



School Committee Meeting Exhibits March 11, 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 Street, Duxbury, MA*
Meeting Date: *Wednesday, March 11, 2026* **Time:** *6:00 PM*
Posted by: *Kellie Bresnehan, Chair*

The Local Seen (formerly PAC-TV) will record this meeting. Anyone intending to record this meeting in audio or video should notify the Chair.

Link to live stream meeting: <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.

REVISED AGENDA

Originally posted 3/9/26 @ 10:27am

- | | | |
|---|---|------------------------|
| <p>I. Call to Order/Pledge of Allegiance</p> <p>II. Public Comment</p> <p>III. Consent Agenda</p> | <p>a. Approval of Meeting Minutes - 2/10/26</p> <p>b. Request to approve accounts payable warrant (33)</p> <p>c. Request to approve payroll warrant (34,36)</p> <p>d. SOA Memo from Assistant Superintendent</p> <p>e. TFM Outcome Memo</p> <p>f. Gifts to Schools - Duxbury Boosters for DHS Softball; Duxbury Boosters for DHS Lacrosse; Ann and David Carter for DHS Girls Ice Hockey; Duxbury Boys and Girls Ice Hockey Boosters; Duxbury Education Foundation for DMS/DHS Computer Science Innovation Lab</p> <p>g. Policy Second Reading:</p> <p style="padding-left: 40px;">i. JICH- Alcohol, Tobacco, and Drug Use by Students Prohibited</p> | <p>Action Required</p> |
|---|---|------------------------|

- ii. GBED- Tobacco Use on School Property By Staff Members
- iii. AH- Freedom of Expression and Educational Climate-**Repeal**
- iv. AH-R- Freedom of Expression and Educational Climate-**Repeal**
- v. BA- School Committee Operational Goals
- vi. BAA- School Committee Operational Procedures
- vii. BB- School Committee Legal Status/Elections
- viii. BBA- School Committee Powers and Duties
- ix. BBAA- School Committee Member Authority

VI. New Business

- | | |
|---|----------------------------|
| a. Student Representatives- School Activities/Events Update | Discussion |
| b. Duxbury Youth Softball | Discussion |
| c. Liaison Update | Discussion |
| d. School Calendar Update/Good Friday | Discussion/Action Required |
| e. Update on Title I Funding | Discussion |
| f. Transportation Contract Bid Recommendation (removed) | Action Required |
| g. School Choice Hearing | Action Required |
| h. FY'27 Governor's Budget | Discussion |
| i. Governing Norms & Onboarding Guidelines | Discussion |
| j. FY'27 Budget, Annual Town Meeting Preparation | Discussion |
| k. Policy First Reading | Discussion |
| i. BBBA/BBBB- School Committee Member Qualifications/Oath of Office | |
| ii. BBBC- School Committee Member Resignation | |
| iii. BBBE- Unexpired Term Fulfillment | |
| iv. BCA- School Committee Code of Ethics | |
| v. BDA- School Committee Organizational Meeting | |
| vi. BDB- School Committee Officers | |
| vii. BDC- Appointed School Committee Officials | |
| ix. BDD- School Committee Superintendent Relationship | |

VII. Adjourn

Action Required

Next Meeting of Duxbury School Committee: March 25, 2026, Expected Agenda Items: Annual Town Meeting Discussion, Strategic Planning Update, Transportation Contract Bid Recommendation

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), fax (781-934-9011).

DUXBURY PUBLIC SCHOOLS
School Committee Minutes
 Tuesday, February 10, 2026
 6:00 pm – Alden School, Room 104

- I. Call to Order/Pledge of Allegiance: 6:05 pm
 Present: Danielle Klingaman, Elizabeth Wilcox, Lisa Freeley, B.J. McNamara, Kellie Bresnehan, Laurel Deacon, Matthew Gambino, Jen Weedon
 Student Representative: Gerard Vazquez-Baez, Adeline Slimbaugh
 Absent: Kathryn Marshall

- II. Public Comment: No Public Comment

- III. Consent Agenda:

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

- A. Approval of Meeting Minutes – 2/4/2026
- B. Request to Approve Accounts Payable Warrants 32)
- C. Request to Approve Payroll Warrants (24,26)
- D. FY'26 Budget Transfer
- E. Policy Second Readings:
 - IJL- Library Materials Selection and Adoption
 - KE- Public Complaints
 - AA- School District Legal Status
 - ACA- Nondiscrimination on the Basis of Sex
 - ACE- Nondiscrimination on the Basis of Disability
 - ADC- Tobacco Products of School Premises Prohibited
 - AE- Commitment to Accomplishment

- Motion to adopt the consent agenda as a whole:

Motion: Mrs. Deacon
 Second: Mr. Gambino
 Motion passes 4-0

- IV. New Business:

- A. Student Representative Reports – School Activities/Events Update:

- Alden third graders will begin their team rotations to Plimoth Patuxet this week where they will explore the daily lives of Pilgrim and Wampanoag children and learn to think like historians.
- Alden teachers will continue their work with CKLA including lesson internalization professional development delivered by a trainer and supported by reading specialist.
- DMS winter iReady diagnostic reports were posted to Aspen. A letter was sent along with these posted reports with information about how to read and interpret student information in the areas of Math and Reading.
- The DHS Course Selection Portal will open in Aspen for the 2026-2027 school year at the end

of this week.

- The school year is halfway through and DHS students and families are encouraged to check their attendance thus far.
- Boys and Girls basketball have a big double-header game tonight.
- DHS administration would like to remind all parents that the pool and student lots are for students and teachers only, and parents should be dropping their children off in the designated drop-off zone.
- i. Student Peace Pledge
 - Gerard and Adeline read a letter on behalf of the students from Duxbury Public Schools expressing support for the Duxbury Rotary Peace Pledge and to affirm the principles outlined in the peace pledge.
 - Mrs. Bresnehan asks for a motion from the committee to show their endorsement of the peace pledge.
- Motion for the Duxbury School Committee to support the Duxbury Rotary Peace Pledge
 Motion: Mr. Gambino
 Second: Mrs. Deacon
 Motion passes 4-0

B. DHS Overnight Trip: DECA

- Committee members briefly review the surrounding logistics, funding, and benefits of the proposed overnight trip to the Seaport Hotel in Boston for students to compete in the DECA State Conference to be held March 12, 2026 – March 14, 2026.
- Vote to approve the overnight trip to Boston for the DECA State Conference

 Motion: Mr. Gambino
 Second: Mrs. Deacon
 Motion passes 4-0

C. Quarter 2 Financial Report:

- Mrs. Freeley presented the Financial Status Report for the second quarter of FY'26. The report contains year to date information on the operating budget expenditures and encumbrances, including salary expenditures, by location and major category as of 12/31/25. Mrs. Freeley reports the following expenditures as of 12/31/2025:
 - Salary expenses \$13,538,271
 - General expenses \$2,478,875
 - Encumbered expenses \$3,975,264
- Please refer to the School Committee tab on the DPS website for the presentation in its entirety.

D. Superintendent Mid-Year Goals Update:

- Dr. Klingaman presented the committee with a mid-year update of the Superintendent's Goals for 2025-2026 highlighting evidence of action surrounding the following goals:
 - Student Learning Goal:
 - Reduce the achievement gap for At-Risk Students as measured by At-risk students reaching individual growth targets on iReady end-of-year benchmarks for literacy - ongoing.
 - Professional Practice Goal:

- By June of 2026, the Duxbury Public Schools will have a Strategic Plan outlining District goals from 2026-2029 – ongoing.
- District Improvement Goal: Alden Building Project
 - By June 2026, the Duxbury School District will have completed all Alden School Building Project MSBA Eligibility Period deliverables and will have secured necessary funding for the next Phase, Feasibility Study – ongoing.
- District Improvement Goal: Budget
 - Develop a level service budget and a real-needs budget for FY'27 for Duxbury Public Schools. Both budget scenarios will include any resource or personnel cost-saving measures and their subsequent impact on students – complete.

E. School Committee Mid-Year Goals Update:

- Committee members provide a mid-year update of the School Committee Goals for 2025-2026 highlighting evidence of action surrounding the following goals:
 - Goal 1: Ensure Long-Term Fiscal Sustainability Through Strategic Budgeting
 - Prior to the December 10 budget hearing and vote, the Committee will host at least two public engagement sessions designed to gather community feedback on budget priorities - complete
 - Between the December 10 budget vote and the Annual Town Meeting, the Committee will conduct a public information campaign, including at least two public forums, to explain the voted budget and its alignment with district strategic priorities – complete.
 - Between the December 10 budget vote and the Annual Town Meeting, the Committee will conduct a public information campaign, including at least two public forums, to explain the voted budget and its alignment with district strategic priorities – ongoing.
 - Goal 2: Promote the Development of a Data-Driven District Strategic Plan
 - Between the December 10 budget vote and the Annual Town Meeting, the Committee will conduct a public information campaign, including at least two public forums, to explain the voted budget and its alignment with district strategic priorities - complete
 - Between January and May 2026, the Committee will promote community participation in the strategic planning process by actively promoting the district's official feedback sessions and holding a dedicated public forum to discuss the plan's emerging themes – ongoing.
 - The final Strategic Plan, approved by June 2026, will include specific, measurable, and time-bound metrics for each of its core objectives – ongoing.
 - The Committee will appoint two members to participate in the Strategic Planning Committee – complete.
 - Goal 3: Align Committee Operations to Support Systemic Improvement
 - By January 2026, the Committee will develop and adopt a comprehensive "Governing Norms & Onboarding Guide" to serve as a foundational resource for both new and current members.
 - By June 2026, 100% of Committee members will have completed at least one professional development session (e.g., MASC training) focused on effective governance or school finance – ongoing.
 - The Superintendent Evaluation Subcommittee will formalize and present a multi-year evaluation process, instrument, and timeline for full Committee adoption by February 2026. The Committee will then complete the Superintendent's annual evaluation using the newly adopted framework by June 30, 2026 – ongoing. Timeline and indicators to be discussed at the March 11 meeting.
 - By June 2026, the Committee will establish a prioritized policy review schedule – complete.

F. Strategic Plan Update:

- Committee members to agree to include liaison updates into this discussion.
- Pilgrim Area Collaborative:
 - Mrs. Deacon reports that DESE accepted the PAC annual audit and the state has confirmed that the package has met all requirements. DESE awarded the PAC with a \$50,000 grant intended to support implementation of updated regulations regarding time-out practices. Facility improvements are ongoing at the PAC standalone building including a new playground, new flooring, and security system upgrades.
- DEI:
 - Mrs. Weedon reports the DEI committee met and were given a presentation by Caitlin Sheehan on an audit of school fees and costs that families incur across different schools. The analysis highlighted potential equity and access concerns for some families and identified areas where improvements could be made. The findings will help inform future discussions about school fees.
- Alden School Council:
 - Mr. Gambino reports that Alden School is currently reviewing how report cards are presented, partnering with Chandler School to collaborate on the process. The schools are evaluating whether to make substantive changes to how report cards are structured and communicated.
- Strategic Plan:
 - Committee members discuss concerns about the strategic planning process suggesting inviting TLA to the March 11 meeting to review progress, clarify expectations, and discuss next steps. Concerns include feelings that work so far feels generic and not specific enough to the district, and that large amounts of raw data were shared without enough analysis or guidance making it difficult to identify key themes. It was clarified that TLA's role has mainly been to facilitate the process and organize data rather than analyze it.

