bresnahan Math
- Molin Reading
- Molin Math
- Nock Reading
- Nock Math

iReady Data Table

- Math Diagnostic Results Data Table
- Reading Diagnostic Results Data Table

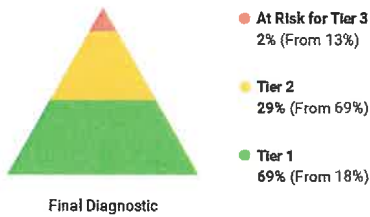
Diagnostic Results



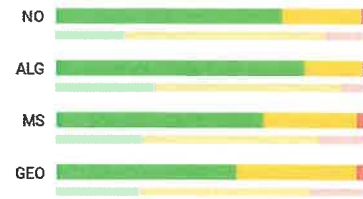
School Francis T Bresnahan Elementary School
Subject Math
Academic Year 2022 - 2023
Diagnostic Final Diagnostic
Prior Diagnostic 22-23 BOY
Placement Definition Standard View

Students Assessed/Total: 515/526

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 4 of 4

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade K	Final Diagnostic: 88% Tier 1, 12% Tier 2	101/104
	22-23 BOY: 36% Tier 1, 64% Tier 2	
Grade 1	Final Diagnostic: 54% Tier 1, 44% Tier 2, 2% At Risk	126/127
	22-23 BOY: 9% Tier 1, 80% Tier 2, 11% At Risk	
Grade 2	Final Diagnostic: 61% Tier 1, 36% Tier 2, 4% At Risk	137/138
	22-23 BOY: 15% Tier 1, 61% Tier 2, 24% At Risk	
Grade 3	Final Diagnostic: 77% Tier 1, 20% Tier 2, 3% At Risk	151/157
	22-23 BOY: 16% Tier 1, 71% Tier 2, 13% At Risk	

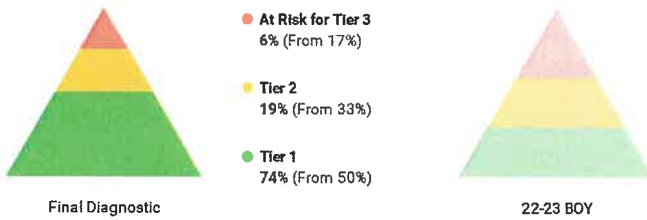
Diagnostic Results



School EDWARD G MOLIN UPPER ELEM SCH
Subject Reading
Academic Year 2022 - 2023
Diagnostic Final Diagnostic
Prior Diagnostic 22-23 BOY
Placement Definition Standard View

Students Assessed/Total: 278/286

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 2 of 3

Multi

Overall Grade-Level Placement

Students Assessed/Total

Grade	Diagnostic	Tier 1 (Green)	Tier 2 (Yellow)	At Risk for Tier 3 (Red)	Students Assessed/Total
Grade 4	Final Diagnostic	77%	19%	4%	141/143
	22-23 BOY	56%	33%	11%	
Grade 5	Final Diagnostic	71%	19%	10%	136/142
	22-23 BOY	45%	33%	22%	

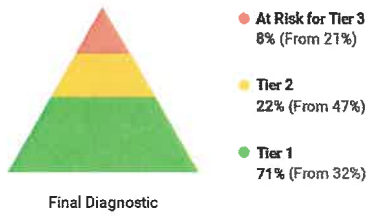
Diagnostic Results



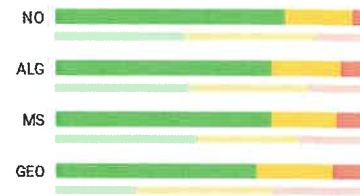
School: EDWARD G MOLIN UPPER ELEM SCH
 Subject: Math
 Academic Year: 2022 - 2023
 Diagnostic: Final Diagnostic
 Prior Diagnostic: 22-23 BOY
 Placement Definition: Standard View

Students Assessed/Total: 278/286

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade

Overall Grade-Level Placement

Students Assessed/Total

Grade 4

Final Diagnostic



141/143

22-23 BOY



Grade 5

Final Diagnostic



136/142

22-23 BOY



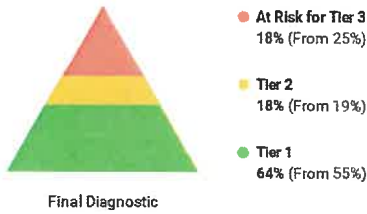
Diagnostic Results



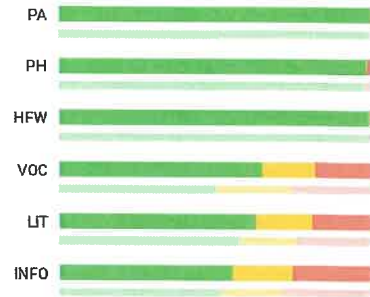
School RUPERT A NOCK MIDDLE SCHOOL
Subject Reading
Academic Year 2022 - 2023
Diagnostic Final Diagnostic
Prior Diagnostic 22-23 BOY
Placement Definition Standard View

Students Assessed/Total: 456/484

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 6	Final Diagnostic	156/160
	22-23 BOY	156/160
Grade 7	Final Diagnostic	147/155
	22-23 BOY	147/155
Grade 8	Final Diagnostic	153/169
	22-23 BOY	153/169

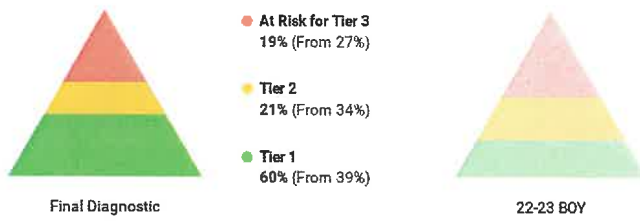
Diagnostic Results



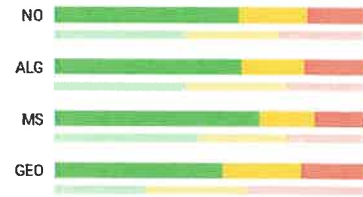
School RUPERT A NOCK MIDDLE SCHOOL
Subject Math
Academic Year 2022 - 2023
Diagnostic Final Diagnostic
Prior Diagnostic 22-23 BOY
Placement Definition Standard View

Students Assessed/Total: 459/484

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

Grade	Assessment	Overall Grade-Level Placement	Students Assessed/Total
Grade 6	Final Diagnostic	71% Tier 1, 16% Tier 2, 13% At Risk for Tier 3	154/160
	22-23 BOY	40% Tier 1, 39% Tier 2, 21% At Risk for Tier 3	
Grade 7	Final Diagnostic	62% Tier 1, 23% Tier 2, 15% At Risk for Tier 3	149/155
	22-23 BOY	35% Tier 1, 43% Tier 2, 22% At Risk for Tier 3	
Grade 8	Final Diagnostic	47% Tier 1, 24% Tier 2, 29% At Risk for Tier 3	156/169
	22-23 BOY	42% Tier 1, 21% Tier 2, 37% At Risk for Tier 3	

iReady Diagnostic Results Data Tables

MATH Diagnostic Results Data

Grade	Diagnostic	# Students On or Above Overall Grade-Level Placement	% Students On or Above Overall Grade-Level Placement	# Students One Below Overall Grade-Level Placement	% Students One Below Overall Grade-Level Placement	# Students Two or More Below Overall Grade-Level Placement	% Students Two or More Below Overall Grade-Level Placement	# Student Assess	Total
K	Final	89	88%	12	12%	0	0%	101	104
K	22-23 BOY	36	36%	65	64%	0	0%	101	104
1	Final	68	54%	56	44%	2	2%	126	127
1	22-23 BOY	11	9%	101	80%	14	11%	126	127
2	Final	83	61%	49	36%	5	4%	137	138
2	22-23	21	15%	83	61%	33	24%	137	138
3	Final	116	77%	30	20%	5	3%	151	157
3	22-23 BOY	24	16%	107	71%	20	13%	151	157
4	Final	100	71%	35	25%	6	4%	141	143
4	22-23 BOY	49	35%	69	49%	23	16%	141	143
5	Final	95	70%	25	18%	16	12%	136	142
5	22-23 BOY	40	29%	62	46%	34	25%	136	142
6	Final	109	71%	25	16%	20	13%	154	160
6	22-23 BOY	62	40%	60	39%	32	21%	154	160
7	Final	93	62%	34	23%	22	15%	149	155
7	22-23 BOY	52	35%	64	43%	33	22%	149	155
8	Final	73	47%	38	24%	45	29%	156	169
8	22-23 BOY	66	42%	32	21%	58	37%	156	169

iReady Diagnostic Results Data Tables

READING Diagnostic Data Table

Grade	Diagnostic	# Students On or Above Overall Grade-Level Placement	% Students On or Above Overall Grade-Level Placement	# Students One Below Overall Grade-Level Placement	% Students One Below Overall Grade-Level Placement	# Students Two or More Below Overall Grade-Level Placement	% Students Two or More Below Overall Grade-Level Placement	# Student Assess	Total
4	Final	109	77%	27	19%	5	4%	141	143
4	22-23 BOY	79	56%	47	33%	15	11%	141	143
5	Final	97	71%	26	19%	13	10%	136	142
5	22-23 BOY	61	45%	45	33%	30	22%	136	142
6	Final Diagnostic	106	68%	30	19%	20	13%	156	160
6	22-23 BOY	85	54%	34	22%	37	24%	156	160
7	Final Diagnostic	92	63%	26	18%	29	20%	147	155
7	22-23 BOY	77	52%	31	21%	39	27%	147	155
8	Final Diagnostic	92	60%	27	18%	34	22%	153	169
8	22-23 BOY	91	59%	23	15%	39	25%	153	169

SCHOOL COMMITTEE SMART GOALS 2023-2024

COMMUNICATION: *Improve communication & transparency with all stakeholders*

- SMART Goal: Send SC newsletters to District families twice per month, including link to agenda & packet (pilot: October-December)

BUDGET: *Move forward with the Strategic Plan in a fiscally responsible way*

- SMART Goal: Hold budget workshops at each school (October)

POLICY: *Maintain policies to support the District*

- SMART Goal: Complete the policy audit (by June 2024)

SPECIAL EDUCATION: *Provide programs & staff to meet the needs of all students*

STUDENT ACHIEVEMENT: *Monitor student progress and opportunities*

SECTION D Policy Analysis

DA – Fiscal Management Goals

The proposed revisions are based on the MASC version, which put more emphasis on the relationship between fiscal resources and goals.

DB – Annual Budget

This MASC version was recently revised. The policy acknowledges that not all costs incurred by the district are covered by Chapter 70, and that the School Committee has the authority to change spending plans after budget approval to meet changing needs.

DBD – Budget Planning

The Newburyport version of this policy is unnecessarily detailed and procedural with some overlap with other sections. The MASC version is less detailed in describing the elements of budget planning.

