



DATE POSTED: 6/11/26
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2026 6 11 6

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/97886762817?pwd=5hT6kswajICtbJVaC2uYOn1pdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	September	3	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. Call to Order
 - a. Pledge of Allegiance
 - b. Commendations
 - c. Public Comment
 - d. Student Representative
- II. District Updates
 - a. Superintendent Update
 - b. Financial Updates
 - i. FY26 Update
 - ii. FY27 YTD Update
 - c. Facilities Updates
 - i. Roof Projects
 - ii. Summer Maintenance
- III. Consent Action and Agenda Items
 - a. Schedule of Bills (vote)
 - b. Meeting Minutes: (6/11/26, 6/22/26, 7/8/26, 8/14/26) (vote)
 - c. Donations (vote)

- IV. School Committee Communication and Discussion Items
- a. Director of Finance Appointment (vote)
 - b. Calendar Update, October 21st Half Day, Marblehead High School (vote)
 - c. May 2027 Bournedale Field Trip (vote)
 - d. Policy ACL: Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (PROTECT ACT) – First Reading
 - e. Discussion regarding FY27 School Committee Goals
 - f. Discussion regarding superintendent evaluation process
 - g. Subcommittee and Liaison Updates
- V. Adjournment

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Kate Schmeckpeper
Posted by: Lisa Manning
Date: 8/31/2026



Marblehead Public Schools

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

John Robidoux
Superintendent of Schools

Julia Ferreira
*Asst. Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Asst. Superintendent of
Student Services*

Michael Pfifferling
*Asst. Superintendent of
Finance & Operations*

Date: September 2, 2029
To: Marblehead School Committee
From: Michael Pfifferling
Re: Budget Update

FY26 Budget Closeout

We are awaiting the final Town Closeout in order to provide an update to the School Committee and complete our DESE FY26 End of Year Report. As of this moment, my projection is that the School Department will return approximately \$800,000 to the Town's General Fund. This represents 1.6% of the School Department's FY26 Operating Budget.

As part of the FY26 budget, we prepaid \$1.5M in Special Education Out of District Tuitions towards FY27 projected costs. \$1.1M was a result of prepaying FY26 tuitions in FY25. The remaining \$400K came from salary savings throughout FY26.

FY27 Budget Update

We are closely watching hiring trends within the district to ensure our salary lines arrive at or near projections. The Superintendent and Leadership team have been diligent in understanding how tightly we budgeted FY27 salary lines, with close attention to the Retirement Savings Offset placed in the FY27 budget. With \$33.7M of our \$47.2M (71.4%) FY27 budget directly aligned with salaries, hiring precautions for vacant positions have been our top priority.

With Special Education Out of District Tuition and Transportation representing \$3.18M (or 6.6%) of our FY27 budget, the Finance Department and Student Services have been tracking these placements and lines consistently. Note, the true cost of OOD Special Education is \$6.8M when accounting for \$1.5M in Prepaid and \$2.09M in Circuit Breaker Reimbursement.

We have also encumbered all projected utilities costs for FY27.

With the first major payroll of FY27 occurring on 9/10, we will be in a much better position to project salaries during our October Business Update.

Respectfully submitted



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Michael Pfifferling
*Asst. Superintendent of
Finance & Operations*

Date: September 2, 2029
To: Marblehead School Committee
From: Michael Pfifferling
Re: Summer Facilities 2026

Over the past 3 months, the Facilities Department has been working diligently to prepare our schools for the 2026-2027 School Year. As we have not backfilled the Facilities Director position as of today, I would like to extend my deepest appreciation to Lisa Manning, James Douglass, and Gilberto Hernandez for their dedication and support in filling the gaps during this vacancy. In addition, our custodial and maintenance teams have worked tirelessly to ensure our buildings were ready to welcome students and staff this past week.

Here is an update on projects that were completed or are in progress:

Brown Elementary School:

- Replaced motors and wiring on HVAC 2
- Replaced coil on HVAC 1
- Repaired and updated LG AC units/controls in offices
- Repaired Pre-K Playground fence damaged during snow removal
- Installed posts for netting on field – (netting to be installed this fall)

Glover Elementary School:

- Worked on new HVAC system controls – staff have expressed their extreme appreciation
- Completed HVAC Mini-Split project in Cafeteria / Kitchen
- Installed Mosaic Art Display created by Matt Cronin with the assistance of Maggie Doben and Glover School Students
- Removed portable AC units and reinstalled glass window panels – no longer needed due to HVAC project completion
- Painted lines for student arrival organization

Village Elementary School

- Installed ADA Door Openers
- Installed portable AC units / wiring
- Replaced 4 mini-split units supporting technology closets
- Installed Bottle Filling Station at Hopkins Field
- Prepared Hopkins Field Restrooms for Fall Sports use
- Replaced fencing around Hopkins Field
- Replaced Sump Pumps under Village School
- Installed new EV Charger (for school vehicle use only)

Veterans Middle School

- Completed D-Wing Roof / HVAC project
- Removed D-Wing Technology Classroom floor (installing a poured concrete floor with epoxy finish)
- Painted floors in PAC Dressing Rooms
- Working on HVAC units supporting the PAC and Library

Marblehead High School:

- Roof / HVAC Project
 - 99% complete
 - All roofing membrane installed
 - Flashing and edging completed
 - Roof Drains completed – undergoing testing
 - All rooftop HVAC units replaced
 - Fine-tuning / balancing currently occurring
 - Replaced all rooftop exhaust fans
 - Replaced Science and Art Room exhaust systems
 - Currently \$2.7M under Town Meeting Approved Funding
 - Currently \$700K under Budget (mostly in owner's contingency)
- Added wall separating the Guidance Suite from the entryway
 - Painting to be completed on 9/4
- New ice maker installed in Athletics
- Air Curtains installed over main entry doors
- Heating unit installed at Security / Visitor desk

Projects to be completed this fall:

Brown Elementary School:

- Install netting on upper field

Glover Elementary School:

- Remove small rocks in Playground Area
- Patch walls in Cafeteria (part of HVAC Mini-Split Project)
- Install Ceiling Tiles in Kitchen (part of HVAC Mini-Split Project)

Village:

- Planning for Courtyard Renovation

Veterans Middle School:

- HVAC Repairs on PAC and Library Units

Marblehead High School:

- Treat poison ivy near the sidewalk between Council on Aging / Rec & Park and the High School
- Dispose of surplus materials behind the Field House
- Replace the coping around the hardwood court in Field House
- Install Administration Parking Signage
- Replace B-Wing Restroom Door

Future needs:

- Paint ceilings and Walls at MHS
- Paint Field House at MHS
- Fully refinish Gymnasium floor at Veteran's Middle School
- Carpet / flooring in the PAC

Capital Projects:

As the FY27 budget did not include Capital Funding until after override vote (Town requested \$1M in year 1, with the schools requesting \$500K additional in year 3), Capital budgets were announced last month. The School Department received the following Capital Funds for FY27:

- | | |
|---|----------|
| • Veterans Clock / Bell System | \$36,005 |
| • Snow Removal Equipment | \$50,000 |
| • Upgrades to Hopkins Field Structure | \$25,000 |
| • Brown School Playground Shade Structure | \$30,000 |

- Veterans School Gymnasium Lighting Refresh \$18,881
- Village School Gymnasium Lighting Refresh \$16,060

Typically, Capital Project Funding does not need to be fully expended within the Fiscal Year, however, due to how the funding was structured in the Override, all 6 of these projects need to be completed (or fully encumbered) by June 20, 2027.

State Earmarks:

The School Department has received Earmarks from the State for the following projects:

- MHS Culinary Arts Classroom Refresh \$25,000
- Installation of Camera System on School Buses \$40,000

Update on Facilities Director Search:

We conducted a search for a new Facilities Director earlier this summer, which resulted in a failed search. We are in the process of conducting our second search and are optimistic we will present a dynamic candidate to Dr. Robidoux for this critical position. I would like to express my sincere appreciation for the following School and Town employees, as well as community members for serving on the Search Committee:

- Marc Liebman (Community Member and Chair of the Town's Planning Board)
- Stephen Cummings (Town of Marblehead Building Commissioner)
- Jason Gilliland (Town of Marblehead Fire Chief)
- Lisa Manning (Executive Assistant for Facilities and Transportation Coordinator)
- Michele Carlson (MHS Principal)
- Mary Maxfield (Brown School Principal)
- Kent Wheeler (MPS Athletic Director)
- Stephen Kwiatek (MPS Technical Director)

Respectfully submitted,



Mike Pfifferling

Assistant Superintendent of Finance and Operations



Marblehead Public Schools

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Dr. John Robidoux
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*Assistant Superintendent of
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MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent of Finance and Operations
DATE: August 31, 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
A27-6 – DW – MSR	\$1,998,728.04
A27-6 – DW – National Grid – MSR	\$1,853.06
A27-6 – SS – KG	\$17,245.84
A27-7 – DW – MSR	\$68,487.16
A27-7 – SS – KG	\$66,457.99
A27-8 – FAC – LM	\$7,674.48
A27-9 – FAC – LM	\$57,886.51
Total	\$2,218,333.08

