

**NEWBURYPORT SCHOOL COMMITTEE**

**NEWBURYPORT, MASSACHUSETTS**

**School Committee  
Business Meeting**

**Tuesday, April 27, 2021**

**6:30 PM**

**SC Packet Checklist: SC Business Meeting Agenda 4-27-2021  
SC Meeting Agenda Notes 4-27-2021  
FY22 Budget Public Hearing Presentation **\*\*REVISED\*\***  
SC Business Meeting minutes 4-5-2021  
    **Budget Forum & Business meeting**  
BC2M Club Student Activity Account Request form  
JKAA Restraint & Behavior Support Procedures  
Annual Sign Off form (Policies BCB & BCD)**

**Newburyport Public Schools**  
**Newburyport, MA**  
**School Committee Business Meeting**  
**Tuesday, April 27, 2021**

**6:30 PM, Library, 70 Low Street, Newburyport, MA 01950**

General Public <https://us02web.zoom.us/j/84873138449?pwd=L1J2M25IZEI5NXFZdEZ4VVYxS2Q0Zz09>

*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.*

**\*\*NOTE:** Only committee members will meet in person for this meeting. The general public will continue to participate remotely. Meeting will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.

**Public Hearing Agenda**

1. Call to Order & Pledge of Allegiance
2. FY22 Budget Presentation - *Supt. Sean Gallagher and Nancy Lysik*
3. Public Comment (remotely)
4. Adjourn

**Business Meeting Agenda:** The listing of matters is 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.

1. Call to Order
2. \*Selection and appointment of the Assistant Superintendent of Curriculum & Instruction – *possible Vote* and the Business Manager
3. \*Consent Agenda (Warrants and Minutes of 4/5) – *possible Vote*
4. NHS Student Representative Report
5. \*Bring Change to Mind Club (BC2M) Request for Student Activity Account – *possible Vote*
6. Policy Subcommittee:
  - a. Restraint & Behavior Support Procedures & Policy (JKAA) - Sheila Spalding – First Reading
  - b. Acceptance of the Ethics Policy (BCB) and Operating Principles & Norms of Interaction Policy (BCC/BCD)
7. School Choice Update – *Superintendent Sean Gallagher*
8. Superintendent Sean Gallagher’s Report: *Full in-person update*
9. New Business

Adjourn

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

**Newburyport Public Schools**  
**Newburyport, MA**  
**School Committee Business Meeting**  
**Library of Nock Middle School, 70 Low Street, Newburyport**  
**Tuesday, April 27, 2021 at 6:30PM**

**AGENDA NOTES**

General Public <https://us02web.zoom.us/j/84873138449?pwd=L1J2M25IZEI5NXFZdEZ4VVYxS2Q0Zz09>

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. **\*\*NOTE:** Only committee members will meet in person for this meeting. The general public will continue to participate remotely. Meeting will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.

**Public Hearing Agenda**

2. FY22 Budget Presentation - *Supt. Sean Gallagher and Nancy Lysik will present an estimated budget overview for the FY22 budget. (presentation attached)*
3. Public Comment (remotely): *Opportunity for the public to ask questions*

**Business Meeting Agenda:** The listing of matters is 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.

2. \*Selection and appointment of the Assistant Superintendent of Curriculum & Instruction – *possible Vote*  
and the Business Manager  
*Superintendent Gallagher will present his recommendations for selection and appointment of the Assistant Superintendent of Curriculum & Instruction and Business Manager positions. These appointments will fill vacancies for upcoming retirements of two long-term employees, Ms. Angela Bik, current Assistant Superintendent of Curriculum & Instruction, and Ms. Nancy Lysik, current HR & Finance Manager.*
3. \*Consent Agenda (Warrants and Minutes of 4/5) *enclosed – possible Vote*
4. NHS Student Representative Report – *Sierra Leahy*
5. \*Bring Change to Mind Club (BC2M) Request for Student Activity Account – *possible Vote*  
*This is a new club at the high school and will require a student activity account. The request form is included in the packet.*
6. Policy Subcommittee:
  - a. Restraint & Behavior Support Procedures & Policy (JKAA) - Sheila Spalding – First Reading  
*The original JKAA policy “Corporal Restraint of Students” (attached) needed to be rewritten as a result of the Tiered Focused Monitoring recently completed by DESE. The JKAA policy will now be known as the “Physical Restraint Prevention and Behavior Support Procedures” (attached)*
  - b. Acceptance of the Ethics Policy (BCB) and Operating Principles & Norms of Interaction Policy (BCC/BCD)  
*School Committee members must review and sign off on these policies each year (form attached).*
7. School Choice Update – *Superintendent Sean Gallagher will provide an update regarding school choice possibilities for the district in 2021-2022.*
8. Superintendent Sean Gallagher’s Report: *The Superintendent will provide an update regarding in-person learning at the Nock Middle School and High School.*

\*Possible Vote

**FYI: Upcoming Dates:**                      **School Committee Business meeting**, Monday, May 3 at 6:30pm  
**NPS Youth Art Walk**, April 17 – May 14 – downtown Newburyport  
**School Committee Business meeting**, Monday, May 17 at 6:30pm

# Newburyport Public Schools

The Port Where Tradition and Innovation Converge

## FY22 Proposed Budget

**Presentation to  
School Committee  
Public Hearing  
Tuesday, April 27, 2021**

*Superintendent Sean T. Gallagher*

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*Newburyport  
Public Schools*

# School Appropriations & Revolving

Revenue Sources	FY20 Adopted	FY21 Adopted	FY22 Proposed	Change	%
<b>City Allocation/Medicaid</b>	<b>30,875,762</b>	<b>32,072,564</b>	<b>33,485,466</b>	<b>1,412,902</b>	<b>4.42%</b>
Choice	702,917	1,026,955	1,003,829	71,484	31.28%
Circuit Breaker	902,299	1,124,900	1,109,318	-94,610	-11.85%
ABLE Grant	500,000	500,000	500,000	-15,582	-1.39%
Title 1	200,000	200,000	200,000		
Transportation	200,000	105,000	180,000	75,000	71.43%
Athletic Revolving	296,500	296,500	296,500		
Swasey	113,000	140,000	140,000		
Kindergarten Rev	379,240	50,000	300,000	250,000	500%
Pre-School Revolving	200,000	200,000	200,000		
<b>Total Revenue</b>	<b>34,369,718</b>	<b>35,715,919</b>	<b>37,415,113</b>	<b>1,699,194</b>	<b>4.94%</b>



# FY22 Budget By Category

✓ SALARIES \$28,205,460

✓ EXPENSES \$9,209,645

**TOTAL \$37,415,114**



# Staffing Increases in Budget

## ***Bresnahan School***

- 1.0 Math Instruction Coach
- 1.0 Grade 3 Teacher

## ***Molin School***

- 1.0 Interventionist
- 1.0 Language Based Teacher
- 1.4 Instructional Assistants

## ***Middle School***

- .3 Speech Language Teacher (from .7 to 1.0)
- 2.0 Spanish Teachers
- .6 Reading Teacher