DBG – Budget Adoption Procedures

The MASC version recognizes the two steps of adoption, first by the School Committee, then by the appropriating authority. There are existing components of the existing policy that come from the City Charter and would be important to keep.

DBH – Budget Posting Requirements

MASC does not have an equivalent policy. The existing language was added to the revised version of DBG. Recommend deleting this policy.

DD – Grants, Proposals and Special Projects

The MASC version was recently revised to reflect more clearly that the School Committee must accept all grants and gifts. It also assures that procedures are in place for grant administration.

DEC – Federal Funds Supplement Not Supplant Policy

This MASC policy codifies that federal funds will be used appropriately according to grant requirements.

DH – Bonded Employees and Officers

The MASC version has some additional legal and cross references. Other than that, the policies match.

DI – Fiscal Accounting and Reporting

The MASC version has a bit more detail, but the two versions of the policy basically match in intent.

DIE – Audits

The MASC version of this policy was recently revised to delineate the various audits that the district is subject to.

DJ – Purchasing

The MASC version of the policy was recently revised to be more reflective of regulations regarding purchasing.

DJA – Purchasing Authority

The main difference in the two versions is in the first sentence of the policy. The MASC specifically mentions cost centers and the Newburyport version mentions “detailed listing.”

DJG – Vendor Relations

This policy was deleted from the MASC reference manual as no longer needed.

Newburyport Public School District Policies

Proposed Revisions to

Section D: Fiscal Management

for First Reading on September 18, 2023

EDITED VERSION (with changes tracked)

Insertions shown in BOLD (or as otherwise noted)

Deletions shown in ~~Strikethrough~~

FISCAL MANAGEMENT GOALS

The quantity and quality of learning programs are directly dependent on the effective, efficient management of allocated funds. It follows that achievement of the school system's purposes can best be achieved through excellent fiscal management.

As trustee of local, state, and federal funds allocated for use in public education, the School Committee will fulfill its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, it is essential that the school system take specific action to make sure education remains central and that fiscal matters need to be developed in partnership with the Mayor and City Council to contribute to the educational program. This concept will be incorporated into School Committee operations and into all aspects of school system management and operation.

In the school system's fiscal management, it is the Committee's intent to:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.
2. Develop and monitor long-range projections ~~going out at least three years~~ for the purposes of aligning financial resources with the ~~strategic priorities of the School Department Strategic Plan.~~
3. Establish levels of funding that will provide high quality education for the students.
4. **To advocate for levels of funding that will provide high quality education for all students**
5. Use the best practices for budget development and fiscal management.
6. Provide timely and accurate information to all staff with fiscal management responsibilities.
7. **To provide timely and appropriate information to the community**
8. ~~Streamline procedures for accounting, reporting, business, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.~~

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: DB

~~ANNUAL BUDGET~~

~~The annual budget is the financial expression of the educational program of the school department, and it mirrors the mission, vision, strategic goals and regulatory requirements involved with the district activities.~~

~~The budget then is more than just a financial instrument and requires an orderly and cooperative effort on the part of the Committee, the staff, and the community in order to ensure sound fiscal practices while achieving the educational goals and objectives of the school system.~~

~~The School Committee is charged by City Charter to oversee the administration of an annual operating budget for the school department, subject to appropriation by the City Council. The School Committee shall have general charge and superintendence of all school buildings and grounds and shall furnish all school buildings with proper fixtures, furniture and equipment. The School Committee shall provide ordinary maintenance of all school buildings and grounds; unless a central municipal maintenance department which may include maintenance of school buildings and grounds is established in accordance with law.~~

~~The Superintendent will serve as budget officer but he/she may delegate portions of this responsibility to members of his/her staff, as he/she deems appropriate. The three general areas of responsibility for the Superintendent as budget officer will be budget preparation, budget presentation, and budget administration.~~

~~LEGAL REFS.:~~ — M.G.L. [71:34](#); [71:37](#) and [71:38N](#)
City Charter Section; Article 4, Section 4.3

UPDATED POLICY

ANNUAL BUDGET

The annual budget is the financial expression of the educational program of the school department, and it mirrors the mission, vision, strategic goals and regulatory requirements involved with the district activities.

The budget is more than just a financial instrument and requires an orderly and cooperative effort on the part of the Committee, the staff, and the community in order to ensure sound fiscal practices while achieving the educational goals and objectives of the school system.

Public school budgeting is regulated and controlled by legislation, state regulations, City Charter, and local School Committee policy. The operating budget for the school district will be prepared and managed in line with the above.

In developing a budget, care shall be taken to make all presentations and documents associated with the budget clear and accessible to the members of the School Committee, to the municipal officials, and to the general public.

The budget shall be in compliance with the foundation budget. It is acknowledged that the foundation budget reflects the minimum recommended spending for a District, and excludes transportation costs, debt service costs, and costs associated with the acquisition of fixed assets. The aforementioned items, and other items that are not adequately covered, must, therefore, be budgeted in addition to the foundation budget, and funds to support those expenditures must be raised from the community, after the use of any offsetting revenues received from the state.

The Superintendent will serve as budget officer but may delegate portions of this responsibility to members of their staff, as they deem appropriate. The three general areas of responsibility for the Superintendent as budget officer are budget preparation, budget presentation, and budget administration.

A budget is a spending plan, which is developed well in advance of the fiscal year.

Circumstances may occur which necessitate changing spending priorities and redirecting funds within the budget accordingly. Revisions to the budget may be made from time to time by the Committee, upon the recommendation of the Superintendent.

Annual budgets for each school operated by the District shall be developed with input from the School Council and shall reflect the priorities established in the annual school improvement plan.

LEGAL REFS.: M.G.L. 71:34; 71:37 and 71:38N

BUDGET PLANNING PROCESS

~~The major portion of income for the operation of the public schools is derived from local property taxes, and the School Committee must work within the fiscal constraints of projected revenues while understanding and protecting the valid interest of the taxpayers. However, the first priority in the development of an annual budget will be the educational welfare of the children in our schools.~~

~~Budget decisions reflect the attitude and philosophy of those charged with the responsibility for educational decision-making. Therefore, a sound budget development process must be established to ensure that the annual operating budget accurately reflects this school system's goals and objectives.~~

~~The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar. The purpose of the school budget development process is to estimate the funds required to operate the school department's educational and support programs for the coming fiscal year. This begins with the formulation and distribution of individual school and department budget materials, which are prepared and devised into the annual Superintendent's recommended budget.~~

~~The budget may incorporate the School Committee's budget guidelines with short and long-term goals. The budget is submitted to the School Committee, and through public meetings, the School Committee poses questions to school administration regarding priorities in instruction and administration, efficiency in operation and revenue and expense options. Additional compromises may be made to balance the needs of the schools and the need to control budget growth. Municipal departments may closely monitor the discussions to understand the issues and form the basis of their assessments of the final budget recommendations. After a public hearing, the superintendent's recommended budget is voted by the School Committee and submitted to the Mayor in accordance with the law.~~

Budget Hearing

~~The School Committee will hold an annual budget hearing. The annual budget hearing may be included as part of a regular School Committee meeting or held separately as a special meeting of the School Committee as determined by the School Committee. Notice of the budget hearing, including date, time and place, as well as the places where copies of the budget will be available for examination by interested citizens, will be publicized at least 7 days in advance through regular publicity channels, including the local newspaper of record and district websites.~~

LEGAL REF.: _____ City Charter

UPDATED POLICY

BUDGET PLANNING

A sound budget development process must be established to ensure that the annual operating budget accurately reflects the District's goals. The budget is a financial planning tool that grounds itself in careful analysis of student achievement, enrollment, mandated services, and community values to allocate resources towards the goals set by the Committee. The first priority in the development of an annual budget will be the educational welfare of the children in our schools.

The Committee also holds in balance the valid interest of the taxpayers.

The budget document shall reflect all sources of revenue. It shall clearly explain how those funds will be used.

In the budget planning process for the school district, the Superintendent will:

1. Engage in thorough advance planning, with staff and community involvement, in order to develop budgets and guide expenditures in a manner that will achieve the greatest educational returns and contributions to the educational program in relation to dollars expended.
2. Establish levels of funding that will provide high quality education for all students.
3. Use the best available techniques for budget development and management.

The Superintendent will have overall responsibility for budget preparation, including the construction of, and adherence to, a budget calendar which will be shared publicly with the community. Such calendar will take into consideration the requirement that School Councils are to be consulted in developing school budgets.

BUDGET POSTING REQUIREMENTS

~~In addition to any other posting requirement under law, immediately after the submission of its approved school budget to the mayor, the School Committee shall cause it to be posted on the school department website. Said budget document shall remain posted there during the review process contained in this Article. The final school budget as enacted shall be posted on the school department's website and shall remain there at least throughout the fiscal year for which it is in effect. Said budget document shall specify any revisions made to reflect any action by the City Council and the mayor and it shall indicate that it is the final budget of the school department.~~

LEGAL REF.: ~~_____~~ City of Newburyport Charter

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: DD

FUNDING PROPOSALS AND APPLICATIONS

~~The School Committee will encourage the administration to seek and secure all possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in our schools.~~

~~The Superintendent will keep informed of all possible funding sources available to the school system under the various state and federal programs, and in what manner these funds can best be used in the school system.~~

~~The Superintendent will be responsible for seeking out and coordinating the development of proposals for all specially funded projects and for submitting the proposals to the Committee for approval.~~

~~The Superintendent is authorized to sign all reports for these projects and will be responsible for the proper expenditure of funds received for such projects.~~

LEGAL REFS.: ~~_____~~ M.G.L. [44:53A](#)
P.L. 874 Impact Aid
Board of Education 603 CMR [32:00](#); [34:00](#)

UPDATED POLICY

File: DD

GRANTS, PROPOSALS, AND SPECIAL PROJECTS

In accordance with state law, all grants and gifts to the District must be reviewed and accepted by the School Committee before expenditure. The School Committee will encourage the administration to seek and secure possible sources of state, federal, and other special funds that will enhance the educational opportunities for the children in alignment with district goals. The superintendent will submit for School Committee approval spending plans at the same cost center level as the district budget.

The Superintendent will be responsible for coordinating the development of proposals for all specially funded projects and for keeping the Committee apprised and updated on all such projects.

The Superintendent will ensure the district has and follows a written set of procedures in grant administration that aligns with state and federal laws and regulations.

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

2 CFR 200 Federal Uniform Administrative Requirements

NEW POLICY

File: DEC

FEDERAL FUNDS SUPPLEMENT NOT SUPPLANT POLICY

The Newburyport School District is committed to utilizing federal grant funds to supplement instructional programs funded by local, state, and other sources as required by law and regulation. Federal funds will be used to complement and extend district-funded programs, not to take the place of (supplant) programs previously funded by the district, except as provided by the granting program.

The Superintendent or designee will ensure that federal grant funds are disbursed appropriately and that associated record-keeping and reporting complies with required guidelines and mandates.

