



School Committee Meeting Exhibits September 23, 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, September 23, 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- 09/09/26
 - B. Request to approve accounts payable warrant (11,12)
 - C. Request to approve payroll warrant (12)
 - D. FY25 End-of-Year Financial Report Audit
- IV. New Business
 - A. Girl Scout Proposal Discussion
 - B. Student Reports Discussion
 - C. School Committee Liaison Reports Discussion

D. 2025-2026 Student Achievement Report	Discussion
E. 2026-2029 Strategic Plan	Action Required
F. Strategic Plan Action Plan Year 1 (Draft)	Discussion
G. 2026-2027 School Committee Goals (Draft)	Discussion
H. 2026-2027 Superintendent Goals (Draft)	Discussion
I. Agenda Calendar Strategic Plan Matrix	Action Required
J. Policy First Reading	Discussion
a. JLCD- Administering Medicines to Students	
b. JLDCCD- Self-Administration and Self-Carry of Medications (New Policy)	
c. IJNDE- Artificial Intelligence (New Policy)	

V. Adjourn Action Required

Next Meeting of Duxbury School Committee: October 7, 2026, Anticipated Agenda Items: FY28 Capital Budget Presentation, School Improvement Plans, FY28 Operating Budget Development Update, Cell Phone Policy (check in)

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 9, 2026
6:00 pm – Alden School, Room 104

I. Call to Order: 6:05 pm

Present: Danielle Klingaman, Erin Wieseahn, Lisa Freeley, B.J. McNamara, Jenna Wechsler, Laurel Deacon, Kathryn Marshall, Aun Holland
 Absent: Matt Gambino, Tony Keady
 Student Representative: Gerard Vazquez Baez, Anna Wang

II. Public Comment: There is no public comment

III. Consent Agenda:

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

- A. Request to approve Meeting Minutes- 06/10/2026, 06/26/2026, 7/2/2026, 08/07/2026
- B. Request to approve accounts payable warrant (FY 26: 51,52,53,54,55, FY 27: 5,7,9)
- C. Request to approve payroll warrant (FY 26: 50,52,54, FY 27: 4,6,8,10)
- D. FY27 Title I, Title IIA, and Title IV Grant Fund Awards
- E. Q4 Year-End Budget Transfers

Motion to adopt the consent agenda as a whole:

Motion: Kathryn Marshall
 Second: Aun Holland
 Motion passes 4-0

IV. New Business:

A. Chandler/Alden/DMS/DHS Activities/Events Update:

Gerard Vazquez Baez and Anna Wang

- Chandler School had a wonderful start to their school year with a school-wide assembly and picture day. Their first GREEN “Great Friend to All” will be on Friday which will be followed by lessons focusing on celebrating our similarities and differences through kind actions.
- Chandler Open House is Thursday, September 17, 2026 from 6pm-7pm. Educators will create a video that will be shared with families prior to Open House, so they can learn about classrooms prior to visiting.
- Alden School also had a wonderful start to the year and held grade-level assemblies to welcome students back and build community.
- Alden School has launched *Pick Up Patrol* this year to streamline dismissal and attendance processes into one centralized system.
- Alden School held their first school-wide RESPECT Assembly and introduced the shared RESPECT values. They have also launched “Dragon Houses” a new community building initiative organized by floor.
- iReady assessments will begin this week. Initial benchmark data will provide valuable information about student performance and will inform instructional planning, identify areas of need and guide targeted interventions and support.

- The theme of the year at DMS is “One Team, One Dream.” They began the year with grade level assemblies to review expectations and set goals.
- DMS Open House will be on Thursday 9/10 at 6pm. The schedule has been shared in the school newsletter.
- DHS held their first annual convocation with many student volunteers participating.
- DHS Picture Day is Monday 9/14 and Tuesday 9/15.
- Fall athletics have begun and DHS Drama and Thespian Troupe#355 will have auditions for the Fall Tournament of Plays on 9/8 at 4pm in the Black Box.
- Senior Spotlights are due 10/1. Senior portraits and baby photos are due to the yearbook site on 10/1
- DHS Open House is 9/24 from 6pm-8:10pm.

B. Opening of School Report:

- Dr. Klingaman provides an update on the opening of school events including the Administrative Planning Retreat, 2nd Year Teacher Course, New Mentor Training, New Teacher Induction Program, Faculty and Staff Convocation, and first day for students.
- Dr. Klingaman provides enrollment and staffing numbers for the year stating that current district enrollment is 2642.
- Dr. Klingaman provides a bus transportation update reporting that 1173 students registered prior to the 7/1 deadline, 556 registered after the 7/1 deadline, and 152 registered after 8/26. Bus passes have been issued to riders and temporary passes issued to those who registered after 9/1. The district continues to work with families regarding individual issues.
- Dr. Klingaman reports on summer projects including Elementary Report Cards revisions, distribution of new laptops for faculty/staff, installation of School Committee room television monitor, Alden MSBA Project Feasibility Study phase and landscaping at all schools
- Mrs. Freeley reports on the implementation of family MySchool Bucks program
- Dr. Klingaman reports on summer facilities updates including Chandler parking lot and classroom painting, Chandler cubbies replaced in the North Wing and sand added to the Magic Dragon playground. Alden had a manhole and three windows replaced, a section of the heating supply line replaced and café door replacement. Alden insurance rebuilds completed, including library carpeting, floor tiling in flood damaged classrooms and hallway. Projects at DMS and DHS including parking lot painted, fence repairs, crosswalk installed and woodshop ductwork cleaned.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

C. Alden School Building Project Update

- Ms. Freeley reports on the procurement and selection process for an Owner’s Project manager (OPM)
- A Request for Services (RFS) was developed and published in accordance with MSBA requirements and applicable public procurement requirements. Eight firms submitted proposals.
- The committee shortlisted three firms. Following interviews and evaluations, the committee identified one OPM firm for recommendation to the MSBA.
- Following negotiations, the district will submit the final OPM selection to the MSBA on 9/9/26. The selection will be considered by the MSBA OPEN Review Panel on 10/5/26.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

D. 2026-2029 Strategic Plan

- Mrs. Deacon states that the Strategic Plan will be shared, but because it is not a final draft, it will be a discussion item.
- Dr. Klingaman provides a detailed review the latest draft which reflects feedback from the School Committee workshop held this summer.
- Mrs. Marshall comments that the plan seems to reflect many perspectives and reads in a way that the school community will be able to absorb and the School Committee will be able to use.
- Dr. Klingaman reports that she will share the draft of Strategic Plan with the full Strategic Plan Committee.
- Mrs. Holland comments that she feels that having two versions will make it very accessible to families.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

E. FY'26 End-of-Year Financial Report:

- Mrs. Freeley presents the End-of-Year Financial Report for FY'26. The report includes breakdowns of the operating budget, end of year expenditures and encumbrances by location and major category.
- Mrs. Freeley reports that the FY'26 operating budget ending balance is \$782,619 which will be turned over to the town to use in Capital and Reserve funds
- Mrs. Freeley provides and update of FY'26 grant, revolving and capital fund expenditure activity.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

F. Agenda Calendar Strategic Plan Matrix

- Mrs. Deacon reports that this agenda item will be moved to the next School Committee agenda so that Mr. Gambino can be present for discussion and vote.

G. School Committee 2026-2027 Liaison Assignments:

- The School Committee revisits the Liaison assignments in light of Mrs. Weedon's resignation.
- Descriptions of the liaison responsibilities and time commitments are reviewed.
- Mrs. Wechsler will assume the Liaison role for the Subcommittee on Salary & Negotiations; Alden School; Diversity, Special Education, and Pilgrim Area Collaborative.
- Mrs. Holland agrees to be the School Committee Liaison for the Sick Bank Committee

H. Emergency Policy Adoption: Protect Act/MASC Policy ACL

- Dr. Klingaman reports that this is labeled as "emergency" only because it was enacted during a time that there were no School Committee meetings scheduled and it was important that this was in place for the start of school. Policy CHD allows the Superintendent to put a policy in place in the event that the School Committee is not scheduled to meet.
- On 8/5/26 Governor Healey signed the Protect Act into law. As part of this legislation and guidance issued by DESE, school districts were required to adopt this policy by 9/1/26 or the first day of school, whichever came first.
- The policy states that except as required by state or federal law civil arrests, including for federal immigration enforcement are not allowed on non-public areas, including school grounds during operating hours.

- Dr. Klingaman states that MASC provided a sample policy and that while the Policy Subcommittee has not reviewed this policy, a district can adopt a policy without a first or second read if it is something that is state law.
- Dr. Klingaman reviews the policy and reviews the policies that it cross-references.
- Please refer to the School Committee tab on the DPS website for the discussion in its entirety.

Motion: Mrs. Holland
Second: Mrs. Marshall
Motion passes 4-0

V. Adjourn: 7:53 pm

Motion: Mrs. Marshall
Second: Mrs. Holland
Motion passes 4-0

Next meeting: September 23, 2026

Respectfully Submitted,
Cristin Mitchell
Duxbury Business Office

FY 27

Warrant #	Warrant Date	Warrant Amount
11	9/11/26	\$524,273.84
12	9/18/26	\$41,427.31
Total		\$565,701.15

FY 27

Warrant #	Check Date	Warrant Amount
12	9/18/26	\$1,541,337.37
		\$1,541,337.37

Outdoor Volleyball In Duxbury

September 23rd, 2026

Presented by Natalie Hatfield and Hope Estabrooks



The Challenge

- No outdoor volleyball net
- Constantly booked-up or crowded gym.
- Rising demand for the fastest-growing NCAA and Olympic sport.
- Limited volleyball infrastructure (PE classes, training, and recreation).



