



DATE POSTED:

Town Clerk Use Only

2025 SEP 16 PM 12:16

MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20 Act relative to extending certain COVID-19 measures adopted during the state of emergency

Marblehead School Committee

Name of Board or Committee

Address: Marblehead High School Library 2 Humphrey Street Marblehead MA 01945

OR

Zoom Conference: [https://marbleheadschoo-
org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVuC2uYOn1pdiv7fE.1](https://marbleheadschoo-
org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVuC2uYOn1pdiv7fE.1)

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	September	18	2025	6pm
Day of Week	Month	Date	Year	Time

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

- I. Initial Business: Call to Order
 - a. Pledge of Allegiance
 - b. Commendations
 - c. Public Comment
 - d. Student Representative
- II. District Updates – Supt. John Robidoux
 - a. Superintendent Update
 - b. Enrollment Update: Superintendent
 - c. Financial Update and FY2025 Close Out Review: Michael Pfifferling
 - d. Disposition of Audiometers: Michael Pfifferling
 - e. Update on Anti-Discrimination Committee: Superintendent
- III. Consent Action and Agenda Items
 - a. Schedule of Bills (vote)
 - b. Meeting Minutes: (9/4/25) (vote)
 - c. Approval of Policy Updates (vote)

Policy ADC: Tobacco Products on School Premises Prohibited
Policy BJ: School Committee Legislative Program
Policy CBD: Superintendent's Contract
Policy CE: Administrative Councils, Cabinets and Committees
Policy CH: Policy Implementation
Policy EEAE: Student Conduct on School Buses

Policy EBCD: Emergency Closings
 Policy EC: Buildings and Grounds Management
 Policy GBEC: Gifts to and Solicitations by Staff
 Policy GBEC: Drug-Free Workplace Policy
 Policy GBJ: Personnel Records
 Policy GCJ: Professional Teacher Status
 Policy JICA: Student Dress Code
 Policy JII: Student Complaints and Grievances
 Policy JIF: Student Activity Accounts
 Policy JQ: Student Fees, Fines, and Charges
 Policy JRD: Student Photographs
 Policy KE: Public Complaints

- d. Approval of School Committee Operating Protocols (vote)
- e. Appoint Superintendent to the North Shore Education Consortium Board (vote)

IV. School Committee Communication and Discussion Items

- a. Appendix K Ratification (vote)
- b. 25-26 Yearlong Agenda (vote)
- c. Friends of Marblehead Donation (vote)
- d. Donation of Glover Playground Equipment (vote)
- e. Sub-Committee Members and Roles (vote)

V. Closing Business

- a. New Business
- b. Correspondence

VI. Motion and vote to meet in executive session for the following reasons:

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association, MUPL-24-10570, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss threatened litigation by former Student Services Chairperson Lauren Skelton-Leard, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association. WMAM-25-11574, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association. WMAM-25-11575, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares.

Executive Session pursuant to Massachusetts General Laws Chapter 30A Section 21(a)(1) for the following purpose: to discuss complaints brought against a public officer, employee, staff member or individual (OML Complaint, MEA).

Chair's Statement following roll call vote on the motion:

The Committee will now be meeting in Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association, MUPL-24-10570, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares.

We will also be meeting in Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss threatened litigation by former Student Services Chairperson Lauren Skelton-Leard, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

We will also be meeting in Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association, WMAM-25-11574, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares.

We will also be meeting in Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association, WMAM-25-11575, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares.

We will also be meeting in Executive Session pursuant to Massachusetts General Laws Chapter 30A Section 21(a)(1) for the following purpose: to discuss complaints brought against a public officer, employee, staff member or individual (OML Complaint *MEA*).

VII. Executive Session

Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 2 Humphrey Street, Marblehead MA 01945 or by the remote zoom connection provided. Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

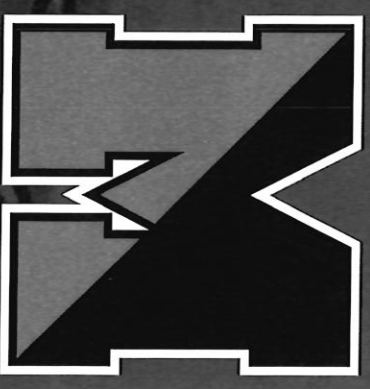
THIS AGENDA IS SUBJECT TO CHANGE.

Chairperson: Al Williams
Posted by: Al Williams
Date: 9/16/25

Marblehead Public Schools

Enrollment Analysis

September 2025



Current Enrollment Overview

- Total K-12 enrollment: 2,513 students
- Distribution across schools:
 - Marblehead High School: 808 students
 - Veterans Middle School: 351 students
 - Village School: 484 students
 - Brown Elementary: 445 students
 - Glover School: 318 students
- Additional Programs:
 - Home School: 31 students
 - Out of District: 46 students
 - Private Placement: 30 students

Current Enrollment

Enrollment Distribution by School Level

Elementary Schools (PK-3)

- Brown School: 445 students
 - Largest classes: Grade 1 (104) and Grade 2 (107)
- Glover School: 318 students
 - Notable enrollment in Grade 3 (85 students)
- Combined Pre K programs: 76 students

High School (9-12)

- Total enrollment: 808 students
 - Grade 9: 210 students
 - Grade 10: 201 students
 - Grade 11: 212 students
 - Grade 12: 185 students

Middle Level (4-8)

- Village School: 484 students
 - Grades 4-6 (4th 153, 5th 169, 6th 162)
- Veterans Middle School: 351 students
 - Grade 7: 172 students
 - Grade 8: 179 students

Enrollment Changes

Key Enrollment Changes

Notable enrollment changes at transitional grade levels:

- **Grade 3 Spring 2025 to Grade 4 Fall 2025:** -15 students (169 to 154)
- **Grade 6 Spring 2025 to Grade 7 Fall 2025:** -9 students (163 to 172)
- **Grade 8 Spring 2025 to Grade 9 Fall 2025:** -15 students (225 to 210)

Historical Trends (2019-2025) - from DESE

Overall Enrollment Pattern:

- 2019-20: 2963 students
- 2020-21: 2704 students
- 2021-22: 2601 students
- 2022-23: 2622 students
- 2023-24: 2617 students
- 2024-25: 2564 students
- Current: 2513 students

Key Decline Periods:

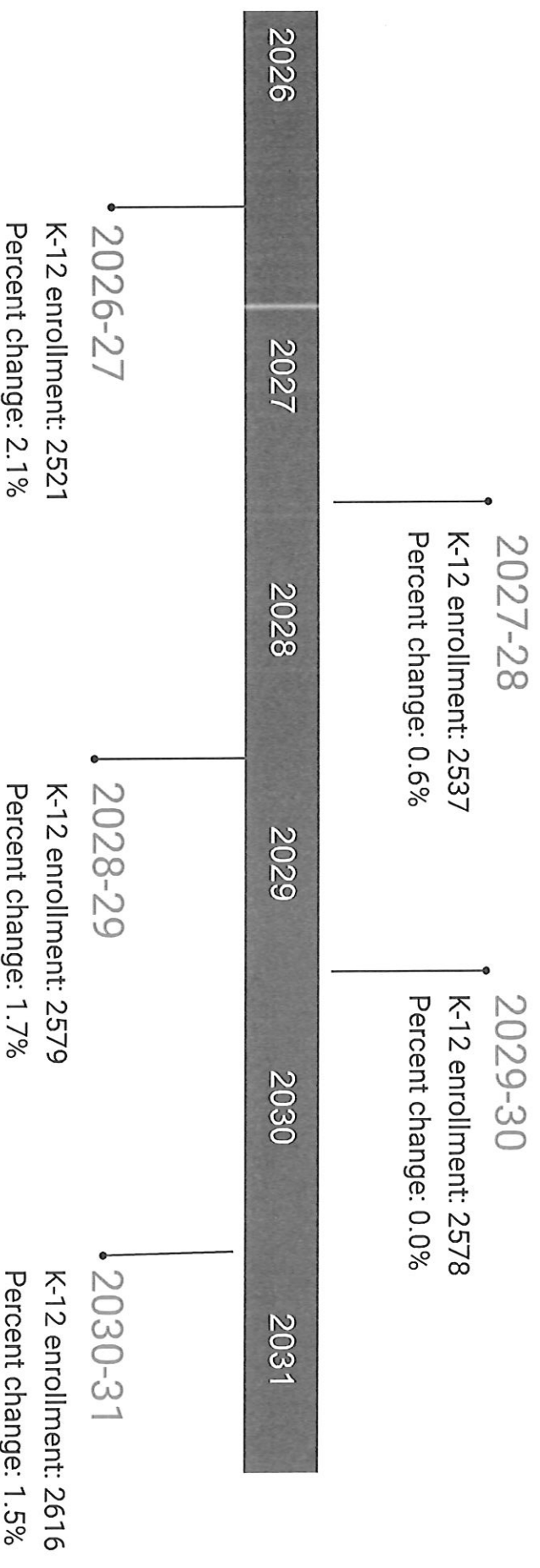
- 2019-2020 to 2020-21:
-8.7% decrease
- 2020-21 to 2021-22:
-3.8% decrease
- 2023-24 to 2024-25:
-2% decrease
- 2024-25 to 2025-26:
-2% decrease

Future Projections

Future Projections (2025-2035) from NESDEC data report:

- Short-term Outlook:
 - 2026-27: 2,521 students (+2.1%)
 - 2027-28: 2,537 students (+0.6%)
- Long-term Projections:
 - 2030-31: 2,616 students
 - 2032-33: 2,709 students
 - 2034-35: 2,815 students
- Growth Factors:
 - Stable birth rates (projected 160-163 annually)
 - Consistent migration patterns
 - Historical enrollment trends

NESDEC Projected Percentages





New England School Development Council

**Marblehead Public Schools
Marblehead, MA**

**School Year 2024-25 Enrollment Projection Report
Spring Update**

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Enrollment Summary Spring Update

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each fall, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use Fall birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

We are pleased to send you this Spring Update. We have reviewed the updated Spring Enrollment and note that the enrollment growth is similar to the previous projection for Grades K-3 and Grades 4-6. The District reported increases in Grades 7-12 enrollments since the fall, so ratios have been adjusted. Therefore, over the next three years, Grades 7-8 enrollments are projected to decrease by a total of 38 students, Grades 9-12 enrollments are projected to decrease by a total of 47 students, as student pass through the grades. We look forward to fully updating enrollment data in the Fall of 2025.



Historical Enrollment Spring Update

School District:

Marblehead, MA

3/13/2025

NOTE: Spring enrollment data provided by the District.

Historical Enrollment By Grade																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2008	156	2014-15	58	209	222	274	245	231	225	244	246	265	251	265	266	242	<10**	3167	3245
2009	157	2015-16	47	194	230	220	272	213	235	232	255	250	265	249	280	263	<10**	3161	3208
2010	140	2016-17	36	231	196	238	221	229	212	227	246	257	255	267	245	278	<10**	3108	3144
2011	137	2017-18	40	187	249	210	248	189	232	215	236	253	266	255	258	251	<10**	3056	3096
2012	145	2018-19	45	176	203	260	205	221	197	224	230	236	258	267	261	263	<10**	3006	3051
2013	146	2019-20	43	164	190	208	245	204	222	197	260	228	231	258	253	256	<10**	2920	2963
2014	138	2020-21	41	136	160	180	190	200	190	202	203	251	225	228	248	247	<10**	2665	2706
2015	137	2021-22	65	147	162	170	177	169	200	197	195	195	238	218	226	245	<10**	2537	2602
2016	138	2022-23	68	173	162	175	181	163	174	207	200	206	193	231	203	201	<10**	2471	2539
2017	135	2023-24	59	165	186	171	182	187	171	179	235	208	216	199	244	215	0	2558	2617
2018	134	Fall 2024	62	165	172	185	170	174	180	183	167	227	190	207	189	231	0	2420	2482
2025 Spring Update			64	167	172	189	171	172	180	171	188	232	210	219	193	247	<10**	2514	2578

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations										
School Year	PK-3	K-3	4-6	PK-6	K-6	K-8	7-8	7-12	9-12	
2014-15	1008	950	700	1708	1650	2161	511	1535	1024	
2015-16	963	916	680	1643	1596	2101	505	1562	1057	
2016-17	922	886	668	1590	1554	2057	503	1548	1045	
2017-18	934	894	636	1570	1530	2019	489	1519	1030	
2018-19	880	844	642	1531	1486	1952	466	1515	1049	
2019-20	850	807	623	1473	1430	1918	488	1486	998	
2020-21	707	666	592	1299	1258	1712	454	1402	948	
2021-22	721	656	559	1280	1215	1605	390	1317	927	
2022-23	759	691	544	1303	1235	1641	406	1234	828	
2023-24	763	704	537	1300	1241	1684	443	1317	874	
Fall 2024	754	692	517	1271	1209	1603	394	1211	817	
Spring 2025	763	699	523	1286	1222	1642	420	1289	869	

Historical Percentage Changes			
School Year	K-12	Diff.	%
2014-15	3187		
2015-16	3161	-26	-0.8%
2016-17	3108	-53	-1.7%
2017-18	3056	-52	-1.7%
2018-19	3006	-50	-1.6%
2019-20	2920	-86	-2.9%
2020-21	2665	-255	-8.7%
2021-22	2537	-128	-4.8%
2022-23	2471	-66	-2.6%
2023-24	2558	87	3.5%
Fall 2024	2420	-138	-5.4%
Change		-767	-24.1%



Projected Enrollment Spring Update

School District:

Marblehead, MA

3/13/2025

Note: Spring projections are based on updated Spring enrollment data.

Enrollment Projections By Grade*																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2019	134	Spring 2025	64	167	172	189	171	172	180	171	188	232	210	219	193	247	<10**	2514	2578
2020	138	2025-26	62	169	179	181	193	162	174	183	180	192	236	211	216	247	<10**	2532	2582
2021	172	2026-27	62	211	181	188	185	183	164	177	192	184	195	237	208	213	<10**	2551	2583
2022	158	2027-28	63	194	226	190	192	175	186	167	186	196	187	196	224	205	<10**	2537	2600
2023	173 (proj.)	2028-29	63	212	208	237	194	182	177	189	176	190	199	188	193	231	<10**	2579	2642
2024	155 (est.)	2029-30	64	190	228	218	242	184	185	180	199	180	193	200	185	191	<10**	2578	2642
2025	159 (est.)	2030-31	64	195	204	239	222	229	187	188	189	203	183	194	197	183	<10**	2616	2680
2026	163 (est.)	2031-32	65	201	209	214	244	210	232	190	198	193	205	184	191	194	<10**	2659	2734
2027	162 (est.)	2032-33	65	198	216	219	218	231	213	226	200	202	196	207	181	189	<10**	2709	2774
2028	162 (est.)	2033-34	66	199	212	227	223	206	234	216	248	204	205	197	204	179	<10**	2757	2823
2029	160 (est.)	2034-35	66	197	214	223	232	211	209	236	227	253	207	206	194	201	<10**	2815	2881

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

*Birth data provided by Public Health Vital Records Departments in each state.