G. February 23, 2026 Budget Forum

- Committee members collaborate on creating effective strategies to communicate the district's budget needs to the community during the upcoming budget forum.
- Members review and discuss updates to the presentation content to include:
 - Updated language to clarify that 45.6M was the original select board placeholder and 46.4M is the school committee recommended budget.
 - Revised budget content slides to clearly itemize reinstated positions and enrollment-driven staffing.
 - Finalized detailed handout including dates and QR code for distribution.
- Committee members decide to broadcast the recording of the meeting via Zoom with the recording posted to the district website.
- Committee members discuss whether early voting and mail-in ballot options will be available for the town election. Members will confirm and provide guidance to the community on those options.

H. Governing Norms & Onboarding Guidelines:

- Mr. Gambino reminds the committee of their commitment to develop and adopt a comprehensive "Governing Norms & Onboarding Guide" to serve as a foundational resource for both new and current members. Mr. Gambino proposes using a current draft as a starting point to develop a new, updated guide.
- The committee decide to use the current draft as a first reading. Members agree to review and provide feedback for discussion and adoption for the March 11 meeting.
- Mr. Gambino will provide the guide to all members in Google Doc format for editing

purposes.

I. Policy First Reading:

- Policy JICH: Alcohol, Tobacco, and Drug Use by Students Prohibited
 - Recommendation: Adopt MASC version of policy JICH with no changes.
- Policy GBED: Tobacco Use on School Property by Staff Members Prohibited
 - Recommendation: Adopt MASC policy GBED with the name change.
- Policy AH: Freedom of Expression and Educational Climate
 - Recommendation: Repeal policy AH as the language is covered in M.G.L. Chapter 71 sections 82-85 thus deeming the policy unnecessary.
- Policy AH-R: Freedom of Expression and Educational Climate
 - Recommendation: Repeal policy AH-R as the language is covered in M.G.L. Chapter 71 sections 82-85 thus deeming the policy unnecessary.
- Policy BA: School Committee Operating Goals
 - Recommendation: Adopt MASC policy BA with elimination of the bold note at the bottom and replacing the “simple goals” with “smart goals” where applicable.
- Policy BAA: School Committee Operational Procedures
 - Recommendation: Adopt MASC policy BAA with no changes.
- Policy BB: School Committee Legal Status/Elections
 - Recommendation: Adopt MASC policy BB with elimination of the bold note at the bottom and addition of the Town Charter to the legal references.
- Policy BBA: School Committee Powers and Duties
 - Recommendation: Adopt MASC policy BBA with elimination of the bold note at the bottom and elimination of Supervisor of Attendance as a school committee appointment.
- Policy BBAA: School Committee Member Authority
 - Recommendation: Adopt MASC policy BBAA with elimination of the bold note at the bottom.

V. Adjourn: 7:46 pm

Motion: Mrs. Deacon
 Second: Mr. Gambino
 Motion passes 4-0

Next meeting: March 11, 2026

Respectfully Submitted,
 Suzanne Hughes
 Duxbury Business Office

FY 26

Warrant #	Warrant Date	Warrant Amount
33	2/13/26	\$354,337.22
Total		\$354,337.22



TO: Members of Duxbury School Committee
FROM: Beth Wilcox, Assistant Superintendent
SUBJECT: Student Opportunities Act Plan
DATE: February 24, 2026

The Student Opportunity Act requires Districts in the Commonwealth to create an evidence-based plan for addressing disparities in achievement across all student groups. Student Opportunities Act (SOA) Plans are submitted for the Commissioner's review on a three-year cycle. Progress updates are submitted annually for two years after initial approval. After an analysis of data, the 2024 Duxbury SOA Plan highlighted the following three areas:

1. **Equitable Kindergarten programming** through Free Full-Day Kindergarten for all implementation for incoming Kindergarten students at Chandler Elementary School.
2. Utilize outcomes of 2023-2024 Math and Literacy Curriculum reviews to determine the next steps for the **Inclusive Curriculum Adoption Process and Implementation of High-Quality Materials** as identified in middle-school math and elementary literacy.
3. **Expand Secondary Preparation for Post-Secondary College and Career Awareness** at Duxbury High School. Analysis of student achievement and the Program of Studies highlighted the need for implementation of an Innovation Career Pathway. will provide students with cooperative education experiences and collaborate with local schools and agencies such as MassHIRE and South Shore Vocational Technical High School.

Currently, our 3-year SOA plan has been affected by the reimplementation of fee based full-day Kindergarten. Action areas two, high-quality materials implementation and three, expand secondary preparation for post-secondary college and career awareness are being implemented as planned. On February 24, 2026, a progress update was developed and provided to DESE. The following implementation activities were included in the update.

Implementation Activities:

1. Universal full-day Kindergarten was implemented during the 2024-2025 school year but was unable to be financially supported by the budget for 2025-2026. The proposed FY 27 budget includes Universal full-day kindergarten as part of the operating budget. Implementation is contingent upon the school budget vote at Town meeting on March 14, 2026 and subsequent ballot vote on March 28, 2026.
2. Duxbury Public Schools is in its second year of Illustrative Math implementation in grades 6, 7, and 8. Professional development for math and special education teachers led by Illustrative Math representatives continue at Duxbury Middle School. Core Knowledge & Language Arts (CKLA) is being implemented in preschool through grade 5 during the 2025-2026 school year.



DUXBURY PUBLIC SCHOOLS

93 Chandler Street, Duxbury, MA 02332 | 781.934.7650

Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

11 Students First
Cooperative & Caring Relationships
Inclusivity
Integrity

3. The Career Counselor continues to lead the work to expand secondary preparation and post-secondary college and career awareness. Students in Advanced Manufacturing Pathway attend monthly trips to local businesses and/or events such as the Manufacturing Mashup. The Career Counselor conducts MassHIRE CIS360 Junior with eighth-grade students at Duxbury Middle School. Duxbury Public Schools, in partnership with MassHire, will host its third career-related event in March.

The [full SOA progress update](#) is available for your review.

Sincerely,

Elizabeth Wilcox, Ed. D
Assistant Superintendent

Key Evidence-Based Programs in District's SOA Plan **2025-2026**

Duxbury Public Schools is committed to accelerating improvements for students with disabilities and low-income students. Duxbury Public Schools' three-year Student Opportunity Act plan focuses on addressing disparities through the following evidence-based programs identified through an analysis of data:

1. Equitable Kindergarten programming through Free Full-Day Kindergarten implementation for all incoming Kindergarten students at Chandler Elementary School.
2. Utilize outcomes of 2023-2024 Math and Literacy Curriculum reviews to determine the next steps for the Inclusive Curriculum Adoption Process and Implementation of High-Quality Materials as identified in middle-school math and elementary literacy.
3. Expand Secondary Preparation for Post-Secondary College and Career Awareness at Duxbury High School. Analysis of student achievement and the Program of Studies highlighted the need for implementation of an Innovation Career Pathway. An Innovation Career Pathway in Advanced Manufacturing will provide students with cooperative education experiences and collaborate with local schools and agencies such as MassHIRE and South Shore Vocational Technical High School.

Section 1: Summary of Progress to Date (Academic Year 2025-2026)

Implementation Activities:

Due to a failed override for FY26, Duxbury Public Schools reinstated a fee, \$3000, for full-day Kindergarten. The District is currently proposing full-day Kindergarten at no cost as part of its FY27 budget.

During the 2025-2026 school year, Duxbury Public Schools purchased and implemented a new high-quality inclusive literacy curriculum, Core Knowledge Language Arts and Literacy (CKLA). CKLA was implemented in preschool through grade 5. As part of implementation, CKLA professional development was provided to staff in May 2025, August 2025, October 2025, and November 2025 by facilitators from the program. Additionally, the district is participating in the DESE HQIM Community of Practice focused on the implementation of CKLA. The elementary Curriculum Supervisor, Elementary Reading Specialists, and Assistant Superintendent are participating in the HQIM Community of Practice. The Duxbury literacy team also coordinated professional development with School Kit (our HQIM COP partners) for all elementary staff during February of 2026.

Duxbury Public Schools is in its second year of implementation of Illustrative Mathematics in grades six through eight. Due to budget constraints for FY26, the 6-12 Mathematics Curriculum Supervisor position and the 6-12 Science Curriculum Supervisor position were eliminated. Instead, a Science Technology Engineering Mathematics (STEM) 6-12 Curriculum Supervisor was put into place for the 2025-2026. While the middle school teachers of mathematics continue to be supported in implementation with professional development from Illustrative Mathematics, the district is monitoring student data to determine any effects on student progress as a result of the change in Administrator support and expertise.

Duxbury Public Schools is in its second year of implementation of a Career Counselor. While the Career Counselor works directly with students in the Advanced Manufacturing Pathway at Duxbury High School, the co-located facilities allow the Career Counselor to conduct interest surveys and work with students in grade 8 as well. This year the Career Counselor is partnering with MassHire to facilitate an Advanced Manufacturing Career Fair in March of 2026. Surrounding school districts will be invited to participate and the focus of the event will include careers in engineering, manufacturing, support functions. South Shore Workforce Investment is also a collaborative partner in the event.

Duxbury Public Schools also applied and was awarded the Hate Crimes Prevention Grant. The grant allowed the District to implement a Restorative Practices Coordinator, who has created meaningful opportunities for staff at both the elementary and secondary levels to engage in restorative practices. This has included: 1) A community of practice with six staff members who met regularly during the fall semester to reflect on the challenges and benefits of restorative justice in authentic school contexts. 2) A professional development pathway for 15 staff members that totaled over 15 hours of training, reflection, and skill-building. 3). In partnership with the Suffolk University Center for Restorative Justice, nine staff members, including teachers, guidance counselors, and administrators, have attended or are scheduled to attend Tier 1 restorative justice training. 4). We have also intentionally expanded our reach through networking within the district, sharing data and opportunities with leadership at multiple levels, including the assistant superintendent, principals at DHS, DMS, and Alden, the athletics director, guidance staff, and department supervisors. This has helped normalize restorative language and mindset across roles and buildings. 5). Another key accomplishment is the creation of written, reproducible curriculum, including: Curriculum for the PD Pathway, Weekly, year-long afterschool program circles, and Additional circle resources that can be adapted and implemented by trained facilitators. In addition, we have launched a second community of practice grounded in the work of Zaretta Hammond. Fifteen educators from across the district are participating, diving into the brain science behind culturally responsive teaching to enhance classroom pedagogy. This work is framed as a proactive approach to combating hate and bias at the institutional level, by strengthening relationships, reducing harm, and increasing student belonging before incidents occur.

Early evidence of change:

Early evidence of change includes an increase in student writing during literacy instruction at the elementary level. The CKLA program alignment provides instruction in reading that is paired with practice in writing. The reciprocity of reading and writing is focused on within the CKLA program. Additionally, parents and teachers are reporting student use of vocabulary terms at an increased level.

For grade one students, at the beginning of the year, 96% of students intervention were one grade level below in literacy, with 4% two or more grade levels below. At the mid-year diagnostic in grade one, 43% of students in intervention were on grade level, 57% of students were one grade level below, and no students were two or more grade levels below.

