

PUBLIC COMMENT AT SCHOOL COMMITTEE MEETINGS

All regular and special meetings of the School Committee shall be open to the public. Executive sessions will be held only as prescribed by the Statutes of the Commonwealth of Massachusetts.

The School Committee desires citizens of the District to attend its meetings so that they may become better acquainted with the operations and the programs of our local public schools. In addition, the Committee would like the opportunity to hear the wishes and ideas of the public.

In order that all citizens who wish to be heard before the Committee have a chance and to ensure the ability of the Committee to conduct the District's business in an orderly manner, the following rules and procedures are adopted:

1. At the start of each regularly scheduled School Committee meeting, individuals or group representatives will be invited to address the Committee. The Chair shall determine the length of the public participation segment.
2. Speakers will be allowed three (3) minutes to present their material. The presiding Chair (or a majority vote of the committee) may permit extension of this time limit.
3. Individuals may address topics, within the scope of responsibility of the School Committee.
4. Improper conduct and remarks will not be allowed. Defamatory or abusive remarks are always out of order. If a speaker persists in improper conduct or remarks, the Chair may terminate that individual's privilege of address.
5. All remarks will be addressed through the Chair of the meeting.
6. Speakers may offer such objective criticisms of the school operations and programs as concern them, but in public session the Committee will not hear personal complaints of school personnel nor against any member of the school community. Under most circumstances, administrative channels are the proper means for disposition of legitimate complaints involving staff members.
7. Written comments longer than three (3) minutes may be presented to the Committee before or after the meeting for the Committee members' review and consideration at an appropriate time.
8. Public Comment is not a discussion, debate, or dialogue between citizens and the Committee. It is a citizen's opportunity to express his/her opinion on issues of School Committee business. The Committee and/or administrator's may not be prepared to directly respond to citizen questions posed in this forum but the Chair may request that citizens put the question in writing to the appropriate person or body so that the matter is given the proper consideration.

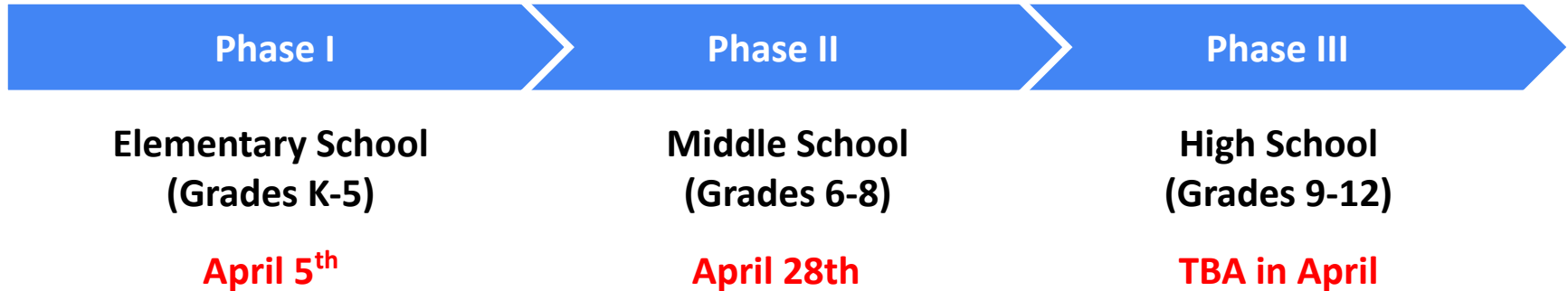
SOURCE: [Marblehead](#)



Superintendent's Update
Feb 22, 2021

DESE -- Recommending Board provide the Commissioner with the authority to shift away from remote and hybrid models, and begin a fuller return to in-person learning

Return to full-time, in-person school five days per week would proceed in three phases