## ***High School***

- .1 Reading Teacher
- .2 Math Teacher

## ***District***

- .5 OOD & Grade 8 Caseload  
Behavioral Health Specialist



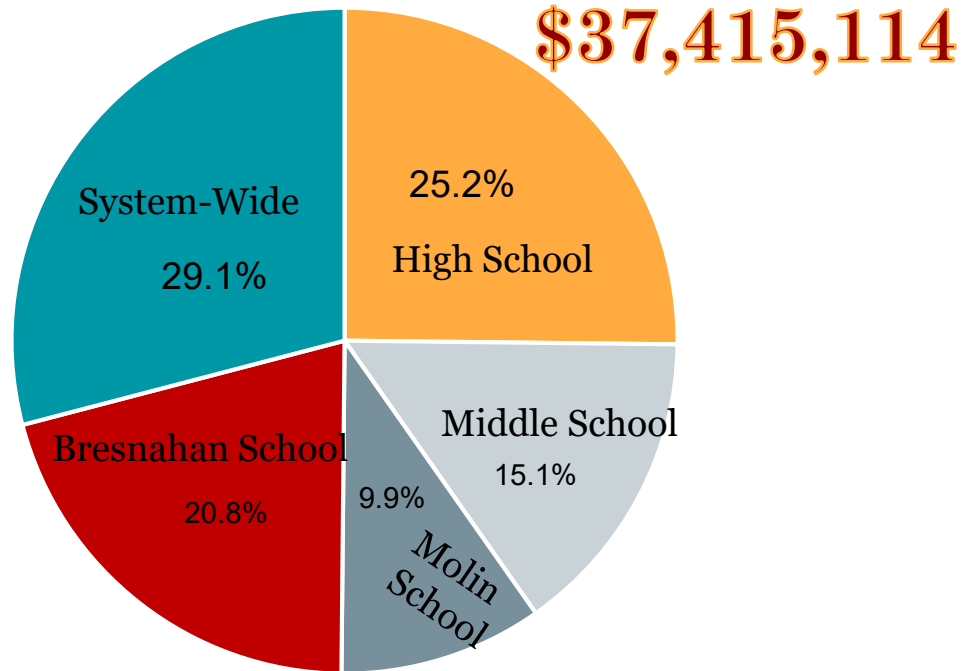
# Budget Summary FY21 & FY22 by School

	<b>FY21</b>	<b>FY22</b>	<b>Increase</b>
High School	\$9,017,881	\$9,410,383	392,502
Nock Middle School	\$5,374,717	\$5,650,074	275,356
Molin School	\$3,423,821	\$3,697,967	274,147
Bresnahan School	\$7,432,159	\$7,777,577	345,419
System-Wide	\$10,467,342	\$10,879,113	411,711
<b>TOTAL</b>	<b>\$35,715,919</b>	<b>\$37,415,114</b>	<b>1,699,194</b>





# Budget by School



Percent of budget for each school



# District Supplies, Staffing & Technology Budgeted in ESSER II

## Technology:

HS Chargers	\$12,000
Software - Middle	\$15,612
SORA (Audio books)	\$1,000
Stem Scopes, Eureka K-8 Lexia, Google	
Work Study K3, SS Resource	\$60,000
Lit Core Reading	\$29,670
HS Software	\$14,911
Bresnahan Software	\$23,921
Chromebook Lease	\$50,626
FTB Chromebooks	\$48,814
6 <sup>th</sup> Grade Chromebooks	\$60,000
Zoom & Google	\$16,000
Enriching Students HS	\$7,000
PSAT Sophomore Students	\$5,000

**Total**

**\$344,554**



# District Supplies, Staffing & Technology Budgeted in ESSER II

## District & Staffing:

Digital Learning 1.0	\$20,000
Behavioral Specialist 1.0	\$100,000
Dialogue Coach Stipend	\$20,000
Math Interventionist (FTB)	\$65,000
Literacy Interventionist (Molin)	\$65,000
Admin Mentoring	\$30,000
Summer Program (Curriculum)	\$32,480
Reading Summer School	\$30,000
Math Coach Stipend	\$10,000
Mass Teachers Retirement	\$22,500

(Required)

**Total**

**\$394,980**



# District Supplies, Staffing & Technology Budgeted in ESSER II

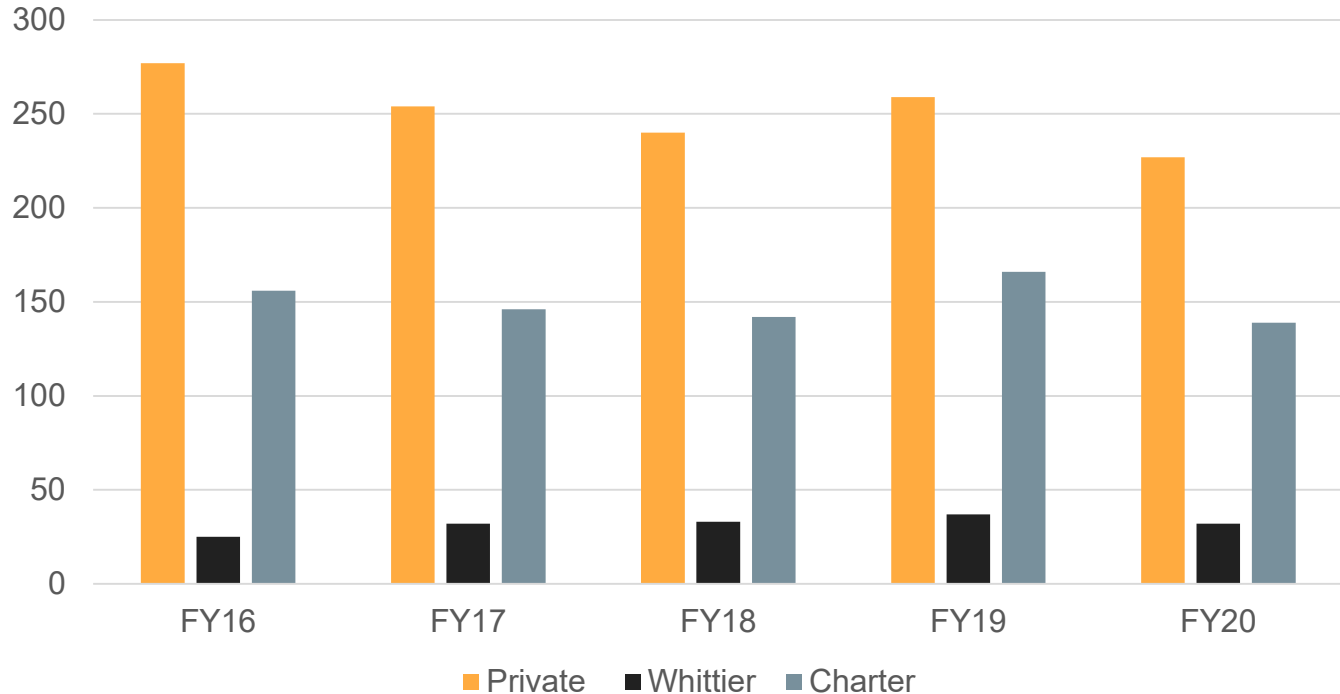
## Instructional Materials/Contracted Services:

Late Bus FTB	\$25,000
MS Project Adventure Social Emotional Learning Packs	\$7,500
Assessment Testing	\$41,600
Misc. Supplies	\$75,000
Maintenance Contingency	\$20,000
Hold (Handicap van)	\$65,000
<b>Total</b>	<b>\$234,100</b>