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$2,218,333.08 as presented



DRAFT

Marblehead School Committee

Chair: Kate Schmeckpeper

Meeting Date, Time & Location: Thursday, June 11th, 2026, 7pm, Marblehead High School Library, 2 Humphrey St, Marblehead MA 01945

SC Members Present:, A. Williams, K. Schmeckpeper, H. Gwazda, M. Clucas, A-M. Jordan

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Opening, Pledge of Allegiance, and School Committee Reorganization (00:00:00–00:04:00)

- a. Meeting called to order June 11, 2025 at 7pm; noted as being recorded; Pledge of Allegiance recited.
- b. Nomination and election of School Committee Chair.
 - A motion was made by Melissa Clucas and seconded by Henry Gwazda to elect Kate Schmeckpeper as Chair of the School Committee.
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- c. Nomination and election of Vice Chair.
 - A motion was made by Al Williams and seconded by Henry Gwazda to elect Melissa Clucas as Vice Chair.
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- d. Nomination and election of Secretary.
 - A motion was made by Melissa Clucas and seconded by Ann-Marie Jordan to elect Henry Gwazda as Secretary.
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- e. Subcommittee appointments deferred to upcoming School Committee retreat.

Commendations and Public Comment (00:04:00–00:08:00)



a. Chair Kate Schmeckpeper commended Girl Scout Troop 64458 for earning their Bronze Award by restoring Village School entrance signs.

b. Public comment:

- Mary McCariston (Pinecliff Drive) congratulated the newly organized committee and expressed confidence in its members.
- No online public comments were received; public comment was closed.

c. Chair Schmeckpeper requested agreement to take the agenda out of order for Brown Elementary School students' spotlight presentation.

- The committee agreed.

Brown School Student Leadership Spotlight (00:08:00–00:18:00)

a. Principal Mary Maxfield introduced the Brown School Student Leadership Council spotlight.

- Students presented on their election, activities, and growth as leaders.

b. The Leadership Council described key activities.

- Organized community meetings, Earth Day activities, garden planting, teacher interviews, and gathered student input on library book selections.

Superintendent Update and Staff Retirements (00:18:00–00:27:00)

a. Superintendent John Robidoux noted the override approval allows the district to reset and plan.

b. Staff retirements recognized by Superintendent Robidoux:

- Judy Cowan – Instructional Assistant, Village School (20 years)
- Maura McMahon – Special Education Teacher, Village School (11 years)
- Ronjo Flynn – First Grade Teacher (16 years)
- Jamie Brackey – Custodian (21 years)
- Mary Roberts – Instructional Assistant, Glover Elementary (4 years)
- Christine Simard – Food Services (10 years)
- Mark Tomy – Assistant Athletic Director (17 years)

Financial Update (00:27:00–00:30:00)

a. Assistant Superintendent of Finance & Operations Michael Pffferling reported unexpended balance of \$1.703 million as of May 30/31.



- District prepaying special education out-of-district tuitions for next year using current-year funds to balance next year's budget; approximately half already encumbered.
- b. Clearest year-end picture expected June 18–21 after final payroll.
- Approximately \$200,000 remaining; district anticipated to end the year in a strong financial position.

Consent Agenda Approval (00:30:00–00:31:00)

- a. Consent agenda included:
- Schedule of bills totaling \$1,456,265.34
 - Draft meeting minutes from May 21, 2025
 - Revisions to policies ECAB, ECAF, EEAEA, IGB, IHAMA, IHBH, JB, JFABE, JFABF, JFBB, JH, JHD, JICE, JICFA, JIH, JJ, JJE, JJIB, JL, JLC, JLCA, JLCB, and JLCC
- b. A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the consent agenda.
- c. The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

High School Performing Arts Trip Request and Handbook Updates (00:31:00–00:38:00)

- b. Colleen Ingalls presented a high school performing arts trip to Disney World; ~50–60 students; cost \$2,481 per student.
- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the high school performing arts trip to Disney World.
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- c. Assistant Superintendent Julia Ferreira presented annual student handbook updates across all schools; Superintendent John Robidoux requested addition of elementary language requiring principals to notify the superintendent before initiating student suspension.
- A motion was made by Henry Gwazda and seconded by Al Williams to approve the student handbook updates with the superintendent's additional elementary suspension notification language.
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

Plan for Success Five-Year Accomplishments Report (00:38:00–01:09:00)



a. Assistant Superintendent Julia Ferreira presented a five-year accomplishments report on the district's Plan for Success strategic plan (adopted 2021), now succeeded by the new district improvement plan.

b. Key accomplishments reported:

- Completed full 6-year curriculum review cycle with new adoptions in literacy, math, science, and first-ever K-12 SEL curriculum (Wayfinder).
- Implemented robust data/assessment system with reliable benchmark data from 2022-23 onward.
- Embedded enrichment/intervention blocks K-12; integrated MET career pathway at high school.

c. Results and progress:

- K-3 end-of-year: 81% at/above grade level in math; 87% in reading.
- High-needs math meeting/exceeding expectations rose from 27% to 34% since 2022; no significant change in science, prompting new curriculum adoption.

d. Additional accomplishments:

- Overhauled student placement process; expanded AP offerings; free full-day kindergarten planned for 2027-28.

e. Committee members and Superintendent Robidoux discussed forward priorities including instructional practices, attendance impact on outcomes, and tracking longitudinal SEL data.

Budget Transfers (01:09:00-01:15:00)

a. Assistant Superintendent of Finance & Operations Michael Pfifferling presented \$731,000 in budget transfers across four categories to out-of-district tuition lines to fund \$1.5 million in prepayments for the next school year.

b. The committee voted on the transfers in a series of four motions:

Transfer 1: A motion was made by Al Williams and seconded by Melissa Clucas to transfer \$488,000 from the district salary lines to the out-of-district tuition lines.

- The motion passed 5-0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

Transfer 2: A motion was made by Melissa Clucas and seconded by Al Williams to transfer \$69,000 from the district contracted services lines to the out-of-district tuition lines.

- The motion passed 5-0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

Transfer 3: A motion was made by Al Williams and seconded by Melissa Clucas to transfer \$101,000 from the district supply lines to the out-of-district tuition lines.



- The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

Transfer 4: A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to transfer \$73,000 from the district professional expenses lines to the out-of-district tuition lines. The motion was amended to clarify the destination as the out-of-district tuition lines.

- The amended motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

High School Auditorium Naming (01:15:00–01:19:00)

a. Superintendent John Robidoux presented proposal to name the high school auditorium after Gregory Dana; Ashley Steffington presented two bronze plaque options costing approximately \$4,794, funded by outside fundraising.

b. Committee preferred Option A; Chair Kate Schmeckpeper noted need for a formal facility naming policy to be prioritized by Policy Subcommittee next year.

c. A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the naming of the high school auditorium as the Gregory Dana Auditorium.

- The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

Surplus Property Declaration (01:19:00–01:22:00)

a. Assistant Superintendent Julia Ferreira requested declaring high school science curriculum materials as surplus property.

- Outdated materials no longer used after new curriculum adoption; charter schools declined donations.

b. A motion was made by Melissa Clucas and seconded by Henry Gwazda to declare Marblehead High School science curriculum materials detailed in the memo as surplus property, as they are outdated, no longer aligned with current curriculum standards, or otherwise no longer needed for instructional purposes.

- The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

c. A motion was made by Al Williams and seconded by Henry Gwazda to authorize the administration to dispose of the surplus science materials.

- The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.

Executive Session Minutes and MEA Memoranda of Agreement (01:22:00–01:23:00)



- a. Executive session minutes remain sealed due to lawful purpose and attorney-client privilege.
- b. June 2026 MOAs with Marblehead Education Association (MEA):
 - MEA petitioned Department of Labor Relations to represent OTs, PTs, BCBAs, PTAs, OTAs, and CNAs.
 - Agreement adds OTs, PTs, and BCBAs to Unit A; PTAs, OTAs, and CNAs to instructional assistant unit.
 - MOAs approved by school committee and included in meeting packet.

Policy Updates and Revisions (01:23:00–01:32:00)

- a. Policy GBEB (Staff Conduct)
 - A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the revisions to Policy GBEB (Staff Conduct).
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- b. Policy JKAA (Timeout, Seclusion, and Restraint of Students)
 - A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the revisions to Policy JKAA (Timeout, Seclusion, and Restraint of Students).
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- c. Policy KCB (Community Involvement in Decision Making)
 - A motion was made by Henry Gwazda and seconded by Al Williams to rescind Policy KCB (Community Involvement in Decision Making).
 - The motion passed 5–0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- d. Four policies noted for second reading; no votes taken — to return for third reading.
 - Policies KDC, KDCD, JLCDC, and JICK.

