

NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

**School Committee
Business Meeting**

Monday, March 1, 2021

6:30 PM

SC Packet Checklist:

- SC Business Meeting Agenda 3-1-2021**
- SC Meeting Agenda Notes 3-1-2021**
- Student Activity Account Request – Girls Ice Hockey**
- School Improvement Plan Updates**
 - High School**
 - Nock**
 - Molin**
 - Bresnahan**
- SEPAC Mid-Year Report Summary**
- Revised School Committee Member Ethics Policy (BCB)**
- Revised School Committee Operating Principles & Norms of Interaction Policy (BCD)**
- Minutes of Policy Subcommittee Meeting (2-22-2021)**

Newburyport Public Schools
Newburyport, MA
School Committee Business Meeting - **REMOTE**
AGENDA
Monday, March 1, 2021
6:30 PM

<https://us02web.zoom.us/j/89971103705?pwd=cyt5Mk9QNnh5Z0xRNjVpY0ZMd3JIUT09>

Passcode: 946130

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.

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. **SPECIAL NOTE:** This meeting will be held remotely and will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.

1. Call to Order & Pledge of Allegiance
2. Public Comment – *remote via Zoom*
3. *Consent Agenda (warrants) – *Possible Vote*
4. NHS Student Representative Report
5. *Girls Ice Hockey Student Activity Account Request - *Vote*
6. School Improvement Plan (SIP) Updates
7. SEPAC Mid-Year Report Summary
8. *Revision to School Committee Member Ethics Policy (BCB) - *First Reading & Vote*
9. *Combine School Committee Norms Of Interaction Policy (BCC) with the - *First Reading & Vote*
School Committee Operating Principles Policy (BCD)
10. Superintendent’s Report – *Superintendent Sean Gallagher*
11. New Business

Adjournment

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

**Newburyport School Committee
Meeting Agenda Notes**

Monday, March 1, 2021

Time: 6:30 PM

<https://us02web.zoom.us/j/89971103705?pwd=cyt5Mk9QNnh5Z0xRNFPb0ZMdzJIUT09>

Passcode: 946130

AGENDA NOTES

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

SPECIAL NOTE: *This meeting will be held REMOTELY and will be televised locally live on Comcast Channel 9 or via <https://ncmhub.org/share/channel-9/>.*

Agenda:

2. Public Comment – *remote via Zoom*
3. *Consent Agenda (warrants) – *Possible Vote*
4. NHS Student Representative Report – *Sierra Leahy*
5. *Girls Ice Hockey Student Activity Account Request - *Vote*
The new hockey team at the high school requires a student activity account. Request form is included in the packet.
6. School Improvement Plans (SIP) Updates
Building principals (Andy Wulf/High School, Lisa Furlong/Nock Middle School, Tara Rossi/Molin Upper Elem., Tim Miller/Bresnahan Gr 1-3, and Amy Sullivan/Bresnahan Gr pK-K) will update the School Committee on SIP goals and the budget process.
7. SEPAC Mid-Year Report Summary
Sheila Spalding will provide a summary of the Newburyport SEPAC Mid-Year Progress report (attached).
8. *Revision to School Committee Member Ethics Policy (BCB) - *First Reading & Vote*
This policy was revised to include item “g” in Section 1. (see attached)
9. *Combine School Committee Norms Of Interaction Policy (BCC) - *First Reading & Vote*
with the School Committee Operating Principles Policy (BCD)
The title and contents of Policy “BCD” was changed due to merging with policy “BCC”. (See attached)
10. Superintendent’s Report – *Superintendent Sean Gallagher*
Pool Testing details for faculty and staff. COVID update
11. New Business

Adjournment

*Possible Vote

FYI: Upcoming Dates: **School Committee Business Meeting, Monday, March 15 at 6:30pm**
Finance Subcommittee Meeting, Tuesday, March 16 at 8:15am
School Committee Business meeting, Monday, April 5 at 6:30pm

STUDENT ACTIVITY ACCOUNT

Request For Recognition Of A Student Organization

FEB 22 21 PM 15

SCHOOL: NHS

DATE OF REQUEST: 2/18/2021

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

Suggested Name of Organization: GIRLS ICE HOCKEY

Reasons for Forming This Organization: ALL VARSITY ATHLETIC TEAMS HAVE STUDENT ACTIVITY ACCOUNTS. WE NOW HAVE GIRLS ICE HOCKEY AND WOULD LIKE TO CREATE AN ACCOUNT.