For grade two students, at the beginning of the year, 74% of students intervention were one grade level below in literacy, with 21% two or more grade levels below. At the mid-year diagnostic in grade two, 53% of students in intervention were on grade level, 42% of students were one grade level below, and 5% were two or more grade levels below.

For grade three students, at the beginning of the year, 46% of students intervention were one grade level below in literacy, with 24% two or more grade levels below. At the mid-year diagnostic in grade three, 49% of students in intervention were on grade level, 30% of students were one grade level below, and 11% were two or more grade levels below.

For grade four students, at the beginning of the year, 84% of students intervention were one grade level below in literacy, with 0% two or more grade levels below. At the mid-year diagnostic in grade four, 52% of students in intervention were on grade level, 48% of students were one grade level below, and 0% were two or more grade levels below.

For grade five students, at the beginning of the year, 48% of students intervention were one grade level below in literacy, with 41% two or more grade levels below. At the mid-year diagnostic in grade five, 30% of students in intervention were on grade level, 56% of students were one grade level below, and 15% were two or more grade levels below.

For Illustrative Mathematics at the Middle School, progress monitoring data shows early evidence of change with an increase in student discourse due to the program implementation.

For grade six students, at the beginning of the year, 62% of students were on grade level, 27% of students were one grade level below and 11% were two or more grade levels below. Mid year data shows 68% of students were on grade level, 21% of students were one grade level below and 11% were two or more grade levels below.

For grade seven students, at the beginning of the year, 45% of students were on grade level, 38% of students were one grade level below and 17% were two or more grade levels below. Mid year data shows 57% of students were on grade level, 31% of students were one grade level below and 12% were two or more grade levels below.

For grade eight students, at the beginning of the year, 52% of students were on grade level, 30% of students were one grade level below and 18% were two or more grade levels below. Mid year data shows 56% of students were on grade level, 28% of students were one grade level below and 17% were two or more grade levels below.

Early evidence of change with the implementation of Advanced Manufacturing Pathway includes increased opportunities for career exploration students have due to the implementation of the Career Counselor. Increased opportunities for career exploration include students participating in a real estate course, career fairs (Health focused in 2025 and Advanced Manufacturing focused in 2026). The career counselor's collaboration with MassHire has also provided students with additional opportunities. Duxbury Public Schools was awarded a capital grant (in the fall of 2025) directly related to Advanced Manufacturing. The funds will be used to purchase an embroidery machine, wazer machine, and Ultimaker S5.

Progress in Closing Disparities:

In Duxbury, the lowest performing students groups include low income and special education students. For low income students, 2025 Accountability data includes: Duxbury was awarded 3 points in ELA, 4

points in mathematics, and 3 points in Science in the achievement category. Duxbury was awarded 2 points for chronic absenteeism among low income students.

For students with disabilities in 2025, Accountability data includes: Duxbury was awarded 2 points in ELA, 1 point in mathematics, and 2 points in Science in the achievement category. Duxbury was awarded 4 points for chronic absenteeism among students with disabilities.

To reduce disparities and make progress towards meeting targets, Duxbury Public Schools is focusing on Deeper Learning in all tiers of instruction. To monitor and determine next steps, the Administrative team is using a common form to collect non-evaluative data during walkthroughs. Using the guiding question: To what extent are all students experiencing evidence-based, inclusive, and culturally and linguistically sustaining instruction that promotes deeper learning? Administrators focus on the following during walkthroughs:

- Mastery - Multiple means of engagement for content/skill acquisition
- Creativity - Multiple means of action and expression
- Identity - Multiple means of representation

An overview of data from quarter one and quarter two includes:

Domain	September	October	?
Mastery	85%	88%	+3
Creativity	66%	70%	+4
Identity	57%	62%	+5

Quarter 2 shows an increase across all three domains, with Identity demonstrating the greatest gain. Walkthrough evidence reflects more intentional student choice, increased opportunities for voice and reflection, and stronger connections to real-world and personally relevant contexts. Creativity also increased as project-based learning and design tasks became more frequent across grades. Mastery remained consistently strong with expanded use of discourse, scaffolds, and problem-solving routines.

Section 2: Key Changes to Your Plan and Next Steps in Implementation

Universal full-day Kindergarten was implemented during the 2024-2025 school year but was unable to be financially supported by the budget for 2025-2026. While universal full-day Kindergarten remains a priority of the District and a component of our SOA, fee-based full-day Kindergarten during the 2025-2026 school year is a significant change. The proposed FY 27 budget includes Universal full-day

kindergarten as part of the operating budget. Town meeting will be held on March 14, 2026 and the subsequent ballot vote will be held on March 28, 2026.

Duxbury will take the following steps to expand, deepen and strengthen the implementation of the EPBs during the 2026-2027 school year:

The District is continuing to implement high-quality instructional materials during the 2026-2027 school year. Specifically, Duxbury Middle School will be in year three of Illustrative Mathematics implementation and Chandler and Alden Elementary Schools will be in year two of Core Knowledge Language Arts implementation. Social Studies teachers at Alden Elementary and Duxbury Middle School will be piloting Investigating History curriculum. Piloting Investigating History is a next step to expand and strengthen the implementation of evidence based practices. Additionally, professional development will be determined using data driven decisions. The District is currently piloting the Open Architect Dashboard and will be conducting Data Wise professional development with Administrators during the 2026-2027 school year. The use of the Open Architect Dashboard in conjunction with Data Wise professional development will enable administrators and teachers the ability to carefully monitor and determine action steps to increase student growth. Non-evaluative walkthrough data will continue to be collected, analyzed, and acted upon by the Administrative team.

Section 3: Engaging Families/Caregivers and Other Stakeholders

Purposeful engagement with caregivers and our community is a core value of Duxbury Public Schools.

Key engagement activities include:

New this year, Family Curriculum Evenings were implemented in grades Kindergarten through five. The Curriculum Evenings highlighted the work being done with the new high-quality literacy program, CKLA. Examples of activities occurring during the curriculum events include students in grade two presenting information on Greek mythology, while students in grade three created poetry games to teach to family members.

Duxbury Public Schools encourages family engagement and community input. Duxbury Public Schools continues to partner with Sogolytics (formerly K12 Insights) to gather feedback regarding culture.

Duxbury Public Schools has active School Councils that meet monthly and an active SEPAC. A weekly newsletter is sent to families from each building Principal and a District weekly newsletter is sent to families by the Superintendent.

Duxbury Public Schools participated in the OLA TFM during the 2025-2026 school year. The TFM report indicated ELE 7: Parent Involvement and ELE 10: Parent Notification were Implemented.

Duxbury Public Schools provided updates on the SOA plan through School Committee meeting updates. Additionally, the District collected feedback from different stakeholder groups through conversations held at a variety of meetings (School Councils, School Committee, History Social Science Curriculum Review team, Health Curriculum Review team) and through an annual engagement survey. In March of 2024, Duxbury Public Schools worked with K12 Insights to create a survey of school climate. Students in grades five through twelve, all staff, and all caregivers were given the opportunity to provide feedback on learning, safety, technology, operations, and culture. The engagement survey will be conducted for the third time in March of 2026. Longitudinal data will develop as a result of the continued use of the survey. Feedback from conversations and from the engagement survey suggest the implementation of the SOA plan will remain in place and is on target.

Workforce Development:

Systemic barriers to hiring a diverse workforce in Duxbury Public Schools includes the high cost of living in Duxbury and the surrounding communities. Additionally, due to budget constraints, the District eliminated 18.5 positions for FY26. The District also lost two educators to other Districts due to budget unknowns and a concern about employment stability.

Duxbury Public Schools has strong Induction/New Teacher, and Mentoring programs. New Teacher Orientation in Duxbury is a three day program prior to the start of the staff work year. Teachers are provided individual mentors who are matched specifically based on needs and strengths. Teachers and mentors attend a monthly meeting led by a Building Coordinator. Teachers and mentors are then required to meet individually to discuss unique and individual challenges. Staff ending their first year are then required to attend a full 40-hour second-year teacher course, organized and implemented by District Administration. Course participants can earn 3 graduate credits through Fitchburg State University.

Duxbury Public Schools ensures each posting contains the following statement:

“Duxbury Public Schools believes that each student's unique identity must be affirmed in order to support a welcoming school-community that engages and empowers all learners. We are committed to the long term work of dismantling systems of inequity in our community to provide obstacle free access to education and to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.”

Duxbury utilizes Powerschool to organize online applicants. Potential employees are interviewed by multiple staff within the District.



DUXBURY PUBLIC SCHOOLS

93 Chandler Street, Duxbury, MA 02332 | 781.934.7650

Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

18 Students First
Cooperative & Caring Relationships
Inclusivity
Integrity

TO: Members of Duxbury School Committee
FROM: Beth Wilcox, Assistant Superintendent
SUBJECT: Tiered Focus Monitoring Update
DATE: February 23, 2026

During the first half of the school year, Duxbury Public Schools participated in a Targeted and Focused Monitoring (TFM) Review conducted by the Department's Office of Language Acquisition (OLA). The purpose of the current TFM is to monitor DPS compliance with regulatory requirements focused on English Learner Education. There are 12 ELE criteria requirements related to ELE programs under state and federal law and regulations:

- ELE 1: Annual English Language Proficiency Assessment
- ELE 2: State Accountability Assessment
- ELE 3: Initial Identification of ELs and FELs
- ELE 5: ELE Program and Services
- ELE 6: Program Exit and Readiness
- ELE 7: Parent Involvement
- ELE 8: Declining Entry to a Program
- ELE 10: Parental Notification
- ELE 13: Follow-up Support
- ELE 14: Licensure Requirements
- ELE 15: Professional Development Requirements
- ELE 18: Records of ELs

Duxbury Public Schools received a rating of "Implemented" indicating the requirement is substantially met in ELE 1, ELE 2, ELE 3, ELE 5, ELE 7, ELE 8, ELE 10, ELE 13, ELE 15. Duxbury received a rating of partially implemented for ELE 6 and ELE 14. A Continuous Improvement and Monitoring Plan (CIMP) has been developed to ensure the ratings for ELE 6 and ELE 14 move from partially implemented to implemented.

The [full report](#) is available for your review.

Sincerely,

Elizabeth Wilcox, Ed. D
Assistant Superintendent

February 11, 2026

Dear Members of the Duxbury School Committee,

I am writing to respectfully request that the School Committee vote to accept a generous gift from the Duxbury Boosters in the amount of \$588.50 for the purchase of ten (10) new softball helmets for the Duxbury High School softball program.

The softball team has requested additional helmets in order to prevent overuse of the helmets currently provided by the school. Having an expanded inventory will help ensure proper rotation of equipment, extend the life of existing helmets, and maintain a high standard of safety and hygiene for our student-athletes.

We are grateful for the continued support of the Duxbury Boosters and their commitment to enhancing the experience of our student-athletes. Their generosity directly contributes to the safety and success of our programs.

Thank you for your consideration of this request. Please let me know if you need any additional information.

Sincerely,

Jeff Maidment

February 9, 2026

Dear Members of the Duxbury School Committee,

I am writing to respectfully request that the Duxbury School Committee accept a gift from the Duxbury Boosters in the amount of \$2,610. This gift is designated for the purchase of two new lacrosse goals to support the Duxbury High School athletic program.