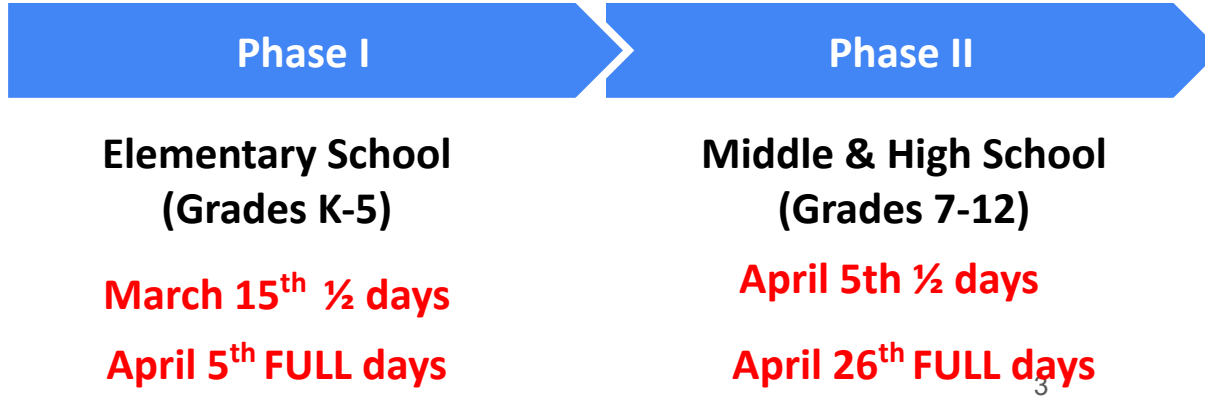
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Timeline for subsequent phases will be determined in consultation with medical experts and state health officials



Marblehead Public Schools plan to begin a return to in-person learning

Return to full-time, in-person school five days per week would proceed in two phases



The health, safety, and wellbeing of our students and staff has been paramount from Day 1 of the pandemic

Since the crisis began, we have:

- Released over 225 pages of guidance on health, safety, and student wellbeing, including updates throughout the school year
- Provided 10 days at the start of the year for staff to train on in-person, hybrid, and remote learning models
- In addition to significant federal and state funding, directly supplied districts with 1.5M masks, over 12,000 air purifiers, \$33M in grants to support the purchase of Chromebooks and wifi hotspots, and \$4M in mental health grants
- Served as a national leader on COVID-19 testing in schools, adopting new testing technologies as soon as they become available (includes mobile response testing, Abbott Binax NOW antigen testing, and pooled testing for students and staff)
 - Approximately 50% of Massachusetts schools now offer weekly pooled testing

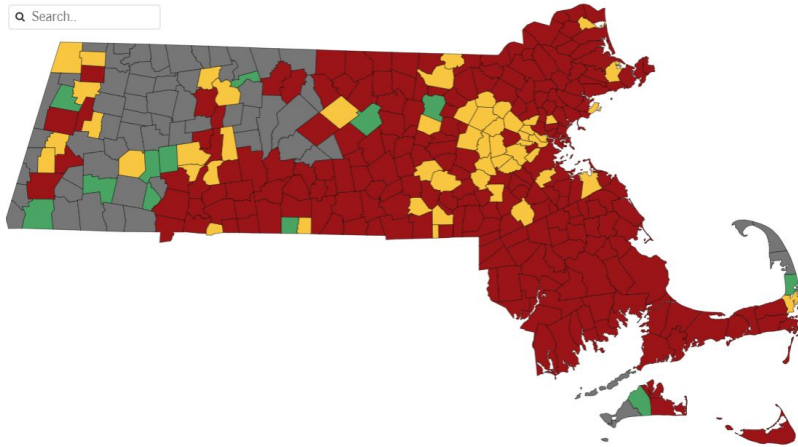
Since January, COVID-19 case rates have improved significantly across the Commonwealth

New cases: Jan. 3 – Jan. 16

Massachusetts town-by-town risk assessment for COVID-19

■ Lowest risk ■ Lower risk ■ Moderate risk ■ High risk

Search..