Subcommittee and Liaison Updates and Adjournment (01:32:00–01:37:00)

- a. Communications Subcommittee: newsletter covered district improvement plan and student achievements; growing distribution list.
- b. Superintendent John Robidoux provided safety and wellness committee updates.
 - Wellness Committee held final meeting; will meet quarterly going forward.



- Information Committee finalized reporting forms for September implementation in electronic, paper, and QR code formats.
 - External safety committee will meet over summer and resume quarterly; internal safety committee improved student discipline and bus conduct reporting.
- c. A motion was made by Melissa Clucas and seconded by Al Williams to adjourn.
- The motion passed 5-0, with votes in favor: Kate Schneckpeper, Melissa Clucas, Al Williams, Ann-Marie Jordan, and Henry Gwazda.
- d. The meeting adjourned at 8:37pm.



DRAFT

Marblehead School Committee

Chair: Kate Schmeckpeper

Meeting Date, Time & Location: Monday, June 22nd, 2026, 12:30pm, Remote Meeting

SC Members Present:, A. Williams, K. Schmeckpeper, H. Gwazda, M. Clucas, A-M. Jordan

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Public Comment (00:00:00–00:01:00)

- a. Chair Kate Schmeckpeper called the meeting to order at 12:30 PM on June 22nd.
- b. No public comment was offered.

Amendment to the Superintendent's Contract (00:01:00–00:08:00)

- a. Chair Kate Schmeckpeper explained the contract requires the committee to set compensation on or before June 30th, that Year 2 salary cannot be lower than Year 1, and the approved FY27 budget included a 3% increase to \$221,450.
- b. Superintendent John Robidoux provided comparative salary data for context.
 - Average superintendent salary across 17 North Shore communities was \$246,000 for 2025–2026, with a projected average of \$253,000 the following year.
 - His proposed salary of \$221,450 would be approximately \$32,000 below the regional average.
- c. Vice Chair Melissa Clucas suggested the committee review superintendent compensation data as part of the budget process next year; the committee agreed.
- d. A motion was made by Melissa Clucas and seconded by Henry Gwazda to amend the Superintendent's contract to set the Year 2 salary at \$221,450.
 - The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
 - Chair Schmeckpeper stated she would work with legal to finalize the amendment; Superintendent Robidoux noted the addendum was already prepared and would require signatures.

**Policy Approvals – Third Reading of New Policies and Revisions to Existing Policies
(00:08:00–00:38:00)**



a. New Policies Approved:

- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve Policy GBE, Personnel Use of Technology.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve Policy KBG, Parent Advisory Councils.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve Policy JICK, Harassment of Students.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve Policy JLCDC, Self-Administration and Self-Carry of Medications.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve Policy KDC, Community Use of Digital Resources.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Al Williams to approve Policy KDCB, District Website and Social Media.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.

b. Revised Policies Approved:

- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve the revision of Policy IGA, Curriculum Development.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the updates to Policy JIC, Student Discipline.



- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve the revisions to Policy JICFB, Bullying Prevention.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the updates to Policy JLCD, Administering Medicines to Students.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve Policy KI, Visitors to the Schools, with the first paragraph stricken.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve the revision to Policy LBC, Relations with Non-Public Schools.
- The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.

c. Notable actions:

- Policy JICK (Harassment of Students): Committee agreed to insert "Marblehead" where template contained placeholder district name references.
- Policy KI (Visitors to the Schools): Superintendent Robidoux recommended and committee agreed to strike the first paragraph to avoid implying unrestricted parental classroom access.

School Committee Retreat Planning (00:38:00–00:44:00)

a. Chair Kate Schmeckpeper solicited input on retreat agenda items.

b. Agreed retreat agenda items:

- Review school committee goals for alignment with the recently approved district improvement plan
- Subcommittee assignments
- Draft MASC document on roles/responsibilities between school committee and administration, to be circulated in advance



- Override MOU with the town, including recommitting to transparent and responsible use of approved funds
- c. Superintendent John Robidoux noted the override provided no additional Year 1 funds, avoiding cuts of 40–50 staff positions.
- Coordination needed with Town Administrator Thatcher Keezer's successor on financial reporting
- d. Select board targeted October for first joint financial update; committee agreed to establish reporting framework early.
- e. Chair Schmeckpeper to work with Alicia to finalize the retreat agenda.

Motion to Enter Executive Session – Collective Bargaining Strategy (00:44:00–00:45:00)

- a. Chair Kate Schmeckpeper called for executive session pursuant to M.G.L. Chapter 30A, Section 21(a)(3), to discuss collective bargaining strategy with the Marblehead Education Association Unit A; the committee would not return to open session.
- A motion was made by Melissa Clucas and seconded by Henry Gwazda to enter executive session.
 - The motion passed 5–0, with votes in favor: Al Williams, Ann-Marie Jordan, Henry Gwazda, Melissa Clucas, and Kate Schmeckpeper.
- b. The meeting adjourned at 1:15pm



DRAFT

Marblehead School Committee

Chair: Kate Schmeckpeper

Meeting Date, Time & Location: Wednesday, July 8th, 2026, 1pm, Lucretia & Joseph Brown Elementary School Library, 40 Baldwin Rd, Marblehead MA 01945

SC Members Present:, A. Williams, K. Schmeckpeper, H. Gwazda, M. Clucas, A-M. Jordan

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Opening Business (00:00:00–00:03:00)

- a. The meeting was called to order at 10:01 a.m. on Friday, August 14th. Public comment was opened, and no one present wished to speak.
- b. The committee took up consent, action, and agenda items.
 - Motion by Al Williams, seconded by Henry Gwazda, to table approval of the July 8 minutes, which had not been uploaded. Passed 5-0.
 - It was noted the next meeting will include four sets of minutes, including this meeting's.
 - Motion by Melissa Clucas, seconded by Henry Gwazda, to approve the schedule of bills totaling \$7,253,831.82. Passed 5-0.

Director of Finance Position Description Discussion and Approval and Adjournment

(00:03:00–00:25:00)

- a. Chair Kate Schmeckpeper introduced the Director of Finance position description, noting that policy GCA requires committee approval of a modified job description.
 - Assistant Superintendent of Finance & Operations Michael Pfifferling is leaving the district.
 - A draft job description and draft job posting were provided to the committee.
- b. Superintendent John Robidoux presented the proposed restructuring to a Director of Finance / Assistant Director of Finance model.
 - Facilities oversight would shift to a Director of Facilities, reporting to Robidoux once hired.
 - Pfifferling agreed to remain available 90 days, to roughly November 6, to assist the transition.



c. Committee members questioned whether the change was a short-term fix; Robidoux confirmed it is intended as a long-term structure.

- Members noted the recently passed \$15 million override warrants a finance-focused role.
- Members observed three assistant superintendents appeared top-heavy for a district this size.

d. The committee discussed span of control, noting Robidoux's direct reports would increase to 11, and asked him to monitor the workload and flag any issues.

- The Director of Facilities would also serve as point person for the facilities subcommittee.
- Robidoux reported confidence in facilities readiness, citing improved preventative maintenance and equipment purchases.

e. Approval of the position description and next steps.

- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to approve the proposed Director of Finance position description. The motion passed 5-0.
- Robidoux will post the opening, sit down with Pfifferling after his vacation to strategize the transition, recommend a candidate hopefully by September 3, and keep the committee posted if that timeline slips.

f. A motion was made by Henry Gwazda and seconded by Melissa Clucas to adjourn the meeting. The motion passed 5-0. The meeting adjourned at 10:25 a.m.



DRAFT

Marblehead School Committee

Chair: Kate Schmeckpeper

Meeting Date, Time & Location: Wednesday, July 8th, 2026, 1pm, Lucretia & Joseph Brown Elementary School Library, 40 Baldwin Rd, Marblehead MA 01945

SC Members Present:, A. Williams, K. Schmeckpeper, H. Gwazda, M. Clucas, A-M. Jordan

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Opening Business and Lease Discussion (00:00:00–00:14:00)

a. MEA Memorandum of Agreement – June 2026

- Chair Schmeckpeper reported that the School Committee and MEA reached a new agreement on school start times and related scheduling for the 2026–27 school year; a copy was included in the meeting packet.

b. Technology Equipment Lease Authority

- Assistant Superintendent Pfifferling explained that a leasing company required written authorization for who may sign leases, prompting a discussion of existing policy DJA, which permits contracts up to three years.
- Superintendent Robidoux and Pfifferling requested the committee confirm their authority to execute multi-year leases (up to 36 months), with any lease over 12 months reported to the committee; the committee agreed the current policy covers this and offered to provide a letter of authorization when needed.
- Pfifferling described a planned lease of wireless access points (E-Rate covering 40%), using a phased three-year leasing cycle at approximately \$150,000 per year to replace end-of-life equipment across the district.

Wayfinder Social Emotional Learning Activity (00:14:00–00:32:00)

a. Assistant Superintendent of Teaching & Learning Julia Ferreira led the committee through a Wayfinder SEL activity called the "Interview Game," focused on the core skill of collaboration.

