



DATE POSTED:

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2023-05-21 0:20

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: Lucretia & Joseph Brown Elementary School Library, 40 Baldwin Rd., Marblehead, MA 01945

OR

Zoom Conference: <https://marbleheadschoools-org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVaC2uYOnlpdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Wednesday	July	8	2026	1:00pm
Day of Week	Month	Date	Year	Time

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

- I. Call to Order
 - a. Pledge of Allegiance
- II. School Committee Communication and Discussion Items
 - a. Report Out of June 2026 MOA
 - b. Lease of servers and wireless access points (vote)
- III. Retreat Agenda
 - a. Team Building Wayfinder Activity
 - b. Workshop with Massachusetts Association of School Committees (MASC)
 - i. Presentation on School Committee Roles and Responsibilities
 - c. FY26 Goals
 - i. Discussion of Progress towards FY26 School Committee Goals
 - ii. Discussion of Progress towards FY26 Superintendent Goals
 - d. FY27 Goals
 - i. Discussion regarding FY27 School Committee Goals
 - e. Discussion regarding financial reporting pursuant to override MOU
 - f. Subcommittee and Liaison Assignments (vote)
- IV. 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 strategy with respect to collective bargaining with the Marblehead Education Association Unit A

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 litigation, Ann Haskell v. Marblehead Public Schools, by and through its Duly Elected School Committee, et. al. (Essex Superior Court 2477CV00293), 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 Chapter 30A, Section 21(a)(3) (Purpose 3) to discuss strategy with respect to collective bargaining with the Marblehead Education Association 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.

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V. Executive Session

Adjournment

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Kate Schmeckpeper
Posted by: Lisa Manning
Date: 7/2/2026

Goal: Strengthen Financial Transparency of School Budget

Description: Improve how Marblehead community members understand the school budget by providing clear explanations of cost drivers (including teacher contract increases, Special Education/circuit breaker funding, enrollment shifts, and administrative/legal costs), offering opportunities for dialogue, and building trust in how resources are allocated.

Specific Goal: Successfully implement a structured financial communication plan that measurably increases community comprehension of key budget drivers before the May 2026 Town Meeting.

Metric(s) for Success:

- **Baseline:** Budget information is currently perceived as complex and reactive, with low community confidence and limited structured communication (as seen during 2024–25 strike and early override discussions).
- **Target:**
 - Publish at least 3 clear, accessible budget explainers (e.g., one-page summary, public presentation deck, online FAQ) before March 2026.
 - Host at least 2 community forums dedicated to budget Q&A.

Achievable:

- **Steps:** Collaborate with FinCom and the admin finance team to develop simplified budget visuals; host forums in partnership with PTOs/parent groups; publish explainers through district website and newsletters.
- **What's Needed:** 4–6 hours/month of committee time, material prep, and public forums; coordination with district communications staff.

Relevant: This goal addresses Marblehead's ongoing challenge of explaining repeated funding requests amid declining enrollment and increasing contractual costs. Improving budget literacy and trust is essential for community alignment and informed voting during our May 2026 Town Meeting.

Time-Bound:

- **Intermediate Review:** January 2026 - at least one explainer published and one forum completed
- **Completion:** March 2026 - all explainers and forums finalized ahead of Town Meeting.