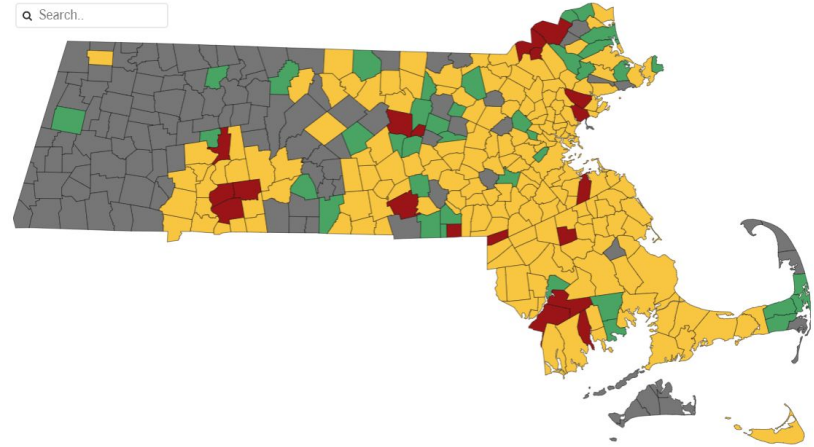


New cases: Feb. 14 – Feb. 27

Massachusetts town-by-town risk assessment for COVID-19

■ Lowest risk ■ Lower risk ■ Moderate risk ■ High risk

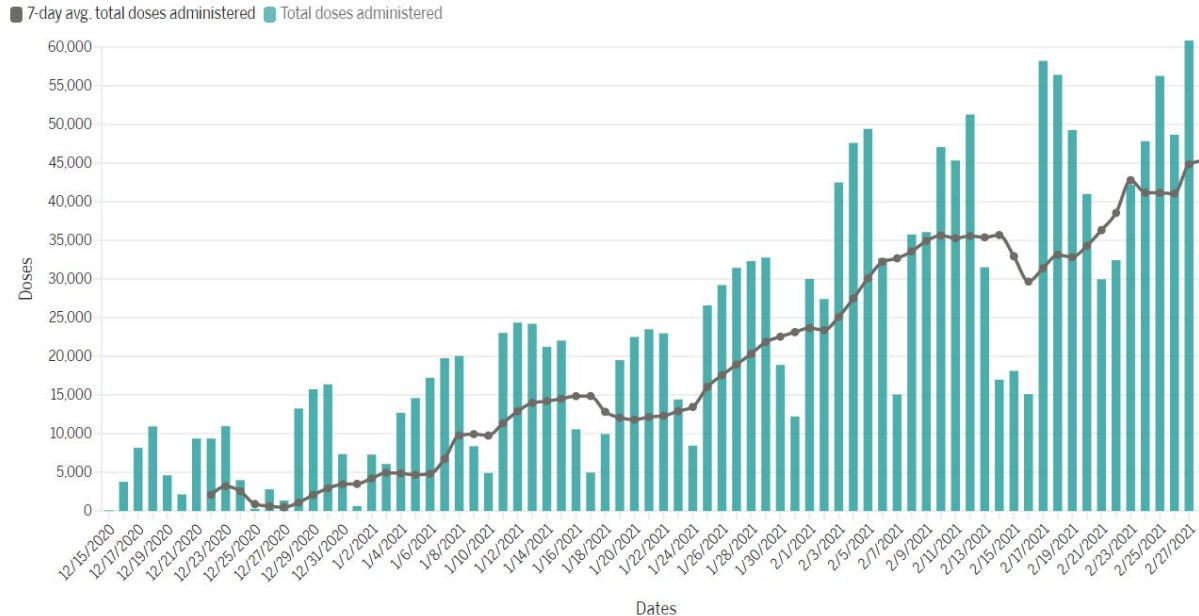
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Source: The Boston Globe; Massachusetts Department of Public Health. Available at:
<https://www.bostonglobe.com/2020/12/04/nation/see-how-massachusetts-covid-19-risk-map-has-evolved-week-by-week/>.
<https://www.bostonglobe.com/2020/12/18/nation/see-which-massachusetts-communities-are-high-risk-covid-19/>

The vaccine rollout is in process: Over 2 million doses have been administered and educators will be eligible to book vaccine appointments next week

Daily COVID-19 vaccine doses administered by date



Educators and other K-12 workers are eligible to book vaccine appointments beginning March 11

Source: Daily COVID Vaccine Report: <https://www.mass.gov/info-details/massachusetts-covid-19-vaccination-data-and-updates#daily-covid-19-vaccine-report>; The Boston Globe; MA COVID Command Center. Available at: https://www.bostonglobe.com/nation/special-reports/coronavirus/vaccine/?p1=HP_TrendingBar

Over 300 doctors have signed a letter supporting in-person learning with mitigation measures, including 3 feet of distance between students when masked

EXCERPTS FROM FEBRUARY LETTER (emphasis added)

Dear Commissioner Riley,

We are a group of **infectious diseases physicians, pediatricians, and public health experts** from across the state of Massachusetts. We write to express our concerns with the Return to School guidelines recently released by the CDC on Feb 12, 2021, and to **reinforce our conviction that the guidelines set out by the Department of Elementary and Secondary Education (DESE) in June 2020 are more appropriate to guide Massachusetts....**

Massachusetts has implemented broad, effective mitigation measures in its schools throughout the state.... Many of these recommendations are in full force, which make closer spacing between students when masked (i.e. when not eating) both reasonable, and much needed to increase in-person learning in many current classroom configurations....