LEGAL REF: Elementary and Secondary Education Act, as amended

BONDED EMPLOYEES AND OFFICERS

Each employee of the school system who is assigned the responsibility of receiving and dispensing school funds will be bonded individually or covered by a blanket bond. The City of Newburyport will pay the cost of the bond.

LEGAL REF.: M.G.L. 40:5, **41:109A**; 71:47

CROSS REFS: **DI Fiscal Accounting and Reporting**
JJF Student Activity Funds

FISCAL ACCOUNTING AND REPORTING

The Superintendent is responsible for receiving and properly accounting for all funds of the school system.

The accounting system used will conform to state requirements and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The School Committee will receive periodic financial statements from the Superintendent showing the financial condition of the school department. Such other financial statements as may be determined necessary by either the Committee or the administration will be presented as necessary or requested.

LEGAL REF.: **MGL Ch. 44:38**
 603 CMR 10:00
 2 CFR 200.303

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: DIE

AUDITS

~~In accordance with the City Charter, An audit of the school department's accounts will be conducted annually. In addition, the Committee may request a private audit of the school system's accounts at its discretion.~~

~~An independent auditor will be appointed by the Finance Sub-committee, and this appointment will be reviewed by the sub-committee at least every 3 years.~~

~~The Committee will consider recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.~~

~~LEGAL REFS.: M.G.L. [71:16E](#)
City Charter Section 6-6~~

UPDATED POLICY

File: DIE

AUDITS

An audit of the school department's accounts shall be conducted annually by external auditors within nine months of the close of the fiscal year. This review shall be conducted in accordance with the generally accepted accounting principles and the Government Auditing Standards issued by the U. S. Comptroller General.

Upon completion of the external audit, the superintendent will share the resulting documentation with the Committee. The Committee will consider the recommendations made by the auditor for maintaining an efficient system for recording and safeguarding the school department's assets.

Additionally, the district is also subject to the following:

- End of Year Financial Compliance Report: Every Massachusetts school district must submit the results of this report to the Department. This End of Year report must be submitted to the Department on or before September 30 each year.
- Government Accounting Standards Board 34: The District is covered in these government financial statements of revenue and expenditures of the municipality.
- Federal grant audits: As a district that spends about thresholds required, the district is subject to the Single Audit Act.
- Student Activity Account: As required by state law, student activity accounts are audited annually. For accounts that exceed \$25,000, the School Committee shall consider an audit conducted by an outside firm every three years

The Committee may request an additional audit of the school district's accounts at its discretion

LEGAL REF: M.G.L. 44:38-40; 71:47; 72:3

CROSS REFS: DI, Fiscal Accounting and Reporting
JJF, Student Activity Accounts

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: DJ

PURCHASING

~~The School Committee will employ competitive purchasing procedures without prejudice and will seek maximum educational value for every dollar expended.~~

~~The acquisition of materials, equipment and services will be centralized in the Superintendent's office of the school system.~~

~~The Superintendent will serve as purchasing agent. He/she will develop and administer the purchasing program for the schools in keeping with legal requirements and with the adopted school budget.~~

~~School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent, with such exceptions as may be made by the latter for emergency purchases.~~

~~LEGAL REFS.: M.G.L. [7:22A](#); [7:22B](#); [30B](#); [71:49A](#)~~

UPDATED POLICY

File: DJ

PURCHASING

It shall be the responsibility of the Superintendent:

- To procure materials, supplies, equipment, and services at the lowest possible cost consistent with the quality necessary for the proper operation of the District, thereby attaining the maximum value for each public dollar spent;
- To maintain the District's reputation for fairness and integrity and to promote impartial and equal treatment to all who wish to conduct business with the District;
- To encourage a mutually cooperative relationship with requesting departments, recognizing that successful purchasing is a result of team planning and effort;
- To promote social and economic goals such as encouraging local, small, minority, and women-owned businesses to participate in bidding for District purchases.

The acquisition of materials, equipment, and services will be centralized in the Superintendent's office of the school district.

The Superintendent will designate the District's purchasing agent. They will develop and administer the purchasing program for the schools in keeping with legal requirements and within the adopted school budget.

School purchases will be made only on official purchase orders approved for issuance by the appropriate unit head and signed by the Superintendent or designee, with such exceptions as may be made by the latter for emergency purchases.

LEGAL REF.: M.G.L. 30B; 71:49A

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: DJA

PURCHASING AUTHORITY

~~Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through the detailed listing of such items compiled as part of the budget-making process.~~

~~The purchase of items and services on such lists requires no further Committee approval except when by law or Committee policy the purchases or services must be put to bid.~~

~~LEGAL REFS.:~~ M.G.L. [30B](#)

~~CROSS REF.:~~ [DJE](#), Bidding Requirements

UPDATED POLICY

File: DJA

PURCHASING AUTHORITY

Authority for the purchase of materials, equipment, supplies, and services is extended to the Superintendent through cost-center appropriation as part of the District budget process.

The purchase of items and services within the cost-center appropriation requires no further Committee approval except when by law or by Committee policy.

LEGAL REFS.: M.G.L. 30B

CROSS REF.: DJE, Bidding Requirements

VENDOR RELATIONS

~~Representatives of firms doing or hoping to do business with the school system will be acknowledged and interviews granted or not, depending on the circumstances. Personnel charged with the purchasing function will not be required to put their time at the indiscriminate use of sales personnel, who will limit their visits to staff members designated by school officials.~~

SECTION E Policy Analysis

EB – Safety Program

The difference in the two versions is in the first sentence, which has recently been edited in the MASC version.

EBB – First Aid

The two versions match except for some wording differences.

EBC – Emergency Plans

The two versions match, except for an additional bullet in the Newburyport version. Recommend removing reference to ALICE in item #8.

EBCD – Emergency Closings

This is an MASC policy only. It can be helpful to provide some information to the community on how closing decisions are reached.

EBCFA – Face Coverings

Many school committees are choosing to remove these policies as they are no longer relevant, others are choosing to keep it updated as guidance changes. The MASC version hasn't been updated since August 2022 and the source references are no longer relevant. Policy Subcommittee, in consultation with staff, is recommending rescinding this policy.

EC – Buildings and Grounds Management

The two policies match except for a wording difference.

ECAC – Vandalism

The two policies match except for a wording difference.

ECAF – Security Cameras in Schools

The two policies match except for some differences in who has access to video recordings. The MASC version is slightly more restrictive.

EDC – Authorized Use of School-Owned Materials

The two versions of the policy match. One wording change is recommended.

EEA – Student Transportation Services

The two versions match, except for some wording differences in the second paragraph.

EEAE – School Bus Safety Program

The two versions match, except for some wording differences.

EEAEA – Bus Driver Examination and Training

The two versions match except for an additional bullet in the Newburyport version, which has been updated to reflect current practice.

EEAE-I – Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers

The two versions match in content. MASC recently updated the coding of the policy to EEAEB.

EEAEC – Student Conduct on School Buses

The two versions match except for some wording differences and an additional sentence in the Newburyport version, which is a Cross Reference in the MASC version.

EEAG – Student Transportation in Private Vehicles

The two versions match except for some wording differences and an additional bullet in the MASC version.

EFC – Free and Reduced Price Food Services

The two versions match except for some wording differences.

EFD – Meal Charge Policy

There are significant differences in the content of the two policies. Revisions reflect current practice after discussion with staff.

Newburyport Public School District Policies

Proposed Revisions to

Section E: Support Services

for First Reading on September 18, 2023

EDITED VERSION (with changes tracked)

Insertions shown in BOLD (or as otherwise noted)

Deletions shown in ~~Strikethrough~~

SAFETY PROGRAM

Accidents are undesirable, unplanned occurrences that can result in tragic consequences.—~~bodily harm, loss of school time, property damage, legal action, and even fatality.~~ The School Committee will guard against such occurrences by taking precautions to protect the safety of all students, employees, visitors and others present on school property or at school-sponsored events.

Newburyport Schools will comply with safety requirements established by governmental authorities and will insist that its staff adhere to recommended safety practices as these pertain, for example, to the school plant, special areas of instruction, student transportation, school sports and occupational safety. The practice of safety will also be considered a facet of the instructional program of the schools. Instruction will include accident prevention as well as fire prevention; emergency procedures; traffic, bicycle, and pedestrian safety.

The Superintendent will have overall responsibility for the safety program of the school system. It will be the responsibility of the Superintendent to see that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety.

Efforts directed toward the prevention of accidents will succeed only to the degree that all staff members recognize that preventing accidents is a daily operational responsibility.

LEGAL REFS.: M.G.L. 71:55C
 603 CMR 36:00

FIRST AID

The district attempts to provide a safe environment. If an accident or sudden illness occurs, school personnel will administer first aid and, if warranted, call emergency medical services. In the case of illness that may include an infectious disease the **Board of Health** and school physician shall be notified in accordance with law.

First aid is defined as the immediate and temporary care given in case of an accident or sudden illness, which enables the **student child** to be taken safely home or to a physician. It does not include diagnosis or treatment. Any care beyond first aid will not be given.

At each school, procedures will be maintained for the proper handling of an injury to, or sudden illness of, a **student child** or staff member. These will be made known to the staff and will incorporate the following requirements:

1. The school nurse or another trained person will be responsible for administering first aid.
2. When the nature of an illness or an injury appears in any way serious, every effort will be made to contact the parent/guardian and/or family physician immediately.
3. In extreme emergencies, the school nurse, school physician or Principal may make arrangements for immediate transport to a hospital of injured or ill students, contacting parent or guardian in advance if at all possible.
4. The teacher or other staff member to whom a **student child** is responsible at the time an accident occurs will make out a report on an official form providing details about the accident. This will be required for every accident for which first aid is given.
5. All accidents to students and staff members will be reported as soon as possible to the Superintendent and, if the Superintendent deems appropriate, to the School Committee.

LEGAL REFS.: M.G.L. 71:55A; 71:56

CROSS REF.: JLC, Student Health Services and Requirements

EMERGENCY PLANS

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff; it also strengthens the morale of all concerned to know that plans exist and that students and staff have been trained in carrying out the plans.

The Superintendent will develop and maintain plans that meet the requirements of state law for preparedness in case of fire, civil emergencies, and natural disasters.

The Superintendent shall develop, in consultation with school nurses, school physicians, athletic coaches, trainers, and local police, fire and emergency personnel, an Emergency Medical Response Plan for each school in the district. Each Plan shall include:

1. A method establishing a rapid communications system linking all parts of each school's campus, including outdoor facilities, to local Emergency Medical Services along with protocols to clarify when EMS and other emergency contacts will be called.
2. A determination of EMS response times to any location in the schools.
3. A list of relevant contacts with telephone numbers and a protocol indicating when each person shall be called, including names of experts to help with post-event support.
4. A method to efficiently direct EMS personnel to any location in the schools, including the location of available rescue equipment.
5. Safety precautions to prevent injuries in classrooms and on the school campus.
6. A method of providing access to training in CPR and first aid for teachers, athletic coaches, trainers, and other school staff which may include CPR training for High School students.
7. The location of all available Automated External Defibrillators (AEDs), whether the location is fixed or portable, and a list of personnel trained in its use.
8. Initial and yearly refresher training for all staff covering Emergency management protocols (~~ALICE~~).

