



School Committee Meeting Exhibits October 7, 2026

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Meeting Notice

Town of Duxbury, Massachusetts

Pursuant to MGL Chapter 30A, §18-25

All meeting notices and agenda must be filed and time stamped in the Town Clerk's Office and posted at least 48 hours prior to the meeting (excluding Saturdays, Sundays and Holidays)

TOWN CLERK'S STAMP

Committee: *School Committee*
Meeting Location: *Alden School, Room 104, 75 Alden St., Duxbury, MA*
Meeting Date: *Wednesday, October 7, 2026* **Time:** *6:00 PM*
Posted by: *CMitchell*

This meeting will be recorded. Anyone intending to record this meeting in audio or video should notify the Chair. Viewers can visit Duxbury Public Schools' YouTube Channel for live streaming and replays at:

<https://www.youtube.com/channel/UCsBNg-iYbewm7Z0B8D-MhzA>

DPS Mission: Provide each student with equitable access to achieve personal and academic excellence.

The listings of matters are those reasonably anticipated by the chair that 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.

AGENDA

- I. Call to Order/Pledge of Allegiance
- II. Public Comment
- III. Consent Agenda Action Required
 - A. Request to approve Meeting Minutes- 09/23/26
 - B. Request to approve accounts payable warrant (FY27-13 and FY27-14)
 - C. Request to approve payroll warrant (FY27-14)
 - D. Addition to DHS Handbook 2026-2027
 - E. Policy Second Reading
 - a. JLCD- Administering Medicines to Students
 - b. JLDCE- Self-Administration and Self-Carry of Medications (New Policy)
 - c. IJNDE- Artificial Intelligence (New Policy)

IV. New Business

A. Duxbury Youth Soccer- Ray Coppens Field CPA Proposal	Action Required
B. Student Reports	Discussion
C. School Committee Liaison Reports	Discussion
D. School Improvement Plans	Discussion
E. Cell Phone Policy Check-In	Discussion
F. FY28 Capital Budget Presentation	Discussion
G. FY28 Operating Budget Development Update	Discussion
H. Strategic Plan Action Plan Year 1	Action Item
I. 2026-2027 Superintendent Goals	Action Item

V. Adjourn

Action Required

Next Meeting of Duxbury School Committee: October 21, 2026, Anticipated Agenda Items: FY28 Capital Budget Discussion, 26-27 District Enrollment and Class Size, Beginning of Year Student Achievement Update

This location is accessible to people with disabilities. The Town of Duxbury provides reasonable accommodation and/or language assistance free of charge. This may include interpreters in American Sign Language and languages other than English, open or closed captioning for videos, assistive listening devices, and alternate material formats, such as audio tapes, Braille, and large print, as available. Such requests should be made as soon as possible, but no later than 48 hours before the scheduled event, by contacting the Town Manager's Office by phone (781-934-1100 ext. 5401) or fax (781-934-9011)

DUXBURY PUBLIC SCHOOLS
School Committee Minutes
Wednesday, September 23, 2026
6:00 pm – Alden School, Room 104, 75 Alden Street

- I. Call to Order and Pledge of Allegiance: 6:00 pm
 Present: Danielle Klingaman, Erin Wieseahn, Tony Keady, Lisa Freeley, B.J. McNamara, Matthew Gambino, Laurel Deacon, Kathryn Marshall, Aun Holland, Jenna Wechsler
 Student Representative: Gerard Vazquez Baez, Anna Wang

- II. Public Comment: There is no public comment

- III. Consent Agenda:

Mr. Gambino asks committee members if there are any items on the consent agenda that should be removed for discussion prior to approval.

- A. Approval of meeting minutes: 09/09/2026
- B. Request to approve accounts payable warrants (11,12)
- C. Request to approve payroll warrant (12)
- D. FY25 End-of-Year Financial Audit Report

Motion to adopt the consent agenda as a whole:

Motion: Aun Holland

Second: Jenna Wechsler

Motion passes 4-0 (Mrs. Marshall is not present for vote)

- IV. New Business:

- A. Girl Scout Proposal

- Duxbury High School student-athletes Hope Estabrooks and Natalie Hatfield present a proposal to build an outdoor volleyball net.
- Ms. Estabrooks and Ms. Hatfield are Girl Scouts and have developed this civic action proposal to be considered for the Girl Scout Silver and Gold Award
- They outline the need for an outdoor net, results of a usage survey, cost overview, maintenance plan, fundraising suggestions and timeline.
- Mr. Gambino clarifies that they are not at approval stage and urges them to return to the committee when they are ready to seek approval/

- B. Student Representative Reports – Chandler/Alden/DMS/DHS Activities/Events Update
 Gerard Vazquez Baez and Anna Wang

- Last week Chandler School students learned what it means to be a “Great Friend to All” by participating in lessons and activities that let students learn how to introduce themselves, ask questions to learn about others, and celebrate their similarities and differences.
- Chandler School teachers have been meeting with the interventionist team to review early academic data collected to determine the best support for each child.

Teachers will be communicating with families and individual data reports will be shared for each child at parent teacher conferences in October

- Alden School is offering a variety of opportunities for student involvement, including Kids Care Club, Memory Book Club Passport Club and Garden Club. Thank you to the Alden PTA for their continued support of these opportunities.
- Alden iReady Fall data will be shared with families on September 25, 2026 through the Aspen portal. Data teams are meeting to review the data and develop next steps.
- Alden Dragon Houses will have their first Den meetings next week where mixed grade groups will meet on their floor to connect, collaborate and participate in activities centered around the core value of the month, Responsibility
- Alden 4th graders enjoyed a hands-on learning experience with the North and South Rivers Watershed Association. Thank you to Carey Fryar for organizing this no-cost trip through the Michele E. Dufault Foundation.
- DMS field hockey and cross-country teams kicked off their seasons this week.
- DMS co-curricular clubs will begin next week. There will be a co-curricular fair tomorrow.
- DMS 6th and 7th grade students had field trips to Tree Tops in Canton where they participated in climbing courses. 8th grade students will visit next month.
- iReady assessments are concluding and family reports will be posted in the beginning of October.
- DHS students attended a presentation by author, Joseph Lee. Lee's book *Nothing More of this Land* was one of DHS summer reading books.
- DHS administrators remind families of attendance policies. Absence, tardy or dismissals can only be excused within ten days of the absence with documentation of one of the following: medical, bereavement or serious illness in the family, major religious holidays, legal, college visits, military/college commencement.
- This week is the DHS Open House.
- This week students will participate in the Co-Curricular fair where students can learn about each group's mission and how to get involved.
- DHS School Council is looking for a student representative. Interested students can email Ms. Cotton-Herman.

C. School Committee Liaison Reports

- Mrs. Wechsler reports that the Alden School Council will hold their first meeting on October 5, 2026
- Mrs. Wechsler reports that SEPAC is meeting on September 24th and will then publish their agenda
- Mrs. Wechsler reports that Plymouth Action Coalition has their first meeting on October 1, 2026. She will be visiting next week for a tour and will meet the staff.
- Mrs. Holland was not able to attend the DHS School Council meeting but received a report from Ms. Cotton-Herman. At the meeting they shared personnel updates and upcoming events. She reiterated that DHS is looking for a student representative for School Council and shared some of the subjects they would like to work on including student involvement, community service, athletics, the equity issue, golf dismissals, sophomore cuts from JV teams, fees, and Artificial Intelligence.

- Mrs. Deacon shares an update from the Alden Building Committee meeting. The committee will present to the OPM Selection Board on October 5th.

D. 2025 - 2026 Student Achievement Report

- Dr. Wieseahn presents the end of year End-of-Year Achievement Report which provides a three-year view of student performance across several district assessments, including mCLASS (K-3), i-Ready Reading and Mathematics (1-8), Advanced Placement (AP) exams, and the STAMP assessment for the Seal of Biliteracy.
- This year, the district is also incorporating the Forefront Number Screener in kindergarten as an additional measure of early mathematics development. Looking across multiple years allows the district to identify sustained strengths, recognize emerging trends, and determine where additional analysis and instructional attention are needed.
- Dr. Wieseahn reports that Elementary literacy remains a significant area of strength and Mathematics performance remained relatively stable across the district.
- The district continues to demonstrate strong outcomes in assessments extending beyond traditional K–12 achievement measures, including 83.8% of students earning a score of 3 or higher in 2026 AP exams and 31 students demonstrating proficiency in another language to earn the Seal of Biliteracy in the 2025-2026 school year.
- Dr. Wieseahn outlines areas for continued growth including grade level iReady Reading expectations and the impact of the CKLA curriculum on outcomes, the impact of Illustrative Mathematics on math performance, middle school math interventions, and targeted interventions and growth with the at-risk student population.
- Dr. Wieseahn describes alignment with the 2026-2029 Strategic Plan.
- Curriculum Supervisors Sara Milner, Allyson McHugh, Mike Murray and World Language Supervisor Diane Mehegan presented expanded reports in their specific subject areas.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

E. 2026 – 2029 Strategic Plan

- Dr. Klingaman states that can offer more information and answer any additional questions the committee may have since her reporting on the Strategic Plan at the September 9, 2026 meeting.
- Mr. Gambino reiterates that there have been some changes to the plan since the School Committee workshop in August Dr. Klingaman reviews the changes that were made based on the feedback offered in that workshop.
- Motion to approve the 2026-2029 Strategic Plan:

Motion: Mrs. Deacon

Second: Mrs. Marshall

Motion passes 5-0

F. Strategic Plan Action Plan Year 1 (Draft)

- Dr. Klingaman reports that the Action Plan was developed from the Strategic Plan draft, feedback from School Committee workshops and administrative leadership retreats, and School Improvement plan drafts to further identify priority areas.

- The Year One Action plan reflects the focus areas identified by the Strategic Plan and School Improvement plans.
- There are four strategic objectives: Operationalize PK-12 Portrait of a Graduate, Focus on Student Learning and Growth, Empower Faculty and Staff, Maximize Organizational Partnerships & Collaboration.
- Dr. Klingaman urges the Committee to review the plan in its entirety and offer any feedback before voting at the next School Committee meeting.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

G. 2026 - 2027 School Committee Goals (Draft)

- Mr. Gambino states that committee members discussed goals at the June workshop and agreed on the spirit of the goals but wanted to create some performance indicators and ties to Dr. Klingaman's priorities for the 2026-2027 school year that support and align with the district-wide goals outlined in the strategic plan.
- Mrs. Deacon comments that the goals provide alignment and clarity around the School Committee's responsibility around governance and the Superintendent's responsibility around implementation.
- The Committee reviews the draft goals and makes revisions to the Goal 1 Key Performance Indicators, striking the first bullet point, and discusses a timeline for community public information campaign.
- The Committee adds the following language to Goal 3: "In addition, the Committee will monitor MASC legislative updates and other policy artifacts to consider updates."
- The committee set the following three goals that will guide their work through the school year:
 - Goal 1: Lead Strategic Communication and Community Engagement Around the 2026-2029 District Strategic Plan
 - Goal 2: Ensure Strategic Alignment and Fiscal Sustainability in Budget Oversight and Capital Planning
 - Goal 3: Prioritize Policy Review to Support Strategic Objectives and Governance Standards
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.
- Motion to approve the 2026-2029 School Committee Goals:

Motion: Mrs. Marshall

Second: Mrs. Wechsler

Motion passes 5-0

H. 2026 – 2027 Superintendent Goals (Draft)

- Dr. Klingaman presents her draft Superintendent Goals for the 2026-2027 school year highlighting her student learning goal, professional practice goal, and two district improvement goals.
- The committee review Dr. Klingaman's draft goals providing feedback.

- The committee suggests enhanced language to Goal 4 to clarify that the formation of the mentioned committees will be created and through the creation of those groups, the action steps will begin.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.
- Motion to approve the 2026-2029 School Committee Goals:

Motion: Mrs. Holland

Second: Mrs. Marshall

Motion passes: 5-0

I. Agenda Calendar Strategic Plan Matrix

- The Committee discussed this plan in the August, 2026 workshop with the goal to ensure that the calendar was aligned with the Strategic Plan.
- The matrix will help ensure that proposed School Committee agenda topics are aligned with the Strategic Plan.
- Motion to approve the 2026-2027 Agenda Calendar Strategic Plan Matrix:

Motion: Mrs. Wechsler

Second: Mrs. Holland

Motion passes 5-0

J. Policy First Reading

- Policy JLCD: Administering Medicines to Students
 - Mr. Gambino explains this is an updated framework from MASC. This is a much more comprehensive policy than the existing policy. It clarifies delegation procedures for trained personnel during emergencies and modernizes protocols for how we administer medications.
 - The policy was reviewed by lead School Nurse, Sarah Dooley.
 - Recommendation: Adopt the MASC version of Policy JLCD
- Policy JLDL: Self-Administration and Self-Carry of Medications (New Policy)
 - Mr. Gambino explains that this is a new stand-alone policy, closely related to Policy JLCD.
 - The policy outlines how students can safely self-carry and self-administer necessary medications under nurse and caregiver oversight.
 - The policy was reviewed by lead School Nurse, Sarah Dooley.
 - Mrs. Marshall comments that Policy JLCD and Policy JLDL may require expanded school nurse staffing changes in the district.
 - Recommendation: Adopt the MASC version of Policy JLDL
- Policy IJNDE: Artificial Intelligence (New Policy)
 - This policy was drafted by Mike Woodford, Chief Technology Officer and Aimee McAlpine, Director of Instructional Technology. MASC does not have a policy on AI. Mr. Gambino explains that this policy establishes our district's high level ethical and legal "guardrails".
 - Mr. Gambino states that the Policy Subcommittee suggested some changes to this policy including the addition of legal references for appropriate CMR's,

FERPA, COPPA, PPRA, and cross reference to policy IJNDC, Acceptable Use of Digital Resources.