Owner: Budget Sub-committee in consultation with the Communication Sub-committee

School Committee Data-Driven Decision-Making and Communication Goal

1. Name of Goal:
Data-Drive Decision-Making and Data Storytelling
2. Summary/Description of Goal:
Integrate data collection and data-based decision making into SC decisions and initiatives. Build tools for data collection and reporting using mostly existing sources, and explore tools to centralize reporting. Schedule regular administration reports focused on pairing data with narrative and district learnings tailored for community reporting and engagement. This aligns with the superintendent's own goals.
3. Why did you choose this goal?
To focus the SC on data-based decision-making with an emphasis on better community engagement and transparency into SC decisions, tools that provide longevity for future committees, and building a complete historical data snapshot on continued district success.
4. How will you measure this goal?
 - Help the administration develop and approve a dataset that effectively communicated district progress and challenges
 - Establish a regular cadence of data and story reporting
 - Effectively report out the data that is driving our decisions, both in SC meetings and communications with the community
 - Send out surveys (in collaboration with the administration when appropriate) to gather hard data on community interests.
5. What will the evidence be that demonstrates meeting this goal?
 - a. Hit the above identified stages (timeline to be determined below)
 - b. Success in supporting the superintendent's own goals
 - c. Providing evidence of data-driven School Committee decisions

Strategic Planning Goal 2025-2026

School Committee Goal: Refocus School Committee efforts on high level district oversight and strategic planning in a way that supports the operational work and priorities of our administrators. To do this, the School Committee will:

- Agree to a statement that articulates a clear division of responsibilities between the School Committee and the administration. (There are good examples from MASC and other districts.) Post to the School Committee website and reference. Evaluate through check-ins with the superintendent and his team.
- Support the superintendent in completing the District Improvement Plan by:
 - Setting a near-term deadline for School Committee review of the draft to ensure that the plan reflects School Committee priorities
 - Establishing a timetable for the superintendent to gather and process stakeholder input and monitoring adherence to that timetable
 - Reviewing and approving the finalized plan in spring 2026 for implementation on July 1, 2026
- Consider strategic planning frameworks for the district moving forward, with clearly articulated responsibilities for the School Committee in that process.
 - Schedule a MASC workshop on the School Committee's planning responsibilities, both on an annual and longer term basis
 - Appoint a member or ad hoc subcommittee to develop a proposed plan for consideration by the full School Committee in spring 2026, to run concurrently with the District Improvement Plan.
 - This plan will outline both annual and longer-term planning and oversight responsibilities for the School Committee with a proposed timetable for action.
 - The development of this plan will include looking at annual work (such as goal setting and tracking, setting of budget priorities and the approval of school improvement plans), as well as longer term planning and visioning (such as the district mission and vision, portrait of a graduate/learner, and development of the next district improvement plan), all while adhering to the appropriate and agreed upon division of responsibilities between the School Committee and the administration.

Elevate Educator Voices Goal 2025-2026

School Committee Goal: Explore options to elevate educator voices and perspectives in school committee decision making in formal and informal ways.

- Jointly with the administration, hold a series of listening sessions to understand educators' perspectives on issues in our district
 - Work with superintendent to determine participants and format that will enable productive, candid conversations
 - Focus sessions on specific schools or topics and set parameters to ensure constructive discussions
 - Use information gained in those sessions to inform district priorities and initiatives
- Explore adding additional non-voting representatives to the school committee in order to bring additional perspectives to the committee's deliberations.
 - Appoint a member or an ad hoc subcommittee to assess ways other school committees increase participation by stakeholders in committee deliberations, looking at options to bring student, educator, SEPAC and METCO voices to the table.
 - Consult with MASC representative on ways this is done in other communities
 - Research via school committee websites and/or MASC listserv composition of school committees in other communities
 - Report back to the full school committee in spring 2026 on options, pros and cons, and next steps for implementation

Superintendent Goal Update

July 8, 2026

Goal 1: Professional Practice Goal:

1. Name of Goal:

Further development of building administrators as the instructional leaders of their schools in alignment with district-wide expectations for increased rigor and cohesive practices PK-12

2. Summary/description of goal:

Principals are the instructional leaders of their schools and, as such, need to ensure practices within their individual buildings are meaningful and aligned with district expectations that all students' instructional needs are being met. In a district that has five buildings operating, it is important for those buildings to operate cohesively and not in "silos." This goal is meant to ensure that there is collaboration, communication and alignment of instructional practices both vertically across all grades and horizontally for grades PK-3. Embedded in enhancing the instructional leadership of our building administrators is the expectation that increased rigor is developed to meet the high expectations for Marblehead Public Schools.