Projected Enrollment in Grade Combinations*									
School Year	PK-3	K-3	4-6	PK-6	K-6	K-8	7-8	7-12	9-12
Spring 2025	763	699	523	1286	1222	1642	420	1289	869
2025-26	784	722	519	1303	1241	1613	372	1226	854
2026-27	827	765	524	1351	1289	1665	376	1229	853
2027-28	865	807	528	1393	1330	1712	382	1204	822
2028-29	914	851	548	1462	1399	1765	366	1177	811
2029-30	942	878	549	1491	1427	1806	379	1148	769
2030-31	924	860	604	1528	1464	1856	392	1149	757
2031-32	933	868	632	1565	1500	1891	391	1166	773
2032-33	916	851	680	1531	1533	1933	402	1175	775
2033-34	927	861	656	1583	1517	1969	452	1237	785
2034-35	937	866	658	1590	1524	2004	480	1288	808

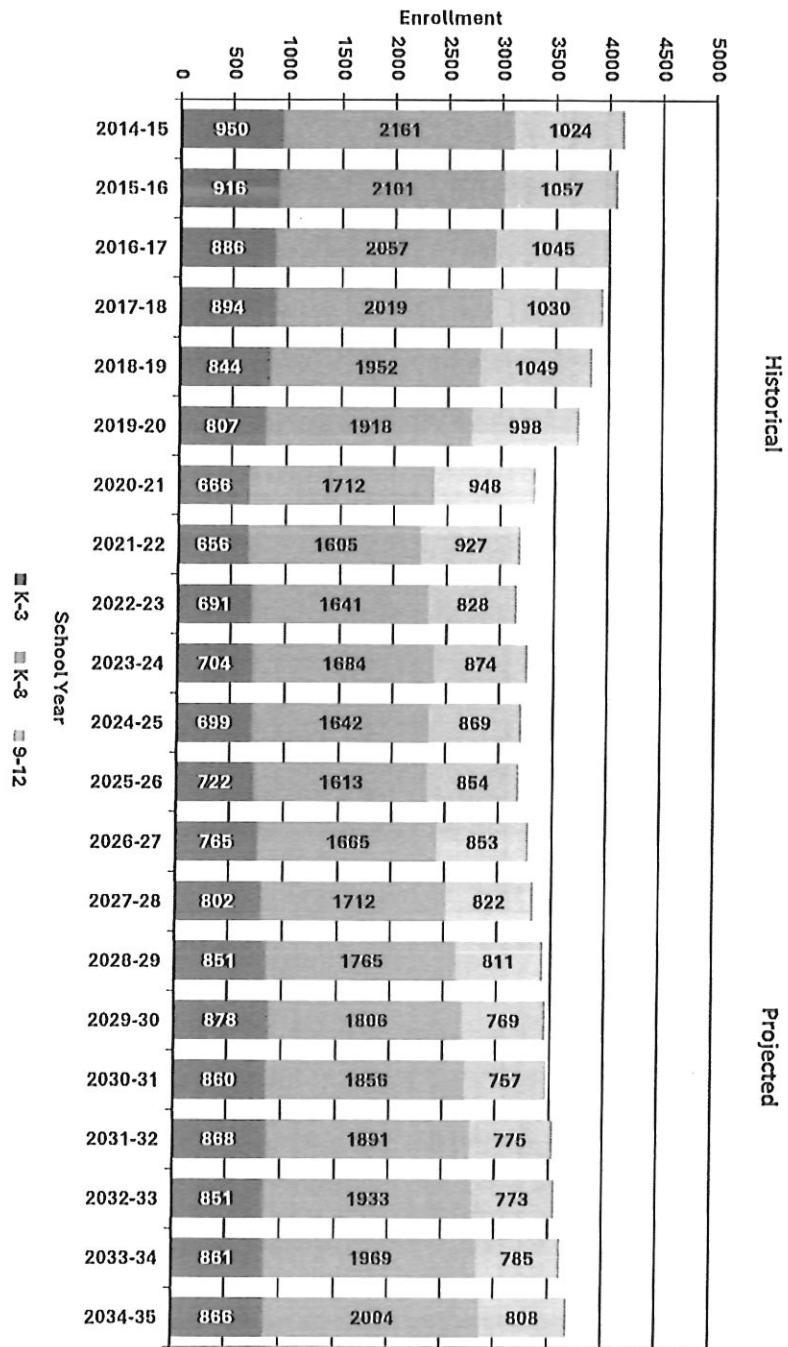
** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Percentage Changes			
School Year	K-12	Diff.	%
Spring 2025	2514		
2025-26	2470	-44	-1.8%
2026-27	2521	51	2.1%
2027-28	2537	16	0.6%
2028-29	2579	42	1.7%
2029-30	2578	-1	0.0%
2030-31	2616	38	1.5%
2031-32	2669	53	2.0%
2032-33	2709	40	1.5%
2033-34	2757	48	1.8%
2034-35	2815	58	2.1%
Change	301		12.0%

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.



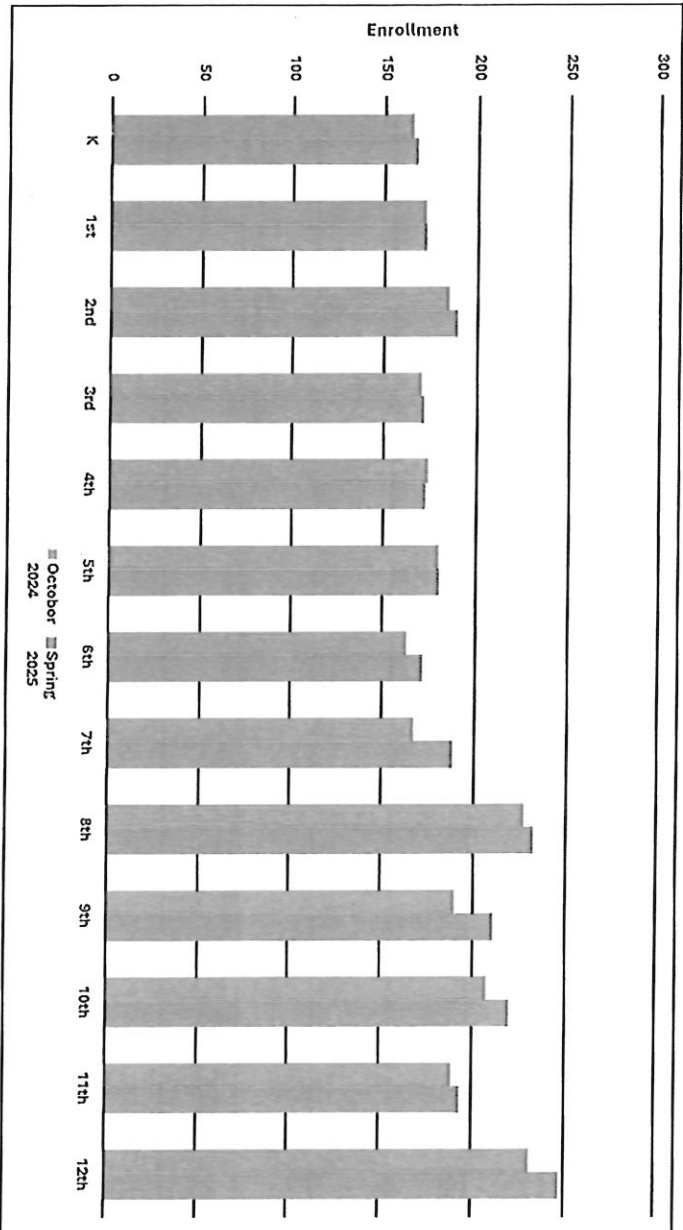
Historical & Spring Projected Enrollments in Grade Combinations



Note: Projections are based on Spring 2025 data.



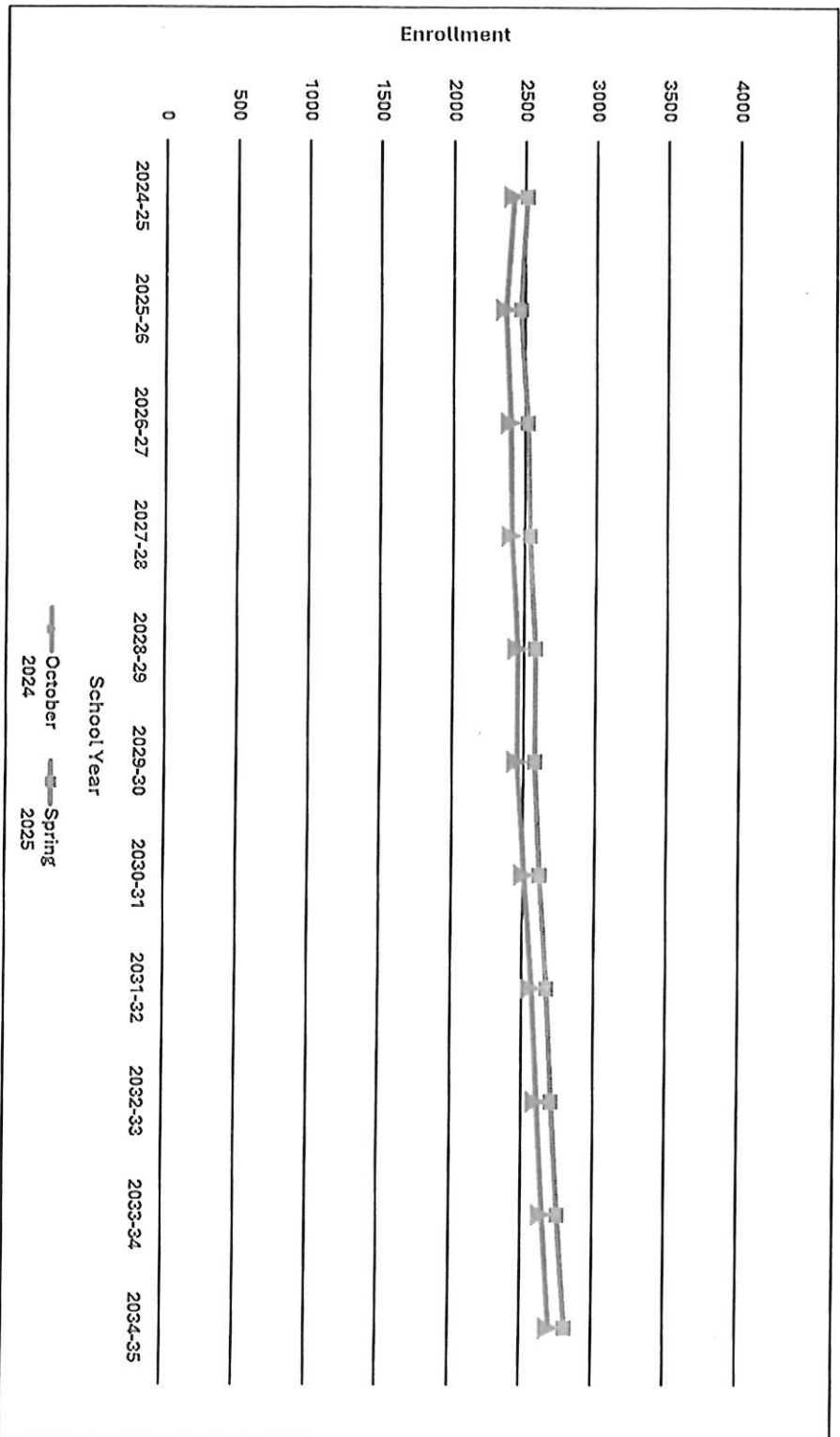
October 2024 vs. Spring 2025 Enrollment by Grade



	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
October 2024	165	172	185	170	174	180	163	167	227	190	207	189	231
Spring 2025	167	172	189	171	172	180	171	188	232	210	219	193	247



Grades K-12 Projections October 2024 vs. Spring 2025



Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2023-24 increased to 104 students in Grade 2 in 2024-25, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon the children who already are in the district (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already born into the community but not yet old enough to be in school. The least reliable category is the group for which an estimate must be made to predict the number of births, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October. This service is available at no cost to affiliated school districts.



Marblehead Public Schools

9 Widger Road
Marblehead, Massachusetts 01945
Phone: (781) 639-3140

John Robidoux
Superintendent of Schools

Julia Ferreira
*Assistant Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent for Finance & Operations
DATE: September 11, 2025
RE: District Financial Report FY25 Closeout / FY26

The town continues to prepare for the FY25 closeout. We anticipate it could be another 2 months before all final transfers are completed. As of today, here are the highlights of the FY25 budget:

- We anticipate turning back approximately \$340,000 to the town. With that said, we anticipate the town to move approximately \$250,000 in FY25 expenditures from our LEA budget to ARPA accounts. This could result in records indicating that close to \$600,000 was returned to the town. I am working closely with the Town CFO on the transfers and close-out.
- Salaries in FY25 were budgeted at \$38.5M, we expended \$36M and were approximately \$2.5M under budget. This can be attributed to vacancies early in the school year as well as positions filled by contracted service providers (Special Education) – whereas the vendors were paid under contracted service instead of salary lines.
- Contracted Services in FY25 were budgeted at \$2.3M, we expended \$3.3M and were approximately \$1M over budget. The primary drivers for this were:
 - Maintenance - \$388,000 over budget
 - Special Education (vendors covering unfilled positions) - \$296,000 over budget
 - Special Education Out of District Transportation - \$139,000 over budget
 - Painting of the PAC - \$138,000 over budget (there was no budget for this expense)
- Supplies in FY25 were budgeted at \$1.298M, we expended \$1.236M and were approximately \$65,000 under budget
- Special Education Tuitions were approximately \$1.24M over budget.
 - Prepaid \$900,000 in FY24 (for FY25) and \$1.1M in FY25 (for FY26)
 - True over budget = \$1.04M

- Other items of note:
 - Legal expenses were approximately \$328,000 over budget
 - Legal Settlements were approximately \$90,000 over budget
 - Natural gas was approximately \$54,000 over budget
 - Electricity was approximately \$240,000 under budget

As we move forward into FY26, we have just completed the first payroll period for our 10-month staff. Their first pay date for 10-month staff was Thursday, September 11th. Special shout out to Lisa Dimier, Gloria Senn, Karleen Sayman, Kristin Morello, Kathy Carey (town) and Amanda Viecelli (town) for their outstanding effort to get new hires onboarded and all payroll updates completed prior to tomorrow's cutoff date.

With the implementation of Munis, we are learning our way around the system. It is extremely different from Softright, and while many of us have previous Munis experience, it is still proving challenging in many aspects. While challenging at times, we anticipate the struggles now will provide far better data and processes once fully implemented. We are also scheduled to transition Payroll and Human Resources to Munis on January 1, 2026. The HR and Business office staff have been involved with intense training and implementation exercises to ensure the transition will go smoothly.

I will caution the committee that I will strive to provide the most timely and accurate financial updates as possible, but with Payroll in Softright until January 1st and all other expenses in Munis, there is a manual crosswalk required to bring the salary expenses into Munis. The town will likely not be able to pull the first 4 months of this year's salary data into Munis until they officially close FY25 in October or November.

Regarding our facilities, over the summer we completed many overdue projects, including:

- Glover
 - HVAC (only areas that originally had HVAC). Early reports are positive from the Glover staff who are fortunate enough to be working in conditioned spaces.
 - New playground (thanks to a donation from the PTO) and new rubber surface (FY24 Town Meeting appropriation)
 - Painting of whiteboard walls and staircases
 - Rearranged main office furniture and fixtures

- Brown
 - Installed bottle filling station in Cafeteria
 - Repaired blinds and windows in Cafeteria and Gymnasium
 - Repaired stage trim in Cafeteria
 - New netting on playground (thanks to a donation from the PTO)
- Veteran's
 - Painted the Performing Arts Center (PAC)
 - New upholstery in the PAC
 - Added minisplit units to 1 classroom and IT space
 - New gymnasium wall padding
 - Painted the flagpole and many interior spaces
 - Repaired concrete steps / entrance
- Village
 - New Scoreboard on field (thanks to a donation from Grand National Bank)
- MHS
 - Painted main stairway
 - Made substantial progress on fire doors
 - Installed new front entrance doors
 - Installed minisplit units in the Athletic Director's office and Food Service Director's office
- Food Services – installed new cooking, warming and prep equipment in most schools
- Special thank you to our custodian and maintenance staff. I am overly impressed with the dramatic improvement in our building cleaning efforts over the summer.

Transportation – we are currently running 4 large buses and 2 minibuses. We are at capacity and there is a concern about move-ins / added IEP services for transportation. Our new fully electric van has arrived and has been put into service as of Monday, 9/8. This van will be used to transport Special Education students to/from school as well as smaller athletic teams and groups.

Attached is the line by line recap of our FY25 expenditures vs budget report.