The new goals will replace aging equipment and help ensure a safe and high-quality experience for our student-athletes. We are grateful for the continued generosity and support of the Duxbury Boosters, whose contributions play an important role in enhancing our athletic facilities and programs.

Thank you for your consideration of this request. Please feel free to contact me if you require any additional information.

Sincerely,

Jeff Maidment



DUXBURY

PUBLIC SCHOOLS

21

71 Alden Street, Duxbury, MA 02332
Phone: (781) 934-7650
District Website: www.duxbury.k12.ma.us
Twitter: @DuxHSAthletics
Facebook: Duxbury Public Schools

Jeff Maidment
Director of Athletics

March 1, 2026

Dear Members of the Duxbury Public School Committee,

I am writing to respectfully request that the School Committee vote to accept a generous donation from Ann and David Carter in the amount of \$3,000. This gift is designated for the Duxbury High School Girls Ice Hockey team for the purchase of team jackets.

The Carters' thoughtful contribution will allow the team to purchase jackets that promote unity, pride, and a strong sense of belonging among our student-athletes. Team apparel plays an important role in fostering school spirit and providing students with a visible representation of their commitment to their team and to Duxbury Public Schools.

We are grateful for the continued generosity of community members like Ann and David Carter, whose support enhances the experience of our student-athletes beyond what the operating budget can provide.

Thank you for your consideration of this request. Please let me know if you need any additional information.

Sincerely,

Jeff Maidment



DUXBURY

PUBLIC SCHOOLS

22

71 Alden Street, Duxbury, MA 02332
Phone: (781) 934-7650
District Website: www.duxbury.k12.ma.us
Twitter: @DuxHSAthletics
Facebook: Duxbury Public Schools

Jeff Maidment
Director of Athletics

March 1, 2026

Dear Members of the Duxbury School Committee,

I am writing to respectfully request that the Committee vote to accept a generous donation in the amount of \$6,000 from the Duxbury Boys and Girls Ice Hockey Boosters.

This contribution is intended to help offset the increasing costs associated with ice time at The Bog Ice Arena. As the Committee is aware, ice rental expenses represent one of the most significant operating costs for our hockey programs. The continued support of our boosters plays an important role in helping us manage these expenses while maintaining a high-quality experience for our student-athletes.

We are grateful for the ongoing partnership and generosity of the Ice Hockey Boosters. Their commitment directly supports our students and helps ensure the sustainability of our boys and girls hockey programs.

Thank you for your consideration of this request. Please let me know if any additional information is needed.

Sincerely,

Jeff Maidment
Athletic Director



DUXBURY HIGH SCHOOL

71 Alden Street, Duxbury, MA 02332 | 781.934.7650

Jennifer Cotton-Herman, Principal | Lew Alberti, Assistant Principal | Todd Warmington, Assistant Principal

23

Students First

Cooperative & Caring Relationships

Inclusivity

Integrity

To: School Committee Members

From: Lew Alberti, Assistant Principal

Date: Friday, March 6, 2026

Subject: DEF Student Grant: Innovation Lab

Dear Members of the School Committee,

In the fall, seniors Adeline Slimbaugh and Isabelle Sundstrom submitted a DEF Student Grant to create the [DHS/DMS Innovation Lab](#). This proposal seeks funding to establish a cutting-edge Computer Science Innovation Lab that will engage middle and high school students in 21st-century learning opportunities. The lab will serve as a hub for Girls Who Code, Coding Club, Esports, Robotics, and our Computer Science Program, providing students with equitable access to technology, mentorship, and hands-on experiences that prepare them for future careers in computer science, engineering, and digital innovation. The lab will enhance existing educational programs by providing collaborative, student-driven experiences that align with curriculum goals and STEM career pathways.

We are happy to share that the DEF has awarded this grant in the amount of **\$38,327.04**. The DEF, working alongside the Technology Department, has begun ordering items, and we hope to get the lab up and running over the next few months.

I would like to thank the members of the DEF Grant Committee, Devon Holcomb, Amy O'Donnell, Brooke Fine, and Sherri Husser for supporting this endeavour.

Sincerely,

Lew Alberti



Lew Alberty <lalberti@duxbury.k12.ma.us>

Computer Science Innovation Lab DEF Grant

6 messages

Devon Holcomb <dholcomb@duxbury.k12.ma.us>

Thu, Nov 20, 2025 at 4:45 PM

To: Isabelle Sundstrom <isabellesundstrom@duxbury.k12.ma.us>, Adeline Slimbaugh <adelineslimbaugh@duxbury.k12.ma.us>, Lew Alberty <lalberti@duxbury.k12.ma.us>

Cc: Danielle Klingaman <dklingaman@duxbury.k12.ma.us>, Duxbury Education Foundation <duxburyeducation@gmail.com>, Elizabeth Wilcox <ewilcox@duxbury.k12.ma.us>, Brooke Fine <finebrooke19@gmail.com>, odonnellfamilydux@gmail.com, Jennifer Cotton-Herman <jch@duxbury.k12.ma.us>, kcurley@stoneturn.com

Dear Isabelle, Adeline and Mr. Alberty,

We are pleased to inform you that the Duxbury Education Foundation Board of Trustees approved your grant request for the Computer Science Innovation Lab. Please contact me at your earliest convenience to set up the ordering and payment for this grant.

As your grant liaison, I will follow up with you to confirm you received your grant as requested. In addition, we ask that you submit the Post-Grant Feedback Form found under the Grants section of our website within two months of the grant's implementation with pictures of your grant in action. If you have the chance to create a video of the lab in action we would love to see that too! We welcome any and all feedback you have to help us improve the process of requesting and implementing grants.

The DEF Board of Trustees looks forward to hearing about how students enjoy the Computer Science Innovation Lab. Congratulations!

Sincerely,

Devon Holcomb, DEF Grant Committee

Amy O'Donnell, DEF Grants Committee

Brooke Fine, DEF Grants Coordinator

Sherri Hussar, DEF President

The Duxbury Education Foundation Board of Trustees

Adeline Slimbaugh <adelineslimbaugh@duxbury.k12.ma.us>

Fri, Nov 21, 2025 at 10:25 AM

To: Devon Holcomb <dholcomb@duxbury.k12.ma.us>

Cc: Isabelle Sundstrom <isabellesundstrom@duxbury.k12.ma.us>, Lew Alberty <lalberti@duxbury.k12.ma.us>, Danielle Klingaman <dklingaman@duxbury.k12.ma.us>, Duxbury Education Foundation <duxburyeducation@gmail.com>, Elizabeth Wilcox <ewilcox@duxbury.k12.ma.us>, Brooke Fine <finebrooke19@gmail.com>, odonnellfamilydux@gmail.com, Jennifer Cotton-Herman <jch@duxbury.k12.ma.us>, kcurley@stoneturn.com

Thank you so much for all of your hard work on this! We really appreciate all the help and are excited to set up the lab!!

Thank you,

Addie Slimbaugh

[Quoted text hidden]

Isabelle Sundstrom <isabellesundstrom@duxbury.k12.ma.us>

Fri, Nov 21, 2025 at 10:25 AM

To: Devon Holcomb <dholcomb@duxbury.k12.ma.us>

Cc: Adeline Slimbaugh <adelineslimbaugh@duxbury.k12.ma.us>, Lew Alberty <lalberti@duxbury.k12.ma.us>, Danielle Klingaman <dklingaman@duxbury.k12.ma.us>, Duxbury Education Foundation <duxburyeducation@gmail.com>, Elizabeth Wilcox <ewilcox@duxbury.k12.ma.us>, Brooke Fine <finebrooke19@gmail.com>, odonnellfamilydux@gmail.com, Jennifer Cotton-Herman <jch@duxbury.k12.ma.us>, kcurley@stoneturn.com

Thank you so much for the great news!

On Thu, Nov 20, 2025 at 4:46 PM Devon Holcomb <dholcomb@duxbury.k12.ma.us> wrote:

[Quoted text hidden]

Jennifer Cotton-Herman <jch@duxbury.k12.ma.us>

Fri, Nov 21, 2025 at 3:57 PM

To: Isabelle Sundstrom <isabellesundstrom@duxbury.k12.ma.us>

Computer Science Innovation Lab



Target Audience: DMS Middle & DHS High School Students

Programs: Girls Who Code, Coding Club, Esports, Robotics, & Computer Science Club

Requested Funding: \$25,000

- Submitted By: Adeline Slimbaugh and Isabelle Sundstrom

Proposal:

This proposal seeks funding to establish a **cutting-edge Computer Science Innovation Lab** that will engage middle and high school students in 21st-century learning opportunities. The lab will serve as a hub for **Girls Who Code, Coding Club, Esports, Robotics, and our Computer Science Program**, providing students with equitable access to technology, mentorship, and hands-on experiences that prepare them for future careers in computer science, engineering, and digital innovation. The lab will enhance existing educational programs by providing collaborative, student-driven experiences that align with curriculum goals and STEM career pathways.

Needs Statement:

As technology continues to reshape our world, students need access to **modern computing tools, collaborative learning spaces, and structured programming opportunities**. Currently, our district lacks a dedicated space and equipment for ongoing computer science learning outside the traditional classroom setting.

Key challenges include:

- **Equity in STEM Access:** Girls, underrepresented minorities, and students from low-income households are often underrepresented in computer science fields.
- **Limited Resources:** Outdated equipment and a lack of a designated space restrict the growth of student-led programs such as coding clubs and robotics teams.
- **Workforce Readiness:** By 2030, computer science and technology-related jobs will be among the fastest-growing sectors. Our students must be prepared with technical and collaborative skills to succeed.

The Computer Science Innovation Lab will:

1. **Increase student access** to computer science, coding, and STEM opportunities across DHS and DMS.
2. **Empower girls and underrepresented students** to explore computer science careers through **Girls Who Code**.
3. **Foster teamwork, critical thinking, and creativity** through **Coding Club and Robotics** competitions.
4. **Build digital citizenship, communication, and leadership skills** through **Esports**.
5. **Provide a flexible, future-ready space** equipped with modern technology that can adapt to evolving needs.

Alignment with Curriculum & School Goals:

The lab supports district goals to:

- Enhance **STEM pathways** and career-readiness.
- Integrate **project-based learning** with real-world applications.
- Promote **student leadership and collaboration**.
- Strengthen **school-community partnerships** through competitions, events, and outreach.

Budget Overview:

- Technology and Equipment (add 5 computers)

○ Dell Pro Slim Plus Desktop	15 units	\$1699.77	\$25,496.55
■ 8BitDo Controllers	10 units	\$39.99	\$399.90
○ Dell Pro 27 Plus Monitor	15 units	\$192.51	\$2887.65
○ Nintendo Switch 2	3 units	\$449.99	\$1349.97
■ Controllers	10 units	\$89.99	\$899.98
○ Wireless Headsets	10 units	\$40/each	\$400.00
○ Epson Home Cinema	1 unit	\$1799.00	\$1799.00
○ 4K Projector with HDR			
○			

- Professional Development for the advisor \$500.00

Success will be measured through:

- Increased participation in computer science programs (with attention to equity and diversity).
- Student performance in coding, robotics, and esports competitions.
- Student surveys on engagement, confidence, and STEM career interest.
- Partnerships with local colleges, tech companies, and community organizations.

