

Welcome!

We have translations available.

If needed, please click on the "Interpretation" button in the meeting controls and select the appropriate language channel.

إمرحباً

تتوفر لدينا ترجمات

إذا لزم الأمر، يرجى النقر على زر "الترجمة الفورية" في عناصر التحكم في الاجتماع واختيار قناة اللغة المناسبة

Bienvenido!

Tenemos traducciones disponibles.

Si es necesario, haga clic en el botón "Interpretación" en los controles de la reunión y seleccione el canal de idioma apropiado.

Bem-vindo!

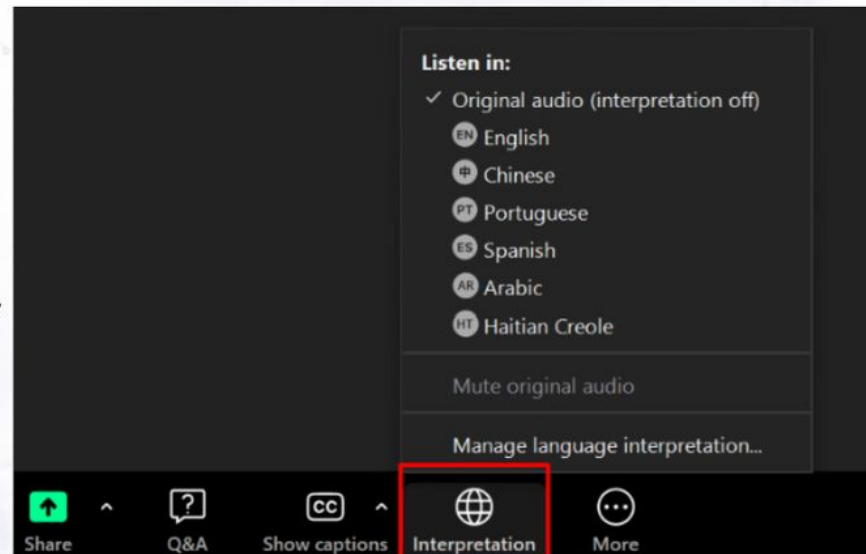
Temos traduções disponíveis.

Se necessário, clique no botão "Interpretação" nos controles da reunião e selecione o canal de idioma apropriado.

欢迎!

我们有可用的翻译。

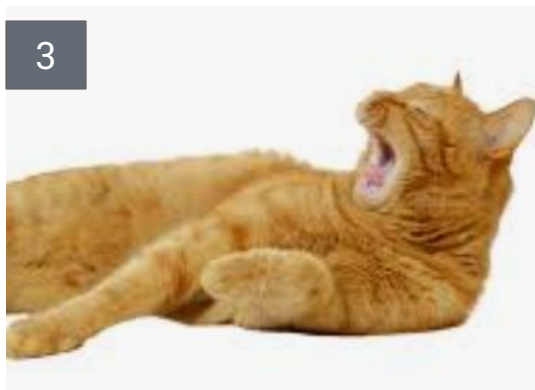
如果需要，请点击会议控件中的“同传”按钮并选择合适的语言通道。



School Council Kickoff Event – SY26

October 7, 2025
Malden Public Schools

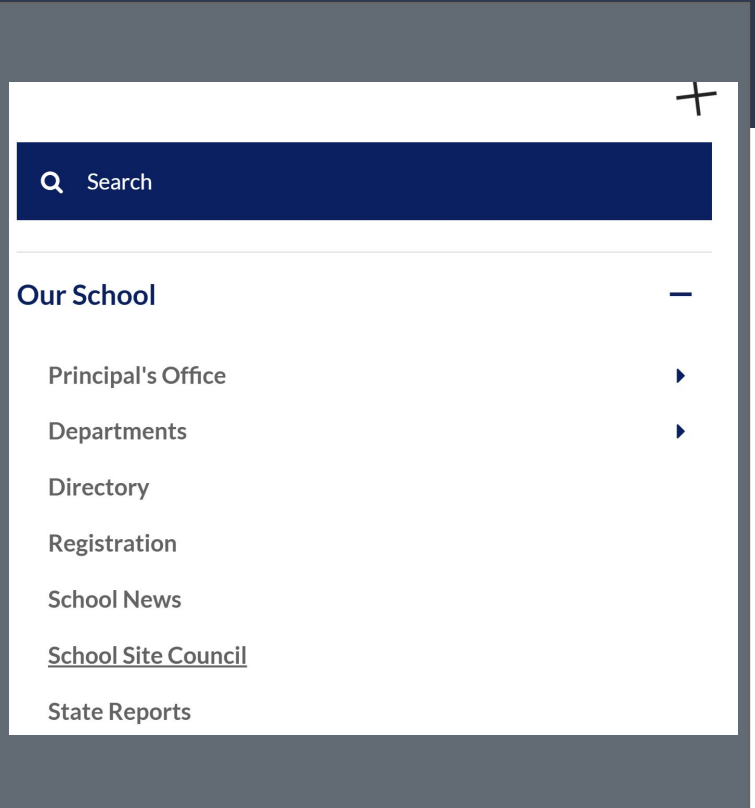
Welcome: in the chat, which image speaks to you at the moment?



