



DATE POSTED:
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 2021 APR 28 AM 8:25

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: <https://marbleheadschoools-org.zoom.us/j/978886762817?pwd=5hT6kswajlCtbJVvC2uYOnlpdv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	April	30	2026	6:00PM
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. District Improvement Plan Update

- III. Consent Action and Agenda Items (vote)
 - a. Schedule of Bills
 - b. Approve Meeting Minutes: (4/9/26)

- IV. School Committee Communication and Discussion Items
 - a. Communication Forum(s) with Public
 - b. Warrant Articles for Town Meeting
 - i. Article 25: School Building Capital Needs (vote)
 - ii. Article 26: School Building Technology Needs (vote)

- iii. Article 27: School Department Capital Needs (vote)
- iv. Article 28: School Department Supplemental Appropriation (vote)
- c. Recreation & Parks Annual Memorandum of Understanding
- d. Fair Share Supplemental Budget Grant
- e. Sub Committee & Liaison Updates

V. Closing Business

- a. Correspondence

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

Purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Marblehead Education Association (Occupational Therapists, Physical Therapists, Board-Certified Behavior Analysts and Occupational Therapist Assistants, Physical Therapists Assistants, Certified Nurse Assistants) because an open meeting may have a detrimental effect on the bargaining 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 strategy with respect to potential litigation (J. Buckey), 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.

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

We will enter into Executive session pursuant to purpose (3) to discuss strategy with respect to and in preparation for collective bargaining with the Marblehead Education Association (Occupational Therapists, Physical Therapists, Board-Certified Behavior Analysts and Occupational Therapist Assistants, Physical Therapists Assistants, Certified Nurse Assistants) because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

Also, pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss strategy with respect to potential litigation (J. Buckey), 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.

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: 4/27/26

Marblehead Public School District Improvement Plan 2026-2029

Core value areas encompassed in the plan:

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Strengthening higher order thinking skills
- Engaging all students as active learners
- Accountability in academic excellence and integrity

Six specific goals addressed throughout the plan:

Goal 1: Curriculum, Instruction and Evaluation: To develop and implement programs that ensure quality instruction, high expectations for all learners, and result in steadily improving student achievement. Student assessment results, local benchmarks, and other pertinent data are used to improve student achievement and to inform all aspects of decision-making, including policy development and implementation, instructional programs, assessment practices, and procedures.

Goal 2: Teacher Quality and Professional Development: To hire, train, and retain highly qualified staff who are proficient in their content areas and with modern instructional technology. Teachers will implement research-based strategies and effective classroom management while utilizing data-driven assessments to bridge learning gaps and customize instruction for diverse needs. By fostering 21st-century skills, such as, critical thinking and social-emotional growth, and participating in collaborative training and formal evaluations, staff will ensure all students are prepared for future success.

Goal 3: Human Resource Management: To identify, attract and recruit effective personnel, and to structure the environment to support, develop, improve, promote and retain qualified and effective professional staff who are successful in advancing achievement for all students.

Goal 4: Student Support Programs and Services: To provide quality programs for all students that are comprehensive, accessible and rigorous. To support all students and staff through restorative justice, and behavioral policies and practices that address the needs of all students and include attendance policies to ensure students complete their education.

Goal 5: Leadership, Governance and Communication: 1. To establish and maintain an administrative team that will continue to implement and continuously evaluate the cost effectiveness and efficiency of policies and procedures that are standards-based, focused on student achievement data, and designed to promote continuous improvement of instructional practice and a high achievement for all students. 2. To promote public confidence, financial commitment and community support by routinely communicating to the public leadership actions and decisions related to the attainment of District and School goals.

Goal 6: Financial and Asset Management Effectiveness and Efficiency: To engage in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. To acquire, and utilize, appropriate resources to provide, and sustain, achievement for all students. To regularly assess the cost effectiveness and efficiency of all financial and capital assets in order to adapt to reasonable changes and unanticipated events.

Goal 1: Curriculum, Instruction and Evaluation: To develop and implement programs that insure quality instruction, high expectations for all learners, and result in steadily improving student achievement. Student assessment results, local benchmarks, and other pertinent data are used to improve student achievement and to inform all aspects of decision-making, including policy development and implementation, instructional programs, assessment practices, procedures, and supervision.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Strengthening higher order thinking skills
- Engaging all students as active learners
- Accountability in academic excellence and integrity

Objective A: To ensure curriculum and instruction are aligned, consistently delivered and continuously improved/enhanced to support the academic and socio-emotional well-being of all students.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Ensure continued horizontal and vertical alignment of curriculum -Establish process for regular and timely review and revision of curriculum -Ensure curriculum standards established by DESE are in place -Address the use of Artificial Intelligence (AI) as a learning tool in conjunction with classroom curriculum and assessments -Ensure that Digital Literacy is an integral part of the curriculum	-Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership Teams -Curriculum Committees	-Time: Early Release/Faculty Meeting/In-service -Curriculum Committee members to oversee ongoing development at building level -Technology	-Updated curriculum documents -Digital curriculum
-Maintain Curriculum Committee with representation from multiple grade levels to review curriculum documents -Review the appropriate use of technology (i.e. Chromebooks) in the classroom and ensure there is a balance between “screentime” and hands-on, experiential learning	-Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership Teams -Curriculum Committees -Parents/Guardians/Caregivers	-Time for Curriculum Committee to meet -Staff members to serve on committee -Stipend allotted for committee meetings	-Curriculum Committee Meeting dates, agendas and minutes -Roster of committee members
-Ensure instruction incorporates a range of strategies including hands-on, robust, quality instruction, integration of technology and resources/ materials aligned with students’ learning needs -Ensure instructional practices and activities build a respectful climate and use of class time maximizes student learning -Ensure that Administrators model instructional leadership and practices for educators	-Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership Teams -Curriculum Committees	-Time: Early Release/Faculty Meeting/In-service -Professional Development related to targeted instructional practices	-Leadership team agendas, meeting outcome documents -Assessment results
-Ensure DESE endorsed literacy programs and assessments are implemented and maintained -Multi-tiered System of Supports (MTSS)	-Assistant Superintendent of Teaching and Learning -Building Administrators -Teachers -Curriculum Committees	-Time for collaboration -Professional Development related to literacy program -Literacy Program	-Updated scope and sequence -Curriculum map template -Literacy assessments -Technology infrastructure

-Revisit current tools being used for Pre-K curriculum -Ensure alignment to MA Frameworks	-Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chair -Building Principals -PreK Teachers/providers	-Time for collaboration and training -Enhanced sub-separate programming -Funding for curriculum	-Curriculum map
-Continually review special education model, services, scheduling and resources to ensure that students with disabilities have equal access to the curriculum and sufficient supports for continuous improvement	-Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -Building Administrators	-Time for collaboration -Research of special education models -PD on inclusion and special education practices	-Updated model and allocation of resources -Assessment scores -Stakeholder Surveys

- **Objective B:** To promote and maintain the District’s mission, vision and core values, by reporting disaggregated assessment data to all stakeholders based upon a multi-tiered system of support (MTSS).

