



DATE POSTED:

Town Clerk Use Only

MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A §§18-25 and the Governor's March 12, 2020 Executive order

Marblehead School Committee

Name of Board or Committee

Address: Zoom Conference join via the web link or Dial in

Link:

<https://zoom.us/j/98436325753?pwd=V1Nqc3lJM01wREwrYUFTcEp1QlVUZz09>

Dial in Phone # (415) 762-9988 with ID and follow prompts

Meeting ID: 984 3632 5753

Password: 016661

Thursday	March	18th	2021	7:00pm
Day of Week	Month	Date	Year	Time

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

THIS AGENDA IS SUBJECT TO CHANGE

I. Initial Business and Public Involvement

1. Call to Order
2. Commendations
 - a. Building based commendations-Veterans Middle School Principal, Matt Fox
 - b. School Committee Commendations
3. Student Representative – Dan Howells
4. Public Comment

II. Consent Agenda and Action Items

1. Minutes: (Vote)
February 4, 2021

III. Superintendent Report

1. Transportation Presentation-Dr. Jessica Benedetto
2. Pool Testing Update-Amanda Rivers and Greg Ceglarski
3. In-Person Instruction Update
4. Kindergarten-8th Grade Math Curriculum Update

IV. Finance Organizational Support

1. Schedule of Bills (Vote)
2. Student Opportunity Act Budget Plan (Vote)
3. FY22 Budget Update

V. School Committee Communications and/or Discussion Items

1. Massachusetts Association of School Committees (MASC) and Massachusetts Association of School Superintendents (MASS) MCAS Discussion
2. Review of Policies
 - a. BEDH-Public Participation at School Committee Meetings
3. Subcommittee and Liaison Updates
4. Building Project Update

VI. Closing Business

1. New Business (Not reasonably anticipated by the Chair 48 hours in advance of the meeting.)
2. Correspondence
3. Public Comment
4. Adjournment

Chairperson Sarah Gold
Posted by Lisa Dimier
Date 3/16/2021

2/16/2021

By Jessica Benedetto, MD

Pilot Program for a Neighborhood Bus from the Beacon St Area

- Rationale: starting with a small pilot will introduce the idea of expanding busing to the community **without adding to the school budget**
- Pilot program to start when the new Brown School opens. The Brown School location creates state-mandated **required** busing from the tip of the peninsula, based on the 2 mile distance rule, for K-3.
- The upfront costs for this bus from the Beacon St area to the Brown School are required to be part of the 2021-2022 budget. The pilot program would act to **maximize student utilization** of this bus.
- Maximizing student utilization will serve the community best and promote **safe transportation options** for our families. This will allow students to be bused through Beacon St, a narrow, primary road without any sidewalks. This route has been deemed unsafe for children walking to school, based on the Safe Routes to School audit completed in Jan 2021 for Village School.
- Maximizing student utilization of this bus, in addition to promoting walking for those closer to Village School, will both serve to decrease parental traffic and congestion there. In Judith Crocker's Safety Audit, at morning drop off, she counted 163 cars on Jersey St, 119 in Village St, 31 in the bus loop, 37 walkers, and 6 bikers. She referred to the dismissal behind Village as a "free for all" with idling cars sitting in place for 20 min before and after dismissal.
- The Pilot Program Bus would include 2 populations: riders in K-3 who the town must pay for a bus to Brown school (**red area on the map**), and riders in K-12 whose parents may choose to purchase a bus pass (**yellow area on the map**). Riders in 4-6 may be included from the Beacon St area based on hazard busing, per the superintendent's discretion, taking into

account the Safe Routes to School Audit for Village. **This area lacks a safe walking route for these elementary students.**