Massachusetts private and public schools have opened with as little as 3 feet of distance between students and have proven that with these other mitigation measures, in-school transmission is exceedingly rare. The closer spacing fails when these other mitigation pieces are not in place....

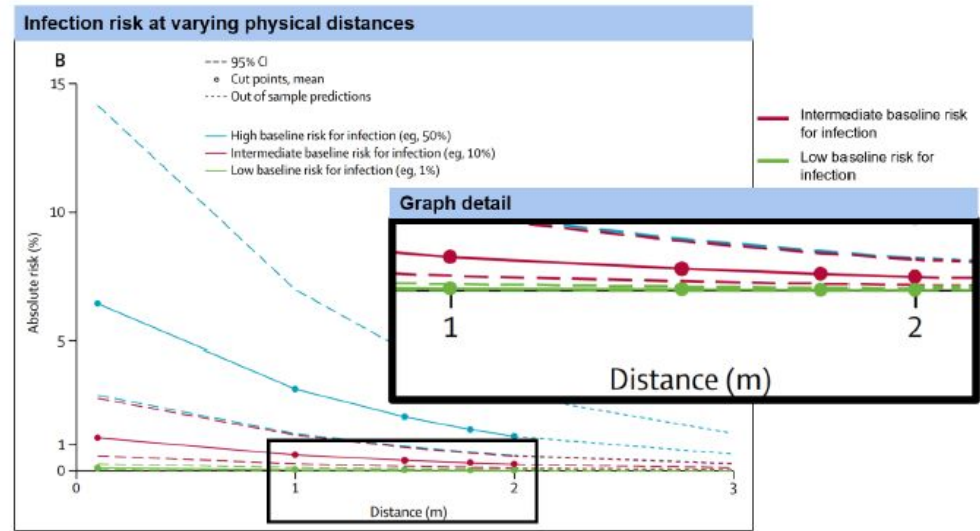
We have also seen that the risks to students of not being in school are dramatic. Students are more isolated learning from home, and consequently suffer more mental health issues, as well as physical health concerns, increased rates of non-accidental trauma, and learning loss. Remote learning is not a reasonable long-term substitute for in person school. **Every effort must be made to return the students of Massachusetts to in-person education in order to combat these other concerns, that are also of public health importance....**

DESE's initial fall guidance referenced a critical study from *The Lancet*, which noted that risk of infection is similar at 1 meter (~ 3 feet) and 2 meters (~6 feet) in low to intermediate risk settings

