



DATE POSTED:

Town Clerk Use Only

2021 SEP 16 4:2

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=5hT6kswajlCtbJVAC2uYOnlpdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	September	17	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. Student Services Update
- III. Consent Action and Agenda Items
 - a. Schedule of Bills (vote)
 - b. Meeting Minutes: (9/3/26) (vote)
 - c. Donations: (Rotary Club of Marblehead, Friends of Marblehead Public Schools) (vote)
 - d. Approval of School Committee Operating Protocols (vote)
- IV. School Committee Communication and Discussion Items
 - a. Policy ACL: Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement (PROTECT ACT) – Third Reading (vote)

- b. Marine Tech Disposition of Materials (vote)
- c. FY27 School Committee Goals (vote)
- d. District Cell Phone Guidelines
- e. Subcommittee and Liaison Updates

V. Adjournment

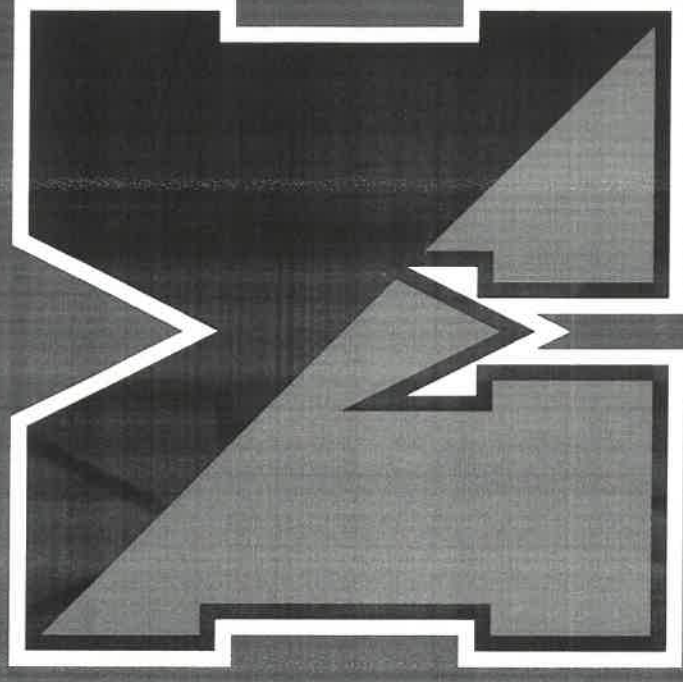
THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Kate Schmeckpeper
Posted by: Lisa Manning
Date: 9/15/2026

Marblehead Public Schools Special Education Programs

Standardizing Specialized Programs
for Consistency, Equity, and Quality

Presentation to the MPS School Committee and Public





"Designing clear, consistent, and equitable pathways to ensure every student thrives."

Our Overarching Vision

Standardizing District-Wide

Implementing uniform program descriptions, data-based entrance criteria, and readiness-focused exit criteria.

Core Benefits

Promotes equitable access, guides resource allocation, ensures compliance, and supports transparent family communication.

Implementation

General education partnerships and consistent data-based decision-making.



Four Specialized Programs, One Continuum

Marblehead Public Schools operates four substantially-separate-to-inclusive special education programs, each designed around a distinct student profile. Every program is grounded in the district's Program Description framework: purpose, student profile, instructional model, and specialized staffing.

Language- Based (LB) Grades 2-12

Structured-literacy instruction for students with language-based learning disabilities.

Academic Skills Grades 3–12

Intensive, modified instruction across content areas for students with global academic impact.

ABA / Life Skills PreK–12 (+18–22)

Applied Behavior Analysis and functional life-skills instruction for students with Autism.

Therapeutic Grades K–12

Social-emotional and behavioral support in a flexible, therapeutic milieu.