Respectfully submitted,





Marblehead Public Schools

9 Widger Road
Marblehead, Massachusetts 01945
Phone: (781) 639-3140

John Robidoux
Superintendent of Schools

Julia Ferreira
*Assistant Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent for Finance & Operations
DATE: September 10, 2025
RE: Surplus of Audiometers

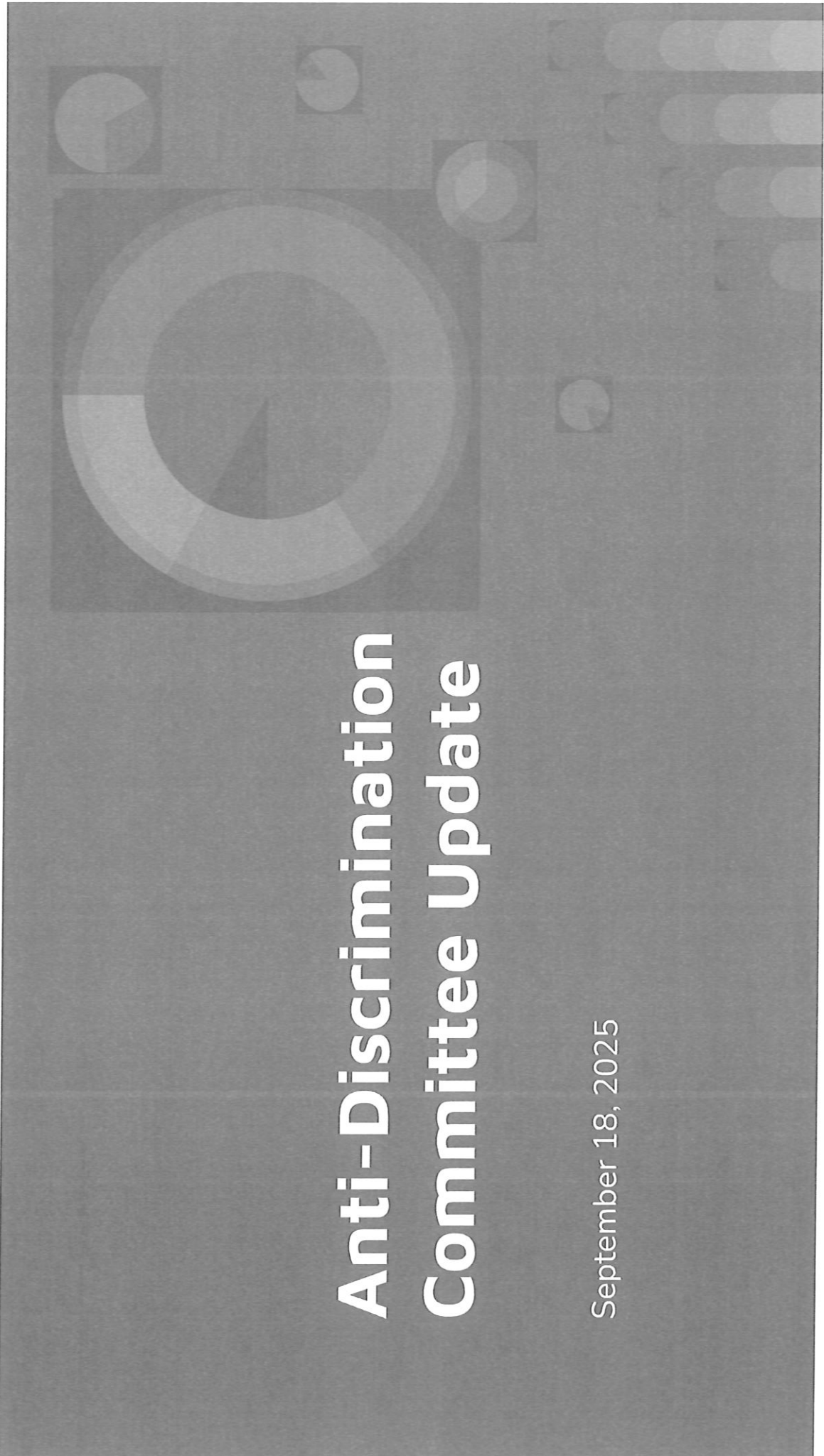
Marblehead Public Schools Lead Nurse, Meaghan Kalpin, has requested 8 Beltone Scout audiometers be declared surplus. The 1990's era audiometers were replaced last year, and there is a request to dispose of the old ones. Here is the information:

<u>Location</u>	<u>Serial #</u>
Brown School	10K5479
Brown School	10K3590
Glover School	10K2690
Village School	10K7242
Village School	10K4874
Village School	10K6204
MVMS	10K5482
MHS	10K6654



Respectfully submitted,

M Pfifferling

The background is a dark gray gradient. In the upper left, there is a large, faint circular graphic composed of concentric rings and a central triangle. To the right of this, there are several smaller, faint geometric shapes, including circles and squares, some of which contain internal patterns. The overall aesthetic is modern and minimalist.

Anti-Discrimination Committee Update

September 18, 2025



Met on September 11, 2025

Agenda Items

- ~Welcome
- ~Review meeting norms
- ~Define plan/deliverables for SY
- ~Review resources

Identified groups to address

~Administrators

~Educators

~Students

~Caregivers/community members



Determined to begin our focus with our Administrative Team

- ~Met with Miri Bar-Halpern on Wednesday, September 17
- ~Plan is to discuss anti-discrimination with a focus on anti-semitism
- ~Based on the presentation/discussion, will determine next logical steps
- ~Utilize local resources (ie Lappin Foundation, ADL, etc) for follow-up

Special Commission on Combating

Antisemitism (Preliminary K-12 Education Findings and Recommendations)

Areas of initial interest specifically identified:

1) Measures to Increase Awareness and Understanding of Antisemitism and Broaden Appreciation of Jewish American Heritage

d) ...anti-bias education for school committees and all k-12 faculty and administrators that includes antisemitism...aligned with DESE-developed framework...



Special Commission on Combating Antisemitism

- 1) Measures to Increase Awareness and Understanding of Antisemitism and Broaden Appreciation of Jewish American Heritage
 - e) Schools and districts should work with community organizations to create and implement programming for Jewish American Heritage Month each May...treat JAHM in an equivalent fashion to other history, identity and heritage months...

Special Commission on Combating Antisemitism

- 2) Measures to Improve Safety and Security for Jewish Communities
 - b) School counseling departments should:
 - i) work to deepen their understanding of the effects of antisemitism on the mental health of Jewish young people;
 - ii) apply trauma informed interventions to incidents of antisemitism; and
 - iii) expand access to mental health resources for Jewish students targeted by antisemitic harassment or bullying



Other action items...

- ~Meet with students
- ~Policy Sub-committee review of anti discrimination policy: rx adding language specific to antisemitism
- ~Speakers/presentations for educators, students, caregivers
- ~Working with Dr. Darnisa Amante-Jackson: Disruptive Education Equity Project (DEEP) for district equity audit
- ~Research area district's presentations/workshops re antidiscrimination
- ~Partner with community resources (ADL, Lappin, JCC, etc)



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Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent of Finance and Operations
DATE: September 16, 2025
RE: Schedule of Bills for Approval

Included in this packet are the following Schedules of Bills for your consideration. The schedules and invoices have been uploaded to the shared drive.

Schedule	Amount
A26-8 FAC – LM	\$29,744.19
A26-9 DW – KFM	\$497.00
26-9 DW – MSR	\$7,375.20
A26-9 FAC – LM	\$47,100.29
A26-9 SS – KG	\$44,457.53
A26-10 DA – MSR	\$331,306.85
A26-10 METCO	\$4,278.00
A26-10 SS – KG	\$3,117.85
A26-10 SS – KG2	\$40,404.12
Total	\$508,281.03

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$508,281.03

DRAFT

Marblehead School Committee Minutes for 9/4/25

Date: 9/4/25

Time: 6:00 PM

Location: Marblehead High School Library, 2 Humphry St. Marblehead

Members Present: Al Williams, Jenn Schaeffner, Kate Schmeckpeper

Members Joining Remotely: Henry Gwazda

Members Absent: None

Minutes Created By: Henry Gwazda

Agenda Link:

<https://marbleheadma.gov/wp-content/uploads/2025/09/Marblehead-School-Committee-AMEND-ED-Agenda-9-4-2025.pdf>

Video Link:

<https://www.youtube.com/watch?v=nq8OcNG-8-E>

Meeting Summary:

1. Call to Order, Pledge of Allegiance, Accommodations, and Public Comment

Introduction (00:00:00–00:02:00)

- a. Meeting called to order at 6:01 PM on September 4, 2025, followed by Pledge of Allegiance
- b. Committee member commended administrators and staff for opening school the previous week
- c. Chair outlined public comment policy

2. Public Comment (00:03:00–00:06:00)

- a. Sarah Fox (46th Street) raised concerns about survey provisions in student handbooks
 - i. Objected to opt-out structure, citing Supreme Court case requiring opt-in for parents
 - ii. Stated three schools require signed handbooks as graded assignments, calling this a forced mandate violating Supreme Court law
 - iii. Fox criticized removal of finance update from agenda two hours before meeting and questioned finance subcommittee effectiveness
 1. Noted district faces \$3 million deficit (approximately 60 teacher positions) requiring override
 2. Called for greater financial transparency given need for public support
 3. Stated two-member subcommittee cannot meet independently, accused committee of "gaslighting" public

3. Student Representative Report (00:06:00–00:07:00)

- a. School year start update:
 - i. New students adjusting well after five days
 - ii. Classes ramping up in workload

- iii. Many new teachers (band, English, Spanish) with positive initial feedback
- b. New bell schedule causing confusion for students and staff with classes no longer starting on the hour, affecting after-school activity timing
- c. Fall sports seasons began with cross country, volleyball, field hockey, and soccer first games yesterday; golf started one week earlier; first home football game scheduled tomorrow

4. Superintendent's Report (00:07:00–00:17:00)

- a. Staffing updates for new school year
 - i. Twenty-two teachers hired; six were existing staff moved to full-time positions
 - ii. Three special education teacher vacancies remain
 - iii. French teacher hired to replace last-minute departure
- b. Support systems and committee activities
 - i. All schools have credentialed counselors; Marblehead Counseling Center providing additional support
 - ii. Mental health task force being revitalized with Lisa Marie as school representative
 - iii. MGH Substance Use survey to be administered to high school students in October with results reported in spring
 - iv. Anti-discrimination committee meeting next week to plan speakers and events
 - v. Wellness committee being rejuvenated with quarterly meetings planned; first task is three-year wellness policy review
- c. Safety updates
 - i. ALICE drills mandated at beginning and end of year with lockdown drill mid-year
 - ii. Fire alarm at high school and gas leak evacuation at Village School went smoothly
 - iii. Glover Playground upgrade completed; additional safety improvements being explored

5. Consent Action and Agenda Items (00:17:00–00:18:00)

- a. Motion by Kate Schmeckpeper, seconded by Henry Gwazda to approve draft meeting minutes from August 21, 2025 school committee meeting and schedules of bills totaling \$990,473.31
- b. Motion passed 4-0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Kate Schmeckpeper, Al Williams

6. School Committee Communication and Discussion Items

- a. High School Roof Project Committee Formation (00:18:00–00:30:00)
 - i. Committee formation and member selection
 - 1. Eight community members volunteered: Sam Altreuder, Pete Kessel, Mark Liebman, Karima Maloney, Devin McGlynn, Brian Serafin, Michael Smith, and Ralph Wallace
 - 2. Superintendent recommended including Mike Pfifferling, Todd Bloodgood, Eileen Long from Leftfield, and Gene Raymond from RDA
 - 3. Consultants agreed to serve in advisory roles only, not as voting members

- ii. Final committee composition established with seven voting members: five community members (Sam Altruder, Mark Liebman, Brian Serafin, Ralph Wallace, and Karima Maloney), Mike Pfifferling, and Henry Gwazda, with consultants in advisory roles
 - iii. A motion was made by Jennifer Schaeffner and seconded by Kate Schmeckpeper to approve the five community members (Sam Altruder, Mark Liebman, Brian Serafin, Ralph Wallace, and Karima Maloney) for the MHS Advisory Roof Committee. The motion passed 4-0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Kate Schmeckpeper, Al Williams
- b. Instant Recap Email Communication Initiative (00:30:00–00:37:00)**
- i. Henry Gwazda proposed instant recap emails after school committee meetings
 - 1. Draft template placed in committee Dropbox for review
 - 2. Recaps sent Friday or Monday after each full meeting
 - 3. Provides high-level summary with links for detailed information
 - ii. Committee discussed format and concerns
 - 1. Questions raised about school committees sending direct emails to public
 - 2. Superintendent recommended posting recaps to website instead of blast emails
 - 3. Process: recap generated after meetings, reviewed by chair, sent to Lisa Manning for posting
 - 4. Replaces previous labor-intensive newsletter format
 - iii. A motion was made by Henry Gwazda and seconded by Kate Schmeckpeper to approve the instant recap communication initiative as discussed. The motion passed 4-0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Kate Schmeckpeper, Al Williams
- c. Survey Policy Discussion and Vote (00:38:00–00:44:00)**
- i. Committee member raised concerns about survey policy contradiction
 - 1. Policy ILD requires prior written consent for student surveys but also allows parent opt-out opportunities
 - 2. Member viewed this as inherent contradiction between consent and opt-out provisions
 - ii. Chair clarified policy implementation and federal requirements
 - 1. Parents signing handbook agree to surveys generally, with exceptions for eight federally protected areas requiring separate notification and opt-out
 - 2. District lawyer confirmed no issue with current approach
 - 3. Policy tracks federal statute requirements for both written consent and opt-out opportunities
 - 4. Recent court cases about opt-in versus opt-out were specifically about curriculum, not surveys
 - iii. Motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to approve the survey policy. The motion passed 3-1, with votes in favor: Henry Gwazda, Kate Schmeckpeper, Al Williams, and votes against: Jen Schaeffner
- d. Academic Integrity and AI Policy Update (00:44:00–01:05:00)**

- i. Julia Ferreira presented AI policy development by steering committee (Anthony Costello, Michael Fu, Jan Gutadaro, Kathy Koch, Liz Pruitt, David Rainey, Susan Shatford)
 - 1. Committee developed vision for responsible AI integration and conducted staff professional development on August 25, 2025
 - 2. Vision emphasizes students producing original work with AI as study tool, not replacement for their work
 - 3. Core principle established: "the work presented is my own, unless otherwise indicated"
 - ii. Academic integrity expectations updated in all student handbooks, including elementary for first time
 - 1. AI usage incorporated under existing academic integrity guidelines rather than separate policies
 - 2. Teachers must set clear AI parameters for each assignment: no AI allowed, AI with citation, or AI encouraged for specific purposes
 - 3. Students taught to cite AI usage through existing tools like NoodleTools
 - iii. Future plans include continuing steering committee, developing school-level support groups, ongoing professional development, and family communication about expectations
- e. **Textbook Disposition (01:05:00–01:09:00)**
- i. Julia Ferreira requested disposal of outdated curriculum materials following adoption of new evidence-based materials
 - 1. Materials included old English learner curriculum, science curriculum, reading kits, and units of study materials
 - 2. Old science textbooks too outdated; K-3 science materials replaced by Mystery Science online program
 - 3. Student workbooks to be recycled appropriately
 - ii. Disposal process involves researching proper methods, contacting superintendents for textile recycling company recommendations, and avoiding dumpster disposal
 - iii. A motion was made by Henry Gwazda and seconded by Kate Schmeckpeper to approve the disposal of the identified textbooks and curriculum materials
 - iv. The motion passed 4-0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Kate Schmeckpeper, Al Williams
- f. **Boys Varsity Ice Hockey Lake Placid Trip Approval (01:09:00–01:16:00)**
- i. Ken Wheeler presented proposal for boys varsity ice hockey team to play two-game series against Winthrop in Lake Placid, NY on December 12-13
 - 1. Games at historic Herb Brooks 1980 Olympic arena, count as Northeast Conference League games, MIAA approved
 - 2. Educational component includes meeting with 1980 U.S. hockey team captain Mike Eruzione
 - ii. Trip details: overnight business trip for 18 players, 4 coaches, 2 additional spots