- The Policy Subcommittee also made edits to #3 “Roles & Responsibilities”, striking School Committee from that paragraph and changing “review updates annually” to “share updates as appropriate.”
- Mrs. Marshall notes that the policy doesn’t incorporate any language in the guiding principles about creativity, authentic thinking and critical decision-making being at the core of AI education and use. Nor does it include language that addresses support in learning for high-needs students, or the ways in which the district will pursue grants for AI learning. Mrs. Marshall asks the Committee if they should consider language that includes that.
- Mrs. Wechsler notes that the policy does not include the environmental impact of AI and questions if the policy should address that.
- Recommendation: Mrs. McAlpine will incorporate these suggestions into the policy for further review.

V. Adjournment: 8:32 pm

Motion: Mrs. Deacon
Second: Mrs. Wechsler

Next meeting: October 7, 2026

Respectfully Submitted,
Cristin Mitchell
Duxbury Business Office



DUXBURY

PUBLIC SCHOOLS

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RELATIONSHIPS
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EMPOWERED LEARNERS & EDUCATORS

Lisa Freeley, Director of Business & Finance

To: Duxbury School Committee
From: Lisa Freeley, Director of Business & Finance
Subject: FY2028 School Capital
Date: October 7, 2026

With the required School Committee approvals received, the following Accounts Payable Warrants and Payroll Warrants were processed for payment.

Date:	Warrant Type:	Warrant #	Amount \$:
9/25/2026	Accounts Payable	FY27-13	\$390,804.69
10/2/2026	Accounts Payable	FY27-14	\$570,015.23
10/2/2026	Payroll	FY27-14	\$1,557,142.06



To: Duxbury School Committee
From: Jen Cotton-Herman, DHS Principal
Date: Friday, October 2, 2026
Re: Recommended Code of Conduct Amendment

Since the start of the 2026-2027 school year, Duxbury High School has seen an increase in the use of “caffeine pouches” by students. These pouches look identical to traditional tobacco or nicotine pouches, and like them, they are placed between the lip and gum for easy absorption into the bloodstream. Unlike tobacco or nicotine pouches, there is no minimum age required to purchase caffeine pouches in Massachusetts.

The Duxbury High School administrative team has multiple concerns with student use of caffeine pouches, including:

- Using caffeine pouches puts students at risk of unknowingly consuming high doses of caffeine;
- High doses of caffeine can lead to side effects, including rapid heart rate, nausea, and anxiety; and,
- Due to the appearance of caffeine pouches, there is no way for administration to differentiate them from tobacco or nicotine pouches when found in student possession.

As such, we are recommending an amendment to the Duxbury Public Schools Code of Conduct, last revised May 2025. The amendment would consist of an addition to DPS Code of Conduct, Group C, Rule 10, and is italicized below:

- 10. Possession of drug paraphernalia (e.g. pipes, rolling papers, grinders, vaporizers, etc.) *or any type of oral pouches (used to ingest nicotine, tobacco, caffeine, or any other ingredient).*

If approved, this edit would be made to all district Student Handbooks immediately, and students and DHS families would be notified of the change via their Aspen-associated email addresses. Thank you for your consideration.

Sincerely,

Jen Cotton-Herman, DHS Principal
Lew Alberti, DHS Assistant Principal
Todd Warmington, DHS Assistant Principal

File: JLCD- ADMINISTERING MEDICINES TO STUDENTS

Medication may not be administered to students during Regular School Activities unless there is a medical administration plan in place for the student. Regular School Activities means all instructional/academic activities, as well as all activities organized or sanctioned by the school including, but not limited to, day and overnight field trips, school-provided transportation, interscholastic sporting events, after-school or extracurricular clubs or organizations, and proms or other social events organized as part of the instructional/academic portion of the school.

No one but the school nurse and those others listed in the medical administration plan may give any medication to any student.

Exceptions:

The School Committee, consulting with the Board of Health where appropriate, shall adopt policies and procedures governing the administration of medications and self-administration of medications within the school system, following development of a proposal by medication program manager, in consultation with the school physician. Review and revision of such policies and procedures shall occur as needed but at least every two years.

At a minimum, these policies shall include:

1. designation of a medication program manager, supervisor of the medication administration program in a school;
2. documentation of the administration of medications including the requirement that each school maintain a medication administration record for each student who receives medication during regular school activities; The school nurse shall document in the medication administration record significant observations of the prescription medication's effectiveness, as appropriate, and any adverse reactions or other harmful effects, as well as any action taken. All documentation shall be recorded in a manner that prevents alteration or destruction of the record. Documentation shall include but not be limited to a daily log and a medication administration plan.
 - The daily log shall contain:
 - (a) the dose or amount of medication administered;
 - (b) the date and time of administration or omission of administration, including the reason for omission and action taken post omission;
 - (c) mechanism for identifying the person administering each dose. including the medication order and caregiver authorization.

- The medication administration plan shall include:
 - (a) the name of the student;
 - (b) a medication order from a licensed prescriber, which meets the requirements of 105 CMR 210.005(D)(1);
 - (c) the signed authorization of the caregiver, which meets the requirements of 105 CMR 210.005(D)(3);
 - (d) any known allergies to food or medications;
 - (e) the diagnosis, unless a violation of confidentiality or the caregiver or student requests that it not be documented;
 - (f) any possible side effects, adverse reactions or contraindications.
 - (g) the quantity of prescription medication to be received by the school from the Caregiver;
 - (h) the required storage conditions;
 - (i) the duration of the medication order;
 - (j) the designation of unlicensed school personnel, if any, who will administer the prescription medication to the student in the absence of the school nurse, and plans for back-up if the designated personnel are unavailable;
 - (k) plans, if any, for teaching self-administration of the medication;
 - (l) with caregiver permission, other persons, including teachers, to be notified of medication administration and possible adverse effects of the medication;
 - (m) when appropriate, the location where the administration of the prescription medication will take place;
 - (n) a plan for monitoring the effects of the medication;
 - (o) the school nurse has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication

administration, or a combination of nursing staffing and delegation of medication administration.

3. response to a medication emergency;
4. storage of medications;
5. reporting and documentation of medication errors;
6. dissemination of information to parents/guardians Such information shall include an outline of a school's medication policies and shall be available to parents upon request;
7. procedures for resolving questions between the school and a parent/guardian regarding administration of medications. Such procedures shall provide for and encourage the participation of the parents/guardians. Existing procedures for resolution of differences may be used whenever appropriate.

The School Committee shall submit these policies and procedures to the Department of Public Health upon request.

The School Nurse/Medication Program Manager, in consultation with the School Physician, may train and delegate responsibility to unlicensed school personnel for medication administration.

1. Neither prescription medication nor over-the-counter medications can be administered by delegation by unlicensed school personnel without student-specific medication orders from a licensed prescriber.
2. The School Nurse/Medication Program Manager has final decision-making authority for the provision of medication administration in the case of field trips and other short-term special school events, which may include nursing staffing, delegation of medication administration, or a combination of nursing staffing and delegation of medication Administration.
3. The unlicensed school personnel shall be listed on the medication administration plan, shall be selected by the school nurse, and trained, if they meet criteria established by regulation in the administration of emergency medication to a specific student.
 - All unlicensed school personnel administering medication must be properly trained and supervised by a school nurse.

- If epinephrine is administered by unlicensed school personnel, the school nurse, and other individuals as warranted and deemed appropriate by the school nurse, must also be notified.
- If an emergency rescue opioid antagonist is administered, there shall be immediate notification of the local emergency medical services (911), followed by notification of a student's parent/guardian as appropriate, and the school nurse.

The school district may, in conjunction with the School Physician and the School Nurse Leader, stock emergency rescue opioid antagonist, and trained medical personnel and first responders may administer nasal naloxone to individuals experiencing a life-threatening opiate overdose in a school setting.

If the school district wishes medical personnel to train non- medical staff in the administration of emergency rescue opioid antagonist the School Committee shall vote to approve such training and the Superintendent shall ensure that medical personnel have a written protocol which complies with medical directives and regulations from the Department of Public Health.

Following consultation with the school nurse, students who fall into the following exceptions may self-administer medications:

1. Students with asthma or other respiratory diseases may possess and administer prescription inhalers.
2. Students with cystic fibrosis may possess and administer prescription enzyme supplements.
3. Students with diabetes may possess and administer glucose monitoring tests and insulin delivery systems.
4. Students with life-threatening allergies may possess and administer epinephrine.

All schools/districts where medication is stored or where medication administration is delegated to unlicensed school personnel must obtain a Massachusetts Controlled Substances Registration by registering with the Department of Public Health. At minimum, schools/districts may accomplish this by registering for emergency medication training.

Schools/districts are not authorized to make use of 105 CMR 700.003(C) for the administration of emergency rescue medications during regular school activities.

LEGAL REF.: M.G.L. 71:54B

Dept. of Public Health Regulations: 105 CMR 210.00 & 700.003; 244 CMR 3.0

MDPH Advisory on Application of 105 CMR 210.00 to Field Trips, 2/4/2025

SOURCE: MASC - Updated 2026

File: JLCDC - SELF-ADMINISTRATION AND SELF-CARRY OF MEDICATIONS

The school nurse may permit self-carry and self-administration of medication by a student provided that the following requirements are met:

1. the student, school nurse and caregiver, where appropriate, enter into an agreement which specifies the conditions under which medication may be self-administered, which may include the conditions under which a student may self-carry medication for the purpose of administration by another, or whether the medication being self-administered is being taken or applied by the student themselves or with an FDA-approved medical device;
2. the school nurse, as appropriate, develops a medication administration plan pursuant to 105 CMR 210.005(E) which contains only those elements necessary to ensure safe self-administration of medication;
3. the school nurse evaluates the student's health status and abilities and deems self-administration safe and appropriate. As necessary, the school nurse shall observe initial self-administration of the medication;
4. the school nurse is reasonably assured that the student is able to identify the appropriate medication, knows the frequency and time of day for which the medication is ordered, and follows the school self-administration protocols;
5. there is written authorization from the student's caregiver that the student may self-administer medication, unless the student has consented to treatment under M.G.L. c.112, § 12F or other authority permitting the student to consent to medical treatment without caregiver permission;
6. if requested by the school nurse, the licensed prescriber provides a written order for self-administration;
7. the school nurse establishes a plan for the safe storage of self-administered medication and, as necessary, consults with teachers, the student and caregiver, if appropriate, to determine a safe place for storing the medication for the individual student, while providing for accessibility if the student's health needs require it. This may include self-carry of the medication, and this information shall be included in the medication administration plan. In the case of an inhaler or other preventive or emergency medication, whenever possible, a backup supply of the medication shall be kept in the health room or a second readily available location;

8. the school nurse develops and implements a plan to monitor the student's self-administration, based on the student's abilities and health status. Monitoring may include teaching the student the correct way of taking the medication, and notifying the caregiver or licensed prescriber of any side effects, variation from the plan, or the student's refusal or failure to take the medication;
9. with caregiver and student permission, if required by law, as appropriate, the school nurse may inform appropriate teachers and administrators that the student is self-administering and/or self-carrying a medication.

SOURCE: MASC - 2026

File: IJNDE- ARTIFICIAL INTELLIGENCE (AI)

Purpose & Scope

This policy governs the responsible use of Artificial Intelligence (AI), including generative AI (GenAI), agentic AI (AI agent), and subsequent iterations of AI, by students, staff, contractors, and volunteers when using district devices, networks, accounts, or resources, and when completing district-related work on personal devices.

Guiding Principles

The DPS guiding principles are aligned with MA DESE guidance and evolving best practices.

- **Center Human Intelligence-in-the-loop:** AI augments, not replaces, human teaching, learning, oversight, and professional judgment. Unique human capacities - specifically executive functioning, interpersonal communication, creativity, authentic thinking, and critical decision-making - must be prioritized, protected from AI substitution, and actively applied to govern how AI is integrated and used.
- **Prioritize Equity & Safety:** Mitigate bias; protect students; ensure accessibility.
- **Ensure Privacy & Security by Design:** Minimize data; never expose sensitive personally identifiable information (PII).
- **Provide Transparency & Accountability:** Clear disclosure of AI assistance; cite sources; maintain academic integrity.
- **Consider Broader Impact:** Recognize and evaluate the societal, economic, and environmental footprints of AI technologies. The district promotes mindful technology selection and resource stewardship, encouraging staff and students to evaluate the multi-dimensional impacts of AI tools and use them intentionally.