3. Why did you choose this goal?

In the absence of cohesive expectations, discussion and collaboration, school building administrators have a tendency to operate their buildings somewhat myopically. This is not done intentionally, but it is something that transpires organically. This goal was chosen in an attempt to ensure that there is cohesiveness across the schools in regard to educational language used, instructional practices that are research-based and substantially similar between buildings, that all students have a pathway from PK-12 that is aligned, and so that transitions between grades and between buildings can become more seamless. This is especially important with the shift in responsibilities for curricular alignment, oversight, and training shifted from previously employed curriculum directors to the Lead Teacher and Instructional Coach model that is currently in place. Building principals are charged with ensuring that all aspects of instruction are managed accordingly and in alignment with district expectations, as well as, helping to determine resources, professional development, and support needed for educators to effectively provide academic and social/emotional instruction to our students.

4. How will you measure this goal?

This goal will be measured, in part, via surveys administered to staff regarding their input into the effectiveness of each building principal as an instructional leader. Implementation of instructional learning walks by principals in each other's buildings will be a way to

create meaningful conversation, feedback and sharing of ideas at bi-weekly administrator meetings. This data will help inform the focus of instructional leadership, encourage collaboration and help establish cohesive practices. This is also a shared evaluation goal for each principal so the success of the goal will be measured by ensuring that I effectively evaluate each principal based upon them providing schedules, feedback forms and any data collected throughout the year.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the administration and review of staff surveys along with the completion of scheduled learning walks by each principal, by sharing of their experiences within our bi-weekly administration meetings, and by providing feedback regarding instructional practices throughout the district as indicated within each principal's educator evaluation.

6. What is the timeline for this goal? (start, benchmarks, end)

Each principal will schedule at least two learning walks at each other's building between October and June. At each bi-weekly administrator meeting, principals will share experiences of their instructional learning walks so that there can be a more in-depth analysis by the administration team of our shared practices. By the end of the school year, each principal will have done an instructional learning walk at each other's building twice and shared feedback, insights, and thoughts with the team. By the end of January, each principal will have met with me to provide mid-year progress on this goal and by June, feedback will be provided as a part of each principal's educator evaluation. Staff surveys will be administered in the spring and the feedback will be reviewed and shared with each principal, which will help inform areas of strength and identify any areas of growth while also assisting with providing a basis for establishing future goals. Over the course of the next 18 months, I will ensure that I have addressed this goal and the benchmarks and share quarterly reports of changes to practices that may result from ongoing observations, discussions and results of the surveys

Standards and Indicators:

IV. Professional Culture

IV-D: Continuous Learning

IV-E: Shared Vision

Progress toward Goal 1:

Based upon shared evaluation goals, each building principal embarked upon Learning Walks within each other's buildings. This goal was fully achieved by all but one principal, who completed 80% of the walks. The Learning Walks are a point of reflection for the administration team. Experiences, thoughts, ideas are shared in an ongoing way among the team during scheduled admin team meetings. These rich discussions help to establish consistency in

instructional practice and allow each principal to understand what is transpiring in the other buildings. This allows for alignment of practice, cohesive expectations, communication, collaboration and increased capacity for culture shifts across the schools and the district as a whole.

The staff surveys were not administered in the spring as initially planned. They will be sent at the beginning of the school year, instead, and we will plan to use the results for the development of evaluation goals for the upcoming school year. During the upcoming administrator retreat in August, the team will begin discussion around shared goals, expectations, culture-building and specific agreed-upon focus of next year's Learning Walks.

Goal 2: District Improvement Goal:

1. Name of Goal:

Enhancement of practices related to the hiring, training and retention of licensed Marblehead Public Schools educators

2. Summary/description of goal:

This goal is being created to address the hiring, training and retention of licensed educators in Marblehead Public Schools. Our goal is to hire high performing and highly qualified educators and ensure that they are provided the appropriate training, support and resources so that they remain in the district and become part of the fabric of our educational community for an extended period of time. There are many facets to creating a school culture in which people want to belong and this goal will explore ways in which we can enhance accountability, establish solid educational programming, grow leaders, and provide meaningful and sustainable mentorship and support for new and veteran staff.