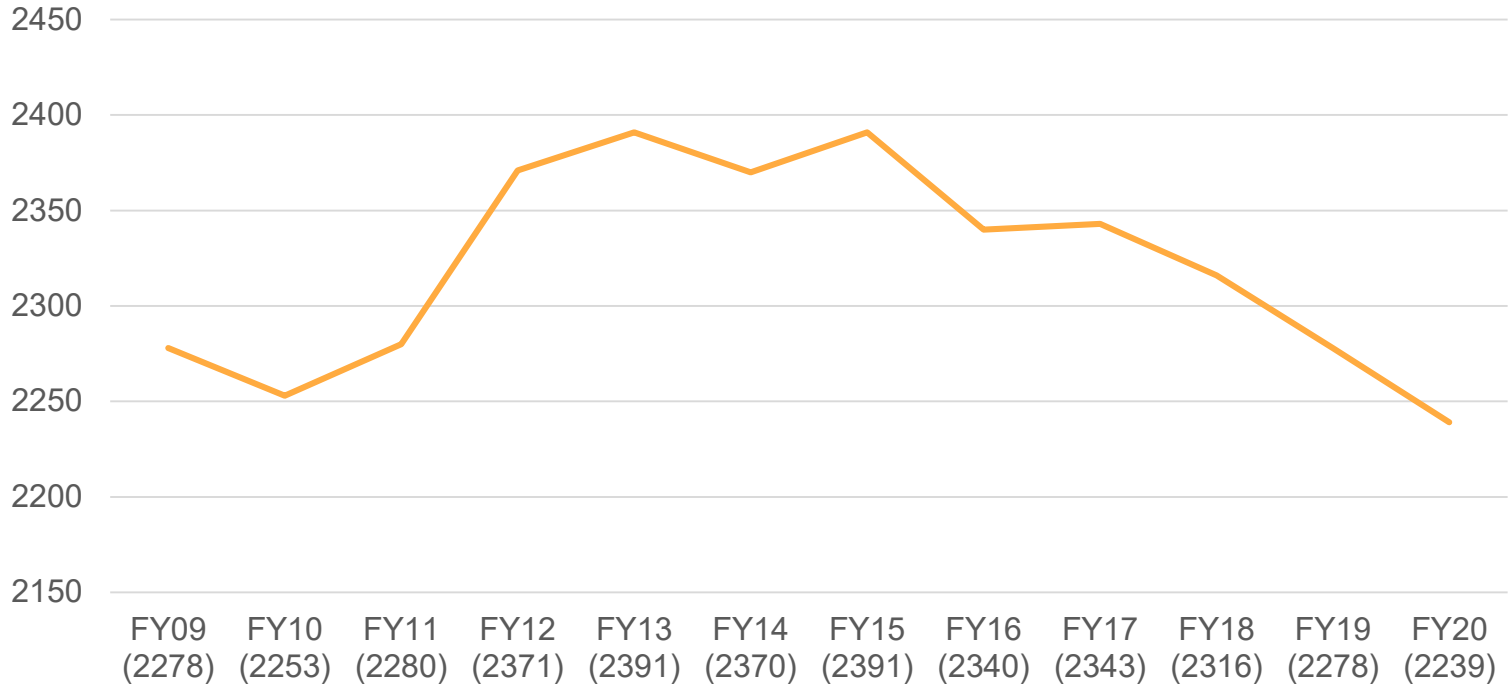
Estimated 1-year total \$973,634  
(2-year Grant total \$988,743)



# Newburyport Students Attending Other Schools



# Enrollment as of October 1<sup>st</sup>



— Enrollment as of October 1st



# Priority List FY22

❖ Bresnahan	Technology Integrator	\$65,000
❖ High	College & Career Counselor	\$65,000
❖ System-Wide	Literacy Coordinator 6-12	\$80,000

**Total** **\$210,000**



**NEWBURYPORT SCHOOL COMMITTEE**

**Monday, April 5, 2021**

**Remote**

**PUBLIC SCHOOL BUDGET FORUM**

**Meeting Convened at 6:34 PM**

**Mayor Donna Holaday / Brian Callahan Presided**

**Present: David Hochheiser, Mayor Donna Holaday, Bruce Menin,  
Brian Callahan, Sean Reardon, Steve Cole, Sheila Spalding**

**CALL TO ORDER / ROLL CALL:**

**Mayor Donna Holaday** called the Public School Budget Forum of the Newburyport School Committee to order at 6:34 PM. Roll Call found all members present.

At this point Vice-Chairman **Brian Callahan** assumed chairmanship of the Budget Forum.

**FY22 PROJECTED BUDGET:**

**Superintendent Sean Gallagher** gave an overview of the 2021-2022 Proposed School Budget as of April 5, 2021, which consisted of the following:

- Preliminary Budget Development
- School Committee Budget Revenue & Expenses
- Budget Process - Reductions
- Increase in Staffing
- Continued Budget Work & Deliberations
- 4/5/21 Current Budget Shortfall - \$393,861

**Sean Reardon** questioned the Grade 3 Enrollment - he asked if the numbers were down.

**Superintendent Gallagher** explained they were down 1 staff member in Grade 3.

**Bruce Menin** asked what is the status of additional Spanish teachers?

**Superintendent Gallagher** explained that it is still in the budget - didn't add numbers in - in priority 1 list.

**Sheila Spalding** questioned the Libraries Salary line - have we cut?

Nancy Lysik explained that there is still a full time Librarian.

**Mayor Holaday** spoke of possible funds that were expected to come in. She said she was pleased with the Leadership Team, **Superintendent Gallagher** and Nancy Lysik for all the work they have put in.

**Brian Callahan** said he was very happy with the projected budget.

**David Hochheiser** stated he hoped that sometime in November they could have Community Forums.



**Bruce Menin** stated this budget is a good step in the right direction.

**ADJOURNMENT:**

**Motion:**

On a motion by **David Hochheiser** and seconded by **Brian Callahan** it was

**VOTED:** To adjourn the Public School Budget Forum at 7:05 PM.

**Roll Call Vote:**

**Brian Callahan** - Yes

**David Hochheiser** - Yes

**Sheila Spalding** - Yes

**Mayor Holaday** - Yes

**Sean Reardon** - Yes

**Steve Cole** - Yes

**Bruce Menin** - Yes

**Motion Passed Unanimously**

**NEWBURYPORT SCHOOL COMMITTEE  
SCHOOL COMMITTEE BUSINESS MEETING  
April 5, 2021**

**Meeting Convened at 7:07 PM**

**Mayor Donna Holaday / Brian Callahan Presided**

**Present: David Hochheiser, Mayor Donna Holaday, Bruce Menin,  
Brian Callahan, Sean Reardon, Steve Cole, Sheila Spalding**

**CALL TO ORDER / ROLL CALL:**

**Mayor Donna Holaday called the Business Meeting of the Newburyport School Committee to order at 7:07 PM. Roll Call found all members present.**

**At this point Vice-Chairman Brian Callahan assumed chairmanship of the Business Meeting.**

**CONSENT AGENDA:**

**Warrants:**

**Motions:**

**On a motion by Steve Cole and seconded by Mayor Holaday it was**

**VOTED: To approve, receive and forward to the City Auditor for payment the following warrant:  
\$11,960.41**

**Roll Call Vote:**

**Sean Reardon - Yes  
Mayor Holaday - Yes  
Brian Callahan - Yes  
David Hochheiser - Yes  
Bruce Menin - Yes  
Steve Cole - Yes  
Sheila Spalding - Yes**

**Motion Passed Unanimously**

**On a motion by Steve Cole and seconded by Sheila Spalding it was**

**VOTED: To approve, receive and forward to the City Auditor for payment the following warrant:  
\$337,657.15**

**Roll Call Vote:**

**Mayor Holaday - Yes  
Brian Callahan - Yes  
Steve Cole - Yes  
David Hochheiser - Yes  
Bruce Menin - Yes  
Sheila Spalding - Yes  
Sean Reardon - Yes**

**Motion Passed Unanimously**

On a motion by **Steve Cole** and seconded by **Sean Reardon** it was

**VOTED:** To approve, receive and forward to the City Auditor to make payment and deduct the funds from the school's account.  
**\$14,366.07**

**Roll Call Vote:**

**Brian Callahan** - Yes  
**Sean Reardon** - Yes  
**Mayor Holaday** - Yes  
**Steve Cole** - Yes  
**Sheila Spalding** - Yes  
**David Hochheiser** - Yes  
**Bruce Menin** - Yes

**Motion Passed Unanimously.**

**Minutes:**

On a motion by **Mayor Holaday** and seconded by **Bruce Menin** it was

**VOTED:** To approve, receive and file the School Committee Business Meeting minutes of Tuesday, March 9, 2021, as amended.