Criteria for Membership in Organization: SUCCESSFULLY MET ELIGIBILITY REQUIREMENTS FOR AN ATHLETE

Grade Span: 9-12

How will Adult Supervision be Achieved?: COACHING STAFF

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

Student Signature

[Signature]
Teacher / Advisors Signature

[Signature]
Principal Signature

Student (Printed Name)

KYLE HOODSON AA
Teacher / Advisors (Printed Name)

Andy Wulf
Principal (Printed Name)

.....
Completed by Superintendent's Office

The above organization is approved as a recognized student organization.

[Signature]
Superintendent's Signature

Sean Gallagher
Superintendent's (Printed Name)

2/24/21
Date

Student Activity Account Name:

**** All Fundraisers Must Receive Advanced Authorization from the School Principal ****

Revenue, Receipts, and Deposits

| | Yes | No |
|---|-------------------------------------|--------------------------|
| - Are pre-numbered receipts, tickets, and/or attendance logs used? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Under what circumstances would pre-numbered receipts or tickets not be used when collecting receipts? | <input type="checkbox"/> | <input type="checkbox"/> |
| _____ | | |
| _____ | | |
| _____ | | |
| - Is a reconciliation process performed between pre-number receipts, tickets, or attendance logs and the funds being turned over prior to making a deposit? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Prepared by: <u>COACH</u> | | |
| Reviewed by: <u>ATHLETIC DIRECTOR</u> | | |
| - In circumstances when pre-numbered receipts, tickets, and attendance logs are not practical, are two responsible people each count the cash received? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Are funds turned over to the Principal within twenty-four hours? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Are funds awaiting turnover kept in a locked/secure location? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Are duplicate copies of Deposit slips maintained by Advisor? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Are records kept by activity? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Student Travel

| | Yes | No |
|--|-------------------------------------|--------------------------|
| - Are requests for student travel prepared well in advance of the time the funds are needed? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| - Who typically prepares student travel requests? | | |
| <u>COACH</u> | | |
| - Who approves this request? | | |
| <u>ATHLETIC DIRECTOR</u> | | |

Student Travel

Do Travel authorization forms include the following:

- Date of request?
- Date funds needed?
- Destination of trip?
- Purpose of trip?
- Estimated departure and return dates?
- Number of persons traveling?
- Estimate of cash required for tips and other various sundry items?
- Estimates of expenses?
- Signature of person requesting authorization?
- Signature of person authorizing the request?
- Check number and date of payment?
- Signature of School Principal?

Is a statement of final accountability submitted after completion of trip?

Does the statement of final accountability include the following:

- Date
- Notation of advance fund received (if applicable)
- Complete listing of itemized expenditures paid
 - With documentary evidence of payment
- Total of cash or checks expended
- Notation and total of credit card or open account expenses
- The amount returned to student activities (if advances received)
- The amount of additional reimbursement requested
- Signature of person completing final accountability statement
- Signature of principal or designee

10-15 TRIPS PER SEASON.
ALL TO GAMES ARRANGED BY AD

Jay Hawk
Student Account Advisor Signature

Newburyport High School



OUR FOCUS





Newburyport High School

**Special Thanks
To The NHS
School Council**

Teacher Representatives: Ashley Lieblein, Katherine Sullivan

Parent Representatives: Jamie Grant, Sarah Hall

Student Representatives: Sierra Leahy, Lucas Daignault, Riya Kaur

Community Representatives: Margot Harrington



Newburyport High School

Our Process

1. Collected data and reflected on progress of the 2018-20 School Improvement Plan
2. Used our reflection to develop a 2020-22 School Improvement Plan
3. Used the new improvement plan to decide on focus areas for this year's budget.



Newburyport High School

[2020 - 2022 School Improvement Plan](#)

2020-22 IMPROVEMENT GOALS

- **Improve student growth performance with attention to our high needs population.**
- **Increase access to advanced coursework for the High Needs Subgroup.**
- **All students demonstrate college and career readiness skills upon their graduation from NHS.**
- **All students leave with a personalized and flexible post-secondary plan.**
- **Continue to improve school climate in the areas of inclusivity and student voice in and out of the classroom.**