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Disseminate annual reports to parents/caregivers -Quarterly reports; Visions of the Graduate, grades 9-12 -Explore “Visions of a Learner” K-12 -Public posting of DESE annual school and district report cards related to state assessment results -Mid-trimester communication to students not making progress towards standards	-Central Office Administrators -Building Administrators -Clerical or administrative staff -Classroom Teacher -Parents/Guardians/Caregivers	-Time -Website -Email trees -Professional development	-MCAS results -Bi-annual reports -Parent reports -School and District report cards
-Analyze and use data to drive decision making regarding student supports and assessments -Utilize regular data team meetings to analyze student work -Annually review student assessment results to prioritize goals, allocate resources, projects and services -Ensure each school uses balanced system of formative and benchmark assessments to guide instruction -Multi-tiered System of Supports (MTSS) -Ensure uniformity of student support team process across the district	-Central Office Administrators -Building Administrators -Grade level teachers -Leadership Team	-Internet -Funding for research-based assessment tools -Digital access -Google suite	-Results of common assessments -Reporting from Building Administrators -DESE Equitable Access Educator Report
-Communicate achievement data to the community	-Central Office Administrators -Building Administrators -Director of Technology	-Time -Website	-School Committee meeting minutes -Parent Reports -State Reports -Communication from Building Administrators and Central Office

Objective C: To continue to implement the MA Educator Evaluation System in order to comply with all state regulations and expectations to improve teaching and learning.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Provide professional development: -SMART goals - shared goals -Afford educators the opportunities to model effective strategies -Train new hires during orientation -Identify and streamline focus elements for evaluations	-Central Office Administrators -Building Administrators -Staff -Joint Labor Management Committee	-Professional Development time -Funding	-Professional Development agendas -Staff/student survey results -Smart Goals -Reports of PD presentations -Timeline form -Educator evaluations
-Provide teachers ongoing feedback and support on indicators: <ul style="list-style-type: none"> ● Curriculum and planning ● Instruction ● Cultural proficiency ● Professional collaboration ● Reflection 	-Central Office Administrators -Building Administrators -Joint Labor Management Committee	-Professional Development time -Training for Administrators in evaluation scoring -Normed expectations for evaluating staff -Vector Feedback Forms	-Professional development agendas -Observations -Attainment of Smart Goals
-Update and improve observation and feedback process by Administrators for Teachers -Develop common Administrative goals	-Central Office Administrators -Building Administrators -Joint Labor Management Committee	-Time to develop goals and observations -Ongoing administrator meetings/discussions	-Attainment of Smart Goals -Summative Evaluation reports
-Utilize the Marblehead Educator Evaluation System aligned with DESE guidelines	-Central Office Administrators -Building Administrators -Joint Labor Management Committee	-Vector Solution Forms -Meeting time -Training	-Feedback collected from educators and evaluators

Goal 2: Teacher Quality and Professional Development: To hire, train, and retain highly qualified staff who are proficient in their content areas and with modern instructional technology. Teachers will implement research-based strategies and effective classroom management while utilizing data-driven assessments to bridge learning gaps and customize instruction for diverse needs. By fostering 21st-century skills, such as, critical thinking and social-emotional growth, and participating in collaborative training and formal evaluations, staff will ensure all students are prepared for future success.

Core Value Area(s):

- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: To provide researched-based instructional strategies across the District that align with DESE standards for highly qualified professional development.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Develop and utilize staff surveys to identify areas of need, utilize survey results to plan faculty meetings and early release days to inform Professional Development planning -Utilize educator self-assessments	-Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership teams -Professional Development Committee	-Technological assistance -Meeting time -Google Forms -Funding	-End of the year survey results -List of professional development activities and agendas -Professional Development feedback -Google Forms results
-Review student achievement data and identify areas of need when planning Professional Development -Identify/determine areas of focus for Professional Development training informed by data such as student learning experiences (SLE) reports, teacher evaluations and observations. -Provide Professional Development that promotes anti-racist, culturally responsive learning experiences/meaningful resources -Provide PD focused on implementing curriculum and new assessment tools -Ensure PD that continues to focus horizontal and vertical alignment -Multi-tiered System of Supports (MTSS)	-Assistant Superintendent of Teaching and Learning -Assistant Director of Student Services -Team Chairs -Building Administrators -Leadership teams -Data teams	-Time -Student assessment data	-End of the year survey results -List of Professional Development activities and agendas -Professional Development feedback

Objective B: To continue an on-site professional development model that is collaborative, job-embedded and led by educators who model best practices.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Provide Professional Development, by administrators and instructional staff, that strengthens rigor and relevance in the classroom -Provide ongoing professional development related to differentiated instruction -Multi-tiered System of Supports (MTSS) -Utilize PLC format to enhance W.I.N. blocks 	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -PD Presenters -PD Committee -Instructional Coaches 	<ul style="list-style-type: none"> -Time -Professional Development days -Faculty meetings 	<ul style="list-style-type: none"> -Agendas -Rosters -Feedback
<ul style="list-style-type: none"> -Develop and implement, annually, a district-wide training for all staff members supporting inclusion related to students with disabilities, English Language Learners, students of color, and LBGTQ+ students 	<ul style="list-style-type: none"> -Assistant Superintendent of Student Services -Assistant Superintendent of Teaching and Learning -Assistant Director of Student Services -Team Chairs -ELL Coordinator 	<ul style="list-style-type: none"> -Technology -Training space -Professional Development time 	<ul style="list-style-type: none"> -Annual presentation document -Agenda -Feedback

Objective C: To maintain quality trained mentors district-wide in order to provide a two year program to assist in the retention of qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Provide robust and ongoing training opportunities for effective teachers who wish to become mentors -Provide Professional Development on a yearly basis for those currently trained as lead mentors -Training for the formulation and maintenance of appropriate Individual Education Plans (IEPs) -Establish avenues by which to celebrate educators, as well as, ensuring developing educators are supported appropriately to increase their success in the classroom 	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -Lead Mentors -Trained Mentors -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs 	<ul style="list-style-type: none"> -Funding for: <ul style="list-style-type: none"> -Mentor stipends -Mentor coordinator -Lead mentor stipends -Mentoring in action curriculum -Summer training -Time 	<ul style="list-style-type: none"> -Survey results from teachers participating in the program -Mentor/mentee logs -Survey regarding Special Education Professional Development