- Pilot Program bus would include 7 pick-up spots and drop off students at/near 4 schools: Village, Vets, Baldwin/Pleasant near MHS, and the Brown School.
- Pilot Program would include morning and afternoon busing options for a fee of \$300/student (\$450/family maximum). Families may apply to purchase a bus pass on a first-come, first-serve basis, with priority given to families who live the largest distance from their respective schools.
- The goal would be to get enough interest, including paying families, to maximize allowed occupancy on the bus. This would be the most cost effective option, which would **maximize the fees added to the budget paid by parents. This would offset the required fixed costs of the bus and driver salaries, maintenance, etc.**
- Offering a neighborhood bus to children of all grades is the best way to increase demand and make the option more convenient for parents. Thus, the parents would be more likely to purchase bus passes to avoid driving children of varying ages to multiple schools.
- Ideas to manage a bus with children of all ages include a required seating plan by grade: 7-12 in the back 3rd of the bus, 4-6 in the middle 3rd of the bus, and K-3 in the front 3rd of the bus.
- Set up expectations up front about bus behavior, with the child and parent signing a bus behavior contract at the start of the year. Poor behavior reported by the bus driver or monitor would result in a warning, followed by a second warning, then immediate removal of the bus pass.
- With a consolidation of our schools (Coffin/Evelyth gone with adding only Brown), there is a decreased need for crossing guards. This could be used to add a bus monitor.

- The length of the pilot would be 1 year, and the school department would ask for feedback from pilot parents at the end of the year. Feedback about the pilot can create areas for improvement.
- Also at the end of the pilot, a general survey to **all** parents about expanding busing would go out to gauge interest in busing from other neighborhoods, to determine the potential for expansion.
- Starting this pilot with the Beacon St neighborhood is ideal because it captures the population who lives the farthest away from all schools, and therefore are the least likely to walk due to safety concerns.
- This pilot will allow the school department/school committee to have a cost/benefit analysis to help decide about expanding our busing budget in upcoming years. We will have valuable information on how to make the bus appealing/convenient enough for parents to purchase a pass.
- Bus stop locations for pick up allow children in these catchment areas to have a short walk to their bus stop and a drop off at or very near to their school:
 1. Norman St and Gingerbread Hill
 2. Beacon St and Crowningshield Rd.
 3. Beacon St and Bradlee Rd.
 4. Beacon St and Whittier Rd.
 5. Beacon St and Upper Green St.
 6. West Shore Dr and Cemetery Rd.
 7. West Shore Dr and Evans Rd.

Drop Off Stops (In this Order)

- Village School (on Village St side)
- Veterans School (on Pleasant St side)
- Pleasant St./Baldwin Rd intersection for a short walk to MHS
- Brown School (last stop since early elementary usually starts the latest)

Pilot Program Morning Route



Pilot Program Bus Stops

- 1) Norman St. / Gringerbread Hill
- 2) Beacon St. / Growing Shield Rd.
- 3) Beacon St. / Bradley Rd.
- 4) Beacon St. / Whittier Rd.
- 5) Beacon St. / Upper Green St.
- 6) West Shore Dr. / Cemetery Rd.
- 7) West Shore Dr. / Evans Rd.

Potential catchment area for K-12 to purchase a bus pass for a fee

Drop off Sites

- 1) * Village School (Pleasant St.)
- 2) * Vets School (Pleasant St.)
- 3) * Baldwin / Pleasant St. Intersection
- 4) * New Bell School

Approximate catchment area of a mandated bus for K-3, no fee to Bell School, (with proposed no fee for 4-6 students based on Dr Buckley discretion of hazardous)

By Jessica Benedetto, MD 2/16/21

Pilot Program Morning Route



Pilot Program Bus Stops

- 1) • Norman St. / Gingerbread Hill
- 2) • Beacon St. / Crowningshield Rd
- 3) • Beacon St. / Bradley Rd.
- 4) • Beacon St. / Whittier Rd.
- 5) • Beacon St. / Upper Green St.
- 6) • West Shore Dr. / Cemetery Rd.
- 7) • West Shore Dr. / Evans Rd.

Potential catchment area for K-12 to purchase a bus pass for a fee

★ Drop off Sites

- 1)★ Village School
- 2)★ Vets School (Pleasant St.)
- 3)★ Baldwin / Pleasant St. Intersection for MHS
- 4)★ New Bell School

Approximate catchment area of a mandated bus for K-3, no fee to Bell school, (with proposed no fee for 4-6 students based on Dr Buckyey discretion of hazard bus)

By Jessica Benedetto, MD 2/16/21

Pilot Program Morning Route



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Map data ©2021 1000 ft



MARBLEHEAD
PUBLIC SCHOOLS

Superintendent
John J Buckey, Ed.D.
9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140 x19
fax: 781.639.3149

Memo To: Marblehead School Committee
From: Amanda Rivers & Greg Ceglarski
Re: Pooled Testing Update
Date: March 18, 2021

- We have completed 624 tests as of today.
 - This represents a total of 88 pools
 - We averaged 6/7 people per pool
 - Largest pool was 9
 - Smallest was 4
 - Staff were included in pools
 - About 10% is made up of staff

- We have completed pools at every school in the District.
 - 215- MHS
 - 101- MVMS
 - 178- Village
 - 75- Glover
 - 35- Coffin
 - 20- Eveleth

- We have only had 1 positive, which is about .16% of the tested population.