Language-Based Learning Disabilities

Empowering students through structured, multisensory instruction

Program Overview

Grades 2–12

- Serves students with a Specific Learning Disability in reading, writing, and/or math, including dyslexia
- Partial inclusion to substantially separate; small-group, specialized instruction
- Research-based, highly structured, systematic, multisensory instruction (e.g., Orton-Gillingham, Wilson)
- Explicit instruction in executive functioning, organization, and self-advocacy
- Expressive and receptive language/vocabulary woven throughout the student's day

Rigorous Entrance Criteria

Data-Driven Admissions: Student placement is determined through comprehensive diagnostic evaluations and qualitative performance metrics:

- WISC & standardized cognitive testing
- Classroom performance data & progress on IEP goals
- Direct Speech-Language Pathologist (SLP) consultation
- Reading graphic organizers & structured work portfolios

Student Profile & Model

Student Profile: Tailored for students presenting with a Specific Learning Disability (in reading, writing, or math) who demonstrate average to superior cognitive ability.

Instructional Model: Spans partial inclusion to substantially separate classrooms, utilizing explicit, systematic instruction in Speaking, Writing, Reading, and Listening

Academic Skills Program

Grades 3-12

PROGRAM OVERVIEW Grades 3-12

Intensive instruction for students whose disabilities affect access to curriculum across all content areas

Below-average cognitive/academic profile with working-memory and processing-speed deficits

Flexible inclusion model with modified content matched to student strengths and interests

Executive-functioning strategies embedded throughout daily instruction

Curriculum includes Do The Math, Empower Writing, IXL Math, and abridged/lower-lexile texts

SPECIALIZED PROGRAM STAFF

- Special Educator
- Lead teacher
- Instructional Assistants
- Speech-Language Pathologist
- Occupational Therapist
- BCBA
- Counselor / Social Worker

ABA/Life Skills Program

Applied Behavior Analysis-based instruction in a sub-separate setting

PROGRAM OVERVIEW

PreK–12, extending into 18–22 transition Programming (28-29)

Designed for students with a formal Autism Spectrum Disorder diagnosis and complex needs

Discrete Trial Training (DTT) for skill acquisition, paired with Natural Environment Teaching (NET) to generalize skills into play and routines

Functional Communication Training and task analysis/chaining build communication and independent-living skills

Continuous trial-by-trial data collection with individualized, preference-based reinforcement

Chapter 688
and 18–22 transition planning

SPECIALIZED PROGRAM STAFF

- Lead Special Education Teacher- *Trained in ABA practices*
 - Instructional Assistants
- Registered Behavior Technicians (RBT)/ Special Education Teacher/BCBA deliver direct DTT/NET instruction
 - BCBA
 - Weekly data review, RBT supervision, and FBA/BIP development*
 - Related Service Providers
 - SLP, OT, PT, Counseling — often co-treating in class*

Therapeutic Program

PROGRAM OVERVIEW Grades K–12

- Supports students with social-emotional or behavioral challenges impacting progress at school
- Fluid program: level of inclusion varies with individual student need and progress
- Regular consultation among general ed, special ed, counseling/psych, and related services
- Therapeutic milieu with coping, self-regulation, and social-coaching instruction daily
- Positive behavior plans tailored to each student, with ongoing data collection

SPECIALIZED PROGRAM STAFF

- **Lead Special Education Teacher**
Trained in therapeutic instructional practices
- **Instructional Assistants**
Support classroom and milieu routines
- **Psychologists & Counselors**
Embedded Clinical Support
- **Registered Behavior Technicians (RBT)**
 - **BCBA**
Weekly data review, RBT supervision, and FBA/BIP development
- **Related Service Providers**
SLP, OT, PT— often co-treating in class

Strengths of our Programming

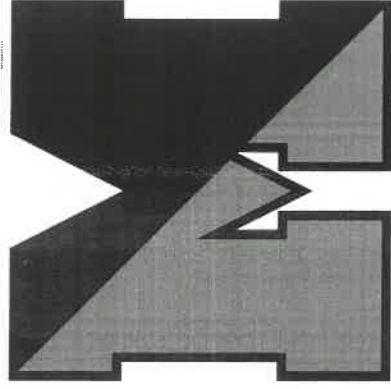
- Program description for the four programs — clear domains, clear methodology
- Data-driven, dual-track (quantitative + qualitative) entrance criteria already established
 - Grade-specific scope-and-sequence docs already built out for several grades
- Concrete, named curricular resources giving day-to-day consistency across classrooms
 - Flexible inclusion model explicitly matched to student strengths/interests
- Executive-functioning strategies embedded across all content areas, not a pull-out add-on
 - Strongest built-in clinical/data infrastructure (continuous trial data, BCBA oversight)
 - Fluid model that flexes the level of inclusion to match student progress in real time
 - Deep embedded clinical presence (counseling/psych) directly in the instructional day
 - Structured, regular cross-role consultation built into the model
- Professional Development (Landmark Outreach, Counseling consults, Orton Gillingham, Wilson, Rave-O, etc.)