The Superintendent shall annually review the response sequence with local police and fire officials. Plans shall be submitted to local police and fire officials and the DESE at least every 3 years by September 1 or when changes occur. Plans must be updated in the case of new construction or other physical changes to the school campus.

Building Principals will meet all requirements for conducting fire drills and Emergency Response drills (at least once per year) to give students practice in moving with orderly dispatch to designated areas under emergency conditions, and the staff practice in carrying out their assigned responsibilities for building evacuation.

LEGAL REFS.: M.G.L. 69:8A , Section 363 of Chapter 159 of the Acts of 2000

CROSS REFS.: EBCD, Emergency Closings
JL, Student Welfare
JLC, Student Health Services and Requirements

NEW POLICY

File: EBCD

EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principle ones relating to the fundamental concern for the safety and health of the students:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

LEGAL REFS.: M.G.L. 71:4; 71:4A

FACE COVERINGS

~~The Newburyport School District is committed to providing a safe environment in schools during a pandemic. Maintaining a safe environment is critical to the District's ability to maintain a full-time in-person classroom learning experience.~~

~~According to public health experts, one of the best ways to stop the spread of coronavirus (or other contagious pandemic disease) and to keep members of our school community safe, is the use of face masks or face coverings. Therefore, using the guidance and recommendations from the Center for Disease Control (CDC), the Department of Elementary and Secondary Education (DESE) and the Massachusetts Department of Public Health (DPH), the District has established the following requirements which will remain in place until further notice.~~

~~A face covering that covers the nose and mouth must be worn by all individuals in school buildings and on school transportation. Face coverings must also be worn outside when social distancing cannot be observed.~~

~~Masks or face coverings will not be required for anyone who has a medical, behavioral or other challenge making it unsafe to wear a face mask or face covering. A written note from a physician is required for a requested exemption. Parents may not excuse their child from the face mask requirement by signing a waiver.~~

~~Additionally, face masks or face coverings will not be required when appropriate social distancing is enforced: during mask breaks, while eating or drinking, during physical education classes or while outside.~~

~~Exceptions to this policy under certain circumstances, such as for students with medical, behavioral or other challenges who are unable to wear masks, must be approved by the building principal in consultation with the school nurse or local Board of Health. Face shields or physical barriers may provide an alternative in some instances.~~

~~A student's mask or face covering is to be provided by the student's family. Staff members are responsible for providing their own face coverings. However, the district will supply disposable face covering for individuals who arrive at a building, or board school transportation, without one.~~

~~If students are in violation of this policy, the building principal will consult with the parent/guardians to determine whether an exception is appropriate, or the student may be removed from the school building for in-person learning until such time as they can comply with the requirement, or the requirement is lifted.~~

~~Violations of this policy by staff will be handled in the same manner as other violations of School Committee policy.~~

~~Visitors in violation of this policy will be denied entry to the school/district facility.~~

~~This policy will remain in place until rescinded by the School Committee. We will revisit this policy in October, following DESE guidelines, advice of our Medical Advisory Committee and the local Board of Health.~~

Guidance Statements

~~Massachusetts Department of Public Health~~

~~<https://www.mass.gov/doc/updated-advisory-regarding-masks-and-face-coverings-july-30-2021-0/download>~~

~~Center for Disease Control and Prevention — Guidance for Covid-19 Prevention in K-12 Schools
Updated August 5, 2021—~~

~~<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>~~

~~Center for Disease Controls — Guidance for Covid-19 Prevention on Public Transportation~~

~~<https://www.cdc.gov/coronavirus/2019-ncov/travelers/face-masks-public-transportation.html>~~

~~Massachusetts Department of Elementary and Secondary Education — Fall 2021 Covid-19 Guidance~~

~~<https://www.doe.mass.edu/covid19/on-desktop/2021-0730fall-2021-covid19-guidance.pdf>~~

BUILDINGS AND GROUNDS MANAGEMENT

The School Committee's most important function is to provide for the education of ~~students children~~, and it recognizes that the education of ~~students children~~ is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Director of Facilities. ~~He/she~~ **They** will work with other municipal departments, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well maintained, equipped, and staffed.

The Superintendent will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

The Director of Facilities will be responsible for proper care, maintenance, and cleanliness of buildings, equipment and grounds.

LEGAL REF.: M.G.L. 71:68

VANDALISM

The School Committee recognizes that acts of vandalism committed against public and private property are costly and require positive action through educational programs.- Consequently, the School Committee will support various programs aimed at reducing the amount of vandalism.

Every citizen of the city, staff members, students, and members of the police department are urged by the School Committee to cooperate in reporting any incidents of vandalism to property under control of the school department, and the name(s) of the person or persons believed to be responsible. Each employee will report to the Principal of the school every incident of vandalism known to ~~him/her~~ **them** and, if known, the names of those responsible.

The Superintendent is authorized to sign a criminal complaint and to press ~~the~~ charges against perpetrators of vandalism against school property, and is further authorized to delegate, as ~~he/she~~ **they** sees fit, authority to sign such complaints and to press charges.

Parents/**guardians** and students will be made aware of the legal implications involved. Reimbursement will be sought for all or part of any damages.

SECURITY CAMERAS IN SCHOOLS

The School Committee works to maintain a safe and secure environment for its students, staff, visitors, and facilities. Security means more than having locks and making certain that doors are locked at the proper times. Security also means minimizing fire hazards, reducing the possibility of faulty equipment, keeping records and valuables in a safe place, protection against vandalism and burglary, the prosecution of vandals, and developing crisis plans.

School facilities and their contents, constitute one of the greatest investments of the community. The School Committee believes it to be in the best interest of students and taxpayers for the district to exert every reasonable means to protect the investment adequately.

In pursuit of this objective, the School Committee authorizes the use of security cameras in school district buildings and on its property to ensure the health, welfare and safety of all students, staff and visitors, to deter theft, vandalism and other negative behavior, to safeguard district buildings, grounds and equipment, and to monitor unauthorized individuals in or on school property. Security cameras may be used in locations as deemed appropriate by the Superintendent of Schools in consultation with school officials as well as local law enforcement and emergency response agencies. They may be used in any area, inside or outside of school buildings where there is no reasonable expectation of privacy.

The district shall notify students and staff through student and employee handbooks and appropriate signage that security cameras have been installed and may be used at any time. Students or staff identified on security cameras in violation of School Committee policies will be subject to disciplinary action.

The Superintendent shall ensure that proper procedures are in place and are followed regarding use, viewing, disclosure, retention, disposal and security of video recordings or photographs from security cameras in accordance with applicable laws and regulations. A video recording used for security purposes in school district buildings and/or on school property shall be the sole property of the school district. All video recordings will be stored in their original format and secured to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee) ~~law enforcement and emergency response officials~~. **Law enforcement and emergency response officials shall be granted access to video recordings or the security system as the situation requires.**

The Superintendent may, from time to time, issue further guidance that is consistent with current laws and this policy.

AUTHORIZED USE OF SCHOOL-OWNED MATERIALS

The School Committee wishes to be of assistance, whenever possible, to other city departments and community organizations. Therefore, permission to use school equipment may be granted by the Superintendent upon request by responsible parties or organizations.

School equipment may be utilized by staff when the use is related to their school employment, and by students when the equipment is to be used in connection with their studies or extracurricular activities.

~~Proper controls~~ **Procedures** will be established by the Superintendent to assure the user's responsibility for, and return of, all school equipment.

STUDENT TRANSPORTATION SERVICES

The major purpose of the school system's transportation services is to aid students in getting to and from school in an efficient, safe, and economical manner if budgetarily feasible.

The school system will contract for transportation services. The School Committee will award contracts on a competitive bid basis. ~~Bus contractors and taxi contractors,~~ **Bus contractors, 7D contractors and school districts**, who will be held responsible for the safe operation of school buses, will comply with all applicable state laws and regulations, including but not limited to:

1. Specifications for school bus design and equipment
2. Inspection of buses
3. Qualifications and examinations of bus drivers
4. Driving regulations
5. Small vehicle requirements, if applicable
6. Insurance coverage
7. Adherence to local regulations and directives as specified in bid contracts

The Superintendent, working with the bus contractor and other appropriate administrators, will be responsible for establishing bus schedules, routes, stops, and all other matters relative to the transportation program.

LEGAL REFS.: M.G.L. 40:5; 71:7A, B and C; 71:37D; 71:48A; 71:68; 71:71A; 71B:4; 71B:5; 71B:8; 74:8A; 76:1; 76:12Bi; 76:14

CROSS REF.: EEAA, Walkers and Riders

SCHOOL BUS SAFETY PROGRAM

The safety and welfare of student riders will be the first consideration in all matters pertaining to transportation. Safety precautions will include the following:

1. ~~Children~~ **Students** will be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard.
2. Emergency evacuation drills will be conducted at least twice a year to acquaint student riders with procedures in emergency situations.
3. All vehicles used to transport ~~children will meet current state and federal safety inspection requirements~~ **students will be inspected periodically for conformance with state and federal safety requirements.**
4. Classroom instruction on school bus safety will be provided.

LEGAL REFS.: M.G.L. 90:7b as amended by Ch. 246 Acts of 1986
M.G.L. 90:1 et seq.; 713:2; 713:7L
Highway Safety Program Standard No. 17

CROSS REF.: EB, Safety Program

BUS DRIVER EXAMINATION AND TRAINING

The School Committee will reserve the right to approve or disapprove persons employed by the bus contractor to drive school transportation vehicles.

1. Courteous and careful drivers will be required.
2. Each driver will file with school officials a medical certificate and proof of freedom from tuberculosis.
3. Only persons who are properly licensed by the state and have completed the driver-training program will be permitted to drive school buses.
4. The contractor will furnish the School District with a list of names of drivers and their safety records for the last three years.
5. The contractor will notify school officials as soon as possible of any change of bus drivers.
6. All bus drivers ~~are required to be Cori compliant~~ will be subject to a **satisfactory CORI and/or background check in accordance with Massachusetts General Laws and School Committee Policy.**

LEGAL REFS.: M.G.L. 90:7B; 90:8A; 90:8A ½

DRUG AND ALCOHOL TESTING FOR SCHOOL BUS AND COMMERCIAL VEHICLE DRIVERS

The District shall adhere to federal law and Department of Transportation regulations requiring a drug and alcohol-testing program for school bus drivers and commercial vehicle drivers. Such testing will be conducted for five different situations: pre-employment, randomly, following an accident, following an authorization to return to duty, and upon reasonable suspicion that a driver is under the influence of alcohol or using drugs.

