

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

**School Committee
Business Meeting**

Monday, June 7, 2021

6:30 PM

SC Packet Checklist: SC Business Meeting Agenda June, 7, 2021

SC Meeting Agenda Notes June 7, 2021

Student Recognition – Poems (3)

SC Business Meeting minutes 4-27-21 and 5-3-2021

Model United Nations Overnight Trip

SY2021 State of Interest (SOI)

Transportation Bid award

Juneteenth Independence Day

Policy: Communications Policy (KAA))

Public Participation at School Committee Meetings Policy (BEDH)

Policy Subcommittee Meeting Minutes – May 13, 2021

2016-2021 Strategic Planning Report

School Choice 2021-2022

Newburyport Public Schools
Newburyport, MA
School Committee Business Meeting
Monday, June 7, 2021

6:30 PM, Senior/Community, 331 High Street, Newburyport, MA 01950

General Public - remote

<https://us02web.zoom.us/j/89136943246?pwd=NnVzdm9BM2NneURpNlZodUd0ajlCQT09>

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/>.

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. Public Comment (remotely)
3. Student Recognition – *Participants of the COVID Victims Memorial Day Service and SC Student Representative*
4. NHS Student Representative Report
5. *Consent Agenda (Warrants and minutes of 4-27-2021 and 5-3-2021) – *possible Vote*
6. *Model UN Conference Overnight Trip – *possible Vote*
7. *SY2021 Statement of Interest (SOI) – *possible Vote*
8. *Transportation Bid Award FY22-24 – *possible Vote*
9. *Juneteenth Independence Day – AFSCME – *possible Vote*
10. Policy Subcommittee: Sheila Spalding
 - a. *Communications Policy (KAA) (new) – *1st Reading & discussion*
 - b. Public Participation at School Committee Meetings Policy (BEDH) (amend) – *1st Reading*
11. 2016-2021 Strategic Planning Report - *Superintendent Sean Gallagher*
12. Superintendent's Report: *Hiring Update, School Choice Update*
13. 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
Senior/Community Center, 331 High, Street, Newburyport

Monday, June 7, 2021 at 6:30PM

AGENDA NOTES

General Public - remote

<https://us02web.zoom.us/j/89136943246?pwd=NnVzdm9BM2NneURpN1ZodUd0ajlCQT09>

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/>.

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.

3. Student Recognition: *The following students will be recognized for their participation in the COVID Victims Memorial Day Service that was held in Newburyport on March 1, 2021.*

Audrey Cooper - sang the National Anthem

Molly Mosquera – read “GOLD”, an original poem written by Mrs. Sheehan’s class and illustrated by Mrs. Cahill’s class (enclosed)

Camilla Fuentes and Jaxon Kue – read a Native American remembrance poem from the Lakota Nation (enclosed)

Callum Johnson – played the violin (First Movement of Sonata in “G” Major by Jean-Baptiste Senaille)

Norah McElhinney & Sierra Leahy– read the poem “One Art” (enclosed)

Sierra Leahy – for her hard work, dedication and leadership over the past year in providing a student voice as the high school’s student representative for the Newburyport School Committee.

4. NHS Student Representative Report – *Sierra Leahy*

5. *Consent Agenda (Warrants and minutes of 4-27-2021 and 5-3-2021) (enclosed) – *possible Vote*

6. *Model UN Conference Overnight Trip – *possible Vote*

NHS teachers Matt LaChapelle and Wendy Crofts will present background information for the Model UN Conference, which is a 3-4 day overnight trip to be held in Montreal, Canada (November 11-14, 2021). A summary of the conference is enclosed.

7. *SY2021 Statement of Interest (SOI) / MSBA – *possible Vote*

To review and/or approve the SOI for the high school. (document is enclosed)

8. *Transportation Bid Award FY22-24 – *possible Vote;*

Superintendent Sean Gallagher will review the bid and selection process (see enclosed)

9. *Juneteenth Independence Day – AFSCME – *possible Vote*
The Massachusetts Governor recently recognized June 19th as a State holiday. The AFSCME union is requesting NPS to recognize this new State holiday (see enclosed letter)

10. Policy Subcommittee - Sheila Spalding
 - a. *Communications Policy (KAA) (new) – *1st Reading & discussion*
 - b. Public Participation at School Committee Meetings Policy (BEDH) (amend) – *1st Reading*

11. 2016-2021 Strategic Planning Report – *Superintendent Sean Gallagher*
Enclosed is a comprehensive Strategic Planning report provided by the Superintendent for your review. The report highlights work that has been done over the past five years.

12. Superintendent’s Report: *Superintendent Sean Gallagher will provide a Hiring Update, as well as an update on School Choice 2022 (enclosed)*

*Possible Vote

FYI: Upcoming Dates: **School Committee Business meeting**, Monday, June 21 at 6:30pm
Policy Subcommittee Meeting, Thursday, June 10 at 6:00pm

GOLD

By Mrs. Sheehan's Class
Illustrated by Mrs. Cahill's Class
Read by Molly Mosquera

It hurts our hearts when people are sick.
To cheer up, unicorns and rainbows might do the trick.

Flowers and air hugs make us smile,
Ice Cream and chocolate bring us joy for a while.

Positive is what we try to be.
Better days are coming, you'll see.

If I had two hearts, I'd give you one.
Someday this pandemic will be done.

We send our love to young and old.
Beautiful memories are precious as gold.

So take good care,
For your loved ones are here.

Camilla:

This is a Native American remembrance poem from the Lakota Nation.

I give you this, one thought to keep
I am with you still, I do not sleep
I am a thousand winds that blow,
I am the diamonds glint on snow.
I am the sunlight on the ripened grain,
I am the gentle autumn rain.

Jaxon:

When you awaken in the morning's hush,
I am the swift uplifting rush...
Of quiet birds in circled flight,
I am the soft stars that shine at night.
Do not think of me as gone-
I am with you still, in each new dawn.

Norah: Hello, we would like to thank you for giving us the opportunity to speak at this memorial and to recite a poem that we feel encompasses the unthinkable tragedy that each of your families has endured. We will begin by reciting the poem One Art by Elizabeth Bishop.

Sierra

Norah

One Art By Elizabeth Bishop

The art of losing isn't hard to master;
so many things seem filled with the intent
to be lost that their loss is no disaster.

Lose something every day. Accept the fluster
of lost door keys, the hour badly spent.
The art of losing isn't hard to master.

Then practice losing farther, losing faster:
places, and names, and where it was you meant
to travel. None of these will bring disaster.

I lost my mother's watch. And look! my last, or
next-to-last, of three loved houses went.
The art of losing isn't hard to master.

I lost two cities, lovely ones. And, vaster,
some realms I owned, two rivers, a continent.
I miss them, but it wasn't a disaster.

—Even losing you (the joking voice, a gesture
I love) I shan't have lied. It's evident
the art of losing's not too hard to master
though it may look like (*Write it!*) like disaster.

Sierra: This poem combines loss, coping with loss, and the expression of the experience. The losses in the poem grow more and more significant and Bishop's casual tone masks the chaotic internal emotions relating to this loss. The losses felt by this pandemic will never be forgotten and even if we are able to cope with the small losses that it has brought us, the loss of life is something that no one can ever fully comprehend. We would like to give our deepest condolences to the families that lost their beloveds during this tragic year and let them know that as a community we are here to support and uplift and help one another during this time. Thank you for having us.

**NEWBURYPORT SCHOOL COMMITTEE
SCHOOL COMMITTEE PUBLIC HEARING MEETING
Library of Nock Middle School, 70 Low Street, Newburyport
Tuesday, April 27, 2021**

Meeting Convened at 6:33 PM

Mayor Donna Holaday / Brian Callahan Presided

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

Absent: Sheila Spalding

PUBLIC HEARING AGENDA

CALL TO ORDER / ROLL CALL:

Mayor Donna Holaday called the Public Hearing meeting of the Newburyport School Committee to order at 6:33 PM. Roll call found all members present except **Sheila Spalding**.

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

FY22 BUDGET PRESENTATION:

Superintendent Sean Gallagher gave an overview and explanation of the FY22 Proposed Budget.

Bruce Menin asked **Superintendent Gallagher** if he had a vision for the district.

Superintendent Gallagher said once ESSER III funding is formulated we will have a plan.

Sean Reardon asked about ESSER II.

Superintendent Gallagher said we were very conservative with ESSER II.

Sean Reardon asked if they would get a list.

Superintendent Gallagher said we will have a 5-year plan.

David Hochheiser asked about:

- The two positions in the sixth grade; are teachers being moved from Spanish I to Spanish II? **Superintendent Gallagher** explained that the focus is on one language - do it well - then bring on another language.
- Adding a 6th grade position.
- Is there a goal by the end of Spanish 4 - will our kids be able to pass assessment? Answer - Yes.
- Is there a reason why we are not hiring a German teacher? Answer - Get Spanish right, then bring on another language. **Bruce Menin** added that this is in order to achieve efficiency.

Steve Cole said it is tough to learn a language. He asked the following:

- What does it look like - the teaching load for grade seven? Answer - it will change a little bit.
- Will the loads get a little smaller? Answer - Yes

Brian Callahan asked about:

- The College Counselor - will it be in? Answer - Yes

- What will the Bresnahan lose by not having a tech integrator? **Superintendent Gallagher** explained.
- It would be great to have all your wish lists in the budget.

Mayor Holaday asked:

- Is there any chance in using ESSER funding to fund these positions? **Superintendent Gallagher** explained.
- Where are we with the transportation contract? Nancy Lysik said we have a number of requests; we will know later. **Superintendent Gallagher** said we have money allocated for that.

Bruce Menin asked about the priority list.

PUBLIC COMMENT:

Joe Devlin, 3 Dexter Lane said he encouraged the Superintendent to pass a budget to increase educational opportunities for our students. He said you do not balance the city budget.

Jane Snow asked about district supplies, behavioral specialist - she asked for some background. **Superintendent Gallagher** said the behavioral specialist would oversee social emotional welfare and would work with others to provide support for students. It would be a district position.

Zeid, 192 Water Street said we should bring forward a full budget. He inquired re: School Choice - what is really the nature of that? He asked for an explanation.

Sarah Hall, 8 Arthur Welch Drive She stated in her email that although she was a big proponent of World Language learning she didn't think adding two 6th grade Spanish teachers was a worthwhile investment. A better use of funds for World Language would be to hire Explore teachers for weekly Spanish in grades K-6.

ADJOURNMENT:

Motion:

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

VOTED: To adjourn the Public Hearing at 7:21 PM

Motion Passed

Sheila Spalding absent for vote

SCHOOL COMMITTEE BUSINESS MEETING
Library of Nock Middle School, 70 Low Street, Newburyport
Tuesday, April 27, 2021

Meeting Convened at 7:23 PM

Mayor Donna Holaday / Brian Callahan Presided

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

Absent: Sheila Spalding

CALL TO ORDER / ROLL CALL:

Mayor Donna Holaday called the School Committee Business meeting of the Newburyport School Committee to order at 7:23 PM. Roll call found all members present except **Sheila Spalding**.

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

SELECTION & APPOINTMENT OF THE ASSISTANT SUPERINTENDENT OF CURRICULUM & INSTRUCTION AND THE BUSINESS MANAGER:

Superintendent Gallagher said there were 16 applicants for the **Business Manager** position. They interviewed 6. **Superintendent Gallagher** said **Steve Cole** was the chair for this Committee. He gave the extensive background of **Mr. Philip Littlehale** who was the choice of the Committee.

Steve Cole said this was an exhaustive process; all candidates were well qualified.

Mayor Holaday welcomed **Mr. Littlehale** and stated she was excited to begin working with him. **Superintendent Gallagher** introduced **Mr. Littlehale** to the Committee. All those present gave him a standing ovation.

Mr. Littlehale stated he was excited to begin working in the Newburyport District. It was closer to his home and he had been looking for a smaller district.

Motion:

On a motion by **Mayor Holaday** and seconded by **Brian Callahan** it was

VOTED: To approve the hiring of **Mr. Philip Littlehale** for the position of Business Manager.

Roll Call Vote:

Steve Cole	Yes
Sean Reardon	Yes
Bruce Menin	Yes
Brian Callahan	Yes
Mayor Holaday	Yes
David Hochheiser	Yes

Motion Passed

Sheila Spalding absent for vote

Superintendent Gallagher said there were 66 applicants for the **Assistant Superintendent of Curriculum & Instruction** position. 8 were interviewed and 3 were selected for the final interview. **Superintendent Gallagher** gave the extensive background of **Ms. Lisa Marie Ippolito** who was the choice of the selection committee.

Superintendent Gallagher introduced **Ms. Ippolito** to the Committee. All those present gave her a standing ovation.

Ms. Ippolito said she was very excited to begin working in the Newburyport District.

Bruce Menin welcomed her to Newburyport. He asked her to talk about her teaching experience. **Ms. Ippolito** explained.

David Hochheiser asked how did she think we could include the community in curriculum?

Ms. Ippolito explained stating among other things we could have a Math Night and a Stem Night.

Motion

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

VOTED: To approve the hiring of **Ms. Lisa Marie Ippolito** for the position of Assistant Superintendent of Curriculum & Instruction.

Roll Call Vote:

Mayor Holaday	Yes
Bruce Menin	Yes
Sean Reardon	Yes
Steve Cole	Yes
David Hochheiser	Yes
Brian Callahan	Yes

Motion Passed

Sheila Spalding absent for vote

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.
\$8,310.46

Motion Passed

Sheila Spalding absent for vote

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.
\$268,580.65

Motion Passed

Sheila Spalding absent for vote

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

VOTED: To approve, receive and forward to the City Auditor to make payment and deduct the funds from the school's account.
\$14,279,85

Motion Passed

Sheila Spalding absent for vote.

Minutes:

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

VOTED: To approve, receive and file the School Committee Public School Budget Forum and the Business Meeting minutes of Monday, April 5, 2021, as amended.

Motion Passed

Sheila Spalding absent for vote

BRING CHANGE TO MIND CLUB REQUEST FOR STUDENT ACTIVITY ACCOUNT:

Motion:

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

VOTED: To approve the request to open a student activity account at the High School for the Bring Change to Mind Club.

Motion Passed

Sheila Spalding absent for vote

POLICY SUBCOMMITTEE:

Restraint & Behavior Support Procedures & Policy (JKAA)

Superintendent Gallagher explained that the original JKAA policy "Corporal Restraint of Students" 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".

Motion

On a motion by **David Hochheiser** and seconded by **Bruce Menin** it was

VOTED: To approve the change of the original JKAA policy "Corporal Restraint of Students" now be known as the "Physical Restraint Prevention and Behavior Support Procedures".

Motion Passed

Sheila Spalding absent for vote

Acceptance of the Ethics Policy (BCB) and Operating Principles & Norms of Interaction Policy (BCC/BCD)

This was put off until the next School Committee meeting.

SCHOOL CHOICE UPDATE:

Superintendent Gallagher provided an update regarding school choice possibilities for the district in 2021-2022. He stated they are still looking at numbers. They are as follows:

- K - hold off
- 2 - hold off
- 4 - add 10 slots
- 6 add 10 slots
- 7 add 10 slots
- 9 15 - 20 slots

Numbers may change.

SUPERINTENDENT SEAN GALLAGHER'S REPORT:

Superintendent Gallagher provided an update regarding in-person learning at the Nock Middle School and the High School.

Middle School - April 12 (4 days). This week there will be 5 days.

High School - Principal Wulf is working on this. Lunch areas - Clipper Block

Mayor Holaday inquired about pool testing. **Superintendent Gallagher** there have been over 1,000 tested.

David Hochheiser asked the following:

- What percentage of kids came back to the High School? **Superintendent Gallagher** said he will get the data.
- Are we maintaining remote learning? Answer - Yes
- Are we promoting vaccinations for High School students? Answer - Yes.

NEW BUSINESS:

Brian Callahan spoke about the upcoming election in November. 4 of the School Committee up for election. We should put together an orientation packet for new members.

Sean Reardon said we should push out our agenda - promote our meetings more.

David Hochheiser said we should promote getting vaccinated.

ADJOURNMENT:

Motion

On a motion by **Sean Reardon** and seconded by **Brian Callahan** it was

VOTED: To adjourn the Business Meeting of the Newburyport School Committee at 8:15 PM.

Motion Passed

Sheila Spalding absent for vote

**NEWBURYPORT SCHOOL COMMITTEE
SCHOOL COMMITTEE BUSINESS MEETING
Library of Nock Middle School, 70 Low Street, Newburyport
Monday, May 3, 2021**

Meeting Convened at 6:30 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 / PLEDGE OF ALLEGIANCE / ROLL CALL:

Mayor Donna Holaday called the School Committee meeting of the Newburyport School Committee to order at 6:30 PM. Roll call found all members present.

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

PUBLIC COMMENT:

There was no Public Comment at this time.

STAFF RECOGNITION - NPS NURSING STAFF:

Superintendent Sean Gallagher recognized the NPS Nursing team for their dedication and incredible contributions to the health and well-being of the Newburyport school community during the COVID-19 Pandemic. He stated their flexibility to take on expanding roles and additional responsibilities over the past year has been extraordinary. Educating students and staff on safety protocols, performing contact tracing, managing the pool testing process, alongside their nursing duties taking care of sick children on a daily basis.....these are just a few examples of how this dedicated group has worked tirelessly over the past year to create a safe learning environment within our schools. He thanked Nelson Lane and Michelle Thivierge (Bresnahan School), Michelle Rybicki (Molin School), Rebecca Murphy (Molin School/IDC), Bridget Sheehan (Nock Middle School), Susan Anderson and Angela Casella (High School) and nurse substitutes Kathy Becker and Robin Emmerling. Cathy Riccio spoke stating she was pleased that the team was being recognized.

CONSENT AGENDA:

Warrants:

Motion:

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.

