Para traducción al español HAGA CLIC AQUÍ
Para tradução em português CLIQUE AQUI
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The Fourteenth Regular Meeting of the Medford School Committee

September 22, 2025
Executive Session 5:30 PM
Regular Meeting: 6:00 PM

Please be advised that there will be a Meeting of the Medford School Committee held at the Howard Alden Memorial Chambers, Medford City Hall and via remote participation. ***This meeting is being recorded.***

The meeting can be viewed live on the Medford Public Schools YouTube channel through Medford Community Media on your local cable channel (Comcast Channel 9, 8 or 22 and Verizon Channel 43, 45 or 47). Participants can log or call in by using the following:

Medford Public Schools invites you to a meeting with a remote participation option.		
Virtual Link	Zoom Link	
Meeting ID	961 0194 9221	
Dial by Location	https://mps02155-org.zoom.us/u/addnawmLgY	

Agenda

I. Roll Call for Attendance of Members and Student Representatives
II. Salute the Flag
III. Executive Session

Executive session of the Medford School Committee pursuant to G.L. c. 30A §21(a) to conduct a strategy session on the basis that an open meeting may have a detrimental effect on the bargaining positions of the Medford School Committee. Specifically, the Medford School Committee will be discussing ongoing collective bargaining negotiations with the Massachusetts Nurses Association (MNA).

IV. Consent Agenda

- Approval of Bills and Payrolls
- Approval of Capital Purchases
- Approval of Grants/Donations
    - Computer Monitor Donation by True Search, Boston
- Approval of Field Trips
    - MVTHS Culinary Arts Department Field trip to Johnson & Wales, Providence, Rhode Island
- Approval of Meeting Minutes
    - **Regular Meeting September 8, 2025**

V. Report of Subcommittees

VI. Report of the Superintendent

1. **Mustang Moment**
2. **Preliminary Report on Enrollment** - Dr. Suzanne B. Galusi, Interim Superintendent
3. **Recommendation to Approve Handbooks** - Dr. Suzanne B. Galusi, Interim Superintendent
4. **Project Manager Position Update** - Mr. Ken Lord, Chief Operations Officer

Presentations of the Public (not to begin before 7:00 pm)

"Regular Meetings of the School Committee include this 'Presentations of the Public' agenda item to give any resident the opportunity to place a presentation before the School Committee. A resident may only present once at any meeting.

These presentations are an opportunity for the public to make a presentation to the Committee but are not opportunities for dialog with the Committee. If one or more members of the Committee wishes to have a conversation about the topic presented, a member may request that the item be added to a subsequent Regular Meeting.

The details for submitting a presentation can be found within the policy BEDH, Public Comment and Presentations of the Public"

Pursuant to policy BEDH, Public Comment and Presentations of the Public - any resident in the audience may be given permission to speak once on any item on the agenda for up to three (3) minutes. The speaker is expected to keep their comments to the item on the agenda. The speaker must begin their comments by providing their full name and full Medford street address where they reside. A welcoming, inclusive community is both a value of the School Committee and an aspirational goal. We ask for your help in achieving this goal and value your perspective. Employees of the Medford Public Schools are exempt from the residency requirement of this policy. The voice of our employees is welcomed on all matters before this body. When a non-Medford-resident employee is participating in public comment or submitting a presentation of the public they will include their home address and identify themselves as an employee of the Medford Public Schools.

VI. Continued Business

Update and Recommendation to Approve Cummings Foundation $35,000 Grant for Center for Citizenship and Social Responsibility - Dr. Suzanne B. Galusi, Interim Superintendent

VII. New Business

1. MSBA Update - Member Graham

2025-27 ***Offered by Member Reinfeld***

Policy IJND-AI Use of Generative AI in Medford Public Schools

General Statement of Policy

Medford Public Schools views technology as an integral part of the educational experience and is committed to providing a strong, digital learning environment for all students. We are dedicated to providing all students with a 21st-century education that will enable them to be life-long learners and contributors to a diverse and rapidly changing world.

The MPS Technology Responsible Use Policy outlines the guidelines and behaviors that users are expected to follow when using all technology, including AI. MPS supports the use of developmentally appropriate technology resources, including generative AI (GenAI), to improve teaching and learning for all students.

MPS recognizes that AI literacy includes the understanding, evaluation, and use of appropriate GenAI tools. These skills are important for students and staff to participate effectively in technologically driven academic and work realities.

In accordance with the above, MPS will provide guidance, training, and resources to support ethical and educationally appropriate implementation of GenAI tools across the district.