**Roll Call Vote:**

**Bruce Menin** - Yes  
**Sean Reardon** - Yes  
**Sheila Spalding** - Yes  
**David Hochheiser** - Yes  
**Mayor Holaday** - Yes  
**Steve Cole** - Yes  
**Brian Callahan** - Yes

**Motion Passed Unanimously**

On a motion by **Mayor Holaday** and seconded by **Bruce Menin** it was

**VOTED:** To approve, receive and file the School Committee Business Meeting minutes of Monday, March 15, 2021.

**Roll Call Vote:**

**Brian Callahan** - Yes  
**Mayor Holaday** - Yes  
**Sean Reardon** - Yes  
**Sheila Spalding** - Yes  
**David Hochheiser** - Yes  
**Steve Cole** - Yes  
**Bruce Menin** - Yes

**Motion Passed Unanimously**

## **CAPITAL IMPROVEMENT PLAN:**

**Superintendent Gallagher** presented the Capital Improvement Projects for the School District which consisted of the following:

- **Project Detail Sheets**
  - NHS-Addition, Renovation & Roof Replacement
  - NHS-Engineering Services
  - NHS-Bleacher Seat Replacement
  - NHS-Exterior Painting
  - Toro Groundsmaster 3500-D
  - NHS-Energy Reduction Projects
  - Pick-Up Truck with Plow
  - NHS-Furniture Replacement
  - Nock Molin - Walkway/Sidewalk Repairs and Repaving
  - NHS-Carpet Replacement
  - NHS School Auditorium Plaster Repairs
  - Nock Molin-Tennis Court Renovation
  - Nock Molin-Furniture Replacement
  - Nock Molin-Gym & Auditorium Roof Replacement
  - NHS-Ground Floor Vestibules

**Mayor Holaday** explained the Statement of Interest that is being worked on.

**David Hochheiser** questioned:

- snowblower detail - will it be shared between buildings?  
**Superintendent Gallagher** explained that it will be used to clear the huge piles of snow at the buildings.
- Field cutter - status of field responsibility  
**Superintendent Gallagher** explained that we have a good working relationship with the city. A grounds person has been hired and will be instrumental with facilities.

**Sean Reardon** inquired regarding:

- Bleachers - funded by ESSER funds?  
**Superintendent Gallagher** allocated LEA funds
- Truck - is it used throughout the year - what does it do?  
**Superintendent Gallagher** said yes it will be used throughout the year - landscaping - Used on a daily basis.

**Sheila Spalding** inquired regarding:

- LED lights - these are warm and flicker free - are they using these?  
**Superintendent Gallagher** said yes they are.
- Carpeting replacement - she suggested they be replaced with linoleum - it is easier to maintain and cheaper.  
**Superintendent Gallagher** said Steve Bergholm is looking into this.
- Solar panels - how old?  
**Steve Cole** said they were purchased in 2008.

**Brian Callahan** asked what were they voting on?

**Motion:**

On a motion by **Mayor Holaday** and seconded by **Sheila Spalding** it was

**VOTED:** To approve the 5 Year Capital Improvement Place as submitted by the Schools.

**Roll Call Vote:**

**Sean Reardon** - Yes  
**Sheila Spalding** - Yes  
**Bruce Menin** - Yes  
**David Hochheiser** - Yes  
**Steve Cole** - Yes  
**Brian Callahan** - Yes  
**Mayor Holaday** - Yes

**2021-2022 SCHOOL CALENDAR:**

**Brian Callahan** outlined the calendar.

**Superintendent Gallagher** explained this was a very similar calendar that was done a couple of years ago.

**Motion:**

On a motion by **Bruce Menin** and seconded by **Sheila Spalding** it was

**VOTED:** To approve the 2021-2022 School Calendar as submitted by  
**Superintendent Gallagher.**

**Mayor Holaday** questioned the professional development in November - is that an early release?

**Superintendent Gallagher** explained.

**David Hochheiser** asked in the Fall could we have a conversation re: school closing down for midterms?

**Sean Reardon** questioned the February early release day.

**Superintendent Gallagher** explained re: the large amount of absences.

**Roll Call Vote:**

**Steve Cole** - Yes  
**David Hochheiser** - Yes  
**Sean Reardon** - Yes  
**Sheila Spalding** - Yes  
**Bruce Menin** - Yes  
**Mayor Holaday** - Yes  
**Brian Callahan** - Yes

**Motion Passed Unanimously**

**COMMUNITY DIALOGUE UPDATE:**

**Mayor Holaday** provided an update for the community dialogue public forum regarding the naming of the Nock School and the thin blue line flag display. She explained there has been a meeting of a diverse group of people via Zoom. Topics include:

- Three trainings
- Racism in our community
- Thin blue line flag
- 40's event
- Human Rights - DEA

**Sean Reardon** thanked the Mayor for her work on this.

**David Hochheiser** questioned the thin blue line.

**Mayor Holaday** explained there have been community concerns as to why the flag was flying outside the police station. She commented on the anti-semantic incident in Duxbury.

**Brian Callahan** said he has received an email re: Holocaust film.

**Steve Cole** spoke of Anna Smolowitz' play.

**David Hochheiser** questioned play.

**Superintendent Gallagher** explained.

**SUPERINTENDENT'S REPORT:**

**Superintendent Gallagher** reported on the following:

- 66 applicants are now down to 3
- Business Manager - 3 new candidates
- Nursing Staff and assistants - testing - developed comprehensive testing - tested over 1,000 - negative - 1,00 again this week.
- Teachers - Staff - First shot given - 2nd shot this week.

**Mayor Holaday** inquired how things are going - in person learning?

**Superintendent Gallagher** spoke about bringing students back - it is going very well. Arrival and dismissal problems have developed as parents are reluctant to have students ride the bus so this has doubled the amount of cars at the schools.

**ADJOURNMENT:**

On a motion by **Mayor Holaday** and seconded by **Bruce Menin** it was

**VOTED:** To adjourn the Business Meeting of the Newburyport School Committee at 7:59 PM.

**Roll Call Vote:**

<b>Mayor Holaday</b>	- Yes
<b>Brian Callahan</b>	- Yes
<b>Steve Cole</b>	- Yes
<b>David Hochheiser</b>	- Yes
<b>Bruce Menin</b>	- Yes
<b>Sheila Spalding</b>	- Yes
<b>Sean Reardon</b>	- Yes

**Motion Passed Unanimously**

4-5-2021  
Public Comment.