Goal 3: Human Resource Management: To identify, attract and recruit effective personnel, and to structure the environment to support, develop, improve, promote and retain qualified and effective professional staff who are successful in advancing achievement for all students.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Nurturing, safe educational environments
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- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: To attract, identify and retain, qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Ensure that new teachers are properly paired with mentors for two years when indicated -Utilize trained mentors to provide support to new teachers -Ensure that appropriate Professional Development is in place to assist new teachers with transition to Marblehead	-Assistant Superintendent of Teaching and Learnings -Building Administrators -Lead mentors -Trained mentors	-Funding for mentors and training	-Survey results from new teachers participating in the program
-Maintain mentors at each building	-Assistant Superintendent of Teaching and Learnings -Building Administrators	-Funding for mentors and training	-Mentor training schedules, agendas
-Use social media, district-wide communication and enhanced “branding” to attract and retain professional staff	-Central Office Administrators -Building Administrators -Director of Technology -HR Manager	-Digital access	-Data collected from responses
-Utilize local job fairs, collaboration with colleges and universities, School Spring and social media outlets for recruitment purposes -Ensure that district is seeking staff members with diversity and equity in mind -Provide new administrators with mentorship and guidance that aligns with the district mission and promotes appropriate modeling for success -Determine avenues by which staff can provide feedback to administrators to enhance collaboration, communication and alignment of culture-building efforts	-Central Office Administrators -Building Administrators -Director of Technology -HR Manager	-Job fairs -School Spring Subscription -Digital access	-Resumes -Job applications

Objective B: To acknowledge excellence in teaching across all grade levels.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Develop new and innovative ways to celebrate faculty members and administrators that model excellence in education -Create letters of commendation for specific staff members who attain <i>Exemplary</i> standards on educator evaluation -Establish and implement recognition awards for educators -Celebrate student spotlights at school committee meetings -Calibrate Educator Evaluation Rubric 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -School Committee 	<ul style="list-style-type: none"> -Input from Building Administrators -Educator Evaluation rubrics 	<ul style="list-style-type: none"> -Educator Evaluation results -Staff Recognition -Spotlight series in School Committee meetings

Goal 4: Student Support Programs and Services: To provide quality programs for all students that are comprehensive, accessible and rigorous. To support all students and staff through restorative practice, cultural competency, and policies/procedures that address the needs of all students including a focus on attendance/engagement to ensure students successfully complete their education.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
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Objective A: To create and maintain an environment in which students’ diverse backgrounds, identities, strengths and challenges are respected and that they have input into their education and have a voice “at the table.”.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Use feedback from students and families in the learning community to guide decision making around teaching and learning environments	-Central Office Administrators -Building Administrators -District-wide Directors/leaders -Parents/Guardians/Caregivers	-Funds for technology -Professional Development time	-Feedback from students -Feedback from parents -Report Cards
-Construct student centered learning experiences that build on students’ assets to make learning relevant and engaging -Multi-tiered System of Supports (MTSS) -Provide transparent process of MTSS for parents/caregivers	-Central Office Administrators -Building Administrators -District-wide Directors/leaders -Parents/Guardians/Caregivers	-Administrator/Leadership Team meetings -Surveys	-Survey results -District Report Cards -Feedback from Administrators and leaders
-Articulate and provide families with clear, user-friendly expectations for student learning and behavior in learning experiences	-Assistant Superintendent of Teaching and Learning -Building Administrators -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -Parents/Guardians/Caregivers	-Professional Development time -Grade and school level meeting time	-Development of schedule that allows for more opportunities -Feedback from students regarding educational experiences
-Maintain district commitment to addressing equity, diversity, tolerance, acceptance, and belonging -Explore opportunities to engage with all families for access to conferences, back to school nights, etc	-Assistant Superintendent of Teaching and Learning -Building Administrators -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -School staff -Students -Parents/Guardians/Caregivers	-Professional Development time -Grade and school level meeting time -Administrator meeting time	-Staff meeting discussions/feedback -Surveys -Student feedback from advisories/meeting with administrators

<ul style="list-style-type: none"> -Find ways to provide students the opportunity to share their voice within their schools and in public forums -Ensure students have input into their learning including IEP development -Provide educational opportunities for families/caregivers about special education process 	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -School staff -Student Leadership Teams -Students -Parents/Guardians/Caregivers 	<ul style="list-style-type: none"> -Student Council meetings -National Honor Society -Junior National Honor Society -Project 351 -Student Advisories -SEPAC 	<ul style="list-style-type: none"> -Staff meeting discussions/feedback -Surveys -Student feedback from advisories -School Committee Student Spotlights
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Objective B: To use the most current research-based procedures to keep students and staff safe.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Implement research-based strategies on student safety inclusive of online safety and use of social media -Identify and train new staff in ALICE -Practice ongoing emergency evacuation -Practice of Lockdown Protocol -Review crisis protocols annually -Enhance student elopement protocols -Collaborate with town officials to enhance the role of the School Resource Officer (SRO) -Non-Violent restraint training through Safety Care Training/deescalation -MBHERP Training (Medical mental behavioral health emergency response) -Access to Short-term Assessment and Rapid Reintegration (S.T.A.R.R.) Program -Lock box (Knox box) at each school to house crisis information 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -Police Department -Fire Department -SRO -Faculty -School Nurse -Town Nurse -Town Health Department -ALICE trained faculty members 	<ul style="list-style-type: none"> -Training -Time -Funding 	<ul style="list-style-type: none"> -Log of practice times -District crisis plans -Knox boxes -Surveillance cameras -Connection of surveillance with Marblehead Police Department -Health Department/Town Nurse reports

Objective C: To improve transitions for students at all grade levels as they move from preschool through post-secondary education.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Enhance transition activities incorporating student input -Administrator evaluation goals focused on transitioning students between buildings 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -Student Services Department staff -School Adjustment Counselors 	<ul style="list-style-type: none"> -Time for collaboration; family, staff community partners -Technology 	<ul style="list-style-type: none"> -New/revised programs to assist students with transitions -Parent/staff feedback -Step-up days -Dates for transition activities
<ul style="list-style-type: none"> -Review input from Learning Walks at Administrative meetings -Collaboration of Leadership Teams between schools 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators 	<ul style="list-style-type: none"> -Time for collaboration 	<ul style="list-style-type: none"> -Dates and agendas for Administrator meetings
<ul style="list-style-type: none"> -Vertical alignment of academic and social-emotional curriculum from building to building -Multi-tiered System of Supports (MTSS) -PBIS practices vertically aligned 	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Instructional coaches -Curriculum teams -Building Administrators 	<ul style="list-style-type: none"> -Coordinator of Teacher Collaboration -Curriculum review 	<ul style="list-style-type: none"> -Curriculum Team input/feedback -Curriculum documents -SEI/Wayfinder assessments