Risk of infection at varying physical distances

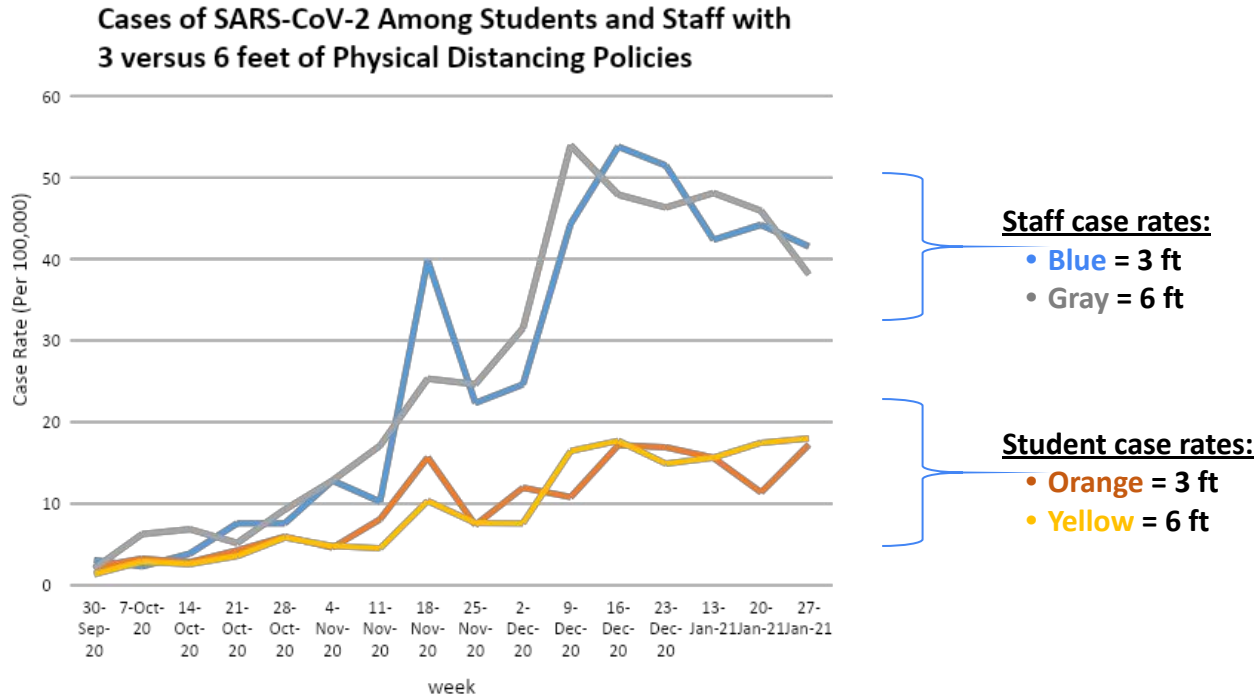
Key finding: in intermediate- and low-risk settings, the risk of infection is similar at one meter (approximately three feet) and two meters (approximately six feet) distances. Experts suggest schools would be considered low to intermediate risk, especially with additional protections (e.g., masks), and that the risk of infection in these settings at both one meter and two meters is low.

Note: the risk of infection at various physical distances was modeled based on a meta-analysis of data from a group of coronaviruses (COVID-19, MERS, SARS). These are estimates of the risk by type of setting, not the risk to different types of individuals.



Source: Initial Fall Reopening Guidance. (2020) Department of Elementary and Secondary Education. Study: Chu, D.K., Akl, E.A., Duda S., Solo K., Yaacoub S., Schunemann H.J. et al. (2020) Physical distancing, face masks, and eye protection to prevent person-to-person transmission of SARS-CoV-2 and COVID-19: a systematic review and meta-analysis. *The Lancet*. Available at: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)31142-9/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31142-9/fulltext)

Study of Massachusetts data indicates no substantial difference in cases among students or staff with 3 versus 6 feet of distance since schools reopened



Source: Polly van den Berg, MD; Elissa M. Schechter-Perkins, MD, MPH; Rebecca S. Jack, MPP; Isabella Epshtein, MPP; Richard Nelson, PhD; Emily Oster, PhD; Westyn Branch-Elliman, MD, MMSc. [SARS-CoV-2 Cases in Students and Staff in Massachusetts with Variable Distancing Policies](#). Infection control plans for Commonwealth school districts with any in person learning were collected, with universal masking for students in grade 3 and higher and universal masking for staff mandatory. 243 districts were included, comprising 520,129 students and 6,227,765 student learning weeks, and 97,679 staff and 1,313,532 staff learning weeks. SARS-CoV-2 cases in students and staff in districts with in-person learning with different distancing policies were compared.

Parents will still have a choice for their children to learn remotely through the end of this school year



Districts can apply for waivers to address a limited set of circumstances in which they make a compelling case that they must take an incremental approach

Examples of possible waiver requests:

- **Districts that have been primarily in a fully remote model all year can submit a waiver to take a more incremental approach** (for instance seeking first to return in a hybrid model, before proceeding to full in-person instruction later in this school year).
- **Schools that operate with a grades K-4 configuration, with grade 5 in another school building,** can submit a waiver to delay implementation of full-time, in-person learning for grade 5 until the middle school phase begins.
- **In very limited circumstances, waivers may be considered for operational constraints and feasibility issues,** on a temporary basis.
- Other requests will be considered on a case-by-case basis.

