

Newburyport School Committee
Policy Subcommittee
Meeting Agenda
February 13, 2023
7:00 PM
Nock Library

1. Approval of January Meeting Minutes – [January 23 2023 Minutes](#)
2. Formation of Teaching and Learning Subcommittee

The Newburyport School Committee has a standing subcommittee entitled: Curriculum, Instruction, and Expectations” (Policy BDE).

Proposed Change: Teaching & Learning Subcommittee

Review of Relevant Policy Language between Newburyport & MASC (differences highlighted)

Newburyport Current Policy Language	MASC Model Policy Language
<p>IB- Curriculum Adoption</p> <p>The School Committee will rely on its professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school system.</p> <p>The Superintendent or designee will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Sub Committee on Curriculum, Instruction and Evaluation shall be responsible for reviewing the implementation of new curricula and establishing goals and assessments for each new program.</p> <p>Proposed Change: The Subcommittee on Teaching & Learning shall be responsible for reviewing the selection, implementation, and assessed outcomes of curricula.</p> <p>The School Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the</p>	<p>The School Committee will rely on the professional staff to design and implement instructional programs and courses of study that will forward the educational goals of the school district.</p> <p>The Superintendent will have authority to approve new programs and courses of study after they have been thoroughly studied and found to support educational goals. The Committee itself will consider, and officially adopt, new programs and courses when they constitute an extensive alteration in instructional content or approach.</p> <p>The Committee wishes to be informed of all new courses and substantive revisions in curriculum. It will receive reports on changes under consideration. Its acceptance of these reports, including a listing of the high school program of studies, will constitute its adoption of the curriculum for official purposes.</p>

<p>curriculum for official purposes.</p>	
<p>Instructional Materials</p> <p>The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School District subject to budgetary constraints.</p> <p>The task of selecting instructional materials for programs will be delegated to the professional staff of the school system. The district reviews all educational materials for simplistic and demeaning generalizations, lacking intellectual merit, on the basis of race, color, sex, gender identity, religion, national origin and sexual orientation to avoid bias and stereotyping. Appropriate activities, discussions and/or supplementary materials may be used to provide balance and context for any such stereotypes depicted.</p>	<p>The task of selecting instructional materials for programs will be delegated to the professional staff of the school district. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:</p> <ol style="list-style-type: none">1. They must present balanced views of international, national, and local issues and problems of the past, present and future.2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.3. They must help students develop abilities in critical reading and thinking.4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

Evaluation of Instructional Programs

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check for bias and stereotyping.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the district's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school district must be approved in advance by the School Committee.
5. Teacher and parent/guardian evaluation of student behavior.

<p>be approved in advance by the School Committee.</p> <ol style="list-style-type: none"> 5. Teacher and parent/guardian evaluation of student behavior. 6. State Dept. of Elementary and Secondary Education specialists and services. 7. Evaluation by the regional accrediting association. 8. Evaluation by other agencies. <p>An evaluation of the curriculum and its effectiveness will be made periodically and reported to the School Committee by the Superintendent.</p>	<ol style="list-style-type: none"> 6. State Dept. of Elementary and Secondary Education specialists and services. 7. Evaluation by the regional accrediting association. 8. Evaluation by other agencies. <p>An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.</p>
<p>Reconsideration of Instructional Resources</p> <p>Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:</p> <p>Religion -- Factual, unbiased material on religions has a place in school libraries.</p> <p>Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics,</p>	<p>Material that is challenged usually belongs to one of the three basic categories: religion, ideology, or profanity/obscenity. Board policies regarding these areas shall be as follows:</p> <p>Religion -- Factual, unbiased material on religions has a place in school libraries.</p> <p>Ideologies -- Libraries should, with no thought toward swaying reader judgment, make available a balanced collection of primary and factual material, on the level of their students on various ideologies or philosophies which exert or have exerted a strong force, either favorably or unfavorably, in government, current events, politics, education and other phases of life.</p> <p>Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.</p> <p>When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted</p>

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Profanity/obscenity -- Materials shall be subjected to a test of literary merit and reality in context using the criteria established.

When a problem concerning instructional resources in a school arises, the disposition of the problem will be made in a reasonable period of time using District adopted procedures.

In accordance with the statement of philosophy, no questioned materials shall be removed from the school pending a final decision. Pending the outcome of the request for reconsideration, however, access to questioned materials can be denied to the students of the parents making the complaint, if they so desire.

These challenges of materials will be reviewed by a committee convened by the Superintendent, and the findings will be communicated. If within three years a substantially different point of view is advanced, it will be investigated.

If an individual or a group undertakes action to keep material from the shelves by checking it out and failing to return it, or by taking turns in keeping it checked out so that it is not available for student use, the Superintendent shall request, in writing, the return of the material. If it is not returned within thirty (30) days, a bill for the current replacement cost of the item shall be rendered to the party holding the item.

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If the decision of the School Committee is that the questioned instructional resource be retained, the District will not convene a Review Committee relative to the same complaint for a period of three years. If a substantially different point of view is advanced, it will be investigated. (The period of three years does not apply in this instance).

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After the School Committee has adopted new materials or approved certain methods, that decision will not be reconsidered for a period of three years beginning with the end of the school year when the adoption is made.

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Teaching & Learning Subcommittee

Function and Goals

The Teaching & Learning Subcommittee serves as a conduit between the School Committee, District, and Community and ensures that the teaching and learning of students is the schools' utmost priority. The subcommittee will:

- Review the process and outcomes of the district's curriculum review cycles, including evaluation of the implementation and effectiveness of curricular programs (instruction and assessment)
- Review the priority initiatives and products of the departments related to Teaching & Learning
- Review district assessment data
- Recommend spotlight presentations to share academic progress and successes
- Advocate for specific policy and budgetary needs that support curriculum, instruction, and accountability

Structure

The Teaching & Learning Subcommittee will meet every other month throughout the school year, with additional meetings only as necessary. The meeting calendar and agenda will be created by the Chair of the Subcommittee in consultation with the Superintendent, or designee. Members of the Teaching & Learning Subcommittee may attend CISL meetings or invite members of CISL to present to the subcommittee. If a topic of a CISL¹ presentation is of interest to subcommittee members, they should attend the CISL meeting and not request a separate presentation to the subcommittee, unless the content is substantively different or more detailed.

SY22-23 Proposed Meetings (day/time TBD):

- February
- Apr
- June

¹ CISL will remain an ad-hoc committee of the Superintendent

SY23-24 Proposed Meetings

- September
- November
- January
- March
- May