Definitions

Generative artificial intelligence (GenAI) is a type of technology that generates content, including images, text, video, audio, and other media when prompted by a user.

Generative AI is a machine learning model that creates new content based on large amounts of training data in response to user prompts.

Predictive AI analyzes historical data to examine trends and patterns to make predictions about the future.

AI literacy includes learners' skills and knowledge that demonstrate their understanding of the opportunities, risks, and ethical considerations of generative AI.

Guidelines for Use

Our Medford Public Schools AI Guiding Principles consider how the resource we use:

- supports teaching & learning;
- addresses data privacy & security considerations
- supports ethical & responsible use of Gen AI tools

In addition to these considerations, students and staff must ensure critical evaluation of GenAI content to recognize biases and misinformation.

Guidance for students' default use of GenAI tools in a given department shall be consistent across each grade level and shall not infringe upon a teacher's discretion to allow or disallow their use for specific assignments, or to provide learning supports or accommodations to students as designated by law and documented in a student's IEP, 504 plan, or other relevant provision.

All GenAI use must be linked to one or more specific educationally relevant objective(s) and shall not undermine the development of critical thinking skills.

When responding to concerns about the use of GenAI tools, MPS shall apply the same criteria used to review other instructional materials and access to technology.

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Students:

GenAI Tools:

Any GenAI tools being used must follow usage terms (e.g., age restrictions, caregiver permission requirements, etc.) and align with district student and data privacy and security requirements.

Students should not use any generative GenAI tools without prior approval from educators or educational teams. Students must also properly cite all AI-generated content.

Plagiarism:

AI tools are to be used only with the express permission of educators or academic teams.

Obtaining answers or completing assignments without properly attributing AI-generated content is plagiarism and is forbidden. Teachers will provide information on the purpose of assignment and how GenAI should and shouldn't be used in classwork.

Academic Honesty Panel

If students are suspected of plagiarism with Gen AI, teachers will be required to supply relevant work samples for review and determination by the "Academic Honesty Panel." The Panel's decision is final.

Assessments:

If allowed by educational staff, AI tools may be used to assist students in preparing for assessments, but cannot be used to complete assessments unless explicitly stated.

Bias & Critical Thinking:

All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Students should understand the limitations of AI generated information, and the importance of using trusted sources for information verification.

Citations:

A record of prompts used in GenAI should be kept, along with the output from the AI tool used.

Any AI-generated content used in assignments must be cited, and teachers will provide guidance on how to attribute AI generated content in student work.

Data Collection & Privacy:

All technology resources utilized in the Medford Public Schools, including GenAI, will adhere to district student data privacy data collection regulations and best practices. Students should never input personally identifying information, sensitive or confidential data into any AI system, including images. Students should immediately report any security breaches, suspicious activities, or exposure to inappropriate content encountered during AI use to school authorities.

Ethical Use:

All GenAI content should be critically reviewed before use. All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content.

Users may not use AI tools to create or disseminate harmful content. Any form of communication with or through AI tools, including chatbots or virtual assistants, must adhere to the same standards of respect expected in human interactions. Abusive, harmful, or disrespectful conduct through AI platforms is unacceptable.

Use of GenAI for school work must be recorded and shared. GenAI tools used in the Medford Public Schools are for educational purposes only.

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Educational Staff:

Educational staff should speak with students about the definition and use of GenAI in MPS.

GenAI Tools

Any GenAI tools being used must follow usage terms (e.g. age restrictions, caregiver permission requirements, etc.) and align with district student and data privacy and security requirements.

Educators use of genAI should be as a tool to support the teaching and learning environment, but is not to be solely relied upon in place of educator review and judgement.

Assignments/Assessments:

Teachers are responsible for posting expectations, allowable and/or prohibited uses of GenAI tools for student use in their classes. These expectations may be specified in assignment directions, the syllabus, Google Classroom information, classroom postings or other relevant locations for students to access. Teachers might allow the limited use of generative AI on entire assignments or parts of assignments. Educators should identify when and how GenAI can be used and why.

Bias & Critical Thinking:

All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Educational staff should understand the limitations of AI generated information, and the importance of using trusted sources for information verification.

AI Detection Tools:

Currently, detection tools that claim to detect content developed by generative AI are not reliable enough to accurately identify cheating and plagiarism on their own.

Data Collection & Privacy:

All technology resources utilized in the Medford Public Schools, including GenAI, will adhere to district student data privacy data collection regulations and best practices. No private, confidential or personally identifying information should be entered into GenAI tools. The district's approved list of online platforms, software and resources including AI tools should always be consulted.