Welcome!



THANK YOU!



Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Input Opportunity: Graduation
requirements

Wrap-up

How does “Breakthrough Student Learning” happen?

- The expectations of effective teaching are clearly defined at my school.
- Teachers at my school share a common vision of what effective teaching looks like.
- My school is committed to improving my instructional practice.

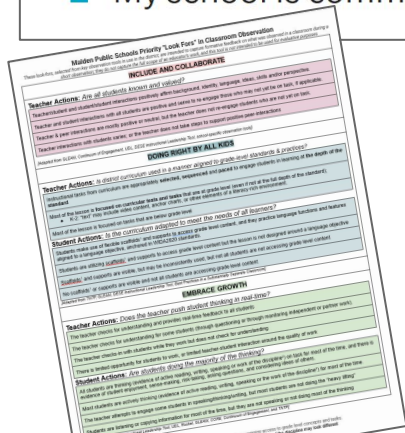
Source: TNTF insight survey
- research link [HERE](#)

How does “Breakthrough Student Learning” happen?

- The expectations of effective teaching are clearly defined at my school.
- Teachers at my school share a common vision of what effective teaching looks like.
- My school is committed to improving my instructional practice.

Last year: Built & calibrated on a **common observation tool**

This year: Regular professional learning time to review data, collaboratively plan, and build content knowledge



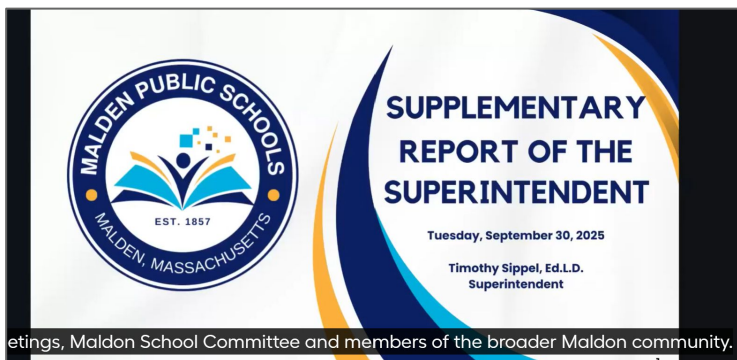
Malden Public Schools General Lesson Study Protocol			
This protocol is most effective when conducted regularly by teams of teachers. Ideally this protocol follows a unit internalization protocol, and one looking at student work protocol. This document was adapted from the TNTP General ELA Lesson Internalization Protocol, the MA DESE Lesson Internalization Language Planning Tool.			
Prep Guidance			
STEP 1: Identify and Articulate the "Heavy Lift"			
Teacher Actions: Is the curriculum aligned to meet the needs of all learners? Guiding Question: What is the most important thinking in the lesson, and when does it happen? [5 minutes]		Review the lesson plan: Focus on the connection to the essential question and learning objectives. - What should students know because of this lesson (connect to the essential question and unit goals)? - What should students be able to do with that knowledge? How will it deepen students' reading, language, and writing skills? (If a text is involved) what is the theme or central understanding of the text, and where does that knowledge "live" in the text?	
What's the grade in your own words?		Review the lesson plan for when in the lesson students have to do that most important thinking. Which question(s) or tasks are crucial and most aligned to understanding of the text and lesson objectives? (This might be done in a whole or small group discussion)	

NTP insight survey
research link [HERE](#)



District Priority 1: Improve Quality of Core Instruction

Example strategy: Twice-monthly “lesson study”



Our mid-year data from last year showed (and our MCAS scores confirmed) a need to focus on the quality of core instruction.

Unit 2 Lesson 1

Activity 1.1

Activity 1.2

Activity 1.3

Lesson 1 Summary

Glossary Terms

Practice Problems

Lesson 1

One of These Things Is Not Like the Others

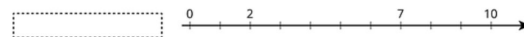
Let's remember what equivalent ratios are.