\$211,009.40

Motion Passed Unanimously

NHS STUDENT REPRESENTATIVE REPORT:

NHS Student Representative Sierra Leahy reported on the following events at NHS:

- The High School is now in its second week of having a majority of its students back in-person.
- The *Academic Honors Celebration Ceremony* aired last Thursday on Port Media Local Channel 9. This event recognizes students who have earned an Academic Key and formally announced the Senior Class Valedictorian (Caroline Walsh), Salutatorian (Dreese Fadil), and Bresnahan Scholar Athlete (Leah Metzkehr). Unlike in years past, the Valedictorian and Salutatorian, along with Bresnahan Scholar Athlete, each offered an address to recognize their time at NHS and share their own perspectives and insight on academic and social achievement. Also at the Celebration our representatives to this year's North Shore Scholars were revealed. We have 10 students who will join other top scholars from around the North Shore.
- MCAS testing dates for the High School are set. Sophomores will take the ELA and Math exams on June 2nd, 3rd, 8th and 9th. The freshmen will sit for the Biology test on June 8th and 9th. Juniors are no longer required to take the MCAS as a graduation requirement. However, if a junior would like to take the exam to qualify for the Adams Scholarship and Koplik Certificate of Mastery, they are able to opt in. Right now there are about 20 juniors opting to take the exam.
- *Spring Art Walk* (April 17-May 14) Student artwork from across the District is being displayed across the city at participating shops, restaurants, and businesses.
- *Interact Grocery Drive*: A huge shout out to Nolan Smith, Graham Smith, Sam Cooper, Leah Metzker and Sophie Calie for additional work they did to organize the Interact Grocery Drive. Thanks to the community's generosity, eight different families greatly impacted by the pandemic received much needed items.
- *Moynihan Lumber Student Athlete of the Month & Girls Track CAL Champs*: Congratulations to Sydney Yim. She received this month's Moynihan Lumber Student Athlete award. Congratulations to the girls' track team on winning their 3rd straight Cape Ann League championship.
- *Where Are Our Seniors Going?* Check out @newburyportguidance on Instagram to see where our seniors are heading after high school. As each senior finalized their decision, the guidance office will be updating the postings.
- *National Arts Honor Society Induction Ceremony* is this Thursday at 7 PM. The NAHS strives to aid members in working toward the attainment of the highest standards in art areas, and to bring art education to the attention of the school and community. 20 students will be inducted.

POLICY SUBCOMMITTEE:

Restraint & Behavior Support Procedures & Policy (JKAA).

Sheila Spalding explained that the original JKAA policy "Corporal Restraint of Students" 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".

Acceptance of the Ethics Policy (BCB) and Operating Principles & Norms of Interaction Policy (BCC/BCD)

Motion

On a motion by **Sheila Spalding** and seconded by **Sean Reardon** it was

VOTED: To approve the change of the original JKAA policy “Corporal Restraint of Students’ now be known as the “Physical Restraint Prevention and Behavior Support Procedures” and the Acceptance of the Ethics Policy (BCB) and Operation Principles & Norms of Interaction Policy (BCC/BCD)

Motion Passed Unanimously

SCHOOL CHOICE 2021-2022:

Superintendent Gallagher recommended grades that can accommodate students under the school choice program for 2021-2022. They are as follows:

- Grade 4 - 7 seats (possible adding 3)
- Grade 6 - 7 seats (possible adding 3)
- Grade 7 - 7 seats (possible adding 3)
- Grade 9 - 15 seats (possible adding 5)

Motion:

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

VOTED: To approve **Superintendent Gallagher’s** recommendation School Choice Seats for 2021-2022 as follows: Grades 4, 6, 7 up to 10 seats; Grade 9 - up to 20 seats.

Sean Reardon asked about numbers.

Motion Passed Unanimously

FY22 NPS BUDGET:

Superintendent Gallagher presented the FY22 school budget. College and Career Counselors added - same as at Budget Forum with Literacy Coordinator, Tech Integrator at Bresnahan as priorities.

Motion:

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

VOTED: To approve the FY22 NPS Budget as presented by **Superintendent Gallagher**.

Sean Reardon thanked everyone for their hard work. He stated the budget should include the Literacy Coordinator position.

Mayor Holaday said she had to cut positions in the city budget to fund the school budget. The budget goes to the City Council on Monday. Keep the Literacy position as a priority.

Bruce Menin inquired re: ESSER III money - can we use some of that to fund that position? Nancy Lysik stated we should wait on this until we see how we stand at the end of year.

Sheila Spalding said she valued this position - was there any wiggle room?

Bruce Menin spoke re: ESSER funding.

Brian Callahan said why not use Choice money.

Superintendent Gallagher said the Committee could amend the motion.

David Hochheiser said we should minimize taking teachers out of classrooms. He said the School Budget is huge. We should send the budget to the City Council with both of those positions in it - our responsibility is to present the best budget.

Brian Callahan said both should be in the budget.

Sean Reardon asked about money put in the budget and not used - what happens to it?

Bruce Menin asked the Superintendent - make it happen - how?

Superintendent Gallagher and Nancy Lysik explained.

Steve Cole asked were there some hard numbers from the State?

Motion

On a motion by **David Hochheiser** and seconded by **Bruce Menin** it was

VOTED: To amend the original motion to approve the FY22 NPS Budget as presented by **Superintendent Gallagher** to include the Literacy Coordinator, Tech Integrator at Bresnahan positions.

Motion passed Unanimously

Steve Cole said the original motion should be taken off the table. **Bruce Menin** and **Mayor Holaday** agreed to remove the original motion.

Mayor Holaday thanked Nancy Lysik for her hard work on the budget. Everyone clapped.

NEW BUSINESS:

Bruce Menin said it is time of the year when we have to evaluate the Superintendent. He will look at what we did the last time. This must be finished by June. He asked the Committee to send him suggestions as to what are the key areas we want to focus our attention on.

Mayor Holaday said we were given direction on what areas to focus on.

Superintendent Gallagher said he will find out.

Sean Reardon said it was Teacher Appreciation Week - he gave a shout out to all teachers.

ADJOURNMENT:

On a motion by **David Hochheiser** and seconded by **Sean Reardon** it was

VOTED: To adjourn the Business Meeting of the Newburyport School Committee at 7:25 PM.

Newburyport High School World Affairs and Diplomacy Class/ Model United Nations

The World Affairs and Diplomacy class is a place based/ experiential learning, co-taught, flex class. The class formally began in 2018 after many years of us working towards a more structured Model UN experience where participants could earn course credit for their hard work. The capstone experience of the class is participation in a substantial Model UN conference. At a Model UN conference students are asked to play the role of an international delegate from an assigned country. They will use research of an assigned nation's culture, economy, national history, political history, and foreign policy to accurately portray a political representative from an assigned nation. Students will also be charged with the responsibility of researching a specialized area of expertise. Students will engage in debate, public speaking, and negotiations for the purpose of solving a proposed crisis.

In past years our team has competed in MUN conferences in Maine at the University of Southern Maine, New York City at the National High School Model UN, Rutgers United Nations Conference in New Brunswick New Jersey, and McGill University's Secondary Schools United Nations Symposium in Montreal. Conferences are overnight trips, span 3-4 days, and range in cost depending on which conference we attend.

This year we hope to go back to Montreal for the Secondary Schools United Nations Symposium. In our opinion, it is constantly the best, most rigorous, and most professional conference available. It will be held at the Sheraton Hotel in downtown Montreal. All conference related activities and lodging will also be held at the Sheraton. We plan to bring 20 students, grades 9-12, with varying levels of experience, all of whom will be enrolled in our World Affairs and Diplomacy Class. There will be 3-4 faculty chaperones on the trip.

In terms of logistics, we would leave NHS at 7:45AM on Thursday, Nov 11th and arrive back home on Sunday, Nov 14th around 9:00 PM. We would be traveling via charter bus. At this point, cost per student to participate is \$650. This price includes the cost of lodging (students will share a 4 person hotel room with other NHS students of the same gender), and transportation. Registration fees for the conference are paid by NHS given that the conference is part of our curriculum. Students are also responsible for the cost of their own meals over the course of our trip, so they should plan their budgets accordingly. Also, please note that this is an estimated cost based on prior years. I do not foresee the cost being more than the \$650 noted here.

This year also presents some unknowns. We are asking for permission to travel to Canada under the cloud of the pandemic. We do not do this lightly. There is a chance that, after we register, there may be another outbreak or a fallback to heightened Covid restrictions. While details are still a bit unclear, we are working with the SSUNS and the student organizers at McGill University to ensure the best experience, and the greatest

degree of peace of mind that can be provided at the moment. SSUNS has made the following preparations/accommodations given the pandemic:

1. SSUNS is acting based on all of the available guidance from Canada's health services.
2. SSUNS is planning to have the conference in person. However, in the event that conditions and/or the virus worsens, they have a contingency plan to change to a virtual conference. If this happens we will have the option of participating virtually at a reduced cost or getting a full refund for our fees if we decide to withdraw. (Obviously, this would also negate travel and lodging costs.) They plan to announce a firm plan in August one way or the other (In-person or remote)
3. Regardless of whether the conference is in-person or virtual, SSUNS will allow us to cancel and receive a full refund up until Oct 1st.

Contingency:

In the event that SSUNS were to default to a virtual setting, our plan would be to use NHS as our hub and have students participate remotely while preserving our "team" chemistry as best we can. The student/teacher commitment would run Thursday through Sunday, regardless.

What are we asking for?:

We recognize that the uncertainty surrounding this trip is unfortunate. We ask for the flexibility to be able to act in the best interest of our students in pursuit of the best possible experience for them while keeping both their physical and academic well being in mind. Planning for the trip requires reservations, payments, and planning. If we were to "wait and see" until September to start planning, the burden of planning the trip would be much more difficult, it would compromise potential placements that we might get at the conference for our team, and it could potentially be more expensive. With your approval, we will commit to the overnight international conference, with the understanding that worsening conditions may result in the adjustment of our plans.

Massachusetts School Building Authority

Next Steps to Finalize Submission of your FY 2021 Statement of Interest

Thank you for submitting your FY 2021 Statement of Interest (SOI) to the MSBA electronically. **Please note, the District's submission is not yet complete.** The District is required to mail all required supporting documentation, which is described below.

VOTES: Each SOI must be submitted with the proper vote documentation. This means that (1) the required governing bodies have voted to submit each SOI, (2) the specific vote language required by the MSBA has been used, and (3) the District has submitted a record of the vote in the format required by the MSBA.

- **School Committee Vote:** Submittal of all SOIs must be approved by a vote of the School Committee.
 - For documentation of the vote of the School Committee, Minutes of the School Committee meeting at which the vote was taken must be submitted with the original signature of the Committee Chairperson. The Minutes must contain the actual text of the vote taken which should be substantially the same as the MSBA's SOI vote language.
- **Municipal Body Vote:** SOIs that are submitted by cities and towns must be approved by a vote of the appropriate municipal body (e.g., City Council/ Aldermen/Board of Selectmen) in addition to a vote of the School Committee.
 - Regional School Districts do not need to submit a vote of the municipal body.
 - For the vote of the municipal governing body, a copy of the text of the vote, which shall be substantially the same as the MSBA's SOI vote language, must be submitted with a certification of the City/Town Clerk that the vote was taken and duly recorded, and the date of the vote must be provided.

ADDITIONAL DOCUMENTATION FOR SOI PRIORITIES #1 AND #3: If a District selects Priority #1 and/or Priority #3, the District is required to submit additional documentation with its SOI.

- If a District selects Priority #1, Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of the school children, where no alternative exists, the MSBA requires a hard copy of the engineering or other report detailing the nature and severity of the problem and a written professional opinion of how imminent the system failure is likely to manifest itself. The District also must submit photographs of the problematic building area or system to the MSBA.
- If a District selects Priority #3, Prevention of a loss of accreditation, the SOI will not be considered complete unless and until a summary of the accreditation report focused on the deficiency as stated in this SOI is provided.

ADDITIONAL INFORMATION: In addition to the information required above, the District may also provide any reports, pictures, or other information they feel will give the MSBA a better understanding of the issues identified at a facility.

If you have any questions about the SOI process please contact the MSBA at 617-720-4466 or SOI@massschoolbuildings.org.

Massachusetts School Building Authority

School District Newburyport

District Contact Donna D Holaday TEL: (978) 465-4413

Name of School Newburyport High

Submission Date 5/14/2021

SOI CERTIFICATION

To be eligible to submit a Statement of Interest (SOI), a district must certify the following:

- The district hereby acknowledges and agrees that this SOI is NOT an application for funding and that submission of this SOI in no way commits the MSBA to accept an application, approve an application, provide a grant or any other type of funding, or places any other obligation on the MSBA.
- The district hereby acknowledges that no district shall have any entitlement to funds from the MSBA, pursuant to M.G.L. c. 70B or the provisions of 963 CMR 2.00.
- The district hereby acknowledges that the provisions of 963 CMR 2.00 shall apply to the district and all projects for which the district is seeking and/or receiving funds for any portion of a municipally-owned or regionally-owned school facility from the MSBA pursuant to M.G.L. c. 70B.
- The district hereby acknowledges that this SOI is for one existing municipally-owned or regionally-owned public school facility in the district that is currently used or will be used to educate public PreK-12 students and that the facility for which the SOI is being submitted does not serve a solely early childhood or Pre-K student population.
- After the district completes and submits this SOI electronically, the district must mail hard copies of the required documentation described under the "Vote" tab, on or before the deadline.
- The district will schedule and hold a meeting at which the School Committee will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is required for cities, towns, and regional school districts.
- Prior to the submission of the SOI, the district will schedule and hold a meeting at which the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body will vote, using the specific language contained in the "Vote" tab, to authorize the submission of this SOI. This is not required for regional school districts.
- On or before the SOI deadline, the district will submit the minutes of the meeting at which the School Committee votes to authorize the Superintendent to submit this SOI. The District will use the MSBA's vote template and the vote will specifically reference the school and the priorities for which the SOI is being submitted. The minutes will be signed by the School Committee Chair. This is required for cities, towns, and regional school districts.
- The district has arranged with the City/Town Clerk to certify the vote of the City Council/Board of Aldermen or Board of Selectmen/equivalent governing body to authorize the Superintendent to submit this SOI. The district will use the MSBA's vote template and submit the full text of this vote, which will specifically reference the school and the priorities for which the SOI is being submitted, to the MSBA on or before the SOI deadline. This is not required for regional school districts.
- The district hereby acknowledges that this SOI submission will not be complete until the MSBA has received all of the required vote documentation in a format acceptable to the MSBA. If Priority 1 is selected, your SOI will not be considered complete unless and until you provide the required engineering (or other) report, a professional opinion regarding the problem, and photographs of the problematic area or system. If Priority 3 is selected, your SOI will not be considered complete unless and until you provide a summary of the accreditation report focused on the deficiency as stated in this SOI.

**LOCAL CHIEF EXECUTIVE OFFICER/DISTRICT SUPERINTENDENT/SCHOOL COMMITTEE CHAIR
(E.g., Mayor, Town Manager, Board of Selectmen)**

Chief Executive Officer *	School Committee Chair	Superintendent of Schools
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(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

Massachusetts School Building Authority

School District Newburyport

District Contact Donna D Holaday TEL: (978) 465-4413

Name of School Newburyport High

Submission Date 5/14/2021

Note

The following Priorities have been included in the Statement of Interest:

1. Replacement or renovation of a building which is structurally unsound or otherwise in a condition seriously jeopardizing the health and safety of school children, where no alternative exists.
2. Elimination of existing severe overcrowding.
3. Prevention of the loss of accreditation.
4. Prevention of severe overcrowding expected to result from increased enrollments.
5. Replacement, renovation or modernization of school facility systems, such as roofs, windows, boilers, heating and ventilation systems, to increase energy conservation and decrease energy related costs in a school facility.
6. Short term enrollment growth.
7. Replacement of or addition to obsolete buildings in order to provide for a full range of programs consistent with state and approved local requirements.
8. Transition from court-ordered and approved racial balance school districts to walk-to, so-called, or other school districts.

SOI Vote Requirement

I acknowledge that I have reviewed the MSBA's vote requirements for submitting an SOI which are set forth in the Vote Tab of this SOI. I understand that the MSBA requires votes from specific parties/governing bodies, in a specific format using the language provided by the MSBA. Further, I understand that the MSBA requires certified and signed vote documentation to be submitted with the SOI. I acknowledge that my SOI will not be considered complete and, therefore, will not be reviewed by the MSBA unless the required accompanying vote documentation is submitted to the satisfaction of the MSBA.

SOI Program: Core

Potential Project Scope: Renovation\ Addition

Is this a Potential Consolidation? No

Is this SOI the District Priority SOI? Yes

School name of the District Priority SOI: Newburyport High

Is this part of a larger facilities plan? Yes

If "YES", please provide the following:

Facilities Plan Date: 3/29/2021

Planning Firm: Newburyport Public Schools/City of Newburyport

Please provide a brief summary of the plan including its goals and how the school facility that is the subject of this SOI fits into that plan:

FY22-26 Capital Improvement Plan: The Newburyport Public Schools, working with the City of Newburyport, updates a 5-year Capital Improvement Plan annually. This plan lists capital needs for all school facilities across the district. The CIP is presented by the Director of Facilities to, and approved by the School Committee before being sent to the Mayor and City Council for prioritization with other capital needs across the city. In recent years the CIP submitted for consideration to the Mayor's Office has included the following for Newburyport High school: exterior woodwork restoration, sidewalk replacements, roof replacement, technology upgrades, energy reduction programs, auditorium sound and lighting system replacement, fire alarm system upgrade, security updates and others. Funding is appropriated as available, and some projects find other sources of funding through grants and/or donations. The current CIP can be found on the city website at:

https://www.cityofnewburyport.com/sites/g/files/vyhli3521/f/uploads/fy2022-2026_capital_improvement_program_proposed_3-29-2021.pdf

Please provide the current student to teacher ratios at the school facility that is the subject of this SOI: 11 students per teacher

Please provide the originally planned student to teacher ratios at the school facility that is the subject of this SOI: 11 students per teacher

Does the District have a Master Educational Plan that includes facility goals for this building and all school buildings in District? Yes

If "YES", please provide the author and date of the District's Master Educational Plan.

The City of Newburyport has a Master Plan that includes an educational component. The development of the Master Plan was spearheaded by members of the Planning Department and was adopted by the Newburyport City Council in December of 2017. The Master Plan can be found on the city website at:

<https://www.cityofnewburyport.com/sites/g/files/vyhli3521/f/uploads/2017-master-plan-final-printed-version-w-adoption-dates.pdf>

Is there overcrowding at the school facility? No

If "YES", please describe in detail, including specific examples of the overcrowding.