1. Friday departure by bus, stay at High Peaks Resort, evening game
2. Saturday workout, Eruzione facility tour, 1:30 game, return trip
3. Estimated cost \$8,000-\$10,000 (\$2,000 already paid); team fundraising for remaining costs
- iii. Equity concerns raised regarding girls hockey team
 1. Wheeler noted similar approach used in basketball with alternating special trip opportunities
 2. Girls program is co-op with different structure including 7th/8th grade players
- iv. Motion made by Kate Schmeckpeper and seconded by Henry Gwazda to approve the Lake Placid trip for the boys varsity ice hockey team
- v. Motion passed 4-0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Kate Schmeckpeper, Al Williams
- g. **Piper Field Lighting Project Update (01:16:00–01:30:00)**
 - i. Updated proposal modifications following August 12th planning board meeting:
 1. Usage increased from 56 nights to approximately 84 hours with lighting, requesting roughly 180 nights potential usage
 2. All lighting usage aligned to end at 9:00 PM instead of extending some nights to 10:00 PM
 3. Mid-August through November usage (approximately 105 nights) and mid-March through May usage (approximately 75 nights)
 4. No winter or summer lighting needed; lights only used when needed and turned off after athletic contests
 - ii. Visual presentation being developed for planning board with slideshow showing nights, seasons, lumens, and light array information
 - iii. Additional commitments made:
 1. PA system usage remains limited to MIAA sanctioned events (4-5 football games for play-by-play, national anthem only)
 2. Address field concerns including trash and behavioral issues through "carry in, carry out" policy and coordination with athletic director, coaches, parents, and police
 3. At least one school committee member to attend Tuesday planning board hearing
 4. Superintendent may need zoning board appearance due to original school construction conditions
- h. **Subcommittee Reports and New Business (01:31:00–01:39:00)**
 - i. Policy subcommittee established meeting schedule for ambitious workload and plans to bring policies to full committee at next meeting
 - ii. Budget subcommittee challenges reported:
 1. Committee down to one member, creating meeting difficulties
 2. District down 170 students with increased contractual obligations

3. Plans to discuss budget matters with superintendent, assistant superintendent of finance, and Finance Committee chair
4. Discussion about waiting for new member with financial background
- iii. Materials distribution concerns:
 1. Current 48-hour policy insufficient for extensive materials review
 2. Member indicated potential motion to require materials by Friday before meetings
 3. Chair acknowledged need for early provision, especially for data presentations
 4. Financial update removed from agenda due to 48-hour policy compliance
- iv. Youth substance abuse collaboration outreach:
 1. Email sent to Board of Health requesting meeting following recent tragedy
 2. No response received; member offered to forward directly to individual Board of Health members
- v. School committee goals status uncertain; NASC conference in November discussed with deadline for reduced registration costs
- vi. Correspondence received regarding temporary lights at Village Field
- i. **Executive Session Motion and Adjournment (01:39:00–01:42:00)**
 - i. Motion to enter executive session under Chapter 30A Section 21A3, Purpose 3 for:
 1. Strategy discussion for collective bargaining with Unit A Marblehead Teachers Association
 2. Litigation discussion: Marblehead School Committee and Marblehead Teachers Association MEP 2511555
 3. Litigation discussion: Vetti Kelly et al. vs. Marblehead Public Schools et al., Docket number 2577cv00904
 4. No intent to return to open session declared
 - ii. A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to enter executive session for the stated purposes. The motion passed 4-0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Kate Schmeckpeper, Al Williams



MARBLEHEAD PUBLIC SCHOOLS

Marblehead School Committee

9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140 x10114
email:schoolcommittee@marbleheadschoools.org

Jennifer Schaeffner
Committee Member

Melissa Clucas
Committee Member

Al Williams
Chairperson

Kate Schmeckpeper
Vice-Chairperson

Henry Gwazda
Secretary

June 6, 2025

Marblehead School Committee Operating Protocols

As elected members of the Marblehead School Committee, alongside our Superintendent, our primary goal is continuous improvement to maximize student achievement. Our key objectives are effective governance and ensuring that our students are fully prepared for college, careers, and life. Members of the Marblehead School Committee will abide by the following protocols as individuals and as a committee:

I: In our Governance:

1. We represent the needs and interests of all students in the district, prioritizing these needs in our decision-making. We are committed to creating opportunities for community members to share their insights, helping us better understand the needs of our students, families, and staff.
2. We will foster an environment of trust, respect, and inclusiveness, modeling this in our interactions with one another, administration, staff, students, town officials, and members of the public.
3. The Superintendent is responsible for the day-to-day management and operations of the district. Per Massachusetts law, the School Committee sets policies for the district, approves the budget, and evaluates the Superintendent's effectiveness through the setting of goals and regular evaluation process.
4. School Committee members will recognize that their purview exists when a quorum of the Committee meets in accordance with the Open Meeting Laws, and not as individual members. We understand decisions are codified when a quorum of the Committee is present and derives from majority decisions made during open, properly posted public meetings.
5. We will operate respectfully and in compliance with the Commonwealth of Massachusetts Open Meeting Law, while maintaining confidentiality regarding Executive Sessions. II:

In our Operations:

6. We will exercise leadership in vision, planning, policymaking, evaluation, accountability, and advocacy on behalf of all students and the district while respecting the authority of the Superintendent and district administration to manage daily operations.
7. We acknowledge that a School Committee meeting is a business meeting that is held in public- not a meeting with the public.
8. Members are encouraged to attend meetings punctually. Those unable to attend a meeting should inform the Chair promptly.
9. We will strive to ensure that meetings are effective and efficient by being well-prepared, conducting business through a clear agenda, and addressing emerging items in subsequent meetings.
10. We agree that discussions will be limited to the agenda, and items will not be added unless the Superintendent and the School Committee Chair determine that delaying the issue until the next meeting would be detrimental.
11. Business will be conducted through a clearly defined agenda that informs the public promptly about what will be discussed at the meeting. Each meeting's packet will be available online the day of the meeting and may include supporting documents for the agenda items.
12. The School Committee encourages community members to attend our meetings and speak on issues within our scope. To ensure everyone has an equitable opportunity to be heard, each speaker will be limited to three minutes. While school district policy allows for a total of fifteen minutes for public comments, this time may be extended at the Chair's discretion.
13. We will keep an open mind and aim to make decisions by consensus, using the best information available at the time. We will consider facts, research, best practices, public input, and recommendations from the Superintendent and other members. Members will arrive at the table informed and ready to discuss issues, but will not make statements of definitive decisions prior to deliberation.
14. We encourage critical thinking and expect all Committee members to respectfully share their individual viewpoints as part of the discussion before reaching a decision.
15. The Superintendent will share an annual planning calendar with School Committee members. If a member wishes to add an item to an upcoming agenda, they are encouraged to communicate their request promptly.
16. We acknowledge the importance of subcommittees; the School Committee and the Superintendent will utilize them to focus on a specific topic in-depth and to prepare for presentation, deliberation, and possible action by the full School Committee.



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Secretary

III: In our Communications:

17. We emphasize proactive communication to avoid surprises for the School Committee and the Superintendent and enable efficient deliberations. Committee members should contact the Superintendent and the School Committee Chair well in advance of meetings for significant questions or concerns.
18. School Committee members acknowledge the Chair as the official voice of official spokesperson for the Committee and the Superintendent is the spokesperson for the District. The Chair will represent the School Committee in an official capacity when directed to do so by a majority of the members.
19. Requests for information should be directed through the Superintendent and the School Committee Chair, not directly to staff. The Superintendent will ensure equal access to responses for all members.
20. Members of the public can contact the School Committee via email at schoolcommittee@marbleheadschoools.org. Remember, these emails are part of the public record, and the Chair will respond on behalf of the Committee when possible. Individual members may respond directly, but will keep these protocols in mind when communicating about items that may come before the Committee.
21. A positive tone is essential for our school system. Trust among School Committee members, the Superintendent, and administration should be maintained through dignity and respect, allowing open expression of opinions and concerns.
22. Committee members will also refer community questions beyond their purview to the Superintendent or other appropriate staff member. The Superintendent or their designee will investigate and provide necessary information for responses.

IV: In our Professional Development:

23. School Committee members will engage in formal training organized by the Superintendent and the School Committee Chair, conducted by recognized organizations such as the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS).
24. All new School Committee members will attend an orientation session in addition to completing the state required ethics training and Charting the Course. If requested, a mentor will be assigned to support them.
25. The School Committee will allocate time each year for self-evaluation to assess their progress in adhering to agreed-upon norms and beliefs and goals.
26. We recognize the importance of honoring our established norms and beliefs and agree to hold each other accountable when we deviate from them.

APPENDIX K
EDUCATOR EVALUATION
Updated 2025

1. Purpose of Educator Evaluation

This contract language is locally negotiated and based on M.G.L., c.71, § 38; M.G.L. c.150E; and the Educator Evaluation regulations, 603 CMR 35.00 et seq. In the event of a conflict between this collective bargaining agreement and the governing laws and regulations, the laws and regulations will apply.

The regulatory purposes of evaluation are:

- i. To promote student learning, growth, and achievement by providing Educators with feedback for improvement, enhanced opportunities for professional growth, and clear structures for accountability,
- ii. To provide a record of facts and assessments for personnel decisions, and
- iii. School nurses shall be evaluated using the MSNO School Nurses Resource Document to Support Implementation of SIS Rubrics published on the DESE (DOE) website.

2. Definitions (* indicates definition is generally based on 603 CMR 35.02)

*** Artifacts of Professional Practice:** Educator developed work products and student work samples that demonstrate the Educator's knowledge and skills with respect to specific performance standards.

Caseload Educator: Educators who teach or counsel individual or small groups of students through consultation with the regular classroom teacher, for example: school nurses, school counselors, speech and language pathologists, and some reading specialists and special education teachers.

Classroom teacher: Educators who teach preK-12 whole classes, and teachers of special subjects as such as art, music, library, and physical education. May also include, but not limited to, instructional coaches, special education teachers, and reading specialists who teach whole classes.

Categories of Evidence: Multiple measures of student learning, growth, and achievement according to the most recent DESE rubrics, judgments based on observations (as defined in section 11A and 11B) and artifacts of professional practice, including unannounced observations of practice and additional evidence relevant to one or more Standards of Effective Teaching Practice.

***Educator(s):** Inclusive term that applies to all classroom teachers and caseload educators, unless otherwise noted.

***Educator Plan:** The growth or improvement actions identified as part of each Educator's evaluation. The type of plan is determined by the Educator's career stage, overall performance rating, and the rating of impact on student learning, growth and achievement. There shall be four types of Educator Plans:

Developing Educator Plan shall mean a plan developed by the Educator and the Evaluator for one school year or less for an Educator without Professional Teacher Status (PTS); or, at the discretion of an Evaluator after consultation with the Superintendent, for an Educator with PTS in a new assignment which requires a change in license or a change of building to which the educator is assigned. The educator shall be evaluated at least annually.

Self-Directed Growth Plan shall mean a plan developed by the Educator for one or two school years for Educators with PTS who are rated proficient or exemplary.

- For educators whose impact on student learning is either moderate or high, the Educator Plan may be for up to two school years.
- A one-school-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary and whose impact on student learning is low. In this case, the Evaluator and Educator shall analyze the discrepancy between the summative evaluation rating and the rating for impact on student learning to seek to determine the cause(s) of the discrepancy.

Directed Growth Plan shall mean a plan developed by the Educator and the Evaluator of one school year or less for Educators with PTS who are rated **needs improvement**. There shall be a summative evaluation at the end of the period determined by the plan and if the educator does not receive a proficient rating he or she shall be rated unsatisfactory and shall be placed on an improvement plan.

Improvement Plan shall mean a plan developed by the Evaluator with Educator input, if time volunteered by the Educator, for a period of 45 calendar days and no more than one school year for Educators with PTS who are rated **unsatisfactory** with goals specific to improving the Educator's unsatisfactory performance. In those cases where an Educator is rated unsatisfactory near the close of a school year, the plan may include recommendations for activities during the summer preceding the next school year.

***DESE:** The Massachusetts Department of Elementary and Secondary Education.

***Evaluation:** The ongoing process of defining goals and identifying, gathering, and using information as part of a process to improve professional performance (the "formative evaluation" and "formative assessment") and to assess total job effectiveness and make personnel decisions (the "summative evaluation").

***Evaluator:** Any non-Unit A person designated by the superintendent who has primary or supervising responsibility for observation and evaluation. The superintendent is responsible for ensuring that all Evaluators have training in the principles of supervision and evaluation. Each Educator will have one Evaluator at any one time responsible for determining performance ratings. The principal/administrator of each building in which the educator serves must review and sign the evaluation.

Primary Evaluator shall be the person who determines the Educator's performance rating and evaluation. **Supervising Evaluator** shall be the person responsible for developing the Educator Plan, supervising the Educator's progress through formative assessments, evaluating the Educator's progress toward attaining the Educator Plan goals, and making recommendations about the evaluation ratings to the primary Evaluator at the end of the Educator Plan. The Supervising Evaluator may be the primary Evaluator or their designee.

Teaching Staff Assigned to More Than One Building: Each Educator who is assigned to more than one building will be evaluated by the appropriate administrator where the individual is assigned most of the time. The principal of each building in which the Educator serves must review and sign the evaluation, and may add written comments. In cases where there is no predominate assignment, the superintendent will determine who the evaluator will be.

Notification: The Educator shall be notified in writing of their Evaluator at the outset of each new evaluation cycle. The Evaluator(s) may be changed upon notification in writing to the Educator.

***Evaluation Cycle:** A five-component process that all Educators follow consisting of 1) Self-Assessment; 2) Goal-setting and Educator Plan development; 3) Implementation of the Plan; 4) Formative Assessment/Evaluation; and 5) Summative Evaluation.

***Experienced Educator:** An educator with Professional Teacher Status (PTS).

***Family:** Includes students' parents, legal guardians, foster parents, or primary caregivers.

***Formative Assessment:** The process used to assess progress towards attaining goals set forth in Educator plans, performance on standards, or both. This process may take place at any time(s) during the cycle of evaluation, but typically takes place at mid-cycle.

***Formative Evaluation:** An evaluation conducted at the end of Year 1 for an Educator on a 2-year Self-Directed Growth plan which is used to arrive at a rating on progress towards attaining the goals set forth in the Educator Plan, performance on Standards and Indicators of Effective Teaching Practice, or both.

***Goal:** A specific, actionable, and measurable area of improvement as set forth in an Educator's plan. A goal may pertain to any or all of the following; Educator practice in relation to Performance Standards, Educator practice in

relation to indicators, or specified improvement in student learning, growth and achievement. Goals may be developed by individual Educators, by the Evaluator, or by a team of educators, departments, or other groups of Educators who have the same role. Team goals can be developed by grade level or subject area teams.

***Measurable:** That which can be classified or estimated in relation to a scale, rubric, or standards.

Multiple Measures of Student Learning: Measures must include a combination of classroom, school and district assessments, or student growth percentiles on state assessments. This definition may be revised as required by regulations or agreement of the parties upon issuance of DESE guidance. These measures shall be locally bargained by the parties to the extent required by law.

***Observation:** A data gathering process that includes notes and judgments made during one or more classroom or worksite visits(s) of any duration not less than 10 minutes by the Evaluator and may include examination of artifacts of practice including student work. An observation shall occur in person. All observations will be done openly and with knowledge of the Educator. Classroom or worksite observations conducted pursuant to this article must result in feedback to the Educator using the agreed upon protocols.

Parties: The Association and the Committee are the parties to this agreement.

***Performance Rating:** Describes the Educator's performance on each performance standard from DESE, and the overall evaluation. There shall be four performance ratings;

Exemplary: the Educator's performance consistently and significantly exceeds the requirements of a standard, or the overall evaluation. The rating of exemplary on a standard indicates that practice significantly exceeds proficient and could serve as a model of practice on that standard district-wide.

Proficient: the Educator's performance fully and consistently meets the requirements of a standard, or the overall evaluation. Proficient practice is understood to be fully satisfactory.

Needs Improvement: the Educator's performance on a standard or the overall evaluation is below the requirements of a standard or the overall evaluation but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

Unsatisfactory: the Educator's performance on a standard or the overall evaluation has not significantly improved following a rating of needs improvement, or the Educator's performance is consistently below the requirements of a standard or the overall evaluation and is considered inadequate, or both.

***Performance Standards:** Locally developed standards and indicators pursuant to M.G.L. c. 71, § 38 and consistent with, and supplemental to 603 CMR 35.00.