Learning Targets:

- I can use equivalent ratios to describe scaled copies of shapes.
- I know that two recipes will taste the same if the ingredients are in equivalent ratios.

1.1 Remembering Double Number Lines

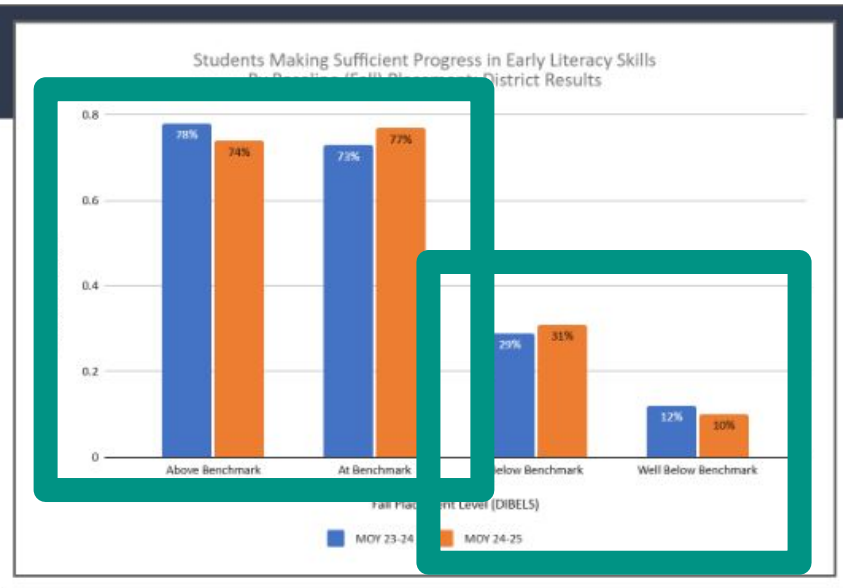
1. Complete the double number line diagram with the missing numbers.



To support student *thinking* in class, we support educators to prepare for lessons by asking “Where should we spend most of our time in this lesson? Where should students receive feedback? How do we provide more support or more challenge for students who need it?”

Priority 2: K-8 Intervention:

Example strategy: *align schedule & curriculum to provide intervention block in addition to core instruction*



Students who have started the year on level have made progress in our program

Students who have started the year below level have historically not made as much progress in our program

This trend has persisted over multiple years

School Improvement Planning: Always trying to embrace growth



School councils have an important role to play in this continuous improvement work

Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Input Opportunity: Graduation
requirements

Wrap-up

MA Law outlines 4 areas of responsibility

School councils shall assist the principal in:

- 1) Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
- 2) Identifying the educational needs of students attending this school
- 3) Reviewing the annual building budget
- 4) Formulating a school improvement plan

Assist means...

- ***Provide input & feedback***
- ***Support with soliciting broader stakeholder perspective (for ex: surveys)***
- ***Principal as ultimate decision-maker at the school level***

The role in budget...

What is the council's role in the school budget?

The law specifies that the school council "shall assist [the principal] in the review of the annual school budget."

This language refers to the school building budget, not to the district budget. "Review" means that the council and the principal read through documents that describe the budget in order to understand the implications for items in the school improvement plan that will be developed by the council. In many communities, the school budget is



SCAN ME

In our June 2026 meeting, once the City Budget is passed, School Councils will meet to review the school-based allocation. SY26 Budget is at the QR code at left.

In Malden, staffing and programmatic (ie- curriculum) allocations are part of the District Budget. In years past, the school budgets have typically been 20,000-40,000 (depending on school-size) for operational expenses.

Where may councils not be involved?

What are some areas in which councils cannot be involved?

The law enables school committees to grant school councils additional authority in the area of educational policy except for matters covered by Chapter 150E of the General Laws. Chapter 150E governs labor relations and collective bargaining for public employees including teacher contracts. This provision leaves such issues as compensation, workload, conditions of work and worker evaluation procedures subject to collective bargaining.

Good practice suggests that a council should not become involved as an ombudsman or a grievance committee in individual cases that involve students, parents, teachers and other school staff.

Malden School Cmte Policy re: School Councils Fully aligns with state laws

Introduction

The intent of this policy is to implement the operating parameters for school councils, consistent with the provisions of Chapter 71 of the Acts of 1993-Section 53, which require the establishment of School Advisory Councils in all the public schools in the Commonwealth of Massachusetts. Under this policy, the principal shall have primary responsibility for the management of his or her school. Such school level decisions must be aligned with the long and short term goals, budget, policies and the curriculum adopted by the Malden School Committee. In addition, decisions must comply with state and federal law and regulations and with negotiated contracts of the Malden Public Schools.