Newburyport High School

| GOAL | STRATEGY | BUDGET CONSIDERATIONS |
|---|---|--|
| Improve student growth performance with attention to our high needs population. | <ul style="list-style-type: none"> Continue to develop, implement, and improve skills-based instruction Implement PD on Dif. Instruction | Differentiated Instruction PD ILT COACHING .2 Math .1 Reading |
| Increase access to advanced coursework for the High Needs Subgroup. | <ul style="list-style-type: none"> Continue to expand dual enrollment offerings ILT and Guidance develops system to progress monitor and identify high needs students who are ready for advanced coursework Pay for all Gr 10 students to take the PSATs. <i>(Each student receives a college readiness report and school can use for AP potential.)</i> | - Pay for Gr 10 PSATs - Differentiated Instruction PD |
| All students demonstrate college and career readiness skills upon their graduation from NHS. | <ul style="list-style-type: none"> Scaffold skills within course offerings. Develop method for students to demonstrate skill. | College and Career Counselor |
| All students leave with a personalized and flexible post-secondary plan. | <ul style="list-style-type: none"> Develop a College and Career Center staffed by a counselor. Continue to develop and refine course pathways tied to interest areas. | |
| Continue to improve school climate in the areas of inclusivity and student voice in and out of the classroom. | <ul style="list-style-type: none"> Continue Peer Trainer work Continue to expand use of dialogue in and out of classrooms | - ADL work with students - Essential Partner PD with faculty - Dialogue Instr. Coach |

Budget Additions to Support Goals



Rupert A. Nock Middle School

2021-22 Proposed
Budget

School Improvement Plan Overview

Goal I--Instructional Leadership

Design and implement a instructionally focused
child-study consult
Establish curriculum leadership model

Goal II--Support Measurable Academic Improvement

Child Study Consult, student-driven data analysis
Skills-based instruction, curriculum
Program development (LBP, BRYT, Advisory)
Expanded World Language Program

Goal III--Professional Learning Communities

CEL Leadership
NHS-Nock Team development
Student Voice initiatives (Shadow Day, Advisory, EP, PBIS)

Goal IV--Guaranteed and Viable Curriculum

Published Program of Studies
Scope and Sequence Maps
Skills-based Unit Development
Common Assessments

Goal V--Safe and Supportive School Community

PBIS
Wellness/Mindfulness (space, staff PD, programs)
Student Leadership
Prevention/Intervention (SOS, SBIRT)



Meeting our 2021-22 SIP Goals

1. Continue to build a rigorous, intensive world language program
 - a. Addition of 2 1.0 FTE for grade 6 expansion
2. Address Special Education needs and build programs (anticipated needs based on incoming students)
 - a. Increase .7 SLP to 1.0 SLP
 - b. Add .6 Reading Teacher
3. Continue our focus on student voice and strengthening our instructional practices
 - a. Essential Partners Dialogue Coach/Consulting
 - b. Project Adventure Grade 6 Leadership Program Development
4. Support continued use of technology as an instructional tool
 - a. Instructional technology software licensing



Other SIP Priorities

1. Sustainable place-based education program
2. Continued CEL-driven skills-based unit development
3. Music/performing arts program
 - a. Core courses for all (grade 6 music, grade 7-8 music tech)
 - b. Elective courses and small performing groups (orchestra, band, chorus)
 - c. Expanded lesson opportunities
 - d. Fall-Spring productions
4. Advisory Program -- continue and sustain
 - a. Development of team-based leadership
 - b. Expanded student data portfolio process
 - c. On-going staff PD
5. Social-Emotional Learning
 - a. Mindfulness/yoga expansion
 - b. Restorative Justice program development



Molin School Improvement Plan Highlights and Budget Connections



Planning for 2021-2022

A Special “Thank You” to our School Council Members...

Alissa Gallegos, Teacher Representative
Kiersten Gurley, Parent Representative
Danielle Baptiste, Parent Representative



Click here for the full [2020-2022 Molin School Improvement Plan](#)

Academic Goal: 100% of students will demonstrate student growth as measured by common assessments within their content area.

| <p>Molin School Strategies/Activities</p> | <p>Budget Connections</p> | <p>Outcomes and Measurements</p> |
|---|--|---|
| <p>Collaborative teams will meet regularly to review student data (including: STAR 360, student work, teacher developed formative & summative assessments) to identify instructional goals as well as plan and implement appropriate instruction, interventions & enrichment.</p> | <p>Hire Second Interventionist for tier 2 interventions.</p> <p>Professional Development for in-class Tier 1 interventions.</p> <p>Cost for software for assessments and math and literacy intervention.</p> | <p><i>Outcome:</i> Teachers will meet regularly to use relevant data to inform instruction to meet the needs of the grade level learners in order for students to meet grade level benchmarks.</p> <p><i>Measurement:</i> Formative and summative assessments will demonstrate student’s progress towards grade level benchmarks.</p> |