- The schedule for athlete testing is:
 - Football and cheerleading get tested on Mondays
 - Track and volleyball gets tested on Tuesdays
 - Wednesday is a catch all day for anyone that missed on Monday or Tuesday

- 9 pools of athletes -- all negative
 - 24 of 78 winter track athletes
 - 15 of 39 volleyball players
 - 8 of 23 cheerleaders
 - 23 of 71 football players

Marblehead Public Schools

Curriculum: Supplies / Service Detail Budget Request

ACCOUNT	ACCOUNT NAME	FY20 BUDGET	FY20 ACTUAL	FY21 BUDGET	FY22 REQUEST	CHANGE
TBD	Student Opportunity Act Expenditures	\$ -	-	-	90,690	90,690
ACCOUNT DETAIL:						
DETAIL LISTING OR DESCRIPTION OF ITEMS OR SERVICES				FY21 BUDGET	FY22 REQUEST	
This program is part of a state initiative. The funding is being received by the town general fund as part of the Chapter 70 allocation. This is rather unusual as the state has directed school districts to use these funds to implement specific programs addressing student's needs.						
<u>District Math Interventionist</u>						
With the adoption of the new math program, and in conjunction with the District's focus on data-driven instruction, this position would be used to build educators' capacity to analyze data, develop and implement targeted tiered math interventions, and oversee the effective implementation of new math curriculum.					70,690	
<u>Summer Literacy Program</u>					10,000	
This intensive summer literacy program will provide elementary students demonstrating gaps in understanding the opportunity to receive evidence-based reading instruction free of cost. This program will provide targeted instruction to students identified with decoding and fluency deficits.						
<u>MTSS Professional Development</u>					10,000	
Funding would be used to deepen educators' ability to activate "Multi-Tiered Systems of Supports" within their individual classroom settings.						
The Multi-Tiered Systems of Support (MTSS) framework is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth.						
TOTAL				-	90,690	

Marblehead Public Schools
FY22 Budget Request Summary

<u>Item</u>	<u>Amount</u>	<u>Total</u>
Prior Year - FY21 Budget		40,521,000
1 Payroll Contractual	<u>862,549</u>	<u>862,549</u>
<u>One time Appropriation:</u>		
2 Student Opportunity Act (one-time funding through Chap 70 to be appropriated)	<u>90,690</u>	90,690
3 <u>Operating Cost Increases:</u>		
Special Education - tuition increase, reduction in funding from revolving & prepay	409,359	
IT - General Operating Costs (software & supplies)	57,192	
Facilities - General Operating Costs (supplies and maintenance)	37,000	
Curriculum - General Operating Costs	13,000	
Central Admin - General Operating Costs (software, audit, consulting, transp)	42,168	
Student Services - General Operating Costs	3,500	
MHS - General Operating Costs	4,147	
Vets - General Operating Costs	-	
Glover - General Operating Costs	-	
Athletics - General Operating Costs (transportation & cleaning)	<u>7,263</u>	
General Operating Increase*		573,629
(* without sped tuitions/transportation = \$164,270)		
4 <u>New School Operating Costs:</u>		
Facilities - Utilities, increase due to Brown School	<u>77,000</u>	77,000
5 <u>Operating Cost Decrease:</u>		
Facilities - One time funding of capital items	(87,544)	
Eveleth/Coffin/Vill Gr 3/Brown - General Operating Costs	(32,749)	
Village General Operating Costs	<u>(1,036)</u>	(121,329)
6 <u>Staffing Cost Decrease:</u>		
Village - Eliminate 2 classroom teachers	(121,120)	
Brown consolidation - Reduce 1 Principal	(129,000)	
Brown consolidation - Reduce 1 Secretary	(51,000)	
Brown consolidation - Reduce 1 Nurse	(59,000)	
Brown consolidation - Reduce 1 Allied Arts Teacher	(59,000)	
Brown consolidation - Reduce 1 Classroom Teacher	(60,560)	
MHS - Eliminate Science teacher (.4)	(35,681)	
Increase unemployment budget due to staff reductions	<u>40,000</u>	(475,361)
7 Other possible staffing reduction(s)	<u>(50,000)</u>	(50,000)
8 Savings due to known retirements (3)	<u>(91,804)</u>	(91,804)
SUB-TOTAL	865,374	41,386,374