The Solution

Build a strong outdoor year-round volleyball net on school grounds

Location: One location is next to the wall ball, on the school grounds

Purpose: Used for clubs, DSU, P.E., or anyone can use it after school hours

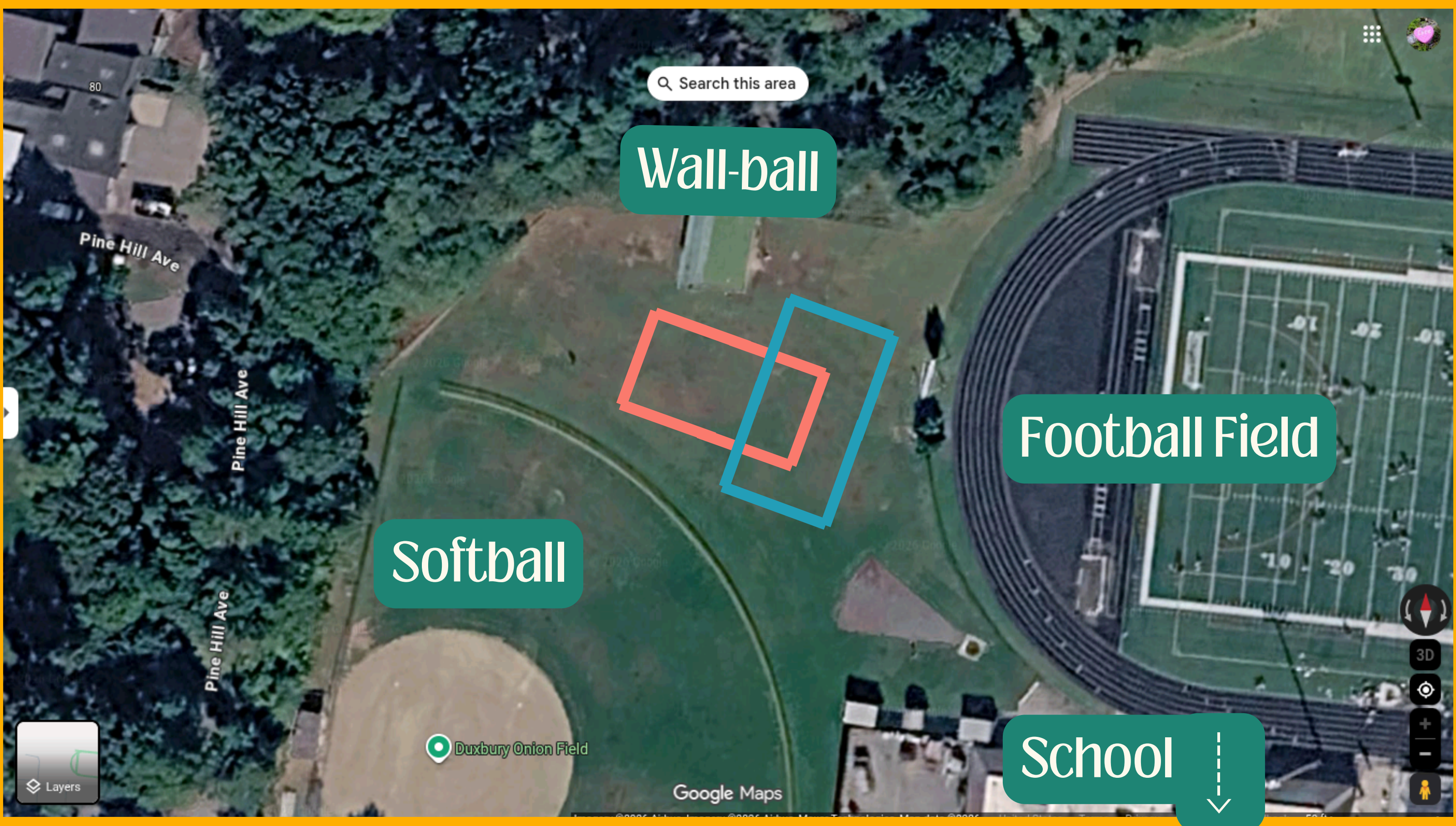
Liability: No lines for inbounds, making it more recreational than competitive (cones for P.E.)



Why US?

- Duxbury High School volleyball is #3 in all of MA
- Multi-time Patriot League Champions
- Need a place for pre-high schoolers to practice
(no volleyball team for the middle school)

DUXBURY





Benefits:



Community + Students

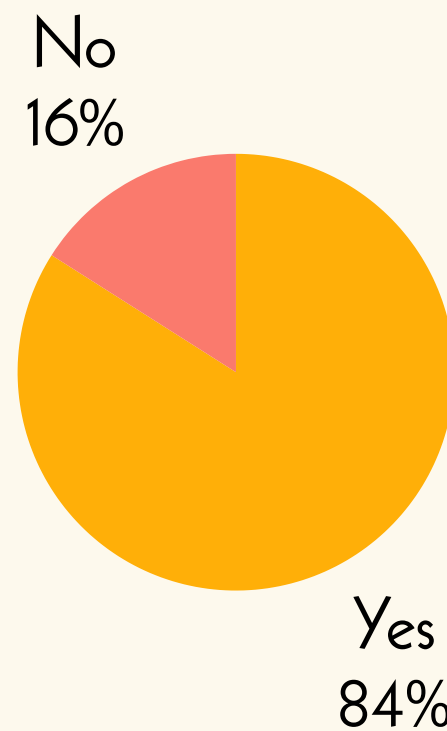
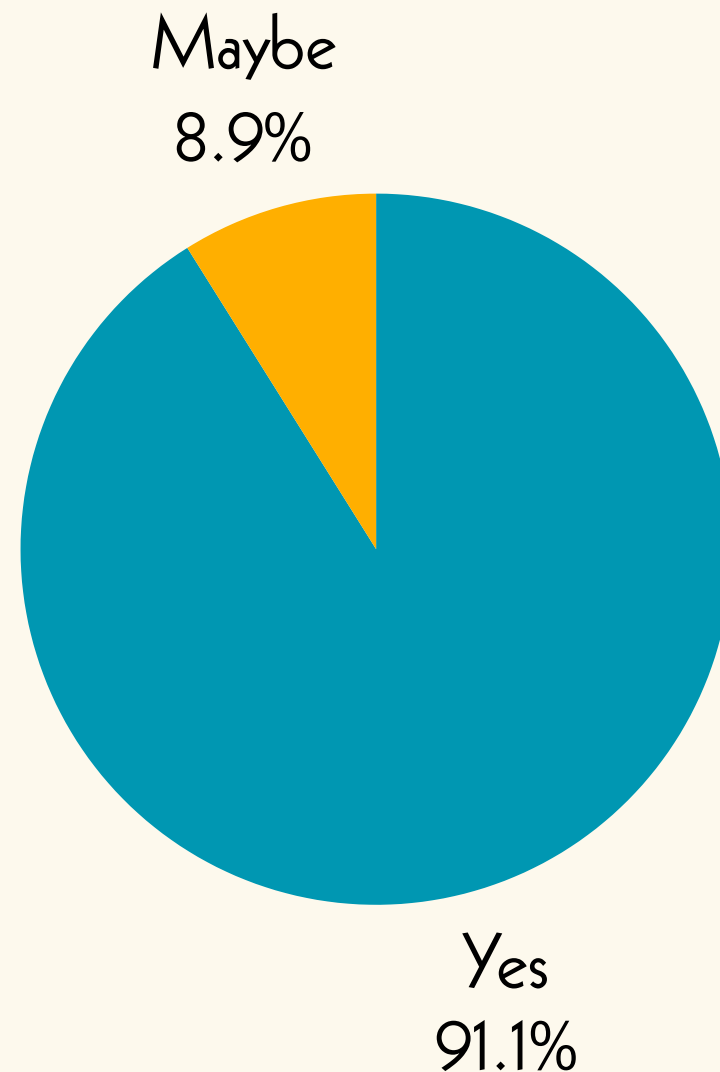
- Provides an easy way to get off screens and into the world
- Open for community use after hours or during intense heat.
- Creates opportunities to make new connections

- Adds diversity to physical education activities
- Students can practice when gym is used or on weekends
- Provides a fun, outdoor stress-relief outlet.
- Accessible to students of all skill levels

Survey Data

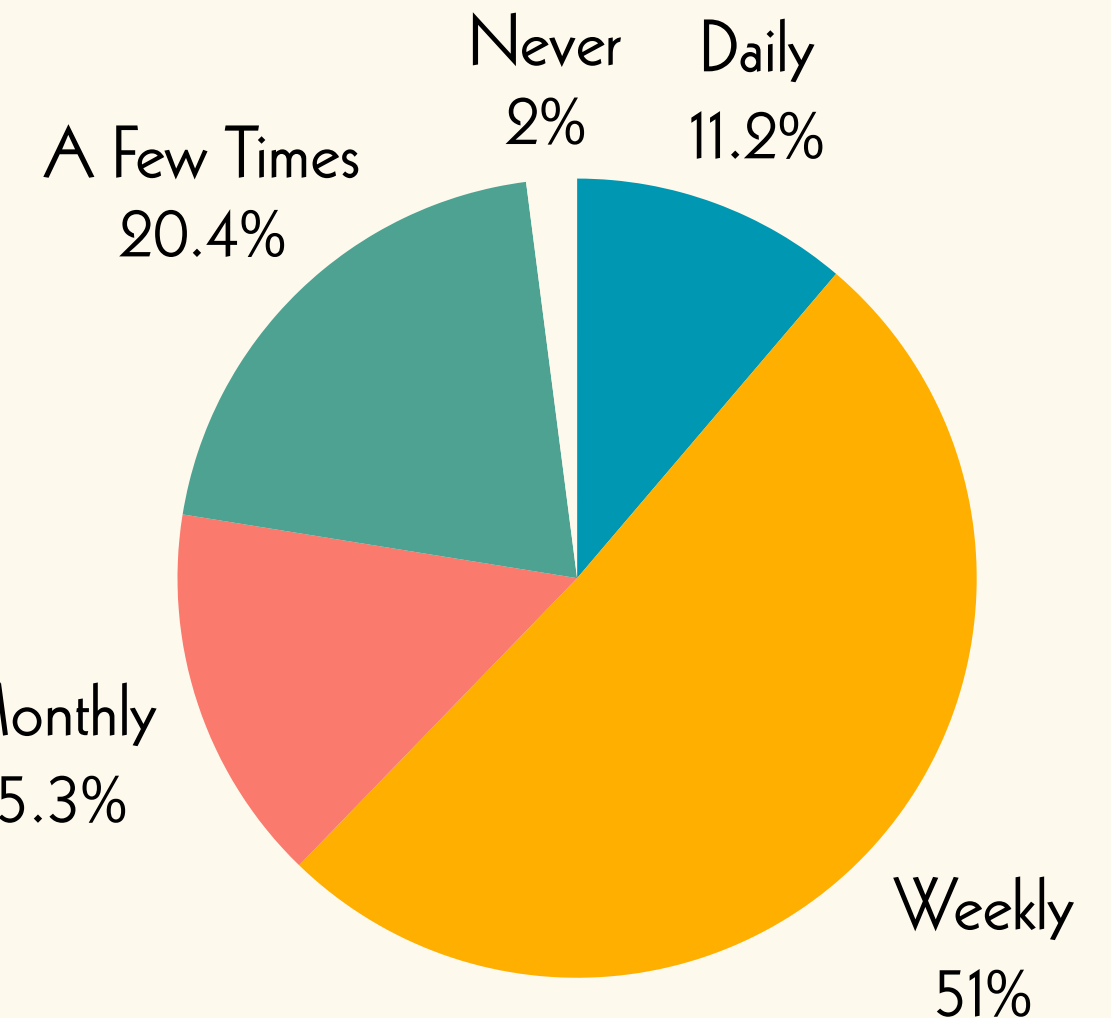
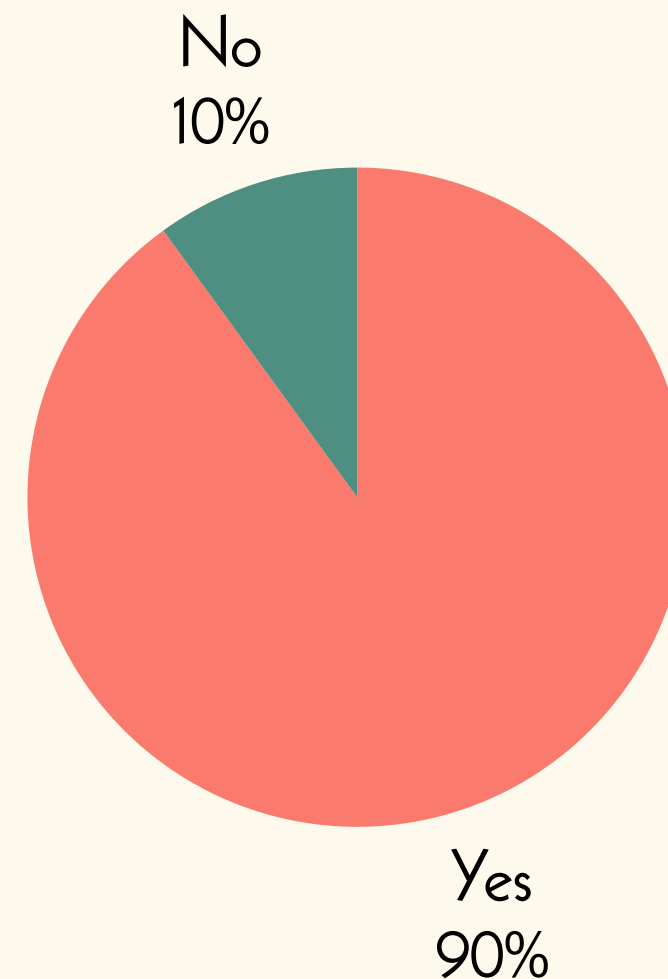
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Middle School Students
91 RESPONSES
June of 2026

If we had a beach volleyball court in Duxbury do you think it would be used?