Has the district had any recent teacher layoffs or reductions? No

If "YES", how many teaching positions were affected? 0

At which schools in the district?

Please describe the types of teacher positions that were eliminated (e.g., art, math, science, physical education, etc.).

Has the district had any recent staff layoffs or reductions? No

If "YES", how many staff positions were affected? 0

At which schools in the district?

Please describe the types of staff positions that were eliminated (e.g., guidance, administrative, maintenance, etc.).

Please provide a description of the program modifications as a consequence of these teacher and/or staff reductions, including the impact on district class sizes and curriculum.

Does Not Apply

Please provide a description of the local budget approval process for a potential capital project with the MSBA. Include schedule information (i.e. Town Meeting dates, city council/town council meetings dates, regional school committee meeting dates). Provide, if applicable, the District's most recent budget approval process that resulted

in a budget reduction and the impact of the reduction to the school district (staff reductions, discontinued programs, consolidation of facilities).

SECTION 6-2: ANNUAL BUDGET MEETING The mayor shall call a joint meeting of the city council and school committee, to include the superintendent of schools, before the commencement of the annual budget process to review the financial condition of the city, revenue and expenditure forecasts, and other relevant information prepared by the mayor in order to develop a coordinated budget. **SECTION 6-3: SUBMISSION OF OPERATING BUDGET; BUDGET MESSAGE** No later than May 15 of each year, the mayor shall submit to the city council a proposed operating budget for all city agencies, which shall include the school department, for the ensuing fiscal year with an accompanying budget message and supporting documents. The proposed operating budget shall provide a complete fiscal plan of all city funds and activities. The school budget, as adopted by the school committee shall be submitted to the mayor at least 10 days before the submission of the proposed operating budget to the city council. The mayor shall notify the school committee of the date by which the proposed budget of the school committee shall be submitted to the mayor. The mayor and the superintendent of schools shall coordinate the dates and times of the school committee's budget process under the General Laws. **Public Hearing** - The city council shall publish in at least one (1) local newspaper a notice of the proposed operating budget as submitted by the mayor. The notice shall state (1) the times and places where copies of the entire proposed operating budget are available for inspection by the public, and (2) the date, time and place not less than 14 days after its publication, when a public hearing on the proposed operating budget will be held by the city council. The city council shall adopt the proposed operating budget, with or without amendments, within 45 days following the date the proposed budget is filed with the city clerk. Funding a capital project would likely require an override vote.

General Description

BRIEF BUILDING HISTORY: Please provide a detailed description of when the original building was built, and the date(s) and project scopes(s) of any additions and renovations (maximum of 5000 characters).

Original construction of Newburyport High School was completed in 1937. A complete renovation and addition occurred from 1999 to 2002.

A project to rehabilitate the exterior woodwork on the high school was completed in 2020. This historic restoration was designed and monitored by an architectural firm with extensive historic restoration experience, and following strict historic restoration standards.

TOTAL BUILDING SQUARE FOOTAGE: Please provide the original building square footage PLUS the square footage of any additions.

215000

SITE DESCRIPTION: Please provide a detailed description of the current site and any known existing conditions that would impact a potential project at the site. Please note whether there are any other buildings, public or private, that share this current site with the school facility. What is the use(s) of this building(s)? (maximum of 5000 characters).

Newburyport High School sits on a 13.3 acre site at the top of a hill in a residential neighborhood.

The site also includes the War Memorial Stadium which was recently renovated (completed 2016) including an artificial turf field. The Stadium is used for various sporting events as well as the site for the high school's graduation ceremony.

There is a concession stand near the Stadium along with a small electrical shed that provides power to the Stadium. A baseball field is also located on the site.

The parking areas are insufficient for the number of staff in the building. Some staff and all students have to park off-site. Any project that requires a lay-down area for materials is challenging when done while school is in session.

ADDRESS OF FACILITY: Please type address, including number, street name and city/town, if available, or describe the location of the site. (Maximum of 300 characters)

Newburyport High School
241 High Street
Newburyport, MA 01950

BUILDING ENVELOPE: Please provide a detailed description of the building envelope, types of construction materials used, and any known problems or existing conditions (maximum of 5000 characters).

Exterior walls of the building are brick. They are in generally good condition.

Most windows are over-sized double-hung wooden sash. The one major exception is the south façade which has aluminum frame windows overlooking the stadium. The size of the double-hung windows make them difficult to operate. Most are in good condition, but there are some, particularly on the northeast side of the building that are showing signs of deterioration due to their exposure to the north-east wind coming off the ocean.

Doors are a combination of wooden historic replica and aluminum store-front style. The wooden doors are

sometimes problematic from a security standpoint during wet or humid weather when they swell and do not automatically latch securely. During these times they require regular adjustment.

Over the center main portion of the 1937 portion of the building is an asphalt shingled hip roof. This section of roof is in poor condition, needing regular maintenance to replace shingles that blow off during strong wind storms, and leaking in areas where flashing has apparently failed. This roof was installed in 1995.

The remaining sections on the 1937 portion of the building are flat PVC roofs that were last replaced in 1995 as part of a district-wide roofing project. There have been numerous leaks on all four of these separate sections (Library, Auditorium, East Classroom Wing, West Classroom Wing) as can be seen by the number of patches in these areas and stained ceilings that are visible in areas such as the Auditorium.

The five sections described above are on the Building A section of the high school and are in need of replacement as they are approaching 25 years of age.

The EPDM roof on the 2002 addition is in good condition. A small project was conducted on this roof circa 2011 to correct an issue with the membrane pulling away from the bases of several of the roof top air handling units.

Has there been a Major Repair or Replacement of the EXTERIOR WALLS? YES

Year of Last Major Repair or Replacement:(YYYY) 2002

Description of Last Major Repair or Replacement:

The exterior walls on the original (1937) portion of the building have not had a major repair or replacement other than repointing. The addition that was constructed from 1999 to 2002 replaced an earlier addition that was constructed circa 1960.

Roof Section A

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 6000

**Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))
Shingle**

Age of Section (number of years since the Roof was installed or replaced) 26

Description of repairs, if applicable, in the last three years. Include year of repair:

Replacement of shingles that have blown off has occurred in each of the last three years. Repairs have also been made to flashing around ductwork that protrudes through this roof.

Roof Section B

Is the District seeking replacement of the Roof Section? YES

Area of Section (square feet) 35100

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Flat PVC-this section is made up of four separate areas all last replaced in 1995 including east classrooms, west classrooms, auditorium & library.

Age of Section (number of years since the Roof was installed or replaced) 26

Description of repairs, if applicable, in the last three years. Include year of repair:

Patching has been performed numerous times on this roof over the past three years including most recently December 2019.

Roof Section C

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 18400

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Flat EPDM over south classroom area addition that was constructed in 1999-2002

Age of Section (number of years since the Roof was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Minor patching in 2018 & 2019.

Roof Section D

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 7900

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Gym-balled EPDM installed in 1999-2002 during the renovation and addition project. Proposed addition would be constructed over this section.

Age of Section (number of years since the Roof was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Roof Section E

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 3500

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Cafeteria-sloped PVC installed during the renovation and addition project from 1999 to 2002.

Age of Section (number of years since the Roof was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Patching of seams in the built-in rain gutter in 2019.

Roof Section F

Is the District seeking replacement of the Roof Section? NO

Area of Section (square feet) 450

Type of ROOF (e.g., PVC, EPDM, Shingle, Slate, Tar & Gravel, Other (please describe))

Standing seam metal roofing over "connector" areas between the original building and the addition that was constructed in 1999-2002. This includes 9 small separate roof areas.

Age of Section (number of years since the Roof was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Patching of seams and flashing along rising brick walls 2018 & 2019.

Window Section A

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 374

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Wooden double-hung, double pane windows.

Age of Section (number of years since the Windows were installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Miscellaneous sash replacements 2017/2018, two replaced in 2020 and one in 2021.

Window Section B

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 60

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Aluminum double pane

Age of Section (number of years since the Windows were installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Window Section C

Is the District seeking replacement of the Windows Section? NO

Windows in Section (count) 14

Type of WINDOWS (e.g., Single Pane, Double Pane, Other (please describe))

Large wood-frame fixed glass double pane (library & auditorium)

Age of Section (number of years since the Windows were installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Exterior trim board replacement on one window in 2019

MECHANICAL and ELECTRICAL SYSTEMS: Please provide a detailed description of the current mechanical and electrical systems and any known problems or existing conditions (maximum of 5000 characters).

Both the mechanical and electrical systems were updated as part of the renovation and addition project between 1999 and 2002.

Heat is provided to the school by two natural gas-fired Smith Boilers which provide hot water to various terminal devices throughout the school including nine interior air handling units and three roof-top air handling units which provide fresh air throughout the building. Heat to the classrooms is provided by ceiling mounted fan coil units, and offices generally receive their heat via variable air volume boxes and baseboard radiant heat.

Two Trane chillers provide chilled water for air conditioning to about 90% of the building. In recent years the chillers have required a significant amount of service and repair work to keep them operating at full capacity. At times they have been difficult to keep running when they are needed most and have been costly to maintain. They should be considered for replacement.

Both boilers are fully operational and receive regular preventive maintenance from in-house staff with assistance from contractors from time to time. The interior fire walls of one boiler were rebuilt in 2013, and the other in 2018.

All mechanical equipment is operational and is in a condition that would be expected at this stage of its life cycle. Mechanical equipment receives regular preventive maintenance from in-house staff with assistance from contractors from time to time.

The entire electrical system from the main switch gear to all branch circuit wiring was replaced during the renovation and addition project from 1999-2002. The main electrical service is 480/277 volt, 4000 amp, three phase. The switch gear and all distribution panels were manufactured by General Electric.

A 250KW Kohler generator provides backup power to selected equipment and emergency lighting.

Lighting throughout the building is a combination of T-8 and compact fluorescent as well as recently converted LED fixtures.

Boiler Section 1

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Interior fire brick replaced 2013

Boiler Section 2

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 100

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural gas

Age of Boiler (number of years since the Boiler was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

Interior fire brick replaced 2018

Boiler Section 3

Is the District seeking replacement of the Boiler? YES

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 0

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Natural gas (domestic hot water)

Age of Boiler (number of years since the Boiler was installed or replaced) 20

Description of repairs, if applicable, in the last three years. Include year of repair:

None

Boiler Section 4

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 0

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Electricity (domestic hot water for kitchen)

Age of Boiler (number of years since the Boiler was installed or replaced) 5

Description of repairs, if applicable, in the last three years. Include year of repair:

Replaced in 2016

Boiler Section 5

Is the District seeking replacement of the Boiler? NO

Is there more than one boiler room in the School? YES

What percentage of the School is heated by the Boiler? 0

Type of heating fuel (e.g., Heating Oil, Natural Gas, Propane, Other)

Electricity (domestic hot water for science labs)

Age of Boiler (number of years since the Boiler was installed or replaced) 4

Description of repairs, if applicable, in the last three years. Include year of repair:

Replaced in 2017

Has there been a Major Repair or Replacement of the HVAC SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2002

Description of Last Major Repair or Replacement:

All mechanical equipment was replaced during the renovation and addition project from 1999 to 2002.

Has there been a Major Repair or Replacement of the ELECTRICAL SERVICES AND DISTRIBUTION SYSTEM? YES

Year of Last Major Repair or Replacement:(YYYY) 2002

Description of Last Major Repair or Replacement:

All electrical equipment was replaced during the renovation and addition project from 1999 to 2002.

BUILDING INTERIOR: Please provide a detailed description of the current building interior including a description of the flooring systems, finishes, ceilings, lighting, etc. (maximum of 5000 characters).

Interior walls are generally constructed of metal studs and gypsum wall board and finished with an egg-shell paint.

Most floors are vinyl composite tile with carpeting in offices, the auditorium and library. Most ceilings areas are suspended grids with acoustical ceiling tile, with some gypsum wall board ceilings in select areas.

Lighting is typically T-8 and compact fluorescent with some recently converted LED fixtures in some areas such as the gym, auditorium, cafeteria, stairways and parking lots. The first phase of a three-phase project to convert the remaining lighting to LED was completed in 2020 utilizing Green Communities funding and utility rebates. A Green Communities funding application for the next phase will be submitted in the fall of 2021.

PROGRAMS and OPERATIONS: Please provide a detailed description of the current grade structure and programs offered and indicate whether there are program components that cannot be offered due to facility constraints, operational constraints, etc. (maximum of 5000 characters).

Newburyport High School serves grades nine through twelve and the curriculum is designed around two interconnected premises. First, students will acquire and demonstrate competencies in areas of academics, career options, personal/social relationships and wellness. Second, a major aspect of demonstrating those competencies is successful completion of a core curriculum and elective course work to earn the minimum of 110 credits to be eligible for graduation.

Courses are offered in art and theater, English, math, history/social studies, science and technology, world language, wellness and physical education, and special education.

The one area that is most restricted by facility constraints at Newburyport High School is the Science, Technology and Engineering program. A shortage of teaching and lab space limits the amount of lab time that each class can be allotted.

EDUCATIONAL SPACES: Please provide a detailed description of the Educational Spaces within the facility, a description of the number and sizes (in square feet) of classrooms, a description of science rooms/labs including ages and most recent updates, a description of the cafeteria, gym and/or auditorium and a description of the media center/library (maximum of 5000 characters).

9 Math classrooms average approximately 750 sq. ft.
 9 Social Studies classrooms average approximately 750 sq. ft.
 6 English classrooms average approximately 800 sq. ft.
 6 Science classrooms average approximately 850 sq. ft. (most recent updates 2002)
 4 Science Labs average approximately 750 sq. ft. (two currently utilized as a science classroom)
 6 World Language classrooms and one language lab each average approximately 800 sq. ft.
 5 Special Education classrooms range from 750 to 1200 sq. ft. The Nutrition Lab is 1350 sq. ft.
 One computer lab is 800 sq. ft. and the other was recently converted to a general classroom.

The Distance Learning Lab is a 1200 Sq. Ft. lecture hall

The Art Suite includes 2 classrooms at 1600 & 1800 sq. ft, Photo Lab at 280 sq. ft. and Graphic Arts Computer Lab at 900 sq. ft.

The Library is 6600 sq. ft. and includes a PC Lab, Mac Lab, and quiet study area.
 (the Library was renovated in 2012 including new carpeting, paint, furniture & technology)

The Auditorium is 6600 sq. ft. and seats approximately 660 people.
 The Theater Program has a 900 sq. ft. room adjacent to the Auditorium
 Theater also operates the TV Production Lab (580 sq. ft.) and TV Studio (340 sq. ft.) The Band Room is 1580 sq. ft.
 The 2300 sq. ft. Wood Shop is now used by the ceramics program, but the kiln for this program remains in another wing of the building which is an inconvenience.

The Gym is 12,670 sq. feet including a fitness room
 Three sets of bleachers can seat approximately 600 people
 The Gym includes a full basketball court along with two smaller side courts
 There is a walking track around the perimeter of the gym
 The PE Department also has a 1200 sq. ft. Wellness Classroom

The Cafeteria is approximately 8800 sq. ft. and can seat approximately 300 students. There are currently three lunch periods served by a full kitchen of approximately 1500 sq. ft. An adjacent room has been converted to

additional cafeteria space to allow us to spread students out more in the short-term, and eventually decrease to two lunch periods to better accommodate the academic schedule.

CAPACITY and UTILIZATION: Please provide the original design capacity and a detailed description of the current capacity and utilization of the school facility. If the school is overcrowded, please describe steps taken by the administration to address capacity issues. Please also describe in detail any spaces that have been converted from their intended use to be used as classroom space (maximum of 5000 characters).

Newburyport High School currently serves about 800 students. While there are always challenges to find space for all of the programs and services that are offered, the school is not considered to be overcrowded.

The original Television Production Room is now used as an office for the Technology Department. The Television Production program was relocated into a room that is also used by a Music Technology class.

One computer lab was converted to a general classroom since the lab setting was no longer required due to technological advances.

Two Science Labs are currently used as a Science classrooms, reducing to 2 the number of labs.

A room that has been used as a Foreign Language Lab is being converted to a general classroom in the summer of 2021.

MAINTENANCE and CAPITAL REPAIR: Please provide a detailed description of the district's current maintenance practices, its capital repair program, and the maintenance program in place at the facility that is the subject of this SOI. Please include specific examples of capital repair projects undertaken in the past, including any override or debt exclusion votes that were necessary (maximum of 5000 characters).

The Newburyport Public School Facilities Department consists of a Director of Facilities, Head of Maintenance, two Maintenance Technicians, one Groundskeeper and 17 Custodians serving the three buildings in the district. Service contractors are used to supplement the Facilities Department staff typically working under service contracts for regular predictable maintenance needs on equipment such as emergency generators, fire sprinkler systems, fire alarm systems and several others.

The Facilities Department utilizes the School Dude Maintenance Direct CMMS for all routine maintenance requests. Faculty and Staff are asked to submit requests for any maintenance or custodial needs through School Dude. The requests are routed to the Director of Facilities and Head of Maintenance, and then assigned to appropriate personnel for completion. The Technicians and Custodians mark the work requests complete, and they are then reviewed by the Director of Facilities before being closed.

Preventive maintenance is also scheduled through School Dude, utilizing the PM Direct program. Schedules are developed and maintained for equipment needing regular service. The program then creates a work request when maintenance comes due, and it gets assigned to the appropriate Technician or service contractor. Completion and close-out follows the same procedure as above.

The Newburyport Public Schools, working with the City of Newburyport, updates a 5-year Capital Improvement Plan annually. This plan lists capital needs for all facilities across the district. The CIP is presented by the Director of Facilities to, and approved by the School Committee before being sent to the Mayor and City Council for prioritization with other capital needs across the city. Funding is appropriated as available.

This process has led to a number of projects at the schools, most notably construction of the new Bresnahan School, renovation of the Nock-Molin School and renovation of the War Memorial Stadium at Newburyport High School. Other projects at Newburyport High School that have gone through this process and found funding from various sources include the ongoing Exterior Woodwork Restoration Project, sound and lighting upgrades in the

Auditorium, replacement of the fire alarm panel, security upgrades and exterior masonry work to prevent water infiltration which was causing a serious problem with efflorescence.