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**From:** Sarah Hall on behalf of Sarah Hall  
**Sent:** Monday, April 5, 2021 10:29 AM  
**To:** sc@newburyport.k12.ma.us  
**Subject:** Spanish teachers

This is my public comment for tonight since it looks like you're just planning to do a written Q and A.

I am a big proponent of World Language learning, but I don't think that adding two 6th grade Spanish teachers is a worthwhile investment. It's my understanding that the additional Spanish instruction at the middle school level is intended to prepare students to enter Spanish 2 as freshmen. If that's the case, then two years (7th and 8th) of having Spanish as a core subject should be plenty to achieve this goal. I believe that many 8th graders tested into Spanish 2 this year with only the one year of core subject Spanish, so it would make sense to at least wait one more year to see how the current 7th graders perform on the Spanish placement test next year before adding a third year of core subject instruction.

Down the road, a better use of funds for World Language would be to hire Explore teachers for weekly Spanish in grades K-6. Some basic exposure to Spanish language and culture would help prepare and interest students to take on Spanish as a core subject once they get to 7th grade.

Sarah Hall  
8 Arthur Welch Drive  
Newburyport, ma

## **Newburyport School Committee**

***The School Committee has been given the following policies:***

School Committee Member Ethics Policy (BCB)

School Committee Operating Principles & Norms of Interaction Policy (BCC/BCD):

**These policies have been reviewed and accepted at Organizational School Committee meeting of \_\_\_\_\_.**

\_\_\_\_\_  
Mayor Donna D. Holaday, Chair

\_\_\_\_\_  
Brian Callahan, Vice Chair

\_\_\_\_\_  
Steven P. Cole

\_\_\_\_\_  
David Hochheiser

\_\_\_\_\_  
Bruce Menin

\_\_\_\_\_  
Sean Reardon

\_\_\_\_\_  
Sheila Spalding



# SCHOOL COMMITTEE MEMBER ETHICS

<b>Section B: School Committee Governance and Operations</b>	<b>File: BCB</b>
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The acceptance of a Code of Ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those State Laws which apply to School Committees since School Committees are Agencies of the State.

This Code of Ethics delineates three areas of responsibility of school committee members:

1. Community responsibility;
  2. Responsibility to school administration; and,
  3. Relationship to fellow committee members.
- 
1. A School Committee member in his/her relations with his/her community should:
    - a) Realize that his/her primary responsibility is to the children.
    - b) Recognize that his/her basic function is to the policy-making and not administrative.
    - c) Remember that he/she is one of a team and must abide by, and carry out, all committee decisions once they are made.
    - d) Be well informed concerning the duties of a committee member on both a local and state level.
    - e) Remember that he/she represents the entire community at all times.
    - f) Accept the office as a committee member as a means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her committee activities.
    - g) Remember and make clear that they speak as individuals, and not for the committee as a whole.
  2. A School Committee member in his/her relations with his/her school administration should:
    - a) Endeavor to establish sound, clearly-defined policies which will direct and support administration.
    - b) Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
    - c) Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.
    - d) Give the chief administrator full responsibility for discharging his professional duties and hold him/her responsible for acceptable results.
    - e) Refer all complaints to the administrative staff for solution and only discuss them at committee meetings if such solutions fail.
  3. A School Committee member in his/her relations to his/her fellow committee members should:
    - a) Recognize that action at official meetings is binding and that he/she alone cannot bind the committee outside of such meetings.
    - b) Realize that statements or promises should not be made regarding how they will vote on matters that will come before the committee.
    - c) Uphold the intent of Executive Sessions and respect the privileged communication that exists in executive sessions.
    - d) Not withhold pertinent information on school matters or personnel problems, either from members of his/her own committee or from members of other committees who may be seeking help and information on school problems.
    - e) Make decisions only after all facts on a question have been presented and discussed.

**References:**

SOURCE: MASC

**Version Control**

Action	Date
First Reading	7/22/2016
Second Reading	9/6/2016
Adopted	9/6/2016
<b>Revised</b>	<b>3/1/2021</b>

# SCHOOL COMMITTEE OPERATING PRINCIPLES & NORMS OF INTERACTION

<b>Section B: School Committee Governance and Operations</b>	<b>File: BCD</b>
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The School Committee will:

1. Represent the needs and interests of all students in the district, striving to represent common interests rather than factions. We will make decisions that are best for students in all cases: all means all.
2. Exercise leadership in vision, planning, policy making, evaluation, and advocacy on behalf of the students and district, not in managing the day-to-day operations of the district.
3. We will communicate positively about other school committee members, staff, and the system. As advocates for Newburyport Public Schools and public education, we readily accept our roles promoting support for public education and spreading the news of our success.
4. Conduct its business through a set agenda. Emerging items will be addressed in subsequent meetings through agenda items, with the exception of items that are time sensitive or require urgent attention.
5. Provide full disclosure. Each member will provide input, encouragement, express concerns and positions rather than withhold information from other members. When a school committee member feels that there has not been full disclosure, an objective process for revisiting the issue will be used.
6. Maintain an open environment where each member is empowered to freely express opinions, concerns, and ideas. School committee members will engage in active listening to clarify and restate discussions in order to strive for full understanding. We will provide continuing education opportunities and support to each other, striving to build trusting relationships.
7. Keep an open mind and accept that they can change their opinions by recognizing that they are not locked into their initial stated positions.
8. Make decisions on information and not on personalities. School committee members will act with the best information available at the time considering data, the superintendent's recommendations, proposals, and suggestions. School committee members will strive to make the best decisions at the time, without waiting for the perfect decision.
9. Debate the issues, not one another. The school committee will engage in critical and creative thinking, expecting all school committee members to freely offer differing points of view as part of the discussion, prior to making a school committee decision.
10. Be clear about, and stay true to, the role of the school committee. Not take unilateral action. A committee member's authority is derived through the majority of the school committee acting as a whole during an open public meeting. We will reach decisions by consensus, and individual members will publicly abide by those decisions, speaking with one voice, once a vote is taken. We will recognize a single official "voice" of the school committee.
11. Attend meetings on time and well prepared to discuss issues on the agenda, and will be prepared to make decisions, striving for efficient decision making.
12. Strive to have no surprises for the committee or superintendent. Surprises will be the exception. All members will provide and receive the same information in a timely manner.
13. Respect all persons presenting to the school committee.
14. Follow the chain of command and direct others to do the same. Personnel complaints and concerns will be directed to the superintendent.
15. Review and revise operating principles, as needed, as part of the school committee's self-evaluation.

16. Recognize that all communications created and received to our district email accounts are public documents, unless a specific statutory exemption applies.
17. Refrain from reading or sending electronic communications, and remain off of all social media platforms during meetings, in the interest of transparency.

**References:**

SOURCE: Newburyport School Committee

**Version Control**

Action	Date
First Reading	7/22/2016
Second Reading	9/6/2016
Adopted	9/6/2016
Revised	3/1/2021

## CORPORAL RESTRAINT OF STUDENTS

Section J: Students

File: JKAA

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

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

The definitions of forms of restraint shall be as defined in 603CMR 46.02. The use of mechanical restraint, medical restraint, and seclusion is prohibited.