Would you participate in an organized sand volleyball tournament if we hosted one at Duxbury Beach to fundraise?

Would you support student-led fundraising events (like bake sales or car washes) to help cover construction costs?



If a beach volleyball court were built, how frequently would you use it in the summer?

Beach Volleyball Court Cost Overview

1. Sub-Base & Drainage Materials

A base layer to route water away safely.

- Perforated drain pipe for a low drainage exit.

Cost: \$300 – \$500.

- Drainage Gravel: Roughly 50 to 60 tons of gravel.

Cost: \$1,700 – \$4,000 (\$30–\$70/ton).

2. Install Geotextile Liner & Containment Borders

- Geotextile Fabric Filter for a barrier that keeps sand.

Cost: \$700 – \$1,200.

- Border of lumber timbers in a 50 ft × 80 ft rectangle.

Cost: \$800 – \$2,300.

3. Source the Volleyball Sand

- Double-washed sand: ~80 cubic yards of sand.

Cost: \$8,000 – \$14,000

4. Hardware System

- A heavy-duty net and pole system
- Concrete pillars for security

Cost: \$1,500 – \$2,000

Pre-Construction

- Call 811 (Utility Check)



\$15,000-25,000

Our Compromise

Original Plan

- Create a huge court all at once
- Cost would be over \$20,000
- Add sand and wood panels
- Get multiple grants
- Need lots of permission

New Plan

- Creates simplicity
- Costs only \$2,000
- Needs only net and cement footings
- If needed, only one grant and minimal fundraising

Our love
for volleyball

Outdoor Net Cost Overview

4. Hardware System

- A heavy-duty net and pole system
- Concrete pillars for security

Cost: \$1,500 – \$2,000



Silver Award vs. Gold Award

The Girl Scout Silver Award is a take-action project

- Create something sustainable
- Requires working 50+ hours
- Improve your community



The Girl Scout Gold Award is the most prized award in Girl Scouts (similar to the Eagle Scout award)

- Create something with a national or global impact.
- Requires working 80+ hours
- Must have completed your Girl Scout Silver Award project
- Improve your world



Marshfield? Why not us?



Maintenance Plan

Standard Upkeep for Net

- Net tension checks
- Occasional cleaning
- Hardware maintenance
- Quick net inspection
- Check cement footing twice a year
- WHO MAINTAINS

Super simple!!

Fundraising Ideas

Girl Scout funding

Bake Sales

Local Business

50/50 Raffles at Duxvoll Games

Canning at the Dump

DEF Grant

Timeline



Do we have your approval?

Next Steps:

- Fundraising
- Outreach



Any
Questions?



TO: Duxbury School Committee
FROM: Erin Wieseahn, Assistant Superintendent of Schools
SUBJECT: Achievement Data Report 2025-2026
DATE: September 23, 2026

Overview

The 2025–2026 End-of-Year Achievement Report 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.

Overall, the data demonstrate several areas of strong and stable performance. At the same time, the results identify opportunities to strengthen student achievement in some areas and better understand areas where performance has declined or remained relatively flat.

2025–2026 Highlights

Elementary literacy remains a significant area of strength. At Chandler, 93% of students met grade-level expectations on i-Ready Reading, maintaining the strong performance achieved in 2025 and increasing from 88% in 2024. Chandler's mCLASS performance also increased from 84% in 2025 to 87% in 2026, providing additional evidence of strong early literacy outcomes.

These literacy results are particularly encouraging given that the 2025-2026 school year was the first full year of implementation of the new CKLA materials for grades K-5. With any significant curriculum adoption, an implementation dip can be expected as teachers and students acclimate to new materials, instructional routines, assessments, and expectations. While some grade levels show slight decreases in iReady Reading, the data do not show a significant implementation dip. Overall literacy achievement has remained relatively strong and stable during this transition.

Mathematics performance remained relatively stable across the district. In 2026, 85% of Alden students and 83% of Chandler students met grade-level expectations on i-Ready Mathematics. Both results are consistent with the previous two years and indicate sustained elementary mathematics performance.

The district also continues to demonstrate strong outcomes in assessments that extend beyond traditional K–12 achievement measures. 83.8% of students taking AP exams earned a score of 3 or higher in 2026, continuing a three-year pattern in which more than 80% of AP exams resulted in a qualifying score. In

addition, 31 students demonstrated proficiency in another language and earned the Seal of Biliteracy in the 2025-2026 school year.

Areas for Continued Growth

The three-year data also highlight areas requiring further analysis. At Alden, 80% of students met grade-level expectations in iReady Reading, compared with 85% in 2025. Given that this was the first year of the CKLA implementation, we will continue to monitor these results as teachers deepen their implementation of the new curriculum materials and students experience greater continuity with CKLA across grade levels. It is important to note that DMS iReady Reading was at 69%, and that we expect our continuation with CKLA in elementary grades to have a positive impact on our middle schoolers as well.

At DMS, 68% of students met end-of-year expectations in Mathematics in 2025-2026. Math performance has remained relatively stable at approximately 68-69% over the three-year period. DMS is now entering the third year of implementation of Illustrative Mathematics, which gives us an important opportunity to examine student outcomes as the program becomes increasingly established.

The district has taken an important step to strengthen middle school mathematics intervention. Beginning this school year, a Math Specialist has been added at DMS to provide targeted support for students who need additional math intervention. This added position will allow us to intentionally connect assessment data with intervention, monitor student progress, and provide support as we do at the elementary level.

Another significant focus will be the at-risk student population, which includes students on IEPs, students with 504 Accommodation Plans, students who are English Learners, and students who are economically disadvantaged. In looking at these populations specifically for iReady Reading and iReady Math, we have identified achievement gaps and are working to ensure student growth targets are met through strong Tier 1 instruction and targeted interventions.

iReady Results for Chandler School Students with IEPs

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	73%	66%	47%	56%
2025-2026	72%	74%	58%	63%

iReady Results for Chandler School Students with 504 Accommodation Plans

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	100%	69%	84.6%	77%
2025-2026	86%	71%	57%	57%

iReady Results for Chandler School Students with Low-income Status

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	79%	68%	52.6%	42%
2025-2026	82.6%	70%	70%	39%

iReady Results for Alden School Students with IEPs

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	55%	69%	53%	51%
2025-2026	44%	63%	56%	55%

iReady Results for Alden School Students with 504 Plans

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	96%	83%	88%	58%

2025-2026	86%	68%	86%	77%
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iReady Results for Alden School Students with Low Income Status

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	76%	75%	80%	51%
2025-2026	66%	62%	72%	59%

iReady Results for Duxbury Middle School Students with IEPs

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	29%	54%	18%	48%
2025-2026	27%	44%	25%	38%

iReady Results for Duxbury Middle School Students with 504 Plans

	iReady Reading		iReady Math	
	% of Students Meeting Expectations	% of Students Meeting Growth Target	% of Students Meeting Expectations	% of Students Meeting Growth Target
2024-2025	70%	56%	62%	59%
2025-2026	71%	51%	62%	46%

iReady Results for Duxbury Middle School Students with Low Income Status

	iReady Reading		iReady Math	
	% of Students Meeting	% of Students Meeting Growth	% of Students Meeting	% of Students Meeting Growth

	Expectations	Target	Expectations	Target
2024-2025	53%	57%	46%	53%
2025-2026	48%	46%	47%	43%

Overall, the data suggest that achievement gaps remain most pronounced for students with IEPs and students who are economically disadvantaged, particularly at the middle school level. These findings directly support the Strategic Plan's focus on strengthening our Multi-tiered System of Supports (MTSS) for at-risk student groups. The addition of the Math Specialist at DMS is one concrete response to our data, and will increase our capacity to provide targeted intervention and progress monitoring for students.

In addition, although our English Learners are within our at-risk student population, percentages have not been reported, as the number of students is very small ($n=6$) and would be identifiable. Individual student results are closely monitored by our ESL staff and classroom teachers.

Districtwide, the results also reinforce the importance of looking beyond a single percentage or assessment. Year-to-year changes may reflect differences in cohorts as well as instructional or programmatic factors.

Alignment with the 2026–2029 Strategic Plan

The district's continued development of a comprehensive approach to curriculum, assessment, and data directly supports Focus Area 2: Student Learning and Growth, within the new Strategic Plan. In particular, our achievement data report analysis aligns closely with the district's priorities related to high-quality Tier 1 Instructional materials, our Multi-Tiered System of Supports (MTSS) for at-risk student groups, and the use of data for instruction and feedback.

The recent implementation of CKLA in grades K-5 and Illustrative Mathematics at DMS reflects our commitment to high-quality, research-based Tier 1 instructional materials. Our next steps will include using student achievement and growth data, classroom observations, and educator feedback to continue evaluating effectiveness and make adjustments as needed.

Our work aligns closely with Initiative 2.2 and the district's MTSS work. District averages provide an important overview, but they are also only one piece of information available to us as educators. A key step is to consistently disaggregate achievement and growth data for student groups, including students with IEPs and 504 plans, English learners, and students experiencing economic disadvantage. This will help us identify achievement and opportunity gaps and evaluate whether Tier 1 instruction, interventions, accommodations, and other supports are producing the intended outcomes.

In addition, Initiative 2.3, which focuses on using Data for Instruction and Feedback, calls for formative assessment to inform instruction, grouping, and intervention and for a consistent district data process to be used among educators. Our goal is to create a culture of data inquiry involving all educators to identify trends in student achievement.

Looking Ahead

The 2025–2026 results provide both reasons to celebrate and important areas for continued growth. For the 2026-2027 school year, our focus will be on maintaining areas of strong performance, closely examining areas where achievement has declined or remained stagnant, and consistently responding to students’ real-time needs. As the new strategic plan is implemented, our goal is to use meaningful assessment and data in order to provide instruction that will have the greatest impact on student learning and growth.