Priority 5

Question 1: Please provide a detailed description of the issues surrounding the school facility systems (e.g., roof, windows, boilers, HVAC system, and/or electrical service and distribution system) that you are indicating require repair or replacement. Please describe all deficiencies to all systems in sufficient detail to explain the problem.

The roof sections that are included in this SOI are on the Building A section of Newburyport High School. This is the original portion of the building that was constructed in 1937. The current roofing was installed in 1995, just prior to the major renovation that was undertaken on the high school between 1999 and 2002. We identify these roofs as Pitched Roof, East Classrooms, West Classrooms, Auditorium and Library.

As one of the highest structures in Newburyport, and within close proximity to the ocean, the Pitched Roof section on the high school is often subjected to very strong winds. It is not uncommon for pieces of shingle to be found on the lower roofs and the grounds surrounding the building. Additionally, this section of roof is penetrated by two large air intake and exhaust ducts in the back center of the roof, and other ductwork out of the east and west ends. These areas have been frequently problematic as can be seen by the stained ceiling areas in the attic. The cupola also projects from this roof section, but recent work on the cupola has resolved problems associated with that.

As a part of the renovation and addition project several pieces of mechanical equipment, as well as some skylights were removed from the flat roof sections of Building A. Additionally, other mechanical equipment was installed, and the increase in foot traffic, equipment and materials on these roofs during the construction project caused additional wear and tear, and numerous issues. This has resulted in a patch-worked roof with many potential infiltration points.

As the roof has continued to age, many of the patches have begun to detach. Water has found its way under the membrane taking its toll on the insulation and causing it to compact in areas, interrupting the drain channels that were initially built into the roof when it was installed. Ponding can now be seen in many areas with the water unable to reach the drains.

Water has made its way into classrooms and hallways (most recently in the area of Room 340) on the third floor, but has also found its way through wall cavities and come out on the first floor near the Student Support offices. Water stains and falling plaster indicate leaks in the auditorium and on the stage. Intermittent leaking occurs around the skylights in the library.

Priority 5

Question 2: Please describe the measures the district has already taken to mitigate the problem/issues described in Question 1 above.

Patching each of these roof sections has been an ongoing task since the completion of the renovation and addition project in 2002. This has been done by both in-house staff and roofing contractors including CJ Phoenix, Hurley Roofing and Garland.

In 2011 Gale Associates assisted with a project to repair leaks around the ductwork on the east and west ends of the pitched roof.

As part of the Exterior Woodwork Project-Phase 3, the cupola was restored which solved several water infiltration issues on and around the cupola.

Hurley Roofing spent two full days patching and repairing areas of the four flat roof section in 2016 that are included in this SOI, and they have been back each year since to address additional issues.

The Newburyport City Council approved \$20,000 to be used for high school roof repairs in November of 2017. A little over half of these funds have been expended.

The Director of Facilities conducts roof inspections on a regular basis. The most recent inspection was conducted on May 11, 2021.

Priority 5

Question 3: Please provide a detailed explanation of the impact of the problem/issues described in Question 1 above on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Leaks sometimes cause the need for teachers to find another space in which to conduct their class, or choose to arrange students around barrels and buckets that are catching water from an active leak. If a class is moved to another space the teacher may not have all of the resources and teaching aids that they would normally work with in their home classroom, thus diminishing the quality of the lesson on that particular day. Often other spaces are not available.

Additionally, poor air quality is always a concern when building components become damp from an active leak. If the leak has gone on unnoticed for a period of time before the water actually makes it into a classroom, there could be concerns with mold growth on certain building materials, and it becomes imperative to dry them out as quickly as possible.

Leaks can and have caused damage to teaching materials and other items in classrooms. This causes the need for the teacher to reproduce or replace these items, taking time away from other tasks more directly associated with teaching, and wastes resources.

Priority 5

Question 4: Please describe how addressing the school facility systems you identified in Question 1 above will extend the useful life of the facility that is the subject of this SOI and how it will improve your district's educational program.

A new roof will provide protection for these sections of Newburyport High School for the next 25 to 30 years. This in turn will free up both manpower and financial resources that are now being used on roof related issues, to be allocated to other issues throughout the facility. A new roof would also likely provide an improved R-value for the roof, saving on energy costs.

Please also provide the following:

Have the systems identified above been examined by an engineer or other trained building professional?:
YES

If "YES", please provide the name of the individual and his/her professional affiliation (maximum of 250 characters):

Steve Bergholm, Director of Facilities

Newburyport Public Schools

The date of the inspection: 5/11/2021

A summary of the findings (maximum of 5000 characters):

PITCHED ROOF

-some missing/broken asphalt shingles

-water stains around duct penetrations

EAST CLASSROOMS

-standing water cannot reach drains

-loose flashing and exposed edge of membrane

-soft spots noticed in insulation beneath membrane

-small gouge noted

WEST CLASSROOMS

-standing water

-soft spots noted in insulation beneath membrane

-roof fastener poking up beneath membrane

LIBRARY

- minor ponding
- soft spots in insulation noticed beneath membrane
- some patched failing
- missing mortar above windows in rising walls

AUDITORIUM

- minor ponding noted
- soft spots in insulation beneath membrane
- small gouge noted
- failing mortar in wall rising above roof section

Priority 7

Question 1: Please provide a detailed description of the programs not currently available due to facility constraints, the state or local requirement for such programs, and the facility limitations precluding the programs from being offered.

The twenty first century workforce and higher education institutions are demanding students that are self-starting, independent thinking and problem solving individuals. Exposure to STEM curriculum provides high school students with the background, knowledge, and skill set that colleges and employers are seeking (Rhoton, 2010). Newburyport High School is ready to provide our students with the opportunity to explore a STEM curriculum where they will be actively engaged in solving advanced problems with a high level of thought and decision making. This type of program would identify Newburyport High School as being on the cutting edge of 21st century instruction; using advanced technology and equipment to model, investigate and analyze applicable problems in today's world.

Classrooms that incorporate three-dimensional learning have students building models, communicating with peers, finding solutions to complex problems, arguing evidence, collection and analyzing data. Students will develop and master skills such as problem solving, critical thinking, applied mathematics, communication, collaboration, and self management; 21st century skills that make them leaders and innovators for the future (A Framework for K-12 Science Education, 2012).

Science classrooms should be a dynamic environment with individual student experiments and projects being the focus of the room. They should include findings from scientific phenomena displayed and available to spark student curiosity. Therefore, individual teachers require separate classrooms with labs to foster long-term experimentation, maker spaces, and cohesiveness between classes. The ability to keep and display phenomena that sparks student interest and provide an experience that excites students, bringing them back for more. This would require 9 classrooms with either attached or incorporated lab spaces (currently we have 7 science classrooms and 3 labs). Students could then easily move from facilitated teacher discussion, to group discussion, and experimentation within the same room. Each lab would need to be outfitted with the appropriate lab equipment, prep rooms, and storage spaces necessary. The overall objective is to create a learning environment that sparks student leaning and excitement for science.

Currently, the Science, Technology and Math classrooms are designed to support a more traditional learning environment of lecture, with separate lab space and limited space for applied math innovation.

The outdated facilities and limited lab spaces do not support the new Massachusetts Science Standards or our vision for exemplary STEM instruction and innovative learning experiences.

Priority 7

Question 2: Please describe the measures the district has taken or is planning to take in the immediate future to mitigate the problem(s) described above.

One of the major focuses of the Newburyport Public Schools Strategic Plan is to reimagine teaching and learning. Our high school staff have worked in professional learning communities to actualize that plan. A major focus of the PLC effort has been on STEM related courses. Without a major reconfiguration and additional space for our newly proposed science and STEM related courses, our work in this needed area cannot continue. Newburyport High School needs updated facilities and additional space to offer the cross curriculum courses, dual credit courses, and shared resources and spaces that inspire innovation.

In the short term, some of the steps that have been taken to mitigate the shortcomings of the facility include:

- Two lab spaces currently used as classrooms
- Labs conducted on a limited basis in classrooms to minimize transition time from class to lab
- Lab spaces shared among several sections

Priority 7

Question 3: Please provide a detailed explanation of the impact of the problem described in this priority on your district's educational program. Please include specific examples of how the problem prevents the district from delivering the educational program it is required to deliver and how students and/or teachers are directly affected by the problem identified.

Challenges: Outdated Facilities and Limited Space

Currently the limited space and lab availability restricts spontaneity and the repeated exposure to science phenomena. there are 9 science faculty members with the hopes of increasing electives and faculty in the future. The teaching spaces include 6 formal classrooms, two physics labs converted to classrooms and 2 labs (1 chemistry, 1 biology).

Unfortunately, the limited availability of lab space restricts the number of labs that we can offer. Currently, 17 sections of life sciences share the one biology lab and 13 sections of chemistry share the one chemistry lab. Physics is taught in the two labs that were converted into classrooms, which presents its own set of challenges. Since those room were designed as labs, it makes teacher directed instruction and formal assessments challenging.

As a district we are committed to high quality instructional practices that are grounded in academic research. Allowing adequate prep time, lab time, and cleanup time for all of these sections and staff members is a scheduling nightmare which leads to less than optimal instructional time.

The outdated facilities and limited lab spaces do not support the new Massachusetts Science Standards or our vision for exemplary STEM instruction and innovative learning experiences.

Additional challenges include:

- Teachers will often conduct labs within the classrooms in an effort to provide students with as much hands-on lab experience as possible. The kinds of activities and labs that can be completed in this way are restricted due to safety concerns.
- Restricts students' ability to explore their curiosity.
- Students lose significant time on learning due to transitioning between classroom and lab. In addition, much time is lost resetting the lab rooms for transition block to block.
- Most science labs require significant preparation time. Shared lab space presents several challenges when educators are trying to set up labs while other classes are running labs. This poses safety concerns.

Additionally, the doors to our current science and technology lab spaces are not wide enough to allow the movement of equipment in and out of the labs. Upgrading to wider or double doors would allow for greater flexibility with the movement of needed equipment.

Vote

REQUIRED FORM OF VOTE TO SUBMIT AN SOI

REQUIRED VOTES

If the SOI is being submitted by a City or Town, a vote in the following form is required from both the City Council/Board of Aldermen **OR** the Board of Selectmen/equivalent governing body **AND** the School Committee.

If the SOI is being submitted by a regional school district, a vote in the following form is required from the Regional School Committee only. **FORM OF VOTE** Please use the text below to prepare your City's, Town's or District's required vote(s).

FORM OF VOTE

Please use the text below to prepare your City's, Town's or District's required vote(s).

Resolved: Having convened in an open meeting on _____, prior to the closing date, the

_____ *[City Council/Board of Aldermen,
Board of Selectmen/Equivalent Governing Body/School Committee]* of _____ *[City/Town]*, in accordance

with its charter, by-laws, and ordinances, has voted to authorize the Superintendent to submit to the Massachusetts School Building Authority the Statement of Interest dated _____ for the

_____ *[Name of School]* located at _____ *[Address]* which

describes and explains the following deficiencies and the priority category(s) for which an application may be submitted to the Massachusetts School Building Authority in the future

_____ *[Insert a description of the priority(s) checked off on the Statement of Interest Form and a brief description of the deficiency described therein for each priority];* and hereby further specifically

acknowledges that by submitting this Statement of Interest Form, the Massachusetts School Building Authority in no way guarantees the acceptance or the approval of an application, the awarding of a grant or any other funding commitment from the Massachusetts School Building Authority, or commits the City/Town/Regional School District to filing an application for funding with the Massachusetts School Building Authority.

CERTIFICATIONS

The undersigned hereby certifies that, to the best of his/her knowledge, information and belief, the statements and information contained in this statement of Interest and attached hereto are true and accurate and that this Statement of Interest has been prepared under the direction of the district school committee and the undersigned is duly authorized to submit this Statement of Interest to the Massachusetts School Building Authority. The undersigned also hereby acknowledges and agrees to provide the Massachusetts School Building Authority, upon request by the Authority, any additional information relating to this Statement of Interest that may be required by the Authority.

Chief Executive Officer * School Committee Chair Superintendent of Schools

(signature)	(signature)	(signature)
Date	Date	Date

* Local chief executive officer: In a city or town with a manager form of government, the manager of the municipality; in other cities, the mayor; and in other towns, the board of selectmen unless, in a city or town, some other municipal office is designated to the chief executive office under the provisions of a local charter. Please note, in districts where the Superintendent is also the Local Chief Executive Officer, it is required for the same person to sign the Statement of Interest Certifications twice.

BID FORM #3 (cont)

2021 - 2024 Summary of Total Transportation Costs

Newburyport Public Schools

Total for School Year 2021 - 2022	\$ 906,840. ⁰⁰	→ +6.2% increase over last year.
Total for School Year 2022 - 2023	\$ 935,280. ⁰⁰	
Total for School Year 2023 - 2024	\$ 966,060. ⁰⁰	
<u>Grand Total Cost for Three Years:</u>	\$ 2,808,180.⁰⁰	



Mark Bernard
Executive Director

June 2, 2021

Charles C. Owen, Jr.
President

Nancy Lysik
HR Manager
Newburyport Schools
70 Low Street
Newburyport, MA 01950

Christopher Stockbridge
Vice President

Nancy Silva
Recording Secretary

RE: Juneteenth

Gerry Mills
Treasurer

Ms. Lysik,

Jack Wagner
Sgt. at Arms

I am writing to you to address a concern of the membership in the hope that the matter can be addressed to avoid any conflict in the future.

Juneteenth, or more formally the Juneteenth Independence Day, was signed into law by the Governor, and recognized as a State Holiday, on July 27, 2020. Many of the employees are being told that the School is not recognizing the Juneteenth Holiday, and as such they will not be paid for the holiday.

Article IX of the Collective Bargaining Agreement specifies specific holidays, which are enumerated, as well as, "...and any other day that may be declared a holiday by the Governor of the Commonwealth of Massachusetts, General Court."

The Article further states that, "Should any holiday fall on an employee's normal day off the nearest scheduled working day will be considered to be the holiday."

Where the holiday was officially recognized as a State Holiday, the members of AFSCME Local 939 are entitled to the Juneteenth Holiday on Friday June 18, 2021, as the holiday falls on a Saturday this year.

I hope this will alleviate any confusion or misunderstanding.

Respectfully,

Ernest Castle
Staff Representative
AFSCME Council 93

From AFSCME Contract

The following days shall be considered to be paid holidays:

New Year's Eve
New Year's Day
Columbus Day
Martin Luther King's Birthday
Veteran's Day
President's Day
Thanksgiving Day
Good Friday
Friday after Thanksgiving
Patriot's Day
Christmas Eve
Memorial Day
Christmas Day
Independence Day
Labor Day

And any other day that may be declared a holiday by the Governor of the Commonwealth of Massachusetts, General Court.

Massachusetts Gov. Charlie Baker has made it official: Juneteenth is now recognized as a state holiday.

Baker, a Republican, signed the measure on Friday as part of a supplemental coronavirus spending bill. He said making June 19 an annual state holiday would help "recognize the continued need to ensure racial freedom and equality."

Communications

The School Committee affirms that it has an obligation to receive and review communications from district staff and the greater community, via email, hard copy, phone, text and social media posts to the School Committee Facebook page. The purpose of this policy is to create a set of consistent practices to respond to communications from the community. These policies also address public records concerns; and are consistent with our obligations under the open meeting laws.

1. *Massachusetts' Public Records Law* covers "all documentary materials or data created or received by any officer or employee of any governmental unit, regardless of physical form or characteristics." To that end, text, SMS and other forms of electronic messages constitute a public record.
2. The School Committee recognizes that any communications received via their district email address are public documents. Communications pertaining to school committee business received on private email, via Facebook, or any other electronic means are also considered a public record and should be handled as such. Communications related to the school experience of School Committee members' children are not considered a public record.
3. Communications can become part of public comment if the sender labels it as such. These communications will be added to the meeting packet once it is posted to the district website.
4. Communications sent to an individual School Committee member can be shared with the entire committee at the discretion of the School Committee member, with the permission of the sender.
5. The format for a School Committee member response to a constituent should contain the following elements - an acknowledgement of receipt, a recommendation to the communicant to follow the district chain of command practice, and a disclaimer as described below. It is not the School Committee member's responsibility to solve all constituent problems, but it is important that we help all voices be heard and acknowledged.
6. All School Committee members should have a disclaimer in their electronics signature, stating "The opinions expressed within this email are my own and do not reflect those of the School Committee as a whole."

7. Emails about school committee business should be conducted via members' district email accounts or forwarded to those accounts for public records' sake.
8. It is the expectation that the chair or vice chair is acknowledging communications sent to the committee of the whole. Communications that are focused on school operations and / or personnel will be exclusively handled by the Superintendent and/or their designee.
9. Any information or allegation regarding the behavior of a district staff person will be forwarded to the Superintendent and the principal of the school for appropriate action. No School Committee member will respond directly to that email, beyond sending a pro forma email that thanks the sender, and indicates that you have referred their concerns to the Principal and the Superintendent.
10. Texts sent to School Committee members from constituents should be redirected to the official school committee email account for capture in the public record.

Social Media

When engaging in social media use, School Committee members should always preface comments about school committee business with a disclaimer that they speak for themselves and not for the whole school committee.

School committee members should be aware that "liking" a post of or with another school committee member or commenting on posts with other members of the committee is considered a legal quorum if four members are involved. Every effort should be made to avoid this situation.

PUBLIC PARTICIPATION AT SCHOOL COMMITTEE MEETINGS

Section B: School Committee Governance and Operations

File: BEDH

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee encourages public attendance at and participation in its meetings and will designate time in each agenda for public comment.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chairperson shall determine the length of the public participation segment and remind constituents to respect student privacy by refraining from using names.
2. Speakers will be allowed two (2) minutes to present their material. The presiding Chairperson may permit extension of this time limit.
3. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chairperson may terminate that individual's privilege of address.
4. All remarks will be addressed through the Chairperson of the meeting.
5. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
6. Written comments longer than two (2) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.