- Committee members paired up for timed rounds of rapid-fire interview questions with a gamified point system; the activity demonstrated how Wayfinder builds student relationships, belonging, and sense of purpose across a K–12 continuum.



MASC Presentation: Roles, Responsibilities, Policy, and Budget (00:32:00–01:11:00)

a. MASC Field Director Alicia Mallon presented on school committee roles and responsibilities, policy governance, budget oversight, and subcommittees.

- The committee governs through policy and budget (the what, why, and how much); the superintendent manages day-to-day operations (the how, who, when, and where). The committee's power is exercised only through properly posted meetings, and individual members hold no authority outside the body.
- The committee's primary duties include hiring and evaluating the superintendent, setting policy, originating and approving the budget, approving grants/gifts/donations, approving warrants, collective bargaining, and advise-and-consent on key hires (assistant superintendent, business official, director of student services, head nurse, legal counsel).
- School improvement plans are approved by school site councils under current law and only reviewed by the committee; policies are not in effect until adopted by the committee and should be high-level unless DESE mandates procedural specificity.

b. Discussion among committee members addressed several clarifying points raised during the presentation.

- A committee member asked about the advise-and-consent hiring process; Mallon confirmed the superintendent hires all positions except themselves, with the committee approving based on the superintendent's recommendation.
- Chair Schmeckpeper asked whether PTO enrichment donations require individual program-level approval; Mallon advised that at minimum the incoming funds must be approved, and the committee should consult with the school business official on the appropriate level of detail.
- Mallon confirmed that warrant signing should be formally designated annually, that warrants must appear on the next agenda for committee review, and that privacy protections (redaction of addresses, student FERPA rights) must be maintained when sharing warrant information.

MASC Presentation: Subcommittees and Robert's Rules (01:11:00–01:59:00)

a. Subcommittees

- MASC Field Director Alicia Mallon explained that subcommittees must comply with open meeting law, receive a charge from the full committee, and may only recommend—not make final decisions; membership must remain below the quorum of the full body (maximum two members for a five-member committee).
- Chair Schmeckpeper asked whether standing subcommittees need annual recharging; Mallon advised they do not, but recommended discussing each subcommittee's role during annual assignments to transfer institutional knowledge.

b. Robert's Rules, Parliamentary Procedure, and Public Comment



- Mallon reviewed motions (motion, second, discussion, vote), the chair's role as impartial facilitator, quorum requirements (50% plus one), agenda ownership, executive session procedures (roll call vote required, must state whether returning to open session), and adjournment protocol.
- Committee members asked clarifying questions: Secretary Gwazda asked about recording individual votes—Mallon confirmed that only roll-call votes require individual attribution; Vice Chair Clucas asked whether failed seconds must be recorded—Mallon confirmed the motion and lack of a second must appear in minutes; Chair Schmeckpeper asked about tabling items discussed but not yet motioned—Mallon recommended a formal motion to table with a date certain rather than leaving the item unresolved.

School Committee Goals Review and Discussion (01:59:00–03:26:00)

a. FY25 School Committee Goals – Progress Review

- Chair Schmeckpeper reported the budget transparency goal was largely achieved: a comprehensive newsletter was released in April, over ten community forums were held, and sustained collaboration with the finance committee occurred from November through town meeting, exceeding the original targets despite missing the March timeline.
- The committee assessed the data-driven decision-making goal as partially achieved, citing the budget newsletter's use of peer-district comparisons, enrollment data, and override analysis; members agreed more work remains on establishing consistent reporting frameworks and comparative data sets.
- The strategic planning goal was partially accomplished: the district improvement plan (DIP) was approved and took effect July 1; Al Williams circulated a draft division-of-responsibilities document based on MASC guidance, which the committee discussed refining with Marblehead-specific language and clearer communication protocols.
- The educator voices goal was not fully met—no listening sessions were held—but the goals subcommittee recommended Superintendent Robidoux establish a superintendent's educator advisory group modeled on New Bedford's approach, and the committee expressed interest in expanding student representation beyond the single student representative.

b. Superintendent's Goals – Progress Report

- Superintendent Robidoux reported his professional practice goal on building administrators as instructional leaders was substantially achieved: all but one principal completed cross-building learning walks, generating conversations on vertical and horizontal alignment that will inform a focused August administrative retreat.
- On the retention and hiring goal, Robidoux described a new color-coded staffing tracker developed with HR, streamlined hiring procedures that moved the district ahead of prior-year timelines, and five to



six exit interviews conducted to date; he acknowledged historical data gaps but noted the new system establishes a baseline for future tracking.

- The DIP goal was achieved with the plan's approval and July 1 implementation; Robidoux stated the August retreat will identify priority focus areas within the plan for year one.
- Robidoux characterized the student achievement and SEL goal as ongoing core work, noting research-based assessments and data teams are already embedded in practice; he committed to developing more focused reporting mechanisms for the committee.

c. FY26 Goal-Setting Discussion

- The committee reached informal consensus to carry forward a refined data-driven decision-making goal, develop a goal around defining student success or a district-wide "portrait of a graduate" building on Marblehead High School's NEASC work, and transition the budget transparency goal to standard subcommittee practice rather than a standalone committee goal.
- Secretary Gwazda volunteered to draft a revised data-driven goal; the committee agreed to continue discussing the portrait-of-a-graduate concept at a future meeting before finalizing FY26 goals.

Subcommittee and Liaison Assignments (03:26:00–03:38:00)

a. Standing Subcommittee Appointments

- A motion was made by Melissa Clucas and seconded by Henry Gwazda to appoint: Clucas and Gwazda to Budget; Schmeckpeper and Jordan to Policy; Gwazda and Williams to Facilities; Clucas and Gwazda to Communications; Clucas and Schmeckpeper to Negotiations. The motion passed 5–0, with votes in favor Al Williams, Kate Schmeckpeper, Henry Gwazda, Melissa Clucas, Ann-Marie Jordan.
- A motion was made by Ann-Marie Jordan and seconded by Melissa Clucas to allow each subcommittee to select its own chair rather than having the committee chair appoint. The motion passed 5–0, with votes in favor Al Williams, Kate Schmeckpeper, Henry Gwazda, Melissa Clucas, Ann-Marie Jordan.

b. Advisory Committee Reappointments and Liaison Assignments

- A motion was made by Al Williams and seconded by Ann-Marie Jordan to reappoint the existing Roof Advisory Committee members: Henry Gwazda, Mike Pfifferling, Ralph Wallace, Brian Seraphin, Karima Maloney, and Marc Liebman. The motion passed 5-0, with votes in favor Al Williams, Kate Schmeckpeper, Henry Gwazda, Melissa Clucas, Ann-Marie Jordan.
- Liaison assignments were discussed: Schmeckpeper to Health and Wellness Advisory, Jordan to Safety, Williams to METCO, and Williams to the Marblehead 2037 master plan committee.

MOU Reporting and Executive Session (03:38:00–03:43:00)



a. The committee briefly discussed reporting obligations under the MOU with the town, which requires semiannual reports from the superintendent to the school committee beginning January 2027 and quarterly reports from the superintendent to the chair.

- Chair Schmeckpeper noted the need to clarify logistics—who sends what information to whom—and offered to coordinate with the town administrator to establish the process before the end of the first quarter.

b. A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to enter 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, and to discuss strategy with respect to litigation in *Haskell v. Marblehead Public Schools* (Essex Superior Court, Docket No. 2477-CV-0093), without intent to return to open session.

- The motion passed 5–0 by roll call vote , with votes in favor Al Williams, Kate Schmeckpeper, Henry Gwazda, Melissa Clucas, Ann-Marie Jordan.

Meeting adjourned at 4:43pm



the VillageXperience 2027

OUR SIGNATURE GRADE 6 EXPERIENCE



TUESDAY, MAY 25 – FRIDAY, MAY 28, 2027

Building independence, friendships, and memories
as we celebrate the end of Grade 6.



CAMP BOURNEDALE

3 NIGHT, 4 DAY OVERNIGHT EXPERIENCE



A 3 night, 4 day experience in Plymouth, MA.
Students build independence, friendships,
and outdoor skills through fun, hands-on learning!

6 CORE CLASSES & ACTIVITIES



Geocaching



Marine Lab



Adventure



Pond Studies



Rocketry



Canals



2026 FEE: \$445 PER STUDENT

We anticipate a similar fee for 2027.



VILLAGE PROGRAM

DAY PROGRAM BASED AT VILLAGE SCHOOL

An engaging mix of on-site and off-site experiences
designed to build community, encourage curiosity,
and create lasting memories.

A LOOK BACK AT 2026

Past experiences have included:

Project Adventure • Cooking • Outdoor Exploration
Beach Trip • Boston Jumps



The 2027 Village Program is being planned now
and will feature a similar mix of experiences.
Activities and locations may change.



2026 FEE: \$183.50 PER STUDENT

We anticipate a similar fee for 2027.