MPS IS NOT SEEKING A WAIVER

DESE is committed to supporting districts with the transition to in-person learning

Guidance

A guidance document was released yesterday, March 9 and included detailed requirements and implementation recommendations for returning to in-person school

Personalized technical support

DESE's COVID-19 operations help center will be available for individual consultations with districts and schools facing challenges with implementation, including optimization of physical space

Staffing supports

Districts can take advantage of several opportunities to hire additional staff to support an in-person return including emergency license opportunities, DCS database partnership for substitutes, and the high school internship program

Funding

Districts have received significant funds to support this work, including \$194.4M in ESSER I and \$740M in ESSER II. These funds follow the Title I formula to support our neediest districts. Additionally, \$182M in School Reopening Grants were issued last year

Looking ahead: Addressing unfinished learning and closing gaps with an equity focus

Spring: Continue to provide supports for mental health, FAFSA completion, and support for seniors who did not meet the Competency Determination requirement

Summer: Stand up robust summer school programming and academic interventions, including:

- Launch a state-wide acceleration academy program with a focus on “gateway grades” in key areas (e.g. early literacy, middle school math), both for this summer and subsequent summers
- Support districts in identifying high-quality programs to serve students in other grades

Fall: Plan for a full return in-person across all grade levels

- Work with districts and schools to ensure a focus on teaching grade level content, with appropriate scaffolds for all learners
- Focus on whole child needs (mental and physical health), in addition to academics

Supporting students with unfinished learning and closing gaps will be an ongoing focus and multi-year effort

School Committee Vote

- ★ Because the regulations have the force of law, once the Commissioner makes the determination that hybrid and remote learning will no longer count towards structured learning time, a school committee vote on which learning model to adopt is **not necessary** because full-time, in-person learning will be the default required model.
 - **April 5, 2021 (K-5); April 28, 2021 (6-8) - DESE dates, not MPS**
- ★ Remote learning should be provided only if parents/guardians opt out of in-person learning for the remainder of this school year and for students who must remain home due to a COVID-19 related issue.
 - **DO YOU WISH TO CHANGE YOUR CURRENT MODEL?**

Model Change Guidance

For many districts, this will be a substantial programming shift mid-school year. Families should expect that districts may need to make challenging tradeoffs to accommodate the full in-person instructional mode. For instance, if students are currently learning in a hybrid model, the shift to more in-person days may require changes in classroom learning spaces and, in some cases, teacher-student assignments. If students are currently in a remote model or choose to learn remotely when these new requirements go into effect, the remote learning option may look different than the model offered prior to the implementation of these new requirements.

After families make a choice between full in-person and remote, a parent or guardian who subsequently wishes to have their student switch from a remote to in-person model, should be aware that **the school or district may require a reasonable transition period**. Consistent with DESE's Remote Learning Guidance,³⁰ we recommend that this transition period be ideally no more than four to six weeks. **THE END OF THE YEAR IS JUNE 15, 2021**



Questions





BUDGET PRIORITIES



Budget Priorities - Prioritized

Brown

2 Teachers	121,120.00
4 Paraprofessionals	66,550.00

Technology

Capital Leases (for network switching, wireless, & phone system)	212,760.00
2 Integration technology Specialists (MAYBE ONE)	80,000.00

Central Admin

HR Director	80,000.00
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Curriculum

2 Instructional Specialists (MAYBE ONE)	80,000.00
New math Program K-8 (year 1 cost)	100,000.00

Village

Guidance Counselor Position	60,560.00
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MHS

Academic Skills Teacher, currently filled with fellow	55,839.00
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Veterans

Add Reading teacher	60,560.00
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Budget Priorities - Prioritized

Facilities

Custodian for Brown School

37,051.00

Glover

2 Add'l Allied Arts teachers, totaling 1.0 FTE

60,560.00

Village

2 Add'l Allied Arts teachers, totaling 1.0 FTE

60,560.00

MHS

Change BRYT Tutor to BRYT Teacher

27,379.00

Increase position to Director of Guidance

10,000.00

Facilities

Administrative Support

36,833.00

Groundskeeper

45,037.00

Central Admin

Community Relations Liaison

42,000.00

MHS Athletics

Replacement of Scoreboard

12,500.00

BUDGET CALENDAR 3.11.21

MAR - Monday	Tuesday	Wednesday	Thursday	Friday
1	2 Budget Subcommittee	3	4 School Committee Review & updates FY22 draft budget	5
8	9	10	11 Budget Subcommittee	12
15	16 Joint Meeting - SC/BoS/Fincom subcommittees	17	18 School Committee	19
22	23 Budget Subcommittee	24	25 <i>Building Committee</i>	26
29	30 ??	31		