***Professional Teacher Status:** PTS is the status granted to an Educator pursuant to M.G.L. c. 71, § 41.

Rating of Educator Impact on Student Learning: A rating of high, moderate, or low impact based on data from state assessments and district-determined measures. The parties will negotiate, to the extent required by law, the process for using state and district-determined measures to arrive at an Educator's rating of impact on student learning, growth, and achievement. Only data collected during the evaluation cycle may be used as evidence when determining an Educator's rating.

Rating of Overall Educator Performance: The Educator's overall performance rating is based on the Evaluator's professional judgment and examination of evidence of the Educator's performance against the four Performance Standards and the Educator's attainment of goals set forth in the Educator Plan, as follows:

Standard 1: Curriculum, Planning and Assessment

Standard 2: Teaching All Students

Standard 3: Family and Community Engagement Standard

4: Professional Culture

Attainment of Professional Practice Goal(s)

Attainment of Student Learning Goal(s)

***Rubric:** In rating educators on Performance Standards for the purpose of formative assessments, formative

evaluations, or summative evaluations, rubrics must be used. The rubrics for Standards and Indicators of Effective Teaching Practice are a scoring tool used to judge the educator's practice at the four levels of performance. The rubrics consist of:

- Standards and Indicators of Effective Teaching Practice: Defined in 603.CMR 35.03. These standards and indicators are used in the rubrics incorporated into this evaluation system.
- Descriptors: define the individual elements of each of the indicators under the standards.

Self-Assessment: The evaluation cycle shall include the following self-assessment:

- a. An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility;
- b. An assessment of practice against each of the four Performance Standards of effective practice using the rubrics;
- c. Proposed goals to pursue:
 - 1) At least one goal directly related to improving the Educator's own professional practice;
 - 2) At least one goal directly related to improving student learning.

The educator shall provide such information, in the form of self-assessment to the evaluator at the point of goal setting and plan development.

***Summative Evaluation:** An evaluation used to arrive at a rating on each standard, an overall rating, and as a basis to make personnel decisions. The summative evaluation includes the Evaluator's judgments of the Educator's performance against Performance Standards and the Educator's attainment of goals set forth in the Educator's Plan. The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS growth scores cannot be the sole basis for a summative evaluation rating. To be rated Proficient overall, an educator shall, at a minimum, have been rated Proficient on the Curriculum, Planning and Assessment and the Teaching all Students standards for teachers. Evaluations used to determine the educator's overall performance rating and the rating on each of the four standards may inform personnel decisions such as reassignments, transfers, PTS or dismissal pursuant to Massachusetts general laws.

***Superintendent:** The person employed by the school committee pursuant to M.G.L. c. 71 §59 and §59A. The superintendent is responsible for the implementation of 603 CMR 35.00.

***Teacher:** An Educator employed in a position requiring a certificate or license as described in 603 CMR 7.04(3)(a, b, and d) and in the area of vocational education as provided in 603 CMR 4.00. Teachers may include, for example, classroom teachers, librarians, school counselors, or school nurses.

3. Evidence Used In Evaluation

The following categories of evidence shall be used in evaluating each Educator:

A. Multiple measures of student learning, growth, and achievement, which shall include:

- Measures of student progress on classroom assessments that are aligned with the Massachusetts Curriculum Frameworks or other relevant frameworks and are comparable within grades or subjects in a school;
- Statewide growth measure(s) where available, including the MCAS Student Growth Percentile and the WIDA ACCESS assessment. (WIDA-World-Class Instructional Design and Assessment. ACCESS-Assessing Comprehension and Communication in English State-to-State for English Language Learners).
- Measures of student progress and/or achievement toward student learning goals set between the Educator and Evaluator for the school year or some other period of time established in the Educator Plan.
- For Educators whose primary role is not as a classroom teacher, the appropriate measures of the Educator's contribution to student learning, growth, and achievement shall be determined by the district and bargained to the extent required by law. The measures shall be based on the Educator's role and responsibility.

B. Observations and artifacts of practice including:

- Unannounced observations of practice of any duration not less than 10 minutes
- Announced observations of practice
- Examination of Educator work products
- Examination of student work products

C. Evidence relevant to one or more Performance Standards, including but not limited to:

- Evidence compiled and presented by the Educator, including :
 - o Evidence of fulfillment of professional responsibilities and growth such as self-assessments, peer collaboration, professional development linked to goals in the Educator plans, contributions to the school community and professional culture;
 - o Evidence of active outreach to and engagement with families;
- Evidence of progress toward professional practice goal(s)
- Evidence of progress toward student learning outcomes goal(s)

D. Student feedback collected by the district in accordance with DESE protocols. To the extent required by law, the parties agree to bargain, the protocols for collecting and analyzing student feedback.

4. Rubric

The rubrics are a scoring tool used for the Educator's self-assessment, the formative assessment, the formative evaluation and the summative evaluation. In accordance with DESE's most current rubrics.

5. Evaluation Cycle: Training

Prior to the implementation of the new evaluation process contained in this article, districts shall arrange training for all Educators, principals, and other evaluators that outlines the components of the new evaluation process and provides an explanation of the evaluation cycle. The district through the superintendent shall determine the type and quality of training based on guidance provided by DESE.

By October 15 of the first year of this agreement, all Educators shall complete a professional learning activity about self-assessment and goal-setting satisfactory to the superintendent or principal. Any Educator hired after the October 15 date, or returning from a leave, and who has not previously completed such an activity, shall complete such a professional learning activity about self-assessment and goal-setting within six weeks of the date of hire.

The Marblehead Education Association (MEA) may make recommendations to the superintendent/designee of learning activities and, after consultation between the superintendent/designee and the MEA president(s), the superintendent shall determine the learning activities.

6. Evaluation Cycle: Annual Orientation

At the start of each school year, the superintendent, principal, or designee shall conduct a meeting for Educators and Evaluators focused substantially on educator evaluation. The superintendent, principal or designee shall:

- Provide an overview of the evaluation process, including goal setting and the educator plans.
- Provide all Educators with directions for obtaining a copy of the forms used by the district. These may be electronically provided.
- The faculty meeting may be digitally recorded to facilitate orientation of Educators hired after the beginning of the school year, provided that an announcement is made at the beginning of the meeting that it is being recorded and no one objects.
- Provide District and School goals and priorities, as well as professional development opportunities related to those goals and priorities.

7. Evaluation Cycle: Creating the Educator Plan

The Educator Plan includes three sections: self-assessment, goals, and plan type.

A. Completing the Self-Assessment and Goals

The evaluation cycle begins with the Educator completing and submitting to the Evaluator a self-assessment by October 15 or within six weeks of the start of their employment in the district.

i. The self-assessment includes:

- An analysis of evidence of student learning, growth and achievement for students under the Educator's responsibility.
- An assessment of practice against each of the four Performance Standards of Effective Practice using the district's rubric.
- Proposed goals to pursue:
 - o At least one goal directly related to improving the Educator's own professional practice.
 - o At least one goal directly related to improving student learning.

B. Proposing the Goals

Every Educator has an Educator Plan that includes, but is not limited to, one goal related to the improvement of practice; one goal for the improvement of student learning. The Plan also outlines actions the Educator must take to attain the goals established in the Plan and benchmarks to assess progress. Educators must consider goals for grade-level, subject-area, department teams, or other groups of Educators who share responsibility for student learning and results, except as provided in (ii) below. Educators may meet with teams to consider establishing team goals. Evaluators may participate in such meetings.

i. For Educators in their first year of practice, the Evaluator or their designee will meet with each Educator by October 1 (or within six weeks of the Educator's first day of employment if the Educator begins employment after September 15) to assist the Educator in completing the self-assessment and drafting the professional practice and student learning goals which may include induction and mentoring activities.

ii. Unless the Evaluator indicates that an Educator in their second or third year of practice should continue to address induction and mentoring goals pursuant to 603 CMR 7.12, the Educator may propose team goals.

iii. For Educators with PTS and ratings of proficient or exemplary, the goals may be team goals. In addition, these Educators may include individual professional practice goals that address enhancing skills that enable the Educator to share proficient practices with colleagues or develop leadership skills.

iv. For Educators with PTS and ratings of needs improvement or unsatisfactory, the professional practice goal(s) must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject area team goals.

8. Evaluation Cycle: Goal Setting and Development of the Educator Plan

A. To determine the goals to be included in the Educator Plan, the Evaluator reviews the goals the Educator has proposed in the Self-Assessment, using evidence of Educator performance and impact on student learning, growth and achievement based on the Educator's self-assessment and other sources that Evaluator shares with the Educator. Evaluators and Educators shall consider team goals. The Evaluator retains authority over goals to be included in an educator's plan.

B. Educator Plan Development Meetings shall be conducted as follows:

- Educators in the same school may meet with the Evaluator in teams and/or individually at the end of the previous evaluation cycle or by October 15th of the next academic year to develop their Educator Plan. Educators shall not be expected to meet outside contract hours.
- For those Educators new to the school, the meeting with the Evaluator to establish the Educator Plan must occur by October 15 or within six weeks of the start of their assignment in that school.
- The Evaluator shall meet individually with Educators with PTS and ratings of needs improvement or unsatisfactory to develop professional practice goal(s) that must address specific standards and indicators identified for improvement. In addition, the goals may address shared grade level or subject matter goals.

- For educators with PTS with ratings of Proficient and Exemplary, the professional practice goal may be team goals. In addition, these educators may include professional practice goals that address enhancing skills that enable the educator to share proficient practices with colleagues or develop leadership skills.
- Unless the evaluator indicates that educators in their third year of practice should continue to address induction and mentoring goals, the educator may propose team goals.

C. The Educator Plan will be shared with the Evaluator by October 15. The Evaluator approves the Educator Plan by November 1. The Educator shall sign the Educator Plan within 5 school days of its receipt and may include a written response. The Educator's signature indicates that the Educator received the plan in a timely fashion. The signature does not indicate agreement or disagreement with its contents. The Evaluator retains final authority over the content of the Educator's Plan.

9. Educator Plans - General

Educator Plans shall be designed to provide Educators with feedback for improvement, professional growth, and leadership; and to ensure Educator effectiveness and overall system accountability. The Plan must be aligned to the standards and indicators and be consistent with district and school goals.

The Educator Plan shall include, but is not limited to:

- At least one goal related to improvement of practice tied to one or more Performance Standards;
- At least one goal for the improvement the learning, growth and achievement of the students under the Educator's responsibility;
- An outline of actions the Educator must take to attain the goals that include specified professional development and learning activities that the Educator will participate in as a means of obtaining the goals, as well as other support that may be suggested by the Evaluator or provided by the school or district. Examples may include but are not limited to coursework, self-study, action research, curriculum development, study groups with peers, and implementing new programs.

It is the Educator's responsibility to attain the goals in the Plan and to participate in any trainings and professional development provided through the state, district, or other providers in accordance with the Educator Plan.

10. Educator Plans: Developing Educator Plan

The Developing Educator Plan is for all Educators without PTS.

11. Educator Plans: Self-Directed Growth Plan

A two-year Self-Directed Growth Plan is for those Educators with PTS who have an overall rating of proficient or exemplary. In year 1 a formative evaluation report is completed by June 1, and in year 2 a summative evaluation report is completed by June 1.

A one-year Self-Directed Growth Plan is for those Educators with PTS who have a change in building or assignment and have an overall rating of proficient or exemplary.

12. Educator Plans: Directed Growth Plan

A Directed Growth Plan is for those Educators with PTS whose overall rating is needs improvement.

The goals in the Plan must address areas identified as needing improvement as determined by the Evaluator.

The Evaluator shall complete a summative evaluation for the Educator at the end of the period determined by the Plan, but at least annually, and in no case later than June 1.

For an Educator on a Directed Growth Plan whose overall performance rating is at least proficient, the Evaluator will place the Educator on a Self-Directed Growth Plan for the next Evaluation Cycle.

For an Educator on a Directed Growth Plan whose overall performance rating is not at least proficient, the Evaluator will rate the Educator as unsatisfactory and will place the Educator on an Improvement Plan for the next Evaluation Cycle.

13. Educator Plans: Improvement Plan

An Improvement Plan is for those Educators with PTS whose overall rating is unsatisfactory.

The parties agree that in order to provide students with the best instruction, it may be necessary from time to time to place an Educator whose practice has been rated as unsatisfactory on an Improvement Plan of no fewer than 30 school days and no more than one school year. The Evaluator must complete a summative evaluation for the Educator at the end of the period determined by the Evaluator for the Plan.

An Educator on an Improvement Plan shall be assigned a Supervising Evaluator (see definitions). The Evaluator is responsible for providing the Educator with guidance, resources, and professional development outlined in the Improvement Plan.

The Improvement Plan shall define the problem(s) of practice identified through the observations and evaluation and detail the improvement goals to be met, the activities the Educator must take to improve and the assistance to be provided to the Educator by the district.

The Improvement Plan process shall include:

- Within ten school days of notification to the Educator that the Educator is being placed on an Improvement Plan, the Evaluator shall schedule a meeting with the Educator to discuss the Improvement Plan. The Evaluator will develop the Improvement Plan, which will include the provision of specific assistance to the Educator.
- The Educator may request that a representative of the MEA attend the meeting(s).
- If the Educator consents, the MEA will be informed that an Educator has been placed on an Improvement Plan.

A. The Improvement Plan shall:

- Define the improvement goals directly related to the performance standard(s), indicator(s), element(s) and/or student learning outcomes that must be improved;
- Describe the activities and work products the Educator must complete as a means of improving performance;
- Describe the assistance that the district will make available to the Educator;
- Articulate the measurable outcomes that will be accepted as evidence of improvement;
- Detail the timeline for completion of each component of the Plan, including at a minimum a mid-cycle formative assessment report of the relevant standard(s) and indicator(s);
- Identify the individuals assigned to assist the Educator which must include minimally the Supervising Evaluator;
- Include the signatures of the Educator and Supervising Evaluator.

A copy of the signed Plan shall be provided to the Educator. The Educator's signature indicates that the Educator received the Improvement Plan within 5 school days. The signature does not indicate agreement or disagreement with its contents.

B. Decision on the Educator's status at the conclusion of the Improvement Plan:

All determinations below must be made no later than June 1. One of three decisions must be made at the conclusion of the Improvement Plan:

- If the Evaluator determines that the Educator has improved their practice to the level of proficiency, the Educator will be placed on a Self-Directed Growth Plan.
- If the Evaluator determines that the Educator is making substantial progress toward proficiency, the Evaluator shall place the Educator on a Directed Growth Plan.

- If the Evaluator determines that the Educator is not making substantial progress toward proficiency, the Evaluator shall recommend to the superintendent that the Educator be dismissed; or if the Evaluator determines that the Educator's practice remains at the level of unsatisfactory, the Evaluator shall recommend to the superintendent that the Educator be dismissed.

14. Evaluation Cycle: Educators without PTS Observation of Practice and Examination of Artifacts

In the first three years of practice, or first year in a new position requiring a change in license, and/or field or level, or a different building assignment:

- The Educator shall have at least three announced observations during the school year using the protocol described in section 11B, below.
- The Educator shall have at least two unannounced observations during the school year.
- The Evaluator may schedule additional announced observations and may do additional unannounced observations.
- The Educator may request additional announced and/or unannounced observations.

15. Evaluation Cycle: Educators with PTS Observation of Practice and Examination of Artifacts

A. The Educator whose overall rating is proficient or exemplary must have at least one unannounced observation each school year. Any Educator will receive an announced observation upon request.

B. The Educator whose overall rating is needs improvement must be observed according to the Directed Growth Plan during the period of Plan which must include at least two unannounced observations. Any Educator will receive an announced observation upon request.

C. The Educator whose overall rating is unsatisfactory must be observed according to the Improvement Plan which must include both unannounced and announced observation. The number and frequency of the observations shall be determined by the Evaluator, but in no case, for improvement plans of one school year, shall there be fewer than one announced and four unannounced observations. For Improvement Plans of six months or fewer, there must be no less than one announced and two unannounced observations.