-Teacher visits between schools -Student shadowing and visitation of new schools -Kindergarten Orientation -Summer learning activities -Principal/Central Office open discussion forums with students	-Central Office Administrators -Building Administrators -Teachers -Students -School Counselors	-Schedule visit times	-Step-up days -Student feedback -Staff feedback
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Objective D: To promote positive social and emotional learning and relationships between students, staff, and all members of our educational community.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Continue to foster community partnerships, citizenship and community support -Community service/internships for students will continue to be explored and fostered (i.e. Grade 9-0 Day and Senior projects) -Provide opportunities for staff to connect with families/caregivers/students in non-academic settings	-Building Administrators -Faculty -Community members -Businesses -Parents/Guardians/Caregivers	-Time -Community resources	-Staff participation -Community participants
-Reevaluate rituals, routines and appropriate responses that create and maintain a safe learning environment where all students feel seen, are heard and respected -Establish avenues to address online safety, cyberbullying and the use of social media in partnership with parents/caregivers	-Central Office Administrators -Building Administrators -School Adjustment Counselors -Parents/Guardians/Caregivers	-Time -Funding for curriculum and resources -Professional Development opportunities	-Parent feedback -Educator Evaluation feedback -Decrease in behavioral incidences
-Identify and raise awareness of inequality and celebrate diversity in all schools -Work to diversify staff throughout the district	-Central Office Administrators -Building Administrators -School Adjustment Counselors -Guidance	-Professional Development -Curriculum relative to equity and diversity	-Social emotional curriculum/resources at all schools (Wayfinder)
-Continue "Responsive Classroom" approach at elementary school levels -Explore responsive classroom strategies at middle school level -Establish and maintain restorative practices at all grade levels where staff and students understand expectations and natural consequences for behaviors -Create and maintain consistent procedures to address student behaviors and consistent restorative practice protocols across schools	Central Office Administrators -Building Administrators -Identified Staff Members -Parents/Guardians/Caregivers	-Training -Administrator and Staff buy-in -PD in Restorative Practice	-Social emotional curriculum/resources at all schools (Wayfinder)
-Social Emotional Learning in the classroom and training for staff -PD focused on SEL -Multi-tiered System of Supports (MTSS)	-Assistant Superintendent of Student Services -Assistant Superintendent of Teaching and Learning -Building administrators -Instructional assistants -School adjustment counselors	-Training -Technology -Time -Funding	-SEL curriculum (Wayfinder) -Wayfinder assessments and data collection

Goal 5: Leadership, Governance and Communication: 1. To establish and maintain an administrative team that will continue to implement and continuously evaluate the cost effectiveness and efficiency of policies and procedures that are standards-based, focused on student achievement data, and designed to promote continuous improvement of instructional practice and a high achievement for all students. 2. To promote public confidence, financial commitment and community support by routinely communicating to the public leadership actions and decisions related to the attainment of District and School goals.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
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- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: To foster a culture of shared leadership and decision making practices to enhance effective communication with all stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Positively brand District through social media, common language, spirit wear and enhanced District website -Create a store for district-wide Marblehead Public Schools apparel	-Central Office Administrators -Building Administrators -Teachers -Staff -Students	-Time -Technology support and resources	-Newsletters -Ongoing social media posts -Updated website
-Solicit parent/caregiver input via survey -Solicit staff input via survey and faculty meeting time (with specific tasks integrated)	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians/Caregivers	-Open House -Website -Surveys (Parents/staff/students)	-Parent participation -Survey results
-Enhance established community partnerships and seek ways to establish new, meaningful community connections -Ensure meaningful communication with, and feedback from, parents/guardians/caregivers	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians/Caregivers -Community partners	-Town Library -Community businesses -Recreation and Parks Commission -SEPAC -PTO's -ELPAC	-Partnerships with community -Community activities within schools
-Develop opportunities for staff, parents/community members to provide input into District and School Improvement Plans	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians/Caregivers -Community partners -SACs	-Provide draft DIP to stakeholders -Seek input via survey	-Input from survey results -SAC discussions

Objective B: To include all District and community stakeholders in decision making processes through transparent, multimodal communication.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Review and improve School and District Improvement Plans, handbooks, and policies that are approved by the School Committee in open, recorded sessions and accessible via district website 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -School Councils -School Committee -Parents/Guardians/Caregivers 	<ul style="list-style-type: none"> -Cable Access -Website -Technological support -School Committee meetings -Social media 	<ul style="list-style-type: none"> -School and District Improvement Plans -School Committee agendas, approved plans and policies, live and recorded broadcasts -Public input on School Committee agenda
<ul style="list-style-type: none"> -Ensure learning environments are accessible, welcoming and safe -Establish and maintain procedures and routines that meet all safety guidelines from DESE and DPH -Ensure avenues are provided to obtain student input across the district 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -School Staff -School Nurses -Student Leadership Teams -Parents/Guardians/Caregivers 	<ul style="list-style-type: none"> -Communication/direction from DESE -Collaboration with Town Department of Health -School Nurses -Time to meet 	<ul style="list-style-type: none"> -School and District Improvement Plans -DESE and DPH guidelines -School Nurse established protocols and procedures -Reporting on progress
<ul style="list-style-type: none"> -Communicate with all pertinent stakeholders to share student progress including, but not limited to, achievement, behavior and social/emotional learning -Investigate how community resources can be integrated into student learning experiences 	<ul style="list-style-type: none"> -Faculty -Building Administrators -School Council -PTO -Leadership Team -SEPAC -ELPAC -Parents/Guardians/Caregivers 	<ul style="list-style-type: none"> -Time -Schedule 	<ul style="list-style-type: none"> -Scheduling log -Evidence of communication -Minutes

Objective C: To review and enhance District-wide technology resources to facilitate and strengthen the teaching and learning process for all students, staff, and community stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Implement technology resources and identify need for professional development -Improve and streamline District-wide systems, services and operations through the use of enhanced tools and technology that will provide additional time and resources to meet current and future student needs. 	<ul style="list-style-type: none"> -Central Office Administrators -Director of Technology -Building Administrators -Parents/Guardians/Caregivers 	<ul style="list-style-type: none"> -Funds for purchase of additional technology deemed necessary -Pursue government and private grants for technology improvements 	<ul style="list-style-type: none"> -Meeting agendas and minutes -Yearly report on the state of technology in the District -Staff survey results
<ul style="list-style-type: none"> -Develop specific ways, through the use of technology to create more opportunities for differentiated instruction, student acquisition of skills related to technology, share and implement best educational technology practice. -Determine equipment usage in the instructional environment for best placement of technology -Provide training opportunities to enhance instructional growth and collaboration among educators to enhance teaching and learning 	<ul style="list-style-type: none"> --Assistant Superintendent of Teaching and Learning -Director of Technology and staff -Building Administrators -Staff 	<ul style="list-style-type: none"> -Equipment/Labs -Funding -Resource materials -Pursue government and private grants for technology improvements 	<ul style="list-style-type: none"> -Professional Development offerings and trainings -Monitor technology usage -Oversight of Google Classroom by Building Administrators