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

The Superintendent will develop procedures identifying:

- Appropriate responses to student behavior that may require immediate intervention;
- Methods of preventing student violence, self-injurious behavior, and suicide including crisis planning and de-escalation of potentially dangerous behaviors among groups of students or individuals;
- Descriptions and explanations of alternatives to physical restraint as well as the school's method of physical restraint for use in emergency situations;
- Descriptions of the school's training and procedures to comply with reporting requirements; including, but not limited to making reasonable efforts to orally notify a parent/guardian of the use of restraint within 24 hours of its imposition;
- Procedures for receiving and investigating complaints;
- Methods for engaging parents in discussions about restraint prevention and use of restraint solely as an emergency procedure;
- A statement prohibiting: medication restraint, mechanical restraint, prone restraint unless permitted by 603 CMR 46.03(1)(b), seclusion, and the use of physical restraint in a manner inconsistent with 603 CMR 46.00;
- A process for obtaining principal approval for a time out exceeding 30 minutes.

Each building Principal will identify staff members to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. These staff members will participate in an in-depth training program in the use of physical restraint. In addition, each staff member will be trained regarding the school's physical restraint policy and accompanying procedures. The Principal will arrange training to occur in the first month of each school year, or for staff hired after the beginning of

the school year, within a month of their employment.

Physical restraint is prohibited as a means of punishment, or as a response to destruction of property, disruption of school order, a student's refusal to comply with a school rule or staff directive, or verbal threats that do not constitute a threat of imminent, serious physical harm to the student or others. Physical restraint is prohibited when it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

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

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

**References:**

SOURCE: MASC

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

**Version Control**

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

# Physical Restraint Prevention and Behavior Support Procedures

<b>Section J: Students</b>	<b>File: JKAA</b>
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The Newburyport Public Schools seeks to promote a safe and productive educational environment and workplace for its students and employees. In accordance with the policy of the school committee, Massachusetts Code of Regulations (603 CMR 46.00), the law governing the use of physical restraint on students in public schools, Newburyport Public Schools seeks to ensure that every student is free from the use of restraint in a manner that is not consistent with these state regulations. It is the policy of Newburyport Public Schools that physical restraint shall be used only in emergency situations of last resort, after other lawful and less intrusive alternatives have failed or been deemed inappropriate, and with extreme caution.

If physical restraint is necessary, Newburyport Public Schools personnel shall use physical restraint with two goals in mind:

- (a) To administer a physical restraint only when needed to protect a student and/or a member of the school community from assault or imminent, serious, physical harm; and
- (b) To prevent or minimize any harm to the student as a result of the use of physical restraint.

These Physical Restraint Prevention and Behavior Support Procedures do not preclude any teacher, employee or agent of a public education program from using reasonable force to protect students, other persons, or themselves from assault or imminent, serious, physical harm.

## **I. METHODS FOR PREVENTING STUDENT VIOLENCE, SELF-INJURIOUS BEHAVIOR, AND SUICIDE, INCLUDING INDIVIDUAL CRISIS PLANNING AND DE-ESCALATION OF POTENTIALLY DANGEROUS BEHAVIOR OCCURRING AMONG GROUPS OF STUDENTS OR WITH AN INDIVIDUAL STUDENT.**

The Newburyport Public Schools will provide school-wide professional development focused on identifying and preventing student violence, self-injurious behavior and suicide, including behavioral crisis planning and de-escalation of potentially dangerous behavior occurring among groups of students or with an individual student. A school level crisis team along with teachers and other school personnel will identify students who are potentially at risk and review the student's behavioral, social, emotional progress at periodic intervals. For any student with a history of significant emotional/behavioral at-risk behavior, and/or any student who has required physical restraint, a school based team should develop a safety or crisis plan. The plan should include strategies and supports which may include specific de-escalation strategies, counseling services, monitoring protocol, data collection, and review meetings for the purpose of assessing progress and making necessary adjustments.

## **II. METHODS FOR ENGAGING PARENTS IN DISCUSSIONS ABOUT RESTRAINT PREVENTION AND THE USE OF RESTRAINT SOLELY AS AN EMERGENCY PROCEDURE.**

The Principal should make information available to all families and students about behavioral supports and restraint prevention efforts that are utilized within the Newburyport Public Schools. School personnel should work to identify students who are at risk for restraint and work with the student and family to identify behavioral support to prevent restraint from occurring. If a restraint occurs, school personnel are expected to notify the student's parent/guardian in accordance with the reporting procedures of the Newburyport Public Schools. School personnel should follow up with the student and their family regarding behavioral supports.

Parents/guardians shall be provided with an opportunity to discuss with school officials the administration of the restraint, any consequences that may be imposed on the student, and any other related matter.

### **A. Alternatives to physical restraint and method of physical restraint in emergency situations.**

Alternative methods should be used first when seeking to prevent student violence, self-injurious behavior and/or de-escalating potentially dangerous behavior occurring among groups of students or with an individual student. Physical restraints should be used as a last resort in emergency situations after these other less intrusive alternatives have failed or been deemed inappropriate.

Examples of interventions and less intrusive methods may include but are not limited to:

1. Active listening
2. Use of a low non-threatening voice
3. Limiting the number of adults providing direction to the student
4. Offering the student a choice
5. Not blocking the student's access to an escape route
6. Suggesting possible resolutions to the student
7. Avoiding dramatic gestures (waiving arms, pointing, blocking motions, etc.)
8. Verbal prompts: a verbal prompt is communicating what is expected behavior by clearing stating instructions and expectations.
9. Full or partial physical cue: A full or partial physical cue is anytime an adult needs to temporarily place their hands on a student or physically redirects as student without force. These are used at increasing levels as needed to return a student safely back to task.
10. Physical escort: A physical escort is a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder or back, for the purpose of inducing a student who is agitated to walk to a safe location.
11. Physical redirection: A physical redirection is done by temporarily placing one hand on each of the student's shoulders, without force, and redirecting the student of the learning activity, classroom or safe location.
12. Time-Out: A time-out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.





**B. General guidelines for de-escalating potentially dangerous behavior occurring among groups of students or with an individual student include the following:**

1. **Remain calm:** To possibly help prevent the likelihood of a student experiencing distress from escalating his/her behavior use of a neutral and level tone of voice, control one's facial expressions and use a supportive non-threatening body language.
2. **Obtain Assistance:** Whenever possible, school personnel should immediately take steps to notify the school administrator, the school's administrative response team and/or other school personnel of a potentially dangerous situation and to obtain additional assistance.
3. **One Person Speaks:** In order to minimize the likelihood of confusion and /or the likelihood of a student experiencing distress from his/her escalating behavior, and have one person providing overall direction to the response and the follow up procedures. This often may be either the first trained staff person on the scene or the staff person with the most information about the particular situation.
4. **Remove Student if Possible:** Consider the feasibility of having a student experiencing distress leave an area where other students are present and move to another more private and safe area in order to de-escalate.
5. **Remove Other Students:** If it is not feasible to have a student experiencing distress move to a more private and safe area in order to de-escalate, consider the feasibility of having other staff assist and monitor the removal of other students to another area within the school until the student de-escalates.

### **III. PHYSICAL RESTRAINT PROCEDURES**

**A. Definitions:**

Department shall mean the Department of Elementary and Secondary Education.

Mechanical restraint shall mean the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional, and are used for the specific and approved positioning or protective purposes for which such devices were designed. Examples of such devices include: adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports; vehicle safety restraints when used as intended during the transport of a student in a moving vehicle; restraints for medical immobilization; or orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Medication restraint shall mean the administration of medication for the purpose of temporarily controlling behavior. Medication prescribed by a licensed physician and authorized by the parent for administration in the school setting in not medication restraint.