60+
CHAPERONES

Our incredible parent
volunteers make this
experience possible—
thank you! Together, we
create something truly
special for our students.



BUILDS
INDEPENDENCE



STRENGTHENS
CONFIDENCE



BUILDS LASTING
FRIENDSHIPS



DEVELOPS
TEAMWORK



CREATES
UNFORGETTABLE
MEMORIES

A MARBLEHEAD TRADITION FOR GENERATIONS OF STUDENTS.

INTERACTING WITH LAW ENFORCEMENT OFFICERS ENGAGED IN CIVIL LAW ENFORCEMENT (PROTECT ACT)

In [Name] Public Schools, we recognize the importance of all students being known and valued, and we promote a safe, inclusive, and welcoming learning environment for all students. All of our students have a right to a free public education regardless of race, color, sex, gender identity, religion, national origin, immigration or citizenship status, disability, or sexual orientation.

The PROTECT Act states, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests for civil law enforcement, including federal immigration enforcement, are not allowed on school grounds during school hours, student drop off and pick up windows, before- and after-school programming and school-sponsored events without a Judicial Warrant or Judicial Order.

The Superintendent/Executive Director shall implement PROTECT Act procedures consistent with the Model Procedures and the Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement issued by the Governor's Office, the Executive Office of Education, and the Department of Elementary and Secondary Education.

The procedures shall be implemented, wherever applicable, in alignment with District Emergency Operations Plans, Medical and Behavioral Health Emergency Response Plans, and the School Resource Officer Memorandum of Understanding.

These procedures will be designed in accordance with the guidance provided and promote schools that are safe and accessible for students, staff and residents, and shall include, but not be limited to:

- (i) Procedures for identifying and designating a senior administrator at each district superintendent's office or executive director's office, as the case may be, to serve as the individual responsible for having primary contact with law enforcement agents engaged in civil law enforcement for the school system and the central point of contact for schools on interactions with civil law enforcement;
- (ii) Procedures for identifying and designating a senior administrator at each school to serve as the individuals responsible for having primary contact with law enforcement agents engaged in civil law enforcement who arrive on site at the school or request information about students, employees, or other persons affiliated with the school;
- (iii) Procedures for contacting the school district's attorney;
- (iv) Procedures for contacting the senior administrator at the school and the district superintendent/executive director's office in the event law enforcement agents engaged in civil

law enforcement arrive on school grounds or request information about students, employees, or other persons affiliated with the school;

- (v) Procedures for documenting all interactions with law enforcement agents engaged in civil law enforcement while on school grounds;
- (vi) Procedures for notifying a student's parents or guardian or the student directly if the student is 18 years or older or emancipated, if a law enforcement agent engaged in civil law enforcement requests access to a student or student's information for any civil law enforcement purpose;
- (vii) Procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including notifying parents and guardians, teachers, administrators, and school personnel;
- (viii) Procedures to confirm and update students' emergency contacts, with allowance for more than one person to be listed, and alternative caregiver plans; and
- (ix) A plan to share these procedures with students and families on the school district's website.

Once adopted by a school district, charter school or collaborative school, this policy and the accompanying procedures shall constitute the written emergency response plan required by the Act.

CROSS REFS.: EBC, EMERGENCY PLANS
 ECA, BUILDINGS AND GROUNDS SECURITY
 ECAF, SECURITY CAMERAS IN SCHOOLS
 JIH, SEARCHES AND INTERROGATIONS
 JRA, STUDENT RECORDS
 KI, VISITORS TO THE SCHOOLS
 KLG, RELATIONS WITH POLICE AUTHORITIES

LEGAL REFS.: PROTECT Act, August 2026

SOURCE: MASC adapted from Massachusetts Department of Elementary and Secondary Education - August 2026

NOTE: The Department of Elementary and Secondary Education, in consultation with the Office of Refugees and Immigrants and the Attorney General's Office, will release a model training relating to the implementation of these procedures. Schools are encouraged to share this training, once released, with managers and other staff.

MAURA T. HEALEY
GOVERNOR



STEPHEN ZRIKE JR., Ed. D
SECRETARY

KIMBERLEY DRISCOLL
LT. GOVERNOR

EXECUTIVE OFFICE OF
EDUCATION

Guidance for K-12 Schools Related to Interacting with Civil Law Enforcement August 21, 2026

The Governor's Office, the Executive Office of Education (EOE), and the Department of Elementary and Secondary Education (DESE) issue this guidance pursuant to *An Act promoting rule of law, oversight, trust and equal constitutional treatment* ("PROTECT Act" or "Act"). Stat. 2026, c. 163, §§ 1–24. Please review this guidance together with DESE's Model Policy, for adoption by school committees and boards of trustees, and DESE's Model Procedures, for implementation by superintendents and executive directors, also released today.

In preparing this guidance, as well as the Model Policy and Model Procedures, DESE consulted with the Attorney General's Office, the Massachusetts Association of School Committees, the Massachusetts Association of 766 Approved Private Schools and numerous other stakeholders, consistent with the Act. As to the recommendations and obligations for K-12 schools, this guidance supersedes the *Recommendations For Entities Providing Education and Child Care Services Related to Interacting with Federal Immigration Officers* issued in May 2026 pursuant to the Governor's Executive Order 650: Protecting Access to Essential Services and Keeping Massachusetts Communities Safe.

I. Introduction

On August 5, 2026, Governor Maura Healey signed the PROTECT Act. It is now the law in Massachusetts that, except as required by state or federal law or as required for the Commonwealth or its subdivisions to administer a state or federally supported or funded program, civil arrests, including for federal immigration enforcement, **are not allowed** in the following nonpublic areas: school grounds during operating hours (defined below), without a Judicial Warrant or Judicial Order.¹

¹ This guidance addresses the protections against civil arrests adopted in the PROTECT Act. Other constitutional protections limit civil law enforcement access to nonpublic places, regardless of whether the purpose is an arrest, without a Judicial Warrant or Judicial Order.

The Act requires that school committees, collaborative schools, and charter school boards of trustees ensure that every school under their jurisdiction has a written policy (described in the Act as an “emergency response plan”) that addresses student and staff safety relating to interactions with law enforcement agents engaged in civil law enforcement.² Under the Act, that plan must reflect the seven required elements of the DESE Model Policy: (1) identification and designation of a person(s) at each school and the district/administrative office as the individual(s) responsible for having primary contact with law enforcement agents; (2) procedures for contacting the designated authorized person(s), who will contact the school’s attorney; (3) procedures for documenting interactions with law enforcement agents on school grounds; (4) procedures for notifying a parent or guardian (or the student if 18 years or older or emancipated) if a law enforcement agent requests access to a student or to a student’s information for any civil law enforcement purpose; (5) procedures following the confirmation of law enforcement agents engaged in civil law enforcement on school grounds, including procedures to notify parents and guardians, teachers, administrators, and school personnel in a manner that ensures the confidentiality and privacy of any potentially identifying information; (6) a plan to confirm and update students’ emergency contacts and allow for more than one person to be listed; and (7) a plan to share these procedures and policies with students and families, including on the school website. Policies and procedures should apply equally to all forms of law enforcement and should be focused on maintaining student safety.

II. Definitions

This guidance uses the following words and phrases consistent with the PROTECT Act:

“Civil arrest” means an arrest that is not for the purpose of preparing the person subject to such arrest for criminal prosecution for an alleged violation of a state or federal criminal law. Civil arrests may be authorized by, among other things: (1) a parole warrant issued under G.L. c. 127, § 149A, or a probation warrant issued under G.L. c. 279, § 3; (2) state law permitting protective custody for incapacitated and intoxicated persons, G.L. c. 111B § 8, or (3) an administrative warrant issued by a federal agency like the United States Immigration and Customs Enforcement (ICE) agency for violations of the federal Immigration and Nationality Act, or related civil immigration enforcement efforts.

“Civil law enforcement” means efforts to investigate, enforce or assist in the investigation or enforcement of state or federal civil law, including, but not limited to, any federal civil immigration law. For added context, civil law enforcement often relates to preventative detention for an individual’s safety or security, enforcement of civil actions in court,

² While the PROTECT Act does not require private K-12 schools to adopt such policies, we encourage them to do so, consistent with this guidance and the *Recommendations For Entities Providing Education and Child Care Services Related to Interacting with Federal Immigration Officers*, which remain in effect for K-12 private schools and private (independent) colleges and universities.

or immigration law enforcement. In contrast, criminal law enforcement involves the investigation and enforcement of state or federal criminal laws (like those outlawing theft and assault). Note that law enforcement officers (defined below) can engage in civil law enforcement and/or criminal law enforcement.

“Judicial Warrant” or **“Judicial Order”** refers to an arrest warrant or other judicial order, signed by a judge or magistrate sitting in the judicial branch of a local or state government or of the federal government, authorizing an arrest. *See* Appendix A for examples.