Ethical Use:

All GenAI content should be critically reviewed before use. All AI generated content should be checked for accuracy, bias, misinformation and potentially negative content. Users cannot use AI tools to create or disseminate harmful content. All use of GenAI for school work must be recorded and shared with teachers, such as with a transcript of prompts and responses. GenAI tools used in the Medford Public Schools are for educational purposes only.

District Operations:

Medford Public Schools recognize that GenAI is increasingly embedded in the tools and systems that districts use for budgeting, staffing, resource allocation, and operational decision-making. These systems can help forecast trends, streamline processes, and identify patterns in data, but may also reflect flawed assumptions, limit human discretion, or reinforce inequities in funding, hiring, or access to services.

Medford Public Schools commits to operational uses of GenAI with the same attention to ethical principles, communication, equity, and legality as with instructional tools. Specifically, any use of GenAI tools for operational purposes will:

- Ensure transparency and oversight;
- Support human judgment and review;
- Monitor for bias and equity risks;
- Strengthen data literacy and interpretation;
- Use responsible procurement practices; and
- Align with legal requirements and community values

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Monitoring and Review

The district has a right to monitor the use of AI technologies to ensure compliance with this policy. Monitoring will be conducted in an ethical manner, respecting the privacy and rights of students and staff.

Violations of this policy may result in disciplinary action, including but not limited to, restriction of access to AI resources, educational interventions, or other disciplinary measures as deemed appropriate by the school administration.

MPS guidance as to responsible, ethical use of GenAI will be reviewed and updated annually to reflect new developments in AI technology, changes in legal and ethical standards, and the evolving needs of the educational environment.

Policy Information

First Adopted: Unknown
Last Amended: TBD
Last Reviewed: None
Review Frequency: one year
Next Review: TBD
Version: 1
Policy ID: IJND-AI

Related Policies: IJ (Instructional Materials), INJD (Curriculum and Instruction - Access to Electronic Media), INJDB (Internet Acceptable Use), IJNDD (Software Policy), BGI (Policy Hygiene)

Date Submitted: September 14, 2025
Date Requested to be on Agenda: September 22, 2025

2025-28 ***Offered by Member Reinfeld***

Be it resolved that the Strategic & Capital Planning Subcommittee will meet to create a policy for intradistrict elementary enrollment approvals, and that this policy shall be presented to the full Medford School Committee for adoption in advance of 2025-26 kindergarten registration.

Date Submitted: September 12, 2025
Date Requested to be on the Agenda : September 22 2025

2025-29 Offered by Member Reinfeld

WHEREAS the Medford School Committee is responsible for hiring the Superintendent of Schools; and

WHEREAS an interim Superintendent was appointed on December 11, 2025 to serve in this leadership role from January 17, 2025 through June 30, 2026; and

WHEREAS the interim Superintendent has collected input from the greater MPS community through listening sessions, observation, and communication; and

WHEREAS additional leadership positions, including a new Assistant Superintendent and a Chief Operating Officer, have been hired since this interim appointment; and

WHEREAS the district's most recently developed strategic plan did not look beyond 2024; and

WHEREAS the district's recently developed instructional vision and capital plan do not include information about the ongoing operational activities of the district or measures of accountability; and

WHEREAS the district had to engage in components of strategic planning for advancement to the feasibility study, including:

- PreK-12 educational profile
- Enrollment projection study for PreK-12 programming,
- Approval to continue all existing programs and create 5 new vocational programs
- Recommendation to co-locate the Curtis-Tufts High School on the high school campus to increase access and opportunity
- Creation of a centralized early childhood learning center at the MHS campus; and

WHEREAS the feasibility study is in progress and will include significant community input and the creation of an Educational Plan for Pre-K and Grades 9-12 programming; and

WHEREAS all members of the MPS community have the right and responsibility to provide input into the direction and leadership needs of the district for all grades; and

WHEREAS the School Committee desires to take a data-informed approach to appointing a Superintendent on July 1, 2026.

Be it resolved that the strategic planning subcommittee will meet with district leadership to discuss the timeline and process for creating a new strategic plan for Medford Public Schools.

Be it further resolved that this process will include significant stakeholder input to inform the plan's content and the hiring and evaluation of a permanent superintendent in Medford. Such input could include community surveys, a public hearing or special meeting of the Medford School Committee, focus groups with district leadership, union members, and students, and/or an open comment period, to be discussed as part of the subcommittee meeting described herein.

This meeting shall occur no later than is needed to present the proposed planning process at the regular school committee meeting on October 20.