3. Why did you choose this goal?

Retention of staff is always something that needs to be addressed in any workplace. Marblehead has a reputation for providing high academic standards, but positionality among the north shore communities can inhibit the longevity of staff. It is incumbent upon the administration to ensure that there is cohesive, collaborative and meaningful support in place for our educators so that they can manage their learning spaces in the most efficient and effective manner to foster student success. Exploring these factors and determining ways that we can engage our educators more productively is why this goal was established.

4. How will you measure this goal?

Measurement of this goal will be done through oversight of the HR department's specific tracking of hiring from year to year and by providing opportunities for, and tracking of, exit interviews for staff that leave the district. The data collected will help establish trends and inform hiring and retention practices. Reviewing data from our Lead Mentors as a part of our robust mentor program will assist in tracking the training that is being provided and will help to ensure that the training is helping to make meaningful gains in retention of our educators. We will measure the success of this goal, in part, by targeting a 10 % decrease in the number of departures of licensed educators throughout the next 18 months.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the creation of a systemic tracking system, feedback from our Lead Mentors, development of an exit interview process and by culling data

related to hiring and departure of staff throughout the district. Quarterly reporting of the progress on this goal will also provide evidence of meeting this goal.

6. What is the timeline for this goal? (start, benchmarks, end)

Over the next 18 months, systems will be created and implemented so that by the end of this goal period hiring and retention practices will be in place that are meaningful and tangible. The data collected throughout the next year and a half will assist in ensuring that this goal is met in a timely manner.

I. Instructional Leadership

I-E: Data-Informed Decision-making

II. Management & Operations:

II-B: HR Management and Development

IV. Professional Culture:

IV-A: Commitment to High Standards

IV-E: Shared Vision

Progress toward Goal 2:

A tracking sheet has been created by Human Resources which outlines resignations, retirements, and non-renewals. This is the first year that the data has been captured in a focused way, so there is no meaningful comparative data by which to establish trends. This will be an ongoing focus as we move forward.

I have been conducting exit interviews of staff willing to do so. Prior to the end of this school year, I met with five departing staff members (four resignations and one non-renewal) to garner feedback, thoughts and reasons related to their departure from Marblehead Public Schools. Two resignations were due to staff changing career paths, one was not happy about the evolution of their job from when they were hired to the end of the year, and the staff that was non-renewed wanted to share thoughts about how they could have been supported differently. All of the information obtained is helpful in determining how we can do better, what supports are needed, how resources can be allocated appropriately, and how we can provide ways to obtain feedback/input “in the moment” so that we are acting in a proactive, versus reactive manner.

Goal 3: District Improvement Goal:

1. Name of Goal:

Continuation of the development of the Marblehead School District Improvement Plan (DIP) 2026-2029

2. Summary/description of goal:

Massachusetts requires the establishment and implementation of a District Improvement Plan (DIP) for public schools in three year increments. The DIP is sometimes referred to as a strategic plan.

3. Why did you choose this goal?

Marblehead currently has a “Plan for Success” in place which is due to be revamped in the 2026-2027 school year. It is important that a new plan is created and that the plan ensures input and feedback from all stakeholders. Each School Improvement Plan is supposed to align with the DIP and that will be the focus as we develop the updated plan for the district.

4. How will you measure this goal?

This goal will be measured by the steps outlined to complete the plan and the completion, approval and dissemination of the plan itself. The district administrators and building administrators have provided input to the plan. The document that will be shared with staff and the School Committee (hopefully by the end of December). Once that input is integrated, the document will be sent to secondary students and parents/caregivers for input (end of January-February). The final pieces to the plan development will be to garner further feedback from the School Committee and present the plan in public for final approval and dissemination (April/May School Committee meeting). Stakeholder input into the creation of the plan will, by virtue of each step in the process, measure the goal as the plan is developed. The new plan will be much more comprehensive and will include specific goals, benchmarks and objectives. Ultimately, School Committee approval and dissemination of the plan will measure and monitor the progress of this goal.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the completion of each of the aforementioned steps and by the final plan being presented to the School Committee in the spring based upon data collected from student, parent, caregiver, community and staff surveys.