**RISE WITH
THE TIDE.
SOAR LIKE
A DRAGON.**



DUXBURY PUBLIC SCHOOLS | STRATEGIC PLAN

**2026
2029**



DUXBURY PUBLIC SCHOOLS

93 Chandler Street | Duxbury, MA 02332
duxbury.k12.ma.us

Facilitated and Prepared By



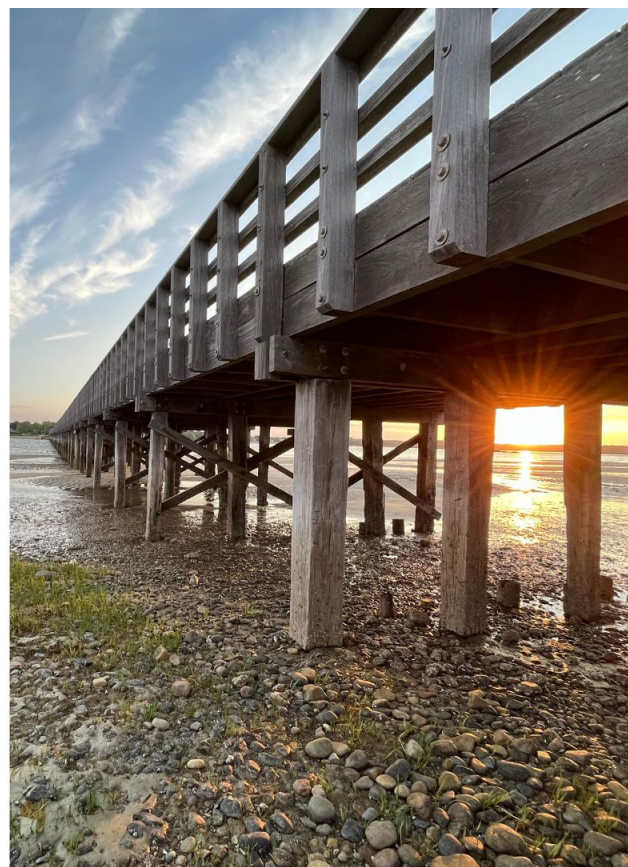
TEACHING &
LEARNING ALLIANCE
6 Liberty Square, Suite 96500
Boston, MA 02109



Photo Credit:
Buzz Wadsworth

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LETTER OF INTRODUCTION

Dear Duxbury Public Schools Community,



DANIELLE E. KLINGAMAN, ED.D.
SUPERINTENDENT

With great pride and enthusiasm, we present the new Strategic Plan for Duxbury Public Schools, spanning the years 2026 to 2029. This plan will serve as our compass for the next three years, explicitly informing our district, school, and educator goals. As you will read in the pages ahead, our framework is comprehensive and far-reaching, designed to deliberately strengthen our organization and elevate the educational experience we provide.

The world continues to change rapidly, as does the landscape of our schools and the profile of our students. To meet this moment, we have re-centered our work on a deeply intentional Mission: we strive to empower students to become resilient, critical thinkers by nurturing personal and academic growth in a safe and equitable learning environment. Guided by this purpose, our Vision ensures that all students will pursue lifelong learning, developing the empathy and confidence to improve themselves, their community, and the world. Anchoring this work are our core values, which serve as the foundation for every decision we make: Relationships, Inclusivity, a Students-First Mindset, and Empowered Learners and Educators.

The core initiatives of this plan are built upon four new Strategic Objectives that will serve as our pillars, guiding the actionable steps we execute on a yearly basis:

- 1 Portrait of a Graduate:**
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.
- 2 Student Growth:**
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.
- 3 Elevating Faculty and Staff:**
Foster a staff culture of professional excellence and collective efficacy through targeted leadership, relevant professional learning, and a robust system of feedback and coaching.
- 4 Organizational Supports:**
Ensure district operational stability and community trust through proactive systems, prioritized funding, and active community partnerships.

While developing this updated path forward, it was vital to honor our traditions while looking squarely toward the future. We are explicitly addressing the evolving technical and cultural landscape by defining homework philosophies, establishing balanced technology parameters, and integrating thoughtful AI protocols to ensure we prepare students for the 21st-century workforce.

Strategic plans are only effective if they are living documents where every member of an organization actively works toward common goals. Our administrators, teachers, and support staff are fully committed to this vision. However, real success is a shared responsibility, made possible only through strong partnerships and communication between school staff, parents, residents, and local organizations.

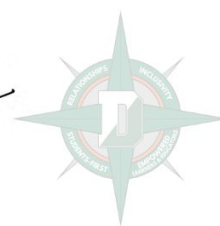
I want to extend my deepest gratitude to the planning committee, our educators, and the community stakeholders who dedicated their time and insights to shaping this roadmap. The future of Duxbury Public Schools is incredibly bright, and I am eager to embark on this next chapter together.



Sincerely,

Danielle E. Klingaman

Danielle E. Klingaman, Ed.D.
Superintendent of Schools
Duxbury Public Schools



DUXBURY PUBLIC SCHOOLS STRATEGIC PLANNING COMMITTEE

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Special Thanks
to Marilyn Quilty for
providing photography
throughout this plan.





Summary of the Strategic Planning Process

The strategic plan is a powerful tool that can help a district stay focused on what it is, what it wants to be, and how to achieve its goals. It represents “the set of actions an organization chooses to pursue in order to achieve its objectives. These deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities, and resources of an organization can work effectively to accomplish a collective purpose.” (Curtis & City, 2010, p. 20). The strategic planning process affords the opportunity to seek feedback from constituents that comprise the school district: students, parents/guardians, staff, administrators, school committee, and the community, in order to best serve the educational community in the future.

Beginning in the Fall of 2025, members of the Duxbury Public Schools and the community came together to develop a strategic plan that would serve as a roadmap for improvement for the 2026-27 through 2030-31 school years. The following three-step strategic planning process was employed to help guide the planning process:



1 **Phase One** represented an important step in building a strong foundation for the strategic planning process. In this phase, relevant data representing the performance of the Duxbury Public Schools was collected, and community input and feedback were solicited. A series of forums was conducted with parents/guardians, community leaders, the school committee, staff, and the district leadership team members. Ex-post facto data on the Duxbury Public Schools were also collected for use in Phase Two of the process. This data guided the Strategic Planning Committee's work in Phase Two of the process.

2 In **Phase Two**, a Strategic Planning Committee was established to begin the important work of analyzing internal and external data to guide the development of core values, a vision, and a mission. The current strategic plan was also assessed to inform the development of a new plan. During Phase Two work, members of the Strategic Planning Committee analyzed internal and external data to identify common themes, referred to in the plan as focus areas. The Strategic Planning Committee established strategic objectives for each focus area, key actions for each objective, and identified outcomes for each strategic initiative. A theory of action was also developed from the Focus Areas and mission.

3 In the **Final Phase** of the strategic planning process, the Strategic Planning Committee discussed how the newly developed contents of the district strategic plan could be implemented both vertically and horizontally in the organization to guide the change process over the next five years. Strategies were highlighted to ensure that district improvement would focus on the identified Focus Areas.



The Mission Statement explains who we are and highlights our fundamental reason for existing. When others read the mission statement, they should understand what our core role is as a regional school district. The mission creates fundamental questions for all organizations to ask:

What is it that we do?

Who benefits from our work?

What are the results of our work?

The Strategic Planning Committee reviewed all collected data from parents/guardians, community members, and staff, and then engaged in a great deal of conversation regarding the aforementioned questions and developed the following mission statement:

OUR MISSION

What we do

To empower resilient critical thinkers in a safe and equitable learning environment.



OUR VISION

What we aspire to be

All students will pursue lifelong learning, developing the empathy and confidence to improve themselves, their communities, and their world.

A Vision Statement represents an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. It is intended to be our compass – our North Star. The vision statement should be a brief but concise statement that clearly exemplifies the district's vision for those it serves.



OUR VALUES

What we believe

Rise with the Tide.
Soar like a Dragon.

- R** - Relationships
- I** - Inclusivity
- S** - Students-First
- E** - Empowered Learners & Educators



The Duxbury Public Schools' Core Values should remain constant in an ever-changing world. These values provide the foundation for our work and influence how we conduct ourselves and engage with others. The following set of core values has been established:



THEORY OF CHANGE

If we operationalize the PK-12 Duxbury Portrait of a Graduate and empower our faculty and staff with robust professional development and collaborative learning.

Then we will create the necessary high-quality instructional environments.

In order to maximize student learning and growth and ensure all graduates are resilient, healthy, communicative and engaged citizens.

An organization's theory of change represents a set of actions that will be implemented in order to improve the organization and help it reach its mission. The theory of action is closely related to the strategic objectives and how their implementation will lead to organizational improvement.



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FOCUS AREAS & STRATEGIC OBJECTIVES 2026 - 2029

After developing core values, a vision, and a mission, the Strategic Planning Committee began the work of developing the focus areas that will serve as the core priorities of district improvement for the next three years. Each Strategic Objective is highlighted in our action plan that includes multiple strategic initiatives and key actions for each priority, including data sources, intended outcomes (Key Performance Indicators or KPIs), financial impact, and the communication plan. The following four Strategic Objective areas emerged from the planning process:

- 1** Operationalize PK-12 Portrait of a Graduate
- 2** Focus on Student Learning and Growth
- 3** Empower Faculty and Staff
- 4** Maximize Organizational Partnerships and Collaboration

Focus Area

1

Operationalize PK-12 Portrait of a Graduate

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.

The Duxbury Public Schools’ Portrait of a Graduate serves as a vital framework that defines the essential skills, mindsets, and character traits students need to thrive beyond graduation. As detailed in the Portrait, this work is fundamentally important because it ensures that as students mature through the PK-12 system, they are intentionally prepared for the rigors of post-secondary education, the workforce, and service at local, national, and global levels. By anchoring the strategic plan in this vision, the district ensures academic excellence is seamlessly integrated with the personal development needed to navigate a rapidly changing world.

Represented by the navigating sailboat, the framework establishes four core pillars that guide student growth:

- **Empowered & Healthy Individuals:** Students cultivate self-awareness, self-efficacy, and personal autonomy. They learn to understand their own strengths and values, practice self-reflection, self-advocate for mentorship, and prioritize a healthy life balance.
- **Communicators & Collaborators:** Through diverse mediums, learners become skillful at reading, writing, speaking, creating, and listening. They articulate informed viewpoints, engage in respectful discourse during disagreements, and work effectively in leadership and support roles within diverse teams.
- **Engaged Citizens:** At each of our schools and extending into the wider community, students actively participate in civic life, critically interpret media to engage in democracy, embrace diversity, and recognize their responsibility to advocate for others.
- **Resilient & Flexible Learners:** Cultivating curiosity, students learn to take responsible risks, manage adversity, and view mistakes and setbacks not as failures, but as critical opportunities for growth and lifelong learning.



Ultimately, the Portrait of a Graduate work is critical because it moves education beyond standardized testing, fostering empathy and respect for oneself, others, and the broader world. This strategic focus ensures that every Duxbury graduate emerges as a confident, empathetic leader equipped to solve complex problems and contribute meaningfully to global improvement.

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Focus Area

1

Operationalize PK-12 Portrait of a Graduate

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.

Strategic Initiative 1.1

Create learning conditions to ensure students are communicators and collaborators

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Students have consistent opportunities to practice effective written and verbal communication skills, including as components of assessments and capstones. - Collaboration is embedded into lessons on a weekly basis. - Students have opportunities to read, write, speak, and create across all content areas and electives. - Evidence of communication and collaboration instruction is present in curriculum maps. - Portrait of a Learner profiles are established at each school.	- Establish a shared PK-12 vision for developing students as communicators and collaborators through faculty and department discussions and establishing Portrait of a Learner profiles at each school. - Establish districtwide guidance for technology and AI use through an AI/Technology Committee, including an audit of current practices and development of recommendations for appropriate classroom use.	KPI 1: Increase the percentage of students who report regularly engaging in meaningful communication and collaboration across their learning experiences. KPI 2: Increase the percentage of courses/grade-level curriculum maps that explicitly incorporate communication and collaboration competencies aligned to the Portrait of a Learner. KPI 3: Increase the percentage of students demonstrating proficiency in communication and collaboration through common performance assessments, capstones, or other identified measures.	Low to Moderate - Potential curriculum stipends for educators - Cost of printing and design for Portrait of a Learner visual graphics for schools.