Sources:

MASC

Version Control

Action	Date
First Reading	7/22/2016
Second Reading	9/6/2016
Adopted	9/6/2016
Revised:	

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MASC

Version Control

Action	Date
First Reading	7/22/2016
Second Reading	9/6/2016
Adopted	9/6/2016

**Newburyport School Committee
Policy Sub-Committee Meeting Minutes
May 13, 2021**

Meeting Called to order at 6:05

Attendees: Sheila Reardon Spalding, Sean Gallagher, David Hockheiser

Committee members discussed the Communications Policy and questioned how file names are assigned. Most likely from MASC but we will ask the whole committee. May assign a number to this policy to make it fit in a logical place, such as "Community Relations" section K.

Public Gifts revised policy was discussed. Anonymous donors section will leave acceptance of donation to the discretion of the Superintendent. Committee signed off on this policy to bring to the whole School Committee.

Discussion of amending the Public Comment policy to remind constituents to protect student privacy. This could also suggest that constituents contact the School Committee in writing. A single line will be added to the current policy and brought to the full committee.

District Family surveys were discussed. New York Public Schools do an annual cultural and academic survey of staff, students and parents to monitor school progress. Sean Gallagher said administrators have been collecting data this year and he will have them collate it to present to the sub committee as a starting point at our next meeting.

The substance abuse policy was discussed. The written policy needs updating to be more restorative and therapeutic like the new Vaping policy. These practices are already in place at the schools - the policy book needs to reflect it. Sean Gallagher will invite the Nock and High school administrators to our sub committee meeting to discuss this.

Meeting adjourned 6:30 PM



Newburyport Public Schools

the port where tradition and innovation converge

**2016-2021
Strategic Planning
Report**

Sean Gallagher, Superintendent of Schools

Spring 2021

Contents

BACKGROUND	4
2016-2021 HIGHLIGHTS	6
STRATEGY UPDATES	9
Strategy 1: We will Reimagine Teaching and Learning	9
1) Curriculum	9
2) Assessment	11
3) Instruction	12
Strategy 2: We will offer an array of opportunities for self discovery and personal achievement	14
Action Plan 1	14
Action Plan 2	14
Action Plan 3	15
Action Plan 4	16
Strategy 3: We will maximize all internal and external resources	16
Action Plan 1	16
Action Plans 2, 3 and 4	16
Strategy 4: We will optimize our organizational design and operations	17
Action Plan 1	17
Action Plan 2	18
Action Plan 3	18
Action Plan 4	18
Action Plan 5	19
Action Plans 6 and 7	19
Strategy 5: We will create a dynamic community among all stakeholders	19
Action Plans 1, 2 and 3	19
Action Plan 4	20

Action Plan 5	20
Strategy 6: We will create a culture that cultivates the best of everyone	21
Strategy 7: We will provide supports so all students are ready and able to learn	22
COVID-19 Pandemic Addendum	24
Recommendations and Next Steps for Strategic Planning	26
Appendix One	27
Strategic Plan Actions At-a-Glance, 2018-Present	27
Appendix Two	33
Newburyport Public Schools Strategic Plan Action Steps (2015-2016)	33

BACKGROUND

Throughout the 2015-16 school year a planning team of 38 educators, parents and students met to develop a five-year strategic plan for the Newburyport Public Schools. In a series of workshops, the Strategic Planning Team examined the resources, ambitions, and operations of the District; and through a facilitated process, this representative group established the framework for the NPS Strategic Plan.

As a result of this work, a new **mission statement** was written:

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 and rigorous educational opportunities, scholarly pursuits, and life-long learning
- Provide nurturing environments for emotional, social, and physical growth
- Understand and embrace their role as global citizens

The mission statement grew from a process where the Strategic Planning Team identified the NPS **foundational beliefs**. These core beliefs guide our work as a district:

- Each person is worthy of respect
- A strong community celebrates individual uniqueness
- Each individual has inherent worth
- Opportunity stems from adversity; growth from mistakes
- Through reflection we gain understanding
- Compassion and empathy build community
- Everything can be done with kindness
- Individuals are responsible for their own actions
- Attitude has power
- We have an obligation to serve one another
- Trusting relationships require clear and open communication
- A community is responsible for its individuals
- Education is fundamental to an empowered, evolving society

The planning process resulted in the identification of **four overarching objectives**. These objectives are aspirational and ground our strategic plan. The strategies and action plans are all developed to move us towards a district where every student will:

1. Graduate
2. Continually achieve personal goals
3. Have a positive impact on our evolving world
4. Achieve harmony in mind, body and spirit

From this foundational work of beliefs, mission and objectives, **seven strategies** for meeting our Mission and Objectives were identified by the Planning Team. The strategies call for us to take action: We will...

1. Re-imagine teaching and learning
2. Offer an array of opportunities for self-discovery and personal achievement
3. Maximize all internal and external resources
4. Optimize our organizational design and operations
5. Create a dynamic community among all stakeholders
6. Create a culture that cultivates the best of everyone
7. Provide support so all students are ready and able to learn.

Each of the seven strategies has a unique **action plan** that was developed by an Action Planning Team. The Action Planning teams were facilitated by seven educational leaders and included parents, teachers, community representatives and students as members. The resulting plans provided specific steps for each strategy and were mapped out over five years.

2016-2021 HIGHLIGHTS

Operational and staffing patterns were re-examined to allow for implementation of **later start times at the Newburyport High School and Rupert A. Nock Middle School**. After many years of community-wide discussion and planning, later start times became a reality.

In the winter of 2018, NPS launched a **multi-year process to develop a skills-based curriculum**. To date, four cohorts of teachers have participated in workshops, and teachers across the district have re-designed and re-imagined **hundreds of new units of study**.

Investments were made to support **strong teacher leadership**. Curriculum Education Leaders (CEL) at the PK-8 level and Instructional Leaders (ILT) at the high school level are **facilitating professional learning communities** to enhance our curriculum, assessment and instruction.

Enhancement to our PK-12 **social emotional resources** included the development of Bridge for Resilient Youth in Transition (BRYT) programs, the expansion of *Signs of Suicide* and the *SBIRT* brief intervention/screening programs, the addition of counseling/social work staff at the Bresnahan and NHS, as well as the addition of wrap around services for youth (in partnership with Home For Little Wanderers and the Middlesex Partnership for Youth).

Development plans allowed the expansion of **dual enrollment opportunities** for high school students. Through these expanding programs, students can enroll in college courses through Endicott College, Southern New Hampshire University, and Northern Essex Community College as early as their sophomore year. This year over 30% of NHS students were enrolled in AP or Dual enrollment classes.

A **collective focus on student voice** has created opportunities and structures for student input on policy, curriculum and school culture. Capacity for expanding civic engagement and dialogue has been built in partnership with Essential Partners, ADL's World of Difference Program, and other civic

education projects. Educators across the district participated in Student Shadow days, dialogues, and professional development to build a student-focused culture.

The Edward G. Molin School became a **trauma-sensitive school**. Eighteen educators enrolled in Lesley University's trauma-sensitive certification program and thirteen are currently certified. Teachers use the BIMAS (Behavior Intervention Monitoring Assessment System) to flag students that need Tier two and Tier three social-emotional supports.

Positive Behavior and Intervention Systems (PBIS) at the Frances T. Bresnahan, Edward G. Molin and Rupert A. Nock Middle Schools allowed the district to build shared approaches to **creating safe, supportive, and celebratory learning environments** in our schools.

With the support of Jacalyn Bennett and the Newburyport Education Foundation, NPS designed and built a combined **wellness-fitness center in the Nock/Molin School and a fitness center at NHS**. These innovative spaces allowed us to re-imagine our PE curriculum and supported the expansion of our social emotional programming.

Additionally, generous support from the **Newburyport Education Foundation** allowed us to move forward with a number of **aspirational initiatives** including: expanding PK-12 STEM Education (materials, machinery, NHS Tech Club, Sailboat), developing the Merrimac River Research Station, expanding place-based education programs, implementing a summer reading book project, supporting elementary literacy programming and instructional technology purchases, and funding visual and performing arts festivals and the NHS Career Pathways Initiative.

By reallocating resources, we expanded **in-district special education programming** and invested in systems to provide enhanced support and intervention for all students. We added reading specialist, math intervention, and literacy coaching positions across the district. In consultation with experts, we are building specialized language-based and therapeutic programming across all grades.

We have **deepened partnerships with community-based organizations** to expand student opportunities and enhance district resources. Local partners included the Newburyport Education Foundation, Human Rights Commission, Newburyport Rotary Club, Parent Teacher Organization, and the Diversity Equity Inclusion Alliance.

With investments in the budget, we are pleased to have added four world language teachers at the Nock Middle School, allowing us to move forward on our aspirational vision of **providing all students with a pathway toward biliteracy**.

STRATEGY UPDATES

The Strategic Plan was launched in the fall of 2016, and since that time NPS has purposefully pursued seven strategies.

Strategy 1: We will Reimagine Teaching and Learning

The NPS Mission is to ensure that each student achieves intellectual and personal excellence and is equipped for their own life experiences. To reach that mission, the Strategic Plan called upon the District to “reimagine” our curriculum, instruction and assessment. Below is a summary of accomplishments across all Four Action Plans:

1) Curriculum

Since NPS is a public school, the process of looking at curriculum and assessment is guided not just by our mission, but also by state and federal guidelines. All of our curriculum is aligned to the [Massachusetts State Frameworks](#). These Frameworks provide detailed expectations for both content and skills across all the disciplines. Over the past five years, all NPS educators have participated in professional development to (1) understand at a high level of detail the content of the Frameworks, (2) identify essential skills and knowledge, and (3) align scope and sequence maps.

In the first two years of the Plan, NPS staff worked in Professional Learning Communities (PLC) to begin a reimagining process (Action Plan 1). Using a self-facilitated PLC model, teams of educators selected topics through which to explore their curriculum. PLC topics included: project-based learning, place-based learning, design-thinking in the classroom, trauma sensitive teaching, and performance-based learning.

The PLC work resulted in a number of curricular outcomes including an increased use of project-based learning in the elementary schools, interdisciplinary unit development at the middle school, and the development of common assessments.

In 2018, through contract negotiation, the District was able to re-establish an instructional leadership model (Action Plan 4). At the PK-8 grades, Curriculum Education Leaders (CEL) were identified and at Newburyport High School an Instructional Leadership Team (ILT) was established. At the elementary levels, one CEL leader was identified for each grade level team. At the middle school, one CEL leader was identified for each discipline (ELA,

math, science, social studies, special education). At the high school, the ILT team has leaders from every discipline.

The instructional leadership teams are guided by the building principals in collaboration with the Assistant Superintendent. This educator leadership model has provided a sustainable and effective structure for curriculum development and enhancement. These educator-leaders meet monthly with building principals and facilitate team meetings to support District goals.

Although the PLCs were making progress in reimagining curricula, a decision was made by the District that a skills-based approach to curriculum development would provide clarity and consistency in our curriculum work. As noted above, the District curricula is guided by a comprehensive set of Frameworks. Finding the right balance in covering the content and skills in the Frameworks while also providing student-centered, student-driven curricula can be difficult. The skills-based approach was intentionally selected to allow the District to continue to move our curricula forward.

In the fall of 2018, NPS contracted with Billie Donegan to provide professional development in the area of skills-based curriculum. The voluntary PD program provided educators with over a week of on-site workshops and ongoing professional support. Since that date, three cohorts of teachers have participated in workshops and rewritten their curricula.

This instructional approach allows a teacher to focus on depth over breadth (Action Plan 1). By intentionally selecting essential learning standards, and by sharing these standards with students, teachers and students collaborate on the learning process.

In addition, PLC work across the Bresnahan and Molin Elementary schools led to professional development around the literacy curricula. In collaboration with Keys to Literacy, teachers in grades four and five have incorporated strategies to support strong literacy habits.

Through consistent professional development with Dr. Stephanie Gottwald, from the Center for Reading and Language Research at Tufts University, special educators at the Nock and Molin schools have studied categories of reading disabilities, analyzed student data, and implemented literacy programs that align with specific reading disabilities. Based on this work, the schools established language-based groupings for reading and writing.

Elementary administrators and educators have taken a comprehensive approach to evaluating and updating PK-3 literacy curriculum, assessment and instruction. The team refined their focus for reading achievement. At the leadership level, administrators attended Lectio for strategic planning facilitated by Nonie Lesaux, Harvard Graduate School of Education, created a professional learning community using the book *10 Success Factors*

for Literacy Intervention, by Dr. Susan Hall as an anchor text and attended the Northshore Leadership series “Science of Reading.”

In addition, elementary educators worked directly with literacy consultants, Shira Cohen-Goldberg and Eleni Steadman from Hill for Literacy, Dr. Stephanie Gottwald from Crafting Minds, and Becky DeSmith from Keys to Literacy. A number of new procedures were adopted including: new recommendations for screening assessments, monthly data workshops, implementation of Tier II and Tier III interventions to target student needs, (e.g. RAVE-O and Language, 4th ed.), selection of a new word study program

Key accomplishments in the area of re-imagining curriculum development include:

- Skills-based unit development across all grade levels and disciplines
- Comprehensive literacy professional development and extensive program enhancements across grades PK-8
- New Course/Unit Development (Action Plan 1: expand content central to 21st Century skills)
 - Expansion of world language at the middle school
 - Dual Enrollment at the high school (including the development of a field-based AP Environmental course)
 - Sustainability and expansion of place-based science education programs at the middle school and high school
 - Expansion of orchestra/strings program to grades 5-8
 - Development of Language Based and Therapeutic programs

2) Assessment

Action Plan 2 calls for the District to ensure that assessment guides instruction and curriculum, engages students in inquiry, and focuses on the process of learning. An important step in this action plan was to identify what and how assessments are used.

A full inventory of literacy assessments at the elementary level has been a part of the literacy professional development (see above for description of literacy program evaluation and development).

A skills-based approach to curriculum and instruction also impacts assessment. The NPS skills-based units provide students with rubrics that allow them to understand the standards, measure their own growth, and set individual goals. This approach to assessment is founded on a growth mindset (Action Plan 1) and provides an opportunity for student voice in the assessment process (Action Plan 2).

Finally, the District continues to use standardized assessment as one piece in the assessment process. Annual MCAS data is analyzed each fall. Under the leadership of

building principals and the ILT/CEL team (Action Plan 4), PLCs use student data to analyze the curricula (e.g. identifying gaps in the curricula, identifying effective instructional strategies).

In grades four through eight, Star360 testing is completed three times annually (fall, winter, spring). Data from this norm-referenced test is used to evaluate curricula as well as to measure individual student growth and guide intervention plans. To enhance student connection to data and assessment, the Nock Middle School added Student Data Meetings to their advisory program.

3) Instruction

The Strategic Plan calls for educators to reimagine not just the content of their curricula but also how they are teaching it. The focus of both the *Parameters* and *Objectives* in the Strategic Plan are on our students. Strategic Plan Objective 2 states that “every student will continually achieve personal goals.” And one of the operating parameters is to “practice participatory decision making throughout the organization.” This strategy, of reimagining teaching and learning, pushes the District to prioritize instructional strategies that promote student participation in the learning process.

Below is a summary of instruction-related action steps (some of these actions are directed in the Strategic Plan, others are actions the District has taken that were not outlined in the Strategic Plan):

- **Understanding school from a student perspective:** In the fall of 2018, PLC groups at the high school and middle school focused on looking at school through students’ eyes. The CEL and ILT teams designed and facilitated Student Shadow Days.

Over the course of six weeks in the spring of 2019, every middle school teacher participated in a one-day shadow program. CEL leaders ran debrief sessions where teachers shared their experiences and identified key takeaways. The program culminated with a student-staff dialogue where staff were reunited with the student who they shadowed for a short conversation around culture and curricula.

At NHS, each member of the ILT participated in a one-day shadow program. Following their experience, the team reflected on shared experiences and identified areas of concern.

Following these shadow day experiences, NHS and RAN Middle School began a collaboration with Essential Partners. The focus of this partnership is twofold: (1) develop and teach a course for NHS students to learn facilitation skills and (2) enhance educator skills in using a dialogic instructional approach. Both goals

address the issue of student voice, and create opportunities for young people to be leaders in their classrooms and schools.

- **Student centered instruction:**

- PLC work that began in the fall of 2016 focused on instructional strategies to engage students in the learning process (e.g., project-based learning, design thinking). In the fall of 2018, the District Extended Leadership Team began conducting **instructional walk-throughs**. The purpose of this monthly program was to build community amongst the district leadership team and promote a focus on using observations to highlight best practices for a student-centered classroom. In addition to District level walkthroughs, the Superintendent provided principals and CEL/ILT leaders with professional development resources to support teacher goal setting and growth.
- **Skills-based curriculum development** (also mentioned above), is intended to provide educators with strategies for engaging students in self-directed, deeper learning. Using rubrics tied directly to standards, educators provide students with a clear understanding of what they are learning, and how they can learn it. As noted above, the district is in process with the skills-based development work.

- **Blended Technology:** Over the four years of the Plan, the District has moved forward in using technology to support instruction:

- **1:1 Chromebook Program** at the Nock (launched fall 2017). By the fall of 2019 all Nock courses were managed on Google Classroom and a wide variety of applications were used to support innovative instruction.
- **Technology Integrators** in place for grades PK-8 (oversee teacher PD, student course development, selection of apps, etc)
- Extensive **internal professional development** includes co-teaching, unit development support, and in-service credit courses. During the summer of 2020, over 250 teachers participated in in-house technology PD.
- **Piloting of 1:1 devices at NHS** (fall 2019). An integrated team of teachers, administrators, and school committee members visited some local area schools to weigh the pros and cons of Apple and Chrome devices. Teachers at NHS had the opportunity to pilot some of the devices. Teachers in the math department have adopted iPad Pros and are using the devices as an instructional tool. The long-term decision on devices remains in process.

Strategy 2: We will offer an array of opportunities for self discovery and personal achievement

There are four action plans in this area of the Strategic Plan.

Action Plan 1

The District will ensure that students are mentally, socially and emotionally ready to learn.