JICH - ALCOHOL, TOBACCO, AND DRUG USE BY STUDENTS PROHIBITED

A student shall not, regardless of the quantity, use or consume, possess, buy or sell, or give away any beverage containing alcohol; any tobacco product, including vapor/E-cigarettes; marijuana; steroids; or any controlled substance. The School Committee prohibits the use or consumption by students of alcohol, tobacco products, or drugs on school property, at any school function, or at any school-sponsored event.

Additionally, any student who is under the influence of drugs or alcoholic beverages prior to, or during, attendance at or participation in a school-sponsored activity, will be barred from that activity and may be subject to disciplinary action.

Verbal Screening

- The school district shall utilize, in accordance with law, a verbal screening tool approved by the Department of Elementary and Secondary Education to screen students for substance abuse disorders. The tool shall be administered by trained staff on an annual basis at grades 7 and 9.
- Parents/guardians shall be notified prior to the opening of school each year. Parents/guardians shall have the right to opt out of the screening by written notice prior to or during the screening.
- All statements made by a student during a screening are confidential and shall not be disclosed except in the event of immediate medical emergency or in accordance with law. De-identified results shall be reported to the Department of Public Health within 90 days of the completion of the screening process.

This policy shall be posted on the district's website, and notice shall be provided to all students and parents/guardians of this policy in accordance with state law. Additionally, the district shall file a copy of this policy with DESE in accordance with law in a manner requested by DESE.

SOURCE: MASC - Reviewed 2021

LEGAL REFS.: M.G.L. [71:2A](#); [71:96](#); [71:97](#); [272:40A](#)

CROSS REFS.: [ADC](#), Tobacco Products on School Premises Prohibited
[GBEC](#), Drug Free Workplace Policy
[GBED](#), Tobacco Use on School Property by Staff Members Prohibited
[IHAMB](#), Teaching About Drugs, Alcohol, and Tobacco

**GBED - TOBACCO USE ON SCHOOL PROPERTY BY STAFF MEMBERS
PROHIBITED**

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff and electronic cigarettes, electronic cigars, electronic pipes or other similar products that rely on vaporization or aerosolization, within the school buildings, school facilities, on school grounds or school buses, or at school sponsored events by any individual, including school personnel, is prohibited at all times.

Staff members who violate this policy will be referred to their immediate supervisor.

SOURCE: MASC - Reviewed 2022

LEGAL REF.: M.G.L. [71:37H](#)

CROSS REFS.: [ADC](#), Tobacco Products on School Premises Prohibited
[JCH](#), Alcohol, Tobacco and Drug Use by Students Prohibited

AH - FREEDOM OF EXPRESSION AND EDUCATIONAL CLIMATE

The School Committee acknowledges the rights of freedom of speech and freedom of expression of students, employees of the schools and other citizens. The School Committee recognizes the educational importance of encouraging students to think critically. This increases students' ability to understand and evaluate divergent viewpoints. The School Committee further acknowledges its responsibility to insure the safety of students and others in the schools, to maintain order, discipline, and the tranquility of the educational climate. Therefore, the Committee has established regulations governing the time, place, and manner of freedom of expression in order to ensure that the process of education and school sponsored activities and events will not be disrupted. The policy and regulations apply to all school related activities including athletic events, rallies, dances, plays, concerts, graduation exercises, student funding, PTA events, parent open houses, and similar meetings and events.

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

Remove Policy AH- Covered by MGL Ch. 71 Sec 27B

AH-R - FREEDOM OF EXPRESSION AND EDUCATIONAL CLIMATE

The School Committee establishes the following regulations governing the time, place, and manner of making available information, whether by oral speechmaking or by the distribution of written literature (other than commercial advertising, which is the subject of Policy KHA):

1. A person wishing to make information available (see definition above) on an economic, political, or social issue may contact the building Principal or Director of Curriculum and Assessment to ascertain if the material may be of use: a. in the curriculum or; b. in a co-curricular activity (example: student debate or student speakers during a national election). See Policy KEC, Public Complaints about Instructional Materials. See also Policy IMB, Teaching About Controversial Issues/ Controversial Speakers, which acknowledges the duty of the schools to present a balanced view of all sides of an issue chosen for consideration.
2. Information distributed by students in Duxbury Public School (DPS) buildings intended for other than approved classroom use, is limited in location and time to the cafeteria and student lounge areas during established lunch periods.
3. Persons wishing to distribute information to DPS will be encouraged to do so on the public sidewalk adjacent to school property. Failing this, distribution of information on DPS grounds whether by students or by other persons is limited to the school sidewalk area in front of the DPS buildings. For reasons of safety, persons distributing information must stand at least 15 feet away from the doors of the school building and at least 15 feet away from school buses which are loading or unloading. This regulation applies also at school-sponsored events located in the DPS building. Persons wishing to distribute information at an out-of-door DPS athletic event may do so on the school grounds in a "no-pay" area designated by the Principal.
4. Persons distributing information may not cross the path of persons entering or exiting from the school building, activity, or event, nor otherwise interfere with the rights of others to accept or reject the literature. The building Principal may inform students and school employees of their right to accept or reject the literature.
5. Persons distributing literature are responsible for cleaning up any litter caused by such distribution in the immediate area where distribution has taken place.
6. Persons who are not students in the Duxbury schools may not enter Duxbury school buildings for the purpose of distributing information without the permission of the

building Principal.

7. Information may not be distributed to children in the daycare center or extended day programs. Unless arranged with the principal, persons who are not employees of the Duxbury schools may not distribute information to students in grades K-6.
8. The Superintendent or his/her designee may prevent or stop the distribution of information if: a. physical safety is threatened or; b. the distribution disrupts the educational process or the progress of a school activity or event.
9. A special or annual Town Meeting is conducted in a school building under the supervision of the Town Moderator and Selectmen who will make decisions regarding the distribution of literature, sales or solicitations. The Superintendent and/or designee will assist the Moderator, Selectmen and Town Manager.
10. Town, State and Federal elections are conducted in school buildings under the supervision of the Town Clerk. The distribution of literature or presence of political signs or posters is forbidden within 150 feet of the polling place. The wearing of political buttons or any display of political signs within a polling place is also forbidden by law. On Election Day telephones in school offices may be used for official business only by the Town Clerk and paid poll workers. School telephones may not be used by any person on behalf of a candidate or referendum issue. Pay phones are available for personal calls. The Superintendent and/or designee will assist the Town Clerk.

LEGAL REF: Duxbury Bylaws

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

BA- SCHOOL COMMITTEE OPERATIONAL GOALS

The School Committee is responsible to the people for whose benefit the school district has been established. The Committee's current decisions will influence the course of education in our schools for years to come. The Committee and each of its members must look to the future and to the needs of all people more than the average citizen finds necessary. This requires a comprehensive perspective and long-range planning in addition to attention to immediate concerns.

The School Committee's primary responsibility is to establish those purposes, programs, and procedures that will best produce the educational achievement needed by our students. The Committee is charged with accomplishing this while also being responsible for wise management of resources available to the school district. The Committee must fulfill these responsibilities by functioning primarily as a legislative body to formulate and adopt policy, by selecting an executive officer to implement policy, and by evaluating the results. It must carry out its functions openly, while seeking the comments of the public, students, and staff in its decision-making processes.

In accordance with these principles, the technique will involve:

1. Periodically setting performance objectives for the School Committee itself and evaluating their accomplishment.
2. Setting objectives for performance for each position and function in the system.
3. Allowing the people responsible for carrying out objectives to have a role in setting them.
4. Establishing practical and SMART district goals.
5. Conducting a periodic review of performance against these goals.

SOURCE: MASC - Updated 2022

BAA- EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. At the end of a specified length of time, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date for the next evaluation to be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

SOURCE: MASC - Reviewed 2022

BB - SCHOOL COMMITTEE LEGAL STATUS

The School Committee is the governing board of the municipality's public school district. Although it functions as a duly elected Committee of municipal government, the School Committee has, unlike other municipal boards, autonomous and absolute authority within limitations established by the Commonwealth of Massachusetts to carry out the educational policies of the state and guide the educational process.

Established by law

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. [41:1](#) and [71:37](#) specifically, but powers and duties of School Committees are established throughout the General Laws of Massachusetts Relating to School Committees

Town of Duxbury, MA General Bylaws

CROSS REFS.: [AA](#), School District Legal Status
[BBA](#), School Committee Powers and Duties

BBA- SCHOOL COMMITTEE POWERS AND DUTIES

The School Committee has all the powers conferred upon it by state law and must perform those duties mandated by the state. These include the responsibility and right to determine policies and practices and to employ a staff to implement its directions for the proper education of the children of the community.

The Committee takes a broad view of its functions. It sees them as:

1. **Legislative or policymaking.** The Committee is responsible for the development of policy as guides for administrative action and for employing a Superintendent who will implement its policies.
2. **Appraisal.** The Committee is responsible for evaluating the effectiveness of its policies and their implementation.
3. **Provision of financial resources.** The Committee is responsible for adoption of a budget that will enable the school district to carry out the Committee's policies.
4. **Public relations.** The Committee is responsible for providing adequate and direct means for keeping the local citizenry informed about the schools and for keeping itself and the school staff informed about the needs and wishes of the public.
5. **Educational planning and evaluation.** The Committee is responsible for establishing educational goals and policies that will guide the Committee and staff for the administration and continuing improvement of the educational programs provided by the School District.

Personnel Matters

The Superintendent shall be appointed by vote of the Committee and shall directly report to the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

The School Committee shall appoint, upon the recommendation of the Superintendent, Assistant/Associate/Deputy Superintendent(s), School Business Administrator, Special Education Administrator, and School Physician. Such positions shall not report directly to the School Committee.

SOURCE: MASC - Reviewed 2022

LEGAL REF.: M.G.L. [71:37](#) specifically, but powers and duties of School Committees are established throughout the Massachusetts General Laws.

CROSS REF.: [BB](#), School Committee Legal Status

[BDG](#), School Attorney

BBA - SCHOOL COMMITTEE MEMBER AUTHORITY

Authority

Because all powers of the School Committee derived from state laws are granted in terms of action as a group, members of the School Committee have authority only when acting as a Committee legally in session.

The School Committee will not be bound in any way by any statement or action on the part of an individual member except when such statement or action is a result of specific instructions of the Committee.

No member of the Committee, by virtue of their office, will exercise any administrative responsibility with respect to the schools or command the services of any school employee.

The School Committee will function as a body, and all policy decisions and other matters, as required by law, will be settled by an official vote of the Committee sitting in formal session.

Duties

The duties and obligations of the individual Committee member may be enumerated as follows:

1. To become familiar with the General Laws of the Commonwealth relating to education and School Committee operations, regulations of the Massachusetts Board of Education, policies and procedures of this School Committee, and School Department.
2. To keep abreast of new laws and the latest trends in education.
3. To have a general knowledge of the goals, objectives, and programs of the district.
4. To work effectively with other Committee members without trying either to dominate the Committee or neglect their share of the work.
5. To respect the privileged communication that exists in executive sessions by maintaining strict confidentiality on matters discussed in these sessions, except that which becomes part of the public record, once it has been approved for release.
6. To vote and act in Committee impartially for the good of all students.