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Strategic Initiative 1.2

Create learning conditions to empower every student to thrive as resilient and flexible learners

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Students have consistent opportunities to participate in authentic, real-world learning across all content areas and electives. - Deeper learning, critical thinking, and analysis are present in daily lessons. - Rigor, higher-level thinking, and high expectations are evident in our classrooms. - Evidence of resilient and flexible learners instruction is present in curriculum maps. - Portrait of a Learner profiles are established at each school.	- Establish a shared PK-12 vision for developing resilient and flexible learners through faculty and department discussions and establishing Portrait of a Learner profiles at each school. - Expand authentic, real-world learning experiences across grades and content areas, including project-based learning and opportunities for students to apply knowledge to meaningful problems and situations.	KPI 1: Increase the percentage of students who report regularly engaging in resilience and flexible thinking across their learning experiences. KPI 2: Increase the percentage of courses/grade-level curriculum maps that explicitly incorporate resilient and flexible learner competencies aligned to the Portrait of a Learner. KPI 3: Increase the percentage of students demonstrating proficiency in communication and collaboration through common performance assessments, capstones, or other identified measures.	Low to Moderate - Potential curriculum stipends for educators - Cost of printing and design for Portrait of a Learner visual graphics for schools.



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Strategic Initiative 1.3

Create learning conditions to ensure students become empowered and healthy individuals

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Students have high-quality health education at all levels. - Restorative Practices are in place at all levels. - SEL/CASEL Competencies are visible in all classrooms. - Students operate with academic integrity. - Students have frequent opportunities for movement throughout the day. - Students have strategies to manage stress and understand healthy life balance. - Students and educators are responsible users of AI. - Evidence of resilient, empowered, and healthy individuals instruction is present in curriculum maps. - Opportunities for joy and community-building happen at all levels for students and DPS staff.	- Establish a shared PK-12 vision for developing empowered and healthy individuals through faculty and department discussions and establishing Portrait of a Learner profiles at each school. - Build staff capacity in social-emotional learning, executive functioning instruction, and restorative practices through professional learning. 	KPI 1: Increase the percentage of students who report regularly engaging in healthy and empowered individuals across their learning experiences. KPI 2: Increase the percentage of courses/grade-level curriculum maps that explicitly incorporate healthy and empowered individuals competencies aligned to the Portrait of a Learner. KPI 3: Increase the percentage of students demonstrating proficiency in healthy and empowered individuals through common performance assessments, capstones, or other identified measures.	Low to Moderate - Potential curriculum stipends for educators - Cost of printing and design for Portrait of a Learner visual graphics for schools. 

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Strategic Initiative 1.4

Create learning conditions to create engaged citizens

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Students have opportunities for volunteer opportunities and partnerships at all levels. - Students have multiple opportunities to pursue civics projects. - Evidence of opportunities for instruction focused on engaged citizenship is present in curriculum maps. - Community-based learning experiences are expended at the high school level. - Portrait of a Learner profiles will be established at each school.	- Establish a shared PK-12 vision for developing engaged citizens through faculty and department discussions and establishing Portrait of a Learner profiles at each school. - Expand authentic community engagement, partnerships, and required civics projects to provide multiple opportunities for all students district-wide.	KPI 1: Increase the percentage of students who report regularly participating in activities intended to foster engaged citizens across their learning experiences. KPI 2: Increase the percentage of courses/grade-level curriculum maps that explicitly incorporate engaged citizens competencies aligned to the Portrait of a Learner. KPI 3: Increase the percentage of students demonstrating proficiency as engaged citizens through common performance assessments, capstones, or other identified measures.	Low to Moderate - Potential curriculum stipends for educators - Cost of printing and design for Portrait of a Learner visual graphics for schools.



Focus Area

2

Focus on Student Learning and Growth

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.

Strategic Initiative 2 is the engine that transforms the district's aspirational vision into measurable student success. Our work on Strategic Initiative 2 addresses a rapidly changing technical and cultural landscape, including the integration of balanced technology parameters and thoughtful AI protocols, to ensure students are thoroughly prepared for the 21st-century workforce. This objective is vital because it shifts the educational environment from passive instruction to active empowerment, ensuring that every student, across all grade levels, achieves continuous academic growth. By prioritizing data-driven decisions and updated grading practices, the district will ensure that assessments are equitable, transparent, and accurately reflective of true student mastery rather than standardized compliance. To realize this vision, Duxbury Public Schools is executing a structured, three-year roadmap designed to maximize academic potential through the following targeted initiatives:

- **Curriculum Refinement & Review Cycles:** The district is establishing a standardized, systematic review cycle, prioritizing refinements in elementary mathematics and social sciences to guarantee instructional rigor and vertical alignment.
- **Robust Support Systems & Dashboards:** To ensure no child falls behind, the district is deploying data-driven dashboards. These systems monitor student progress in real time, empowering educators to deliver targeted interventions and streamlining communication among school staff, parents, and administrators.
- **Deeper Learning & Productive Struggle:** Classrooms are shifting toward high-expectations instructional design, with a mandate that observed lessons show explicit evidence of deeper learning, critical thinking, and analysis. Teachers are explicitly trained to facilitate productive struggle, helping students navigate challenging academic tasks.
- **Authentic, Real-World Learning:** Every core content area will embed authentic, real-world learning components into at least two major units. This culminates in a requirement that all Duxbury students participate in authentic learning opportunities every year.
- **Evaluating Grading Philosophies:** Educators are actively investigating current grading practices and refining homework philosophies to ensure that homework is meaningful and feedback is timely, accurate, and focused purely on actual learning and performance.

Through these combined efforts, Strategic Initiative 2 creates an equitable environment where students feel safe taking risks, view mistakes as learning opportunities, and build the confidence necessary to become resilient, lifelong learners.

Focus on Student Learning and Growth

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.

Strategic Initiative 2.1

Ensure that students have access to high-quality instruction and curriculum materials

Intended Outcomes	Key Actions	KPIs	Financial Impact
- High-quality elementary mathematics instructional materials are used at Chandler and Alden Schools. - High-quality instructional materials are being utilized in History/Social Science K-12. - Robust Tier 1 instruction, including Culturally Responsive teaching practices, are present at all levels. - Students have increased access to Dual Enrollment Courses, School to Career Pathways at DHS, and volunteering opportunities with community partners.	- Strengthen Tier 1 curriculum and instruction by reviewing, adopting, and fully implementing high-quality, standards-aligned instructional materials in mathematics, History/Social Science, and Science, Technology and Engineering, while expanding engaging, hands-on, culturally responsive, and technology-enhanced instructional practices across classrooms. - Ensure learning conditions support high-quality instruction by annually reviewing class sizes and using findings to inform staffing and budget decisions that support recommended class sizes across all grade levels. - Expand rigorous learning and career-connected opportunities by strengthening partnerships with higher education and local industries and increasing student access to Dual Enrollment and School to Career Pathways.	KPI 1: Percentage of identified grade levels and content areas implementing district-adopted high-quality instructional materials with fidelity, as evidenced through curriculum maps, implementation reviews, and instructional walkthroughs. KPI 2: Increase the percentage of classrooms demonstrating evidence of high-quality Tier 1 instruction, including culturally responsive and inclusive instructional practices, as measured through district walkthrough data and other identified instructional indicators. KPI 3: Increase the number of students participating in expanded learning opportunities, including Dual Enrollment, School-to-Career pathways, and community-based volunteer experiences, with participation data reviewed to ensure access across student groups.	Moderate: - Sustained licensing, material replenishment, and ongoing professional development costs. - Potential partnership or tuition costs associated with expanding Dual Enrollment agreements. 

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Strategic Initiative 2.2

Refine MTSS to improve achievement outcomes for at-risk student subgroups (IEP, 504, EL, and low income)

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Consistent Student Support Team Systems are in place. - District Curriculum and Accommodation Plan is used effectively at all levels. - Assessment tools used provide meaningful and useful data. - Research-based Tier 1 and Tier 2 instructional materials are identified and available for all educators. - Consistent and effective co-teaching model is in place. 	- Strengthen and standardize the district-wide MTSS framework by establishing consistent K-12 Student Support Team (SST) processes, clarifying DCAP expectations, and ensuring sustainable special education and intervention caseloads. - Improve targeted instruction and intervention for at-risk student groups by ensuring educators have access to high-quality specialized instructional materials, effective co-teaching practices, and appropriate Tier 1 and Tier 2 supports. - Strengthen the use of assessment and progress-monitoring data to identify student needs, evaluate the effectiveness of interventions, and make timely adjustments to instruction and individual student supports.	KPI 1: Increase the percentage of schools demonstrating consistent implementation of district-defined MTSS practices, including Student Support Team processes, use of the District Curriculum and Accommodation Plan, research-based Tier 1 and Tier 2 supports, and effective co-teaching practices. KPI 2: Increase the percentage of students receiving Tier 2 supports who demonstrate expected progress toward identified academic and/or behavioral goals, as measured through district-approved assessment and progress-monitoring tools. KPI 3: Increase achievement and growth for students with IEPs, students with 504 plans, English Learners, and students from low-income backgrounds, as measured by district and state assessments, with a focus on reducing achievement gaps between identified student groups and the overall student population.	Moderate: - Ongoing operational and maintenance costs for the district universal screeners, intervention instructional materials, and Data Dashboard. - Potential adjustments to staffing allocations (such as interventionists or coaches) to sustain high-performing MTSS structures. 

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Strategic Initiative 2.3

Use data to make instructional decisions and provide timely feedback

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Formative assessments are used to inform instruction, for student groupings, and for intervention. - Beginning-of-course and end-of-course assessments are developed to measure student growth. - Standardized assessments are used to track student achievement growth, including students working at or above grade level, identify trends, inform instruction, and for student groupings and intervention. - District-wide data protocol is used during Grade Level, Department, and PLC meetings.	- Establish consistent assessment practices across the district by implementing formative assessments at the elementary level and common assessments in secondary courses to measure student learning and growth. - Use multiple sources of student data to drive timely instructional responses, including flexible grouping, targeted interventions, and actionable feedback to students.	KPI 1: Increase the percentage of grade-level, department, and PLC teams consistently using the district data protocol to analyze formative and standardized assessment data and make documented decisions about instruction, student groupings, and interventions. KPI 2: Increase the percentage of identified courses and content areas using common beginning- and end-of-course assessments to measure student growth and inform curriculum and instructional decisions. KPI 3: Increase the percentage of the “all students” subgroup reaching identified growth targets as measured through formative, benchmark, and other district-approved assessments.	Moderate: - Continued budgeting for Data Dashboard maintenance and platform updates. - Utilize parent reports from District Data Dashboard during parent conferences to give families clearer insight into their child's ongoing academic growth.
			