“Law enforcement officer” or **“officer”** means any agent or officer of a federal, state, county, municipal, or district law enforcement agency, including but not limited to local police departments, sheriffs, constables, the Massachusetts State Police, the United States Immigration and Customs Enforcement (ICE) agency, the United States Customs and Border Protection (CBP) agency, and the United States Department of Homeland Security (DHS).

“Operating hours” means regular school hours, student drop off and pick up windows, before-school and after-school programming, and school-sponsored events.

“School” means a school administered by the school department of a city, town or regional school district; a county agricultural school; an independent vocational school or a vocational school operated by a county; a Commonwealth charter school or a Horace Mann charter school established under G.L. c. 71, § 89 (“charter school”); a special day school or other day facility or a short or long term residential school providing educational programs for children with disabilities established pursuant to chapter 71B and in accordance with chapter 766 of the acts of 1972; or a school operated by an education collaborative established under G.L. c. 40, § 4E (“collaborative school”).

“School district” means the school department of a city or town, a regional school district, an independent vocational school or a vocational school or agricultural school operated by a county.

“School grounds” means the main school building(s) and any other building or property owned or controlled by a school or school district and used by the school in direct support of or in a manner related to the school’s educational or athletic purpose. This includes playgrounds, fields, parking lots, recreation areas, athletic fields, courts, competition areas and other locations owned or controlled and used for school-related purposes, whether or not physically connected to the main school building(s). During operating hours, as defined above, school grounds are nonpublic.³

³ Although bus stops are generally not considered “school grounds,” please see Section III(C) (Escalation Protocol) for recommendations on how to handle law enforcement activity at bus stops.

III. Guidance Regarding Interactions with Law Enforcement Officers Engaged in Civil Law Enforcement

This guidance includes the topics required by the PROTECT Act, marked with an asterisk (*), and other information that the Governor’s Office, Attorney General’s Office, EOE, and DESE deem relevant to schools.

A. General Guidance for Interacting with Law Enforcement Officers

A written procedure should provide general advice for employees/staff and administrators about how to interact with law enforcement officers engaged in civil law enforcement, including:

1. Employees, staff, and administrators are encouraged to remain calm when engaging with law enforcement officers.
2. Employees, staff, and administrators should never attempt to physically interfere with law enforcement activities, nor should they feel compelled to approach a law enforcement officer or engage with them first.
3. If employees and staff feel unsafe engaging with law enforcement officers, they can decline to interact with the officers and instead rely on administrators, as described below.

Civil arrests are not allowed on school grounds during operating hours, unless law enforcement officers have a Judicial Warrant or Judicial Order.⁴ If law enforcement officers proceed to conduct a civil arrest in these areas in violation of the PROTECT Act, no one should attempt to physically interfere with them; rather, on-site staff should follow the guidance for bystanders to document an interaction, included in Section III(G) (Documentation of Interactions) and Section IV(B) (Rights of Bystanders) below. After law enforcement has left the school grounds, the school should report the incident to the Attorney General’s Office Civil Rights Division.

B. Designated Contact Person(s)*

Under the PROTECT Act, schools must designate a contact person in the principal’s office (“school-level contact person”) and an authorized contact at the Superintendent’s or Executive Director’s office (“district-level contact person”) to be notified if law enforcement officers arrive on site or request information.⁵ Different people may serve as the designated

⁴ As noted in Section III(M) (Existing Obligations), nothing in this guidance prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials, responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil law enforcement.

⁵ If the school does not have a district office or administrative office that is distinct from the school itself, it may be appropriate to have the same contact person serve as the school-level contact person and district-level contact person.

contact person at different times throughout the day, and you should strongly consider naming at least one “back up” contact person at the school- and district-levels. We recommend that (1) the highest-ranking administrator or manager at the school serve as the primary designated school-level contact person, and (2) the Superintendent, Executive Director, or their designee, or an attorney serve as the district-level contact person.

The written procedures required by the PROTECT Act must include the name(s) and contact information for the designated contact person(s). If multiple people will share this role, you may consider giving them a shared cell phone or telephone number, to make it easier for front-line staff to reach them in case of an emergency.

C. Escalation Protocol*

The written procedures required by the PROTECT Act must address how employees, staff, and administrators should respond if law enforcement officers arrive on site and whom to notify (the “escalation protocol”). Schools must make sure that staff and employees are aware of the protocol, and how to contact the relevant individuals. This protocol should be simple, easy to remember, and consistent with procedures used in other circumstances. An escalation protocol should include the following instructions:

1. If law enforcement officers engaged in civil law enforcement arrive on site and there are no apparent exigent (emergency) circumstances, employees and staff should inform the officers that the employees/staff will contact an administrator to assist them and that they should wait where they are (ideally outside, away from students/children and their families).
2. The employee or staff member should immediately contact the school-level contact person.
3. Once notified, the school-level contact person should immediately call the district-level contact person and go to the location where the law enforcement officers are waiting. If the school has access to an attorney, the written procedures should provide for either the school-level contact person or the district-level contact person to call the attorney and keep them on the phone for advice.
4. The school-level contact person should speak to the law enforcement officers. The school-level contact person should ask the law enforcement officers for identification and record their names, agencies, and badge numbers.
5. The school-level contact person should ask to view any warrant or other documentation. The school-level contact person—with assistance from an attorney, if able, and/or the district-level contact person—should review the documents to determine whether the law enforcement officers have a valid Judicial Warrant or Judicial Order. *See* Section III(F) (Review of Warrant) for tips on reviewing a warrant.

- a. If the law enforcement officers have a valid Judicial Warrant or Judicial Order authorizing an arrest or entry to search or both, the school-level contact person should inform the law enforcement officers that they may enter the school grounds; however, the school-level contact person should request that, where feasible, law enforcement officers avoid any areas where students/children are present.
- b. If the law enforcement officers do not have a valid Judicial Warrant or Judicial Order, or they have only an administrative warrant (*see* Appendix A for an example), the school-level contact person must inform them that they are not authorized to conduct the arrest on school grounds and ask them to leave.⁶
- c. If the law enforcement officers proceed to conduct a civil arrest on school grounds in violation of the PROTECT Act, no one should attempt to physically interfere with them; rather, staff should follow the guidance for bystanders to document an interaction, included in Section III(G) (Documentation of Interactions) and Section IV(B) (Rights of Bystanders) below. If there is an imminent threat to the safety of a child, staff member, family member, or other person, program staff should not hesitate to call 9-1-1 for assistance.
- d. After law enforcement has left the school grounds, the school should report the incident to the Attorney General's Office Civil Rights Division.

In addition to the procedures described above, schools are encouraged to consider the various scenarios in which interactions with law enforcement officers engaged in civil law enforcement may occur in their programs and on their grounds, so that they may prepare escalation protocols for these particular scenarios. Schools should also consider including guidance tailored to certain staff positions, such as front-office staff, that may be more likely to interact with law enforcement officers engaged in civil law enforcement. Schools should also consider updating existing Emergency Operations Plans and Medical and Behavioral Health Emergency Response Plans to ensure student safety in the event of any type of law enforcement activity on or near school grounds.

Additionally, schools should review school transportation contracts and communicate with school transportation companies regarding policies and protocols for bus drivers in the event of active law enforcement activity near a school bus stop. This includes considerations for special education transportation. Transportation-related procedures should focus on maintaining

⁶ In rare circumstances, law enforcement officers may identify a clear and immediate health or safety threat that qualifies as an exception to the warrant requirement.

student safety and avoiding dangers associated with dropping a student near an active crime scene or any law enforcement arrest or operation.

Schools should review and consider updating policies and protocols for ensuring student safety when law enforcement activities are being carried out on school grounds. Policies should apply equally to all forms of law enforcement and should be focused on maintaining student safety.

D. Checklists and Approved Language

We encourage schools to develop checklists and draft approved language for employees, staff, administrators, and the designated contact person(s) to use when interacting with law enforcement officers engaged in civil law enforcement. These checklists can include the escalation protocol with clear instructions about whom employees/staff should contact if law enforcement officers are on site or making requests.

Examples of “Approved Language” may include:

1. “I am not authorized to allow you to enter the school. Please wait here while I contact an administrator.”
2. “I am not authorized to discuss specific individuals or to speak with you about this student/child/employee. I am going to contact an administrator who will discuss this further with you.”
3. “I am not permitted to discuss/disclose private information to you.”

E. Proactive Discussions with School Attorney(s)

Where applicable, the school and/or school district should confer with its attorney(s) about the best and most expedient way to reach them in an emergency, including the arrival of law enforcement officers to school grounds. The school/school district should make sure that the school-level and district-level contact persons have means to reach the attorney immediately if necessary. The school/school district may also want to consult its attorney as part of establishing the procedures outlined in this guidance.

F. Review of Warrant

Written procedures should include information about how to identify a valid Judicial Warrant or Judicial Order. *See* Appendix A (Sample Judicial Warrants and Administrative Warrants), below for sample warrants.