16. Observations - All Educators

A. Unannounced Observations: All unannounced observations shall be conducted according to the following:

- Unannounced observations may be of any duration of not less than 10 minutes
- The Educator will be provided with a brief written feedback from the Evaluator within 3-5 school days of the observation, providing the Evaluator and Educator are both in school during that time period, using the unannounced observation form attached herein. The written feedback shall be delivered to the Educator in person or or shared electronically.
- Any observation or series of observations resulting in one or more standards judged to be unsatisfactory or needs improvement must be followed by at least one observation of at least 30 minutes in duration within 20 school days. The educator shall be given a written document that summarizes the issues, the action(s) to be taken to correct it, and a time frame for the subsequent observation to demonstrate the completion of such action(s).

B. Announced Observations

All non-PTS Educators in their first year in the school, PTS educators on Improvement Plans, and other Educators at the discretion of the Evaluator shall have at least one announced observation(s) conducted according to the following:

- The Evaluator shall select the date and time of the lesson or activity to be observed and discuss with the Educator any specific goal(s) for the observation, The observation shall be at least thirty

minutes in duration.

- Within 5 school days of the scheduled observation, the Evaluator and Educator will meet for a pre- observation conference.
- The Educator shall provide the Evaluator a draft of the lesson, student conference, IEP plan or activity. If the actual plan is different, the Educator will provide the Evaluator with a copy prior to the observation.
- The Educator will be notified as soon as possible if the Evaluator will not be able to attend the scheduled observation. The observation will be rescheduled with the Educator as soon as reasonably practical.
- The Evaluator shall meet with the Educator for a post-observation conference within 5 school days of the observation.
- Within 5 school days of the observation, the Evaluator shall provide the Educator with written feedback within 5 school days of the post-observation conference. For any standard where the Educator's practice was found to be unsatisfactory or needs improvement, the feedback must:
 - o Describe the basis for the Evaluator's judgment.
 - o Describe actions the Educator should take to improve his/her performance.
 - o Identify support and/or resources the Educator may use in his/her improvement.
 - o State that the Educator is responsible for addressing the need for improvement.
- Within 5 school days of receipt of the written feedback, the Evaluator or Educator may request another post- observation conference. This timeframe may be extended due to unavailability on the part of either the Evaluator or the Educator, but shall be rescheduled within 24 hours if possible.

Teachers who question the validity of an observation report are entitled to another observation by a different evaluator chosen by the Superintendent. Such a request must be made, in writing, within 5 school days after the teacher's receipt of the final observation report.

17. Evaluation Cycle: Formative Assessment

A specific purpose for evaluation is to promote student learning, growth, and achievement by providing Educators with feedback for improvement. Evaluators are expected to make unannounced visits to classrooms. Evaluators are expected to give targeted constructive feedback to Educators based on their observations of practice, examination of artifacts, and analysis of multiple measures of student learning, growth and achievement in relation to the Standards and Indicators of Effective Teaching Practice. Formative Assessment may be ongoing throughout the evaluation cycle but typically takes place mid-cycle when a Formative Assessment report is completed. For an Educator on a two-year Self-Directed Growth Plan, the mid- cycle Formative Assessment report is replaced by the Formative Evaluation report at the end of year one. See section 13.

The Formative Assessment report provides written feedback and ratings to the Educator about their progress towards attaining the goals set forth in the Educator Plan, performance on Performance Standards and the overall rating, or both.

No less than two weeks before the due date for the Formative Assessment report-the due date shall be according to the attached calendar- the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The Educator may provide to the Evaluator additional evidence of the educator's performances against the four Performance Standards.

Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either

before or after completion of the Formative Assessment Report.

The Evaluator shall complete the Formative Assessment report and provide a copy to the Educator. All Formative Assessment reports must be signed by the Evaluator and delivered face-to-face, or to the Educator's school mailbox or electronically.

The Educator may reply in writing to the Formative Assessment report within 5 school days of receiving the report. The Educator's reply shall be attached to the report.

The Educator shall sign the Formative Assessment report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Assessment report in a timely fashion. The signature does not indicate agreement or disagreement with its contents. As a result of the Formative Assessment Report, the Evaluator may change the activities in the Educator Plan.

If the rating in the Formative Assessment report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

18. Evaluation Cycle: Formative Evaluation for Two Year Self-Directed Plans Only

Educators on two year Self-Directed Growth Educator Plans receive a Formative Evaluation report no later than June 1 of the two-year cycle. The Educator's performance rating for that year shall be assumed to be the same as the previous summative rating unless evidence demonstrates a significant change in performance in which case the rating on the performance standards may change, and the Evaluator may place the Educator on a different Educator plan, appropriate to the new rating.

The Formative Evaluation report provides written feedback and ratings to the Educator about their progress towards attaining the goals set forth in the Educator Plan, performance of each performance standard and the overall rating, or both.

No later than May 1, the Educator shall provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.

The Evaluator shall complete the Formative Evaluation report and provide a copy to the Educator. All Formative Evaluation reports must be signed by the Evaluator and delivered face-to-face, or electronically.

Upon the request of either the Evaluator or the Educator, the Evaluator and the Educator will meet either before and/or after completion of the Formative Evaluation Report.

The Educator may reply in writing to the Formative Evaluation report within 5 school days of receiving the report. The Educator's reply shall be attached to the report.

The Educator shall sign the Formative Evaluation report within 5 school days of receiving the report. The signature indicates that the Educator received the Formative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

As a result of the Formative Evaluation report, the Evaluator may change the activities in the Educator Plan.

If the rating in the Formative Evaluation report differs from the last summative rating the Educator received, the Evaluator may place the Educator on a different Educator Plan, appropriate to the new rating.

19. Evaluation Cycle: Summative Evaluation

The evaluation cycle concludes with a summative evaluation report. For Educators on a one or two year Educator Plan, the summative report must be written and provided to the educator by June 1.

The Evaluator determines a rating on each standard and an overall rating based on the Evaluator's professional judgment, an examination of evidence against the Performance Standards and evidence of the attainment of the Educator Plan goals.

The evaluator shall determine the summative rating that the Educator receives. For an educator whose overall performance rating is exemplary or proficient and whose impact on student learning is low, the evaluator's supervisor shall discuss and review the rating with the evaluator and the supervisor shall confirm or revise the educator's rating.

The summative evaluation rating must be based on evidence from multiple categories of evidence. MCAS Growth scores shall not be the sole basis for a summative evaluation rating.

To be rated proficient overall, the Educator shall, at a minimum, have been rated proficient on the Curriculum, Planning and Assessment and the Teaching All Students Standards of Effective Teaching Practice.

No later than May 1, the Educator will provide to the Evaluator evidence of family outreach and engagement, fulfillment of professional responsibility and growth, and progress on attaining professional practice and student learning goals. The educator may also provide to the evaluator additional evidence of the educator's performance against the four Performance Standards.

The Summative Evaluation report should recognize areas of strength as well as identify recommendations for professional growth.

The Evaluator shall deliver a signed copy of the Summative Evaluation report to the Educator face-to-face or electronically, no later than June 1.

The Evaluator shall meet with the Educator rated needs improvement or unsatisfactory to discuss the summative evaluation. The meeting shall occur by June 10.

The Evaluator shall meet with the Educator rated proficient or exemplary to discuss the summative evaluation, if either the Educator or the Evaluator requests such a meeting. The meeting shall occur by June 10.

Upon mutual agreement, the Educator and the Evaluator may develop the Self-Directed Growth Plan for the following two years during the meeting on the Summative Evaluation report.

The Educator shall sign the final Summative Evaluation report by June 15, or by the last day of school if sooner than June 15. The signature indicates that the Educator received the Summative Evaluation report in a timely fashion. The signature does not indicate agreement or disagreement with its contents.

The Educator shall have the right to respond in writing to the summative evaluation which shall become part of the final Summative Evaluation report.

A copy of the signed final Summative Evaluation report shall be filed in the Educator's personnel file.

20. Timeline for Non-PTS Educators:

Activity:	Completed by date listed below or first school day after date listed:
Superintendent, principal or designee meets with evaluators and educators to explain evaluation process	September 15
Evaluator meets with first-year educators to assist in self-assessment and goal-setting process. Educator submits self-assessment and proposed goals	October 1
Evaluator meets with Educators in teams or individually to establish Educator Plans (Educator Plan may be established at Summative Evaluation Report meeting in Prior school year)	October 15
Evaluator approves Educator Plans	November 1
Evaluator should complete first observation of each Educator	November 15
Educator submits Collection of Evidence including parent outreach, professional growth, and progress on goals (and other standards, if desired) *or four weeks before Formative Assessment Report date established by evaluator	January 5*
Evaluator should complete mid-cycle Formative Assessment Reports for Educators on one-year Educator Plans	February 1
Evaluator holds Formative Assessment Meetings if requested by either evaluator or Educator	February 15
Educator submits evidence on parent outreach, professional growth, progress on goals (and other standards, if desired) *or 4 weeks prior to Summative Evaluation Report date established by the evaluator	May 1*
Evaluator completes and delivers Summative Evaluation Report	June 1
Evaluator meetings with Educators whose overall Summative Evaluation ratings are Needs Improvement or Unsatisfactory; Evaluator meetings with Educators whose ratings are Proficient or Exemplary at request of Evaluator or Educator	June 10
Educator signs Summative Evaluation Report and adds response, if any, within 5 school days of receipt	June 15

Timeline for Educators with PTS on Two-Year Plans:

Activity:	Completed by date listed below or first school day after date listed:
Educator Plan due, including self-assessment and goals	October 15
Evaluator completes unannounced observation(s)	Once per school year
Educator Collection of Evidence due	May 1
Evaluator completes Formative Evaluation Report Evaluator completes and delivers Summative Evaluation Report	June 1
Evaluator conducts Formative Evaluation Meeting, if any Evaluator conducts Summative Evaluation Meeting, if any	June 10
Evaluator and Educator sign Formative or Summative Evaluation Report	June 15

Educators on Plans of Less than One Year

The timeline for educators on Plans of less than one year will be established in the Educator Plan.

21. Rating Impact on Student Learning Growth

DESE provides model contract language and guidance on rating educator impact on student learning growth based on state and district-determined measures of student learning. The parties agree to bargain with respect to this matter to the extent required by law, provided that educators will not be assessed using student data until the measures are identified and data is available for two (2) years.

22. Using Student Feedback

DESE provides model contract language, direction and guidance on using student feedback in Educator Evaluation. The parties agree to bargain to the extent required by law with respect to this matter.

23. Using Staff Feedback in Administrator Evaluation

DESE provides model contract language, direction and guidance on using staff feedback in Administrator Evaluation. The parties agree to bargain to the extent required by law with respect to this matter.

24. General Provisions

- A. Only Educators who are licensed to evaluate may serve as evaluators of Educators. The superintendent shall ensure that Evaluators are appropriately licensed and have training in supervision and evaluation, including the regulations and standards and indicators of effective teaching practice promulgated by DESE (35.03), and the evaluation Standards and Procedures established in this Agreement.
- B. Evaluators shall not make negative comments about the Educator's performance, or comments of a negative evaluative nature, in the presence of students, parents or other staff, except in the unusual circumstance where the Evaluator concludes that they must immediately and directly intervene. Nothing in this paragraph is intended to limit an administrator's ability to investigate a complaint, or secure assistance to support an Educator.
- C. Should there be a serious disagreement between the Educator and the Evaluator regarding an overall summative performance rating of unsatisfactory, the Educator may meet with the Evaluator's supervisor to discuss the disagreement. Should the Educator request such a meeting, the Evaluator's supervisor must meet with the Educator. The Evaluator may attend any such meeting at the discretion of the superintendent. The Educator may request the inclusion of an Association representative at such a meeting.
- D. The parties agree to establish a joint labor-management evaluation team which shall review the evaluation

processes and procedures and recommend adjustments to the parties, as well as discuss other parts of the evaluation process noted as needing further negotiations to the extent required by law. Recommendations from this team shall be forwarded to the parties for further negotiations and ratification to the extent required by law. Notwithstanding the previous sentence, the President of the MEA and the Superintendent of Schools may agree to modify any of the dates and/or time periods in Appendix K by written agreement without the need for ratification.

E. Violations of this article are subject to the grievance and arbitration procedures. The arbitrator shall determine whether there was substantial compliance with the totality of the evaluation process. When the evaluation process results in the termination or non-renewal of an Educator, then no financial remedy or reinstatement shall issue if there was substantial compliance.

F. Nothing in this Article diminishes an employee's rights under Massachusetts General Laws, Chapter 71.

26. Rubrics and Forms

Evaluators shall use the Guide to Rubrics and Model Rubrics for teachers published by the Massachusetts Department of Elementary & Secondary Education. Evaluators and educators shall use the model forms or forms modeled upon those published by the Department of Elementary and Secondary Education.

Marblehead School Committee

Marblehead Educators Association (MEA)

ratified by MEA Membership on 8/25/25

2025-2026 Marblehead School Committee Year Long Agenda

September	Receive enrollment report Receive Student Services report Receive FY25 Year End report Establish roof advisory committee Finalize subcommittee and liaison assignments
October	Receive FY26 Q1 Report Superintendent evaluation Set Superintendent goals Set School Committee goals Set budget priorities
November	Receive MCAS report Set budget calendar Approve MHS roof contract
December	Discuss/approve warrant articles Evaluate capital improvement needs Discuss/approve '26-'27 School Calendar Approve graduation requirements (12/31 deadline) Approve competency determination (12/31 deadline)
January	Receive FY26 Q2 Report Approve High School program of study
February	Preliminary budget presentation
March	Budget hearing Budget vote School choice hearing
April	Receive FY26 Q3 Report Evaluate progress on superintendent goals Evaluate progress on school committee goals
May	Approve school improvement plans Approve district improvement plan
June	Receive FY26 Q4 Report School committee self evaluation
Summer	Onboard new members Retreat Approve school handbooks



Marblehead Public Schools

9 Widger Road
Marblehead, Massachusetts 01945
Phone: (781) 639-3140

John Robidoux
Superintendent of Schools

Julia Ferreira
*Asst. Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Asst. Superintendent of
Student Services*

Michael Pfifferling
*Asst. Superintendent of
Finance & Operations*

MEMORANDUM

TO: School Committee
John Robidoux, Superintendent of Schools

FROM: Kristin Morello, Assistant Business Manager

DATE: 9/5/2025

RE: Vote to Accept Donation

We are requesting a vote to accept the following donation to the Marblehead Public Schools **Glover Donation Fund**.

1. Cash donation in the amount of **\$50,000.00** from **Glover School PTO** for **Glover Playground**.



Marblehead Public Schools

9 Widger Road
Marblehead, Massachusetts 01945
Phone: (781) 639-3140

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Superintendent of Schools

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*Asst. Superintendent of
Student Services*

Michael Pfifferling
*Asst. Superintendent of
Finance & Operations*

MEMORANDUM

TO: School Committee
John Robidoux, Superintendent of Schools

FROM: Kristin Morello, Assistant Business Manager

DATE: 9/11/2025

RE: Vote to Accept Donation

We are requesting a vote to accept the following donation to the **Marblehead Public Schools Donation Fund**.

1. Cash donation in the amount of **\$4,952.63** from **Friends of Marblehead**.

The grant was written to purchase training and supplies from the Great Books Foundation. At Glover and Brown School, we are partnering with the Council on Aging to train volunteers to come into the schools and work with some of our 2nd and 3rd graders during the WIN (What I Need) block twice a week. The purpose of the program is to offer opportunities to "empower our students with high quality literature and engaging discussions" with a focus on inquiry.

Marblehead School Committee Subcommittee Roles & Recommitments

Table of Contents:

- SC Subcommittees: Facilities, Policy, Budget, Communications
- SC Advisory Group: MHS Roof
- Liaison Assignments: METCO, SEPAC, Town Master Plan
- Expectations: Subcommittee Chair, Minutes

Facilities (SC subcommittee)

Charter: Oversee the district's physical assets and capital planning. Recommend capital priorities and timelines, ensure facilities work supports educational goals and safety. The Facilities subcommittee prepares a long-range capital needs report for the full School Committee and coordinates with the Budget subcommittee during budget/borrowing seasons.

Key Activities

- Maintain and update a multi-year capital improvement plan (CIP) and prioritize projects by educational impact, code/safety needs, and cost.
- As needed, assist the administration in coordinating building assessments, architect/engineer reviews, and MSBA (or other state) project submissions.
- Review short- and long-term maintenance budgets as presented by the administrative team; recommend to the full School Committee, flagging potential cost escalations and funding gaps.
- Monitor schedules and contract milestones for major projects as needed (HVAC, accessibility work, etc); recommend corrective action when timelines or budgets slip.