Summary		
Total Operating Cost Increase	1,603,868	
Operating Cost increase (not including contractual oblig)	741,319	1.83%
Total Operational Savings	(738,494)	
Remaining for FY22 priorities	287,865	

Budget Requests (in order of priority)

9	Brown	2 Teachers - Preschool 4 Paraprofessionals - Preschool Less: Add'l estimated preschool revenue	121,120 66,550 (40,000)	147,670
10	Technology	Capital Leases (network switching, wireless, & phone system) 2 Integration Technology Specialists (maybe one)	212,706 80,000	292,706
11	Central Admin	HR Director Less: HR Assistant	80,000 (50,000)	30,000
12	Curriculum	2 Instructional Specialists (maybe one) Curriculum - New Math Program K-8 (year 1 cost)	80,000 100,000	180,000
13	Village	Eliminate Teacher Leader Stipend Positions Create Guidance Counselor Position	(44,057) 60,560	16,503
14	MHS	Academic Skills Teacher, currently filled with fellow	55,389	55,389
15	Veterans	Add Reading teacher	60,560	60,560
16	Brown	Custodian	37,051	37,051
17	Glover	2 Add'l Allied Arts teachers, totaling 1.0 FTE	60,560	60,560
18	Village	2 Add'l Allied Arts teachers, totaling 1.0 FTE	60,560	60,560
19	MHS	Change BRYT Tutor to BRYT Teacher Increase position to Director of Guidance	27,379 10,000	37,379
20	Facilities	Administrative Support (.8 FTE) Groundskeeper	36,833 45,037	81,870
21	Central Admin	Community Relations Liasion	42,000	42,000
22	MHS Athletics	Replacement of Scoreboard	12,500	12,500
23	Special Ed	Add'l Fellow Position - Request REMOVED due to availability	-	-


TOTAL	42,501,122
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MARBLEHEAD
PUBLIC SCHOOLS

Business Office
9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140
fax: 781.639.3149

MEMORANDUM

TO: Marblehead School Committee
FROM: Michelle Cresta, Director of Finance
DATE: March 17, 2021 
RE: Schedule of Bills for Approval

Included in this packet is the following Schedules of Bills for your consideration. The schedules and invoices have been uploaded to Dropbox and the required signatures have been obtained for each schedule.

Schedule	Amount
20646	\$ 6,750.00
20649	\$ 178,687.33
20654	\$ 872.03
20655	\$ 27,929.99
20665	\$ 3,518.39
Total	\$ 217,757.74

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$217,757.74.

MASSACHUSETTS ASSOCIATION OF SCHOOL SUPERINTENDENTS (MASS)

Thursday, February 25, 2021

***MCAS Test and ACCESS Test 2021:
A Contradiction of Purpose and Use during a pandemic***

Over the past few months the Massachusetts Board of Education and the Massachusetts Department of Elementary and Secondary Education (DESE) have insisted that both the MCAS and ACCESS are the only assessments that will measure student learning loss due to Covid-19 and therefore school districts need to prepare to assess students. We ask our legislators to use their “bully pulpit” to insist that DESE allow local formative and benchmark assessments be used to measure and intervene on student learning loss in lieu of state mandated assessments. We also ask our legislators to support recently filed *HD1448 - An Act to cancel the administration of the MCAS for the 2020-2021 school year.*

Below we present the position statements from the BOE, Commissioner and/or DESE regarding the need to administer both assessments, and our counter arguments to those ideas.