Judicial Warrants and Judicial Orders are documents issued by a judge or magistrate sitting in the judicial branch of state or federal government. These documents authorize a search of a specific place or an arrest of a specific person based on sufficient information to support that a crime has been committed (“probable cause”). Note that other judicial orders can include subpoenas or summons, but they do not allow physical access into nonpublic places.

A Judicial Warrant is: (1) signed by a judge, magistrate, or assistant clerk magistrate and dated; (2) issued by a court; and (3) includes the location to be searched or the persons or items to be seized/arrested.

A Judicial Order may take many forms but should include: (1) the caption of a court case; (2) the name of the court; and (3) a judge, clerk magistrate, or assistant clerk magistrate's signature, with a date.

As stated above in Section III(C) (Escalation Protocol), if law enforcement officers engaged in civil law enforcement arrive on-site, employees/staff should contact the school-level contact person who will contact the district-level contact person and proceed to the location where the law enforcement officers are waiting. (School procedures should direct either the school-level contact person or the district-level contact person to call the school attorney at this time, as well.) Once the school-level contact person meets the officer and asks to view any warrants or orders, they should describe those documents over the phone to the school's attorney, who will evaluate the documents and advise the school-level contact person on their validity. If the school-level contact person feels safe doing so, they may ask the law enforcement officer if they may send a photo of the warrant or order to the school's attorney or show the warrant or order to the attorney via a video call. If the school does not have access to an attorney, or cannot reach the attorney, the school-level contact person, in consultation with the district-level contact person, if there is one, should use this guidance and Appendix A to determine whether the law enforcement officers have a valid Judicial Warrant or Judicial Order. *See Appendix A (Sample Judicial Warrants and Administrative Warrants).*

G. *Documentation of Interactions**

Under the PROTECT Act, schools must include in their written procedures instructions for documenting interactions with law enforcement officers engaged in civil law enforcement. Employees, staff, administrators, and the designated contact person(s) are encouraged to wait until they feel safe to write down what happened. This may be after the officers leave the school grounds. Schools should use an existing form or create a new one to record interactions with law enforcement officers and keep those records as they would any other school records, in the normal course.

Under the escalation protocol recommended above, employees, staff, administrators, and the designated contact person(s) may interact with law enforcement officers in different ways and at different times. Everyone should be advised to write down what they remember of the incident, including but not limited to the following information:

- Date and time when law enforcement officers arrived on school grounds or made the information request;
- The names and badge numbers of the officers, and the agency they represented;
- The number of vehicles and license plate numbers, if visible;

- The names of witnesses, students, or other staff involved;
- Steps taken to notify the school-level contact person, the district-level contact person, or the school's attorney, as the case may be;
- The actions of the law enforcement officers, including whether the officers complied with school instructions;
- Whether the law enforcement officers had a valid Judicial Warrant or Judicial Order, or some other documentation;
- Whether a civil arrest was made on school grounds; and
- Impact on any students/children/employees/staff (after any immediate issues have been addressed) and any follow up actions needed to support them.

See DESE Model Procedures for a template form for recording interactions with law enforcement officers engaged in civil law enforcement.

Bystanders, including employees and staff, can openly (not secretly) videorecord the interaction, but they must not interfere.

H. School Resource Officers

School districts with School Resource Officers (SROs) should ensure that they have an SRO Memorandum of Understanding (MOU) that complies with the mandatory statewide model, and districts are encouraged to distribute this MOU to school administrators and school safety personnel. Under state law, the SRO shall not (i) serve as school disciplinarian, enforcer of school regulations, or in place of licensed school psychologists, psychiatrists, or counselors; or (ii) use police powers to address traditional school discipline issues, including non-violent disruptive behavior. According to the model MOU, "it may be appropriate for school administrators rather than the SRO [to] deal with low-level offenses including but not limited to misdemeanor allegations of threats, assault and battery, larceny, receiving stolen property, and willful, malicious, or wanton destruction or injury to personal property." For circumstances that require juvenile court intervention, a summons is the preferred method for bringing juveniles to court, rather than making an arrest on school grounds, unless there is reason to believe the juvenile will not appear upon a summons.

Per the model SRO MOU, school district personnel and SROs shall not disclose to a law enforcement officer or agency, including local, municipal, regional, county, state and federal law enforcement, any information relating to a student or a student's family member from its databases and other recordkeeping systems including: (i) immigration status; (ii) citizenship; (iii) neighborhood of residence; (iv) religion; (v) national origin; (vi) ethnicity; or (vii) suspected, alleged, or confirmed gang affiliation, unless it is germane to a specific unlawful incident or to a specific prospect of unlawful activity the school is otherwise required to report. Schools are encouraged to share any new or updated policies or procedures they adopt in accordance with the PROTECT Act, and policies pertaining to student privacy, with their on-site SROs.

I. Parental Notice

1. Notice to School Community of the Presence of Law Enforcement Officers*

When a school confirms the presence of law enforcement agents engaged in civil law enforcement on school grounds, the school should notify students' parents and guardians, teachers, administrators, and school personnel. The school should provide this notice in a manner that ensures the confidentiality and privacy of any potentially identifying information. *See* DESE Model Procedures for a template notice.

2. Individualized Notice to Parents When Law Enforcement Officers Are Seeking a Particular Student or Information about that Student

If the law enforcement officers are trying to reach a minor child/student or seeking information about a minor child/student, employees/staff should contact the school-level contact person(s) and then immediately inform the minor child/student's parent or legal guardian. If the student is 18 years or older, or emancipated, employees/staff should notify the student directly, in addition to notifying the school-level contact person. Schools are encouraged to designate an employee or staff member who will notify families or students as part of their escalation protocol. *See* DESE Model Procedures for a template notice.

J. Protection of Personally Identifiable Information

Schools cannot disclose personally identifiable information about a student or child in their care to third parties, including law enforcement officers and the media, either orally or in writing unless: the school has specific informed consent from the student/child's parent or guardian (or students themselves if at least 18 years old or emancipated); it is pursuant to a Judicial Warrant, Judicial Order, or subpoena; or there is a health or safety emergency, as the case may be. Generally, schools should also respect the privacy preferences and concerns of a student's parent or guardian (or the student themselves if over 18 years old or emancipated) in response to media inquiries and, to the extent consistent with the law, interactions of law enforcement officers that may implicate students.

Schools should allow parents/guardians (or students themselves if at least 18 years old or emancipated) to opt out of being included in directory information. They may also limit what information is included in the directory (e.g., by excluding the child's/student's address and place of birth), and limit disclosure to the school community. Under federal law, schools are required to notify students and their families at least once per year of what information is included in the directory, and to permit parents/guardians to opt out of including information in the directory at any time. Schools must communicate this information using translation or interpretation services to parents/guardians with limited English proficiency.

In the event law enforcement officers seek confidential information about school personnel, the school should refer the officers to their human resources department, which should follow standard protocols.

K. Caregiver Plans and Contact Information

Schools are encouraged to establish clear protocols for their response in the event a child/student or their parent/guardian is detained by law enforcement officers. Under the PROTECT Act, schools are expected to develop a plan to make sure that emergency contact information, alternative caregiver contacts, and authorized pick-up contacts are up to date for all students/children. As part of this review, schools must allow parents/guardians to list more than one person as an emergency contact. Schools are also encouraged to keep any associated documentation on file, such as an authorization of another caregiver, temporary agent, or guardian.

L. Visitor Policies

Schools should adopt written visitor policies (or procedures) that specify restrictions for visitors and that apply equally to all visitors—that is, the visitor policy (or procedure) does not differentiate between law enforcement officers visiting to conduct civil law enforcement and other types of visitors.

M. Existing Obligations

Nothing in this guidance alters the school’s obligations to comply with state and federal laws or existing policies or procedures.

Nothing in this guidance prohibits appropriate cooperation with authorities, including police, fire departments, emergency medical services, child protective authorities, or other public safety officials responding to an emergency, protecting a child from abuse or neglect, or otherwise exercising lawful authority unrelated to civil immigration enforcement. If there is an imminent threat to the safety of a child, staff member, family member, or other person, the school should not hesitate to call 9-1-1 for assistance.

IV. Rights of a Person Being Arrested/Detained and Rights of a Bystander

A. Rights of the Person Being Arrested or Detained

Right to Remain Silent: A person being arrested or detained by civil law enforcement officers, including federal immigration officers, does not have to answer questions about their immigration status, citizenship, where they were born, or how they entered the United States. The person can say, “I am exercising my right to remain silent,” and refuse to speak with the law enforcement officer until they have spoken with an attorney. Beginning on September 4, 2026, the PROTECT Act prohibits law enforcement officers from asking about immigration status or citizenship, except as required by state or federal law, or materially related to a specific criminal offense.

Right to Hire/Consult Attorney: A person being arrested or detained has the right to hire and speak with an attorney, but the government is not generally required to provide one in immigration proceedings.

Right to Refuse to Sign Documents: A person being arrested or detained has the right to refuse to sign documents (e.g., waiver of rights, voluntary departure forms). The person has a right to read and understand any document before signing it.