6. What is the timeline for this goal? (start, benchmarks, end)

The District Improvement Plan is in process with stakeholder input being solicited. Currently, district administrators have provided their input. Staff and community members will have the opportunity to provide their input. The proposed DIP will then be brought to

the school committee for input and feedback prior to final acceptance of the plan in order to be implemented for the start of the 2026-2027 school year.

Standards and Indicators:

I. Instructional Leadership

I-B: Instruction

I-E: Data-Informed Decision-making

II. Management & Operations:

II-A: Environment

II-E: Fiscal Systems

III. Family & Community Engagement:

III-A: Engagement

III-C: Communication

IV. Professional Culture:

IV-A: Commitment to High Standards

IV-E: Shared Vision

Progress toward Goal 3:

I am happy to share that the District Improvement Plan (DIP) has been completed as planned. Input/feedback was obtained from administrators, parents/caregivers, staff and school committee members. This plan will now be the blueprint for how each School Improvement Plan (SIP) is created so that there is consistency across the district and so that we are all moving forward together. As this school year unfolds, evaluation goals will be established with administrators that are tied to the DIP and assist in addressing the objectives and goals outlined throughout each year of implementation.

School Advisory Councils (SACs) at each school will be able to use the DIP as a backdrop to working on the individual school goals so that the SIPs dovetail with the DIP in meaningful ways. Ongoing review and discussion about how we are addressing/meeting objectives will take place throughout each school year to ensure that we remain on track with implementation.

Goal 4: Student Learning Goal:

1. Name of Goal:

Identifying meaningful ways to assess and enhance/improve students' academic achievement and social/emotional growth PK-12

2. Summary/description of goal:

It is incumbent upon administrators to ensure that we have ways to assess student achievement and growth beginning in the early grades and carried through graduation. In the absence of MCAS as a graduation requirement, it is even more important that we address ways to ensure students are meeting standards and that their achievement is accurately documented in multiple ways. Over the next 18 months, I will work with administrators, data team members and our instructional coaches to collect pertinent student data focusing on areas of strength and identifying areas of growth and development in order to ensure that district assessments are providing meaningful data to affect positive student achievement and growth. Along with ensuring that the district has the appropriate assessment tools in place, this goal will also explore ways to ensure that the curricular materials and resources are supported by our budget and are implemented with the proper training for educators.

3. Why did you choose this goal?

Educators are generally good at knowing where their students' strengths and areas of growth lie, however, having specific measures of academic achievement and social/emotional growth is important to ensure that student outcomes are aligned with our high expectations. It is important to share, with our educational community stakeholders, the ways in which student growth and achievement is measured, what tools we are using across the district, and how those tools are chosen and utilized. It is equally important to ensure that the budget supports the curriculum, assessments, training and resources required for educators to successfully implement programming and assessments across the district.

4. How will you measure this goal?

This goal will be measured by review and sharing of data derived from district assessments including, but not limited to: DIBELS, iReady, IXL, MCAS, and common assessments. Specific data points will be identified and discussed with stakeholders to determine areas of focus. Meetings and discussion with administrators, data team members, guidance and our instructional coaches will help inform the data collection and review process. Professional development is key, especially when new curricular material/assessments are implemented, so ensuring that feedback from educators regarding PD provided will help measure effectiveness of this goal. Student outcomes on assessments will measure the success of this goal based upon comparison to previous assessment periods and how our students compare to similar districts.