Academic Goal: 100% of students will demonstrate student growth as measured by common assessments within their content area.

| Molin School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|--|---|---|
| <p>Continue to Implement reciprocal teaching, Keys to Literacy Vocabulary & Comprehension, and Blooms Taxonomy strategies into all curriculum areas, specifically literacy blocks.</p> | <p>Refresh Professional Development for Keys Vocabulary & Comprehension Strategies.</p> | <p><i>Outcome:</i> PD on Keys to Literacy Vocabulary & Comprehension across content areas. Focus on Bloom's Taxonomy. <i>Measurement:</i> Evidence of Keys vocabulary & comprehension instruction in the classrooms, student evidence of vocabulary work across content areas, increase in student understanding of Bloom's Taxonomy/Questioning strategies and evidence of student independence in using strategies.</p> |

Academic Goal: 100% of students will demonstrate student growth as measured by common assessments within their content area.

| <p>Molin School Strategies/Activities</p> | <p>Budget Connections</p> | <p>Outcomes and Measurements</p> |
|--|--|---|
| <p>Continue work with consultants on identifying the variety of reading and language-based disabilities and matching appropriate programs to the specific student profile.</p> | <p>Hire a Language-Based Teacher.</p> <p>PD for special educators & general educators on language-based teaching strategies.</p> <p>PD with Landmark Consultant.</p> | <p><i>Outcome:</i> PD with language based consultant and Emily Russin. Case study work with both. Staff training as needed in reading programs.</p> <p><i>Measurement:</i> Reading programs vetted and matched for students with specific reading disabilities. Reading data showing student growth. Improved language-based program.</p> |

Academic Goal: 100% of students will demonstrate student growth as measured by common assessments within their content area.

| Molin School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|--|---|---|
| Increase number of students receiving academic intervention in both math and literacy. | Hire Second Interventionist for Tier 2 interventions. Professional Development for in-class Tier 1 interventions. Cost for software for assessments and math and literacy intervention. | <i>Outcome:</i> Hire a second interventionist. <i>Measurement:</i> More students receiving the 6-8 week specific academic interventions. Increase in students academically on grade level. |

Social Emotional Goal: Implement a Safe and Supportive Environment.

| Molin School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|------------------------------------|--|--|
| Continue implementation of PBIS. | Cost of SWIS (Schoolwide Information System) to collect, summarize, and analyze behavioral data for decision-making. PBIS Materials for Staff and Students. | <i>Outcome:</i> Staff using SWIS for discipline referrals. Staff consistently using behavior flowchart. <i>Measurement:</i> Discipline referral data, behavioral strategy data, weekly & monthly anchor stamp data. |

Social Emotional Goal: Implement a Safe and Supportive Environment.

| Molin School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|--|--|--|
| Continue staff education on safe and supportive schools (trauma-sensitive schools), impact of trauma on learning, and mindfulness. | Materials for trauma-sensitive training. Cost of BIMAS (Behavior Intervention Monitoring Assessment System) software. Continued PD on Mindfulness and Trauma and Learning. | <i>Outcome:</i> PD throughout the year on maintaining safe and supportive schools, mindfulness, and equity. <i>Measurement:</i> BIMAS, SWIS data, RTI process, school climate survey results, evidence of student learning in self-regulation, relationship building, & academic success. |

Social Emotional Goal: Implement a Safe and Supportive Environment.

| Molin School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|---|--|---|
| <p>Begin Cultural Competencies work with staff.</p> | <p>Cost for new diverse and culturally competent literature.</p> <p>PD with Michael Eatman.</p> <p>Cost for DEI & Anti-bias book for staff book group.</p> | <p><i>Outcome:</i> Professional Development with Michael Eatman. Professional Development on the Social Justice Standards.</p> <p><i>Measurement:</i> Staff will work to recognize biases, ideas, and stereotypes of cultures that are different from their own. Admit/Acknowledge that there are differences in the treatment of people based on their appearance. Educate themselves and others on cultural differences to gain more understanding.</p> |