1. Definitions

Artificial Intelligence (AI) refers to computational systems that perform tasks typically requiring human intelligence, including content generation (text, image, audio, or code). Generative AI (GenAI) refers to tools that generate novel content such as text, images, or other outputs based on user input. Agentic AI refers to AI systems that can autonomously plan, execute multi-step tasks, use tools, and continuously adapt based on new information without constant human oversight.

2. Legal & Policy Alignment

Use of AI must comply with FERPA, COPPA, PPRA, 603 CMR 23.00 (student records), 201 CMR 17.00 (MA data security), and all applicable district policies, including the Acceptable Use of Digital Resources, Student Handbook, and Academic Integrity policies.

3. Roles & Responsibilities

The Superintendent shall vet tools, oversee implementation, and share updates as appropriate. Educators determine when AI use is appropriate in the classroom, and students must follow teacher direction and disclose permitted AI use.

4. Approved Tools & Data Privacy

Only district-approved AI tools, **accessed with a district account**, may be used for **educator productivity**, student learning, or administrative work. No personally identifiable information (PII) may be entered into AI tools unless approved and covered by a data privacy agreement.

4a. Data Oversight and Model Restrictions

All data entered, processed by, or generated from AI systems under this policy remain the property of the Duxbury Public Schools. AI tools used within the district must not use district data for training or model improvement purposes. Any information captured, stored, or transmitted by AI tools will be overseen by the Technology Department and district administration to ensure compliance with FERPA, 201 CMR 17.00, and all applicable state and federal laws (FERPA stands for the [Family Educational Rights and Privacy Act](#)). Vendors must provide documented assurance that no data entered within their systems will be used to train models or shared with third parties for purposes unrelated to the district's operations.

5. Classroom Use (Students)

Teachers determine when AI may be used. Students must disclose and cite AI use when permitted and verify the factual accuracy of AI-generated content.

6. Professional Use (Staff)

Staff may use AI to support lesson planning, translation, and administrative tasks but must verify accuracy and avoid entering confidential data.

7. Academic Integrity

Unauthorized AI use constitutes academic dishonesty. **When AI use is not permitted on an assignment**, teachers should design AI-resilient assessments emphasizing process, drafts, and oral defense.

8. Safety, Security, and Content Restrictions

PII (sensitive, confidential, or regulated data) must never be entered into AI systems. Users must not generate or request explicit, harmful, or discriminatory content. **Members of the school community may not use AI, including AI image, video, text, or voice generator technology, to violate school rules or school district policies.**

9. Data Governance & Records

AI-generated outputs containing identifiable information may constitute educational records under 603 CMR 23.00 and must follow retention and disclosure rules.

10. Procurement & Vetting

Vendors must sign student data privacy agreements (SDPA) and disclose model hosting, data retention, and training practices before approval.

11. Professional Learning & AI Literacy

Ongoing staff training will address safe, effective AI use. Students will receive age-appropriate AI literacy instruction.

12. Enforcement

Violations of this policy will be addressed under existing Acceptable Use of Digital Resources Policy, student discipline, or staff conduct procedures.

Legal Refs.:

MGL, 201 CMR 17.00 (MA data security)

MGL, 603 CMR 23.00 (student records)

[FERPA](#)- Family Educational Rights and Privacy Act

[COPPA](#)- Children's Online Privacy Protection Rule

[PPRA](#)- Protection of Pupil Rights Amendment

Cross Refs.:

IJNDC Acceptable Use of Digital Resources



Golf Course, Sports Field Services
and Construction

Proposal

To: Duxbury Youth Soccer
Attn: Ken LaRose

Date: May 20, 2026

Project: Ray Coppens Field Complex Renovation

Proposed Services:

- Mark out all work areas with grade stakes.
- Mark all irrigation heads and valve boxes, or remove heads with assistance from the Duxbury DPW.
- Strip 177,000 sq ft of existing turf with a field topper.
- Stage removed material in adjacent dirt parking lot.
- Haul stripped material off site.
- Power rake 177,000 sq ft with a Harley power rake to loosen up soil profile.
- Supply and install approximately (600) ton of 70/30 root zone mix.
- Laser grade field to the contours of existing irrigation system. Certain irrigation heads may be raised after grading.
- Supply and install 177,000 sq ft of sod in large 4' wide rolls. Town of Duxbury will be responsible for watering as soon as sod is installed.

Project Total \$337,930.00

P.O Box 1686. Duxbury. MA 02331. 617-913-8958. Fax 781-934-2607

COMMUNITY PRESERVATION ACT FUNDING REQUEST

Ray Coppens Field Complex Restoration Project

Submitted by Duxbury Youth Soccer Association

August 2026

Project Sponsor / Organization	Duxbury Youth Soccer Association (DYSA)
Request Category	Recreation
Project	Ray Coppens Field Complex Restoration
CPA Funding Requested	\$337,930
DYSA Supplemental Commitment	At least \$50,000 in private fundraising for ongoing maintenance and irrigation improvements
Total Initial Community Investment	At least \$387,930
Project Area	Approximately 177,000 square feet
Location	Ray Coppens Field Complex, adjacent to Chandler School, Duxbury, Massachusetts

Project Summary

The Duxbury Youth Soccer Association (DYSA) requests \$337,930 in Community Preservation Act funding for the comprehensive restoration of the Ray Coppens Field Complex, an important public recreational asset located adjacent to Chandler School.

Duxbury's youth sports programs face a growing shortage of safe, high-quality playing and practice surfaces. This need is particularly acute for youth soccer. DYSA participation has expanded from fewer than 500 players annually to more than 850 today - an increase of more than 70% - while the community's inventory of available playing and practice surfaces has not expanded sufficiently to accommodate that growth. DYSA has developed into a vibrant, high-quality community program serving a substantial number of Duxbury children and families, but the condition and availability of fields increasingly constrain the program.

The existing playing surfaces at the Ray Coppens Field Complex have deteriorated substantially. The current condition affects field quality, limits reliable use and has reached a point where DYSA has concerns about the safety of the playing surface. The proposed project is intended to comprehensively restore the fields rather than provide routine maintenance.

The proposed restoration encompasses approximately 177,000 square feet. The contractor's scope includes stripping the existing turf, removing the stripped material, power-raking the soil profile, supplying and installing approximately 600 tons of 70/30 root-zone mix, laser grading the fields to the contours of the existing irrigation system, making irrigation-head adjustments as necessary, and installing approximately 177,000 square feet of new sod in large rolls. The quoted project cost is \$337,930.

The project will restore an existing recreational resource, improve the quality and safety of the playing surface, and help Duxbury make more effective use of its limited inventory of youth recreational land. The benefits will extend beyond DYSA. Because the fields are adjacent to Chandler School, Duxbury Public Schools will have

access to the improved recreational space for recess, physical activity and other appropriate school uses. The school system supports the investment and will directly benefit from the restored fields.

Community Need

Duxbury is fortunate to have strong participation in community youth sports. That success has also created significant pressure on the Town's recreational infrastructure. DYSA alone now serves more than 850 participants annually, compared with fewer than 500 previously. This growth has materially increased the demand placed on the community's limited field inventory.

The challenge is not simply scheduling. High utilization accelerates wear on existing natural-grass surfaces and reduces the ability to rest and recover fields between practices and games. At Coppens, the deterioration of the playing surface has reached a point where a comprehensive restoration is needed to return the fields to the standard appropriate for intensive youth and school recreational use.

Restoring an existing field complex is an efficient way to address this need. Rather than acquiring and developing additional land, the proposed project reinvests in a public recreational asset that already serves the community and can provide substantially greater value when restored.

Project Scope

The proposed capital restoration is based on the May 20, 2026 SportsScapes Unlimited proposal and includes:

- Marking all work areas with grade stakes.
- Marking irrigation heads and valve boxes, with removal of heads as necessary in coordination with Duxbury DPW.
- Stripping approximately 177,000 square feet of existing turf.
- Staging and hauling stripped material off site.
- Power-raking approximately 177,000 square feet to loosen the existing soil profile.
- Supplying and installing approximately 600 tons of 70/30 root-zone mix.
- Laser grading the field to the contours of the existing irrigation system, with irrigation heads raised as necessary after grading.
- Supplying and installing approximately 177,000 square feet of sod in large 4-foot-wide rolls.
- Town watering of the new sod immediately following installation.

Quoted Capital Project Cost: \$337,930

Community Benefit and CPA Alignment

The Ray Coppens Field Complex Restoration Project is intended to preserve and restore land devoted to public recreational use. The Duxbury Community Preservation Committee's applicant instructions identify the acquisition, creation or preservation of land for recreational use, as well as rehabilitation or restoration of qualifying recreational land, as eligible CPA purposes. The same instructions exclude maintenance of real or personal property.

This proposal is therefore structured as a capital restoration project, not a request for routine maintenance funding. The scope replaces the existing playing surface and reconstructs key elements of the underlying field profile through new root-zone material, laser grading and complete sod installation across approximately 177,000 square feet.

The project will benefit a broad cross-section of the Duxbury community. More than 850 children participate annually in DYSA programs, and the restored fields will also support school-day use by Chandler School. By improving an existing public asset, the project will enhance safety, expand the practical usefulness of the Town's existing recreational infrastructure and support physical activity, teamwork and community engagement for Duxbury children and families.

Funding and Long-Term Stewardship

DYSA requests \$337,930 in CPA funding for the capital field-restoration work described in the SportsScapes Unlimited proposal.

In addition to the requested CPA investment, DYSA will undertake a private fundraising effort of at least \$50,000 to support the long-term success of the project. These funds will be separate from the CPA-funded restoration and will be directed toward ongoing field maintenance and supplemental improvements to the existing sprinkler/irrigation system as needed.

This commitment creates a meaningful partnership between the Town, the school system and the youth soccer community. CPA funding would restore the public recreational asset, while DYSA's additional fundraising commitment will help protect that investment and support the quality and usability of the fields over time. Together, the proposed CPA investment and DYSA commitment represent at least \$387,930 in initial support for the facility.

Other Sources of Funding

Duxbury Youth Soccer Association will raise at least \$50,000 in private funds. These funds are not proposed as a substitute for the \$337,930 CPA capital request; they will supplement the project by supporting ongoing maintenance and additional sprinkler/irrigation improvements as needed.

Projected Timeline

The contractor proposal establishes the scope and cost of the restoration but does not specify a construction schedule. DYSA will coordinate the final project schedule with the Town of Duxbury, Duxbury Public Schools, Duxbury DPW and the selected contractor to minimize disruption to school and recreational use. A final construction and establishment schedule should be confirmed prior to project commencement.

Conclusion

The Ray Coppens Field Complex is an important recreational resource for Duxbury. With DYSA participation now exceeding 900 children annually and community field capacity under increasing pressure, restoring this existing asset is a timely and efficient investment. The proposed project will comprehensively rehabilitate approximately 177,000 square feet of recreational playing surface, improve safety and quality, benefit both youth athletics and Chandler School, and preserve the long-term recreational value of the property. DYSA respectfully requests the Community Preservation Committee's support for \$337,930 in CPA funding and commits to raising at least \$50,000 in additional private funds to help sustain and improve the facility after restoration.

Community Preservation Act Funding Request Form - Draft Responses

Date	October 1 st , 2026
Request tracking code	To be provided by CPC
Project Summary	Comprehensive restoration of approximately 177,000 sq. ft. of recreational playing surface at the Ray Coppens Field Complex adjacent to Chandler School. Work includes removal of existing turf, soil-profile preparation, approximately 600 tons of new root-zone mix, laser grading, irrigation-related adjustments and installation of new sod. The project addresses deteriorated field conditions and growing demand created by DYSA participation exceeding 850 players annually.
Amount of Funding Requested	\$337,930
When required	To be coordinated with the Town, School Department, DPW and contractor; final construction schedule to be confirmed.
Other sources of funding available	DYSA will raise at least \$50,000 in private funds for ongoing maintenance and supplemental sprinkler/irrigation improvements.
Request category(ies)	Recreation
Number of acres in parcel	4.06 acres (177,000 square feet)
Number of housing units proposed	N/A
CPA / Town Benefit Summary	Restores a heavily used existing public recreational asset serving more than 900 DYSA participants annually and supporting Chandler School recreational use. The project improves field quality and safety, increases the practical capacity of Duxbury's limited recreational infrastructure, and preserves an existing community resource through a comprehensive capital restoration. DYSA will supplement the public investment with at least \$50,000 in private fundraising for ongoing stewardship and irrigation improvements.
Project Sponsor or Organization	Duxbury Youth Soccer Association
Contact Name	Ken LaRose
Address	3 Nash Road
Telephone Number	617-417-0417
Email	treasurer@duxburyyouthsoccer.org

Attachments / Exhibits

- Exhibit A - SportsScapes Unlimited proposal dated May 20, 2026 (\$337,930).
- Exhibit B - Site map / plot plan identifying the Ray Coppens Field Complex and Chandler School.
- Exhibit C - Current-condition photographs documenting field deterioration and playing-surface concerns.