5. What will the evidence be that demonstrates meeting this goal?

Evidence toward the achievement of this goal will be provided through data gathered from the aforementioned assessments through mentor meetings, data team meetings, input from administrators, assessment results and ongoing conversations with instructional coaches and building-based educators and administrators. Utilizing scores on AP exams, SATs, ACTs and assessments of special education students will also be important evidence toward completion of this goal. Comparing student growth year over year and in comparison to similar districts will be a way to measure the success of the assessment tools, curricular material, resources provided and student achievement moving forward. Reporting the data culled to the School Committee quarterly will assist in providing evidence of meeting this goal in an ongoing manner.

6. What is the timeline for this goal? (start, benchmarks, end)

Data is collected and reviewed from assessments throughout the year and will be reported to the school committee quarterly. Report cards, progress monitoring and state/district assessment results will provide benchmarks as well. Over the course of the next 18 months, I will ensure that there will be cohesive, research-based assessments that provide student achievement data highlighting areas of strength and areas of growth that will be continually addressed.

Standards and Indicators:

I. Instructional Leadership

I-C: Assessment

I-D: Instruction

I-E: Data-Informed Decision-making

II. Management & Operations:

II-C: Scheduling & Management Information Systems

Progress toward Goal 4:

Research-based assessments are in place throughout the district. These are generally coupled with the curriculum that has been reviewed and adopted and provide data points by which instruction is tailored for our students.

Each building principal shared the MCAS data from their schools with the school committee this year as is the case each year once the data is released to the public. Julia Ferreira shared some of the data collected through the Office of Teaching and Learning as well. School-based data teams, administrators, and PLCs review assessments, and the data based upon the assessments, in ongoing ways. I will strive toward developing a more focused reporting mechanism and work to provide this information in a more coherent fashion throughout the upcoming school year as outlined in this goal.

MEMORANDUM OF AGREEMENT

This Agreement (“Agreement”) is entered into by, between, and among the Marblehead Public Schools (“District” or “Employer”) and the Marblehead Education Association (“Union”) collectively referred to as the “Parties”.

WHEREAS, the District and Union are parties to a collective bargaining agreement (“CBA”) effective September 1, 2025, to August 31, 2028, governing the terms and conditions of employment;

WHEREAS, the parties have met in a Joint Labor Management Committee (“JLMC”) and discussed the student start times for the Glover, Brown, and Village Elementary Schools and the parties have come to an agreement with respect to those start time amending the CBA.

NOW THEREFORE, the Parties, for good and valuable consideration, agree as follows:

1. The parties agree amend Article VIII, Section A, as follows:

A. Hours:

1. The arrival and dismissal times for students are as follows:

Elementary Schools: ~~-8:00/8:05/8:15 a.m. – 2:15/2:20/2:30 p.m.~~

Glover Elementary School – 8:10 a.m. – 2:30 p.m.

Brown Elementary School – 8:10 a.m. – 2:30 p.m.

Village Elementary School– 7:55 a.m. – 2:15 p.m.

Middle Schools – 8:00 a.m. – 2:30 p.m.

High School – 7:55 a.m. – 2:30 p.m.

The Committee/Administration shall have the right to shift at any time the aforementioned starting and dismissal times for students up to thirty (30) minutes in either direction (earlier or later). Prior to implementing any such change, representative(s) of the Committee/Administration shall meet with the Union to advise the Union as to the reasons for the change and to give the Union the opportunity to express their opinions concerning the change.

2. In addition to being present during the regular student day as defined above, teachers at the elementary level shall arrive ~~15~~ 10 minutes before the student arrival time and, Monday through Thursday, shall stay 30 minutes after the student dismissal time and on Friday, 5 minutes after the student dismissal time. Teachers at the middle school shall arrive 15 minutes before the student arrival time and, Monday through Thursday, shall stay 40 minutes after the student dismissal time and on Friday, 10 minutes after the student dismissal time.