There have been a number of initiatives created to comprehensively address this action:

- **Professional Development** to ensure a common language and district-wide approach: A number of PD programs have been implemented including: a full-district PD day focused on social emotional learning and mindfulness, PLC-specific programs (e.g. Mindful Mondays at the Molin School, Advisory programs at NHS, and Responsive Classroom at the Bresnahan School), and district support for educator certification in Lesley College's Trauma Sensitive Schools.
- **Positive Behavior Intervention Systems (PBIS)**: In the fall of 2016, NPS began working with the May Institute to establish PBIS programs in grades PK-8. PBIS is a culture-based approach to looking at how systems, data, and practices can positively impact student progress. Using the Clipper Values outlined in the Strategic Plan, each school created a developmentally appropriate plan for implementing PBIS. Over the past five years, PBIS programs have been established at all three PK-8 schools (Bresnahan, Molin, Nock).
- **Implement research-based social-emotional learning programs**: Responsive Classroom has been implemented in grade PK-5; SMARTS Curriculum in grade 6; Social Thinking Curriculum grade K-8 in small group settings, and Steps to Respect in grades 4 and 5.
- Newburyport Education Foundation (NEF) and NPS partnerships supported the **construction of mindfulness and fitness spaces** at both the Nock-Molin and NHS. Long-term plans call for the expansion of mindfulness programming into advisory, counseling and wellness programs across the schools.

Action Plan 2

The District will create learning opportunities where students can make meaningful connections between the content and the world around them.

The plan recommended **identifying existing pockets of place-based education and experiential learning** and expanding those:

- Grade Seven place-based education program: The middle school program was developed in collaboration with the Gulf of Maine Institute and is a model PBE program. In a series of field-based programs, students learn science while building a connection to the Newburyport environment. Work has been done to (1) address the sustainability of the program (logistics, safety, scheduling) and (2) articulate the curriculum using a skills-based approach.
- NHS Environmental Sciences/College Credit program: NHS teachers have worked collaboratively with Southern New Hampshire University to create and teach a place-based environmental course where students can also earn college credits. In addition, the NEF has funded the creation of a Merrimac River Research Station allowing students to monitor pollution along the river.
- Grade 5 Composting and Gardening: Teachers in 5th grade have begun to grow a gardening/composting program that makes use of the Molin school grounds. Student advocates in the Nock and Molin have worked to establish a recycling and composting system for both schools.
- Grade 8 *I am We* Civic Engagement Curricula: Over the past 10 years, Nock teachers have developed an expansive civic engagement project that connects students with local civic activists through a speaker series and a student civics project. Nock teachers have partnered with DESE to provide leadership in this work to other middle schools across the state.
- NHS Robotics: With support from the NEF, the NHS robotics programs continue to excel. Student-led projects for *Sailbot* and *Real World Design Challenge* have received national awards.

In addition, Action Plan 2 recommends providing professional development in the area of interdisciplinary curriculum development. As noted above, the District-wide commitment to skills-based curriculum development supports staff in creating new and innovative standards-based curricula. In addition, each workshop cohort is made up of staff across schools and disciplines to allow for natural connections.

Finally, the theme of student engagement and ownership in learning can be found in the action steps of both Strategy One and Strategy Two. See Strategy One for details.

Action Plan 3

The District will create an environment where students learn at different paces and contribute to their own educational path.

Steps include “establishing common language on student centered learning,” “identifying competency-based strategies,” “addressing schedules,” and “leveraging technology.” Many of these same steps are outlined in Strategy One (Reimagining Teaching and Learning). Please see above for details.

Action Plan 4

The District will form an Advisory Task Force on competency-based learning.

The District used the new instructional leadership group (Strategy 1) to address this area. The outcome was the establishment of a multi-step, multi-year plan for integrating skills-based learning across the district.

Strategy 3: We will maximize all internal and external resources

This strategy addresses the important connection between the community and the schools. The four action plans call for the district to expand partnerships with organizations in the community to support student goals and enhance district resources.

Action Plan 1

Community support for the achievement of the student's personal goals.

Action steps in this plan focus on celebrating student success, increasing community awareness of student needs, and building sustainable community-school partnerships.

Towards this end, several steps have been taken:

- Regular meetings with the Superintendent and local news outlets (including radio, cable TV and print)
- Regular acknowledgement of student and staff at School Committee meetings
- Within each school, regular acknowledgment systems are in place and include weekly announcements, postcards, and student of the month
- The NEF supported community-wide celebrations of the arts through the Visual and Performing Arts Festivals

Action Plans 2, 3 and 4

(2) Costs will be reduced and revenues maximized. (3) Partnerships will be encouraged and developed in and outside the district. (4) NEF is recognized as the philanthropic arm of the NPS.

These action plans include a wide variety of steps from maximizing relationships with existing groups (e.g. NEF, Swasey Foundation, PTO) to investigating dual enrollment to ensuring enrollment for students in the free and reduced lunch program. The following actions have been taken:

- Development plans allowed the expansion of dual enrollment opportunities for high school students. Through these expanding programs, students can enroll in college courses through Endicott College, Southern New Hampshire University, and Northern Essex Community College as early as their sophomore year. This year over 30% of NHS students were enrolled in AP or Dual enrollment classes.
- Ongoing relationships with NEF and the Swasey Fund have provided support to professional development and the expansion of programming. NEF support has touched a number of goals (from STEM initiatives, to expansion of NHS career pathways, to the building of spaces for social-emotional learning). The Swasey Foundation continues to support teacher professional development through individual grants and district-led initiatives.

Strategy 4: We will optimize our organizational design and operations

Action Plan 1

Organizational structure meets needs of students.

This action plan calls on the district to address class sizes at the elementary level, collaborate with local nonprofits to support students, enhance course offerings at the middle school, align staffing to meet the needs of all students, and research looping at the elementary level. The following actions have been taken:

- Class sizes at the elementary level have stayed consistent.
- NPS has partnered with *The Home for Little Wanderers* to provide therapeutic counseling services.
- NHS has partnered with the *PASS Program* to provide out-of-school suspension programming and expand resources for restorative justice problem-solving.
- The middle school has expanded the world language program and added courses in executive functioning.
- A strings/orchestra program was established beginning in the 5th grade and continuing into middle and high school.

- The special education department continues to work to ensure that all related services are fully staffed each year. Several programs continue to be developed: Language Based Program, Independent Development Center Program, and the Therapeutic Program.
- All schools developed and funded BRYT (Bridge for Resilient Youth in Transition) programs.

Looping has not been researched for elementary schools.

Action Plan 2

Schedule changes are made to meet the needs of students.

The primary goal of this action plan was to establish a later start time for the high school (and to address any related scheduling issues). The District was able to implement a later start at NHS and a slightly later start at the middle school this school year (2020-21). In addition, NHS reimaged the schedule to include a Clipper Block to provide supportive, personalized educational opportunities for all NHS students.

Because of the implementation of the ILT/CEL team, the district was also able to schedule vertical articulation meetings within and between schools. These teacher-led PLCs have also met to analyze student data on common assessments.

Action Plan 3

Technology will fully support the goals of the district.

This action plan overlaps with Strategy 1 and the use of technology as an instructional strategy. See page 9.

Action Plan 4

Schools will function as effective professional learning communities.

As noted in Strategy 1, during contract negotiations, the District re-established a formal teacher leader position. The Curriculum Education Leader (PK-8) and Instructional Leadership Team (9-12) work under the supervision of the principals and assistant superintendent.

The teacher leaders have been trained to run professional learning communities in their schools. These groups address curriculum/instruction/assessment, social emotional learning and school culture. They run monthly meetings and professional development programs for their colleagues.

Action Plan 5

We will design and cultivate flexible learning environments for optimal functionality and culture.

This plan addresses researching an onsite child care service for staff. This action was not taken.

Action Plans 6 and 7

(6) Student growth and learning are enhanced by a creative, rigorous and expansive curricula. (7) Place-based education initiatives are further supported and developed.

- Summer programming has continued to expand to include support for English language learners and students in high risk categories.
- The Extended Leadership Team continues to collaborate with Newburyport Youth Services to provide wrap-around support for children and families at every level. These include: parent speaker series, winter ski program, homework help, and lunchtime NYS programs. Building principals also collaborate with the prevention programming (e.g. Youth Asset Survey, Beacon Coalition membership).
- As noted above, work is in process to address issues of sustainability and expansion of place based programs at the middle and high schools.

Strategy 5: We will create a dynamic community among all stakeholders

Action Plans 1, 2 and 3

(1) A diversified community of stakeholders who are invited, welcomed and affirmed. (2) All stakeholders are informed about district-wide and school-level events, programs, and opportunities. (3) Stakeholders are involved in school events, programs and learning opportunities.

These three action plans call for increased communication with the community, increased use of community as partners (tutors, in-class presenters, teach for the day program). Some progress has been made towards these plans:

- Across the district, social media is being used to share information and good news. All superintendent communications are sent via email and voicemail, with important notes also provided via video messaging. Updates to school websites are in process.

- The Superintendent has reallocated resources within the district to add a Director of Communications and Instructional Technology. With the addition of this new resource, the District will continue to focus on effective communication.
- The Superintendent meets regularly with the *Daily News* to promote district news stories.
- At the middle school, 8th grade SS and ELA teachers have continued to expand the I am We Speaker series. For the past two years, speakers from the community have come to the classroom (remote and live) weekly. This has been a sustainable model for community connection.
- The NEF continues to fund teacher-business collaborative grants. Each year two rounds of grants are awarded. Programs include collaboration with local arts, STEM, and printing businesses. Some recent examples include:
 - NHS community read of *Just Mercy* by Bryan Stephenson. Purchase of books for the entire NHS community, support for community-wide dialogues.
 - Middle School Commonwealth Shakespeare Project where actors worked with students to bring Romeo and Juliet to life.
 - Continued partnership with a local business to establish and maintain small animal habitats (aquariums) throughout the Bresnahan school.
 - Partnership with a local theater group to provide reader's theater workshops with students at the Bresnahan School.

Action Plan 4

Students gain real world experiences through community and civic involvement.

- Action Plan 4 calls for an assessment and expansion of the NHS internship program. NHS has:
 - Addressed a Schedule Change
 - Built an Advisory Block (creating more time of a focus for college and career)
 - Added additional staffing for College and Career readiness
 - Implemented DESE Massachusetts Career Information System Curriculum trainings for staff

Action Plan 5

Students have a voice in building community relationships.

The Superintendent has made student voice a key goal across the district. In each school, building administrators have also set goals to expand student voice opportunities. Some actions include:

- Student recognition at School Committee Meetings

- High School: expanded role of student council, addition of ADL Peer Leader group, student shadow day program; student dialogue programs; student advisory program
- Middle School: expanded Student Council Program (grades 6-8); continued Clipper Crew Leadership program (grade 8); PBIS acknowledgement system (e.g. Nock Advantage cards, daily announcements shout outs, weekly PBIS ticket program); ADL Peer Leader program; student shadow day program; student-staff dialogues
- Elementary schools: PBIS acknowledgement programs, Responsive Classroom program

Strategy 6: We will create a culture that cultivates the best of everyone

There are three action plans associated with this strategy. Action Plan 1 focuses on distributed leadership: everyone shares the responsibility of leadership and culture. Action Plan 2 focuses on engagement: leadership seeks to give voice to all constituencies to ensure engagement. And Action Plan 3 focuses on communication: district and school personnel will communicate out to improve culture and engagement.

Key actions in this area include:

- Ongoing leadership development for the Extended Leadership Team (e.g. instructional leadership, shared goal setting, diversity and inclusion work, PK-12 administrative walk-throughs)
- Expansion of the teacher leadership structure through the re-establishment of Curriculum Education Leaders and Instructional Leadership Teams at all levels
- Culture surveys from DESE are used by all schools in staff development; Building Leadership Teams (supported by the district with a stipend) at the PK-8 levels support administrators in operational decision-making and local culture-building
- Social media has been added to each school's communication strategy. Some upgrading of school and district websites has begun. A comprehensive marketing and communication plan has not been established.
- The Superintendent has reallocated resources within the district to add a Director of Communications and Instructional Technology. With the addition of this new resource, the District will continue to focus on effective communication.

Strategy 7: We will provide supports so all students are ready and able to learn

The goal of this strategy is to ensure that students have support in the areas of social-emotional learning, technology, executive functioning, and health and safety.

- Across the district, PD programs have focused on trauma sensitive teaching, positive behavior interventions, and health and wellness (e.g. Safety Care, Signs of Suicide, SBIRT substance abuse screening).
- Teachers in the elementary schools have designed and implemented mindfulness programming and the Nock-Molin collaborated with Jacalyn Bennett and the NEF to build a new mindfulness/fitness space. Teachers were scheduled for a summer institute in 2020; they will attend this and develop curricula in the summer of 2021.
- The Edward G. Molin School became a trauma-sensitive school. Eighteen educators enrolled in Lesley University's trauma-sensitive certification program and thirteen are currently certified. Use of the BIMAS (Behavior Intervention Monitoring Assessment System) to flag students that need Tier two and Tier three social-emotional supports.
- RTI teams in each school meet regularly to monitor student progress and provide instructional support to staff and/or needed interventions to students. Collaborative process protocols are used to guide meetings.
- Responsive Classroom has been integrated into PK-5 classrooms. Students in grade 6-8 take a wellness class that uses a research-based curriculum.
- Students in grades 6-12 participate in an Advisory program.
- Physical education teachers at the elementary schools have supported the use of outdoor play spaces during recess. The goal of increasing recess time and expanding play spaces around the schools has not been met.
- Due to the pandemic, technology goals have been accelerated. All students have guaranteed access to a personal computer. All teachers are fully trained in Google Executive Suite and are able to blend technology into their learning. (see page 9, Strategy 1)
- To address reading comprehension, all staff in grades 4-5 have participated in PD around Keys to Learning and are fully implementing these strategies. In addition, all students in grade 6-8 have lessons from the SMART curriculum and are provided EF support during the flex block.

- To ensure that every student has a point person in the building, NHS and middle school administrators have developed and implemented advisory programs.
- To address student stress, a homework committee of staff and parents was convened. Due to the pandemic, this process was interrupted and will be completed in the 2021-22 school year.
- See also Strategy 2, Action Plan 1: the District will ensure that students are mentally, socially and emotionally ready to learn.

COVID-19 Pandemic Addendum

In March of 2020 the Governor of Massachusetts shut down our schools. What was expected to be a two week shut down turned into a four-phase closure for the rest of the 2019-2020 school year.

Over the summer of 2020, all Massachusetts school districts were required by DESE to create plans for (1) full in-person learning, (2) hybrid learning, (3) full remote learning and (4) a remote learning option. In addition, our Extended Leadership Team needed to modify our operational plans to accommodate new health and safety guidance.

From March 2020 through today, all District resources were focused on developing plans to reopen schools. A District Task Force was established. In-person, remote and hybrid learning plans were created for each school. A Remote Academy option for grades K-8 was established. Across the district, facilities were upgraded to support social distancing. Every space in every building was redesigned and health and safety protocols were written, shared, and implemented.

To ensure a smooth and effective transition to remote learning in the fall, the district curriculum office offered a wide variety of professional development programs and supported hybrid curriculum development with teacher stipends. Over 75% of our staff participated in summer professional development and wrote hybrid standards-based curricula.

In addition, each school principal worked closely with staff and parents to provide clear communication. Many hours were spent developing schedule scenarios that would provide students with needed supports (to meet IEP goals and 504 accommodations) while also allowing siblings from all the schools to attend in-person classes on the same days. Each building built a schedule that can be fully remote and hybrid, and that provides students with daily, in-person contact with educators.

The process of staffing was especially affected as many teachers and support staff elected to take short and long term leaves. Principals across the district were hiring through the month of September. New staff across the district are being supported through the district Mentor-Mentee program (administered by the Assistant Superintendent).

The pandemic also affected our buildings and grounds operations. An extensive evaluation and enhancement of the HVAC systems was conducted in each school. Air filtration recommendations from DESE were fully implemented. Protective shields/dividers/guards were also installed in every school and office. Signs were installed in hallways, common areas and bathrooms. Furniture was placed in storage units that were purchased. Each classroom and learning space was emptied and set up using the 6-foot parameters. New

cleaning systems were purchased and all district custodians were trained in the new protocols.

Within our student services, our new Director has worked closely with staff to oversee the implementation of remote learning plans, provide professional development on new DESE covid-related requirements, and problem-solve so that all our programs can safely provide in-person learning. The Director is also working closely with the SEPAC group to establish strong relationships and maintain open communication throughout the pandemic. Finally, we are working closely with new legal counsel to mediate cases, provide staff professional development, and enhance district-wide special education protocols. Although the pandemic brings much unanticipated work, we continue to move forward in building internal programs to allow students to stay in the district.

The pandemic has clearly forced the district to prioritize health and safety. Our nurse leader has supported the district in creating comprehensive protocols to allow the school to meet all CDC and DESE guidelines for in-person learning. A daily pre-screening was created for use by all students and staff. Hand sanitizer has been installed throughout the district. PPE (including masks, face shields, and surgical coats) have been provided for all staff. Guidelines for COVID-positive cases have been implemented. The entire nursing team has been trained on contact tracing and, in addition to their typical daily tasks, the nurses have been collaborating with the Newburyport Board of Health to communicate with affected families and close contacts.

Throughout our pandemic planning, the District has continued to focus on the seven strategies outlined in our strategic plan. Much of the work that was in process has set us up for success in remote and hybrid learning.

Our skills-based unit development has allowed for vertical curriculum alignment and the creation of units that focus on power standards. The work we had in process to effectively integrate technology into teaching and learning provided a jumpstart for remote and hybrid teaching. Similarly, the SEL work has provided a strong framework to ensure that all students are supported during this difficult time.

We are proud of the work this strong NPS team has accomplished and look onward and forward to next year!

Recommendations and Next Steps for Strategic Planning

We will build on the progress of the past. The seven strategies outlined in the 2016-21 Plan will continue to guide us through the next five years.

Over the fall of 2021, we will update the Action Plans using a process similar to that used in 2016. Members of the District Leadership Team will co-chair the seven sub committees.

Each of the sub-committees will include stakeholders from the community, administrators, faculty and support staff, parents/guardians, school committee members, community members and students. Sub-committees will develop the Action plans using a variety of district data, relevant educational regulations and guidance, and community surveys.

Timeline

We will establish subcommittees during the summer months, after all 2021-22 hiring is complete.