Policy (SC subcommittee)

Charter: Develop, review, and recommend district policies to the full School Committee so the district remains compliant with state and federal law and aligned with district goals. The Policy subcommittee vets proposed policy changes, reviews MASC model language, and recommends adoption or repeal.

Key Activities

- Maintain a prioritized policy review calendar including statutory updates and routine housekeeping.
- Review suggested policy language (from Administration, MASC, legal counsel) and prepare redline drafts and explanatory memos (if necessary) for the full committee.
- Run regular policy "clean-up" reviews to retire obsolete policies or resolve conflicts.
- Track deadlines tied to changes in law or regulations and ensure timely policy adoption.
- Recommend policy readiness to move through required review stages; coordinate with administration to gather stakeholder input when needed.

Budget (SC subcommittee)

Charter: Steward the district's financial planning. Review the budget development process, monitor implementation, recommend adjustments to preserve instructional priorities and maintain fiscal sustainability. The Budget subcommittee prepares analyses and reports for the full SC during budget season.

Key Activities

- Develop the subcommittee timeline that aligns with municipal budgeting, including warrant/finance deadlines and override considerations.
- Review the administration's proposed operating and capital budgets line-by-line, understand the drivers of variance, and evaluate the Assistant Superintendent for Finance and Operation's recommended adjustments.
- Monitor quarterly financial reports; alert the full committee to projected overruns or underspends.
- In alignment with the Assistant Superintendent for Finance and Operation, coordinate with the town finance team and auditor on long-range forecasts, debt service, and reserve policies.
- Review cost-containment measures and financial impacts of new programs or staffing changes.

Communications (SC subcommittee)

Charter: Coordinate the district's external and internal communications to build public trust, ensure transparency, and amplify student and program successes. The Communications subcommittee also advises on messaging strategy and public engagement.

Key Activities

- Ensure timely distribution of information regarding school committee activities.
- Maintain a district communications plan or editorial calendar aligned with school year milestones, budget season, and major facilities or policy initiatives.
- Create and review public-facing materials (newsletters, website content, etc) and recommend standards for tone, branding, and accessibility.
- Recommend strategies for outreach during high-stakes votes (overrides, capital projects) - until the point at which any school-related issue becomes a ballot question.
- When needed, coordinate public briefings and/or FAQs to keep the community informed and to minimize misinformation.

MHS Roof Team (SC Advisory Group)

Charter: Provide focused, expert technical guidance to the Superintendent and School Committee on the MHS roof project, ensuring timely decision-making, budget oversight, and clear public updates. The MHS Roof Team is appointed by and reports into the full school committee.

Key Activities

- Review project scope, timeline, designer/contractor reports and change orders before recommending action to the Facilities and full School Committee.
- Identify permit, procurement, or inspection issues that could affect schedule or cost; recommend mitigation.

METCO Liaison

Charter: Serve as the School Committee's designated point of contact for the district's METCO program, helping ensure equitable access, family engagement, cultural responsiveness, and coordinated services for METCO students and families. The liaison supports communication between METCO families, the METCO director/coordinator, building administrators, transportation staff, and the full School Committee.

Key Activities

- Maintain regular contact with the METCO Director; attend METCO family events and periodic program updates so the SC stays informed about enrollment, transportation, and support needs.
- Monitor student academic and social integration concerns; escalate systemic issues (transportation problems, persistent access barriers, cultural/climate concerns) to the Superintendent and the SC.
- Promote family engagement and two-way communication: publicize METCO meetings, workshops and translated materials; help recruit METCO parents for PTO and district advisory roles.
- Review METCO program reporting (attendance, academic indicators, discipline/disciplinary disparities) and request clarifying data or action plans when trends suggest equity gaps.
- Serve as a visible advocate at School Committee meetings — delivering brief liaison updates, flagging items needing policy or budget attention, and supporting culturally responsive practices in district planning.

SEPAC Liaison

Charter: Act as the formal SC representative to the district's Special Education Parent Advisory Council (SEPAC), fostering an ongoing advisory partnership that informs committee decision-making about special education services, safety, and compliance with state/federal special education law. The liaison helps ensure SEPAC input is heard, logistical links are maintained, and required regulatory responsibilities are respected.

Key Activities

- Attend SEPAC meetings regularly (or receive and circulate SEPAC minutes); serve as primary channel for SEPAC concerns and recommendations to reach the SC and administration.
- Help coordinate SEPAC access to district decision-makers; ensure SEPAC requests for information or presentations are scheduled appropriately.
- Work with SEPAC to clarify roles and timelines for advisory input (ex. advance notice for budget or program changes that affect special education), and meaningful opportunities for review and input.
- Promote two-way communication and training: publicize SEPAC events, family workshops, and parent-education offerings; encourage translated materials and accessible meeting formats.
- Track compliance and questions the SEPAC raises (accessibility, service delivery, timelines for evaluations/IEPs); request administrative follow-up or data in areas warranting improvement.

Town Master Plan Liaison

Charter: Represent the School Committee in the town's multi-year Master Plan process to ensure school facility and program needs are integrated into broader municipal planning and land-use decisions.

Key Activities

- Bring Master Plan milestones and public engagement opportunities to the School Committee's attention. Attend Master Plan meetings; provide school impact analyses for proposed land-use or infrastructure changes.
- Ensure the Master Plan's capital and transportation recommendations reflect school access, safety, and enrollment projections.

Expectations: Subcommittee Chair

1. **Meeting cadence:** Facilitate at least one subcommittee meeting per month (or more often as work requires).
2. **Charter & compliance:** Operate under the committee's approved charter and ensure all activity complies with the Open Meeting Law and the School Committee's adopted protocols. Confirm agendas, minutes, and materials meet MASC-recommended standards for transparency and recordkeeping.
3. **Agenda & materials:** Set the meeting agenda. Post the agenda and all meeting materials at least 48 hours before the meeting (or per any stricter local requirement).
4. **Attendance & participation:** Ensure necessary administrators and staff are invited and able to attend (Superintendent/designee, Finance Director, Facilities Manager, School Counsel, Food Service Director, etc., as relevant). Confirm quorum before calling the meeting to order.
5. **Run the meeting:** Open and close the livestream and public comment per the committee's public comment rules. Follow the posted agenda; manage time and keep discussion focused. Track and explicitly restate agreed next steps, owners, and deadlines during the meeting. Revisit progress on prior agreed actions at subsequent meetings.
6. **Minutes & recordkeeping:** Delegate minute-taking. If using automated transcription (e.g., Zoom AI Companion), ensure a human-reviewed draft is produced. Ensure minutes are reviewed, formally approved (voted), and posted according to Open Meeting Law and local practice (typically at the next meeting).
7. **Reporting (recommended):** Prepare a short update for the full School Committee summarizing decisions, key actions, and any items needing full-committee attention; present at the next full SC meeting.
8. **Conduct & accountability:** Model professional, concise, and inclusive meeting conduct. Ensure the committee follows all statutory posting, access, and record retention rules (Open Meeting Law) and MASC best practices for subcommittees.

Expectations: Minutes

Minutes are the official public record of committee action and must capture motions, votes, and the key factual record of discussion and next steps while protecting confidential student information. Critical components that must be included:

- **Start / end times** — meeting open/close times and any recesses.
- **Attendance & quorum** — list members present/absent and confirm quorum.
- **Reference to materials** — list or attach the documents relied on during the meeting.
- **Public comment** — speaker name(s) and a one-line summary.
- **General discussion summary** — short, factual summaries of main points and rationale.
- **Motions & votes** — exact motion wording, mover, seconder, vote result (yes/no/abstain)
- **Action items / next steps** — clear owner (person or office), specific task, expected timeline.

Zoom AI Companion is a valuable aid in creating timely, thorough minutes. Automated transcripts speed drafting but require a human review/edit before publishing. Always verify who moved/seconded and vote counts against the recording or roll call — automated tools can misattribute speakers. Ensure no confidential student data is published; summarize sensitive items without identifying information.

In open meeting, AI can be used to turn the Zoom AI Companion transcript into minutes that adhere to the following template:

TEMPLATE: Marblehead School Committee Minutes

Committee: [Name]

Date: [YYYY-MM-DD]

Time: [Start — End]

Location: [Room / indicate whether meeting was hybrid]

Attendees: [List names — members, administrators, invited staff - note those absent]

Meeting Recording: [add link]

1. Call to order

- Motion: [who moved], Second: [who seconded] — Outcome: [approved / amended]
- Agenda [link to document here]

2. Public comment

- Speaker(s): [name] — 1–2 line summary of comment.

3. Discussion Item 1

- **Discussion:** [2–4 sentence factual summary of the discussion and rationale]
- **Motion:** [verbatim, who moved, who seconded]
- **Vote:** [how everyone voted including abstentions and outcome]
- **Action items:** [owner — specific next step — due date]

4. Discussion Item 2

- **Discussion:** [2–4 sentence factual summary of the discussion and rationale]
- **Motion:** [verbatim, who moved, who seconded]
- **Vote:** [how everyone voted including abstentions and outcome]
- **Action items:** [owner — specific next step — due date]

(Repeat block for each major agenda item.)

5. Other / new business

- [Brief notes]

6. Adjournment

- Time: [time] — Motion: [who moved], Second: [who seconded] — Outcome: [approved]

7. Next meeting: [date/time/location]

8. Attachments: [list of documents posted with agenda or distributed at meeting]

Appointments Previously Made & Those Needed at 9/18/25 Meeting

School Committee Subcommittees

Facilities: Henry Gwazda and Jenn Schaeffner

Policy: Kate Schmeckpeper and Jenn Schaeffner

Communications: Henry Gwazda and OPEN
Budget: TWO OPENINGS

School Committee Advisory Group

MHS Roof: Henry Gwazda & Appointed committee members

Liaison Assignments

SEPAC: Henry Gwazda
METCO: Al Williams
Town Master Plan: OPEN

Superintendent's Advisories

Safety Kate Schmeckpeper
Health/Wellness OPEN

BUILDINGS AND GROUNDS MANAGEMENT

The School Committee's most important function is to provide for the education of students, and it recognizes that the education of students is dependent upon many factors, including a proper physical environment that is safe, clean, sanitary, and as comfortable and convenient as the facilities will permit or the use requires.

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The supervision over the care and safekeeping of property used by the school department will be the general responsibility of the Superintendent. They will work with other town departments, as necessary, to develop a comprehensive and well-defined plan for the proper maintenance, cleanliness, and safekeeping of all school buildings and grounds to ensure that each school is equally well maintained, equipped, and staffed.

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The Superintendent will establish procedures and employ such means as may be necessary to provide accurate information in regard to the nature, condition, location, and value of all property used by the school department; to safeguard the property against loss, damage, or undue depreciation; to recover and restore to usefulness any property that may be lost, stolen or damaged; and to do all things necessary to ensure the proper maintenance, cleanliness, and safekeeping of school property.

Within the separate schools, the building administrator will be responsible for proper care, maintenance, and cleanliness of buildings, equipment and grounds.

SOURCE: MASC/Marblehead

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LEGAL REF.: M.G.L. 71:68

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File: CE

ADMINISTRATIVE COUNCILS, CABINETS AND COMMITTEES

The Superintendent may establish such permanent or temporary councils, cabinets, and committees as ~~they~~ deem necessary for assuring staff participation in decision making, for implementing policies and procedures, and for the improvement of the educational program.

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Functioning in an advisory capacity, all councils, cabinets and committees created by the Superintendent may make recommendations for submission to the School Committee through the Superintendent. Such groups will exercise no inherent authority. Authority for establishing policy remains with the Committee and authority for implementing policy remains with the Superintendent.

The membership, composition, and responsibilities of administrative councils, cabinets, and committees will be defined by the Superintendent and may be changed at ~~their~~ discretion. However, the School Committee wishes to be kept informed of the establishment and dissolution of these groups as well as their membership and their purpose.

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Expenses incurred by such groups for consultative services, materials, and any investigative travel will be paid by the school system, but only within budgetary allotments and when approved in advance by the Superintendent.

SOURCE: MASC July 2016

File: GBEC

DRUG-FREE WORKPLACE POLICY

The School District will provide a drug-free workplace and certifies that it will:

1. Notify all employees in writing that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, is prohibited in the District's workplace, and specify the actions that will be taken against employees for violation of such prohibitions.
2. Establish a drug-free awareness program to inform employees about the dangers of drug abuse in the workplace; the District's policy of maintaining a drug-free workplace; and available drug counseling, rehabilitation, and employee assistance programs; and the penalty that may be imposed on employees for drug abuse violations occurring in the workplace.
3. Make it a requirement that each employee whose employment is funded by a federal grant be given a copy of the statement as required.
4. Notify the employee in the required statement that as a condition of employment under the grant, the employee will abide by the terms of the statement, and will notify the District of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
5. Notify the federal agency within ten days after receiving notice from an employee or otherwise receiving notice of such conviction.
6. Take one of the following actions within 30 days of receiving notice with respect to any employee who is so convicted: take appropriate personnel action against such an employee, up to and including termination; or require such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state or local health law enforcement, or other appropriate agency.
7. Make a good faith effort to continue to maintain a drug-free workplace through implementation of all the provisions of this policy.

SOURCE: MASC/Marblehead

LEGAL REFS.: 41 USC 81

CROSS REFS.: IHAMB, Teaching about Alcohol, Tobacco, and Drugs
JICH, Drug and Alcohol Use by Students

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Deleted: The Drug-Free Workplace Act of 1988

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EMERGENCY CLOSINGS

The Superintendent may close the schools or dismiss them early in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel. While it may be prudent, under certain circumstances, to excuse all students from attending school, to delay the opening hour or to dismiss students early, the Superintendent has the responsibility to see that as much of the administrative, supervisory and operational activity is continued as may be possible. Therefore, if conditions affect only a single school, only that school will be closed.

In making the decision to close schools, the Superintendent will consider many factors, including the following principal ones relating to the fundamental concern for the safety and health of the students:

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.
4. Inability of teaching personnel to report for duty, which might result in inadequate supervision of students.

The Superintendent will weigh these factors and take action to close the schools only after consultation with public works and public safety authorities and with school officials from neighboring towns. Students, parents/guardians and staff will be informed early in each school year of the procedures that will be used to notify them in case of emergency closings. When schools are closed for emergency reasons, staff members will comply with School Committee policy in reporting for work.

SOURCE: MASC/Marblehead

LEGAL REFS.: M.G.L. 71:4; 71:4A

CROSS REF.: EBC, Emergency Plans

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GIFTS TO AND SOLICITATIONS BY STAFF

Gifts

The acceptance of gifts worth \$50 or more by school personnel in a calendar year when the gift is given because of the position they hold, or because of some action the recipient could take or has taken in his or her public role, violates the conflict of interest law. Acceptance of gifts worth less than \$50, while not prohibited by the conflict of interest law, may require a written public disclosure to be made.

In keeping with this policy, no employee of the school district will accept a gift worth \$50 or more that is given because of the employee's public position, or anything that the employee could do or has done in his or her public position. Gifts worth less than \$50 may be accepted, but a written disclosure to the employee's appointing authority must be made if the gift and the circumstances in which it was given could cause a reasonable person to think that the employee could be improperly influenced. The value of personal gifts accepted is aggregated over a calendar year (4 gifts of \$20 value is the same as 1 gift of \$80 if given in the same calendar year).

In general, homemade gifts without retail value are permissible because a reasonable person would not expect an employee would unduly show favor to the giver, so no disclosure is required. Such gifts could include homemade food items (cookies, candy, etc), handpicked flowers, and handmade gifts worth less than \$10 (ten) dollars.

Class Gifts

There is a specific exception to the prohibition against accepting gifts worth \$50 or more, when the teacher knows only that the gift is from the class, not from specific donors. A single class gift per calendar year valued up to \$150 or several class gifts in a single year with a total value up to \$150 from parents and students in a class may be accepted provided the gift is identified only as being from the class and the names of the givers and the amounts given are not identified to the recipient. The recipient may not accept an individual gift from someone who contributed to the class gift. It is the responsibility of the employee to confirm that the individual offering such gift did not contribute to the class gift.