- Exhibit D - DYSA participation history documenting growth from fewer than 500 to more than 850 annual participants.
- Exhibit E - DYSA letter confirming the commitment to raise at least \$50,000 for ongoing maintenance and irrigation improvements.

DUXBURY PUBLIC SCHOOLS



SCHOOL IMPROVEMENT PLANS 2026-2027
SCHOOL COMMITTEE PRESENTATION OCTOBER 7, 2026

Operationalize PK-12 Portrait of a Graduate²⁸

Objective: Using the vision of “All students will pursue lifelong learning, developing the empathy and confidence to improve themselves, their communities, and their world,” we will operationalize and vertically align the Portrait of a Graduate.

Focus Area 1

Chandler

Chandler will draft a Portrait of a Learner that aligns with the DPS Portrait of a Graduate, but focuses on skills targeted to our graduating 2nd graders. We will be using surveys of stakeholders, staff meetings, grade level meetings, and professional development time to accomplish this work.

Alden

Alden School will develop a shared Portrait of a Learner aligned with the District’s Portrait of a Graduate. Input will be gathered through grade-level, staff, School Council, and Student Council meetings as well as stakeholder surveys, to identify shared themes and priorities.

DMS

DMS will draft a Portrait of a Learner mirroring the DPS Portrait of a Graduate at an 8th grade level. We will be beginning this work during October 9 afternoon professional development with the whole staff and plan to bring drafts to various stakeholder groups for further input.

DHS

DHS will build Portrait of a Graduate-aligned curriculum, which in turn will build our students as empowered, engaged, resilient learners. As part of this work, we aim to codify POG-aligned learning into our current curriculum maps, and to design POG reflection exercises and a Senior Capstone experience.



Focus on Student Learning and Growth²⁹

Objective: Continue to create conditions where all students achieve academic growth through high-quality instruction, specific strategies for improvement, data-driven decisions, and timely, accurate feedback.

Focus Area 2

Chandler

Chandler aims to ensure that every student, including those in high-needs groups and those receiving intervention, achieves or exceeds expected growth in literacy and math through a refined, data-driven MTSS process.

Alden

All students will meet or exceed typical growth targets in literacy and math through a consistent, data-driven MTSS process with clear expectations, aligned interventions, ongoing progress monitoring, and responsive instructional supports.

DMS

DMS will continue to focus on improving student achievement in math and literacy by leveraging data with staff and integrating our new math specialist position into our MTSS process, effectively supporting targeted intervention for small groups.

DHS

DHS will build staff capacity for deep data analysis, resulting in improvements to curriculum, teaching, grading practices, and the centering of student voice. This will be achieved through ongoing practice of data inquiry cycles, analyzing current grading practices, and designing a Credit Recovery program.



Empower Faculty and Staff

Objective: Foster a staff culture of trust, transparency, and shared understanding through a system of feedback and coaching, targeted leadership opportunities, and relevant professional development.



Focus Area 3

<u>Chandler</u>	<u>Alden</u>	<u>DMS</u>	<u>DHS</u>
Chandler aims to establish a schoolwide culture of collaborative professional learning in which 100% of instructional staff participate in peer observations and reflective feedback conversations to strengthen instructional practice.	Alden School will strengthen a collaborative and empowered staff culture through peer observation and feedback, shared leadership, professional collaboration, and staff voice to build trust, strengthen professional practice, and promote collective learning.	A number of DMS teachers are engaged in a pilot of standards based grading and instructional practices. Students and families will be surveyed on their experience of these strategies and if feedback better communicates student proficiency levels, and the experience will inform future grading and instructional practices at DMS.	DHS will build professional development systems that work in service of our goals, encouraging staff members to model deep learning through relevant, teacher-driven PD. This will be evidenced by faculty-informed PD, topic-driven PLCs, and a pilot peer observation and student shadow program.

Maximize Organizational Partnerships & Collaboration³¹

Objective: Optimize organizational resilience and stability by modernizing infrastructure, diversifying fiscal resources, and building high-impact community partnerships through proactive, two-way communication.

Focus Area 4

<u>Chandler</u>	<u>Alden</u>	<u>DMS</u>	<u>DHS</u>
In order to increase and diversify the range of financial and child-support resources available to families, we will work closely with district leaders and members of our surrounding community to develop a centralized, accessible system for family use.	The Alden School Building Committee will engage in the MSBA Feasibility Study process to gather information about current facilities, identify instructional and programmatic needs, and collect stakeholder input to inform the study and explore potential options aligned with the District's educational vision.	In an effort to better support our families with the jump to middle school, DMS will develop and refine resources in the areas of student life at DMS, technology use, social situations, available supports, curriculum, and technology platforms. We will do this through a bank of resources, written communications home, and open sessions for grade level families.	DHS will build an equitable fee structure, in order to support barrier-free access to academic, co-curricular, and athletic programs for all students. All field trips will be tracked to inform future approvals, and the School Council will make recommendations for a new Student Fee Structure by the end of the academic year.



Duxbury Public Schools



**School Improvement Plan:
School
2026-2027**

***The Duxbury Public Schools commit to the following Core Values:
Relationships, Inclusivity, Students-First, and Empowered Learners & Educators***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members, and school staff. The establishment of School Councils is one of the most important provisions of the law and is considered an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of the facility and educational needs of students,
3. make recommendations for the development, implementation, and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Parent/ Guardian: Elysia Solomon
Parent/ Guardian: Cara Fuchs
Parent/Guardian: Callie Smith
Faculty Member: Maura Doyle
Faculty Member: Merissa Walsh
Faculty Member: Darcie MacDonald
Community Member: Chris Coakley
Administrator: Susan MacNeil

The initiatives outlined in the 2026-2027 Chandler School Improvement Plan are aligned with priorities identified in the following documents:

[DPS Strategic Plan](#)

[District Action Plan 2026-27](#)

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit](#)

Chandler School Improvement Plan: 2026-2027	
STRATEGIC OBJECTIVE 1: Operationalize PK-12 Portrait of a Graduate	
Chandler Initiative 1:	By June 2027, Chandler School faculty will identify a common understanding of the Portrait of a Chandler Learner through established opportunities within curriculum, instruction, assessment, and school culture.
Action Steps:	● Gather information to inform the development of the plan. ○ Gather Staff feedback via survey in the fall of 2026 ○ Collect parent feedback via survey and established committees (i.e., School Council, PTA, etc.) to collect input on POACL areas and priorities ● Create a document that reflects the information collected ● Align POACL with other schools
Evidence/Data:	● Grade Level, Staff and Other Meeting Agendas ● Survey Responses ● Draft POL Document
STRATEGIC OBJECTIVE 2: Focus on Student Learning and Growth	
Chandler Initiative 2:	By June 2027, 100% of students, including those identified in high-needs groups and receiving MTSS interventions, will meet or exceed their typical growth targets on literacy and math benchmark assessments through the implementation of a refined, data-driven MTSS process.
Action Steps:	● Define MTSS for all stakeholders ● Refine MTSS protocols and data sources ● Identify and streamline Tier II and III intervention materials across all elementary grade levels ● Establish clear intervention entrance and exit criteria ● Utilize enVision Plus 2027 intervention and differentiated supports ● Pilot math progress monitoring tools

Evidence/Data:	• iReady reading and math benchmark data • Intervention Decision Making Framework • Data and Progress Monitoring Meeting Protocols & Schedule • Communication with Families • Professional Learning Community and Grade Level Discussions
STRATEGIC OBJECTIVE 3: Empower Faculty and Staff	
Chandler Initiative 3	By June 2027, Chandler will establish a structured peer observation and feedback cycle in which 100% of instructional staff participate in at least two peer observations per year (one as an observer and one as the observed teacher), followed by a reflective coaching conversation using a common feedback protocol.
Action Steps:	• Peer Observation Schedule • Collaboration with Interventionists • Survey staff on participation and feedback • Gather Principal Advisory Input • Highlight strong teaching practices through grade level and staff meetings
Evidence/Data:	• Success will be measured by schedules, completed reflection forms, and an annual staff survey showing that at least 85% of staff agree that peer observations have improved their instructional practice and collaboration with colleagues. • Feedback survey data on PD and Peer observation opportunities • Observation and walkthrough schedules • PD agendas • Principal Advisory goals/work shared (at grade level)
STRATEGIC OBJECTIVE 4: Maximize Organizational Partnerships and Collaboration	
Chandler Initiative 4	By the end of the 2026–2027 school year, we will increase and diversify the range of resources and supports available to families by developing and maintaining a centralized, accessible system of family supports.
Action Steps:	• Compile community resources related to food, housing, health, mental health, childcare, transportation, financial assistance, and other family supports. • Seek family input via surveys and/or councils and committees to gather information regarding areas of need • Research available after-school programs and childcare providers in the community. • Assess each option for feasibility based on student/family needs, cost, accessibility, and availability. • Establish a staff process for referring families to appropriate resources.
Evidence/Data:	• A published bank of resources for families • Proposal for additional after-school care options presented to central office for feasibility review

- | | |
|--|--|
| | <ul style="list-style-type: none">• Staff Handbook updated with applicable procedures for referrals of support |
|--|--|

DRAFT

Duxbury Public Schools



**School Improvement Plan:
Alden School
2026-2027**

***The Duxbury Public Schools commit to the following Core Values:
Relationships, Inclusivity, Students-First, and Empowered Learners & Educators***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members, and school staff. The establishment of School Councils is one of the most important provisions of the law and is considered an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of the facility and educational needs of students,
3. make recommendations for the development, implementation, and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Parent / Guardian: Amanda Dery
 Parent/ Guardian: Nicole Doyle
 Parent/ Guardian: Adam Houk
 Parent/Guardian: Allyson Neeley
 Faculty Member: Kelly Murray
 Faculty Member: Katelyn Holt
 Faculty Member: Michelle McKay
 Faculty Member: Abby Armstrong
 Community Member: Ritamarie Benoit
 School Committee Liaison: Jenna Wechsler
 Administrator: Rebecca Long

The initiatives outlined in the 2026-2027 Alden School Improvement Plan are aligned with priorities identified in the following documents:

DPS Strategic Plan

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit](#)

Alden School Improvement Plan: 2026-2027

STRATEGIC OBJECTIVE 1: Operationalize PK-12 Portrait of a Graduate

Alden Initiative 1:	By June 2027, Alden School faculty will identify a common understanding of the Portrait of a Graduate through established opportunities within curriculum, instruction, assessment, and school culture.
Action Steps:	● Gather information to inform the District Portrait of an Alden Learner a. Identify existing connections between Portrait of a Graduate competencies and Alden’s curriculum, instruction, assessment, and school culture. b. Gather parent/caregiver input through surveys and established groups, including School Council and PTA, to identify priorities for a Portrait of an Alden Learner. ● Develop a Portrait of an Alden Learner that reflects stakeholder input and connects the District’s Portrait of a Graduate to the upper elementary experience. ● Align Portrait of an Alden Learner with other schools to ensure alignment and coherence across grade levels.
Evidence/Data:	● Grade Level, Staff, School Council, Student Council and Other Meeting Agendas ● Stakeholder Survey Feedback (Identified themes and priorities) ● Draft Portrait of an Alden Learner document

STRATEGIC OBJECTIVE 2: Focus on Student Learning and Growth

Alden Initiative 2:	By June 2027, 100% of students, including those identified in high-needs groups and receiving MTSS interventions, will meet or exceed their typical growth targets on literacy and math benchmark assessments through the implementation of a refined, data-informed MTSS process.
Action Steps:	● Establish a shared understanding of the MTSS framework and expectations among all stakeholders.