Subcommittees will meet in the fall of 2021. The result will be Action Plans for each of the seven strategies. Action Plans will include annual goals/action steps, responsible party(ies), timeline for accomplishing, outcomes, resources and costs.

Using these new Action Plans, the Superintendent and the District Leadership team will develop a new Strategic Plan.

Appendix One

Strategic Plan Actions At-a-Glance, 2018-Present

Strategy I: Reimagining Teaching and Learning

- Skills-based instruction (also hits Strategy Two, Action Plan 3...competency-based learning)
 - Spring 2018-Spring 2020
 - 4 cohorts participated in skills-based training (over 150 teachers district-wide)
 - New units in action across every grade level
 - Summer-Fall 2020
 - 87 teachers completed skills-based units
 - 147 teachers worked on hybrid unit development
- Instructional Strategies to support student voice
 - SY 2019-2020: implementation of NHS Essential Partners student course; use of student facilitators for NHS and RAN Middle programs
 - Summer-Fall 2020: 16 teachers participated in Essential Partners (EP) Dialogic Classroom professional development. Implementation of dialogues in grades 8-12 throughout the fall
 - 1 teacher participated in EP summer intensive to become an in-district trainer
- Blended Learning (Technology)
 - SY 2018-20
 - Site visits
 - NHS pilot
 - Connection with skills-based instruction
 - Piloting different devices (spring) (NHS)
 - Long-term financing plan (school options)
 - Continued Nock implementation (chromebook)
 - Connection with skills-based instruction
 - Long-term financing and insurance coverage
 - Comprehensive curriculum planning to allow for creative project development at all grade levels
 - Summer-Fall 2020
 - Professional Development
 - 250 teachers attended technology workshops (summer 2020)

- Integration/PD on a number of teacher-selected apps including: PearDeck, FlipGrid, NearPod, Edulastic, InqIt, etc.
 - District-wide adoption of Google Executive as a platform for online learning. PD on whole platform including: Slides, Docs, Meets, Sites
 - Elementary resource expansion including InSync (math) and My View (ELA) to support hybrid and remote instruction
 - Upgrade teacher devices
- NHS College and Career Pathway development
 - Focused development of programming to support a vision for providing flexible pathways through high school.
 - Endicott Dual Enrollment implementation
- Elementary Literacy
 - Science of Reading PK-5
 - DIBELS--updated DIBELS process and training for K-3 staff, implementation of online test to allow enhanced reporting and progress monitoring
 - Implementation of additional dyslexia screening tool in K-1
 - Launched our MTSS research project funded by the IES and facilitated by UConn and Hill for Literacy. This project will support us for 5 years as we integrate a tiered approach to literacy and PBIS using research-based methods. Reading and PBIS Research Project (University of Connecticut)
 - Consultation with Stephanie Gottwald (expert in dyslexia and reading)
 - Development of 1-8 Language-Based Program
 - Facilitated progress monitoring meetings
 - Keys to Literacy - 4-5 implementation
 - Professional Development
 - Teacher sessions with Emily Russin, literacy coordinator and literacy consultants Eleni Steadman, Dr. Stephanie Gottwald, and Becky DeSmith specific to classroom instruction. This included small group presentations, classroom modeling, and observations of instruction with feedback. Topics were specific to grade level needs and included the science of reading, interpreting data, phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Teacher Instructional Leadership Team Development (support relations and learning communities among teachers and administrators)
 - Curriculum Education Leaders grade K-8 and Instructional Leaders grades 9-12
 - Leaders working directly with grade level and content teams for curriculum and assessment development during all PD time
 - Expanding internal capacity to lead skills-based teaching and learning using teacher leaders as facilitators

- Ongoing PK-12 vertical conversations
- District walk-thoughts with a focus on instructional strategies to enhance student engagement and active participation

Strategy II: We will offer an array of opportunities for self-discovery & personal achievement

- Positive Behavior Intervention Programs K-8
 - SY 2018-19: Building-based training, phase one implementation
 - SY 2019-20: Continued building-based PD; full implementation including student information systems, PBIS flow charts, school-wide celebrations/assemblies/programming
 - Full implementation
- Student-staff Advisory
 - SY 2018-20: Implementation of 9-12 Advisory
 - SY 2020-21: Implementation of 6-8 Advisory, continue Clipper Block at NHS
- Bridge for Resilient Youth Program 4-12
- Place-Based Education Opportunities
 - Nock Middle School Grade 7 program and expanded mentor program (science and social studies programs)
 - NHS Environmental Stewardship Program (SNHU accredited class)
- Specialized programs to develop enhanced understanding in a variety of areas (e.g. DECA, Sailbot, Model UN)

Strategy III: We will maximize all internal & external resources

- Dual Enrollment
 - Endicott
 - NECC
- Virtual High School
- Increase capacity for SEL support through a variety of new partnerships (e.g. Home for Little Wanderers, ADL, Essential Partners, Newburyport Youth Services, Middlesex Partnership for Youth, Our Neighbor’s Table and other local agencies)
 - During the COVID-19 Closure, the District collaborated with Our Neighbor’s Table and the City to serve thousands of meals
 - Home for Little Wanderers provided therapeutic services to students across the district
- Business Coalition Grants--annual, ongoing and new programs are supported by this program
- NEF ongoing relationships/ fundraising arm of the school district

Strategy IV: We will optimize our organizational design & operations

- Schedules to support SEL
 - SY 2018-20: Scheduling teams at both NHS and Nock are working to build schedule scenarios that support the SEL and curriculum goals noted above
 - SY 2020-21: All schools have adopted schedules that incorporate SEL programs such as Morning Meeting or Advisory
- Late start
 - Approval of plan SY 2019-20
 - Full adoption of new start time at NHS/Nock/Molin SY 20-21
- Supporting all students with appropriate computer devices
 - SY 2018-19:
 - Fully implemented 1:1 device for middle school
 - All staff integrating Google Suite for instruction
 - Ongoing integration of technology to support skills-based instruction
 - Piloting of devices at NHS
 - SY 2020-21
 - Provided **all** students with devices for remote learning
 - Expanded Tech team support for students at home and in school with technology issues
- Designing flexible learning spaces--this has been heavily impacted by the COVID environment
- Redistributing responsibilities/empowering leaders
 - Special Education new leadership
 - Ongoing PD for ILT and CEL teacher leaders

Strategy V: We will create a dynamic community among all stakeholders

- Student Voice
 - Student shadow days (6-12)
 - Essential Partners student facilitator programs
 - Student Leadership and service opportunities
 - Nock: Clipper Crew, Student Council, ADL, I am We Grade 8 Civics Projects
 - NHS: Student Council, Essential Partners, Best Buddies, Environmental Leadership, ADL, Athletic Captains, Interact Clubs along with other groups
- Community Voice
 - School Council
 - Superintendent Focus Groups
 - PTO
 - NEF

- Special Education Parent Advisory Council (SEPAC)
- Expanded Teacher Leadership and Teacher Voice
 - CEL (PK-8)
 - ILT at the high school
 - Skills-based teacher mentors
 - New Teacher Mentor Program
- Focus on equity, diversity and bias
 - Community meetings
 - Human Rights Commission
 - PTO
 - Mayor’s Diversity Equity Inclusion Alliance
 - Consultation with Michael Eatman (Cultural Competency Framework)
 - Leadership Team PD
 - Development of ‘roadmap”
 - Building-based work
 - Equity walks/curriculum checklist PD for leadership team
 - PLC work in specific areas (e.g. NHS Just Mercy Project, Nock Parent-Teacher Advisory group, evaluation of books at the elementary level, evaluation of Nock-Molin library collection)

Strategy VI: We will create a culture that cultivates the best of everyone

- Contract Stability/Negotiations
 - NTA
 - AFSCME
 - Instructional Assistants
- Leadership Team Development
 - Expanded Leadership Team professional development
 - New NHS principal mentorship
 - Strengthened internal policies and procedures (e.g. special education systems, budget systems)
 - Cultural Competency Framework (diversity, equity, inclusion)
 - Hiring: lead process of hiring for new elementary principal and district director of pupil services, along with other district positions
- Budget Development
 - Reallocation of resources to enhance programming
 - Increased revenue through school choice and grant opportunities
- District Systems
 - Change of Legal counsel (Special Education)

- Ongoing work to strengthen bullying, harassment and civil rights processes K-12
- Instructional practice focus with 5 most impactful strategies
- District wide learning walks for extended leadership team members
- One on One observations with principals coaching teacher feedback

Strategy VII: We will provide supports so all students are ready and able to learn

- Trauma Sensitive Training
 - Ongoing PD for staff
 - Established focused PLC to enhance programming across the district
- PBIS (see above)
- MTSS
 - RTI at grades K-5; see above MTSS grant program PK-5
 - Re-developed child study consult model (6-8)/Collaborative Process PD work with staff
- Mental Health Services
 - Increased NHS adjustment counselor
 - Social Worker added to Bresnahan and NHS
 - Positive Behavior Intervention Programs K-8
 - Student-staff Advisory 6-12
 - Bridge for Resilient Youth Program grades 4-12
 - Home for Little Wanderers K-12
 - Signs of Suicide Program, grades 7, 9, 12
 - SBIRT Screening grades 7 and 10
- Mindfulness Programming
 - Jacalyn Bennett Fitness and Space Nock/Molin School
 - Mindfulness programming K-8
 - Student and staff mindfulness opportunities (PD and direct service) 4-8
- New Nock and NHS Wellness Spaces
 - Enhanced PE personalized fitness programming
 - Integration of mindful practices to Nock-Molin counseling programs
 - Addition of 1.0 PE at Nock to expand programming and meet needs of Nock/Molin new schedule
- Special Education
 - Focused Program evaluation and development
 - Language-Based Program Development
 - Therapeutic program Development Bresnahan & NHS
 - IDC Program Development grades PK-8
 - Co-teaching model--Variety of co-teaching models implemented at all grade levels

- District Leadership
 - Lead hiring process for new Director
 - Strengthened connection with SEPAC

Appendix Two

Newburyport Public Schools Strategic Plan Action Steps (2015-2016)

Strategy I: We will Re-imagine Teaching and Learning

- Action Plan 1: All students' holistic and academic needs are met through teaching, curriculum and assessment methods.
- Action Plan 2: Assessment is used to guide instruction and curriculum, engage students in inquiry, and focus on the process of learning.
- Action Plan 3: Communication of information to the district and the community focused on re-imagining teaching and learning.
- Action Plan 4: Support relationships and learning communities among teachers and administrators.

Action Plan 1: All students' holistic and academic needs are met through teaching, curriculum and assessment methods. (*Action Plan Steps Below*)

- 1) Provide professional development for administrators and teachers on the topic of growth mindset. (Such as Dweck)
- 2) Establish a Professional Learning Community culture in the district focused on student work in an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. (Such as Dufour)
- 3) Collaborate in the study of topics directed at innovation and education reform, such as:
 - a) student-centered inquiry
 - b) project-based, and open-lab learning authentic learning: taking the learners' perspective, content that relates to the learners interest areas, and learning that refers to real activities and real situations
 - c) alternative assessments grounded in constructivist learning theory

- (performance-based, portfolio, constructed response, product-focus, and process-focus)
- d) addressing habits of mind (such as empathy, perseverance, and confidence) in teaching and goal-setting (not grading)
 - e) our changing world and changing schools, such as Tony Wagner.
 - f) depth of content vs. breadth
- 4) Study content central to 21st century skills such as: global and cultural awareness, world languages, STEM, and communication. Use collaborative time (such as staff meetings) to acknowledge existing examples of innovative work and of positive risk-taking in our schools, with a stipulation that all of this be documented.
 - 5) Identify ways to bring existing innovative practices throughout the district

Action Plan 2: Assessment is used to guide instruction and curriculum, engage students in inquiry, and focus on the process of learning. (Action Plan Steps Below)

- 1. Communicate a clear message to the community and staff on the beliefs of the district in regards to the purpose and use of state testing and the purpose and use of other assessments.
- 2. Inventory current assessments at all grade levels, including the type and purpose
- 3. State use and purpose to parents of all specific assessments used in each school for screening, formative, and diagnostic uses.
- 4. Revise and create assessments that create more student voice in goal-setting.
- 5. Revise and create assessments that provide quality feedback to students and teachers to set goals.
- 6. Develop meaningful ways to report on the growth of student habits of mind (perseverance, empathy, etc.).
- 7. Enhance student internship experience with authentic assessments, such as quick meetings, that are relevant to the student's work and to real life.
- 8. Provide structured and regular opportunities for students to reflect on work, self-assess, and set goals with their teachers.
- 9. Pilot assessment changes and provide appropriate support for teachers (school support, collaborative teacher and student culture).

Action Plan 3: Communication of information to the district and the community focused on re-imagining teaching and learning. (Action Plan Steps Below)

- 1) Communicate frequently to all stakeholders on the rationale and topics of Reimagining Teaching and Learning (website, reports, speaker series, round table discussions, etc).
- 2) Create community groups to discuss contemporary ideas in assessment and education connected to our student needs. Consider documentaries and articles

on topics of re-imagining teaching and learning.

- 3) Engage businesses in innovation education by extending existing partnerships, such as NEFBC.
- 4) Revise hiring practices to identify and recruit innovative personnel.
- 5) Develop supportive practices to identify, support, and retain effective personnel. Create an administrative and teacher association partnership on the topic of collaboration and innovation through which educators can address obstacles and problem-solve together.

Action Plan 4: Support relationships and learning communities among teachers and Administrators. (*Action Plan Steps Below*)

- 1) Lead district wide study group on attributes of high functioning Professional Learning Communities (PLCs), using research from sources such as Dufour.
- 2) Provide training for school leadership (principals, PLC leaders) on effective attributes of PLCs.
- 3) Create a structure and time for PLCs to meet regularly and for PLC facilitators to share work.
- 4) Develop PLCs with and for administrators and teachers.
- 5) Identify those PLCs which are self-selected and those PLCs that are appointed.
- 6) Provide ongoing support to PLC leaders to help PLCs thrive.
- 7) Collaborate with school districts working on similar goals (local districts, other PLCs in the country via Twitter, etc.)

Strategy II: We will offer an array of opportunities for self-discovery and personal achievement.

- Action Plan 1: Students are mentally, socially and emotionally ready to learn.
- Action Plan 2: Students establish connections, apply higher order thinking skills and make learning relevant through meaningful experiences.
- Action Plan 3: Students learn at a pace in line with their inner abilities (strengths/weaknesses) and contribute to their educational path and experience.
- Action Plan 4: Explore flexible learning environments designed on competency based learning models.

Action Plan 1: Students are mentally, socially and emotionally ready to learn.

(*Action Plan Steps Below*)

- 1) Implement one or more scientifically research based programs that develop student's social and emotional readiness to learn, such as: Neurobiology: Understanding our brain (emotional and cognitive) to enhance thinking, reacting,

managing and discovering self positively; Habits of Mind program; MIND UP curriculum; Social Thinking Curriculum; Responsive Classroom; SMARTS; Mindset Works)

- 2) Ensure consistency and continuity by developing a common language, professional development sequence (for all administrators, teachers, and support staff), and district wide coordination.
- 3) Establish a cycle of planning, implementation, evaluation and revision of these programs.

Action Plan 2: Students establish connections, apply higher order thinking skills and make learning relevant through meaningful experiences. (*Action Plan Steps Below*)

- 1) Ensure dedicated time for facilitated planning efficiency, cross communication and resource sharing at each building level.
- 2) Determine when, where, and to what extent Cross-Curriculum and Experiential Learning takes place by grade. (Note: The answers are found in curriculum maps of each grade and teacher plans).
- 3) Identify holes in the implementation of these strategies.
- 4) Incorporate reflection within the learning process, to enhance personal connection and understanding.
- 5) Teachers receive professional development of cross-curriculum and experiential learning. Establish thematic units, tools, assessments and instructional approaches.
- 6) Engage students in the learning process to encourage ownership over their own education and support each student to develop an individual learning plan/goals to address their skills, needs and interests.
- 7) Establish a cycle of planning, implementation, evaluation and revision of these programs.

Action Plan 3: Students learn at a pace in line with their inner abilities (strengths/weaknesses) and contribute to their educational path and experience.

(*Action Plan Steps Below*)

- 1) Establish common language throughout the district on what student centered learning is. The term student-centered learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students
- 2) Identify competency-based strategies to provide flexibility in the way credit can be earned/awarded and provide students with personalized learning opportunities: Online, Blended learning, dual enrollment, project-based learning, community based learning, educational travel, career/technical education programs, internships and independent study outside the traditional classroom

setting.

- 3) Foster innovations that incorporate the benefits of student centered learning while building on the strong foundations we've already made in well-designed learning opportunities.
- 4) Provide common subject schedule times to allow for a variety of grouping strategies that facilitate classroom learning.
- 5) Leverage technology to increase flexible learning and monitor student progress in real-time manner.
- 6) Increase parent involvement and educational awareness by establishing communication by grade of what is covered at school to create dialogue and support at home.
- 7) Establish a cycle of planning, implementation, evaluation and revision of these programs.

Action Plan 4: Explore flexible learning environments designed on competency-based learning (Action Plan Steps Below)

- 1) An advisory task force will be formed to investigate and research existing competency-based learning models in other districts.
- 2) The advisory task force will synthesize the research, comparing and contrasting it to the current Newburyport district model of determining competency and mastery of curriculum content.
- 3) The advisory task force will make a recommendation to the district as to how to best implement the competency based learning model.
- 4) Implement an evaluation cycle of student performance and competency mastery of curriculum content.
- 5) Identify innovations in the instructional structure and curriculum to support the teaching and learning of individual students as their continuous academic progress is prioritized to improve student achievement.
- 6) Establish a cycle of planning, implementation, evaluation and revision of these programs.

Strategy III: We will maximize all internal and external resources.

- Action Plan 1: Community support for the achievement of the student's personal goals.
- Action Plan 2: Costs will be reduced and revenues maximized in our school district.
- Action Plan 3: Partnerships will be encouraged and developed in and outside of the school district.
- Action Plan 4: The Newburyport Education Foundation (NEF) is recognized as the philanthropic arm of the Newburyport Public Schools and the NEFBC as the bridge to experiential learning for our students.