Gifts for School Use

Gifts given to a teacher solely for classroom use or to purchase classroom supplies are not considered gifts to an individual employee and are not subject to the \$50 limit. However, an employee who accepts such gifts must keep receipts documenting that money or gift cards were used for classroom supplies.

Solicitations

In spirit, the School Committee supports the many worthwhile charitable drives that take place in the community and is gratified when school employees give them their support. However, the solicitation of funds from staff members through the use of school personnel and school time is prohibited by the conflict of interest law. Therefore, no solicitations of funds for charitable purposes should be made among staff members. Staff members of course remain free to support charitable causes of their own selection.

SOURCE: MASC December 2012

Legal Ref: M.G.L. 268A:3; 268A:23; 930 CMR 5.00

CROSS REF.: KHA, Public Solicitations in the Schools
GBEBD, Online Fundraising and Solicitations - Crowdfunding
JP, Student Donations and Gifts

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PERSONNEL RECORDS

Information about staff members is required for the daily administration of the school system, for implementing salary and other personnel policies, for budget and financial planning, for responding to appropriate inquiries about employees, and for meeting the School Committee's education reporting requirements. To meet these needs, the Superintendent will implement a comprehensive and efficient system of personnel records maintenance and control under the following guidelines:

1. A personnel folder for each present and former employee will be accurately maintained in the central administrative office. In addition to the application for employment and references, the folders will contain records and information relative to compensation, payroll deductions, evaluations, and any other pertinent information.
2. The Superintendent will be the official custodian for personnel files and will have overall responsibility for maintaining and preserving the confidentiality of the files within the provisions of the law.
3. Personnel records are considered confidential under the law and will not be open to public inspection. Access to personnel files will be limited to persons authorized by the Superintendent to use the files for the reasons cited above.
4. Each employee will have the right, upon written request, to review the contents of their own personnel file.
5. Employees may make written objections to any information contained in the file. Any written objection must be signed by the staff member and will become part of the employee's personnel file. Further, no negative comment will be placed in a staff member's file unless it is signed by the person making the comment and the staff member is informed of the comment and afforded the opportunity to include their written response in the file.
6. Lists of school system employees' names and home addresses will be released only to governmental agencies as required for official reports or by law.

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LEGAL REFS.: Family Educational Rights and Privacy Act, Sec. 438, P.L. 90-247
Title IV, as amended
88 Stat. 571-574 (20 U.S.C. 1232g) and regulations
M.G.L. 4:7, 71:42C
Teachers'

Agreement CONTRACT REF. All

Agreements

CROSS REF.: KDB, Public's Right to Know

SOURCE: MASC/Marblehead

Marblehead Public Schools -- Approved 10/18/18; updated XX/XX/25

POLICY IMPLEMENTATION

The Superintendent has responsibility for carrying out, through procedures, the policies established by the School Committee.

The policies developed by the Committee and the procedures developed to implement policy are designed to increase the effectiveness and efficiency of the school system. Consequently, it is expected that all School Committee employees and students will carry them out.

Administrators and supervisors are responsible for informing staff members in their schools, departments, or divisions of existing policies and procedures, and for seeing that they are implemented in the spirit intended.

SOURCE: MASC July 2016

File: GCJ

PROFESSIONAL TEACHER STATUS

The Superintendent, upon recommendation of the Principal, may award such status to a teacher who has served in the Principal's school for not less than one year or a teacher who has obtained such status in any other public school district in the Commonwealth. The Superintendent will base their decisions on the results of evaluation procedures conducted according to Committee policy.

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At the end of each of the first three years of a teacher's employment, it will be the responsibility of the Superintendent to notify each employee promptly in writing of the decision on reappointment. Notification to a teacher not being reappointed must be made by June 15 or at an earlier date if required by a collective bargaining agreement.

A teacher who attains professional teacher status will have continuous employment in the service of the school system subject to satisfactory evaluations. A teacher with professional teacher status whose position is abolished by the School Committee may be continued in the employ of the school system in another position for which they are legally qualified.

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Nothing in these provisions will be considered as restricting the Superintendent from changing teaching assignments or altering or abolishing supervisory assignments except that, by law, no teacher may be assigned to a position for which he/she is not legally qualified.

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SOURCE: MASC September 2106

LEGAL REF.S.: M.G.L. 71:38; 71:38G; 71:38H; 71:41; 71:42; 71:43

File: KE

PUBLIC COMPLAINTS

Although no member of the community will be denied the right to bring their complaints to the Committee, they will be referred through the proper administrative channels for solution before investigation or action by the Committee. Exceptions will be made when the complaints concern Committee actions or Committee operations only.

The Committee believes that complaints are best handled and resolved as close to their origin as possible, and that the professional staff should be given every opportunity to consider the issues and attempt to resolve the problem prior to involvement by the Committee. Therefore, the proper channeling of complaints involving instruction, discipline or learning materials will be as follows:

1. Teacher
2. School building administrator
3. Superintendent
4. School Committee

If a complaint, which was presented to the Committee and referred back through the proper channels, is adjusted before it comes back to the School Committee, a report of the disposition of the matter will be made to the Committee and then placed in the official files.

Complaints about school personnel will be investigated fully and fairly. However, before any such complaint is investigated, the complainant must submit their complaint in writing. Anonymous complaints will be disregarded.

Matters referred to the Superintendent and/or School Committee must be in writing and should be specific in terms of the action desired.

The Committee expects the professional staff to receive complaints courteously and to make a proper reply to the complainant.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 76:5
603 CMR 26.00

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File: BJ

SCHOOL COMMITTEE LEGISLATIVE PROGRAM

The School Committee, as an agent of the state, must operate within the bounds of state and federal laws affecting public education. If the Committee is to meet its responsibilities to the residents and students of this community, it must work vigorously for the passage of new laws designed to advance the cause of good schools and for the repeal or modification of existing laws that impede this cause.

To this end:

1. The Committee will keep itself informed of pending legislation and actively communicate its concerns and make its position known to elected representatives at both the state and national level.
2. The Committee will work with its legislative representatives (both state and federal), with the Massachusetts Association of School Committees, and other concerned groups in developing an annual, as well as a long-range, legislative program. One of the major objectives of the Committee's legislative program will be to seek full funding for all state and federally mandated programs.
3. The Committee may annually designate a person who may or may not be a member of the Committee to serve as its legislative representative. This person will be authorized to speak on the Committee's behalf with respect to legislation being considered by the Massachusetts Legislature or the United States Congress or their respective Committees. In all dealings with individual elected representatives, the Legislature or Congress, the Committee's representative will be bound by the official positions taken by the School Committee.

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SOURCE: MASC/Marblehead

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STUDENT ACTIVITY ACCOUNTS

Student funds may be raised to finance the activities of authorized student organizations. Student activity funds are considered a part of the total fiscal operation of the District and are subject to policies established by the School Committee and the Office of the Superintendent. The funds shall be only for the benefit of students and managed in accordance with sound business practices, which include accepted budgetary, accounting, and internal control practices. The Superintendent shall ensure that, annually, all Principals and student organizations receive a copy of this policy as well as a copy of established procedures for control of receipts and expenditures that meet or exceed DESE guidelines.

In compliance with Massachusetts General Law, the School Committee:

1. Authorizes the Principals to accept money for recognized student activity organizations which currently exist, or as from time to time may be revised. All funds received for student activities must be deposited into the Student Activity Agency Account and no funds shall be directly deposited to a Student Activity Checking Account except from the Student Activity Agency Account.
2. Authorizes the Town or District Treasurer to establish and maintain a Student Activity Agency Account(s) which is to be audited as part of the Town's annual audit. The interest that is earned on such accounts shall be maintained in the Agency Account and distributed annually among the Student Activity Checking Accounts as directed by the procedures established by the Superintendent.
3. Authorizes Student Activity Checking Accounts for use by the Principals with specific maximum balances established annually for each school by vote of the School Committee. Payments for expenditures shall be made, whenever possible, by check, debit, or EFT directly from the Student Activity Checking Account. Reimbursements to personal credit card holders shall require the prior authorization of the Superintendent. Signatory authorization for Student Activity Checking Accounts shall be restricted to the Principal and (Superintendent or Treasurer). Student Activity Checking Accounts shall be audited annually in accordance with DESE guidelines.
4. Directs Principals to provide the Treasurer with a bond in an amount agreeable to the Treasurer.
5. Shall annually, prior to the start of each school year, vote to establish or change the maximum balance that may be on deposit in each Student Activity Checking Account.

For accounts with maximum balance limits that exceed \$25,000.00, the School Committee shall consider, in accordance with DESE guidelines, that an audit be conducted by an outside audit firm every three years.

Graduating Class Funds

Funds held on behalf of graduating classes are to be held within the Student Activity Checking Account for the High School. Such funds shall be designated by the class' Year of Graduation.

Once a class has graduated from High School, their funds should be removed from the High School Student Activity Checking Account no later than two years from the date of graduation. It is the responsibility of the class officers to arrange for these funds to be removed from the High School Activity Checking Account. When requested, and once all outstanding financial obligations of the graduating class have been met, the remaining balance should be removed from the fund by check transfer payable to the Class of XXXX. Checks payable to individual members of the graduating class are not permitted.

Should the class officers not request to have their funds removed from the Student Activity Checking Account within two years of their graduating, the funds will be forfeited by the class and transferred into the General Sub-fund portion of the Student Activity Agency Account. These funds will then be allocated by a vote of the School Committee.

Class officers should be given a copy of this policy during the course of their senior year to ensure their knowledge of their obligations to perform under this policy.

Inactive Student Activities

When a student activity ceases to be active for a period of three years or more the Principal or other authorized administrator shall require the following actions:

1. obtain written notice from the faculty advisor or student officer that the activity will cease to be a viable account. If unable to obtain such notification the Principal shall request action to close the account from the School Committee.
2. Identify in writing all assets of the student activity. The disposition of any assets shall be determined by the School Committee and may not benefit specific individuals.
3. Annually notify all students of the required actions if an activity ceases to exist.

Student Activity Deficits

Individual student activity accounts are not permitted to be in a deficit position. Whenever a deficit exists that is not the result of timing, the Superintendent shall recommend remedial action to the School Committee in a timely manner.

SOURCE: _____ MASC March 2018
LEGAL REFS: _____ MGL 71:47
CROSS REFS: _____ JJA, Student Organizations
 _____ DJE, Audits

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NOTE: DESE audit guidelines for Student Activity Checking Accounts require an annual audit. In regional districts these accounts may be a part of the annual audit by a third party auditor. In municipal districts the audits may be conducted by a district or municipal employee but not by the Principal, Treasurer, Superintendent, or any authorized signatory on the accounts. Districts with large numbers of schools may rotate the schools through the audit process.

File: JII

STUDENT COMPLAINTS AND GRIEVANCES

The School Committee recognizes that there may be conditions in the school system that are in need of improvement and that students should have some means by which their concerns may be effectively expressed, considered, and dealt with fairly. Such means, if well-conceived and understood in advance, can do much to maintain harmonious relationships among the schools and the students and community. Every attempt will be made to seek a satisfactory solution to any concerns in a friendly and informal manner.

Students and their parents and/or guardians who believe that a student has received unfair treatment may bring forward their grievance through the appropriate channels. Appeals of disciplinary cases will be required to follow the district's policy on student discipline. Any applicable provisions of the Massachusetts General Laws or federal law will be followed by school officials in conducting hearings.

SOURCE: MASC October 2016

CROSS REF: JIB, Student Involvement in Decision Making
JIC Student Discipline

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STUDENT CONDUCT ON SCHOOL BUSES

The School Committee and its staff share with students and parents/guardians the responsibility for student safety during transportation to and from school. The authority for enforcing School Committee requirements of student conduct on buses will rest with the Principal.

To ensure the safety of all students who ride in buses, it may occasionally be necessary to revoke the privilege of transportation from a student who abuses this privilege. Parents/guardians of children whose behavior and misconduct on school buses endangers the health, safety, and welfare of other riders will be notified that their children face the loss of transportation privileges in accordance with regulations approved by the School Committee.

SOURCE: MASC/Marblehead

File: JICA

STUDENT DRESS CODE

The responsibility for the dress and appearance of the students will rest with individual students and parents.

They have the right to determine how the student will dress providing that attire is not destructive to school property, complies with requirements for health and safety, and does not cause disorder or disruption. The administration is authorized to take action in instances where individual dress does not meet the stated requirements.

This does not mean that student, faculty, or parent groups may not recommend appropriate dress for school or special occasions. It means that students will not be prevented from attending school or a school function, or otherwise be discriminated against, so long as their dress and appearance meet the requirements set forth above.

LEGAL REF: Acts of 2022, Chapter 117 –
<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter117>,
M.G.L. 71:83

SOURCE: MASC/Marblehead

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STUDENT FEES, FINES, AND CHARGES

The School Committee recognizes the need for student fees to fund certain school activities. It also recognizes that some students may not be able to pay these fees. While no student will be denied access due to an inability to pay fees, all students will be required to remit charges and fines.

A school may exact a fee or charge only upon Committee approval. The schools, however, may:

Charge students enrolled in certain courses for the cost of materials used in projects that will become the property of the student.

Charge for lost and damaged books, materials, supplies, and equipment.

Students who are indigent are exempt from paying fees. However, indigent students are not exempt from charges for lost and damaged books, books, materials, supplies, and equipment.

All student fees and charges, both optional and required, will be listed and described annually in each school's student handbook or in some other written form and distributed to each student. The notice will advise students that fees are to be paid and of the penalties for their failure to pay them. Permissible penalties include the denial of participation in extra class activities and graduation exercises and activities while the student is enrolled in this District.

Any fee or charge due to any school in the District and not paid at the end of the school year will be carried forward to the next succeeding school year, as such debts are considered to be debts of the student to the District and not to a particular school.

SOURCE: MASC October 2016

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STUDENT PHOTOGRAPHS

Individual schools may arrange, in cooperation with the school's parent organization, student council, designated student committee, or a staff committee, to take individual student and/or class group pictures. Awarding of the photographic services shall be conducted through bidding procedures.

Individual and/or class group pictures may be taken at the school facility and during the regular school day hours. The pictures shall be made available for purchase by students and/or parents/guardians on a voluntary basis. The building Principal or their designee shall have final authority in authorizing the picture-taking program and will be responsible for overseeing the process.

Students may be required to have an individual picture taken for the cumulative file or identification purposes; however, no student shall be pressured or required to purchase photographs.

The purpose of the policy is to:

1. Enhance the safety of students through visual identification in an emergency situation.
2. Facilitate the social, educational, and administrative activities conducted in the school.
3. Provide a service to parents and students.
4. Allow the profits gained from the picture-taking program to be used by the sponsoring group and authorized by the building Principal.

SOURCE: MASC/Marblehead

LEGAL REF: M.G.L. 30B:3(b)(31)

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SUPERINTENDENT'S CONTRACT

The Committee, upon the appointment of a candidate to be Superintendent, will enter into a written contract with the Superintendent which will meet the requirements of law and will protect the rights of both the Committee and the Superintendent. In accordance with said contract or, in the absence of specific contract language, by vote of the members, the Committee may choose to negotiate a successor contract with an incumbent Superintendent.

SOURCE: MASC July 2016

LEGAL REFS.: M.G.L. 71:41;

71:42

NOTE: Under the laws of the Commonwealth, the School Committee may award a contract to a Superintendent of schools for a period not to exceed six years.

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TOBACCO PRODUCTS ON SCHOOL PREMISES PROHIBITED

Use of any tobacco products, including, but not limited to: cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco and snuff, 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 and students, is prohibited at all times.

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A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code.

This policy shall be promulgated to all staff and students in appropriate handbook(s) and publications.

Signs shall be posted in all school buildings informing the general public of the District policy and requirements of state law.

SOURCE: _____MASC July 2016

LEGAL REF: _____M.G.L. 71:37H; 270:6

CROSS REF'S: _____GBED, Tobacco use on School Property by Staff Members Prohibited
JICH, Alcohol, Tobacco and Drug Use by Students Prohibited

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