Bresnahan School Improvement Plan Highlights and Budget Connections

Planning for 2021-2022

A Special “Thank You” to the Bresnahan School Council

Samantha Maguire, Teacher Representative
Madison Stanton, Teacher Representative
Holly Curtis, Teacher Representative
Julie Malchow, Teacher Representative
Andrea Egmont, Community Representative
Colin Carpenter, Parent Representative
Shannon Cormier, Parent Representative
Heather Eigen, Parent Representative
Kari Hanson, Parent Representative
Kerrie McDonald, Parent Representative
Kirsten Rowe, Parent Representative
Amy Sullivan, Administrative Representative
Timothy Miller, Administrative Representative



School Improvement Plan Priorities:

- Reimagining our tiered literacy program
- Refined RTI procedures and protocols
- More effectively using student data to guide instruction and measure student growth.
- Continued development of our therapeutic programs, IDC program, literacy programs, and academic supports and interventions
- Social emotional learning focus
- Continue to develop professional school community relationships
- Strengthen professional development opportunities to help staff close expected learning gaps

Curriculum, Planning and Assessment Goal: Refine and enhance our RTI (Response to Intervention) Program

| Bresnahan School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|--|--|---|
| Update RTI meeting Protocols | <p>Professional Development Allocations</p> <p>Restructuring Reading Coach Position to a full-time position</p> <p>Additional Math Interventionist Position</p> <p>Vertically alignment of curriculum and instruction with support of new district positions and personnel-Assistant Superintendent of Curriculum and Instruction, Literacy Coordinators, Director of Pupil Services</p> | <p><u>Outcome:</u></p> <ul style="list-style-type: none"> ● Analyze RTI data through the lenses of referrals due to student's weaknesses in content areas and behavioral challenges. ● Analyze various schools' procedures for Response to Intervention/ child study meetings and use the exposure to a variety of procedures to fine tune Bresnahan Procedures. ● Reflect upon and add to a menu of available interventions to complement Tier 1 instruction. ● Fine tune/ develop a cycle for intervention and record keeping to increase implementation and accountability for responsible parties. <p>Measurement:</p> <ul style="list-style-type: none"> ● Increased student growth as a result of RTI interventions ● Reduction in referrals to special education ● Stronger Tier I supports |

Teaching and Learning Goal: Increase the number of students reading at grade level by 20% through implementation of new Word Study Program, WIN block, and tiered literacy supports.

| Bresnahan School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|---|---|---|
| <p>Reimagine our literacy program at all levels to include a systematic, research-based word study program, tiered levels of support, teacher training, and frequent data analysis to inform instruction.</p> | <p>Implement New Foundations Word Study Program at grades PK -2 and the Hegerty Phonemic Awareness Program.</p> <p>Professional Development for in-class Tier 1 interventions.</p> <p>Program costs for new literacy programs, interventions and materials.</p> | <p>Outcome:</p> <ul style="list-style-type: none"> ● Professional Development in new programs ● Implementation of new programs with fidelity ● Restructured Tiered Literacy Blocks ● Addition of WIN (What I need Time) ● Intervention Plans for struggling students <p>Measurement:</p> <ul style="list-style-type: none"> ● DIBELS Assessments ● Reading Benchmarks ● Progress Monitoring |

Social Emotional Goal: Implement a Safe and Supportive School Environment

| Bresnahan School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|---|---|---|
| Continued Implementation of ALICE with In Force 911 Program | Purchase of In-Force 911 and associated costs for staff training | <i>Outcome:</i> Safer supports and systems for a secure school environment |
| Cultural Competency Focus | Cost for new diverse and culturally competent literature. PD with Michael Eatman. | Increased awareness and teachings that reflect cultural diversity <i>Measurement:</i> Staff will work to recognize biases, ideas, and stereotypes of cultures that are different from their own. |
| Pandemic Support for Staff and Students transitioning from remote/hybrid/in-person models | Professional development in mental health, trauma informed schools, social-emotional curriculum | Student and staff health and well-being |

Family and Community Engagement Goal: Continue to develop professional relationships amongst staff that support the PK-3 school community.

| Bresnahan School Strategies/Activities | Budget Connections | Outcomes and Measurements |
|---|---|--|
| <p>Enhance partnership with Newburyport Youth Services</p> <p>School and Classroom Communication System Strengthen and Streamline 2-Way Communication</p> | <p>Increased stipends for teachers to support after school programming</p> <p>Purchase of new school-based communication system/app</p> | <p><u>Outcome:</u> NYS Community Representative Position on School Council</p> <p>Development of additional NYS enrichment programs at Bresnahan School.</p> <p>Choose and implement an app or apps to enhance our current web and email-based school and classroom communications.</p> <p><u>Measurement:</u> Feedback via surveys from parents and teachers.</p> |