Date Submitted: September 12, 2025
Date Requested to be on Agenda: September 22, 2025

2025-30 ***Offered by Member Graham***

WHEREAS, the School Committee recently reached a four-year agreement with Medford's Paraprofessionals' Union that introduced a schedule that provides additional hours to the district beyond the school day for select paras at the Elementary and High School levels, and
WHEREAS, MPS signed a new bus contract in the Spring, and
WHEREAS bus supervision is an ongoing area of need across the district at various points during the year, therefore
BE IT RESOLVED, that the Superintendent will provide a report at the next meeting to discuss plans to ensure the safety of students on our buses and respond to areas of need at the next regularly scheduled meeting.

Date Submitted: September 17, 2025
Date Requested to be on Agenda: September 22, 2025

2025-31 ***Offered by Member Graham***

WHEREAS an interim Superintendent was appointed on December 11, 2025, to serve in this leadership role from January 17, 2025, through June 30, 2026, with immediate needs to stabilize the district in transition; and

WHEREAS *the MCHSBC Eligibility period, union negotiations, and the expansion of the school day at all levels became an immediate priority; and*

WHEREAS *the School Committee is required to evaluate the superintendent using a prescribed rubric from the Department of Elementary and Secondary Education* (DESE); *and*

WHEREAS *evaluations are intended to be done annually*;

Be it resolved that the Medford School Committee will evaluate interim Superintendent Galusi by January 30, 2025.

Be it further resolved that the School Committee acknowledges that the traditional annual Goal Setting process didn't occur. Therefore, the Committee will evaluate her based on DESE's *guidance on evaluating Superintendents, specifically Appendix E guidance (https://www.doe.mass.edu/edeval/model/evaluating-superintendents.pdf), her accomplishments as observed and as described in Interim Superintendent Galusi's self-evaluation due to be submitted by December* 31, 2025.

Be it further resolved that the School Committee agrees to evaluate the Interim Superintendent on the following 6-8 focus indicators based on the work since her appointment:

Standard I: *Instructional Leadership*

- I-B. *Instruction*
  Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- I-E. *Data-Informed Decision Making*
  Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Standard II: *Management & Operations*

- II-B. *Human Resources Management and Development*
  Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.
- II-D. *Law, Ethics, and Policies*
  Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

Standard III: *Family and Community Engagement*

- 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.
- III-C. *Communication*
  Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.

Standard IV: Professional Culture

- IV-A. *Commitment to High Standards*
  Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.
- IV-E. *Shared Vision*
  Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

For Reference, the full list of indicators is outlined below; committees are instructed to pick 6-8 and must pick one per category.

Standard I: Instructional Leadership

- I-A. *Curriculum*
  Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.
- I-B. *Instruction*
  Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.
- I-C. *Assessment*
  Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.
- I-D. *Evaluation*
  Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.
- I-E. *Data-Informed Decision Making*
  Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.
- I-F. *Student Learning*
  Demonstrates expected impact on student learning based on multiple measures of

student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available.

Standard II: Management & Operations

- *II-A. Environment*
  Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.
- *II-B. Human Resources Management and Development*
  Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.
- *II-C. Scheduling and Management Information Systems*
  Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.
- *II-D. Law, Ethics, and Policies*
  Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.
- *II-E. Fiscal Systems*
  Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.

Standard III: Family and Community Engagement

- *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.
- *III-B. Sharing Responsibility*
  Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.
- *III-C. Communication*
  Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.
- *III-D. Family Concerns*
  Addresses family and community concerns in an equitable, effective, and efficient manner.

Standard IV: Professional Culture

- *IV-A. Commitment to High Standards*
  Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

- *IV-B. Cultural Proficiency*
  Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.
- *IV-C. Communication*
  Demonstrates strong interpersonal, written, and verbal communication skills.
- *IV-D. Continuous Learning*
  Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.
- *IV-E. Shared Vision*
  Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.
- *IV-F. Managing Conflict*
  Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout a district or school community.

Date Submitted: September 17, 2025
Date Requested to be on Agenda: September 22, 2025

VIII. Reports Requested

IX. Condolences

The Members of the Medford School Committee express their sincerest condolences to the family of ***Patricia Ford,*** sister of Michael Ford Medford High School Custodian and sister in law to recently retired Administrative Assistant Marianne Ford. Pat was also a dedicated Medford Public School teacher for more than 35 years, specializing in Title I, Special Education.

X. Next Regular Meeting

Regular Meeting October 6, 2025 - Alden Memorial Chambers, Medford City Hall in addition to zoom

XI. Adjournment