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Strategic Initiative 2.4

Analyze grading structures to determine if practices are effective and consistent

Intended Outcomes	Key Actions	KPIs	Financial Impact
- District graduation and Competency Determination requirements are aligned with Statewide Graduation Framework. - Consistent grading practices are in place at all levels. - Homework assigned is meaningful and developmentally appropriate.	- Ensure graduation and Competency Determination requirements remain aligned with state regulations and that the district's Program of Studies supports alignment with MassCore expectations. - Establish consistent and transparent grading, reporting, and homework practices by reviewing current practices and implementing common, criteria-based approaches and expectations across grade levels and departments.	KPI 1: Increase the percentage of schools, grade levels, and departments implementing district-aligned grading and homework practices, as measured through periodic reviews of policy adherence, grading practices, course expectations, and stakeholder feedback. KPI 2: 100% of district graduation and Competency Determination requirements are aligned with the Massachusetts Statewide Graduation Framework, with requirements reviewed annually and clearly communicated to students, families, and staff.	Low: Potential funding for district committee work on grading and homework review
			

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Focus Area

3

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.



Strategic Objective 3 recognizes a fundamental truth in education: student success is deeply dependent on, and tied to, staff success. Fostering a staff culture of professional excellence and collective efficacy is vital because high-quality instruction is the single most impactful school-based factor in student growth. By moving beyond traditional, compliance-driven evaluations and investing in a robust system of continuous feedback, coaching, and peer leadership, the district ensures that educators feel valued, supported, and empowered. In an era of rapid technological change and shifting student needs, this objective is critical to attracting, developing, and retaining top-tier educational talent while cultivating an environment of mutual trust, transparency, and collaborative innovation. In order to build a deeply supportive and dynamic professional environment, Duxbury Public Schools will execute the following initiatives over the next three years:

- **Culture of Professional Excellence:** Focus heavily on building collective efficacy, the shared belief that educators can positively impact every student through targeted leadership opportunities and collaborative trust.
- **Job-Embedded Professional Learning:** Integrate relevant professional development directly into the structure of the regular workday. This ensures training is ongoing, practical, and immediately applicable to classroom instruction.
- **Robust Feedback and Coaching:** Transition from rigid, traditional evaluations toward a supportive model centered on instructional coaching, meaningful peer feedback, and continuous mentorship.
- **Leveraging Internal Expertise:** Maximize collaborative time to tap into the immense wealth of knowledge held by veteran staff, establishing formal avenues for peer-to-peer learning and internal resource sharing.
- **Modern Technological Integration:** Equip faculty with advanced instructional tools, including thoughtful AI protocols and digital resources, ensuring staff are fully trained to prepare students for a 21st-century workforce.

Through these targeted efforts, Strategic Initiative 3 elevates the entire profession within Duxbury Public Schools, transforming professional growth into a shared, energizing journey that directly benefits every student in the district.

Focus Area

3

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.

Strategic Initiative 3.1

Operationalize a System of Feedback and Coaching for Staff

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Duxbury Public Schools Portrait of an Educator is established. - Coaching and peer observation opportunities are in place, in addition to evaluation. - Educators receive timely feedback on their own practice. 	- Develop and integrate a district-wide Portrait of an Educator that defines shared expectations for effective professional practice and informs reflection, feedback, and professional growth. - Strengthen a collaborative culture of feedback and coaching by expanding opportunities for peer observations, instructional walkthroughs, and meaningful self-reflection.	KPI 1: Increase the percentage of educators demonstrating understanding and application of the district's Portrait of an Educator competencies, as evidenced through professional learning, reflection, goal-setting, and feedback processes. KPI 2: Increase the percentage of educators participating annually in coaching, peer observation, or other structured collaborative learning opportunities outside of the formal evaluation process.	Low: Long-term integration of continuous peer-coaching substitute coverage into the operational district budget 

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Strategic Initiative 3.2

Cultivate a Collaborative and Empowered Professional Culture

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Professional Learning Communities foster meaningful professional dialogue to enhance student outcomes. - Educators are satisfied, engaged, and have a sense of belonging. - Structures and systems support teacher leadership, resulting in enhanced collective efficacy. - A culture of shared responsibility is evident in every school, with all staff working collaboratively to support the success of every student. - Educator-led professional development is embedded within the district's professional development plan.	- Expand meaningful professional collaboration and networking opportunities that promote peer learning, shared problem-solving, and collective responsibility for student success. - Develop and sustain teacher leadership opportunities that empower educators to take active roles in collaborative teams, school and district initiatives, and shared decision-making. - Strengthen a culture of engagement, belonging, and shared responsibility by using staff feedback and district data to inform priorities, strengthen collective efficacy, and support continuous improvement.	KPI 1: Increase the percentage of educators reporting positive levels of engagement, satisfaction, belonging, and collective efficacy, as measured through annual staff survey data. KPI 2: Increase the number of educators participating in leadership roles and leading or facilitating professional learning, including committees, mentoring, coaching, and district professional development. 	Low: Long-term institutionalization of teacher-leadership stipends for teachers participating in district-level committees, or professional learning within the primary district operational budget.

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Strategic Initiative 3.3

Implement Relevant Professional Development

Intended Outcomes	Key Actions	KPIs	Financial Impact
- Job-embedded professional development is routinely integrated into current structures. - Teachers are actively engaged in diverse professional learning opportunities and external professional networks. - Professional collaboration time is used effectively. - Professional learning opportunities offer meaningful choice and personalization when possible.	- Expand relevant, choice-based, and job-embedded professional learning aligned with district priorities and responsive to educator needs, including opportunities for peer coaching, instructional rounds, effective use of AI, and external professional learning opportunities. - Maximize professional collaboration time by establishing clear structures and expectations that promote meaningful learning, collaboration, and application to classroom practice.	KPI 1: Increase the percentage of educators participating in diverse professional learning opportunities, including district-based learning, collaborative learning, and external professional networks. KPI 2: Increase the percentage of educators reporting that professional collaboration time is used effectively and professional learning provides meaningful opportunities for choice and personalization based on educator and student needs.	Low: Reallocation of traditional external professional development funds into sustainable internal workday resources and veteran staff stipends.



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Focus Area

4

Maximize Organizational Partnerships & Collaboration

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

Strategic Objective 4 serves as the operational foundation that secures the entire strategic plan. It is fundamentally important because academic excellence and student empowerment cannot occur without district operational stability, structural safety, and community trust. By prioritizing proactive fiscal management and modern infrastructure, the district ensures that resources are directly and equitably maximized to support classroom learning. Furthermore, true educational success is a shared responsibility. Building strong, transparent, two-way communication and active partnerships with parents, residents, and local organizations ensures a unified community that is mutually invested in the district's future. To guarantee long-term stability and deepen community connections, Duxbury Public Schools will focus on the following key areas over the next three years:

- **Infrastructure & Facilities Modernization:** The district will actively collaborate with the Massachusetts School Building Authority (MSBA) and participate in the Core Program to design and deliver affordable, sustainable, and energy-efficient options for Alden School. Parallel to this major project, DPS will execute a proactive capital maintenance plan across all campus facilities to ensure safe, modern learning environments.
- **Fiscal Responsibility & Resource Optimization:** To maximize the impact of every dollar, the district will rigidly monitor expenditures against a 99% budget spending target. Financial planning will leverage data and community input to guide transparent, equitable discussions regarding student and athletic fees.
- **Proactive Community & Family Engagement:** Recognizing that communication is a two-way street, the district will actively partner with families to identify the most effective, streamlined methods for sharing information. This includes collaborating with caregivers to establish shared, realistic expectations around student independence and balance.
- **Targeted Community Outreach:** To elevate stakeholder involvement, specialized opportunities will be deployed to tackle critical, evolving areas such as AI/technology, athletics, and district priorities.
- **Alumni & Philanthropic Networks:** The district will deliberately build and leverage an active Duxbury Alumni network. By utilizing modern online platforms, DPS aims to bolster fundraising efforts, expand student mentorship opportunities, and strengthen lifelong community connections.

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Maximize Organizational Partnerships & Collaboration

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

Strategic Initiative 4.1 Modernize Infrastructure

Intended Outcomes	Key Actions	KPIs	Financial Impact
- A future plan for the Alden School Building is established. - A proactive facilities maintenance plan is available for each school. - A 10-year capital plan is established based on comprehensive assessments of each building. - District facilities operate safely, efficiently, and effectively to support educational programming and community needs.	- Advance the Alden School Building Project through required MSBA planning, feasibility, design, and approval milestones to position the project for funding and implementation. - Assess and prioritize district-wide facility needs through comprehensive reviews of building conditions, safety, environmental systems, utilities, and infrastructure. - Develop a long-term, proactive approach to facilities management through a centralized maintenance program and a prioritized 10-year capital improvement plan.	KPI 1: 100% of district schools have a current, proactive facilities maintenance plan, supported by a comprehensive 10-year capital plan that identifies and prioritizes infrastructure needs, timelines, and anticipated costs. KPI 2: Complete 100% of identified planning milestones for the future of the Alden School building within established timelines, including facility assessment, options analysis, stakeholder engagement, funding strategy, and School Committee approval of a recommended long-term plan.	High: Authorization of the comprehensive project debt-exclusion bond package alongside secured multi-million dollar MSBA grant reimbursement pairings.

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Strategic Initiative 4.2 Diversify Fiscal Resources

Intended Outcomes	Key Actions	KPIs	Financial Impact
- School funding is expended efficiently based on Strategic Plan objectives. - A data dashboard is implemented to ensure investments in district resources yield positive outcomes for students. - Learning experiences and activities are accessible for all students, based on expense audit recommendations - A fee structure is implemented, based on a comprehensive fee review process. - Essential services are prioritized across the district.	- Align district resources with strategic priorities and student outcomes by evaluating programmatic and staffing investments, prioritizing essential services, and using a district data dashboard to measure the impact of resource allocation. - Reduce financial barriers to student participation by reviewing student and family expenses, strengthening scholarship and fundraising opportunities, and implementing equitable processes for fees and school-sponsored activities. - Strengthen long-term fiscal sustainability by establishing consistent fee-review processes, maximizing operational efficiencies, and responsibly expanding alternative revenue sources, including sponsorship and advertising opportunities.	KPI 1: Increase the percentage of district expenditures that are clearly aligned with Strategic Plan priorities and monitored through the district Data Dashboard, with annual review of the impact of key investments on student outcomes. KPI 2: Increase student access to district learning experiences, programs, and activities, as measured by implementation of expense audit recommendations and participation data, with a focus on reducing financial barriers to participation. KPI 3: 100% of district fees and identified essential services are reviewed annually using established criteria for sustainability, equity, and alignment with Strategic Plan priorities, with resulting recommendations incorporated into the annual budget process.	Low: Long-term enhancement of district fiscal stability, reducing total reliance on the municipal tax base for auxiliary student opportunities. 



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Strategic Initiative 4.3

Build High-Impact Community Partnerships through Proactive Two-Way Communication

Intended Outcomes	Key Actions	KPIs	Financial Impact
- District has comprehensive communication plan aligned from district, school, and teaching staff. - Parent and community representation is present on councils, task forces, such as policy, AI/tech, and athletics. - Regular alumni communications are established, and alumni connections are strong. - Family University program is established to support an aligned school-family partnership. - Strong partnerships with local businesses and organizations are established that provide relevant, career-focused experiential learning opportunities for students.	- Strengthen proactive, consistent two-way communication by implementing an aligned district-wide communication framework across district, school, and classroom levels. - Expand meaningful family and community engagement by creating sustainable opportunities for parents, community members, and alumni to participate in district decision-making, provide feedback, and support students. - Strengthen school-family partnerships by developing and expanding a Family University program that provides families with relevant learning opportunities and resources to support student success.	KPI 1: Increase the percentage of families and staff reporting that district and school communication is timely, clear, consistent, and provides meaningful opportunities for two-way engagement, as measured through annual stakeholder survey data. KPI 2: Increase family, community, and alumni participation in district engagement opportunities, including councils, task forces, Family University programming, and alumni initiatives, as measured through annual participation and representation data.	Low: Long-term integration of continuous Family University operational requirements and community engagement platform licenses. 