B. *Rights of Bystanders*

Right to Observe: Bystanders to civil law enforcement actions, including federal immigration enforcement, have the right to observe officers and to video the encounter from a reasonable distance, as long as they do not interfere with the officers. Massachusetts law permits openly (not secretly) videorecording.

Right to Remain Silent: Though law enforcement officers may ask questions, bystanders have the right to remain silent. Bystanders are not required to answer questions about their own immigration status or the status of anyone else. As noted above, beginning on September 4, 2026, the PROTECT Act prohibits law enforcement officers from asking about immigration status or citizenship, except as required by other laws or specifically related to a potential criminal violation.

V. **Support for Students and Children**

We encourage schools to offer counseling and social work support to students and children experiencing increased anxiety, especially those who are personally affected, and those whose families are directly affected by civil law enforcement activity, including federal immigration enforcement.

Moreover, it is important for schools to maintain awareness and sensitivity regarding student absences and behavioral challenges in school. Staff and educators should proactively engage and build trusting relationships with parents and students, offer support, and partner with families to address any attendance or behavioral concerns that may emerge.

Pursuant to the PROTECT Act, schools must develop a plan to share the required policies and procedures with students and families affiliated with your school. We recommend posting that material on the school's and/or school district's website(s).

It is essential that all communications with parents and guardians relating to student needs, transportation, updating alternative contacts and directory information, emergency protocols, law enforcement activity, or other matters be communicated in the parent/guardian's primary language, utilizing interpreters. Parental notices and written communications should use plain language to the extent practicable and be translated into the languages primarily used by your school's community.

VI. Human Resources/Labor/Union Issues

Employees/staff are encouraged to raise any employment or labor concerns about interacting with law enforcement officers engaged in civil law enforcement, including federal immigration enforcement, with their human resources team or union representatives, respectively. These issues may include questions about this guidance and related policies or procedures, or general questions about personal situations involving civil law enforcement. Employees/staff are encouraged to review the resources listed in Section VIII (Additional Resources for Schools) for more information, as well.

VII. Trainings Regarding Interactions with Civil Law Enforcement

Schools are encouraged to conduct trainings on the requirements of the PROTECT Act, the recommendations included in this guidance, and any related policies or procedures adopted by the school or district to support safety on school grounds for all students and staff, regardless of national origin or immigration status. Reminders to employees and staff on escalation protocol are often best practice here. DESE, in consultation with EOE, the Massachusetts Office for Refugees and Immigrants, and the Massachusetts Attorney General's Office, will develop a model training incorporating the components of this guidance, along with its Model Policy and Model Procedures, that school committees, collaborative schools, and charter school boards of trustees may provide to their staff.

VIII. Additional Resources for Schools

The Massachusetts Attorney General's Office, Massachusetts Office for Refugees and Immigrants, and DESE have created the following resources for the public to learn more about their rights. We encourage members of the school community to review these resources, and we suggest that schools consider posting or disseminating these resources to students/children, families, and employees/staff.

- [Massachusetts Attorney General: Resources for Immigrants in Massachusetts](#)
- [Massachusetts Office for Refugees and Immigrants: Community Resource Toolkit](#)
- [Massachusetts Attorney General Guidance: KNOW YOUR RIGHTS: ICE Enforcement An Updated Guide for Immigrants, Families, and Communities \(available in *Spanish, Portuguese, Haitian Creole, Chinese, Vietnamese*\)](#)
- [Massachusetts Attorney General Guidance: General Information for Massachusetts Service Providers Regarding Immigration Enforcement \(available in *Spanish, Portuguese, Haitian Creole, Chinese, Vietnamese*\)](#)
- [Massachusetts Attorney General Guidance: K-12 Schools' Obligations to Protect Students and Their Information](#)
- [Massachusetts Attorney General Flyer: Immigrant Students' Right to Attend School: A Guide for Families \(available in *Spanish, Portuguese, Haitian Creole, Vietnamese, Chinese*\)](#)

- [Massachusetts Attorney General Flyer: K-12 Schools on Protections for Students and their Information](#)
- [Emergency Planning Guide for Parents with Uncertain Immigration Status \(*available in Spanish, Portuguese, Haitian Creole, Simplified Chinese*\)](#)
- [Emergency Planning Fact Sheet for Parents with Uncertain Immigration Status \(*available in Spanish, Portuguese, Haitian Creole, Simplified Chinese*\)](#)
- [Attorney General's Advisory Regarding Equal Access to Public Education for All Students Irrespective of Immigration Status \(*available in Spanish, Portuguese, Arabic*\)](#)
- [Upholding the Rights of Immigrant Students to Enroll in School: Guidance for School Committees and Districts](#)
- [Upholding the Rights of Immigrant Students to Enroll in School: Guidance for Families and Students \(*available in Chinese, Haitian Creole, Portuguese, Spanish, Vietnamese*\)](#)

APPENDIX A

Sample Judicial Warrants and Administrative Warrants

Figure 1: State Court Judicial Warrant

APPLICATION FOR SEARCH WARRANT G.L. c. 276, §§ 1-7	TRIAL COURT OF MASSACHUSETTS
NAME OF APPLICANT 	SUPERIOR ESSEX COURT DEPT. DIVISION
POSITION OF APPLICANT Trooper, Massachusetts State Police	SEARCH WARRANT DOCKET NUMBER

I, the undersigned APPLICANT, being duly sworn, depose and say that:

1. I have the following information based upon the attached affidavit(s), consisting of a total of 77 pages, which is (are) incorporated herein by reference.
2. Based upon this information, there is PROBABLE CAUSE to believe that the property described below:

☐	<i>has been stolen, embezzled, or obtained by false pretenses.</i>
☒	<i>is intended for use or has been used as the means of committing a crime.</i>
☐	<i>has been concealed to prevent a crime from being discovered.</i>
☒	<i>is unlawfully possessed or concealed for an unlawful purpose.</i>
☒	<i>is evidence of a crime or is evidence of criminal activity.</i>
☐	<i>other (specify):</i>
3. I am seeking the issuance of a warrant to search for the following property (*describe the property to be searched for as particularly as possible*):
 See Addendum A, which is incorporated herein by reference.
4. Based upon this information, there is also probable cause to believe that the property may be found (*check as many as apply*):

☒	<i>at (identify the exact location or description of the place(s) to be searched):</i>
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APPENDIX A

Sample Judicial Warrants and Administrative Warrants

Figure 2: Federal Court Judicial “search warrant” (left) & Administrative “ICE Warrant” (right)

U.S. District Court for the Southern District of California

In the District of the Southern District of California

At San Diego, California

SEARCH WARRANT

To: Any authorized law enforcement officer

As application by a federal law enforcement officer or an attorney for the government requests the search of the following person or property located at the

2843 Raymond Avenue
San Diego, California

This person or property to be searched: described above, is believed to contain evidence, the person or object is

I find that the affidavit is, or any recorded testimony, establish probable cause to search and seize the person or property.

YOU ARE COMMANDED to execute this warrant as so before

at or between 6:00 a.m. to 10:00 p.m.

Under delayed entry is authorized below: you must give a copy of the warrant and a receipt for the property taken to the person from whom, or from whose premises, the property was seized, or leave the copy and receipt at the place where the property was taken.

The officer executing this warrant, or an officer present during the execution of the warrant, must prepare an inventory as required by law and promptly return this warrant and inventory to United States Magistrate Judge

City and State: San Diego, California

Printed name and title: David H. BAYNE, U.S. Magistrate Judge

U.S. DEPARTMENT OF HOMELAND SECURITY Warrant for Arrest of Alien

File No. _____

Date: _____

To: Any Immigration officer authorized pursuant to sections 236 and 237 of the Immigration and Nationality Act and part 287 of title 8, Code of Federal Regulations, to serve warrants of arrest for immigration violations.

I have determined that there is probable cause to believe that _____ is removable from the United States. This determination is based upon:

☐ the execution of a charging document to initiate removal proceedings against the subject;

☐ the pendency of ongoing removal proceedings against the subject;

☐ the failure to establish admissibility subsequent to deferred inspection;

☐ biometric confirmation of the subject's identity and a recent check of federal databases that affirmatively indicate, by disjunctive or in addition to other reliable information, that the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law; or

☐ statements made voluntarily by the subject to an immigration officer and/or other reliable evidence that affirmatively indicate the subject either lacks immigration status or notwithstanding such status is removable under U.S. immigration law.

YOU ARE COMMANDED to arrest and take into custody for removal proceedings under the Immigration and Nationality Act, the above-named alien.

(Signature of Authorized Immigration Officer)

(Printed Name and Title of Authorized Immigration Officer)

Certificate of Service

I hereby certify that the Warrant for Arrest of Alien was served by me at _____ (Location) on _____ (Date of Service) and the contents of this notice were read to him or her in the _____ (Language) language.

Name and Signature of Officer _____

Name or Number of Immigrant (if applicable) _____

Printed Name and Title of Officer _____