	• Refine MTSS protocols and data sources to support consistent, data-informed decision-making. • Identify and streamline Tier II and Tier III intervention resources across grade levels to ensure consistency and alignment. • Establish clear entrance, progress-monitoring, and exit criteria for students receiving targeted interventions. • Utilize enVision Math intervention and differentiated supports to address identified student needs while maintaining access to grade-level instruction. • Regularly review student growth and intervention data through data and progress monitoring meetings to adjust supports, groupings, and interventions as needed.
Evidence/Data:	• iReady reading and math benchmark data • Intervention Decision Making Framework • Data and Progress Monitoring Meeting Protocols and Schedules • Communication with Families • Professional Learning Community and Grade Level Discussions
STRATEGIC OBJECTIVE 3: Empower Faculty and Staff	
Alden Initiative 3	By June 2027, Alden School will strengthen a collaborative and empowered staff culture by establishing structured opportunities for peer observation and feedback, shared leadership, and collaboration that build trust, strengthen professional practice, and foster a shared commitment to the school community.
Action Steps:	• Implement a structured peer observation and feedback cycle to promote reflection, collaboration, and shared learning among staff. • Create opportunities for grade-level and cross-grade collaboration focused on instructional practices, student needs, and schoolwide priorities. • Provide staff leadership opportunities through professional learning, committees, schoolwide initiatives, and Dragon House activities. • Highlight and share effective instructional practices during grade-level and staff meetings to promote collective learning. • Gather staff feedback through surveys and the Alden Advisory Group to monitor participation and identify opportunities to strengthen trust, collaboration, staff voice, and professional learning. • Use staff feedback to refine professional learning, collaboration, and leadership opportunities throughout the year.
Evidence/Data:	• Peer observation participation and feedback forms • Staff survey results (Sogolygistics formerly K-12 Insight Survey) • Alden Advisory group feedback • Grade-level and staff meeting agendas/notes • Staff participation in leadership roles, committees, professional learning, and schoolwide initiatives • Dragon House activities and staff participation
STRATEGIC OBJECTIVE 4: Maximize Organizational Partnerships and Collaboration	

Alden Initiative 4	By June 2027, our Alden School Building Committee will engage in the MSBA Feasibility Study process to examine current facilities, identify instructional and programmatic needs, and establish shared priorities for future learning environments aligned to the District's vision.
Action Steps:	• Collaborate with the Alden School Building Committee and project team throughout the MSBA Feasibility Study process to understand requirements, timelines, and key decision points. • Identify current and future instructional and programmatic needs and explore how learning environments can support collaboration, flexibility, student-centered learning, and equitable access. • Engage staff, students, families, district leaders, and community members to gather input and identify priorities for future learning environments. • Synthesize stakeholder input, facility information, and instructional priorities to establish shared priorities aligned with the District's vision and Portrait of a Graduate/Learner and guide the next phase of the feasibility study.
Evidence/Data:	• Building Committee meeting agendas and minutes • Stakeholder survey and feedback data • Instructional and programmatic needs identified • Connections to the District's Portrait of a Graduate/Learner • Shared priorities and recommendations for future learning environments

Duxbury Public Schools



**School Improvement Plan:
School
2026-2027**

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Relationships, Inclusivity, Students-First, and Empowered Learners & Educators***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members, and school staff. The establishment of School Councils is one of the most important provisions of the law and is considered an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of the facility and educational needs of students,
3. make recommendations for the development, implementation, and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Parent/ Guardian: Courtney L'Italien

Parent/ Guardian: Martha Loring

Parent/Guardian: Cindy Brintnall

Faculty Member: Deb Burns

Faculty Member: Danyelle Torrey

Community Member: Dan Kostreva

Administrator: Sarah McGuire

The initiatives outlined in the 2026-2027 DMS School Improvement Plan are aligned with priorities identified in the following documents:

[DPS Strategic Plan](#)

[District Action Plan 2026-27](#)

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit](#)

DMS School Improvement Plan: 2026-2027	
STRATEGIC OBJECTIVE 1: Operationalize PK-12 Portrait of a Graduate	
DMS Initiative 1:	By June 2027, DMS will develop a portrait of a learner, aligned with Duxbury's Portrait of a Graduate, that identifies the skills and practices all students will master by the end of 8th grade.
Action Steps:	• Reorient DMS staff to DPS Portrait of a Graduate, introduce it to new staff • Collect feedback and input from staff regarding the development of a Portrait of a Learner for DMS with outcomes at grade 8 highlighted • Collect feedback and input from parent/guardians and students through established committees and surveys to include stakeholder input on the Portrait of a Learner development • Integrate feedback to develop Portrait of a DMS learner document • Review vertical alignment with Chandler, Alden, and DHS to ensure support of Portrait of a Graduate
Evidence/Data:	• Department, Faculty, Professional Development day agendas • Survey responses • Meeting Notes • Draft Portrait of a DMS Learner
STRATEGIC OBJECTIVE 2: Focus on Student Learning and Growth	
DMS Initiative 2:	By June 2027, 90% of students will meet or exceed their growth targets on mathematics and reading assessments through the improvement of MTSS intervention systems, leveraging student data to effectively target areas of need, and through the integration of a mathematics specialist to provide targeted student support.
Action Steps:	• Administer fall assessments to gather baseline data on student reading and math skills • Integrate fall baseline data with spring 2026 MCAS data to identify students most at risk or in need of support to target areas of growth to meet grade level standards leveraging student support meetings, department time, faculty time, PLC time, data meetings, and the Open Architects data platform

	• Develop tier 1 instruction responsive to the demonstrated needs of students across core classes • Develop groupings and begin administering tier 2 support through the form of small group interventions • Facilitate targeted prioritization for students demonstrating high needs in tier 3 settings • Progress monitor regularly to reassess areas of needs for students, and to adjust tier 1 instruction and tier 2 and 3 support • Administer spring assessments to measure growth across student reading and math skills
Evidence/Data:	• Meeting agendas • Open Architects reports • Intervention groups • Progress monitoring data • Fall assessment data • Spring assessment data
STRATEGIC OBJECTIVE 3: Empower Faculty and Staff	
DMS Initiative 3	By June 2027, a group of DMS teachers will pilot proficiency based grading and instructional practices. DMS will use their learning and strategies, as well as feedback from their students and parent/guardians, to inform future grading and instructional practices at DMS.
Action Steps:	• Identify diverse group of staff to pilot proficiency based grading and instructional practices • Establish norms for those pilot classes based on prior professional development learning and share these with families and students in syllabi and Open House formats • Meet regularly as pilot practitioners to share best practices, learning, feedback, and strategies tried using professional development time • Collect feedback on proficiency reporting strategies from students and families • Share experiences to a wider DMS staff audience in order to inform future grading and instructional practices at DMS
Evidence/Data:	• Meeting agendas and meeting notes for professional development, faculty, department, PLC time • Syllabi, course pages, resources created for students and families • Survey data • Recommendations for DMS grading and instructional practices to inform preparations for 2027-28 school year
STRATEGIC OBJECTIVE 4: Maximize Organizational Partnerships and Collaboration	
DMS Initiative 4	By June 2027, DMS will develop and refine resources to support parents and guardians on various areas of DMS student life including the areas of appropriate technology use, social supports, academics and curriculum, DMS student and family platforms.

Action Steps:	● Review K12 and other forms of data to determine key areas of need for parent and guardian education and support ● Collaborate in various staff roles (teacher/ counselor/ admin/ tech) to prioritize resource development and topics for support and creation ● Create learning opportunities for families based on these identified areas of need ● Collect feedback from families on effectiveness of tools and accessibility of support
Evidence/Data:	● Newsletters ● Website ● Open House, Conferences ● On site events ● Virtual “Coffee with…” DMS team members

Duxbury Public Schools



**School Improvement Plan:
Duxbury High School
2026 - 2027**

***The Duxbury Public Schools commit to the following Core Values:
Relationships, Inclusivity, Students-First, Empowered Learners & Educators***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members and school staff. The establishment of School Councils is one of the most important provisions of the law and one that professional staff considers an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of facility and educational needs of students,
3. make recommendations for the development, implementation and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Principal: Jen Cotton-Herman

Parent/Guardian: Sue Egan

Parent/Guardian: Megan Jeffers

Parent/Guardian: Leah LaRose

Faculty Member: Chris Carey

Faculty Member: Meg Radzik

DTA Liaison: Tara Finn

School Committee Liaison: Aun Holland

Student: Hayden Foley '27

Student: TBD

Community Member: Sue Bradford

Duxbury High School's North Star:

Striving to cultivate a learning community grounded in equity and belonging, empowering all students to think deeply, grow through challenge, and shape their futures.

**In 2026-2027, DHS will progress toward its North Star
by working to become a Deep Learning Community.**

At DHS, Deep Learning happens at the intersection of mastery, creativity, and identity. Students deepen their learning by developing knowledge and skills, using creativity to apply and extend what they know, and connecting their learning to their own identities and sense of purpose. When these elements come together, learning becomes enduring, personally meaningful, and connected to authentic work.

Our DHS Deep Learning Community will be supported by:



Initiative 1: Building Portrait of a Graduate-aligned curriculum, which in turn will build our students as empowered, engaged, resilient learners.

Initiative 2: Building staff capacity for deep data analysis, resulting in improvements to curriculum, teaching, grading practices, and the centering of student voice.

Initiative 3: Building professional development systems that work in service of our goals, encouraging staff members to model deep learning through relevant, teacher-driven PD.

Initiative 4: Building an equitable fee structure, in order to support barrier-free access to academic, co-curricular, and athletic programs for all students.

The initiatives outlined in the 2026-2027 DHS School Improvement Plan are aligned with priorities identified in the following documents:

[DPS 2026-2029 Strategic Plan](#) & [DPS District Action Plan 2026-2027](#)

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit](#)

[DHS NEASC Decennial Report](#)

DHS School Improvement Plan: 2026-2027

DPS Strategic Objective 1: Using the vision of “All students will pursue lifelong learning, developing the empathy and confidence to improve themselves, their communities, and their world,” we will operationalize and vertically align the Portrait of a Graduate.

DHS Initiative 1:	By June 2027, all DHS students will demonstrate growth as empowered, engaged, and resilient deep learners through increased opportunities to learn in ways that align with the Duxbury Portrait of a Graduate (POG). Success will be evidenced by an increase in POG-aligned student metrics from fall to spring.			
Alignment with:	DPS Strategic Plan	Portrait of a Graduate	Equity Audit	NEASC Report
	Strategic Initiatives: ● 1.1 ● 1.2 ● 1.3 ● 1.4	● Empowered & Healthy Individuals ● Engaged Citizens ● Communicators & Collaborators ● Resilient & Flexible Learners	High Priority Areas: ● 1 - Enhance Culturally Responsive Leadership & Teaching ● 2 - Engage in Data Inquiry Cycles	Decennial Recommendations: ● Goal 1 - Measure student progress toward POG Principles: ● 1.2 ● 2.1 ● 2.6
Action Steps:	1. In Fall 2026, DHS students and faculty will take a pre-assessment to measure baseline POG-aligned metrics. 2. Led by Building Administrators and Subject Supervisors, DHS faculty will use Professional Learning time (Faculty Meetings, Department Meetings, building-based PD Days) to: ○ analyze their courses, identifying where in the curriculum POG skills and attributes are being taught and possible opportunities for additional POG-aligned teaching, in order to codify POG-aligned learning experiences within each curriculum map; ○ have teachers present examples of POG-aligned teaching to their peers, and discuss and reflect on these presentations in order to build capacity and coherent faculty understanding of what POG-aligned teaching and learning looks like in practice; ○ analyze the possibility and impact of the quarterization of elective classes; ○ finalize POG-aligned Aspen report card comments; ○ design a POG reflection exercise for all students to engage in before the end of the year; and, ○ design a POG-aligned Senior Capstone experience, to be piloted in the 2027-2028 school year. 3. In Spring 2027, DHS students and faculty will take the Sogolytics survey with newly added POG-aligned questions,			

	in order to measure growth of POG-aligned metrics. 4. In Spring 2027, all DHS students will take part in a POG reflection exercise.			
Evidence/Data:	● Fall 2026 POG-aligned survey data ● Faculty Meeting, Department Meeting, and Professional Development Day agendas focused on the Portrait of a Graduate ● POG-aligned Curriculum Maps ● Final proposal for the quarterization of electives classes, if recommended ● Final list of POG-aligned Aspen report card comments ● Student POG reflection exercise, and documentation of completion ● Final proposal for a POG-aligned Senior Capstone experience, if recommended ● Spring 2027 POG-aligned Sogolytics survey data			
Strategic Objective 2: Continue to create conditions where all students achieve academic growth through high-quality instruction, specific strategies for improvement, data-driven decisions, and timely, accurate feedback.				
DHS Initiative 2:	By June 2027, all DHS faculty will engage in ongoing data inquiry cycles to better understand student learning and identify areas for growth. These inquiries will contribute to increased student mastery, as evidenced by growth in the percentage of students meeting or exceeding year-end, mastery-based competency determinations.			
Alignment with:	DPS Strategic Plan	Portrait of a Graduate	Equity Audit	NEASC Report
	Strategic Initiatives: ● 2.3 ● 2.4	● Empowered & Healthy Individuals: ○ Healthy life-balance ● Resilient & Flexible Learners ○ Persevere ○ Learn from mistakes ○ Think critically	High Priority Areas: ● 1 - Enhance Culturally Responsive Leadership & Teaching ● 2 - Engage in Data Inquiry Cycles	Decennial Recommendations: ● Goal 2 - Provide multiple pathways to success Principles: ● 2.3 ● 2.4 ● 2.8 ● 3.3 ● 4.1