DUXBURY PUBLIC SCHOOLS | STRATEGIC PLAN 2026-2029

Glossary of Terms

- A**
- AI (Artificial Intelligence):** Emerging digital tools and technologies integrated into learning environments. The district aims to establish guidelines and training for both students and staff regarding responsible, ethical AI use and academic integrity.
 - Alden School Building Project:** A major district infrastructure initiative participating in the Massachusetts School Building Authority (MSBA) Core Program to plan, design, and secure funding for modernizing or replacing the Alden Elementary School.
 - AP (Advanced Placement):** College-level courses and standardized exams offered in high school.
- B**
- BOY / EOY (Beginning of Year / End of Year):** Assessment points used across grade levels and subjects to establish student baseline performance at the start of a course/year and measure cumulative growth by the end.
- C**
- CASEL (Council for Academic, Social, and Emotional Learning):** A framework defining core social-emotional competencies (e.g., self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) integrated into daily classroom instruction.
 - Civics Projects:** State-mandated student learning projects designed to promote active citizenship, community engagement, and democratic participation.
 - Co-Teaching:** An instructional model where two or more certified educators (such as a general education teacher and a special education teacher) jointly deliver instruction to a diverse group of students in a single classroom setting.
 - Collective Efficacy:** The shared belief among educators that through their combined, collaborative efforts, they can positively influence student learning outcomes across all achievement levels.
- D**
- Data Dashboard:** A centralized, digital platform implemented district-wide to consolidate student academic history, assessment results, and subgroup trends, allowing educators and administrators to make real-time, data-informed instructional decisions.
 - Data Protocol:** A standardized, structured step-by-step process used by educators during grade-level, department, and PLC meetings to analyze student performance data, identify learning gaps, and adjust instructional strategies.
 - DCAP (District Curriculum and Accommodation Plan):** A district framework outlining accommodations, instructional strategies, and Tier 1/Tier 2 support available to regular education students to help them succeed in the general classroom before requiring formal special education evaluations.
 - Deeper Learning:** An educational approach where students build core academic knowledge and master critical thinking, problem-solving, collaboration, and self-direction so they can apply what they learn to real-world situations.
 - DHS:** Duxbury High School.
 - DMS:** Duxbury Middle School.
 - Dual Enrollment / School-to-Career Pathways:** High school programs partnered with higher education institutions and local industries that allow students to earn college credit or gain real-world career experience prior to graduation.



DUXBURY PUBLIC SCHOOLS

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Glossary of Terms

- E**
- **EL (English Learner):** Students receiving language support services to develop English proficiency while accessing standard academic curricula.
 - **Executive Functioning:** Executive functioning skills for students are a set of cognitive processes managed by the brain's prefrontal cortex that act like an "air traffic control system". They allow students to plan, focus attention, remember instructions, manage multiple tasks, and regulate their behavior and emotions to achieve academic and personal goals.
- F**
- **Family University:** A newly planned district program offering a series of workshops and learning sessions for parents and caregivers to foster strong, aligned partnerships between home and school.
 - **Formative Assessment:** Ongoing, informal, and formal diagnostic checks used by teachers during the learning process to gauge student understanding, adapt daily instruction, and provide actionable feedback.
- I**
- **IEP (Individualized Education Program):** A legally binding document defining specialized instruction, services, and goals tailored for a student with an identified disability.
 - **iReady / mClass:** Universal screening and diagnostic assessment tools used in reading and mathematics to benchmark performance, track student growth, and identify students needing additional support.
- K**
- **KPI (Key Performance Indicator):** Specific, quantifiable metrics and target outcomes used to evaluate the success and progress of strategic initiatives over the plan's three-year period.
- M**
- **MassCore:** A state-recommended program of high school study intended to align high school course completion with college and workforce readiness standards.
 - **MSBA (Massachusetts School Building Authority):** The state agency that collaborates with Massachusetts cities and towns to fund and build modern, financially sustainable school facilities.
 - **MTSS (Multi-Tiered System of Supports):** A framework that provides targeted academic, behavioral, and social-emotional interventions to support students at varying intensity levels based on individual need.
- N**
- **NEASC (New England Association of Schools and Colleges):** A regional accreditation body that evaluates educational quality and institutional alignment.
- P**
- **PLC (Professional Learning Community):** Collaborative teams of educators who meet regularly to share expertise, analyze student work and data, and refine teaching strategies to improve student learning outcomes.

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Glossary of Terms

- **PoaG (Portrait of a Graduate):** The district's overarching vision framework defining the key attributes, mindsets, and competencies all Duxbury students should possess upon graduation (Empowered & Healthy Individuals, Communicators & Collaborators, Engaged Citizens, and Resilient & Flexible Learners).
 - **Portrait of a Learner:** Building-specific adaptations (Chandler, Alden, DMS, DHS) that translate the district-wide Portrait of a Graduate competencies into developmentally appropriate profiles for each age level.
 - **Portrait of an Educator:** A newly established framework defining the professional traits, pedagogical skills, and collaborative mindsets expected of Duxbury faculty members.
 - **Primary Source:** a firsthand, original record or piece of evidence created by someone who witnessed, participated in, or experienced an event. These sources are created during the time period being studied and offer raw data without third-party interpretation.
- R**
- **Restorative Practices:** A relational approach to school discipline and community building that focuses on resolving conflict, repairing harm, and holding individuals accountable while maintaining strong interpersonal relationships.
 - **RISE:** The district's core value acronym standing for Relationships, Inclusivity, Students-First, and Empowered Learners & Educators.
- S**
- **SEL (Social-Emotional Learning):** The process through which children and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, show empathy, and make responsible decisions.
 - **SEPAC (Special Education Parent Advisory Council):** A parent-led organization serving as a resource and advisory group for families of students with special needs and learning differences.
 - **SST (Student Support Team):** A multidisciplinary team of educators, specialists, and administrators who gather to review individual student progress, analyze learning or behavioral concerns, and design targeted interventions.
 - **504 Plan:** An accommodation plan under Section 504 of the Rehabilitation Act that ensures a student with a recognized disability receives equal access to learning through specific environmental and instructional accommodations.
- T**
- **Theory of Change:** A foundational "if-then-so that" statement that outlines how the strategic objectives work together to achieve the district's long-term vision and mission.
 - **Tier 1: Tier 2, and Tier 3 Instruction:**
 - Tier 1: High-quality core classroom instruction delivered to all students.
 - Tier 2: Supplemental, small-group targeted interventions provided to students needing extra support.
 - Tier 3: Intensive, individualized interventions designed for students with significant academic or developmental needs.
- V**
- **Vertical Alignment:** The intentional continuity and connection of curriculum, skills, and expectations across all grade levels (PK through 12th grade) so learning builds logically year after year.

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DUXBURY PUBLIC SCHOOLS

2026-29 STRATEGIC PLAN

VISION

All students will pursue lifelong learning, developing the empathy and confidence to improve themselves, their communities, and their world.

MISSION

To empower resilient critical thinkers in a safe and equitable learning environment.

CORE VALUES

**"RISE with the Tide.
Soar like a Dragon."**

- R** - Relationships
- I** - Inclusivity
- S** - Students-First
- E** - Empowered Learners & Educators



STRATEGIC FOCUS AREAS

Operationalize PK-12 Portrait of a Graduate



Focus on Student Learning & Growth



Empower Faculty & Staff



Maximize Organizational Partnerships & Collaboration



The Duxbury Public Schools Strategic Plan serves as a roadmap to guide and focus our work as a school division to support all students and build strong connections among schools, families and the community.



DUXBURY PUBLIC SCHOOLS

2026-29 STRATEGIC PLAN

STRATEGIC OBJECTIVES

Operationalize PK-12 Portrait of a Graduate	Focus on Student Learning & Growth	Empower Faculty & Staff	Maximize Organizational Partnerships & Collaboration
Empowered and Healthy Individuals: Students develop self-awareness, autonomy, and balance while learning to leverage their strengths, self-advocate, and practice self-reflection.	Curriculum Refinement and Review Cycles: The district is establishing a standardized, systematic review cycle to guarantee instructional rigor and vertical alignment	Culture of Professional Excellence: Focus on building collective efficacy, the shared belief that educators can positively impact every student through targeted leadership and trust.	Infrastructure and Facilities Modernization: Collaborating with the MSBA, the district will design sustainable options for Alden School while implementing a proactive maintenance plan across all campus facilities.
Communicators and Collaborators: Learners build strong communication and collaboration skills across diverse mediums, learning to express informed views, navigate disagreement respectfully, and thrive in team roles.	Robust Support Systems and Dashboards: Data-driven dashboards monitor real-time student progress, enabling targeted support and streamlining communication among educators, parents, and administrators.	Job-Embedded Professional Learning: Integrate ongoing, practical professional development into the regular workday so training directly enhances daily classroom instruction.	Fiscal Responsibility and Resource Optimization: To maximize every dollar, the district will enforce a strict 99% spending target while using data and community input to guide transparent, equitable decisions on student fees.
Engaged Citizens: Students actively participate in civic life, critically evaluate media, embrace diversity, and advocate for others within their school and community.	Deeper Learning and Productive Struggle: Classrooms are shifting toward high-expectation instruction that demands critical thinking, with teachers trained to guide students through productive academic struggle.	Robust Feedback and Coaching: Shift from traditional evaluation systems toward a supportive model focused on instructional coaching, peer feedback, and continuous mentorship.	Proactive Community and Family Engagement: Partnering with families, the district will streamline communication and establish shared expectations for student independence and balance.
Resilient and Flexible Learners: Curious and resilient, students learn to take responsible risks, navigate setbacks, and treat mistakes as opportunities for lifelong growth.	Authentic Real-World Learning: Every core subject will integrate real-world learning into at least two units, ensuring all Duxbury students engage in authentic experiences annually.	Leveraging Internal Expertise: Maximize collaboration to leverage staff expertise through formal peer learning and resource sharing.	Targeted Community Outreach: To boost stakeholder engagement, targeted opportunities will focus on key priorities like AI, technology, and extracurricular offerings.
	Evaluating Grading Philosophies: Educators are refining grading and homework practices to ensure assignments are meaningful and feedback is timely, accurate, and focused purely on student learning.	Modern Technological Integration: Equip faculty with advanced instructional tools, including thoughtful AI protocols, to prepare students for the modern workforce.	Alumni and Philanthropic Networks: The district will launch an active alumni network via modern platforms to boost fundraising, expand student mentorship, and strengthen community connections.

The Duxbury Public Schools Strategic Plan serves as a roadmap to guide and focus our work as a school division to support all students and build strong connections among schools, families and the community.

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
	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 Support Team (SST)	- Strategic Plan- Strategic Objective 2: Focus on Student Learning - School Improvement Plans - Chandler/Alden: enVision 2027 & math monitoring - DMS: Math Specialist & 90% growth - DHS: Credit Recovery pilot & Dual Enrollment - Supt./Asst. Supt. Goals- Goal 1: SST audit, Open Architects platform, iReady	- 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
	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: Conduct community-	math/reading growth targets	instructional and intervention decisions.