BOE, Commissioner, and DESE Position	Our Counter Position
<p align="center">Both MCAS and ACCESS need to be administered to measure student learning loss and student language proficiency.</p>	<p align="center">Educational use</p> <ol style="list-style-type: none"> 1) School districts are better served measuring student learning loss through the use of local diagnostic assessments (formative and benchmark). MCAS is a summative assessment measuring the level of learning toward the MA Curriculum Standards. 2) Learning loss during Covid is more nuanced and local assessments are a better diagnostic of the missing learning progressions (missing building blocks toward) needed to attain proficiency of a curriculum standard. 3) Both MCAS and ACCESS results arrive too late to allow for any effective diagnostic intervention planning to be done for students. The local “real time” assessments used by districts are far timelier and more usable on behalf of students. 4) For many non-Title I districts who do not benefit from federal stimulus monies the estimated \$30 million cost to administer MCAS this year could be better used to address and remediate already known learning loss.
<p>MCAS and ACCESS will be used as a diagnostic only by districts; results will not be used for accountability purposes; results will be posted.</p>	<ol style="list-style-type: none"> 1) For all the reasons stated above—we believe it is misleading to state that MCAS and ACCESS may be used as a diagnostic on true student learning and progressions. 2) Results will not be used for accountability this year, however the mere fact that results will be posted will mean that school districts will be compared to each other and the shaming game will commence without the context of local differences each district has had to deal with during this pandemic. This comparison and shaming could result in further decline of student enrollment. 3) Results will be invalid and unreliable as a diagnostic due to variability district to district, school to school, household to household. 4) While the 2021 test scores are not to be used for accountability this year, we also should not be using 2021 test scores to set future district and school performance/accountability targets due to the lack of validity.

Educational use (continued)	
ACCESS will be used to place students in a language proficiency level and to determine if the student is ready to exit the program.	<ol style="list-style-type: none"> 1) We have per DESE Guidance documents, never used ACCESS solely to determine either of these student needs: language level nor exit criteria. ACCESS has always been used as one of many local criteria – with the English Language Learner (ELL) team making the final decision. 2) ACCESS was successfully administered to all ELLs in the state last January- this along with local assessments and team decision making should be the allowed guidance. 3) ELL Guidance documents from DESE recommend and provide a full list of alternative assessments that can be used in addition to ACCESS- we support using this list in lieu of ACCESS for this one year.
Concern for the social/emotional needs of our students struggling with added stressors due to the pandemic.	<ol style="list-style-type: none"> 1) The added stress having to enter a school, and for some it will be the first time in 12 months, for a test; a student population deemed to be in crisis. 2) There will be skewed results from communities hit hardest by the pandemic as well as skewed results from our high needs and special populations.
Challenges	
Value of student learning time as evidenced by the SLT surveys and BOE mandate for student learning time during the pandemic.	<ol style="list-style-type: none"> 1) Districts have sent home all devices that would have been used to administer MCAS and ACCESS tests. 2) Districts would now need to collect the devices with enough lead time to ensure that the devices are in full working order and have the devices ready for test administration. 3) This will effectively result in leaving students without devices for the regular teaching days-therefore an actual loss of instructional time; in other words, “more testing will result in more asynchronous instruction, not less” as DESE wants. 4) ELLs will be most adversely and disproportionately impacted because they would need to go through this process twice thereby creating a greater inequity of instruction to a most at-risk group.
Requirement per MCAS and ACCESS test administration guidance for a licensed educator to provide in-person proctoring- staffing	<ol style="list-style-type: none"> 1) Districts are having difficulty providing enough licensed educators for daily instruction. The staffing capacity of school districts this year more than any other year is stretched and having to cover both the instructional day when it is hybrid and remote as well as in-person testing will mean running three school structures. 2) The cost of running three school structures will use valuable ESSER resources that are needed for return and recovery. These funds would be better spent providing critical instruction to address learning loss. 3) Districts who have been fully remote and/or hybrid will need to return to collective bargaining on the impact of the change in working conditions if teachers who have been remote or partially in person need to be fully in-person to proctor testing. 4) The additional human resource capacity needed to provide for all legal student testing accommodations for students with special education needs and students with second language acquisition needs. 5) In a normal year, state testing requires all hands-on deck to provide for all special education and ELL accommodations – to do so in the current environment will be a staffing nightmare that may set many districts up for failure and possible litigation if unable to fulfill individual student testing accommodations.