Summary of 2021-2022 Budgetary Impacts:

- Additional Grade 3 teacher - Based on student population projections we will need one more teacher to put class sizes in the recommended range of 20-23 to provide
- Addition of a new Math Coach - close the learning loss gaps, enhance teacher math pedagogy
- Added technology integration specialist to provide training, oversight and implementation of all technology-based programs building upon the past year. Implement a more robust library and research program across all grades to support literacy instruction. The current position is a joint library media specialist that does not sufficiently support the staff and students. We have asked to split this position in previous budgets but it has not been funded in past fiscal years.
- Effective Tier II intervention programs, particularly in the area of Literacy - Learning gaps, learning loss
- Stipends for further professional development opportunities - Learning gaps, learning loss, support for social/emotional health of staff and students post-pandemic

Newburyport SEPAC
Mid-Year Progress
February 23, 2021

Vision: PAC empowers the entire Newburyport community to help all children reach their fullest potential.

Mission: We facilitate an inclusive partnerships of all students, parents, educators and the community to ensure the delivery of appropriate services to students with a wide range of physical, emotional and academic needs and disabilities.

Mid-Year Progress Report:

1. Engaged with parents during the summer 2020 to **provide additional support** during the COVID-19 pandemic. This was an opportunity to talk about ways in which SEPAC could support families during the upcoming academic year. Families were able to engage in Q&A with new Director of Pupil Services, Nancy Koch (August & September).
2. Hosted a **Mental Health Panel** for parents where principals in each of the schools discussed how they were addressing social-emotional needs of students (October).
3. Facilitated a **workshop with expert BCBA**, Mike Nazzaro, centered on **supporting children at home** during the pandemic (November).
4. Edited and accepted a motion to **adopt updated by-laws** (December).
5. Developed criteria for **monthly SEPAC teacher/service awards** (December-February).
6. Developed a **marketing plan to promote SEPAC's mission to engage more families**. This includes outreach to principals and the dissemination of SEPAC materials to incorporate into all annual IEP/504 plan meetings (December-February).
7. **Engaged with new Director of Pupil Services** via monthly check-ins.
8. **Maintained a social media page** to provide updates on meetings and other resources available to families.

Future Goals:

- To have SEPAC liaisons in every school in the district.
- Create a SEPAC newsletter to be disseminated to district families 3X per year on the trimester schedule.
- Continue to offer workshops and trainings that are topical for all districts families.
- To ensure there are SEPAC representatives on hiring committees for key leadership roles and the school advisory committee.

- Develop job description for Treasurer position and nominate someone for the role
- SEPAC to gain direct access to families with IEPs and 504s to personalize communications and engage more families.

Pipeline of Topics/Workshops:

- Process for teacher complaints. This could involve developing some best practices for parents as well as understanding from school leaders what their internal process is.
- Understanding medication and anxiety among students.
- Introduction to the IEP for parents: understanding the process, content and roles of stakeholders involved.
- Understanding your rights and services available to your child.
- Empowering your child to self-advocate: what works?
- Communicating with the school: the art of humble inquiry to get your child's needs met.

SCHOOL COMMITTEE MEMBER ETHICS

| | |
|--|------------------|
| Section B: School Committee Governance and Operations | File: BCB |
|--|------------------|

The acceptance of a Code of Ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those State Laws which apply to School Committees since School Committees are Agencies of the State.

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

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

References:

SOURCE: MASC

Version Control

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

SCHOOL COMMITTEE MEMBER ETHICS

Section B: School Committee Governance and Operations

File: BCB

The acceptance of a Code of Ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those State Laws which apply to School Committees since School Committees are Agencies of the State.

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

1. Community responsibility;
2. Responsibility to school administration; and,
3. Relationship to fellow committee members.

1. A School Committee member in his/her relations with his/her community should:

- a) Realize that his/her primary responsibility is to the children.
- b) Recognize that his/her basic function is policy-making and not administrative.
- c) Remember that he/she is one of a team and must abide by, and carry out, all committee decisions once they are made.
- d) Be well informed concerning the duties of a committee member on both a local and state level.
- e) Remember that he/she represents the entire community at all times.
- f) Accept the office as a committee member as a means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from his/her committee activities.
- g) Remember and make clear that they speak as individuals, and not for the committee as a whole.