The District will comply with Department of Transportation protocols regarding the collection and testing necessary to establish whether alcohol or drugs are present in the driver's system, and regulations will be established for the steps to be taken in the event that test results are positive.

This program shall comply with the requirements of Federal law and regulations. The Superintendent or designees shall adopt and enact procedures consistent with the federal regulations, defining the circumstances and procedures for testing.

LEGAL REFS.: 49 U.S.C. sec. 2717 et seq. (Omnibus Transportation Employee Testing Act of 1991)
 49 C.F.R. Part 40 Procedures for Transportation Workplace and Drug and Alcohol Testing Programs
 49C.F.R. Part 382 Controlled Substance and Alcohol Use and Testing
 49 C.F.R. Part 391 Qualification of Drivers

STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/**guardians** the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/**guardians** of ~~children~~ **students** whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their ~~children~~ **students** face the loss of transportation privileges in accordance with regulations approved by the School Committee.

~~Please see Policy JICB for specific Student Conduct expectations.~~

CROSS REF.: JICB Student Conduct on School Buses

STUDENT TRANSPORTATION IN PRIVATE VEHICLES

School buses will be used for the transportation of students participating in co-curricular or extracurricular activities. However, when buses are not available, private vehicles may be permitted to transport students to or from school activities that fall within the academic day or extend the school day provided all of the following conditions are met:

1. The activity has the approval of the Superintendent of Schools.
2. The owner of the vehicle being used in transporting students must file evidence with the Superintendent of personal liability insurance coverage on the vehicle in the amounts of \$100,000 - \$300,000 or more.
3. The parents/**guardians** of students to be transported in this manner will be fully informed as to this means of transportation and will sign a statement to this effect.
4. **The driver and any non-student adult passenger may be subject to a satisfactory CORI and/or background check in accordance with Massachusetts General Laws and School Committee Policy.**

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: EFD

MEAL CHARGE

PURPOSE/POLICY:

~~The purpose of this policy is to establish consistent meal account procedures throughout the district. Unpaid charges place a financial strain on the food service department. The goals of this policy are:~~

- ~~● To treat all students with dignity in the serving line regarding meal accounts~~
- ~~● To support positive situations with district staff, district business policies, students and parent/guardian to the maximum extent possible~~
- ~~● To establish policies that are age appropriate~~
- ~~● To encourage parent/guardian to assume the responsibility of meal payments and to promote self-responsibility of the student~~
- ~~● To establish a consistent district policy regarding charges and collection of charges.~~

SCOPE OF RESPONSIBILITY:

- ~~● The Food Service Department: Responsible for maintaining charge records and notifying the student's parent/guardian with written documentation, negative balance memo.~~
- ~~● The School District: Responsible for assisting the Food Service Department in collecting debts after numerous attempts have failed.~~
- ~~● The Parent/Guardian: Immediate payment~~

PROCEDURE:

~~1. Student groups:~~

- ~~● Elementary students: Grades Pre-K-3, will be allowed to charge meals
 - ~~● These meals will include only menu items part of the reimbursable meal and milk, if purchased separately.~~
 - ~~● No student/employee interactions to collect negative balances.~~~~
- ~~● Middle School and Upper Elementary School students: Grades 4-8
 - ~~● Will be allowed to charge a maximum dollar amount of \$9.00, three meals.~~
 - ~~● No ala carte items may be charged.~~~~
- ~~● High School students: will not be allowed to charge any school meal or ala carte items.~~

RECORD KEEPING:

- ~~● For departmental record keeping the food service department will track notification dates for all negative balance memos sent home and phone calls made.~~
- ~~● If payments have not been collected after these numerous attempts, the food service department will notify the school principals~~
- ~~● After Memorial Day, all charging will be cut off with the exception of grades Pre-K-3:
 - ~~● Parents/Guardians will be sent a written request for "Payment in Full".~~
 - ~~● If negative balances remain prior to the end of the school year, students may not be allowed to participate in grade level privileges (example: field day, attending graduation, proms, etc.)~~~~

- ~~• All charges not paid before the end of the school year will be carried forward into the next school year.~~
- ~~• If a financial hardship is suspected, the families may be encouraged to apply for free/reduced meals anytime during the school year.~~

~~LEGAL REF.: M.G.L. 71:55C
603 CMR 36:00~~

UPDATED POLICY

File: EFD

MEAL CHARGE POLICY

The School Committee is committed to providing students with healthy, nutritious meals each day so they can focus on school work, while also maintaining the financial integrity of meal programs and minimizing any impact on students with meal charges. However, unpaid meal charges place a large financial burden on the school district, as food services is a self-supporting entity within the district. The purpose of this policy is to ensure compliance with federal reporting requirements of the USDA Child Nutrition Program, as well as provide oversight and accountability for the collection of outstanding student meal balances.

The provisions of this policy pertain to regular priced school meals only. The School Committee will provide a regular meal to students who forget or lose their lunch money.

Meal Charges and Balances

Students will pay for meals at the regular rate approved by the School Committee and for their meal status (regular, reduced-price, or free) each day. Payment options will be delineated in student handbooks and provided to parents/guardians of incoming students. After the balance reaches zero and enters the negative, students will not be allowed to purchase a la carte items including but not limited to a snack or an additional beverage. The student will still be allowed to take a meal, and that meal will continue to be charged to the account at the standard lunch rate based on their meal status. The parent/guardian is responsible for any meal charges incurred. If there is a financial hardship, a parent/guardian should contact food services directly to discuss payment options such as an individualized repayment plan.

Payments

Parents/Guardians are responsible for all meal payments to the food service program. Notices of low or deficit balances will be sent directly to parent/guardians via email or regular postal mail at regular intervals during the school year. At no time shall any staff member give payment notices to students unless that student is known to be an emancipated minor who is fully responsible for themselves or over the age of 18. If parents/guardians have issues with student purchases they should contact food services for assistance.

Parents/Guardians may pay for meals in advance. Further details are available on the school district webpage and in student handbooks. Funds should be maintained in accounts to minimize the possibility that a child may be without meal money on any given day. Any remaining funds for a particular student, whether positive or negative, will be carried over to the next school year.

All school cafeterias possess computerized point of sale/cash register systems that maintain records of all monies deposited and spent for each student and those records are available to parents/guardians by setting up an online account (see student handbooks for more details) or by speaking with the school's

food service manager. The point of sale system is designed to prevent direct identification of a student's meal status. Parents/guardians will receive automated low-balance emails or mailed notices weekly, if applicable. If notices do not result in payment, parents/guardians will receive a phone call from food services. If the phone call does not result in payment the food service manager shall turn the account over to the business office.

Refunds

Refunds for withdrawn and/or graduating students require a written request (email, postal, or in person) for a refund of any money remaining in their account to be submitted. Graduating students also have the option to transfer funds to a sibling's account or to donate to a student in need with a written request.

Delinquent Accounts/Collections

Failure of a parent or guardian to maintain reasonably current accounts may result in a referral to the Superintendent for their review. The Superintendent shall ensure that there are appropriate and effective collection procedures and internal controls within the school district's business office that meet the requirements of law.

If a student is without meal money on a consistent basis, the administration may investigate the situation more closely and take further action as needed. If financial hardship exists, parents/guardians and families are encouraged to apply for free or reduced price lunches for their child. Each school handbook shall contain detailed instructions for family assistance.

Policy Communications

This policy shall be communicated to all staff and families at the beginning of each school year and to families transferring to the district during the year.

LEGAL REFS: MGL 71:72; USDA School Meal Program Guidelines May 2017

CROSS REFS: JQ, Student Fees, Fines & Charges

Section F - Facilities

FA – Facilities Development Goals

The two versions of the policy match. Minor wording fix.

FF – Naming New Facilities

The Newburyport version has an additional sentence in the second paragraph related to delegating authority to the NEF. This has been referred to legal counsel for review.

Newburyport Public School District Policies

Proposed Revisions to

Section F: Facilities Development

for First Reading on September 18, 2023

EDITED VERSION (with changes tracked)

Insertions shown in BOLD (or as otherwise noted)

Deletions shown in ~~Strikethrough~~

FACILITIES DEVELOPMENT GOALS

The School Committee believes that educational ~~program~~ **programming** is influenced greatly by the environment in which it functions. The development of a quality educational program and of school facilities that help implement that program must go hand in hand.

Therefore, it is the Committee's goal to provide the facilities needed for the number and educational requirements of students in the school system and to provide the kind of facilities that will best support the educational program. To best use local resources, it is the Committee's intent, wherever possible, to partner with the Massachusetts School Building Authority.

Recognizing that school facilities are long-term community investments, the Committee will develop projects that reflect cost-effective designs, are consistent with good engineering practice, and use high quality construction, with attention to current and future technological practices for students, faculty, and school staff. Sites will be chosen to meet the educational need, maximize the use of any available community resources, and minimize any possible adverse education, environmental, social, or economic impacts on the community.

LEGAL REFS.: M.G.L. 70B
 963 CMR 2.00

NAMING NEW FACILITIES

Naming a school facility is an important matter that deserves thoughtful attention. Personal prejudice or favoritism, political pressure, or temporary popularity should not be an influence in choosing a name for a school, a portion of a school, or a portion of school grounds. Whenever possible, the wishes of the community, including parents/**guardians** and students, should be considered in naming school facilities.

The School Committee has the authority to approve the naming and renaming of buildings, structures, and facilities located on school property. The School Committee also has the authority to name subsections of existing structures or facilities, such as classrooms, auditoriums, and gymnasiums. The School Committee may elect to authorize the designation of naming rights for specific portions of our facilities to the Newburyport Education Foundation through advanced approval of a list of naming opportunities to be reviewed annually.

Names and/or wording associated with school facilities shall be consistent with school district policies and promote messages aligned with the mission, vision and goals of the school district. To the extent possible, names and/or wording should be designed not to restrict the use of a space or inhibit changing the function of the space should that become necessary in the future.

When the opportunity to name or dedicate a new school or school related property, structure or facility is forthcoming, an orderly procedure will be communicated at the next available School Committee meeting. The Committee's agendas should clearly reflect the intent to consider, review, and vote on naming opportunities.

Submission of a name for a school space may be made by any resident or by the Superintendent, in writing, and should be made to the School Committee Chair. If a name is being initiated at the local school level, the Principal must take reasonable steps to include the School Council and PTO in the nomination of the name before submission to the School Committee.

The written request should specify the intent of the requestor and the reasons why this particular name would fit the facility. It should offer appropriate background information on the person or organization after which the facility will be named. An offer of a financial contribution to the School District may accompany the naming request, but the School Committee is not obligated to accept or reject a name based upon financial considerations alone. Philanthropic contributions in support of the School District are encouraged by the School Committee. The School Committee may acknowledge generous donors by designating appropriate spaces within the School District's facilities consistent with the level of financial commitment.

Following the submission of a naming request, the School Committee Chair will specify a consideration period that allows for public comment, following which the Committee will deliberate and vote on the name.