7. To accept the will of the majority vote in all cases, and to remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
8. To represent the Committee and the schools to the public in a way that promotes interest and support.
9. To refer questions and complaints to the proper school authorities.
10. To comply with the accepted code of ethics for School Committee members.

SOURCE: MASC - Updated 2022

Date: February 13, 2026

VIA EMAIL ONLY (*kellie.bresnahan@duxbury.k12.ma.us*
dklingaman@duxbury.k12.ma.us)

Danielle Klingaman
Duxbury Public Schools
93 Chandler Street
Duxbury, MA 02332

Kellie Bresnahan, Chair
Duxbury School Committee
Duxbury Public Schools
93 Chandler Street
Duxbury, MA 02332

Ms. Klingaman/Ms. Bresnahan:

Please allow this letter to serve as a request to be placed on the agenda pursuant to M.G.L. c. 30A, §20A to discuss the placement of windscreens at Onion Hill Field. The assessor's office tax card shows that the field is owned jointly by the Town of Duxbury and The Duxbury School Department ("School Department"). I was advised by the Athletic Director that the Duxbury School Committee is the representative body of the School Department and requests for windscreens must go through this department.

I am a board member and past President of Duxbury Youth Softball, Inc. ("DYS"), the Massachusetts non-profit organization that supports youth softball in the town of Duxbury and the Duxbury Varsity Team ("Varsity Team"). In conjunction with the Varsity Team,¹ DYS requests permission to place windscreens on the fences at Onion Hill Softball Field ("Onion Hill"). We make this request in order to generate revenue for the mutual benefit of the school-sponsored Varsity Softball team and the town program that supports it, DYS.

I. Operable Softball Fields

Softball play in Duxbury, including both DYS and the Duxbury High School programs, faces ongoing challenges due to the limited number of safe, operable fields. Historically, only two fields, Onion Hill and Train Softball Field ("Train"), were designated for softball use, with Onion Hill serving as the sole dedicated school field and home to the Varsity team. In the past, both fields have been presented with significant safety and usability concerns that DYS is prepared to address in collaboration with the High School, providing funding is available.

¹ This request has been reviewed and adopted by Varsity Team members and their parents.

In recent seasons, two additional fields have emerged as potential assets: Upper Softball Field (“Upper”), the school’s designated Junior Varsity field (though no JV team currently exists), and Lower Alden Softball Field, a previously overlooked space now used by Duxbury Youth Baseball for tee-ball. These fields represent critical opportunities to expand safe and dedicated space for girls’ softball, provided necessary improvements, such as fencing, drainage, and infield restoration, are made.

Train, historically used by DYS, presents significant safety concerns. The infield has an approximate one-foot drop in elevation toward right field, which has led to multiple player injuries during routine play. Drainage issues persist, with the most recent incident occurring on September 21, 2025, when flooding from the sprinkler system rendered the field unusable for scheduled games and practices. Additionally, Train lacks fencing, which allows other sports programs such as tackle football, baseball, flag football, and lacrosse to encroach on the field and sidelines. This overlap increases the risk of collisions and misdirected balls entering adjacent play areas.

Onion Hill is the only dedicated school softball field and serves as the home field for the Varsity Team as well as DYS’s older divisions. It is larger than Train and has undergone recent renovations, thanks to the support of the athletic director. However, the field was unusable for much of the summer due to regrowth of grass and ongoing maintenance efforts by the Recreation Department. Prior to renovation, the field presented safety hazards, including excessive grass growth throughout the infield, which obscured base locations and player positioning. This condition not only disrupted play but also raised health concerns, such as tick exposure.

Upper is the school’s designated field for Junior Varsity softball, although the school currently does not field a JV team. While the field has received some maintenance, it remains compromised due to drainage issues and the absence of fencing. Additionally, the outfield is frequently used by the boys’ tackle football program, whose cleats damage the turf and render the area unsuitable for softball. The resulting wear and tear make the field difficult and costly to maintain and limits its availability for DYS programming.

Lower Alden Softball Field, located behind Alden School and marked only by a single “softball field” sign, has become inoperable for softball due to years of infield grass overgrowth. It is currently used by Duxbury Youth Baseball (DYB) for tee-ball. Importantly, DYB has expressed willingness to collaborate with DYS to convert the field back to a shared-use softball field by removing the infield grass. Since tee-ball does not require a grass infield, this presents a viable opportunity to expand usable space for softball programming.

II. Funds Are Needed

For many years, youth organizations serve as a substantial, if not the primary source of funds to maintain publicly owned fields. By way of example, Duxbury Youth Baseball – a town program - has paid for the leveling of fields, ground aeration, and other field maintenance for public fields. It has simply been the custom for many years that youth organizations fund these

projects so that extracurricular activities, such as varsity baseball, can have participants and benefit from them.

Softball has never had funds to support field improvement, as well as overall program development, which allows for a varsity softball team. Just last fall, youth soccer raised \$10,000 in a single day. Similarly, in approximately 2 weeks, youth football raised \$14,000. Softball has never raised funds like this. According to our records, for the first time ever, softball actually raised money in 2025. Those funds totaled \$1,500.

Softball simply cannot raise the necessary funds to support its feeder program for varsity softball. We cannot, nor have we ever, taken on the role similar to other youth organizations who have supplemented the limited town budgets earmarked for extracurricular sports. This is because we cannot generate enough revenue. The resulting trend is that very few players try out for the varsity team and/or they transition into a more visible sport. Perhaps this explains the fact that there has not been a junior varsity or freshman team, or why the school has only hired one coach for one team. This culture needs to change and we want you to participate in helping us do it.

III. Request for Windscreens to Promote Varsity Softball

DYS requests permission to place windscreens on Onion Field so that it can generate revenue that will benefit the Varsity Team. The Varsity Team is in need of many items, including but not limited to a golf cart, pitching machines, catcher's gear, softballs, batting cages, and field maintenance equipment. Specialized training in pitching, fielding, and hitting are also needed.

Windscreens will be instrumental in raising these funds and it relieves the financial burden for you. DYS does the work and the school benefits because its Varsity Team gets the equipment and the training that it needs. It is also the beneficiary of multiple maintained fields, which makes them safe for play and reduces the town's exposure to injuries stemming from dangerous field conditions. Equally important, this will put the Varsity Team on a more level playing field with more robust high school programs, such as baseball and football.

Templates for windscreens are available for review. The windscreens will uniform in that they will have a green background with white lettering. This style was coordinated with the Athletic Director who fully supports DYS's request to the School Committee.

We ask that you please put this on the agenda so that DYS, its members, and the Varsity Team can obtain formal approval and move forward with this project.

Thank you.

Very Truly Yours,

/s/ Christopher Davidson

Christopher Davidson, Board Member
Duxbury Youth Softball, Inc.



To: Duxbury School Committee
From: Danielle Klingaman, Superintendent
Date: March 11, 2026
Subject: Superintendent Evaluation Process Update

The Superintendent Evaluation Subcommittee met on March 4, 2026, and made the following recommendations:

- The Superintendent Evaluation Subcommittee decided that the following Priority Indicators from the DESE Superintendent Rubric will be used to evaluate the Superintendent during the 2025-2026 school year:
 - Standard I: *Instructional Leadership*- Indicator E- Data Informed Decision Making
 - Standard II: *Management and Operations*- Indicators A- Environment, and E- Fiscal Systems
 - Standard III: *Family and Community Engagement*- Indicators A- Engagement, and C- Communication
 - Standard IV: *Professional Culture*- Indicators C- Communications, D- Continuous Learning, and E- Shared Vision
- The Superintendent will also be evaluated on the School Committee-approved goals for 2025-2026 (example in folder)
- The Superintendent will use the same format as last year to link Rubric Indicator and Goal evidence (example in folder). One or two pieces of evidence will be shared to demonstrate goal attainment and Proficiency on Indicators
- School Committee members will complete their individual evaluation summaries on the linked form (blank evaluation form in folder).

Action	Due Date
Superintendent Goal and Rubric Evidence Due to School Committee	May 6, 2026
Evaluation Write-ups by Individual Members Due to Chair	May 22, 2026
Chair Compiles Member Write-ups and Summarizes Feedback	May 22, 2026-June 8, 2026
Individual Member Feedback Added to School Committee Meeting Folder by Chair	June 8, 2026
Overall Evaluation Summary/Compilation added to School Committee Meeting Folder	June 8, 2026

Evaluation Summary Reviewed at School Committee Meeting	June 10, 2026
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Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

The performance of every educator is rated against the four performance Standards defined in the educator evaluation regulations. All educators earn one of four ratings: *Proficient*, *Exemplary*, *Needs Improvement* or *Unsatisfactory*. Most effective educators will be rated Proficient on a Standard rather than Exemplary because Exemplary is reserved for educators – superintendents included – whose practice in a particular area is so strong that it can be a model for others. Each rating has a specific meaning:

- *Proficient* performance is understood to be fully satisfactory. For the superintendent, and all other administrators as well as teachers, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.
- *Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for leaders regionally or statewide. Few educators—superintendents included—are expected to earn Exemplary ratings on more than a handful of Indicators.
- A rating of *Needs Improvement* represents performance that is below the requirements of a Standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new educators, performance is often on track to achieve proficiency within three years.
- *Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a Standard and is considered inadequate, or both.

End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

Proficient = **Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.**

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☐	☐	☐	☐
Standard II: Management and Operations	☐	☐	☐	☐
Standard III: Family and Community Engagement	☐	☐	☐	☐
Standard IV: Professional Culture	☐	☐	☐	☐

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; check one.*)

☐ Unsatisfactory

☐ Needs Improvement

☐ Proficient

☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

Comments:

Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal			☐	☐	☐	☐	☐
Professional Practice Goal			☐	☐	☐	☐	☐
District Improvement Goal 1			☐	☐	☐	☐	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership

Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.

I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

Page 5 of 7

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

Appendix C: End-of-Cycle Summative Evaluation Report: Superintendent

Superintendent's Performance Rating for Standard III: Family and Community Engagement

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

	U	NI	P	E
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
t	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):



DUXBURY

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Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

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TO: Duxbury School Committee
FROM: Danielle Klingaman, Ed.D, Superintendent
DATE: March 11, 2026
SUBJECT: 2025-2026 School Calendar Consideration

Due to the January 26-27, 2026, snowstorm that resulted in 2 snow days, and last week's blizzard that resulted in 5 additional snow days, the last day for Duxbury students is now June 24, 2026. The state is not allowing waivers to the 180 school-day mandate for public schools unless districts are scheduling into the week of June 29, 2026.

We are requesting that the Committee consider voting to adjust the 2025-2026 school calendar and to hold an early-release day for students and staff on Friday, April 3, 2026. This day had been a scheduled day off in observance of Good Friday. If approved, this would move the last day of school to Tuesday, June 23, 2026.

A point of note: during the 2017-2018 school year, the School Committee voted to adjust the school calendar mid-year and open school for an early-release day on Good Friday, after there had been excessive weather-related cancellations that year.

Thank you for your consideration.