Teachers at the high school shall arrive 15 minutes before the student arrival time and, Monday through Wednesday, shall stay 25 minutes after the student dismissal time and on Thursday, shall stay 20 minutes after the student dismissal time, and on Friday, may leave immediately following the student dismissal time. If the last day of the school week falls on a day other than a Friday, the aforementioned rules for Friday shall apply to that day.

The aforementioned time after school provides teacher availability for extra help with students, conferences with parents, teacher meetings, planning, and preparation of materials. Middle school and High school teachers will schedule regular make-up time one afternoon per week after the close of school. It is expected that teachers will spend additional time to expedite these ends.

3. The Union acknowledges that the Superintendent, or his designee, may require teachers, to stay in attendance for a meeting until 4:00 p.m. but not more than three (3) such meetings (meetings lasting until 4:00 p.m.) may be required per month. In the event that the Superintendent, in consultation with the chair of the Professional Development Committee, schedules and gives advanced notice of a 5:00 p.m. meeting, one less 4:00 p.m. meeting will be scheduled that particular month. Nothing contained herein shall be interpreted to limit whatever rights the Committee/Administration may have concerning after school meetings apart from the aforementioned added language.

Teachers may make a request to the appropriate administrator that certain teacher group meetings which they intend to hold be "counted" as one of the four "4:00 p.m." monthly meetings that the Union acknowledges may be required by the Administration under this Section A2. The type of teacher initiated group meetings referred to herein are as follows:

- (a) Grade level curriculum meeting
 - (b) Department meeting
 - (c) Curriculum meeting
 - (d) Teacher initiated group meeting approved, in writing, by the Superintendent or their designee
4. Teachers will have a daily duty-free lunch period of from 25 to 50 minutes long (the specific length of time dependent on the conditions in each school) scheduled within the regular work day, during which time they may leave the building on providing notification to the office of said school. The prior sentence shall not apply to school nurses. School nurses, to the extent possible, will have a duty free lunch contingent upon meeting student medical needs.
 5. The Administration shall schedule, for the elementary schools during the 1996-97 school year, six early release days. The nature and the scheduling of these early

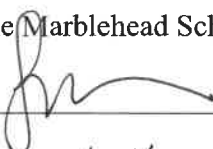
release days shall be at the Superintendent's discretion and includes the parent conferences early release days. This commitment is only for the 1996-97 school year. (The amount, if any, of early release days, and the nature and scheduling thereof, in future years is recognized by the Union to be a matter for administrative determination.)

6. The Union acknowledges that the Administration may require teachers to attend up to three evening meetings per year, at least one of which would be an open house.
7. Nothing contained herein shall be interpreted as a limitation on whatever rights the Committee and/or Administration may have to require teacher/s to attend other evening meetings.
8. Beginning in the 2026/2027 school year Allied Arts class time in the Glover, Brown, and Village Elementary Schools will be increased by five minutes per day: from forty-five minutes to fifty minutes.

2. General Provisions

- a. Severability. If any term(s) or provision(s) of this Agreement shall be held to be invalid or unenforceable for any reason by a court of competent jurisdiction, the validity or enforceability of the remaining terms and provisions shall not be affected.
- b. Entire Agreement. This Agreement constitutes the entire agreement between the parties and supersedes all prior and contemporaneous agreements, understandings, negotiations, and discussions, whether oral or written, of the Parties. This Agreement does not modify or supersede any provision or term of the CBA beyond those explicitly set forth herein. All other existing conditions, rules, and benefits outlined in the CBA remain unchanged and continue to be in effect.
- c. Governing Law: This Agreement shall be interpreted, enforced, governed, and construed by, under, and in accordance with the laws of the Commonwealth of Massachusetts.
- d. Modification, Termination, or Waiver. This Agreement may only be amended or modified by a written instrument. The failure of any party at any time to require the performance of any provision hereof shall in no manner affect the right of such party at a later time to enforce the same.

For the Marblehead School Committee,

By:  _____

Date: 6/24/26

For the Marblehead Education Association,

By:  6/23/26

By:  6/23/26

Date: _____