Physical escort shall mean a temporary touching or holding, without the use of force, of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is agitated to walk to a safe location.

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

Prone restraint shall mean a physical restraint in which a student is placed face down on the floor or another surface, and physical pressure is applied to the student's body to keep the student in the face-down position.

School Working Day shall mean a day or partial day that students are in attendance at the public education program for instructional purposes.

Seclusion shall mean the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. Seclusion does not include a time-out. The use of seclusion restraint is expressly prohibited.

Time-out shall mean a behavioral support strategy developed pursuant to 603 CMR 46.04(1) in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. During time-out, a student must be continuously observed by a staff member. Staff shall be with the student or immediately available to the student at all times. The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming. Time-out shall cease as soon as the student has calmed.

## **B. When Physical Restraint May be Used:**

Physical restraint, including prone restraint where permitted, shall be considered an emergency procedure of last resort and shall be prohibited in the Newburyport Public Schools programs except when a student's behavior poses a threat of assault, or imminent, serious, physical harm to self or others and the student is not responsive to verbal directives or other lawful and less intrusive behavior interventions, or such interventions are deemed to be inappropriate under the circumstances.

All physical restraints, including prone restraint where permitted, shall be administered in compliance with 603 CMR 46.05.

## **C. Prohibitions:**

Physical restraint shall not be used as a means of discipline or punishment;

Physical restraint shall not be used when the student cannot be safely restrained because it is medically contraindicated for reasons including, but not limited to, asthma, seizures, a cardiac condition, obesity, bronchitis, communication-related disabilities, or risk of vomiting;

Physical restraint shall not be used as a response to property destruction, disruption of school order, a student's refusal to comply with a public education program rule or staff directive, or verbal threats when those actions do not constitute a threat of assault, or imminent, serious, physical harm; or

Physical restraint shall not be used as a standard response for any individual student. No written individual behavior plan or individualized education program (IEP) may include use of physical restraint as a standard response to any behavior. Physical restraint is an emergency procedure of last resort.

Mechanical restraint, medication restraint, and seclusion shall be prohibited in the Newburyport Public Schools.

Prone restraint shall be prohibited except on an individual student basis, and only under the following circumstances:

1. The student has a documented history of repeatedly causing serious self-injuries and/or injuries to other students or staff;
2. All other forms of physical restraints have failed to ensure the safety of the student and/or the safety of others;
3. There are no medical contraindications as documented by a licensed physician;
4. There is psychological or behavioral justification for the use of prone restraint and there are no psychological or behavioral contraindications, as documented by a licensed mental health professional;
5. The school has obtained consent to use prone restraint in an emergency as set out in the physical restraint regulation, and such use has been approved in writing by the principal; and,
6. The school has documented 1 -5 above in advance of the use of prone restraint and maintains the documentation.

#### **D. Proper Administration of Physical Restraint**

1. Trained personnel. Only school personnel who have received training pursuant to the state physical restraint regulations 603 CMR 46.04(2) or 603 CMR 46.04(3) shall administer physical restraint on students. Whenever possible, the administration of a restraint shall be witnessed by at least one adult who does not participate in the restraint. These training requirements shall not preclude a teacher, employee or agent of a public education program from using reasonable force to protect students, other persons or themselves from assault or imminent, serious, physical harm.
2. Use of force. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
3. Safest method. A person administering physical restraint shall use the safest method available and appropriate to the situation subject to the safety requirements set forth in 603 CMR 46.05(5). Floor restraints, including prone restraints otherwise permitted under 603 CMR 46.03(1)(b), shall be prohibited unless the staff member §. administering the restraint have received in-depth training according to the requirements of 603 CMR 46.04(3) and, in the judgment of the trained staff members, such method is required to provide safety for the student or others present.
4. Duration of restraint. All physical restraint must be terminated as soon as the student is no longer an immediate danger to himself or others, or the student indicates that he or she cannot breathe, or if the student is observed to be in severe distress, such as having difficulty breathing, or sustained or prolonged crying or coughing.

#### **E. Safety requirements. Additional requirements for the use of physical restraint:**

1. No restraint shall be administered in such a way that the student is prevented from breathing or speaking. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin temperature and color, and respiration.
2. Restraint shall be administered in such a way so as to prevent or minimize physical harm.

If, at any time during a physical restraint, the student expresses or demonstrates significant physical distress including, but not limited to, difficulty breathing, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.

3. If a student is restrained for a period longer than 20 minutes, program staff shall obtain the approval of the principal. The approval shall be based upon the student's continued agitation during the restraint justifying the need for continued restraint.
4. Program staff shall review and consider any known medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans regarding the use of physical restraint on an individual student.

#### **IV. TRAINING REQUIREMENTS**

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

- (a) The role of the student, family, and staff in preventing restraint;
- (b) The Newburyport Public Schools restraint prevention and behavior support policy and procedures, including use of time-out as a behavior support strategy distinct from seclusion;
- (c) Interventions that may preclude the need for restraint, including de-escalation of problematic behaviors and other alternatives to restraint in emergency circumstances;
- (d) When behavior presents an emergency that requires physical restraint, the types of permitted physical restraints and related safety considerations, including information regarding the increased risk of injury to a student when any restraint is used, in particular a restraint of extended duration;
- (e) Administering physical restraint in accordance with medical or psychological limitations, known or suspected trauma history, and/or behavioral intervention plans applicable to an individual student; and
- (f) Identification of program staff who have received in-depth training in the use of physical restraint.

2. In-depth staff training. At the beginning of each school year, the Principal of each school or his or her designee shall identify Newburyport Public Schools staff who are authorized to serve as a school-wide resource to assist in ensuring proper administration of physical restraint. Such staff shall participate in in-depth training in the use of physical restraint. Such training be competency-based and be at least-sixteen (16) hours in length with at least one refresher training occurring annually thereafter.

- (a) Content of in-depth training. In-depth training in the proper administration of physical restraint shall include, but not be limited to:

(i) Appropriate procedures for preventing the use of physical restraint, including the de-escalation of problematic behavior, relationship building and the use of alternatives to restraint;

(ii) A description and identification of specific dangerous behaviors on the part of students that may lead to the use of physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;

(iii) The simulated experience of administering and receiving physical restraint, instruction regarding the effect(s) on the person restrained, including instruction on monitoring physical signs of distress and obtaining medical assistance;

(iv) Instruction regarding documentation and reporting requirements and investigation of injuries and complaints;

(v) Demonstration by participants of proficiency in administering physical restraint; and,

(vi) Instruction regarding the impact of physical restraint on the student and family, recognizing the act of restraint has impact, including but not limited to psychological, physiological, and social-emotional effects.

## **V. FOLLOW-UP PROCEDURES AND REPORTING REQUIREMENTS**

1. Follow-up Procedures: At an appropriate time after a student has been released from a restraint, the school shall implement follow-up procedures. These procedures shall include:

(a) a review of the incident with the student to address the behavior that precipitated the restraint;

(b) a review of the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed

(c) consideration of whether any follow-up is appropriate for students who witnessed the incident.

2. Reporting Requirements:

(a) School staff shall report the use of any physical restraint as specified herein.

(b) Reporting to the principal. The school staff who administered the restraint shall verbally inform the principal of the restraint as soon as possible, and by written report no later than the next school working day. The written report shall be provided to the principal for review of the use of the restraint. If the principal has administered the restraint, the principal shall prepare the report and submit it to an individual or team designated by the superintendent. The principal or his/her designee shall maintain an on-going record of all reported instances of physical restraint.