SECTION G

GBA – Equal Employment Opportunity

The list of protected classes is broader in the MASC version. It matches the list in the nondiscrimination policy in Section A.

GBEA – Staff Ethics/Conflict of Interest

The policies match, except for a wording difference.

GBEB – Staff Conduct

The Newburyport version has additional language (highlighted), which would be fine to keep or it could be removed and added to the personnel handbook instead. The legal references need updating.

GBEBC – Gifts to Staff and Solicitations by Staff

The versions match except for updated cross references in the MASC version.

GBEBD – Online Fundraising and Solicitations – Crowdfunding

The two versions do not match. Referred MASC version to Finance Subcommittee for review.

GBEC (GEBC) – Drug-Free Workplace Policy

The Newburyport version has some additional language in the last bullet, which would be appropriate to keep. The MASC version updated the legal reference. Coding needs to be corrected.

GBED – Tobacco Use on School Property by Staff Members Prohibited

The MASC version has some additional cross references, otherwise the versions match.

GBGB – Staff Personal Security and Safety

The versions match, except for a legal reference in the Newburyport versions which has been repealed.

GBGE – Domestic Leave Policy

The versions match, except for the legal reference. The highlighted one in the Newburyport version can be removed. It is updated with 149:52E.

GBI – Staff Participation in Political Activities

The MASC version is updated to include ballot initiatives. It also has an additional sentence regarding students.

GBJ – Personnel Records

The two versions of the policy match. Some wording updates recommended.

GCA – Professional Staff Positions

There is some additional language in the first sentence of the second paragraph of the MASC version.

GCBA – Professional Staff Salary Schedules

The MASC version has been updated to combine Principals and Administrators.

GCBB – Employment of Principals

The versions match except for a wording difference and an additional cross reference in the MASC version.

GCBC – Professional Staff Supplementary Pay Plans

The versions match except for a wording difference.

GCE - Professional Staff Recruiting/Posting of Vacancies

The policies match except for some wording differences.

GCF – Professional Staff Hiring

The Newburyport version has an additional sentence which is not in the MASC version at the end of the first paragraph of the Newburyport version. The Newburyport version uses the term “certification” rather than “licensure.” The list of protected classes is expanded in the MASC version.

GCIA – Philosophy of Staff Development

The MASC version was recently updated to remove the last two bullets. These items, if available, would generally be included in the CBA.

GCJ – Professional Teacher Status

Wording updates.

GCK – Professional Staff Assignments and Transfers

The MASC version updates some language according to current terms of art.

GCQF – Suspension and Dismissal of Professional Staff Members

There is an additional bullet in the MASC version which is not in the Newburyport version.

GCRD – Tutoring for Pay

There is a wording difference in the fourth paragraph. The MASC version has an additional sentence regarding tutoring in the school building.

Newburyport Public School District Policies

Proposed Revisions to

Section G: Personnel

for First Reading on September 18, 2023

EDITED VERSION (with changes tracked)

Insertions shown in BOLD (or as otherwise noted)

Deletions shown in ~~Strikethrough~~

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: GBA

EQUAL EMPLOYMENT OPPORTUNITY

~~The School Committee subscribes to the fullest extent to the principle of the dignity of all people and of their labors and will take action to ensure that any individual within the District who is responsible for hiring and/or personnel supervision understands that applicants are employed, assigned, and promoted without regard to their race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, pregnancy or pregnancy related conditions, or disability. We believe that embracing and celebrating our differences enriches the quality of the work experience and enhances our own personal and professional relationships. Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit and ability.~~

~~LEGAL REFS.: M.G.L. 151B:4;
BESE Regulations 603 CMR 26:00~~

~~CROSS REF.: AC, Nondiscrimination~~

UPDATED POLICY

File: GBA

EQUAL EMPLOYMENT OPPORTUNITY

The School Committee subscribes to the principle of the dignity of all people and of their labors. Any individual who is responsible for hiring and/or personnel supervision must understand that applicants are employed, assigned, and promoted without regard to their race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law.

Every available opportunity will be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability.

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

LEGAL REF.: M.G.L. 151B:4;
603 CMR 26:00
Acts of 2022, Chapter 117 -
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>

CROSS REF.: AC, Nondiscrimination

STAFF ETHICS / CONFLICT OF INTEREST

The School Committee expects members of its professional staff to be familiar with the code of ethics that applies to their profession and to adhere to it in their relationships with students, parents, coworkers, and officials of the school system.

No employee of the Newburyport Public Schools will engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with ~~his~~ their duties and responsibilities in the school system. Nor will any staff member engage in any type of private business during school time or on school property.

Employees will not engage in ~~work~~ outside employment of any type where information concerning customer, client, or employer originates from any information available to them through school sources.

Moreover, as there should be no conflict of interest in the supervision and evaluation of employees, at no time may any administrator responsible for the supervision and/or evaluation of an employee be directly related to him/her.

Every 2 years, all current employees, including School Committee members, must complete the State Ethics Commission's online training. New employees must complete this training within 30 days of beginning employment and every 2 years thereafter. Upon completing the program, employees should print out the completion certificate and keep a copy for themselves. Employees will be required to provide a copy of the completion certificate to the municipal or district Clerk through the Superintendent's office. Employees will receive and sign-off on the ethics summary on a yearly basis.

In order to avoid the appearance of any possible conflict, it is the policy of the School Committee that when an immediate family member, as defined in the Conflict of Interest statute, of a School Committee member or district administrator is to be hired into or promoted within the School District, the Superintendent shall file public notice with the School Committee and the Municipal or District Clerk at least two weeks prior to executing the hiring in accordance with the law.

LEGAL REFS.: M.G.L. 71:52; 268A:1 et seq.

STAFF CONDUCT

All staff members have a responsibility to familiarize themselves with and abide by the laws and regulations of the State as these affect their work, the policies of the School Committee, the Clipper Values, and the procedures designed to implement them.

In the area of personal conduct, the School Committee expects that teachers and others will conduct themselves in a manner that not only reflects credit to the school system but also sets forth a model worthy of emulation by students.

All staff members will be expected to carry out their assigned responsibilities with conscientious concern.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities, which will be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the School Committee and their implementing procedures and school rules in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern for and attention to their own and the school system's legal responsibility for the safety and welfare of students, including the need to ensure that students are under supervision at all times.
6. Adherence to the Clipper Values of Respect, Kindness, Innovation, Perseverance, Responsibility and Reflection.

LEGAL REFS.: M.G.L. 71:37H

NOTE: The additional text above is not necessary and could be inserted in the District's personnel handbook instead.

GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in ~~his/her~~ their public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members, of course, remain free to support charitable causes of their own selection.

930 CMR 5.00

CROSS REFS.: KHA, Public Solicitations in the Schools
JP, Student Donations and Gifts
GBEBD, Online Fundraising and Solicitations – Crowdfunding
KCD, Public Gifts to Schools

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION PENDING REVIEW BY
FINANCE SUBCOMMITTEE

File: GBEBD

CROWDFUNDING

~~If any district employee seeks to use a crowd funding campaign to benefit the School district, they must obtain the approval of their building principal, the Superintendent. It's important to note that any crowdfunding efforts must be for something that benefits entire classes or groups of students, not the teacher, if it's going to avoid becoming a conflict of interest. Crowdfunding includes the solicitation of goods, services, or money from a large number of people through any physical or electronic medium, including without limitation through any online service or other electronic network such as GoFundMe, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.~~

LEGAL REF.: ~~M.G.L. 71:37H~~

UPDATED POLICY PENDING REVIEW BY FINANCE SUBCOMMITTEE

File: GBEBD

ONLINE FUNDRAISING AND SOLICITATIONS - CROWDFUNDING

School District employees shall comply with all of the following provisions relating to online solicitations and the use of crowdfunding services for school-related purposes as well as all applicable laws, regulations and district policies. No online fundraising may occur except as provided below.

The Superintendent shall have final authority to approve any online fundraising activities by school district employees and shall determine and communicate to Principals the circumstances under which online fundraising proposals shall require Superintendent or School Committee approval in accordance with law and school district policy. The Principal of each school shall approve all online fundraising activities within their buildings prior to any employee posting any such fundraising solicitation.

Any solicitation shall be for educational purposes only (field trips, supplies, supplemental materials, books, etc.). The solicitation of personal items (coats, nutritional snacks, etc.) shall only be to benefit students directly. To the extent an employee solicits any technology or software, the employee shall secure the prior written approval of the Director of Technology or designee prior to any such solicitation. Any employee seeking to display or post a photograph of a student in conjunction with a fundraising solicitation must first secure the written consent of the student's parent or guardian.

Employees shall not use a crowdfunding source, or set up their appeal in such a way, that they are asking for donations directly from people over whom the employee making the request has authority, or with whom the public employee is having official dealings (such as parents/guardians of student's in a teacher's classroom - the solicitation can say "Classroom X needs tissues and crayons," but it shouldn't be directed to parents/guardians who have shared email addresses with the teacher for purposes of communicating about their student).

Employees using crowdfunding services shall periodically disclose in writing to the Superintendent the names of all individuals whom the employee has directly solicited in any manner including but not limited to oral, written, or electronic solicitation. The Superintendent shall maintain these disclosures as public records available for public review.

Employees may only use crowdfunding services that send the items or proceeds solicited by the employee directly to the employee's school or to the school district. Employees must verify under the crowdfunding service's terms and conditions that they meet all requirements for such solicitation. Items or proceeds directly sent to employees are considered gifts to the employee and may result in violation of state ethics laws.

If an employee's proposal is approved by the crowdfunding service, the employee agrees to use the donated materials solely as stated in the employee's proposal.

If a solicitation is not fully funded within the time period required by the crowdfunding service, or the solicitation cannot be concluded for any reason, every attempt will be made to return donations to the donors. Donations unable to be returned shall only be used as account credits for future solicitations.

Unless otherwise approved by the Superintendent in writing, all goods and/or proceeds solicited and received through any online solicitation shall become the property of the School Committee, and not of the individual employee who solicited the item(s) or funds. The employee is prohibited from taking any such item(s) or funds to another school or location, without the Superintendent's written approval.

LEGAL REFS: MGL 44:53A; 71:37A; 268A:3; 268A:23;
Ethics Commission Advisory Opinion EC-COI-12-1;

CROSS REFS: GBEA, Staff Ethics/Conflict of Interest;
GBEBC, Gifts To and Solicitations by Staff;
KCD, Public Gifts to Schools

NOTE: Crowdfunding services are defined as any online service used for the solicitation of goods, services, or money from a large number of people via the internet or other electronic network. Examples include GoFundme, Kickstarter, Indiegogo, YouCaring, and DonorsChoose.

DRUG FREE WORKPLACE

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free work-place; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted; take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy up to and including referrals to appropriate agencies that offer employee assistance.