Challenges (continued)	
Requirement to have all students in-person taking the test.	<ol style="list-style-type: none"> 1) Initial surveys in some districts show increased number of parents who are not willing to send their child to school simply to be tested- therefore lower participation rates will skew results and any valid use of these results by the state—again making the case for local diagnostic assessments and data use as being the most valid and useful in these circumstances. 2) Operational difficulties of testing in an environment of social distancing and the resulting longer testing windows needed because of limited square foot capacities in brick and mortar school buildings. 3) The National Assessment of Educational Progress (NAEP) is postponing the 2021 assessment administration due to safety issues but also potentially flawed valid and reliable results.
Alternative Considerations	
MASS respectfully request the following alternatives to the one-size fits all state MCAS test be considered for the 2021 year.	<ol style="list-style-type: none"> 1) Allow for local diagnostic assessments (benchmark and formative) to be used in lieu of MCAS. 2) If accountability is an issue—have DESE require each district to submit student data from local assessments that will be used in lieu of MCAS this year and/or use Student Learning Tim (SLT) data in conjunction with local assessments in lieu of MCAS. 3) If the federal US DOE does not allow a waiver- then provide for testing only in those grades mandated by US DOE and not the expanded grades tested under Massachusetts statute. 4) If testing in all grades continues to be expected, provide for MCAS tests to be taken remotely – online and at home if a school district so chooses. 5) Elongate the test administration window and allow for local districts to administer in summer or fall if they so choose.

In closing, we know you will hear from Secretary of Education Peyser and Commissioner Riley the decision is not theirs to make. They will explain that first, US DOE must issue a waiver before MA BOE can address our MA statute. Both Secretary Peyser and Commissioner Riley are correct, states must request the federal waiver and ultimately then it becomes a state decision. States like New York and Michigan have already sought out waivers. It is important to note that waivers can cover a request for a complete moratorium to a request for adjustment or modification in the administration tool- such as allowing for local assessments to stand in lieu of state sanctioned tests.

Massachusetts should be “leading the way” in this area, and we are not. As superintendents, we are not afraid of accountability and if necessary we will provide data from locally administered formative and benchmark assessments; however, we are against traditional administration of in-person, state mandated assessments this year. We ask then, that 1) both the Secretary and Commissioner in their roles advocate to US DOE and newly appointed Secretary of Education Miguel Cardona to proceed with a federal waiver of both state standardized testing and state language proficiency testing as described in the alternative considerations section listed above; and, 2) the MA BOE prepare to vote in favor of the state waiver of both assessments.

We are educational leaders, we are the “chief child advocates” of our school districts. We are the experts, the professionals in this area. We know best during this time how to measure learning loss and how to proceed out of this pandemic toward addressing student learning loss without the scale of disruption in-person state mandated testing will cause. We should not be spending our time trying to operationalize test administration of students which ultimately will only serve to be a perfunctory compliance task that is stealing our valuable time away from efforts toward a healthy return, recovery, and acceleration of learning for all – and for us in our school districts, the return must start with vaccination of our educators. We respectfully ask you for your support.

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. Topics for discussion should be limited to those items within the School Committee's scope of authority. The authority of the School Committee primarily concerns the review and approval of the budget of the district's public schools, the performance of the Superintendent, and the educational goals and policies of the district's public schools. Comments and complaints regarding school personnel (apart from the Superintendent) or students are generally prohibited unless those comments and complaints concern matters within the scope of School Committee authority.
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, however the Committee can address questions as they are deemed appropriate by the Chair. It is a citizen's opportunity to express his/her opinion on issues of School Committee authority. 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](#)

Marblehead Public Schools - Approved 10/18/18 , Revised/ App'd 4/1/2021

STAND UP FOR OUR STUDENTS IN MARBLEHEAD

- Return K-12 to full-time in-person learning.
- Reduce spacing guidelines 3 ft.
- Provide protective teacher barriers.
- Allocate remaining MHD Covid funds to update technology, build outdoor spaces and improve mental health services.
- Build live-streaming capability for high-risk and quarantining students and teachers.