Objective D: To continue to develop School Improvement Plans that align with the District Improvement Plan and are based upon student achievement data.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Analyze student achievement, growth, and performance and ensure alignment with School and District Improvement Plans -Alignment of Building and Central Office Administrator's individual goals with School and District Improvement Plans 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -School Councils -Guidance -Clerical staff -Staff 	<ul style="list-style-type: none"> -Professional Development time -Faculty meetings -Early release/late start days -School Council meetings 	<ul style="list-style-type: none"> -State assessment results -Staff survey results -District and state report cards -District Improvement Plan -School Improvement Plans -School Council meeting dates and agendas

Goal 6: Financial and Asset Management Effectiveness and Efficiency: To engage in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. To acquire, and utilize, appropriate resources to provide, and sustain, achievement for all students. To regularly assess the cost effectiveness and efficiency of all financial and capital assets in order to adapt to reasonable changes and unanticipated events.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Accountability in academic excellence and integrity

Objective A: To continue developing a transparent, comprehensive and understandable budget through an open, participatory process.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Build capacity within the community for ongoing support of the school budget -Develop and manage a budget aligned with the District's vision, mission and goals that addresses the needs of all students	-Central Office Administrators -Building Administrators -Assistant Superintendent of Finance and Operations -Identified community members -School Committee -Finance Committee -Parents/Guardians/Caregivers	-Time -Finance Board meetings -School Committee meetings - School Committee Sub-Committee meetings	-Successful budget build feedback and annual passing at town meeting -Meeting agendas and minutes -Use of District website for transparency -Link to School Committee meetings on District website
-Review administrative software, maintenance and IT software, and all other computer systems used within the District. -Update to systems and software as needed	-Director of Technology and technology staff	-Funding for improvement to these systems -Time	-Recommendations for and implementation of upgrades and improvements -Add upgrade to system requirements
-Conduct informational budget meetings held at building levels open to staff and parents -Enure transparency throughout budget process	-Central Office Administrators -Building Administrators -School Councils -Director of Technology -Parents/Guardians/Caregivers	-Budget requests -Budget proposals -Meeting schedule -Time	-Attendance at budget meetings Presentations -Agendas and minutes -Reports to School Committee
-Implement MUNIS/ERP AO	-Town CFO -Assistant Superintendent of Finance and Operations -Business Office Staff Yler Technologies -Consultants	-Time -Knowledge	-Successful Implementation by 7/1/25 -Updated Financial Reporting -Streamlined/Transparent Budget preparation

Objective B: To identify and utilize non-traditional sources of revenue by building partnerships with the community, businesses, colleges and universities, including seeking grants and leveraging community stakeholder expertise..

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Seek sources of funding from partnerships outside of the School District -Research and apply for grants to supplement the school budget and provide additional opportunities for students and teachers.	-Central Office Administrators -Building Administrators -Athletic Director -Facilities Director -Food Service Director	-Appropriate funding -Collaboration with community partners -Time -Advertising from local businesses at District sports fields	-Additional sources of revenue -Grant applications -Funding awarded -Incentive program -Student teacher and supervising teacher feedback

Objective C: To continue to make regular, timely, accurate and complete financial reports to the School Committee, Administration, staff and public and to file all required local, state and federal reports accurately and on time.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Provide quarterly budget reports to the School Committee in open meeting	-Assistant Superintendent of Finance and Operations -School Committee	-Budget software -School Committee meeting	-Documentation of quarterly reports -School Committee agendas and meeting minute
-Adhere to the state superintendent schedule/checklist in all reporting categories	-Central Office Administrators -Data Manager -Director of Technology	-Budget software -Aspen X2 -DESE security portal	-Documentation of state reports

Objective D: To maintain and enhance the use of efficient accounting software that integrates and actively tracks the District-level financial information and expenditures.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Ensure the District Policy Manual reflects fiduciary responsibility as per guidelines of the Department of Education with approval by the School Committee	-Central Office Administrators -Director of Finance -School Committee	-Internal control manual for federal grants -Budget software -Funding -Student activities -Fiscal management -Policy Manual	-Annual audit -Alignment with Town Financial reporting -Approved School District Budget

Objective E: To continue to procure independent financial auditing services annually and to share the results of these audits and consistently implement the recommendations.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
-Employ, annually, an audit-firm consistent with the town -Monitor and maintain local and revolving funds via secure data management, accessible and transparent practices -Comply with DESE End of the year Report	-Central Office Administrators -Data manager -School Committee	-Financial/Budget -Infinite Visions Software Solutions -Independent Audit firm funded by the District	-Documentation of audit reports -Alignment with Town Financial reporting

Objective F: To continue to have a long-term capital plan, inclusive of preventative maintenance, that clearly and accurately reflects the future capital development and improvement needs, including all aspects of educational and program facilities and that the plan is reviewed and revised as needed with input from all appropriate stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Assessment/Evidence
<ul style="list-style-type: none"> -Implement and monitor Capital Improvement plan that addresses the state's established costs of: <ul style="list-style-type: none"> Emergency/at-risk General and preventative maintenance <ul style="list-style-type: none"> -1 to 2 years -3 to 5 years -6 to 10 years 	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -School Committee -Facilities Director 	<ul style="list-style-type: none"> MCCPO-certified staff -Superintendent -Director of Finance -Building Administrator input -Maintenance Department input -Facilities Director oversight 	<ul style="list-style-type: none"> -Documented Capital Improvement Plan -School Committee reports -Meeting agendas and minutes -School Improvement Plans -District Improvement Plan -Custom energy audit reports
<ul style="list-style-type: none"> -Manage the high school roof replacement project -Manage approved Projects -Preventative maintenance of facilities and equipment for programming (i.e. woodshop, marine tech, etc) 	<ul style="list-style-type: none"> -School Committee Facilities sub-committee -Assistant Superintendent of Finance and Operations -Facilities Director 	<ul style="list-style-type: none"> -Sub-committee meeting time -Funding from the town -OPM, Schematic Design vendors -Ongoing meetings -Capacity -Documentation -Tracking Tool 	<ul style="list-style-type: none"> -Sub-committee meeting minutes -Town vote and acquisition of required funding -OPM and Schematic Design team documentation, plans and execution of project -Closed Projects -Improved Facilities



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 of Finance and Operations
DATE: April 29, 2026
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
A26-38 – DW – MSR	\$173,151.86
A26-39 – DW – MSR	\$267,248.58
A26-39 – FS – CF	\$11,725.33
A26-40 – FS – CF	\$15,677.17
A26-40 – SS – KG	\$267,362.48
Total	\$735,165.42

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$735,165.42



DRAFT

Marblehead School Committee

Chair: Al Williams

Meeting Date, Time & Location: Thursday, April 9th, 2026, 6pm, MHS Library, 2 Humphrey Street
Marblehead MA 01945