DUXBURY PUBLIC SCHOOLS

2025-2026 School Calendar

September 2025						
Su	M	Tu	W	Th	F	Sa
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

25 Staff Return
 26 Staff PD
 27 Official First Day of School
 1 No School - Labor Day
 25 Early Release Chandler/Alden Only

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 Early Release Winter Break
 24-31 Winter Break

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12 Early Release Chandler/Alden Only
 25-26 Early Release Chandler/Alden Only

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19 Juneteenth Holiday
 24 Last Day of School

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 No School - Teacher PD
 13 No School - Columbus Day
 22-23 Early Release Chandler/Alden Only

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Winter Break
 16 Early Release - Teacher PD
 19 No School - MLK Jr. Day

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 No School - Good Friday
 20-24 April Break

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 No School - Teacher PD
 11 No School - Veterans Day
 13 Early Release DMS Only
 26 Early Release
 27-28 Thanksgiving Recess

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

12 Early Release - Teacher PD
 16-20 February Break

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

7 Early Release - Teacher PD
 25 Memorial Day - No School
 28 Early Release - Teacher PD

Open Houses			School Specific Early Releases		Early Release Time	
Alden	August 26, 2025		September 25	Chandler & Alden	Chandler	12:10 pm
DMS	September 11, 2025		October 22 & 23	Chandler & Alden Conf.	Alden	10:35 am
Chandler	September 18, 2025		November 13	DMS Conferences	DMS	11:31 am
DHS	September 25, 2025		March 12	Chandler & Alden	DHS	11:31 am
			March 25 & 26	Chandler & Alden Conf.		
PreK-12 Professional Development			School Hours		DHS Graduation	
August 26	Full Day	January 16	Chandler School	9:10 am to 3:25 pm	June 6, 2026	
October 10	Full Day	February 12	Alden School	7:45 am to 2:00 pm		
November 4	Full Day	May 7	DMS	8:20 am to 2:45 pm		
		May 28	DHS	8:20 am to 2:45 pm		



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Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

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TO: Members of Duxbury School Committee
FROM: Beth Wilcox, Assistant Superintendent
SUBJECT: Title I Warning Status
DATE: March 5, 2026

In the March DESE Federal Grants monthly update, distributed to District leaders on Thursday, March 5th, DESE Commissioner Pedro Martinez released preliminary 2024 poverty and population data for Massachusetts school districts. Preliminary census data indicates a 10 percent drop in Massachusetts's share of the national poverty total. Due to this drop, DESE anticipates a significant decrease in Title I funding for Massachusetts.

DESE released preliminary eligibility and allocations, as well as warning labels for districts projected to be at or below the eligibility threshold.

Duxbury has been issued a Warning label indicating a potential loss of Title I funding for FY 27.

The data will be finalized this spring and we will receive notification of changes in June.

As a reminder, Duxbury received \$73,746 in Title I funds for FY26. Title I funds are used to fund math tutor positions at both Chandler and Alden Elementary Schools. Anticipating uncertainty with Title I funds, the proposed FY27 budget includes moving the tutors into the operating budget. We will continue to keep you updated on any additional information we receive regarding the Title I funding.

Sincerely,

Elizabeth Wilcox, Ed. D
Assistant Superintendent



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Danielle E. Klingaman, Ed.D, Superintendent | Elizabeth L. Wilcox, Ed.D, Assistant Superintendent

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TO: Duxbury School Committee
FROM: Danielle Klingaman, Superintendent
SUBJECT: School Choice
DATE: March 11, 2026

We look forward to discussing the Massachusetts Inter-district School Choice program with the School Committee at the March 11, 2026, meeting. As you are aware, each Massachusetts School Committee must hold a public hearing and vote to withdraw from School Choice by June 1 of each school year.

Recommendation: Given the current townwide fiscal challenges and efforts to maintain appropriate class size levels, we are not recommending that School Choice be adopted for Duxbury Public Schools for the 2026-2027 school year. We believe School Choice to be an option we should consider each year and will continue to bring forward to the School Committee as required.

From DESE's advisory:

Presumption That All School Committees Will Participate in School Choice

Under the school choice law, M.G.L. c.76, § 12B, as amended in 1993, all school districts in Massachusetts are presumed to participate in and to admit non-resident students through school choice. See G.L. c. 76, § 12B(d) ("Each city, town or regional school district shall enroll non-resident students at the school of such non-resident student's choice; provided, however, that such receiving district has seats available"). A receiving district can withdraw from school choice only if a school committee holds a public hearing on this issue and then votes to withdraw from the school choice program prior to June 1st.2 G.L. c. 76, § 12B(d). The hearing and the school committee's vote can occur at the same meeting and may occur at a scheduled school committee meeting, provided there is notice to the public that this item will be discussed and that members of the public are afforded an opportunity to participate and make their positions known to the school committee prior to the vote. A separate meeting is not required for this purpose. A school committee that intends to continue participating in school choice is not required to hold a

hearing or to vote because G.L. c. 76, § 12B, contains a presumption that all school districts will participate in school choice.

A timely decision and vote by a school committee to withdraw from school choice is effective only for the following school year. The resolution on which the school committee votes to withdraw from school choice must contain the reasons for the withdrawal. While the Department of Elementary and Secondary Education (Department) does not review decisions to withdraw from school choice, the school committee must notify the Department of its vote to withdraw and the reasons for the withdrawal as soon as reasonably possible after the vote. A school committee withdrawing from school choice must continue to serve all non-resident students previously admitted through school choice. G.L. c. 76, § 12B(d).



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Twitter: @duxschools
Facebook: Duxbury Public Schools

Lisa Freeley
Director of Business and Finance

TO: Duxbury School Committee
FROM: Lisa Freeley, Director of Business & Finance
SUBJECT: FY27 State Budget Update
DATE: March 11, 2026

On January 28, 2026, Governor Healey released the State's \$62.8 billion Fiscal Year 2027 budget proposal. This is a 2.5% increase over FY26. The Governor's budget is the first step in a long process of developing the State's annual budget.

The Governor's FY27 budget is particularly significant because it represents the final year of the Student Opportunity Act (SOA). The SOA, passed in 2019, was the first comprehensive update to K-12 funding in Massachusetts in 26 years, intended to provide increased and equitable investment in schools. SOA funding is calculated and included in the Chapter 70 funding to municipalities. Since this is the final year of the SOA, it is worth noting that FY28 and beyond remain uncertain. Without a new legislative funding mechanism, future aid increases may return to much lower Pre-SOA baseline levels.

One critical problem that has yet to be addressed is the recent high levels of inflation and cost growth over the past few years, which have had dire impacts on school operating costs. Inflation in the Chapter 70 formula caps at 4.5%. This fails to reflect the reality of recent inflation. Our actual realized costs for utilities, out-of-district tuition, and specialized services have often exceeded that cap in recent years. The FY27 calculation is based on a 2.67% rate for all categories except benefits, which is increased by 8.29%.

Based upon the Governor's FY27 budget, Duxbury's Chapter 70 aid is calculated at \$7,544,790, approximately 2.5% higher than the FY26 Chapter 70 allocation of \$7,351,890. More than 85% of Massachusetts school districts, including Duxbury, are expected to receive minimum aid in Fiscal 2027. The statutory Chapter 70 minimum aid is \$30 per pupil, which is also the amount calculated for the fiscal 2025 formula. FY26 Chapter 70 minimum aid was calculated at \$150 per pupil. The Governor's FY27 budget proposal calculates Chapter 70 minimum aid at \$75 per pupil. While the Governor's \$75 minimum is good, the real advocacy target is to restore the \$150 per pupil rate by increasing the minimum aid. If this comes to fruition, it could result in an increase of approximately \$192,000 to Chapter 70 for Duxbury. This will be the primary metric to watch as the House and Senate develop their budget bills. Cherry Sheet estimates showing the proposed Chapter 70 amount will be updated at each step in the State's budget process. The final Chapter 70 workbook will be posted when the final budget is signed by the Governor.

The Special Education Circuit Breaker is our primary mechanism for state reimbursement of high-cost special education placements. The Governor's budget represents full funding (75% reimbursement) for eligible costs, including the continued phase-in of out-of-district transportation. FY27 Circuit Breaker reimbursement amounts, based on FY26 eligible costs, will not be made available until the summer. The reimbursement received over fiscal year 2027 will be used to budget the District's 2028 special education budget.

The Joint Ways and Means Committee is currently holding budget hearings. The House is expected to debate its budget bill in April, with the Senate expected to deliberate on its bill in May. A Conference Committee will reconcile the two budgets, with the legislature's goal of passing a final budget bill and sending it to the Governor by the beginning of the fiscal year on July 1.

This is the start of a long process. We will continue to monitor the House and Senate versions of the budget as they are released over the coming months and will update the Committee as information becomes available.

BBBA / BBBB - SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town from which he/she is elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary, official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on his/her official duties as a member of the Committee. At the beginning of each term of office, each School Committee member must provide to the town clerk a copy of the certificate of completion of the Online State Ethics test. From the town clerk, newly qualified Committee members - by law - receive, and sign a receipt for, a copy of the Massachusetts law governing the conduct of Committee meetings in general and executive sessions in particular.

LEGAL REFS.: M.G.L. 39:23B; 41:1; 41:107
M.G.L. 76:5 Amended 1993

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BBBA/BBBB - SCHOOL COMMITTEE MEMBER QUALIFICATIONS/OATH OF OFFICE

In order to serve on the School Committee, an individual must be a registered voter in the town from which they are elected or appointed and must take an oath of office as required by law.

Each new member will present to the Committee secretary official certification of having sworn the oath before an officer duly qualified to administer oaths prior to entering on their official duties as a member of the Committee.

From the Municipal or District Clerk, newly qualified Committee members, by law, receive, and sign a receipt for, a copy of the Massachusetts open meeting law governing the conduct of Committee meetings in general and executive sessions in particular.

Newly qualified Committee members shall, by law, receive and sign a receipt for, within 30 days of taking office, a copy of the Massachusetts Ethics Commission's Summary of the Conflict of Interest laws. As municipal employees, all School Committee members shall receive a copy of said summary annually. All School Committee members shall, within 30 days of taking office, and every 2 years thereafter, complete the Massachusetts Ethics Commission's online training program. Upon completion of the online training program, members shall provide notice of such completion to be retained for 6 years by the Municipal or District Clerk.

Established by law

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. [30A:20](#); [41:1](#); [41:107](#); [76:5](#); [268A:27](#)-28;

NOTE: A regional school district may want to add references to its regional agreement if portions apply to the qualifications for membership on the regional School Committee.

The coding of this statement indicates that two consecutive codes in the NEPN classification system have been combined to handle statements that relate to both topics. Codes can be combined only when they appear consecutively in the classification system.

BBBC - SCHOOL COMMITTEE MEMBER RESIGNATION

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the town or District in which he or she holds office, that member shall be deemed to have vacated the office.

Established by law

LEGAL REFS.: M.G.L. 41:2; 41:109

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BBBC - SCHOOL COMMITTEE MEMBER RESIGNATION

A current School Committee member who submits a resignation to the appropriate certifying authority terminates School Committee duties at the time of such resignation unless a later time is stated in the resignation.

Should a School Committee member move out of the municipality or District in which they hold office, that member shall be deemed to have vacated the office.