Action Plan 1: Community support for the achievement of the student's personal goals. (*Action Plan Steps Below*)

- 1) Assessment to determine student support and help needs; including a complementary assessment of available supports and interest among members of the community who would be available to students.
- 2) Publicize ways to participate in order to increase accessibility and support (reduce barriers). Use of student surveys to determine any student desired focus of interest as a basis of what to present to the public (publicize).
- 3) Increase and establish awareness and knowledge in order to identify who will be part of a sustainable and effective community support system, through all available media, reporting on student service and contribution to the community.
- 4) Develop and conduct regular "Celebratory Events" to increase the student voice in building community relationships.

Action Plan 2: Costs will be reduced and revenues maximized in our school district. (*Action Plan Steps Below*)

- 1) Ensure that educational scheduling is cost effective.
- 2) Investigate opportunities through dual enrollment of students, earning both high school and college credits, and how the school district may reduce costs for salaries and benefits if course instructors are employees of higher education institutions.
- 3) Maximize relationships with established education foundations and funds such as NEF and the Swasey Fund.
- 4) Achieve sustainability by making sure that tuition and fees for community education classes and after school services cover all school district expenses.
- 5) Discover, develop and provide online professional development to reduce travel costs. Implement recruiting and retention strategies to reduce employee turnover and stabilize the school district workforce, and reduce costs associated with replacing employees.
- 6) Annual review of lease of technology opportunities and related cost savings.
- 7) Maintain a comprehensive disaster recovery / business continuity plan that would allow continuation of critical services in the event of a catastrophe.
- 8) Utilize internal controls to manage grants ensuring that all available funds are utilized and through available municipal grant writing resources, pursue grant funds for the school district.
- 9) Continue to use internal controls to complement the training of staff on purchasing policies and procedures.
- 10) Ensure that all eligible students are enrolled in the free and reduced-priced meal

programs. Monitor, evaluate and correct performance in the school lunch program; with annual evaluation of meal prices for both students and adults.

- 11) Review operational savings from capital projects.
- 12) Perform demographic studies to forecast growth or loss in student enrollment to accurately determine facility needs.
- 13) Annually review guidelines, schedules and fees for community use of district facilities to ensure proper usage and compensation.
- 14) Maintain routine communication systems between facilities, public safety and other municipal departments, designed to reduce expenses and increase savings. It should be founded on best practice, characterized by sustainability and contain a quality improvement loop.
- 15) Develop staffing guidelines, formulas and ratios to meet or exceed standards and statutory requirements.
- 16) Implement planning processes district-wide to determine long-range fiscal needs.

Action Plan 3: Partnerships will be encouraged and developed in and outside of the school district. (Action Plan Steps Below)

- 1) The school district will look to increase collaboration and partnership with: local businesses, after-school care providers, higher education, foundations, and other community based agencies.
- 2) Develop school policies and procedures that explicitly state and integrate the principles and practice of effective partnerships.
- 3) Promote students' sense of identity, culture, and personal purpose through partnership activities.
- 4) Identify and publicize opportunities for student volunteer partnerships.
- 5) Report on successes and drive improvement in partnerships by increasing media relationships by acknowledging and recognizing students.

Action Plan 4: The Newburyport Education Foundation (NEF) is recognized as the philanthropic arm of the Newburyport Public Schools and the NEFBC as the bridge to experiential learning for our students. (Action Plan Steps Below)

- 1) Recruit staff to actively participate in planning and implementation of NEF and NEFBC events, programs and activities.
- 2) Broaden communication between school leadership with NEF and NEFBC boards.
- 3) Educate staff regarding the process and protocol for finding and developing partners for experiential learning.
- 4) Include the partnership with NEF and NEFBC when appropriate in district and school planning.

Strategy IV: We will optimize our organizational design and operations.

- Action Plan 1: Organizational structure meets needs of students.
- Action Plan 2: Schedule changes are made to meet the needs of students,
- Action Plan 3: Technology will fully support the goals of the district.
- Action Plan 4: Schools will function as effective professional learning communities.
- Action Plan 5: We will design and cultivate flexible learning environments for optimal functionality and culture.
- Action Plan 6: Student growth and learning are enhanced by a creative, rigorous and expansive curricula.
- Action Plan 7: Place-Based Education initiatives are further supported and developed to enhance authentic learning opportunities for students.

Action Plan 1: Organizational structure meets needs of students. (*Action Plan Steps Below*)

- 1) Research and modify classes to achieve ideal class sizes at each level respectively. (i.e. smaller classes at elementary level)
- 2) Enhance student support services across the board and partner with local service non-profits to bring services into the schools.
- 3) Investigate innovative organizational design.
- 4) Research ways the middle school model can increase course opportunities for students.
- 5) Identify needs of students for related service providers and re-align staffing levels to meet or exceed those needs.
- 6) Pursue research focusing on looping at the elementary level that includes teacher(s), administrators and related service providers.

Action Plan 2: Schedule changes are made to meet the needs of students.

(Action Plan Steps Below)

- 1) Implement later school start times at the High School and Middle School (consistent with recommendations of American Academy of Pediatrics recommendations)
- 2) Provide a lunch period of adequate length for students at every grade level in order to increase academic performance and nutritional intake.
- 3) Provide adequate recess/movement breaks for students to increase academic performance, attention, health and behavior.
- 4) Build Master Schedules to allow for common planning time within the school day to 'job alike' teams. Job-alike teams may be grade level based or curriculum based.
- 5) Work with students' schedules at the high school to allow for more time for

students to engage in college level classes both on site in the district and at other campuses.

- 6) Transition to a district calendar with more opportunities for full day professional development; develop alternate Professional Development schedules that reflect different options for teacher/district workdays: full days, pull-out time.
- 7) Schedule annual vertical articulation meetings between grade levels within schools as well as between schools.
- 8) Facilitate collaborative scoring times for teachers on common assessments.

Action Plan 3: Technology will fully support the goals of the district.

(Action Plan Steps Below)

- 1) Assess, develop, and administer ongoing surveys to assess the efficiency and accessibility of technology for all stakeholders in the school. (e.g. What technology can students bring to schools)
- 2) Develop a system for advanced users to propose technology they would like to trial/pilot in their classrooms.
- 3) Coordinate technology across all buildings and grade levels.
- 4) Create an operational checklist for new technology initiatives that staff can use to write detailed, concrete proposals, including space, staffing, other resources, funding needs.

Action Plan 4: Schools will function as effective professional learning communities.

(Action Plan Steps Below)

- 1) Form a book study group to read and implement strategies from a resource such as Professional Learning Communities at Work or Learning by Doing.
- 2) Train teacher leaders in effective meeting facilitation (e.g. Facilitation Leadership)
- 3) Facilitate team, department, and staff meetings to focus on instructional outcomes and student achievement
- 4) Provide time within the teachers duty day for collaborative planning by grade level and/or subject alike cohort teams
- 5) Develop a protocol for collaborative scoring of common tasks to improve consistency of instruction and scoring

Action Plan 5: We will design and cultivate flexible learning environments for optimal functionality and culture. *(Action Plan Steps Below)*

- 1) Develop and administer a survey of needs/desire for possible on-site day care. Administer survey to all stakeholders.
- 2) Create dynamic and modifiable learning environments/schools with staff assignments and building room/use.

Action Plan 6: Student growth and learning are enhanced by a creative, rigorous and expansive curricula. *(Action Plan Steps Below)*

- 1) Continue development and expansion of a robust summer program for remediation and enrichment by surveying program interests and needs
- 2) Explore opportunities and costs of offering credit-bearing classes, a year-round calendar, and regionalized summer programming
- 3) Support opportunities for multi-age activities and learning experiences for students by setting up an Ad Hoc to explore and plan such opportunities, providing professional development for staff, exploring collaboration with Newburyport Youth Services, and improving interactions between all schools in the district

Action Plan 7: Place-Based Education initiatives are further supported and developed to enhance authentic learning opportunities for students. (Action Plan Steps Below)

- 1) Modify our organization to increase support of Place-Based Education.
- 2) Identify the administrative, logistical and professional development adaptations needed to ensure success.
- 3) Plan financial, scheduling and logistical support needed.

Strategy V: We will create a dynamic community among all stakeholders.

- Action Plan 1: A diversified community of stakeholders who are invited, welcomed and affirmed.
- Action Plan 2: All stakeholders are informed about district-wide and school-level events, programs, and opportunities.
- Action Plan 3: Stakeholders are involved in school events, programs, and learning opportunities.
- Action Plan 4: Students gain real world experiences through community and civic involvement.
- Action Plan 5: Students have a voice in building community relationships.

Action Plan 1: A diversified community of stakeholders who are invited, welcomed and affirmed. (Action Plan Steps Below)

- 1) Identify the groups, organizations and individuals already partnering with NPS
- 2) Identify and invite diverse groups, organizations and individuals not yet involved to become involved with NPS
- 3) Utilize LinkedIn to create a list of people who want to be involved, organized by different skills and backgrounds.
- 4) Designate professional development time for educators interested in creating lessons incorporating the skills and expertise of our partners
- 5) Develop a district-wide standardized procedure to bring community partners into

the classrooms and to allow students/teachers out into the community

Action Plan 2: All stakeholders are informed about district-wide and school-level events, programs, and opportunities. (*Action Plan Steps Below*)

- 1) Create and publicize a master list of events, programs, and school opportunities
- 2) Utilize LinkedIn to communicate with partners
- 3) Advertise and promote events/programs both within the school and the greater community using a variety of media such as newsletters, social media, club fairs, daily announcements, websites, press releases, etc.
- 4) Optimize the use of technology for communication
- 5) Host an open house/gala/community fair to celebrate the possibilities of partnerships

Action Plan 3: Stakeholders are involved in school events, programs, and learning opportunities. (*Action Plan Steps Below*)

- 1) Implement an annual student day of science/math modeled after annual student day of poetry.
- 2) Institute a "teach for the day" program for stakeholders.
- 3) Enlist tutors from the community for enrichment, homework, standardized test prep, etc.
- 4) Implement a senior exhibition program including community mentors and evaluators.
- 5) Designate a time for school-wide seminar with invited community members
- 6) Encourage clubs to reach out to the community.
- 7) Create a schedule that facilitates all of the above.

Action Plan 4: Students gain real world experiences through community and civic involvement. (*Action Plan Steps Below*)

- 1) Assess the current internship program before expanding to all grade levels and suggesting a quality control structure be put in place.
- 2) Expand the Internship Program to involve more community stakeholders and grade levels.
- 3) Increase experiential programs to involve students at all grade levels.
- 4) Showcase student work, such as literature, art, and music in the community.
- 5) Create a flexible school schedule that facilitates community involvement at all levels inside and outside of the school day.
- 6) Bolster awareness, opportunities, and involvement in a community service program for grades K-12.
- 7) Expand thematic and interdisciplinary curricula that connect with the community.

- 8) Reinstate student-written editorial column in the local media to strengthen the voices of students and awaken their civic responsibility.
- 9) Reinstate student-written column in the local media to inform the public about school events.

Action Plan 5: Students have a voice in building community relationships.

(Action Plan Steps Below)

- 1) Create and maintain a pilot student collective at NHS guided by a coordinator, with a goal of giving students a greater voice in building community connections
- 2) Elect a student "Ambassador" from each high school grade to participate in the existing student government as a liaison between schools and community.
- 3) Schedule regular meetings of student collective to plan community Outreach.
- 4) Evaluate NHS pilot and expand to other grade levels if deemed worthy.

Strategy VI: We will create a culture that cultivates the best of everyone.

- Action Plan 1: Distributed Leadership - Everyone shares the responsibility of leadership and culture.
- Action Plan 2: Engagement - Leadership seeks to give voice to all constituencies to ensure engagement.
- Action Plan 3: Communication - District and school personnel will communicate out to improve culture and engagement.

Action Plan 1: Distributed Leadership - Everyone shares the responsibility of leadership and culture. *(Action Plan Steps Below)*

- 1) Leadership training - Central office, school committee, and building administrators will receive professional training to develop district level responsibilities that are shown to positively impact student academic achievement; such as, District Leadership That Works, Marzano & Waters, 2009.
- 2) Five interrelated components:
 - a) Leadership - clear vision and priorities, build a cohesive leadership team;
 - b) Decision Making and Structure - develop clear roles and collaboration around decision making, create organizational structure that supports objectives and mission;
 - c) People - an engaged and visionary faculty and staff is necessary for success, alignment of instructional practice and data collection to meet standards;
 - d) Work Processes & Systems - superior execution of programmatic work (instruction) processes, effective and efficient student support systems;

- e) Culture - high performance values and behaviors that lead to empowerment, authentic engagement, self-efficacy, and high motivation for all stakeholders;
- 3) Create collaborative leadership among principals, staff, students and the community – involve all stakeholders in the design and implementation of important decisions and policies such as event planning, scheduling, and curriculum & instruction decisions;
- 4) Administrators and teacher teams use the PLC process as a vehicle to execute the responsibilities of school leadership in an integrated and focused fashion; such as, Dufour & Fullan, Cultures Built to Last: Systemic PLCs at Work.

Action Plan 2: Engagement - Leadership seeks to give voice to all constituencies to ensure engagement (Action Plan Steps Below)

- 1) Create and administer a culture survey to assess current culture.
- 2) Free and encourage administrators to spend more time in their schools and classrooms (create on-line meeting options, schedule meetings around the school day).
- 3) Create collaborative leadership among principals and staff – involve teachers in the design and implementation of important decisions and policies.
- 4) Support an approach to teaching and learning that is responsive to each student's academic, social and emotional needs, and expand research based best instructional practices; such as, differentiation; Universal Design for Learning; interdisciplinary learning; inquiry based learning, and simulated learning.
- 5) Provide time monthly during 1/2 day early release staff development days for administrative assistants and receptionists to meet to collaborate and/or receive professional training to enhance or help make their work more efficient.
- 6) Invite parent and community volunteers into our schools.
- 7) Collaborate with internal and external constituents to develop a model of community engagement; such as: "Community Café."

Action Plan 3: Communication - District and school personnel will communicate out to improve culture and engagement. (Action Plan Steps Below)

- 1) Develop a comprehensive marketing and communication plan for the district
- 2) Establish processes to ensure effective communication throughout the school and district by leveraging existing vehicles for communication such as district/school websites, teacher web pages, and email blasts; consider other social media such as Facebook & Twitter
- 3) Better utilize community and school based networks:
 - a) determine how many students and families are using these services;
 - b) determine if there is equity in regards to access, policies, & procedures necessary to participate in networks;

- c) determine barriers to participation (cost, transportation, language);
- 4) Provide regular "open door" opportunities for communication between all constituents, such as: parent coffees or principal/teacher office hours.
- 5) School leaders communicate their plan to collaboratively develop prevention and intervention policies & practices that ensure that all stakeholders feel welcomed, supported and safe (student handbook policies on attendance, discipline, etc.)

Strategy VII: We will provide supports so all students are ready and able to learn.

- Action Plan 1: Implementation of cohesive, vertically aligned Response to Intervention (RTI) at all grade levels
- Action Plan 2: Increase social emotional learning at all grade levels.
- Action Plan 3: Increased play opportunities for students at all grade levels.
- Action Plan 4: Students have the tools necessary to appropriately and safely utilize technology.
- Action Plan 5: Increased executive functioning learning at all grade levels.
- Action Plan 6: A safe and supportive school environment.
- Action Plan 7: Reduce student stress.

Action Plan 1: Implementation of cohesive, vertically aligned Response to Intervention (RTI) at all grade levels. (Action Plan Steps Below)

- 1) RTI team reviews existing procedures and forms at each school across the district.
- 2) RTI team creates a consistent referral process across the district.
- 3) Team agrees on an RTI process and timeline of interventions and meetings.
- 4) Each school creates a list of possible RTI interventions that can be used in each building.
- 5) RTI teams are created at the school level and agreed upon processes are implemented.
- 6) Process is publicized to all school communities.

Action Plan 2: Increase social emotional learning at all grade levels. (Action Plan Steps Below)

- 1) Social emotional curricula to be consistently implemented for all grade levels. Curricula should include empathy, inclusion, and self-regulation components.
- 2) Based on chosen curricula, schools will determine the best approach to implementation (i.e. during what classes, who will implement, etc)
- 3) Ensure curriculum is being implemented and is vertically aligned.

Action Plan 3: Increased play opportunities for students at all grade levels.

(Action Plan Steps Below)

- 1) Increase length and/or frequency of recess time.
- 2) Create play spaces at all schools; these should be technology free zones. Examples at the middle and high school levels could include foosball, ping pong, board games, card games that can be used during lunches or studies. Examples at the elementary level include play boxes with dress up materials, tic tac toe on the walls of the halls, etc...
- 3) Embed creative and play opportunities into the curriculum.

Action Plan 4: Students have the tools necessary to appropriately and safely utilize technology. *(Action Plan Steps Below)*

- 1) Oversee implementation of digital media curriculum across the district; such as, Common Sense Media Digital Citizenship.
- 2) Develop a timeline for implementation of digital citizenship curriculum.
- 3) Each school will be responsible for overseeing piloting the curriculum.

Action Plan 5: Increased executive functioning learning at all grade levels. *(Action Plan Steps Below)*

- 1) Complete a building level analysis and training around executive function needs.
- 2) Develop common language and executive function strategies across the district.
- 3) Based on analysis, if appropriate, implement vertically aligned executive functioning curriculum at all grade levels.

Action Plan 6: A safe and supportive school environment. *(Action Plan Steps Below)*

- 1) Create a safe and supportive schools framework.
- 2) Provide professional development for all staff about a safe and supportive schools framework.
- 3) Ensure opportunities for collaboration between schools and grade levels in the district.
- 4) Ensure that each student has a point person or supportive adult in the school building.
- 5) Increased school, parent and community communication. Action Plan Status Report (2015-2016) Strategy VII: We will provide supports so all students are ready and able to learn.

Action Plan 7: Reduce student stress.

- 1) Details to be determined operationally to ascertain possible causes, such as student workload.

SCHOOL CHOICE STATUS 2021-2022

as of June 3, 2021

GRADE	SLOTS AVAIL	# APPLICATIONS RECEIVED	SLOTS REMAINING
4	7	5	2
6	7	4	3
7	7	5	2
9	15	7	8
TOTAL:	36	21	15