We are parents, grandparents, students, teachers, neighbors, caregivers, therapists, health care providers, coaches and good citizens of Marblehead and we care deeply about our students. Following the emergency closure last March the children enrolled in our district have lost thousands of hours of in-class learning while other Massachusetts private and public schools have opened and demonstrated over the past year that a 3 foot distancing between students along with other stringent mitigation efforts result in almost zero in-school transmission of COVID. Our own state guidelines published in June 2020 set the social distancing requirements for schools at a minimum of 3 feet. The Massachusetts American Academy of Pediatrics have recently STOOD UP FOR OUR STUDENTS and sent an urgent message on February 14th, 2021 from a group of more than 60 physicians, public health experts and infectious disease specialists who are urging Massachusetts education leaders to ask schools to implement a 3 foot distance policy. These experts have given us a path forward to bringing our students and teachers safely back to school in Marblehead.

We have waited patiently for our local education and public health leaders to reopen the door to our children's schools and return to full in-person learning and we are frustrated by the complicated solutions being proposed for our middle and high school students. Moreover these half day AM/PM alternating schedules will serve to further REDUCE valuable in-person learning time for our students. In addition, these piecemeal solutions inherently discriminate against those students who can not walk to and from school and create an impossibly challenging pick up and drop off schedule for working parents with multiple children.

We have learned that one of the most challenging barriers to a return to full time in-person learning for our students is unmasking at lunchtime. How can we find a path forward that is safe for both students and our teachers? One simple and inexpensive solution used by many local schools is a plexiglass desk shield and a strict policy requiring students to unmask only when eating or drinking similar to the policy implemented by the airline industry.

Lastly, our most vulnerable high risk and remote teachers and students deserve the ability to livestream in MHD classrooms. While it is not a perfect solution for our remote students, it would be a marked improvement to the current outsourcing of high school classes to Virtual High School and Engenuity. Our remote students deserve to feel like they are part of the school and they desperately want to be taught by a teacher or at a minimum with guided support from a

Marblehead teacher. There is simply no replacement for teacher led instruction and class interaction.

Our Marblehead school district has recently received grant funding for COVID relief in an amount over \$450K and has not yet allocated its use. We ask that those funds be considered to upgrade our current technology platform, build outdoor classrooms and create a more robust mental health initiative right now when it is sorely needed, not over the next year or two. The risks to students of not being in a supportive school environment are dramatic and we in the community are very concerned. Students have been isolated for months at home. Students in Marblehead are suffering an unprecedented level of more mental health issues, increased rates of non-accidental trauma, physical health concerns and learning loss.

We are worried and we are concerned for the future of these children.

WE ARE STANDING UP for the students of Marblehead and we hope our concerns will be heard and addressed by all of our state representatives, education leaders and public health experts in Massachusetts. We implore you to advocate for the children in our community. We respectfully ask you to STAND UP for the children in MARBLEHEAD to create a path forward to bring live and in-class full time instruction to all of our students as soon as possible!

March 11, 2021

Dear School Committee:

Although you have been aware of the changes below for a month, I am writing to ensure they are understood publicly. Thank you for including this in your correspondence packet.

I volunteered to help the district with communications for a period of 7 months, investing a total of 800+ hours. For four of those months (July-Nov) I was paid for 25% of my hours, with the other 75% offered pro-bono. In December, January and February my time was 100% pro bono. Total volunteer hours, if paid, would have far exceeded \$100,000 as verified by two independent sources in the field.

I resigned my contract in November but continued to support MPS on a pro bono basis at 25-30 hours per week through mid-February. I have a full time job and two fully remote elementary school children... and social media commentary about my/our work, while consistently misinformed, became increasingly judgmental. As a result, in mid-Feb I chose to end my volunteer engagement fully, including my presence on the Reopening Committee.

I originally volunteered to help with communications strategy and execution because I was worried about what would happen at the intersection of reopening, a lack of fundamental, functional communication tools, a new Supt at the helm of a district with understandable trust issues, frayed nerves all around and a pandemic ongoing. I am proud of the work we did to ensure accurate, reliable, multi-channel school district communications during a difficult time.

Given the changing, modern media landscape and the proliferation of channels used for school-related communication and community listening, I hope Marblehead eventually follows sister communities in rendering Comms a core administrative function. Those who argue that the Superintendent should cover Communications alone should consider that this, done well, is a heavy lift. Giving him help he requests on Comms allows him to apply his expertise on more directly impactful, student-facing efforts.

Thanks,

Kate Thomson
30 Bubier Road