SC Members Present: A. Williams, J. Schaeffner, K. Schmeckpeper, H. Gwazda, M. Clucas

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Superintendent's Report and Shoutouts (00:00:00–00:07:00)

a. Superintendent John Robidoux provided updates:

- May 4th at 5:00 PM: MHS hosting "Drive to Stay Alive" informational night for seniors/parents, sponsored by Essex County DA's office, covering substance use, social hosting, and prom safety.
- Chief King, DA Paul Tucker, and Superintendent Robidoux drafted a joint letter on student safety; panel discussion scheduled April 14th at 7:00 PM at the Board of Health meeting at Mary Alley.

b. METCO and community engagement:

- Superintendent Robidoux and METCO Director Keisha Johnson attending METCO Advocacy Day at the State House; district piloting transportation collaboration with Swampscott for Boston-based students.
- Superintendent Robidoux participated in a COA panel with Select Board and department heads; approximately 30 community members attended.

c. Shoutouts from building principals:

- Principal Matthew LeVangie recognized MPS Technology Department for seamless whole-school simultaneous MCAS testing transition.
- Principal Scott Williams recognized Mary Davies for over a decade of service as tutor and substitute teacher.
- Principal Mary Maxfield recognized music teacher Dominique DeMoore for coordinating daily live music during March and directing evening concerts.
- Remaining shoutout from Principal Frank Kowalski deferred to next meeting.

Financial Update (00:07:00–00:09:00)



a. Assistant Superintendent of Finance & Operations Michael Pfifferling provided the monthly financial update:

- Unexpended, unencumbered balance at just under \$2.1 million, approximately \$614,000 less than the previous month.
- \$1.5 million reserved for prepaid tuitions to subsidize off-district tuition line for the following year.
- Unexpected March expenses included HVAC costs at Glover Elementary, bus repairs, and elevator repairs.

b. Facility project updates:

- Veterans Middle School roof project expected to resume within approximately two weeks, completed within a month to a month and a half.
- Three Marblehead High School roof sections scheduled for completion over April vacation.

High School Spotlight: MAGIC Coalition (00:09:00–00:13:00)

a. Marblehead High School students Michael Labossiere, Max Collin, Dan Obisi, Caleb Sidman, and Lucy Molinari presented on the MAGIC Coalition (Marbleheaders Alliance for Growth, Inclusion, and Connection).

- Founded in response to a swastika drawn in a school bathroom on October 7th; student-led initiative to educate the community and foster inclusion.

b. Activities included full-school assemblies during MAGIC Block and suggestion boxes; planned a Village School assembly with 6th graders on the impact of hate.

Portugal Field Trip Request (00:13:00–00:19:00)

a. Kelly, lead world language teacher at Marblehead High School, presented a request for a student field trip to Portugal, April 15–24.

- Two base cities (Lisbon and Porto) with day trips; same travel company and tour guide as prior year.

b. The committee voted to approve the Portugal field trip request.

- A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to approve the trip request.
- The motion passed 5–0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.

FY27 Budget Line Item Review and Approval (00:19:00–01:00:00)

a. Superintendent John Robidoux provided a budget overview:



- FY26 budget: \$49,120,287; approved FY27 reduced budget: \$47,620,287, a \$3,157,460 (3.05%) reduction achieved through cuts and revolving account shifts.
 - 22 positions reduced (~18 FTEs); out-of-district tuition/transportation costs driven by state OSD rates, with consortium announcing 9.4% average (12% for higher-end programs where most Marblehead students are placed).
- b. Assistant Superintendent of Finance & Operations Michael Pfifferling presented line-by-line reductions:
- Brown School: Level-funded supplies; reduced clerical to school-year only; reduced one custodian (vacant); shifted 1.24 FTE instructional assistants to grant funding; reduced pre-K Wednesday hours.
 - Glover Elementary: Eliminated vacant teacher-in-charge stipend; cut vacant EL teacher; level-funded supplies; reduced one custodian; reduced pre-K Wednesday hours.
 - Village School: Cut 1.75 FTE vacant EL teachers; cut vacant SPED teacher; cut one elementary teacher; reduced one of three full-time instructional assistants; level-funded supplies/PD; discussed cutting a part-time paraprofessional.
 - Veterans Middle School: Cut math interventionist; cut one teacher (content TBD); level-funded supplies; cut paraclerical position.
 - Marblehead High School: Reduced art teacher to 0.8 FTE; moved two teachers to Education revolving account (noted as unsustainable); cut three classroom teachers; level-funded supply/athletics lines.
 - District-wide: Cut vacant fellow, ABA coordinator, HR generalist, SPED PTA positions; shifted portions of Assistant Business Manager and facilities assistant salaries to revolving/grant funds; reduced SLP to 0.6 FTE; paused curriculum refresh; reduced substitute budget ~\$138,000; cut 1.0 maintenance employee; reduced utilities, contracted services, and supply lines.
 - An additional \$540,000 above budgeted increases required for out-of-district costs, meaning actual cuts exceeded \$1.5 million.
- c. Prepayment of \$1.5 million in out-of-district tuition from FY26 surplus discussed:
- Reduces FY27 tuition line from ~\$5.3M to ~\$3.8M; eliminates one of three financial safety nets.
 - Mr. Pfifferling stated preserving staff in front of students was prioritized over maintaining the reserve.
- d. Of 22 positions reduced, 11 filled and 11 vacant; through transfers and reassignments, actual RIF could be fewer than 11.
- Superintendent Robidoux requested union extension on April 15 transfer notification deadline.
- e. Committee member Jennifer Schaeffner asked whether principals were collaboratively involved; Superintendent Robidoux confirmed involvement since October/November.
- Ms. Schaeffner raised concern that most cuts were student-facing; Superintendent Robidoux responded every category was examined and reductions align with longer-term right-sizing.



f. The committee voted to approve the FY27 line-item budget as presented.

- A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to approve the line-item budget as presented by the administration.
- The motion passed 5–0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.

Override Request Discussion and Vote (01:00:00–01:41:00)

a. Superintendent John Robidoux presented the proposed override request:

- Structural budget gap driven by Proposition 2½ limits, health insurance increases (11.17%), pension increases (over 8%), rising out-of-district special education tuition (12.6% for FY27), and contractual salary obligations.
- Free cash no longer available from the town; FY27 budget reflects \$3.2 million total reduction including 18.25 FTE positions.

b. Three-tiered override structure presented:

- Tier 1 (\$6.2M/3 years): FY28 \$4.3M, FY29 \$1.9M — contractual salaries, special education tuition restoration, revolving account positions returned to general fund.
- Tier 2 (\$7.2M/3 years): FY28 \$4.98M, FY29 \$2.2M — adds technology lease and eliminates full-day kindergarten fee.
- Tier 3 (\$8.5M/3 years): FY28 \$5.2M, FY29 \$3.3M — adds curriculum/PD refresh, in-district 18-to-22 special education program, and school building capital fund.
- No tier restores the 18.25 FTE positions due to projected enrollment decline.

c. Jennifer Schaeffner raised concerns:

- Cautioned that advocacy language in the document could constitute potential campaign finance violations; school department may inform but cannot advocate for or against an override.
- Noted FY29 contractual figures are conjectural with potential bad faith bargaining implications.
- Superintendent Robidoux agreed to review the document's language.
- Schaeffner departed before the vote due to a prior obligation.

d. The committee voted to approve the three-tiered override request as presented.