LEGAL REFS.: 41 USC 81 ~~The Drug-Free Workplace Act of 1988~~

CROSS REFS.: IHAMB, Teaching about Alcohol, Tobacco and Drugs
JICH, Drug and Alcohol Use by Students

TOBACCO USE ON SCHOOL PROPERTY BY STAFF PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.

Staff members who violate this policy will be referred to their immediate supervisor.

LEGAL REF.: M.G.L. 71:37H

CROSS REFS.: **ADC, Tobacco Products on School Premises Prohibited**
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

STAFF PERSONAL SECURITY AND SAFETY

Through its overall safety program and various policies pertaining to school personnel, the School Committee will seek to assure the safety of employees during their working hours and assist them in the maintenance of good health.

The Superintendent may require an employee to submit to a physical examination by a physician appointed by the school system whenever that employee's health appears to be a hazard to children or others in the school system or when a doctor's certificate is legally required to verify need for sick leave.

School employees, their families and members of their household are eligible to use the confidential services provided by the municipality's employee assistance program,

LEGAL REFS.: M.G.L. 71:54; ~~71:55B~~; 71:55C

CROSS REFS.: EB, Safety Program

DOMESTIC VIOLENCE LEAVE POLICY

It shall be the policy of the school district to permit an employee to take up to 15 days of domestic violence leave from work in any 12 month period. In order to be eligible for said leave:

- (i) the employee, or a family member of the employee must be a victim of abusive behavior
- (ii) the employee must be using the leave from work to seek or obtain medical attention, counseling victim services or legal assistance; secure housing; obtain a protective order from court; appear before a grand jury; meet with a district attorney or other law enforcement official; or attend child custody proceedings or address other issues directly related to the abusive behavior against the employee or family member of the employee; and
- (iii) the employee must not be the perpetrator of the abusive behavior against such employee's family member.

The employer shall have the sole discretion to determine whether this leave shall be paid or unpaid. An employee seeking such leave shall exhaust all annual or vacation leave, personal leave and sick leave available to the employee, prior to requesting or taking domestic violence leave, unless the employer waives this requirement.

Except in cases of imminent danger to the health or safety of an employee, advanced notice of domestic violence leave shall be required. If such imminent danger exists the employee shall notify the employer within 3 workdays that the leave was taken. The notification may be communicated to the employer by the employee, a family member of the employee or the employee's counselor, social worker, health care worker, member of the clergy, shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior. If an unscheduled absence occurs, an employer shall not take any negative action against the employee if the employee, within 30 days from the unauthorized absence or within 30 days from the employee's last unauthorized absence in the instance of consecutive days of unauthorized absences, provides any of the documentation found in (1) to (7) below. An employer may require documentation that the employee or employee's family member has been a victim of abusive behavior and that the leave is consistent with clauses (i) to (iii) as above referenced; provided, however, that an employer shall not require an employee to show evidence of an arrest, conviction or other law enforcement documentation for such abusive behavior. The documentation shall be provided to the employer within a reasonable period after the employer requests it.

An employee shall satisfy this documentation requirement by providing anyone of the following documents to the employer:

- 1) a protective order, order of equitable relief or other documentation issued by a court of competent jurisdiction as a result of abusive behavior against the employee or employee's family member;
- 2) a document under the letterhead of the court, provider or public agency which the employee attended for the purposes of acquiring assistance as it relates to the employee or family member;
- 3) A police report or statement of a victim or witness provided to police documenting the abusive behavior;
- 4) documentation that the perpetrator of the abusive behavior has admitted to sufficient facts to support a finding of guilt; or has been convicted of, or has been adjudicated a juvenile delinquent by reason of any offense constituting abusive behavior;

- 5) medical documentation of treatment as a result of the abusive behavior;
- 6) a sworn statement, signed under the penalties of perjury, provided by a counselor, social worker, health care worker, member of the clergy, , shelter worker, legal advocate or other professional who has assisted the employee in addressing the effects of the abusive behavior;
- 7) a sworn statement, signed under the penalties of perjury, from the employee attesting that the employee has been a victim of or is a family member of a victim of abusive behavior.

All information related to the employee's leave shall be kept confidential and shall not be disclosed, except to the extent that disclosure is:

- (i) requested or consented to, in writing, by the employee;
- (ii) ordered to be released by a court of competent jurisdiction;
- (iii) otherwise required by applicable federal or state law;
- (iv) required in the course of an investigation authorized by law enforcement, including, but not limited to, an investigation by the Attorney General; or
- (v) necessary to protect the safety of the employee or others employed at the workplace.

The Superintendent shall ensure that notice is provided to all employees in the next school year and beyond by appropriately amending the district's employee handbooks, by whatever title they may be known, or by direct notice about the Domestic Violence Law and securing the employees signature acknowledging receipt of the handbook/notice. The Superintendent shall be responsible for notifying all current employees, unless they have been notified through the handbook, of this policy in a manner that he/she deems appropriate.

No employer shall coerce, interfere with, restrain or deny the exercise of, or any attempt to exercise, any rights provided herein or to make leave requested or taken contingent upon whether or not the victim maintains contact with the alleged abuser. No employer shall discharge or in any other manner discriminate against an employee for exercising the employee's rights under law. The taking of domestic violence leave shall not result in the loss of any employment benefit accrued prior to the date of such leave. Upon the employee's return from such leave, he/she shall be entitled to restoration to the employee's original job or to an equivalent position. Definitions of "abuse", "abusive behavior", "domestic violence", "employees" and "family members" may be found in the laws referenced below.

LEGAL REF.: M.G.L. 149:52E; ~~Section 10 Chapter 260 of the Acts of 2014~~

~~STAFF PARTICIPATION IN POLITICAL ACTIVITIES~~

~~The School Committee recognizes that employees of the school system have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office and holding an elective or appointive office.~~

~~In connection with campaigning, an employee will not: use school system facilities, equipment or supplies; discuss his/her campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Under no circumstances will students be pressured into campaigning for any staff member.~~

LEGAL REF.: M.G.L. ~~55;~~ [71:44](#)

UPDATED POLICY

File: GBI

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The School Committee recognizes that employees of the school district have the same fundamental civic responsibilities and privileges as other citizens. Among these are campaigning for an elective public office or ballot initiatives and holding an elective or appointive office.

In connection with campaigning, an employee will not: use school district facilities, equipment or supplies; discuss their campaign with school personnel or students during the working day; use any time during the working day for campaigning purposes. Public employees are prohibited under state law from soliciting funds for political campaigns.

Under no circumstances, will students be pressured into campaigning for any staff member.

LEGAL REF: M.G.L. 55:11-13; 71:44

PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon written request, to review the contents of ~~his~~**their** own personnel file.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include ~~his/her~~**their** written response in the file.
6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by the laws.

LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247
Title IV, as amended
88 Stat. 571-574 (20 U.S.C. 1232g) and regulations
M.G.L. 4:7; 71:42C
All collective agreements

CONTRACT REF.: All Agreements

CROSS REF.: KDB, Public's Right to Know

PROFESSIONAL STAFF POSITIONS

All professional staff positions in the school system will be created initially by the School Committee. It is the School Committee's intent to activate a sufficient number of positions to accomplish the school system's goals and objectives and to provide for the equitable staffing of each school building. Although such positions may remain temporarily unfilled, only the School Committee may abolish a position it has created.

Each time a new position is established by the School Committee, **or an existing position is modified**, the Superintendent will present for the School Committee's approval a job description for the position, which specifies the jobholder's qualifications and the job's performance responsibilities. The Superintendent will maintain a comprehensive set of job descriptions for all positions.

~~PROFESSIONAL STAFF SALARY SCHEDULES~~

Teachers

~~The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.~~

Principals

~~Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. Consideration may be given to individuals for exceptional performance as a basis for establishing merit increases for Principals. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.~~

Administrators

~~Salaries will be reviewed annually prior to July 1. The Superintendent may, upon the request of the School Committee, survey other school systems to determine salaries being paid for comparable positions in each system. The survey will include the effective date of the specified salary.~~

~~LEGAL REFS.:~~ M.G.L. [71:40](#); [71:43](#)

~~CONTRACT REF.:~~ Teachers' Agreement

UPDATED POLICY

File: GCBA

PROFESSIONAL STAFF SALARY SCHEDULES

Teachers

The School Committee will adopt a salary schedule for regular teaching personnel as part of the contract negotiated with the teachers' bargaining unit. The schedule will be designed to recognize and reward training and experience and encourage additional study for professional advancement.

Principals and Administrators on Individual Contracts

Salaries will be reviewed annually prior to July 1. The School Committee, with the advice of the Superintendent, will establish levels of compensation for each position based on the circumstances, dynamics, and requirements of each position. It is the responsibility of the Superintendent to present evidence to the School Committee to support recommendations for salary increases.

LEGAL REFS.: M.G.L. 71:40; 71:43

CROSS REF.: GCBB, Employment of Principals

CONTRACT REF.: Teachers' Agreement

EMPLOYMENT OF PRINCIPALS

Principals shall be employed by the School District under individual contracts of employment. Said contracts shall be submitted to the School Committee for their approval of all terms concerning compensation/benefits, prior to the presentation of a contract of employment to the Principal. The compensation/benefit levels, above referenced, may be exceeded only with the approval of the School Committee.

Initial contracts issued to Principals may be up to three years in length and may be reissued by the Superintendent at levels of compensation/benefits, determined by the School Committee, provided that the Superintendent may employ a Principal under the terms and conditions of the previous contract of employment.

The length of second and subsequent contracts of employment for Principals shall be in accordance with state law.

As a condition of employment, each Principal must maintain current ~~certification~~-licensure, adhere to the policies and goals of the School Committee and the directives of the Superintendent, and annually must submit, with the school council, the educational goals and school improvement plan for the school building(s) under ~~his/her~~ their direction.

LEGAL REF: MGL [71:41](#); [71:59B](#)

CROSS REF: GCBA, Professional Staff Salary Schedules

PROFESSIONAL STAFF SUPPLEMENTARY PAY PLANS

Certain assignments require extra responsibility or extra time over and above that required of other staff members who are on the same position on the basic salary schedule. When such supplemental assignments require extra time and responsibility beyond that regularly expected of teachers, they ~~will~~ **may** be rewarded with extra compensation.

Assignments that are to be accorded extra compensation will be designated by the School Committee. Appointments to these positions will be made by the Superintendent for District-wide positions or by the Principal with the approval of the Superintendent for building based personnel. The amount of compensation for the position will be established by the School Committee at the time the position is created.

A teacher who is offered and undertakes a supplementary pay assignment will receive a supplementary contract specifying the pay, duration and terms of the assignment. If a teacher will not be extended the assignment for the following school year but will remain on the teaching staff, he or she will be so notified in writing prior to the expiration of the contract. Upon termination of the assignment, the supplementary pay will cease.