Action Steps:	1. In Fall 2026, all faculty will take part in professional learning focused on a consistent data inquiry protocol, to be used throughout the 2026-2027 school year. 2. Led by Building Administrators and Subject Supervisors, DHS faculty will use Professional Learning time (Faculty Meetings, Department Meetings, building-based PD Days) to: ○ build shared language and common understanding of the terms “rigor,” “relevance,” “mastery,” and “deep learning;” ○ practice data inquiry cycles, focused on course grades, GPAs, MCAS results, SAT results, other standardized assessments, and departmental common assessments; ○ discuss and practice effective feedback loops; ○ discuss and identify multiple pathways to demonstrate mastery, including through career pathways, dual enrollment courses, and Credit Recovery; ○ analyze grading policies, practices, and impacts, and make specific recommendations for revisions; and, ○ design one new career pathway and three new dual enrollment courses for implementation in the 2027-2028 school year. 3. Led by Building Administrators and Subject Supervisors, DHS will propose an afterschool Credit Recovery program for academically at-risk students focused on the attainment of mastery-based skills, to launch in 2027-2028. 4. Led by Building Administrators, community-inclusive and data-driven grading forums will be held throughout the year to discuss grading policies, practices, and impacts at the high school. These forums will be open to all DHS students, faculty, staff, parents, and guardians. 5. In Spring 2027, any revisions to grading policies and practices will be shared with the community and included in the pertinent 2027-2028 handbooks.
Evidence/Data:	● Faculty Meeting, Department Meeting, and Professional Development Day agendas focused on data inquiry cycles, rigor, relevance, mastery, deep learning, feedback, and grading ● Final proposal for Credit Recovery program; academic, attendance, and participation data, if piloted this year ● Documents communicating new career pathways and dual enrollment courses ● Community-Inclusive Grading Forum agendas and minutes ● Final proposal for revisions to DHS grading policies and practices, if recommended ● Competency Determination passing rates
Strategic Objective 3: Foster a staff culture of trust, transparency, and shared understanding through a system of feedback and coaching, targeted leadership opportunities, and relevant professional development.	
DHS Initiative 3:	By June 2027, all DHS students will benefit from faculty who model and engage in deep learning through

	relevant, choice-driven professional learning. Success will be evidenced by 100% of faculty respondents agreeing or strongly agreeing with the statement “School-based professional learning experiences (including faculty meetings, department meetings, PLCs, and building-based PD) have helped me to better meet my students’ learning needs” on the Spring 2027 Staff Survey.			
Alignment with:	DPS Strategic Plan	Portrait of a Graduate	Equity Audit	NEASC Report
	Strategic Initiatives: • 3.1 • 3.2 • 3.3	• Empowered & Healthy Individuals ○ Understand themselves	High Priority Areas: • 1 - Enhance Culturally Responsive Leadership & Teaching • 2 - Engage in Data Inquiry Cycles	Decennial Recommendations: • Goal 3 - Provide relevant, student-centered professional learning Foundational Elements: • 3.1a Principles: • 1.2 • 1.4 • 3.1 • 3.2
Action Steps:	1. In Fall 2026, Building Administrators and Subject Supervisors will collaborate with faculty to align all school-based professional learning with the vision of DHS as a Deep Learning Community by: ○ communicating the faculty-created DHS North Star and how it relates to the 2026-2027 DHS School Improvement Plan; ○ communicating each initiative on the 2026-2027 DHS School Improvement Plan, and how faculty feedback was used in its creation; and, ○ communicating the 2026-2027 DHS Professional Learning Arc, and soliciting faculty input for relevant, choice-driven professional learning experiences. 2. In Fall 2026, DHS teachers will self-select into topic-driven PLC groups. Teachers will be able to select from pre-identified topics or to create their own. PLCs will meet once per 7-day cycle throughout the school year, and will have the opportunity to present their learning to the full faculty in Spring 2027. 3. Led by Subject Supervisors, DHS faculty will use Department Meeting time to engage in data inquiry cycles to identify where in the curriculum students are struggling to attain mastery, and identify what professional development is needed to help teachers address these gaps.			

	4. Led by Building Administrators and Subject Supervisors, DHS faculty will use Professional Learning time (Faculty Meetings, Department Meetings, PLCs, building-based PD Days) to work together toward each initiative on the 2026-2027 DHS School Improvement Plan, focusing on POG-aligned teaching and learning, using data inquiry cycles to drive mastery-based teaching and learning, professional learning, and equitable student fee structures. 5. Coordinated by Building Administrators and Subject Supervisors, DHS faculty will have the opportunity to take part in a pilot peer teacher walkthrough/student shadow program. Data from this program will be shared during Professional Learning time to help inform discussions about deep learning. 6. A survey with the statement “DHS-specific professional learning experiences (including faculty meetings, department meetings, PLCs, and building-based PD) have helped me to better meet my students’ learning needs” will be administered at a spring Faculty Meeting, in order to more specifically measure progress on DHS-specific professional learning experiences.			
Evidence/Data:	● Baseline data: ○ 61.5% of faculty agreed or strongly agreed with the statement “professional development sessions I have attended (including faculty meetings, department meetings, PLCs, PD days, and first- and second-year teacher courses) have helped me to better meet my students’ learning needs” on the June 2026 Faculty Survey ● DHS School Improvement Plan 2026-2027 ● DHS Professional Learning Arc ● PLC presentations, if applicable ● Faculty Meeting, Department Meeting, and Building-Based PD agendas focused on 2026-2027 DHS School Improvement Plan initiatives and faculty-identified professional learning needs ● Data from the pilot peer teacher walkthrough/student shadow program ● Spring 2027 Staff Survey data			
Strategic Objective 4: Optimize organizational resilience and stability by modernizing infrastructure, diversifying fiscal resources, and building high-impact community partnerships through proactive, two-way communication.				
DHS Initiative 4:	By June 2027, DHS will reduce financial barriers for full student engagement in our school community’s academic, co-curricular, and athletic programs. Success will be evidenced by establishment of a comprehensive, transparent, and equitable approach to student fees, costs, and resource-raising activities.			
Alignment with:	DPS Strategic Plan	Portrait of a Graduate	Equity Audit	NEASC Report
	Strategic Initiatives:	● Empowered & Healthy	High Priority Areas:	Principles:

	4.2	- Individuals - Self-advocate and seek resources - Healthy life-balance - Engaged Citizens - Participate in community - Aware of privileges and biases - Communicators & Collaborators - Work jointly	3 - Support equitable outcomes for all students	5.2 5.3
Action Steps:	- In Fall 2026, the DHS Administration and DHS School Council will review the 2026 DPS Fee Audit and identify cost barriers and areas for improvement. Throughout the 2026-2027 school year, the DHS School Council will then: - research and discuss fee structures in use at other comparable schools; - consider cost caps and other equity-focused solutions; - review the district's fundraising policies and identify opportunities for future resource-raising. - Throughout the 2026-2027 school year, DHS Administration will track all academic and co-curricular field trip proposals and costs, in order to inform more equitable future approval processes. - In Spring 2027, the DHS School Council will recommend a new comprehensive, transparent, and equitable approach to student fees, costs, and resource-raising activities, to be presented to the DPS School Committee.			
Evidence/Data:	2026 DPS Fee Audit - DHS School Council agendas and minutes focused on student fee discussions 2026-2027 DHS Field Trip data 2027-2028 DHS Student Fee Structure, if recommended			



Duxbury Public Schools

Capital Budget FY28

School Committee Presentation

October 7, 2026

Capital Budget Process FY28

- The Capital Budget is the first step in our budget process
- Capital requests typically originate from the Director of Facilities and the Chief Technology Officer and include input from the building Principals
- Once School Committee votes on their prioritized Capital needs on 11/4/26, the School Department Capital requests will be presented to the Duxbury Fiscal Advisory Committee on a date TBD
- Sixty days prior to town meeting “there will be a joint meeting of the Board of Selectmen, Finance Committee, Fiscal Advisory Committee, and the School Committee to review the capital plan.” (Source: [Town of Duxbury Financial Management Policies \(Revised and Adopted by Board of Selectmen 8-27-18\)](#))



Allowable Capital Expenses

In Massachusetts, eligible school department capital budget items are primarily for long-term, non-recurring expenses related to school facilities, major equipment, and infrastructure. Allowability is governed by Massachusetts General Laws (MGL) Chapter 44 and Chapter 70, with oversight by agencies such as the Massachusetts School Building Authority (MSBA).

Common school department eligible capital items include:

- Building construction and renovation;
- Major repairs and maintenance;
- Equipment (including technology, furniture, curriculum, and vehicles, with a useful life of five or more years);
- Physical infrastructure improvements;
- Accessibility and environmental modifications;
- A feasibility study, engineering design services, or consultant services which are ancillary to a future capital improvement project. (Source: [*Town of Duxbury Financial Management Policies \(Revised and Adopted by Board of Selectmen 8-27-18\)*](#))



Capital Guidelines and Process

Capital Budget Categories

- **Capital Light:** Requests under \$25,000
- **Capital Equipment:** One-time or infrequent tangible asset purchases with a useful life of 5+ years
- **Capital Project:** Projects that maintain or improve existing school assets

Capital Budget Framework

- **5-Year Capital Plan:** Reviewed annually to align with district goals and prioritize need
- **Asset-Based Replacement Model:** Supports systematic replacement of critical equipment to avoid unexpected failures
- **Predictable Replacement Schedule:** Provides structure for budgeting, timely implementation, and sustained operations

Capital Budget Process

1. Review of current 5-Year Plan
2. Define new projects/needs
3. Solicit feedback from Technology and Facilities Directors & Principals
4. Prioritize expenditures
5. Allocate across phases for multi-year initiatives



Town Funded Capital Projects/Equipment FY26 & FY27

<i>Budget Year Funded</i>	<i>Location</i>	<i>Capital Category</i>	<i>Title</i>	<i>Status</i>	<i>Amount</i>
2026	Alden/Chandler	District	Curriculum (Elementary ELA)	Complete	\$350,000
	Districtwide	Facilities	Facility - Abatement	On Going	\$20,000
			Facility - Roof Repair	On Going	\$50,000
		Technology	Technology (Access Points)	Complete	\$105,388
	MS/HS	Technology	Chromebooks 6-12 Lease Year 2	On Going	\$145,000
2026 Total					\$670,388
2027	Alden	Facilities	Alden School Feasibility Study (moved to Debt Exclusion vote)	In Process	\$1,750,000
	Chandler	Facilities	Chandler HVAC Exhaust Fans	In Process	\$60,000
	Districtwide	Technology	Staff Device Refresh (Year 1 of 4 Lease)	On Going	\$95,000
	MS/HS	Technology	Chromebooks 6-12 Lease Year 3	On Going	\$145,000
	PAC	Facilities	Roof Repairs & Replacement (PAC)	Complete	\$270,000
2027 Total					\$570,000



FY27 Capital Project Status Update

<i>Project</i>	<i>Status</i>	<i>Approved Funds \$</i>
Staff Device Refresh (Year 1 of 4 Lease)	On Going	\$95,000
Student Chromebooks (Year 3 of 4 Lease)	On Going	\$145,000
Chandler HVAC Exhaust Fans	In Process	\$60,000
Roof Repairs & Replacement (PAC)	Complete	\$270,000
Alden School Feasibility Study	In Process	\$1,750,000

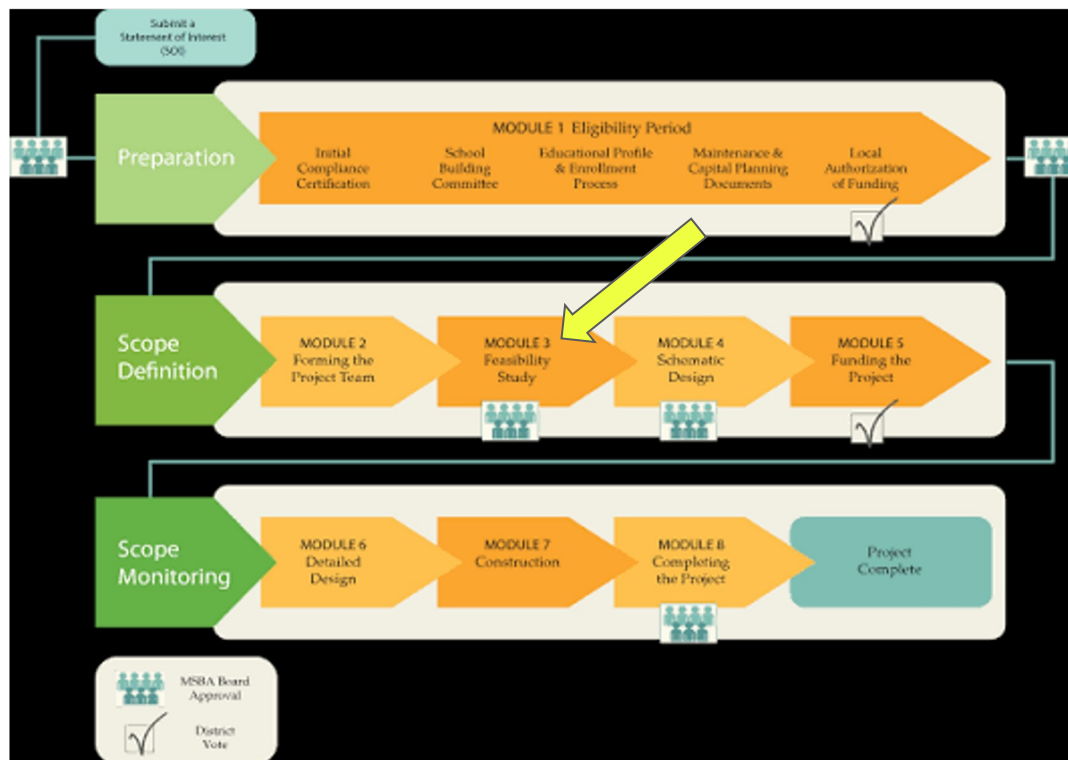


Alden School Building MSBA Project Update

- At the 2026 Spring Town Meeting and Election, voters approved \$1,750,000 to conduct a Feasibility Study
- An RFS (request for services) for an OPM (Owner's Project Manager) was posted in August 2026 following all MA state and MSBA procurement guidelines
- On September 3, 2026 the Building Committee interviewed 3 firms who had been selected by the OPM Subcommittee and voted to select **PCA360**
- On October 5, 2026, the MSBA OPM Selection Panel will evaluate and vote to approve PCA360 as the Alden Project OPM