- A motion was made by Melissa Clucas and seconded by Al Williams to approve the three tiers of the override as presented: Tier 1 at \$6.2 million, Tier 2 at \$7.2 million, and Tier 3 at \$8.5 million (three-year totals).



- The motion passed 4–0, with votes in favor: Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.
- e. Kate Schmeckpeper summarized a draft MOU developed by the working group:
- Articulates 62-38 revenue split, commits no additional general override until at least FY30, establishes fiscal reporting requirements, addresses surplus/deficit allocation, and includes commitments to publicize tax relief programs and build stabilization fund to 5%.
- f. The committee voted to approve the draft MOU subject to final numbers being added.
- A motion was made by Kate Schmeckpeper and seconded by Melissa Clucas to approve the draft MOU subject to the override structure numbers being added.
 - The motion passed 4–0, with votes in favor: Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.

Public Comment (01:41:00–01:44:00)

- a. A commenter stated the committee should have heard public feedback before voting and should have amended the agenda to indicate votes would be taken.
- b. The commenter noted collaborative out-of-district tuitions and transportation costs rose unexpectedly, triggering additional position cuts:
- She asked the committee to identify what additional cuts were made.
 - Superintendent John Robidoux confirmed reductions went from 14.75 FTEs to 18.25 FTEs, drawn from a contingency list of deeper reductions.
 - The commenter noted this was a roughly 28% increase in personnel reductions and expressed concern no committee member questioned the additional cuts.
- c. No additional public comments were offered in person or online.

Consent Agenda, Surplus, Donations, and Administrative Items (01:44:00–01:56:00)

- a. Consent agenda approved.
- A motion was made by Kate Schmeckpeper and seconded by Melissa Clucas to approve the consent agenda.
 - The motion passed 4–0, with votes in favor: Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.
- b. Superintendent John Robidoux presented a request to declare surplus athletic equipment identified by Athletic Director Ken Wheeler, valued at approximately \$1,100–\$1,200.



- A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to declare the athletic equipment outlined in Ken Wheeler's memo as surplus.
 - The motion passed 4–0, with votes in favor: Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.
- c. Superintendent Robidoux presented a \$515 donation from Tomo Tackle for the Boredale trip.
- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the Tomo Tackle donation.
 - The motion passed 4–0, with votes in favor: Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.
- d. Chair Al Williams stated that on March 19, 2026, the school committee reviewed executive session minutes from September 12, 2025, and October 10, 2025, and determined that the executive session purposes cited for both sessions still warranted nondisclosure.
- e. Scheduling changes:
- June 18th meeting moved to June 11th; April 16th meeting canceled and rescheduled to April 30th.
- f. Subcommittee/liaison updates:
- Henry Gwazda reported high school roof work begins over April break; long lead-time items on track; CORI approval for contractors underway.
 - Kate Schmeckpeper reported the Wellness Advisory Committee completed its wellness policy revision.
- g. The meeting adjourned at 8:00pm.
- A motion was made by Melissa Clucas and seconded by Henry Gwazda to adjourn.
 - The motion passed 4–0, with votes in favor: Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.

ARTICLE 25: School Buildings Capital Needs To see if the Town will vote to appropriate a sum of money for the purpose of making renovations and extraordinary repairs, including all professional feasibility studies, design, architectural and engineering fees, or significant capital expenditures for the Brown, Glover, Village, Veterans Middle, Marblehead High School and the school building known as the Eveleth School and their respective school grounds, and to raise the money for these purposes by the issue of bonds or notes, by the transfer of an unused/prior appropriation and borrowing authority for such purposes, by the passage of a one-time capital exclusion and/or debt exclusion or in any other manner, or take any other action relative thereto. Sponsored by the School Committee

ARTICLE 26: School Buildings Technology Needs To see if the Town will vote to appropriate a sum of money for the purpose of making renovations, upgrades and extraordinary repairs, including all professional feasibility studies, design, architectural and engineering fees, or significant Technology expenditures for the Brown, Glover, Village, Veterans Middle, Marblehead High School, and to raise the money for these purposes by the issue of bonds or notes, by the transfer of an unused/prior appropriation and borrowing authority for such purposes, by the passage of a one-time capital exclusion and/or debt exclusion or in any other manner, or take any other action relative thereto. Sponsored by the School Committee.

ARTICLE 27: School Department Capital Needs To see if the Town will vote to appropriate or transfer from available funds a sum of money for school department capital needs, and to raise the money for these purposes by the issue of bonds or notes, by the transfer of an unused/prior appropriation and borrowing authority for such purposes, by the passage of a one-time capital exclusion and/or debt exclusion or in any other manner, or take any other action relative thereto. Sponsored by the School Committee.

ARTICLE 28: School Department Supplemental Appropriation To see if the Town will vote to raise and appropriate or transfer from available funds a sum of money to supplement the School Department's operating budget for fiscal year 2027, contingent upon the passage of a Proposition 2 ½, so called, ballot question, or take any action relative thereto. Sponsored by the School Committee.



TOWN OF MARBLEHEAD

Recreation & Parks Department

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") entered into this the 30 day of April, 2026 by and between the Recreation and Parks Commission, 10 Humphrey Street, Marblehead, MA ("Rec and Park") and the Town of Marblehead School Department, by and through the School Committee, 9 Widger Road, Marblehead ("Schools").

WHEREAS in an effort to save the Rec and Park and the Schools money and provide more efficient and effective services and in an attempt to eliminate the duplication of services the parties are entering this MOU; and

WHEREAS, in furtherance thereof the Rec and Park and the Schools have determined that certain maintenance activities of athletic fields and related facilities can be shared and want to be clear on which entity has responsibility for which activity; and

WHEREAS, in the month of April of each year, the parties will agree on the appropriate space and times for year-round Recreation and Park usage of school facilities and grounds, which will be reflected in an executed addendum to this MOU; and

WHEREAS our public school buildings and grounds are highly visible in the community and their external appearance in terms of the grounds rely heavily on the agreements outlined in Exhibit A in this MOU, the parties agree that the grass will be mowed as needed but at a minimum of every ten (10) days and Athletic Fields weekly by Recreation and Park in season; and

WHEREAS the parties agree to work cooperatively and collaboratively in the event any conflicts arise in the execution and implementation of this MOU, including addendums; and

WHEREAS the parties understand that the MOU may be amended from time to time to fully realize the benefit of this arrangement and assure that the costs are properly accounted for against the responsible parties' budgets.