2. A School Committee member in his/her relations with his/her school administration should:

- a) Endeavor to establish sound, clearly-defined policies which will direct and support administration.
- b) Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
- c) Act only on the recommendations of the chief administrator in all matters of employment or dismissal of school personnel.
- d) Give the chief administrator full responsibility for discharging his professional duties and hold him/her responsible for acceptable results.
- e) Refer all complaints to the administrative staff for a solution and only discuss them at committee meetings if such solutions fail.

3. A School Committee member in his/her relations to his/her fellow committee members should:

- a) Recognize that action at official meetings is binding and that he/she alone cannot bind the committee outside of such meetings.
- b) Realize that statements or promises should not be made regarding how they will vote on matters that will come before the committee.
- c) Uphold the intent of Executive Sessions and respect the privileged communication that exists in executive sessions.
- d) Not withhold pertinent information on school matters or personnel problems, either from members of his/her own committee or from members of other committees who may be seeking help and information on school problems.
- e) Make decisions only after all facts on a question have been presented and discussed.

SCHOOL COMMITTEE NORMS OF INTERACTION

Section B: School Committee Governance and Operations

File: BCC (See BCD)

**FILE BCC REMOVED
WAS COMBINED WITH
BCD – SCHOOL COMMITTEE OPERATING PRINCIPLES & NORMS OF INTERACTION**

References:

SOURCE: Newburyport School Committee

Version Control

| Action | Date |
|----------------|-----------|
| First Reading | 7/22/2016 |
| Second Reading | 9/6/2016 |
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| Revised | |

References:

SOURCE: MASC

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| <u>Revised</u> | |

SCHOOL COMMITTEE NORMS OF INTERACTION

Section B: School Committee Governance and Operations

File: BCG

- ~~• We will speak with one voice, once a vote is taken.~~
- ~~• We will recognize a single official "voice" of the school committee.~~
- ~~• We will be clear about, and stay true to, the role of the school committee.~~
- ~~• We will build trusting relationships.~~
- ~~• We will be on time and prepared for meetings.~~
- ~~• We will respect all persons presenting to the school committee.~~
- ~~• We will advocate for Newburyport Public Schools and public education. We readily accept our roles promoting support for public education and spreading the news of our success.~~
- ~~• We will communicate positively about other school committee members, staff, and the system.~~
- ~~• We will strive to represent common interests rather than factions. We will make decisions that are best for students in all cases: *all means all*.~~
- ~~• We will refrain from reading or electronic communications in the room where the school committee is meeting.~~
- ~~• We will refrain from use of all social media platforms during meetings, in the interest of transparency.~~

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SCHOOL COMMITTEE OPERATING PRINCIPLES & NORMS OF INTERACTION

| | |
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| Section B: School Committee Governance and Operations | File: BCD |
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The School Committee will:

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

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

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SCHOOL COMMITTEE OPERATING PRINCIPLES & NORMS OF INTERACTION

Section B: School Committee Governance and Operations

File: BCD

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**Newburyport School Committee
Policy Sub-Committee Meeting Minutes
Monday, February 22, 2021**

Attendees: Sheila Spalding, Sean Reardon, Dave Hochheiser, Sean Gallagher

Meeting Called to order at 6:06

There is a minor one sentence update to the School enrollment Policy JBCA will go to the full SC for first reading vote February 23rd. Change in policy specifies "students who are in foster care or who are entitled to..."

Brief discussion of revisions to now combined Principles/Ethics Policy and Norms. It is ready to be presented to the full committee for discussion.

Discussion of a Communications Policy.

- Do we combine Electronic Messaging and a Social Media policy under this umbrella? We will keep these separate.
- Began draft of a Communications Policy to include:
 - tracking responses to emails sent to SC,
 - consistent strategy for responding to emails,
 - option for constituents to have their email entered as "public comment,"
 - disclaimer in email signature that "opinions expressed in this email do not represent the views of the School Committee,"
 - Privacy of students will be maintained should there be a public records request, Emails relating to SC business sent to sc members' personal email accounts should be forwarded to member school email accounts for capture in public record

Calendar

A policy will be drafted regarding school start date, in relation to when Labor Day falls. The language for the policy is already in the teacher contract.

Meeting adjourned 7:01