Alden School Building Project- MSBA Core Process



DPS Total FY28 Capital Needs

Location	Capital Category	Description	SUM of FY28
Alden	Facilities	AC Univents Room 104	\$40,000
		Alden Ceiling Replacement - 1949 wing	\$200,000
		Alden Flooring supplies for Alden classroom wing first floor	\$20,000
		Alden kitchen backup generator for walk-in and freezer	\$400,000
		Cafeteria Roof	\$400,000
		Drainage remediation	\$200,000
		Roof (Section A, Gym)	\$175,000
		Roof (Section C, 1st story)	\$90,000
		Roof (Section C, 3rd story section)	\$900,000
		Unanticipated Major Repairs	\$30,000
	Technology	Chandler/Alden - All Classrooms need Top Cat Sound System Installed	\$134,000
		Printers	\$20,000
		Projectors/Smart Displays	\$336,399
All Schools	Facilities	Furniture Replacement	\$60,000
Athletics	Athletics	New Golf Cart	\$10,000
		Replacement - 3 x High Jump Mats MF Athletic	\$12,000
		Replacement Athletics Van	\$100,000
		Replacement Lacrosse Cages for DCF/Brooks Gilman	\$3,000
		Replacement of one complete Cheerleading Mats	\$10,000



DPS Total FY28 Capital Needs

Location	Capital Category	Description	SUM of FY28
Chandler	Facilities	Add air conditioning to Teacher's Room	\$25,000
		Chandler HVAC	\$80,000
		Chandler Replace (6) water fountains with hydration stations	\$60,000
		Chandler Tile Replacement: North/South and cafeteria hallway	\$56,620
		Entrance Metal Floor Grills	\$15,000
		Flooring - back entrance (lobby & stairs)	\$15,000
		Handicap Ramp Rebuild	\$250,000
		Loading Dock Repair	\$100,000
		Painting	\$80,000
		Replace HVAC in Gym	\$450,000
		Tile Chandler Office Floor - Building Renovations & Roof Repairs	\$150,000
		Tile Replacement in Chandler front lobby and back entryway	\$200,000
		Unanticipated Major Repairs	\$30,000
		Window Replacement	\$1
	Technology	Classroom Collaboration Devices (Apple TV, Document Cameras	\$92,000
		iPads - Gr K & 1, SPED, and increase to 25/cart	\$262,500
		Projectors/Smart Displays	\$189,000
		Student Chromebooks - Gr 2-5	\$405,200



DPS Total FY28 Capital Needs

Location	Capital Category	Description	SUM of FY28
District	Facilities	Abatement	\$20,000
		BMS & Controller Upgrades	\$50,000
		Complete Painting of all Classrooms and Hallways	\$120,000
		Door/Hardware Replacement	\$15,000
		Golf Cart for Facilities & Grounds	\$15,000
		HVAC	\$50,000
		LED Upgrades	\$40,000
		Roof Repairs	\$50,000
		Scissor Lift	\$23,000
		Small Mower	\$20,000
		Storm Drain Cleaning	\$20,000
		Tractor/Mower	\$23,000
		Upgrade/Expand Keyless Entry	\$20,000
		Walkway and Curb Improvements	\$200,000
	Tangible Asset	Curriculum	\$300,000
	Technology	Cafeteria PO PCs	\$14,634
		Creative Imaging / Photo iMacs	\$53,496
		Dragon TV/Video Production iMacs	\$44,580
		Firewalls	\$148,782
		iPads - Special Education	\$42,500
		iPads - Staff	\$8,000
		Music Tech iMacs	\$62,412



DPS Total FY28 Capital Needs

Location	Capital Category	Description	SUM of FY28
		Radios - Public Safety/Building Communications	\$9,000
		Server replacements for Security Camera Server and Security Camera replacements	\$330,000
		Staff device refresh	\$85,044
		Switches (wired networking)	\$300,000
		UPS - Battery Backups	\$150,000
		Virtual Desktop Infrastructure	\$190,000
		VoIP Phones - Server/Virtualized/Cloud and Handsets	\$156,377
DMS/DHS	Facilities	DHS/DMS Renovations - Install new library carpeting	\$150,000
		Upgrading Lighting Panels	\$1
	Technology	Building PA System	\$120,000
		Building Timekeeping	\$90,000
		CCTV	\$321,015
		Chromebook Lease (Gr 6-12)	\$145,000
		DHS/DMS Top Cat Sound System replacements	\$416,035
		Projectors/Smart Displays	\$400,000
High School	Facilities	Unanticipated Major Repairs	\$30,000
Middle School	Facilities	Unanticipated Major Repairs	\$30,000
PAC	Facilities	Lighting Upgrade	\$100,000
		PAC Carpet Replacement: Stairs and landings of Performing Arts Center	\$75,000
		Replace PAC RTU	\$200,000
		Unanticipated Major Repairs	\$30,000
	Technology/PAC	Performing Arts Center Projector	\$100,000
Steele	Facilities	Field Netting Replacement	\$38,000
		Unanticipated Major Repairs	\$30,000
			\$10,436,596



DPS Prioritized Capital Requests FY28

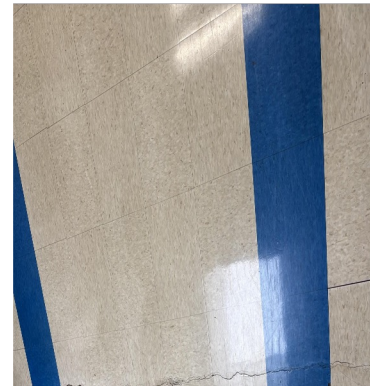
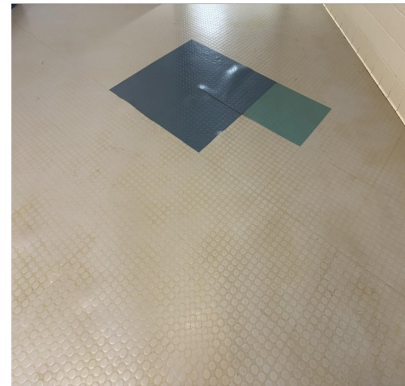
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Location	Request	Cost
District	Facilities ● Heating and Ventilation (HVAC) ○ Chandler Office RTU ○ Alden 104 Univent ○ Chandler gym ○ Districtwide HVAC ● Building Infrastructure and Envelope ○ Roofs - Alden ○ Flooring - Chandler	\$1,020,000
District	Technology ● Infrastructure ○ Core switch ● Operational Technology ○ Classroom audio Topcat systems ○ Classroom projectors/displays ○ Student Chromebook Lease - Year 4 of 4 ○ Staff Device Lease - Year 2 of 5	\$1,000,000
District	Facilities Equipment and Furnishings ● Furniture ● Mower	\$105,000
Total		\$2,125,000

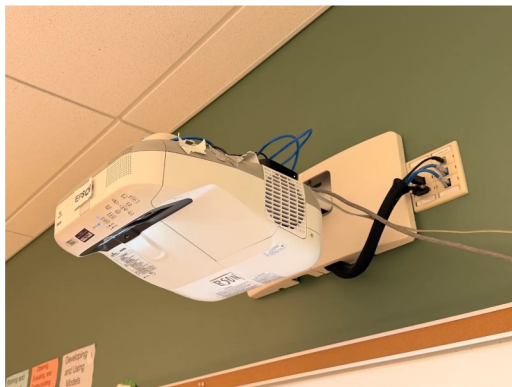


Facilities - \$1,065,000

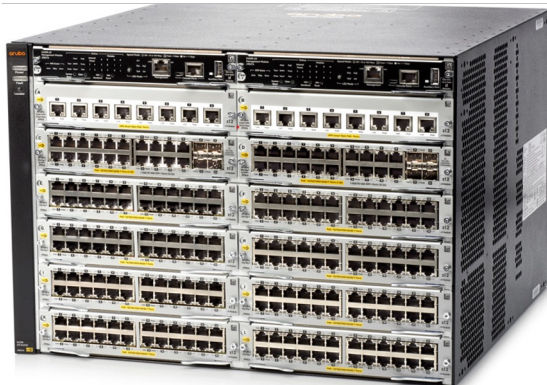
- Districtwide HVAC Updates & Replacements
- Roofs - Alden
- Mower
- Chandler flooring



Technology - \$1,000,000



- Core switch
- Classroom audio Topcat systems
- Classroom projectors/displays
- Continuation of student and staff device leases



Summary

Duxbury Public Schools- Capital Needs Goal for FY28:

To maintain our safe and accessible school facilities and serve the districts' staff and students with updated and secure instructional technology infrastructure and devices.

- For a detailed DPS Capital Plan, please refer to the FY28 Budget Book (in process)
- This year's Prioritized Capital needs represents only 20.3% of the school department's total requests from the Directors and Principals
- For more information, please visit the [DPS Business and Finance web page](#)





Duxbury Public Schools
School Committee
FY28 Budget Planning Update
October 7, 2026

Agenda

- FY28 Budget
 - FY28 Capital Budget
 - FY28 School Department Budget Preparation status
 - Meetings
 - Requests
 - Preliminary rollover
 - Timeline
 - Goals
- Review of [FY27 budget materials](#)



FY28 Budget - Development

- Held meetings with principals and directors
- Reviewed departmental ZBB budget
- Stable requests
 - Few personnel adjustment
 - Increase in non-personnel lines
 - Due to rising and inflationary costs
- Next steps
 - Scrub expense lines
 - Validate and/or justify adjustments



Duxbury Public Schools Budget Calendar

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*In accordance with School Committee Policy **DB** (Annual Budget), **DBC** (Budget Deadline and Schedule)*

SUMMER 2026	FALL 2026	WINTER 2027	SPRING 2027
FY26 Operating Budget Close Out FY27 Operating Budget Re-cast to establish baseline budget for FY28 Bid gathering for District Capital projects August 6 - Administrative Retreat - Initial FY28 Budget overview with District Administration August 7 & 11 - School Committee Workshops Federal Grant Fund Application - SPED 240 Grant, ESSA (Title I/IIA/IV) Funds August 31 Town FY28 Budget Discussion w/Town Committees & Boards	Budget review meeting with Town's Financial Team FY28 Capital / Operating Budget prepared by Administrative Team Capital / Operating Budget review meetings School Committee Budget Workshops - October 2 and 30 <i>Stakeholder feedback meetings with parent groups and other organizations</i> Fee Review Capital / Operating Budget requests due Capital / Operating Budget reviewed by Business Director, Superintendent October 7 - Presentation of Capital Budget to School Committee November 4 - Initial Presentation of District Operating Budget to School Committee November 18 - School Committee Budget Deliberation	Fiscal Advisory Committee Meeting to review proposed capital Budget - TBD December 2 - Public Budget Hearing - School Committee Meeting to vote proposed Operating Budget December 3- Finance Committee Meeting to review proposed Operating Budget December 7 - Selectboard Meeting to review proposed Operating Budget December 14 - Town Manager Delivers FY28 Budget Board of Selectmen vote to close warrants for Annual and Special Town Meeting	Saturday, March 13th - Annual and Special Town Meeting to vote Capital, Operating Budget, and Special Warrant Articles for FY28 Saturday, March 27th - Annual Town Election

FY28 Budget - Goals

- Ensure that the educational needs of all Duxbury Public Schools students are met
- Identify resources and/or strategies to support the Duxbury Public Schools Strategic Plan
- Ensure District facilities operate safely, efficiently, and effectively to support educational programming and community needs
- Ensure strategic alignment and fiscal sustainability in budget oversight and capital planning
- Ensure all contractual obligations and legal mandates are met



FY28 Budget Planning - Review Budget Materials

- Review of Budget Materials
 - [FY27 Budget Materials](#)
 - Budget Book
 - One pager(s)
 - Newsletters



Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
1. Operationalize PK-12 Portrait of a Graduate (PoaG)	- Building-Level Learner Profiles: Establish and publish finalized, developmentally aligned Portrait of a Learner (POL) profile frameworks for Chandler (POACL), Alden (POAAL), DMS, and DHS by June 2027. - High School Alignment & Capstone: Codify PoaG competencies across DHS course maps, analyze the quarterization of electives, finalize PoaG Aspen report card comments, administer end-of-year student reflection exercises, and design a PoaG Senior Capstone pilot for the 2027-2028 school year. - AI & Technology Guidelines: Convene the districtwide AI/Technology Committee to conduct a PK-12 audit, draft ethical AI and balanced technology guidelines	- Strategic Plan- Strategic Objective 1: Operationalize PoaG - School Improvement Plans - Chandler/Alden: POACL & POAAL drafts - DMS: 8th-grade profile - DHS: POG Capstone design & quarterization study - Supt./Asst. Supt. Goals- Goal 3: Publish 100% of POL profiles	100% of district schools establish and publish finalized Portrait of a Learner profiles. 100% of schools adopt district AI/Technology guidelines, with 100% of secondary courses incorporating academic integrity protocols. - Completion of the PK-12 Executive Functioning/SEL audit and implementation roadmap.