APR - Monday	Tuesday	Wednesday	Thursday	Friday
			1 School Committee FY22 Budget - Public Hearing	2
5	6	7	8 School Committee Vote final FY22 budget	9
12 Finance Committee Vote final FY22 budget	13	14	15	16
19 APRIL	20 VACATION	21 APRIL	22 VACATION	23



ENROLLMENT



Budget Overview – Enrollment

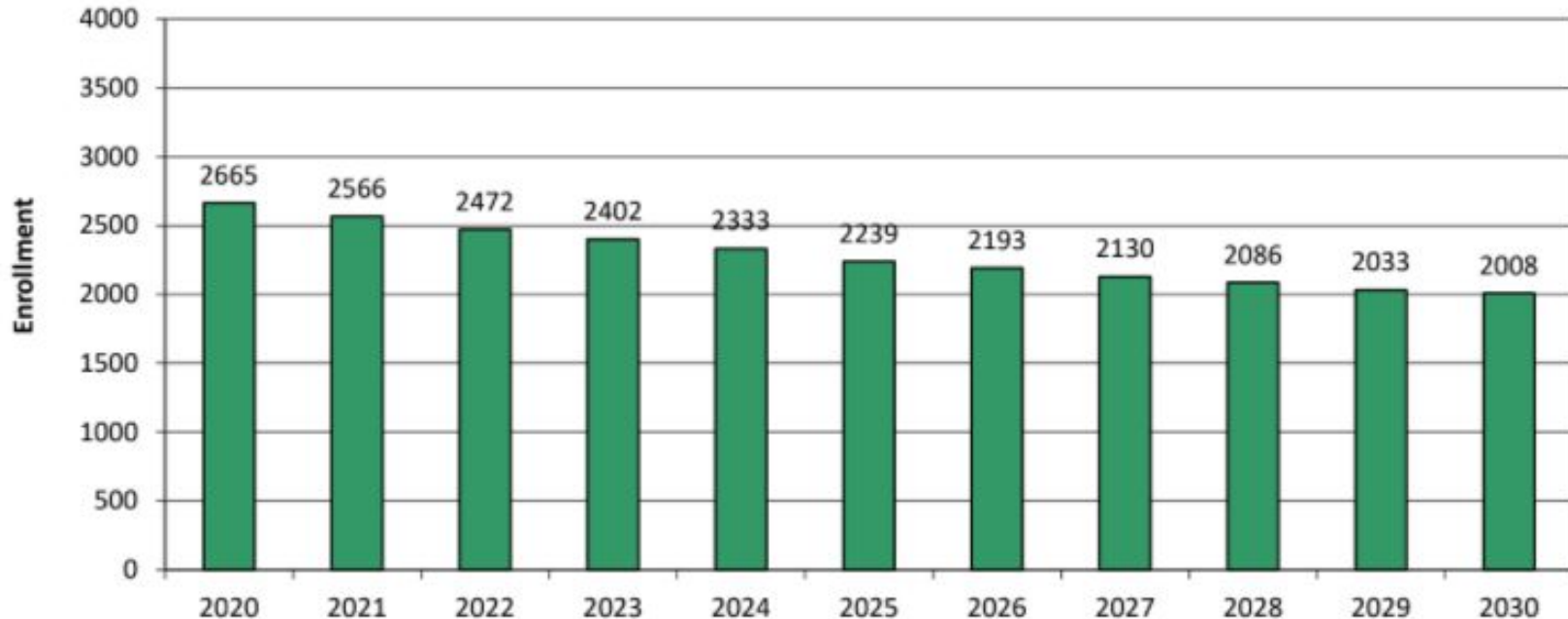
Marblehead Public Schools
Eight Year Enrollment History and Five/Ten Year Projections
October 1, 2019
Survival Cohort Methodology