LEGAL REF.: Collective Bargaining Agreement

PROFESSIONAL STAFF RECRUITING/POSTING OF VACANCIES

It is the responsibility of the Superintendent, with the assistance of the administrative staff, to determine the personnel needs of the school system and it is the responsibility of the Principal, in consultation with the Superintendent, to determine the personnel needs of the individual schools. In addition, school councils may review personnel requirements as a means of evaluating the needs of a school. Any recommendations for the creation or elimination of a position must be approved by the School Committee.

The search for good teachers and other professional employees will extend to a wide variety of educational institutions and geographical areas. It will take into consideration the characteristics of the town and the need for a heterogeneous staff from various cultural backgrounds.

Recruitment procedures will not overlook the talents and potential of individuals already employed by the school system. Any current employee may apply for any position for which ~~he or she has certification~~ **they have licensure** and meets other stated requirements.

Openings in the schools will be posted in sufficient time, before the position is filled, to permit current employees to submit applications.

LEGAL REFS.: Collective Bargaining Agreements

DELETE ENTIRE POLICY AND REPLACE WITH NEW VERSION

File: GCF

PROFESSIONAL STAFF HIRING

~~Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. The selection process will be based upon awareness to candidates who will devote themselves to the education and welfare of the children attending the schools.~~

~~It is the responsibility of the Superintendent, and of persons to whom he or she delegates this responsibility, to determine the personnel needs of the school system and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children~~

~~It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all certification requirements and the requirements of the School Committee for the type of position for which the nomination is made.~~

~~The following guidelines will be used in the selection of personnel:~~

- ~~1. There will be no discrimination in the hiring process due to race, color, religion, national origin, sex, gender identity, sexual orientation, age, genetic information, ancestry, military status, pregnancy or pregnancy related conditions, or disability.~~
- ~~2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.~~
- ~~3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making his/her recommendation to the School Committee.~~

~~LEGAL REFS.: M.G.L. [69-6](#), [71:38](#), [71:38G](#), [71:39](#), [71:45](#)
Massachusetts Board of Education Requirements for Certification of Teachers, Principals, Supervisors, Directors, Superintendents and Assistant Superintendents in the Public Schools of the Commonwealth of Massachusetts, revised 1994
BESE Regulations 603 CMR [7:00](#), [26:00](#), and [44:00](#)~~

UPDATED POLICY

File: GCF

PROFESSIONAL STAFF HIRING

Through its employment policies, the District will strive to attract, secure, and hold the highest qualified personnel for all professional positions. It is the responsibility of the Superintendent, and of persons to whom they delegate this responsibility, to determine the personnel needs of the school district and to locate suitable candidates. No position may be created without the approval of the School Committee. The District's goal is to employ and retain personnel who are motivated, will strive always to do their best, and are committed to providing the best educational environment for the children

It will be the duty of the Superintendent to see that persons considered for employment in the schools meet all licensure requirements and the requirements of the Committee for the type of position in which they will serve.

The following guidelines will be used in the selection of personnel:

1. There will be no discrimination in the hiring process due to race*, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, active military/veteran status, marital status, familial status, pregnancy, or pregnancy-related condition, homelessness, ancestry, ethnic background, national origin, or any other category protected by state or federal law..
2. The quality of instruction is enhanced by a staff with a wide variation in background, educational preparation, and previous experience.
3. The administrator responsible for the hiring of a staff member (in the case of District-wide positions, for the position of Principals, it is the Superintendent; for building-based personnel, it is the Principal) is directed to establish a representative screening committee. The administrator has the final say in determining who will be hired but it is expected that the screening committee's input will be a factor in the decision. For those positions where the hiring authority rests with the School Committee, a representative screening committee may be established by the School Committee, or the School Committee may direct the Superintendent to establish a screening committee to assist the Superintendent in making their recommendation to the School Committee.

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

LEGAL REFS.: M.G.L. 69:6; 71:38; 71:38G; 71:39; 71:45
603 CMR 7:00, 26.00, and 44:00
Acts of 2022, Chapter 117

PHILOSOPHY OF STAFF DEVELOPMENT

All staff members will be encouraged in and provided with suitable opportunities for the development of increased competencies beyond those they may attain through the performance of their assigned duties and assistance from supervisors.

Opportunities for professional growth may be provided through such means as the following:

1. Planned in-service programs and workshops offered within the school system from time to time; these may include participation by outside consultants.
2. Membership on curriculum development committees drawing personnel from within and without the school system.
3. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
- ~~4. Leaves of absence for graduate study, research, and travel.~~
- ~~5. Partial payment of tuition for approved courses.~~

The Superintendent will have authority to approve or deny released time for conferences and visitations and reimbursements for expenses, provided such activities are within budget allocations for the purpose.

PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base ~~his/her~~ **their** decisions on the results of evaluation procedures conducted according to School Committee policy.

At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which he/she is legally qualified.

Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he/she is not legally qualified.

LEGAL REFS.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

PROFESSIONAL STAFF ASSIGNMENTS AND TRANSFERS

The basic consideration in the assignment of professional staff members will be the needs of the students and the instructional program.

Therefore, the assignment and transfer of professional staff members will be accomplished by the Superintendent on the basis of the employee's qualifications, the needs of the school system, and the employees' expressed desires.

Care will be exercised by the Superintendent to assure that all schools are staffed with ~~effective~~ **highly qualified** teachers.

Within an individual school, the building administrator will have the authority to assign classes and courses, provided this is done with full regard for the teacher's area of ~~certification~~ **licensure** and the policies delineated above.

CONTRACT REF.: Teachers' Agreement

SUSPENSION AND DISMISSAL OF STAFF MEMBERS

The Superintendent will strive to assist personnel to perform their duties efficiently. However, the Superintendent may dismiss any employee in accordance with state law and negotiated agreement. Further, the School Committee recognizes the constitutional rights of the District's employees and assures them the protection of due process of law. To guarantee such rights, a system of constitutionally and legally sound procedures will be followed in each case of suspension or dismissal of an employee.

When the Superintendent or a Principal determines that sufficient cause exists that an employee be suspended or dismissed from service in the school system, he or she will:

1. Be certain that each such case is supported by defensible records.
2. Determine if the individual is to be suspended immediately with the understanding that the suspension will be subject to restoration of salary and position if an appeal is decided in favor of the individual.
3. **Follow the procedures for dismissal or suspension that are contained in applicable laws as well as those included in the current agreement with the teachers' bargaining unit.**
4. Provide the individual involved with a written statement that will:
 - a. Indicate whether the action the Superintendent is taking is dismissal or suspension.
 - b. State the reason for the suspension or dismissal.
 - c. Guarantee that all procedures will be in accordance with due process of law.
 - d. Inform employees who have a right to request a hearing under appropriate laws that they may be represented at such a hearing by counsel of their choice.

LEGAL REFS.: M.G.L. 71:42; 71:42D

TUTORING FOR PAY

Definition: "Tutoring" means giving private instruction or help to an individual or group for which the teacher receives remuneration other than through the School Committee.

A teacher cannot recommend that one of his or her own students get tutoring, and then be paid to tutor that same student in a second job.

A teacher may not tutor students who are currently in his/her class. Even if the teacher does not recommend that the current student receive private tutoring, the teacher should not tutor current students.

Teachers and other public employees may not approach a student, or the student's parents, seeking private tutoring work. A teacher may provide tutoring when the relationship is initiated by the parent/guardians or a student, but, if the student is, or in the future may be, under the teacher's authority, the teacher will need to provide a written disclosure.

A teacher cannot use school resources such as classrooms or materials in connection with a private tutoring business. A public school employee cannot use a school or district website to advertise private tutoring services. Schools cannot send home brochures for a particular tutoring service with the children.

Tutoring is not to be recommended for a student unless the appropriate teacher of the student involved is consulted and agrees that it will be of real help. If tutoring seems advisable, the Principal may give the parents a list of persons who are willing to tutor. This list may include teachers, but not the student's teacher of the subject in which he or she is to be tutored.

Tutoring for pay is not to be done in the school building.

NOTE: A teacher cannot tutor in their own district if the district is going to pay for the tutoring unless the district has included a provision in the teachers' collective bargaining agreement providing a set amount of extra pay for tutoring by teachers that will be included in the teachers' regular paychecks.

LEGAL REF: M. G. L. [268A](#) Mass. Ethics Commission FAQs for Public School Teachers

SECTION H POLCY ANALYSIS

HA – Negotiations Goals

The policies match except for a legal reference in the MASC version which is not in the Newburyport version.

HB– Negotiations Legal Status

The Newburyport version quoted the section of the law regarding employees and the MASC version quoted the section regarding employers. Updated to reference both.

HF – School Committee Negotiating Agents

The policies match except for updating pronouns in the Newburyport version.

NEWBURYPORT

Newburyport Public School District Policies

Proposed Revisions to

Section H: Negotiations

for First Reading on September 18, 2023

EDITED VERSION (with changes tracked)

Insertions shown in BOLD (or as otherwise noted)

Deletions shown in ~~Strikethrough~~

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the young people of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee and representatives of the staff to discuss matters of common concern.

It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: M.G.L. 150E

NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Massachusetts General Laws. The legal status of negotiations is defined in part by Sections 1 and 2 of that chapter, as follows:

“In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives.” (Section 1)

" shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve." (Section 2)

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

LEGAL REF.: M.G.L. 150E:1 et seq.

SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for ~~his~~**their** services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, and working conditions of employees represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. ~~He/she~~ **They** will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. ~~He/she~~ **They** will follow guidelines set forth by the Committee as to acceptable agreements and will report on the progress of negotiations.
 - d. ~~He/she~~ **They** will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

LEGAL REF.: M.G.L. 71:37E

Executive Searches

Executive Searches

NESDEC has been assisting school districts with executive searching since 1982. We offer four levels of executive search.

Comprehensive Search: Covers active recruiting and all essential tasks involved in a search; includes the search services most often requested by school boards/committees. Comprehensive Search Services include:

- an experienced search consultant
- timeline development
- advertising campaign planning
- active recruitment through NESDEC's exclusive regional and national network
- community needs assessment
- assistance in screening applications
- assistance with initial interviews and finalists
- management of all search details
- ongoing communication with board/committee
- entry planning

Guided Search: Includes access to an experienced search consultant and a choice of district-selected search components to complement your district's search activities.

Search Outreach: Enhance the district's own search activities by publicizing the executive vacancy through NESDEC's exclusive regional and national networks; a good option for small districts and also for building-level administrative openings.

Strategic Leadership Search: A custom-designed search which includes all the services in a Comprehensive Search plus:

- a team of experienced executive search consultants
- extensive nation-wide recruitment
- options such as:
 - development of strategic targets for use in subsequent superintendent/board/committee planning
 - expanded national print media advertising campaign
 - internet promotion
 - polychromatic, booklet-style brochure
 - promotional CD or DVD
 - expanded on-site needs assessment including focus groups with an electronic participation component, personal/electronic stakeholder interviews, web conferencing opportunity, community forum, internet survey
 - intensive personal interviewing