Strategic Objective	Integrated Action Steps	Alignment	KPI/ Target Performance Metrics
	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 at least two peer observations per year, while DHS pilots a peer walkthrough and student shadow program.	● 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 Portrait of an Educator. ● At least 85% 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
	● 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 the dedicated Alden School Building Project Committee to complete MSBA Core Program Eligibility requirements using the \$1,750,000 Town Meeting appropriation. Conduct third-party physical facility condition assessments for all four district buildings to 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,	● 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 facility assessments, Goal 4: Family University launch	● 100% completion of Year 1 Feasibility Study MSBA eligibility milestones for the Alden School Building Project. ● 100% of district schools have a completed third-party facility condition assessment informing the 10-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
	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), and build an active Duxbury Alumni network.		

DUXBURY SCHOOL COMMITTEE

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Laurel Deacon
Matt Gambino
Aun Holland
Kathryn Marshall
Jenna Wechsler

To: School Committee
Fr: Matt Gambino
Date: September 22, 2026
Subject: Proposed 2026-2027 School Committee Goals

At our August 7th workshop, our committee identified three broad operational focus areas for the 2026–2027 school year: strategic communication of the new District Strategic Plan, budget oversight aligned with district strategic priorities, and a prioritized schedule for policy review.

The purpose of this document is to translate those broad concepts into a structured, executable goal framework for our review. Utilizing the same format as our 2025–2026 goals, each focus area has been expanded to include a formal narrative description and specific, measurable Key Performance Indicators tied to our 2026–2027 agenda calendar.

This draft is presented for discussion at our September 23rd meeting so that we may refine, align, and finalize our governance priorities for the upcoming year.

Goal 1: Lead Strategic Communication and Community Engagement Around the 2026–2029 District Strategic Plan

Description: This goal focuses on leading proactive, transparent communication to ensure families, staff, municipal partners, and residents understand the four objectives of the 2026–2029 District Strategic Plan: *Operationalize PK-12 Portrait of a Graduate; Focus on Student Learning and Growth; Empower Faculty and Staff; and Maximize Organizational Partnerships and Collaboration.*

Alignment with Superintendent Priorities: Supports the Superintendent's objective to lead the operational rollout of Phase 1 of the Strategic Plan, which includes completing curriculum map audits, establishing building-level Portrait of a Learner profiles across all four schools, and launching the Family University program.

Key Performance Indicators:

- By November 2026, in collaboration with the Superintendent, host at least one dedicated public informational forum and launch a multi-channel communication effort detailing the strategic vision and core pillars of the 2026–2029 plan.
- Between October 2026 and March 2027, review annual School Improvement Plans during regular Committee meetings to evaluate alignment between school-level initiatives, community feedback, and the district's strategic objectives.
- By June 2027, receive and review a Year 1 Strategic Plan Progress Report from the Superintendent evaluating baseline Key Performance Indicators to inform governance decisions and resource allocations for Year 2.

Goal 2: Ensure Strategic Alignment and Fiscal Sustainability in Budget Oversight and Capital Planning

Description: The School Committee is responsible for ensuring that municipal and district financial resources are allocated to support educational priorities. This goal centers fiscal governance on long-term sustainability, ensuring that the FY'28 operating budget, capital requests, and major facility initiatives such as the Alden School Building Project are linked to the 2026–2029 Strategic Plan.

Alignment with Superintendent Priorities: Supports the Superintendent's objective to execute administrative strategies to standardize the Multi-Tiered System of Supports, deploy the centralized Data Dashboard to track subgroup growth, initiate the MSBA Core Program Eligibility Period for the Alden School Building Project, and oversee facility condition assessments across all four school buildings.

Key Performance Indicators:

- Following the October 2, 2026 Budget Workshop and prior to the December 2026 budget vote, ensure the FY'28 operating budget proposal explicitly articulates resource allocations and cost centers tied to Strategic Plan priorities
- Between the December 2026 budget vote and the Spring 2027 Annual Town Meeting, conduct a public information campaign to explain the voted budget and its strategic alignment.
- Throughout the 2026–2027 school year, maintain formal governance oversight of the Alden School Building Project by receiving regular updates on MSBA Core Program milestones and integrating facility condition assessments into the town's 10-year capital planning by June 2027.

Goal 3: Prioritize Policy Review to Support Strategic Objectives and Governance Standards

Description: To support the execution of the 2026–2029 Strategic Plan and maintain operational integrity, the Committee will establish a structured, prioritized policy review schedule that focuses on modernizing key policy areas including but not limited to digital technology, Artificial Intelligence, grading and homework philosophies, and student wellness.

Alignment with Superintendent Priorities: This goal supports the Superintendent's work to convene the districtwide AI/Technology Committee, conduct a PK-12 Executive Functioning and SEL audit via the Health & SEL Review Team, and operationalize the Duxbury Portrait of an Educator to drive growth-oriented evaluation and non-evaluative peer coaching.

Key Performance Indicators:

- By October 2026, in coordination with the Policy Subcommittee, adopt and publish a prioritized Policy Review Schedule for the 2026–2027 school year targeting policies directly impacted by strategic initiatives (e.g., Policy IJNDE Artificial Intelligence, Cell Phone/Smart Device Policy IJNDF check-in, Homework IKB, and Graduation Requirements IKF/IKFE).
- By April 2027, review and vote on at least 75% of the prioritized policies on the 2026–2027 review matrix, ensuring updates comply with MASC model policies, DESE regulations, and local needs.
- By June 2027, evaluate the outcomes of major updated policies (such as district cell phone protocols, AI guidelines, and health/wellness standards) via high-level administrative reporting, focusing on policy effectiveness.

Cc: Danielle Klingaman

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 planning 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 10-year capital plan.
4. District Improvement Goal: By June 2027, various district groups, such as, the Technology Committee, the Health and SEL Review Team, and the Individual School Councils will develop recommendations aligned with identified Strategic Plan focus areas (AI/Student Technology	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
Use Guidelines, Executive Functioning Audit, Family University) and a timeline for initiative implementation.	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.	

Meeting Date	Proposed Agenda Topics	Strategic Plan Alignment
9/9/2026	Opening of School Report Alden School Building Project Update Launch 2026–2029 Strategic Plan FY'26 EOY Financial Closeout School Committee Meeting Calendar Liaison & Subcommittee Reorg Emergency Policy: PROTECT Act / MASC Policy ACL	Objectives 1–4 (Strategic Plan Launch) Initiative 4.1 (Capital Infrastructure) Initiative 4.2 (Fiscal Management) Governance Oversight (Calendar, Reorg & Emergency Policy)
9/23/2026	Strategic Plan Year 1 Action Plans Deep-Dive School Committee Goals Draft Student Presentation: Proposed Outdoor Beach Volleyball Court Superintendent Goals Draft School Committee Onboarding Procedure EOY 2025–2026 Student Achievement Report	Objective 1 (Portrait of a Graduate) Objective 2 (Student Learning) Objective 3 (Faculty Empowerment)
10/2/2026	Public Budget Workshop (9:00 AM – 11:00 AM)	Initiative 4.2 (Fiscal Resources)
10/7/2026	FY'27 Capital Budget Presentation School Improvement Plan Drafts Discussion FY'28 Operating Budget Development Update	Initiative 4.1 (Capital Infrastructure) Initiative 4.2 (Fiscal Planning) Objectives 1–4 (SIP Alignment)
10/21/2026	District Enrollment & Class Size Report Beginning of Year Student Achievement Update Cell Phone / Smart Device Policy Check-In FY'28 Operating Budget Check-In	Initiative 2.1 (Class Size & Tier 1) Initiative 2.3 (Data Systems) Initiative 1.3 / Policy IJNDF
11/4/2026	Q1 Financial Report FY'28 Operating Budget Presentation Alden School Building Project Update	Initiative 4.1 (MSBA Core Program) Initiative 4.2 (Resource Allocation)
11/18/2026	2026 MCAS Results Overview FY'28 Budget Deliberation	Initiative 2.3 (Data & Growth Metrics) Initiative 4.2 (Fiscal Management)
12/2/2026	School Committee FY'28 Budget Public Hearing	Initiative 4.2 (Community Trust & Fiscal Oversight)
12/16/2026	Meeting Hold (or Joint Session with Select Board / FinCom)	Initiative 4.2 & Municipal Alignment
1/6/2027	Guidance Director Report Superintendent & SC Goals (Mid-Year Review) School Improvement Plans (Mid-Year Review) Special Education Subgroup Update Alden School Building Project Update	Initiative 1.3 (Counseling Caseloads) Initiative 2.2 (MTSS & Subgroups) Initiative 4.1 (Infrastructure)
1/27/2027	Centralized Data Dashboard Overview Student Expense Fee Audit & User Fee Review	Initiative 2.3 (Instructional Data Infrastructure) Initiative 4.2 (Reducing Cost Barriers)
2/10/2027	Q2 Financial Report Mid-Year Student Achievement Data Update Alden School Building Project Update	Initiative 2.3 (Mid-Year Learning Data) Initiative 4.1 (MSBA Milestones) Initiative 4.2 (Spending Controls)
3/3/2027	School Choice Hearing & Vote 2027–2028 School Calendar Approval Annual Town Meeting Preparation	Statutory Governance Mandate Initiative 4.2 (Town Meeting Alignment)
3/24/2027	School Lunch & Universal Meals Program Update	Policy EFC / Initiative 1.3 (Student Health & Wellness)
4/7/2027	School Committee Reorganization Summer Retreat & Workshop Planning Post-ATM & Municipal Election Budget Reconciliation	Governance Leadership Transition Initiative 4.2 (Fiscal Management)

Meeting Date	Proposed Agenda Topics	Strategic Plan Alignment
4/28/2027	District Homework Policy Review & Feedback Two-Way Communications & Outreach Audit	Initiative 2.4 / Policy IKB (Homework Philosophy) Initiative 4.3 (Community Partnerships)
5/5/2027	Superintendent Evaluation Materials Submitted School Committee Liaison Appointments Duxbury Educational Foundation Grant Awards Q3 Financial Report	Objective 3 (Superintendent Accountability) Initiative 4.2 (Alternative Revenues) Governance Oversight
5/19/2027	SEPAC Awards School Improvement Plan End-of-Year Updates School Handbooks & Code of Conduct Changes Strategic Plan Action Plans Year 1 Progress Review	Initiative 2.2 (Special Education Outcomes) Initiative 2.4 (Grading & Handbooks) Objectives 1–4 (Year-End Review)
6/9/2027	Superintendent Evaluation Vote & Summative Report School Committee Goals & Self-Evaluation	Objective 3 (Superintendent Evaluation) Policy BAA (SC Operational Review)

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), 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

- Alignment with MA DESE guidance and evolving best practices.
- Human-in-the-loop: AI augments, not replaces, human teaching/learning and professional judgment.
- Equity & Safety: Mitigate bias; protect students; ensure accessibility.
- Privacy & Security by Design: Minimize data; never expose sensitive information.
- Transparency & Accountability: Clear disclosure of AI assistance; cite sources; maintain academic integrity.

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.

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 and School Committee shall vet tools, oversee implementation, and review updates annually. 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 may be used for 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. Teachers should design AI-resilient assessments emphasizing process, drafts, and oral defense.

8. Safety, Security, and Content Restrictions

Sensitive or regulated data must never be entered into AI systems. Users must not generate or request explicit, harmful, or discriminatory content.

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

Annual 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