SOURCE: MASC - Updated 2022

LEGAL REFS.: M.G.L. [41:2](#); [41:109](#)

BBBE - UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the board of selectmen and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the selectmen that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the selectmen, so that voters of the town may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For an election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

LEGAL REF.: M.G.L. 41:11

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BBBE - UNEXPIRED TERM FULFILLMENT

When a vacancy on the School Committee occurs for any reason, the Select Board or City Council and the remaining members of the Committee share the responsibility for filling it.

As provided in the law, the School Committee will notify the Select Board or City Council that a vacancy has been created within 30 days after it has occurred. After one week's notice has been given by the Committee to the Select Board or City Council, so that voters of the municipality may have the opportunity to state their candidacy, the two governing bodies will meet to fill the vacancy by roll call vote.

For election to fill a vacancy, a candidate must receive a majority of the votes of the officers entitled to vote. The person so elected will fill the seat on the Committee until the next town election, at which time a member will be elected to serve the remainder of the term, if any.

SOURCE: MASC - Updated 2022

LEGAL REF.: M.G.L. [41:11](#)

NOTE: The substance of most statements in this category is usually established by law. Certain points may be School Committee policy. City and town charters often set forth procedures for filling vacancies on the School Committee; references to these should be added, if appropriate. A regional school district should also refer to the regional agreement if portions apply.

BCA - SCHOOL COMMITTEE MEMBER CODE OF ETHICS

(National School Boards Association - NSBA)

Having accepted the challenge of service on the Duxbury School Committee, The School Committee Members accept the principles set forth in the National School Boards Association Code of Ethics as a guide in helping to provide quality public education for all of the children in Duxbury.

As a Member of my local Board of Education, I will strive to improve public education, and to that end I will

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the Superintendent;
6. Communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
7. Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest;
10. Take no private action that will compromise the board or administration, and respect the confidentiality of information that is privileged under applicable law; and
11. Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BCA - SCHOOL COMMITTEE MEMBER ETHICS

(Massachusetts Association of School Committees Code of Ethics)

Preamble

The acceptance of a code of ethics implies the understanding of the basic organization of School Committees under the Laws of the Commonwealth of Massachusetts. The oath of office of a School Committee member binds the individual member to adherence to those state laws which apply to School Committees, since School Committees are agencies of the state.

This code of ethics delineates three areas of responsibility of School Committee members in addition to that implied above:

1. Community responsibility
2. Responsibility to school administration
3. Relationships to fellow Committee members

A School Committee member in their relations with their community should:

1. Realize that their primary responsibility is to the children.
2. Recognize that their basic function is to be policy making and not administrative.
3. Remember that they are one of a team and must abide by, and carry out, all Committee decisions once they are made.
4. Be well informed concerning the duties of a Committee member on both a local and state level.
5. Remember that they represent the entire community at all times.
6. Accept the office as a Committee member as means of unselfish service with no intent to "play politics," in any sense of the word, or to benefit personally from their Committee activities.

A School Committee member in their relations with their school administration should:

1. Endeavor to establish sound, clearly defined policies which will direct and support the administration.
2. Recognize and support the administrative chain of command and refuse to act on complaints as an individual outside the administration.
3. Give the chief administrator full responsibility for discharging their professional duties and hold them responsible for acceptable results.

4. Refer all complaints to the administrative staff for solution and only discuss them at Committee meetings if such solutions fail.

A School Committee in their relations with their fellow Committee members should:

1. Recognize that action at official meetings is binding and that they alone cannot bind the Committee outside of such meetings.
2. Realize that they should not make statements or promises of how they will vote on matters that will come before the Committee.
3. Uphold the intent of executive sessions and respect the privileged communications that exist in executive sessions.
4. Not withhold pertinent information on school matters or personnel problems, either from members of their own Committee or from members of other Committees who may be seeking help or information on school problems
5. Make decisions only after all facts on a question have been presented and discussed.

SOURCE: Massachusetts Association of School Committees, 5/22/64 - Reviewed 2022

NOTE: MASC code of ethics is intended to be a guideline for School Committee members. The code is not binding by law.

BDA - SCHOOL COMMITTEE ORGANIZATIONAL MEETING

For the purpose of organizing, the School Committee, at its first regular meeting following the town's annual elections, will elect from its membership a chairman, a vice-chairman and a secretary, all of whom will hold their respective offices for a term of one year or until a successor is elected.

A majority of the members of the School Committee will constitute a quorum. The election will proceed as follows:

1. If the current Chairman is no longer a member, the meeting is called to order by the senior member of the School Committee. Nominations for the office of chairman will be made from the floor, by any member including the person presiding. The chairman will be elected by a majority roll-call vote of the members present and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
2. Upon election, the new chairman will preside, calling for the election of a vice-chairman and secretary, in order. The procedure used for their election will be the same as that for electing the chairman.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above.

Following election of officers at its organizational meeting, the School Committee may proceed into such regular or special business as scheduled on the agenda.

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BDA - SCHOOL COMMITTEE ORGANIZATIONAL MEETING

For the purpose of organizing, the School Committee, at its first regular meeting following the District's annual elections, will elect from its membership a Chair, a Vice-Chair, and a clerk, all of whom will hold their respective offices for a term of one year or until a successor is elected.

In the event the Chair and Vice-Chair are no longer members of the School Committee, the senior member (years served) will act as the Chair Pro-Tem.

A majority of the members of the School Committee will constitute a quorum. The election will proceed as follows:

1. Nominations for the office of Chair will be made from the floor. The Chair will be elected by a majority roll-call vote of the members present and voting. If no nominee receives a majority vote, the election will be declared null and void and nominations will be reopened.
2. Upon election, the new Chair will preside, calling for the election of a Vice-Chair and clerk, in order. The procedure used for their election will be the same as that for electing the Chair.

Any vacancy among the officers occurring between organizational meetings will be filled by a member elected by the School Committee. The election will be conducted as described above. Following election of officers at its organizational meeting, the School Committee may proceed into such regular or special business as scheduled on the agenda.

SOURCE: MASC - Reviewed 2022

NOTE: Include under this code the date of the organizational meeting and important details concerning election of officers: who presides during election of Chair; how nominations are made; means of voting; specifics on the vote required for election. Here also is a place for statements on resignations and removal of School Committee officers from office and filling vacancies in office mid-term. (The latter applies to offices, not Committee membership.) In some cities the mayor serves as Chair of the School Committee; this should be included here. References to any applicable sections in a town or city charter should be added. Regional school districts should cite M.G.L. [71:16A](#); a School Committee participating in a superintendency union should cite M.G.L. [71:63](#) and correct the content of this policy in accordance with requirements of that section of the law.

BDB - SCHOOL COMMITTEE OFFICERS

Duties of the Chairman

The chairman of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. He/she will perform those duties that are consistent with his/her office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the chairman will:

1. Sign the instruments, acts and others necessary to carry out state requirements and the will of the Committee;
2. Consult with the Superintendent in the planning of the Committee's agendas;
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings;
4. Appoint subcommittees, subject to Committee approval;
5. Call special meetings of the Committee as found necessary;
6. Be public spokesman for the Committee at all times except as this responsibility is specifically delegated to others;
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the chairman will:

1. Call the meeting to order at the appointed time;
2. Announce the business to come before the Committee in its proper order;
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings;
4. Recognize persons being allowed to speak, and protect the speaker who has the floor from disturbance or interference;
5. Explain what the effect of a motion would be if this is not clear to members;
6. Restrict discussion to the question when a motion is before the Committee;
7. Answer all parliamentary inquiries;
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chairman

The vice-chairman of the Committee will act in the absence of the chairman as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to him/her.

Secretary

The secretary, who does not have to be a member of the School Committee, will keep or cause to

be kept an accurate journal of all Committee meetings, will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

LEGAL REF.: M.G.L. 71:36

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BDB - SCHOOL COMMITTEE OFFICERS

Duties of the Chair

The Chair of the School Committee has the same powers as any other member of the Committee to vote upon all measures coming before it, to offer resolutions and to discuss questions. They will perform those duties that are consistent with their office and those required by law, state regulations, and this Committee. In carrying out these responsibilities, the Chair will:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Committee.
2. Consult with the Superintendent in the planning of the Committee's agendas.
3. Confer with the Superintendent on crucial matters that may occur between Committee meetings.
4. Appoint subcommittees, subject to Committee approval.
5. Call special meetings of the Committee as found necessary.
6. Be public spokesperson for the Committee at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Committee meetings.

As presiding officer at all meetings of the Committee, the Chair will:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Committee in its proper order.
3. Enforce the Committee's policies relating to the order of business and the conduct of meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if this is not clear to members.
6. Restrict discussion to the question when a motion is before the Committee.
7. Answer all parliamentary inquiries.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.

Duties of the Vice-Chair

The Vice-Chair of the Committee will act in the absence of the Chair as presiding officer of the Committee and will perform such other duties as may be delegated or assigned to them.

Clerk

The clerk will keep or cause to be kept an accurate journal of all Committee meetings; will comply with state law and Committee policy regarding notification of meetings; and will render such reports as may be required by the state or the town.

SOURCE: MASC - Reviewed 2022

LEGAL REF.: M.G.L. [71:36](#)

Note: The treasurer of the town serves as treasurer of the School Committee.

Note: This category is for statements about officers the School Committee elects from its own membership. Policies relating to officials that the Committee appoints from outside its membership are properly filed under code BDC. (Codes [BDB](#) and BDC can be combined as BDB/BDC, covering the double term School Committee Officers/Appointed Officials.)

If your School Committee elects a treasurer from its membership, the duties of that officer should be included here. If a treasurer is elected and is not a member of the Committee, refer to the paragraph directly above for coding suggestions.

When the town treasurer serves as the Committee's treasurer, an editorial note could be added to the policy, as was done in the sample above. Regional school districts are required to appoint a treasurer; the duties of that office should be included and M.G.L. [71:16A](#) should be cited.

City or towns charters often address this topic. References to pertinent sections of a charter should be added as legal references.

BDC - APPOINTED COMMITTEE OFFICIALS

The Superintendent shall be appointed by vote of the Committee as provided by law and perform all the duties that are prescribed by law and such other duties, not inconsistent thereto, as a majority of the Committee may direct.

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

BDD - SCHOOL COMMITTEE - SUPERINTENDENT RELATIONSHIP

The Committee will leave to the Superintendent all matters of decision and administration that come within his/her scope as executive officer or as professional leader of the school system. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent will have the privilege of asking guidance from the Committee with respect to matters of operation whenever he/she wishes. If it is necessary to make exceptions to an established policy, he/she will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

Status: Currently in Effect

Last Adopted: Date not recorded; prioritized for review.

File: BDD - SCHOOL COMMITTEE-SUPERINTENDENT RELATIONSHIP

The Committee will leave to the Superintendent all matters of decision and administration that come within their scope as executive officer or as professional leader of the school district. While the Committee reserves to itself the ultimate decision of all matters concerning general policy or expenditures of funds, it will normally proceed in these areas after receiving recommendations from its executive officer. Further:

1. The Superintendent may seek guidance from the Committee with respect to matters of operation whenever appropriate. If it is necessary to make exceptions to an established policy, they will submit the matter to the Committee for advice and direction.
2. The Superintendent will assist the Committee in reaching sound judgments and establishing policies, and will place before the Committee all relevant facts, information, and reports necessary to keep the Committee adequately informed of situations or business at hand.

SOURCE: MASC - Reviewed 2022