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

(d) Reporting to the Department.

(i) When a physical restraint has resulted in an injury to a student or school staff, the school shall send a copy of the written report required by this policy to the Department postmarked no later than three school working days of the administration of the restraint. The school shall also send the Department a copy of the record of physical restraints maintained by the principal pursuant to the Administrative Review section above for the 30-day period prior to the date of the reported restraint.

(ii) The Newburyport Public Schools shall collect and annually report data to the Department regarding the use of physical restraints. Such data shall be reported in a manner and form directed by the Department.

3. Individual student review. The principal shall conduct a weekly review of restraint data to identify students who have been restrained multiple times during the week. If such students are identified, the principal shall convene one or more review teams as the principal deems appropriate to assess each student's progress and needs. The assessment shall include at least the following:

(a) review and discussion of the written reports and any comments provided by the student and parent about such reports and the use of the restraints;

(b) analysis of the circumstances leading up to each restraint, including factors such as time of day, day of the week, antecedent events, and individuals involved;

(c) consideration of factors that may have contributed to escalation of behaviors, consideration of alternatives to restraint, including de-escalation techniques and possible interventions, and such other strategies and decisions *as* appropriate, with the goal of reducing or eliminating the use of restraint in the future;

(d) agreement on a written plan of action by the program.

If the principal directly participated in the restraint, a duly qualified individual designated by the superintendent shall lead the review team's discussion. The principal shall ensure that a record of each individual student review is maintained and made available for review by the Department or the parent, upon request.

4. Administrative review. The principal shall conduct a monthly review of school-wide restraint data. This review shall consider patterns of use of restraints by similarities in the time of day, day of the week, or individuals involved; the number and duration of physical restraints school-wide and for individual students; the duration of restraints; and the number and type of injuries, if any, resulting from the use of restraint. The principal shall determine whether it is necessary or appropriate to modify the school's restraint prevention and management policy, conduct additional staff training on restraint reduction/prevention strategies, such as training on positive behavioral interventions and supports, or take such other action as necessary or appropriate to reduce or eliminate restraints.

## **VI. USE OF TIME OUT AS A BEHAVIOR SUPPORT STRATEGY.**

1. Time out is a behavioral support strategy in which a student temporarily separates from the learning activity or the classroom, either by choice or by direction from staff, for the purpose of calming. Time out may be inclusionary or exclusionary. Inclusionary time-out is when the student is removed from positive reinforcement or full participation in classroom activities while remaining in the classroom. Exclusionary time-out is when the student separates from the rest of the class either through complete visual separation or from actual physical separation.

- (a) During time-out, a student must be continuously observed by a staff member.
- (b) Staff shall be with the student or immediately available to the student at all times.
- (c) The space used for time-out must be clean, safe, sanitary, and appropriate for the purpose of calming.
- (d) Time-out shall cease as soon as the student has calmed.

2. The use of exclusionary time-out.

- (a) Exclusionary time-out as a staff-directed behavioral support should only be used when the student is displaying behaviors which present, or potentially present, an unsafe or overly disruptive situation in the classroom.
- (b) Staff-directed exclusionary time-out should not be used as a method of punishment for noncompliance, or for incidents of misbehavior that are no longer occurring.
- (c) For any exclusionary time-out that may last longer than 30 minutes, school staff must seek approval from the principal for the continued use of time-out. The principal may not routinely approve such requests but must consider the individual circumstances, specifically whether the student continues to be agitated to determine whether time-out beyond 30 minutes is justified. If it appears that the use of exclusionary time-out exacerbates the student's behavior, or the continuation of the exclusionary time-out beyond 30 minutes has not helped the student to calm, then other behavioral support strategies should be attempted.
- (d) Unless it poses a safety risk, a staff member must be physically present with the student who is in an exclusionary time-out setting. If it is not safe for the staff member to be present with the student, the student may be left in the time-out setting with the door closed. However, in order to ensure that the student is receiving appropriate

support, a school counselor or other behavioral support professional must be immediately available outside of the time-out setting where the individual can continuously observe and communicate with the student as appropriate to determine when the student has calmed. Students must never be locked in a room. For students displaying self-injurious behavior, a staff member must be physically present in the same setting with the student.

(e) Exclusionary time-out must end when the student has calmed.

**VII. A PROCEDURE FOR RECEIVING AND INVESTIGATING COMPLAINTS REGARDING RESTRAINT PRACTICES.**

Any student, parent, guardian, or other person who believes that a student has been subject to physical restraint in a manner that is inconsistent with Physical Restraint Prevention and Behavior Support Procedures of the Newburyport Public Schools may file a complaint, verbally or in writing, with a teacher, guidance counselor, mediator or principal. Any staff member who believes that a student has been subject to physical restraint in a manner that is inconsistent with the Physical Restraint Prevention and Behavior Support Procedures shall file a written complaint with the Principal. Upon receipt of such a report, the Principal shall conduct an investigation of the incident. He/she shall promptly review the Physical Restraint Report Form and other pertinent documentation, and interview students, staff, witnesses, parent, guardians and anyone else who might have information about the incident. Once the investigation is completed, the Principal shall determine whether the physical restraint was in compliance with policy and procedures of the Newburyport Public Schools. The principal shall notify the complainant of the outcome of the investigation in writing. If the principal determines that inappropriate conduct has occurred, he/she will act promptly to eliminate offending conduct. Based on the nature of the conduct and the results of the investigation, the Principal will determine the appropriate level of response. Such response may, but shall not be limited to, determining whether it is necessary or appropriate to review and modify restraint prevention procedures of the Newburyport Public Schools, conduct additional staff training on restraint reduction/prevention strategies, or take other action as necessary or appropriate such as referring the matter for disciplinary action, to law enforcement or other state agencies. Students and employees will not be retaliated against for making a complaint or cooperating in the investigation of a complaint. Any retaliation by students or school staff will result in disciplinary measures.

**References:**

SOURCE: MASC

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

**Version Control**

Action	Date
First Reading	6/5/2017
Second Reading	6/19/2017
Adopted	6/19/2017
<b>Revised</b>	





# STUDENT ACTIVITY ACCOUNT

Request For Recognition Of A Student Organization

SCHOOL: High

DATE OF REQUEST: 3/24/21

The undersigned hereby request the recognition of the following student organizations, including approval to maintain monies in a student activity account.

Suggested Name of Organization: Bring change to mind (BC2M)

Reasons for Forming This Organization: Mental Health awareness

Criteria for Membership in Organization: An interest in ending the stigma of mental health

Grade Span: 9-12

How will Adult Supervision be Achieved?: Tricia Blackstock is the Faculty Advisor. There is also a regional chapter

If approved, we understand that the organization will be held accountable for complying with all regulations / guidelines / procedures for fundraising, procurement of goods and services under the Uniform Procurement Act (as required), and the handling of monies.

Dakota Tucker  
Student Signature

Tricia Blackstock  
Teacher / Advisors Signature

[Signature]  
Principal Signature

DAKOTA TUCKER  
Student (Printed Name)

Patricia Blackstock  
Teacher / Advisors (Printed Name)

Andrew Wolf  
Principal (Printed Name)

\*\*\*\*\*

Completed by Superintendent's Office

The above organization is approved as a recognized student organization.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Superintendent's (Printed Name)

\_\_\_\_\_  
Date