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total	9-12	7-8	4-6	K-3
2012-13		249	228	251	269	240	234	257	231	272	274	244	263	207	66	3285	1054	503	731	997
2013-14		212	270	245	258	223	235	234	267	246	277	270	243	260	3	3243	1053	513	692	985
2014-15		209	222	274	245	231	225	244	246	265	251	265	266	242	2	3187	1026	511	700	950
2015-16		194	230	220	272	213	235	232	255	250	265	249	280	263	3	3161	1060	505	680	916
2016-17		231	196	239	221	229	212	227	246	257	255	267	245	278	6	3109	1051	503	668	887
2017-18		188	249	210	248	189	232	215	236	253	266	255	258	251	7	3050	1037	489	636	895
2018-19		176	203	260	206	221	197	224	230	236	258	267	261	263	5	3002	1054	466	642	845
2019-20	44	164	190	208	245	205	222	197	260	229	231	258	254	256	4	2967	1003	489	624	807
																3025		**	869	606
1 Year Rate			108%	102%	94%	100%	100%	100%	116%	100%	98%	100%	95%	98%						
3 Year Rate			108%	105%	99%	91%	102%	99%	109%	101%	101%	100%	98%	101%						
																-120	-27	-12	29	-62
2020-21	44	164	177	199	205	224	209	220	215	262	232	231	253	256	4	2847	976	477	653	745
2021-22	44	164	177	185	196	188	228	208	240	216	265	232	227	255	4	2782	983	457	624	723
2022-23	44	164	177	185	183	179	191	227	226	242	219	265	227	229	4	2715	944	469	598	709
2023-24	44	164	177	185	183	167	183	190	247	228	245	219	260	229	4	2678	957	475	540	709
2024-25	44	164	177	185	183	167	170	182	207	249	231	245	215	262	4	2638	957	456	519	709
2025-26	44	164	177	185	183	167	170	169	198	209	252	231	240	217	4	2563	944	407	507	709
2026-27	44	164	177	185	183	167	170	169	184	200	211	252	227	242	4	2532	936	384	507	709
2027-28	44	164	177	185	183	167	170	169	184	186	202	211	247	228	4	2475	893	370	507	709
2028-29	44	164	177	185	183	167	170	169	184	186	188	202	207	249	4	2433	851	370	507	709
2029-30	44	164	177	185	183	167	170	169	184	186	188	188	198	209	4	2370	788	370	507	709



Projected Enrollment Data - NESDEC

K-12 To 2030 Based On Data Through School Year 2020-21



Enrollment Budget Number Projections - 3.11.21

Grade	Budget Number	NESDEC Number
K	168	160
1	145	142
2	160	164
3	188	171
4	199	173
5	226	199
6	206	188
7	220	220
8	210	201
9	259	250
10	232	224
11	227	223
12	255	246
TOTAL	2695	2566

Marblehead COVID Mental Health Task Force

In response to community and parent concerns, the Board of Health is forming the Marblehead COVID Mental Health Task Force. The Board is requesting applications from Marblehead Health Care Professionals to fill one position and from Marblehead citizens (applicants could be Marblehead parents) to fill 2 positions. Other members to be appointed will be from the Council on Aging, School Department, Counseling Center and Town Administration.

Applicants are to send applications to Andrea Flaxer, Health Department, Administrative Assistant at: flaxera@marblehead.org Attention Michelle Gottlieb. Applications are due on March 22 and appointments will be made at the next BOH meeting on March 24th.

Brown			
	2 Teachers	121,120.00	
	4 Paraprofessionals	66,550.00	
Technology			
	Capital Leases (for network switching, wireless, & phone system)	212,760.00	
	2 Integration technology Specialists (MAYBE ONE)	80,000.00	this is for one
Central Admin			
	HR Director	80,000.00	
Curriculum			
	2 Instructional Specialists (MAYBE ONE)	80,000.00	this is for one
	New math Program K-8 (year 1 cost)	100,000.00	
Village			
	Guidance Counselor Position	60,560.00	
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	Academic Skills Teacher, currently filled with fellow	55,839.00	
Veterans			
	Add Reading teacher	60,560.00	
Facilities			
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MHS			
	Change BRYT Tutor to BRYT Teacher	27,379.00	
	Increase position to Director of Guidance	10,000.00	
Facilities			
	Administrative Support	36,833.00	
	Groundskeeper	45,037.00	
Central Admin			
	Community Relations Liaison	42,000.00	
MHS Athletics			
	Replacement of Scoreboard	12,500.00	