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged and for the mutual promises set forth herein, the parties agree as follows:

Services Performed.

The parties hereto agree that they shall share in certain maintenance services as set forth on Exhibit A attached hereto.

Each of the parties shall be responsible to perform those maintenance activities as specifically set forth. Any facility not included shall be the responsibility of the entity which has care custody and control of that facility.

MARBLEHEAD COMMUNITY CENTER

www.marblehead.org

10 HUMPHREY STREET
MARBLEHEAD, MASSACHUSETTS 01945-1906

TELEPHONE: (781) 631-3350



TOWN OF MARBLEHEAD

Recreation & Parks Department

Professional and Timely Performance: At all times the party providing the services shall perform said services in the same manner and to the same extent as if said services were being performed for the provider of said services. Services shall be completed on a first come first serve basis, except for emergencies. Any dispute about the priority of when the services should be provided and what priority it assumes, shall be resolved by the Superintendent of Schools and the Rec and Park Superintendent, who shall reasonably take into account the needs of both parties and the urgency of the need for the service.

All services shall be performed in a professional manner consistent with the standards governing said services.

Term: Each party agrees that this MOU shall be effective April 30, 2026 -August 31, 2026. In the event the parties desire to renew this agreement, they may do so with a mutually signed agreement as of April 30, 2026.

Allocation: Allocation of space will be identified by a consistent point of contact for the school department and Director of Recreation by April 15th each year for September 1-August 31 usage.

Employment: Any employee performing the services hereunder shall be considered an employee only of the party providing said services and shall not by this MOU in anyway be deemed an employee of the receiving party.

Authority: The persons signing this agreement represent that they have received the appropriate vote from the School Committee and the Recreation and Parks Commission to enter into this MOU and said votes are attached hereto.

WITNESS on the date hereinabove, the duly authorized signatures of the Rec and Park and the School on two (2) counterparts of this MOU, each of which shall be considered to be an original, for all intents and purposes. This MOU shall be a valid and binding agreement between the parties.

Marblehead Recreation and Parks Commission

Marblehead School Committee

By: _____

By: _____

Its Chair, Duly Authorized

Its Chair, Duly Authorized

MARBLEHEAD COMMUNITY CENTER

www.marblehead.org

10 HUMPHREY STREET
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TOWN OF MARBLEHEAD



Recreation & Parks Department

Exhibit A

Marblehead Recreation and Park Department will:

- Cut all grass areas on non-athletic Marblehead School District properties.
- Spring and Fall cleanups at Marblehead School District properties.
- Cut grass, apply fertilizer, overseed, aerate, be responsible for all sports turf management, and groom the skinned infield surfaces.
- Prepare all Marblehead School District athletic fields for MIAA games.

- Paint all lines on Marblehead School District athletic fields and Marblehead Recreation and Park Department athletic fields used for MIAA games.
- Manage irrigation on all Marblehead School District athletic fields. Open and close the systems. Make minor repairs with the cost borne by Recreation and Parks (up to \$1,000.00). Major repairs will be outsourced, and the cost of materials and labor will be the responsibility of the Marblehead School District.
- Install playground fiber on all Marblehead School District playgrounds. The cost of the playground fiber is the responsibility of the Marblehead School District.

- Install bark mulch at Veterans Middle School (Town Meeting and back to school in the fall) and Marblehead High School (graduation and back to school in the fall). The cost of the bark mulch is the responsibility of the Marblehead School District.

- Place trash barrels strategically at playing fields on Marblehead School District property and empty barrels when full.
- Schedule all Marblehead School District athletic fields for Marblehead Youth Sports.

- Carry out any special requests on a case-by-case request and as time and man-power permits.

MARBLEHEAD COMMUNITY CENTER

www.marblehead.org

10 HUMPHREY STREET
MARBLEHEAD, MASSACHUSETTS 01945-1906

TELEPHONE: (781) 631-3350



TOWN OF MARBLEHEAD



Recreation & Parks Department

Piper Field

Groom the field at intervals determined by hours of use as specified by the manufacturer (every sixty hours of use). For this field it is once every three weeks from April 1 to June 15 and August 15 to Thanksgiving and once in mid-summer. It should be noted that every use of the field carries a different hourly use rate associated with it. For example, one hour of a football game is equal to 2 ½ hours of use. This guideline has been determined by the manufacturer.

Perform GMax safety testing on Piper field annually to ensure resiliency (absorption of shock) and safety for athletes. There could be potential liability issues if the field is considered too hard for play, and someone gets injured.

Marblehead Public Schools will:

Maintain grounds at all Marblehead School District properties, except grass.

Maintain flower beds at all Marblehead School District properties.

Remove all nets and sports equipment used by school teams from playing fields on Marblehead School District property at the end of each day.

Ensure that Marblehead High School Softball sets up the temporary fence at the start of the High School softball season and takes the fence down immediately at the end of the Marblehead youth Softball season.

Provide a consistent point of contact person who will work with the Director of Recreation to provide appropriate space and times for year-round Recreation and Park usage of school facilities and grounds.

Provide appropriate rain locations for Summer Recreation and Park programs.

MARBLEHEAD COMMUNITY CENTER

www.marblehead.org

10 HUMPHREY STREET
MARBLEHEAD, MASSACHUSETTS 01945-1906

TELEPHONE: (781) 631-3350



TOWN OF MARBLEHEAD



Recreation & Parks Department

Addendum for Sept 1, 2026- Aug 31, 2027

- Recreation & Parks programming at the Brown and Glover School Gyms after school 2:30-3:30 PM for the school year 26/27.
 - Recreation and Parks programming will not take place on ½ days, no school days, vacations and special events.
- Recreation & Parks will have continued usage of School Properties similar to usage of September 1, 2025– August 31, 2026

Exchange of Space

- Afterschool use of the Gym 2:30-3:30p in elementary schools
- Summer Usage
 - Classrooms in the Marblehead Public Schools
 - Piper Field for clinics and other sport appropriate locations
 - Field House for clinics and high school conditioning programs
 - Weightroom for high school conditioning program
- Secured Rain indoor location for outdoor Summer Playground Program and Sports Clinics

School Uses:

- Seaside – High School Baseball, Middle School and Freshman Field Hockey, High School Tennis & Middle School Cross Country
- Gatchells - High School Cross Country & Powder Puff
- Field Trips – Parks, Beaches, Fields & Hamond Nature Center
- Carnival – Devereux Beach
- School Gardens – Bag Pick-up of debris
- Moving of large equipment
- Preparations of Grounds for Special Events for Schools including, but not limited to Graduation, Prom and Town Meeting
- Community Center usage for testing days

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