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	Plan and complete the Executive Functioning & Health/SEL Audit: Establish the Health & SEL Review Team to audit PK-12 Executive Functioning instruction, CASEL SEL¹ competencies, and restorative practices to deliver an instructional framework and professional development roadmap for 2027-2028.		
2. Focus on Student Learning and Growth	Tier 1 & Elementary Curriculum Enhancement: Full implementation of high-quality instructional materials in elementary math (update to enVision Plus 2027) and K-12 History/Social Science, math progress-monitoring resources at Chandler and Alden. MTSS & Subgroup Gap Reduction: Standardize building-level Student	- Strategic Plan- Strategic Objective 2: Focus on Student Learning - School Improvement Plans - Chandler/Alden: enVision 2027 & math monitoring - DMS: Math Specialist & 90% of students reach growth targets in ELA Math - DHS: Credit Recovery pilot & Dual Enrollment - Supt./Asst. Supt. Goals- Goal 1: SST audit, Open	- Increase Grade 1-8 students reaching grade-level benchmarks from 78.3% to 80% in iReady Math and 79.3% to 80% in iReady Reading. 90% of DMS students and 100% of Chandler/Alden students (including high-needs subgroups) meeting or exceeding growth targets on benchmark assessments. 100% of grade-level, department, and PLC teams consistently utilizing data protocols to document

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	Support Team (SST) processes and DCAP accommodation usage; integrate a dedicated Math Specialist at DMS; analyze results of district assessments; and pilot an afterschool Credit Recovery program at DHS. • Data Infrastructure: Deploy the centralized Open Architects Data Dashboard, establish a District Data Committee, and utilize standardized data protocols during PLC, grade-level, and department meetings to track benchmark growth. • Advanced Pathways: Expand secondary career-connected learning by designing 1 new career pathway and 3 new Dual Enrollment courses at DHS for 2027-2028 implementation. • Grading & Homework Structure Analysis:	Architects platform, iReady math/reading growth targets	instructional and intervention decisions.

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	Conduct community-inclusive grading forums at DHS and pilot proficiency-based grading practices at DMS to inform aligned district policy revisions.		
3. Empower Faculty and Staff	● Portrait of an Educator (PoE): Define and operationalize the district Portrait of an Educator framework to guide growth-oriented goal setting, self-reflection, and evaluation. ● Non-Evaluative Peer Coaching & Walkthroughs: Refine district walkthrough collection forms and provide substitute coverage across all four schools to establish peer observation cycles. Chandler and Alden will target 100% instructional staff participation in peer observations, while DHS pilots a peer walkthrough and student shadow	● Strategic Plan- Strategic Objective 3 Empower Faculty & Staff ● School Improvement Plans ○ Chandler/Alden: 2 peer obs/yr cycle ○ DMS: Proficiency grading pilot ○ DHS: Choice PLCs & shadow pilot ● Supt./Asst. Supt. Goals- Goal 2: Portrait of an Educator, 100% goal alignment, peer obs/walkthrough support	● 100% of educators engage in goal-setting aligned with the Strategic Plan and/or Portrait of an Educator. ● At least 80% of Chandler and Alden staff report that peer observations improved instructional practice. ● At least 80% of district staff report on annual surveys that collaboration time is used effectively and provides meaningful professional growth.

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	program. DMS will also develop a process for peer-observation. opportunities for teachers. ● Targeted & Choice PLCs: Implement teacher-led, topic-driven Professional Learning Communities (such as DHS's "Iterating on POG-Aligned Lessons") and job-embedded PD aligned to educator needs.		
4. Maximize Organizational Partnerships & Collaboration	● Alden Building Project & Facilities Assessment: Form and guide the Alden School Building Project Committee to complete MSBA Core Program Eligibility requirements using the \$1,750,000 Town Meeting appropriation for the Feasibility Study and Schematic Design. Conduct third-party physical facility condition assessments for all four district buildings to	● Strategic Plan- Strategic Objective 4 Maximize Partnerships ● School Improvement Plans ○ Chandler: After-school care research ○ Alden: MSBA Committee role ○ DMS: Family platform tools ○ DHS: Fee audit review & field trip tracking ● Supt./Asst. Supt. Goals- Goal 3: MSBA eligibility (\$1.75M) & 4-building	● 100% completion of Year 1 Feasibility Study MSBA eligibility milestones for the Alden School Building Project. ● 100% of district schools have completed a facility condition assessment informing the 5-year capital plan. ● Launch Family University with at least 3 districtwide workshops in 2026–2027, achieving an 80%+ positive rating on post-session surveys.

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	establish a proactive 10-year capital plan. Fiscal Equity & Fee Review: Review the 2026 District Expense Fee Audit across School Councils, track DHS field trip costs, research community after-school care feasibility at Chandler, and draft an equitable district user fee structure. Family University Launch: Establish and launch the "Family University" program, delivering caregiver workshops on digital safety, executive functioning, and student academic support. Proactive Communication & Outreach: Develop an aligned district-wide communications plan, deploy parent support resources (e.g., DMS "Coffee with..." sessions),	facility assessments, Goal 4: Family University launch	

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	and build an active Duxbury Alumni network.		

¹ SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Elementary Evidence Folders
 Secondary [Evidence Folders](#)

Goal Type	Alignment	Key Action Steps	KPI/ Measure of Success
1. Student Learning Goal: By June 2027, the district will establish baseline performance and achieve documented academic growth across identified student subgroups (students with IEPs, 504 plans, English Learners, and low-income students) by implementing a standardized Multi-Tiered System of Supports (MTSS), universal screening tools, and a district-wide data dashboard.	• DESE Rubric Alignment: Standard I: Instructional Leadership (Indicator I-F: Student Learning; Indicator I-E: Data-Informed Decision Making) • Strategic Plan Focus Area: Focus Area 2: Focus on Student Learning and Growth (Initiative 2.2 & Initiative 2.3)	• Conduct a district-wide analysis and audit of building-level Student Support Team (SST) systems and DCAP/ accommodation implementation. • Implement universal screening tools (iReady benchmark assessments in reading and math) disaggregated by student subgroups. • Deploy the centralized Data Dashboard and train administrators and reading/math specialists on Open Architect • Establish standardized data protocols. • Establish district-wide Data Committee and set goals for the 26-27 school year.	• KPI 1: 100% of grade-level, department, and PLC teams consistently analyzing student achievement data to improve learning outcomes. • KPI 2: Increase average grade 3 ELA MCAS open-response essay score from 1% over state average to 3% over state average. • KPI 3: Increase percentage of grade 1-8 students reaching grade-level benchmark in iReady Math from 78.3 to 80%. • KPI 4: Increase percentage of grade 1-8 students reaching grade-level benchmark in iReady Reading from 79.3 to 80%. • KPI 5: 100% of Data Committee Meetings are summarized with next steps identified.
2. Professional Practice Goal: During the 2026–2027 school year, the Superintendent and Asst.	• DESE Rubric Alignment: Standard I: Instructional Leadership (Indicator I-D: Evaluation) & Standard IV:	• Facilitate discussions across faculty and administrative teams to define and publish the	• KPI 1: 100% of district educators engage in meaningful goal-setting and self-reflection with their evaluator during

Goal Type	Alignment	Key Action Steps	KPI/ Measure of Success
Superintendent will develop and operationalize a growth-oriented system of feedback and professional learning by establishing the Duxbury <i>Portrait of an Educator</i> framework and expanding non-evaluative coaching, walkthrough, and peer observation opportunities across all four schools.	Professional Culture (Indicator IV-D: Continuous Learning) • Strategic Plan Focus Area: Focus Area 3: Empower Faculty and Staff (Initiative 3.1 & Initiative 3.3)	district's <i>Portrait of an Educator</i> attributes. • Refine the district-wide instructional walkthrough data collection form and analyze trends for future professional development and faculty meeting discussion. • Provide substitute coverage and structural support to enable teachers and administrators to engage in non-evaluative peer observations, instructional rounds, and collaborative coaching. • Develop framework for individualized and choice based professional development opportunities for all licensed educators.	formative and summative meetings, aligned with the competencies established in the <i>Portrait of an Educator</i> . • KPI 2: Establish baseline, and increase the percentage of educators participating annually in coaching, peer observation, or structured collaborative learning opportunities outside of the formal evaluation process. • KPI 3: At least 80% of staff report on annual feedback surveys that professional collaboration time is used effectively and provides meaningful opportunities for professional growth.
3. District Improvement Goal: By June 2027, the district will operationalize Phase 1 of the 2026–2029 Strategic Plan by completing	• DESE Rubric Alignment: Standard II: Management & Operations (Indicator II-A: Environment; Indicator II-E: Fiscal Systems) & Standard IV: Professional	• Complete curriculum map audits and establish aligned <i>Portrait of a Learner</i> profiles for Chandler, Alden, DMS, and DHS.	• KPI 1: 100% of schools (Chandler, Alden, DMS, DHS) establish and publish a finalized <i>Portrait of a Learner</i> profile framework.

Goal Type	Alignment	Key Action Steps	KPI/ Measure of Success
building-level <i>Portrait of a Learner</i> profiles across all four schools and completing all Year 1 planning and feasibility milestones for district infrastructure modernization.	Culture (Indicator IV-E: Shared Vision) • Strategic Plan Focus Area: Focus Area 1: Operationalize PK-12 Portrait of a Graduate (Initiative 1.1–1.4) & Focus Area 4: Maximize Organizational Partnerships & Collaboration (Initiative 4.1)	• Form the dedicated Alden School Building Project committee to initiate and complete Massachusetts School Building Authority (MSBA) Core Program Eligibility Period requirements using secured town meeting funds (\$1,750,000). • Complete third-party physical facility condition assessments for all four district school buildings to establish a comprehensive 10-year capital maintenance plan.	• KPI 2: Complete 100% of identified Year 1 Feasibility Phase milestones for the Alden School Building Project within established MSBA timelines. • KPI 3: 100% of district schools have a finalized facility condition assessment on file to inform the district's proactive maintenance and 5-year capital plan.
4. District Improvement Goal: By June 2027, the superintendent and assistant superintendent will organize and lead various district groups, such as, the Technology Committee, the Health and SEL Review Team, and the Individual School Councils will develop	• DESE Rubric Alignment: Standard I: Instructional Leadership (Indicator I-A: Curriculum; Indicator I-B: Instruction); Standard II: Management & Operations (Indicator II-A: Environment); Standard III: Family & Community Engagement (Indicator III-A: Engagement; Indicator	AI & Student Technology Guidelines: Convene the districtwide AI/Technology Committee to conduct a comprehensive audit of current classroom technology and AI usage practices across grades PK-12.	• KPI 1: 100% of schools adopt and publish the finalized district AI and Student Technology Guidelines, with 100% of secondary courses incorporating updated academic integrity protocols by June 2027. • KPI 2: Complete 100% of the PK-12 Executive Functioning/ SEL audit, resulting in an

Goal Type	Alignment	Key Action Steps	KPI/ Measure of Success
recommendations aligned with identified Strategic Plan focus areas (AI/Student Technology Use Guidelines, Executive Functioning Audit, Family University) and a timeline for initiative implementation. The Superintendent and Assistant Superintendent will lead the district Administrative Team through the development of said district committees/teams, create and plan for meeting agendas, collaboratively decide upon work products of each committee/team, and document outcomes/ work products.	III-C: Communication); Standard IV: Professional Culture (Indicator IV-E: Shared Vision). • Strategic Plan Focus Area: Focus Area 1: Operationalize PK-12 Portrait of a Graduate (Initiative 1.1 & Initiative 1.3) & Focus Area 4: Maximize Organizational Partnerships & Collaboration (Initiative 4.3).	• Draft and publish clear district guidelines regarding responsible, ethical AI protocols, academic integrity, and balanced technology use for both students and staff. Executive Functioning & SEL Audit: • Form the Health & SEL Review Team to audit existing PK–12 executive functioning instruction, social-emotional learning (SEL/CASEL) integration, and restorative practices. • Develop a targeted professional learning plan and instructional framework for building student executive functioning skills and healthy life balance.	proposed instructional framework and professional development roadmap for the 2027-2028 school year. • KPI 3: Successfully launch the Family University program with at least three districtwide workshops held in 2026-2027, achieving an 80%+ positive feedback rating on post-session surveys regarding clarity, relevance, and engagement. • KPI 4: Ensure active family, staff, and community representation on 100% of designated district advisory groups (AI/Tech Committee, Health/SEL Team, School Councils) as measured by meeting attendance and published committee rosters.

Goal Type	Alignment	Key Action Steps	KPI/ Measure of Success
		Family University Framework: • Collaborate with Individual School Councils, staff, and families to design the Family University program aimed at providing learning opportunities, digital safety resources, and academic support strategies for caregivers. • Finalize the Year 1 Family University workshop schedule and communication outreach plan to strengthen two-way home-school partnerships.	