Role of the School Council and Principal:

The school council shall meet with the principal of the school and shall advise and assist in:

1. Adopting educational goals for the school, consistent with state and local policies and standards.
2. Identifying the educational needs of the students attending the school.
3. Reviewing the school buildings' annual budget.
4. Formulating a school improvement plan for the school membership.

Procedural rules

Quorum:

A quorum for conducting school council business shall be half of the membership of the council plus one.

Conduct of School Council Business:

The Principal shall, by law, serve as co-chair of the council. The second co-chair will be elected from within the council membership and by majority vote of members present at its first meeting of the school year subsequent to the annual election of new school council members. The co-chairs will be responsible for preparing the agenda to each meeting.

Consensus shall be used by school councils as the primary method to resolve issues and formulate recommendations. Votes by majority will be taken at the discretion of the principal, and Roberts' Rules of Order shall prevail if there are questions of procedure.

All meetings of the school council shall conform to the Open Meeting Law, Sections 23A, B, and C which stipulate that meetings be open to the public; that meetings to be posted 48 hours in advance (excluding Sundays); and that minutes of the meeting shall be maintained as required. The scope of the duties of the school council does not require, and therefore, does not qualify for executive session.

The Superintendent shall receive an agenda and minutes of all school council meetings. The Superintendent shall provide copies of these materials to members of the School Committee for information.

- ❑ **Quorum = half + 1**
- ❑ **Elect a co-chair**
- ❑ **Follow open-meeting law (no executive session)**
- ❑ **Attend orientation meeting**

Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Input Opportunity: Graduation
requirements

Wrap-up

What does that mean for us?

How frequently do our Councils meet?

In Massachusetts, school councils are required by state law to "meet regularly" with the principal and must hold their first meeting within 40 days of the school year's start, but there is no specific requirement for a set number of meetings per year beyond this first one.

What should we do in our first meeting?

- *Elect co-chairs*
- *Establish dates for the year*
- *Suggested: Overview of State Accountability Results; School Improvement plan overview*
- *Discussion: opportunities for family update & engagement in SIP*

What other meetings should we have?

- *Jan/Feb: Mid-year Data Update on SIP implementation*
- *March: Review of mid-year Family survey data*
- *April/May: SIP development for next year*
- *June: review of budget & SIP*

Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Input Opportunity: Graduation
requirements

Wrap-up

ThoughtExchange

[https://tejoin.com/
scroll/616967279](https://tejoin.com/scroll/616967279)

What excites you about School Council work this year?

What questions do you have?



Participation options:

- 1) Chat
- 2) “Raise hand” to share perspective

What excites you about School Council work this year?

What questions do you have?

Would love to hear from as many school representatives as possible!

Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Input Opportunity: Graduation
requirements

Wrap-up

Input Opportunity: Changing Graduation Requirements

Competency Determination *Policy Requirements*

Competency Determinations for the class of 2026 must represent two accomplishments:

- **showing a mastery of skills** in English language arts, mathematics, and science;
- and the **satisfactory completion of relevant coursework** aligned to the standards measured by the high school English language arts, mathematics, and science MCAS assessments administered in 2023.

This used to be MCAS

After question 2, districts had to specify: many used course-passing.

This summer: Dept of Education specified it must be more rigorous than course-passing.

Families lean towards a final exam; educators are split by content

Note: You can select one option. Your vote is anonymous.



Educator surveys show a leaning towards a final in math; a portfolio in ELA, and split results for Biology and US History.

Input: how fast should we move towards this new requirement?

If we prioritize rigor of graduation standard:

We might make the shift towards a final exam/portfolio requirement **this year (for the Class of 2026)** and require seniors to show evidence of passing these assignments from their sophomore year. This is DESE's recommendation.

If we prioritize stability in messaging to students:

We might allow current seniors (and juniors) to meet the graduation requirements established previously, and phase in the new assessment requirements for current sophomores and freshmen. Districts have the option to set a phase-in approach.

Zoom Poll:

- 1) Prioritize rigor / shift now
- 2) Prioritize stability in messaging / phase in
- 3) Other option

Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Input Opportunity: Graduation
requirements

Wrap-up

Welcome!



THANK YOU!

Next step: You will hear from your Principal as to when your next School Council meeting is.



SCAN ME

<https://tinyurl.com/MaldenSC>