Continue to Strengthen in our Programming

- 18–22 transition programming is earmarked for the "(28–29)" school year, meaning it's a future build-out, not yet operational
 - Family facing brochures and Open House
 - Scope-and-sequence
 - Maintaining compliance across all schools
 - Continued professional development

Providing collaborative, private, and residential pathways when student needs require highly specialized settings.

- **Collaborative Placements:** Educational partnerships with local collaboratives.
- **Private Day Schools:** Specialized day programs for severe cognitive, language, behavioral, or academic needs.
- **Residential Placements:** 24/7 therapeutic and academic support settings.



[Collaborative: 13]
COLLABORATIVE PLACEMENTS

[Private: 31 (some cost-share)]
PRIVATE DAY SCHOOLS

[Residential: 8]
RESIDENTIAL PLACEMENTS





Marblehead Public Schools

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

Dr. John Robidoux
Superintendent of Schools

Julia Ferreira
*Assistant Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent of Finance and Operations
DATE: September 15, 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
0901T27	\$52,840.77
0908S27 – DW – MSR	\$352,162.37
0908S27	\$40,792.48
0915S27-DW-MSR	\$1,322.90
0915S27-NATIONAL GRID-MSR	\$1,682.37
0809S27	\$10,843.00
0915S26_Redacted	\$46,243.26
Total	\$505,887.15

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$505,887.15 as presented



DRAFT

Marblehead School Committee

Chair: Kate Schmeckpeper

Meeting Date, Time & Location: Thursday, September 3rd, 2026, 6pm, Marblehead High School Library, 2 Humphrey St, Marblehead MA 01945

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

SC Members Absent: A. Williams

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Opening, Pledge, and Commendations (00:00:00–00:02:00)

a. The September 3rd school committee meeting, the first of the school year, was called to order at 6:03 PM, followed by the Pledge of Allegiance.

- Commendations were given to custodial and maintenance staff for their work over the summer preparing the buildings.
- A general commendation was extended to everyone involved in reopening the buildings and situating students.

Public Comment and Student Rep Report (00:02:00–00:03:00)

a. The committee opened the floor for public comment, inviting those in the audience and on Zoom to be heard.

- Audience members were asked to sign in, and online participants were asked to raise their hand in Zoom.
- No one came forward in person or online, and no public comment was made.

b. The student representative report was listed on the agenda, but no report was given this evening.

- The student representative was not present; the committee expected to receive the first report at its next meeting.

Superintendent Update (00:03:00–00:17:00)

a. Superintendent John Robidoux recapped the opening of school, including Aspen training for team chairs, the leadership retreat, the new staff welcome, and convocation at Veterans.



- The high school roof project was reported about 99% complete, with collaboration among Mike, Stephen Kwiatek, the fire department, and the building commissioner.
- New administrators Mary LeBlanc, principal at Gardner, and Allison Howe, assistant principal, were recognized for strong starts.

b. MCAS Family Portal information will be sent to families next week by regular mail, including student-specific access codes.

- The DESE mandate was implemented late in the summer, creating time pressure; 1,619 students took the MCAS.
- It was reported that state data and final results are not available until the end of September, so shared results remain unofficial.

c. Other operational updates and follow-up items were reported.

- Transportation adjustments continue under Lisa Manning, with families asked for patience and grace.

d. The superintendent will work with the town and the committee to explore alternative options for election polling location safety.

e. The superintendent will take his district updates from these meetings, clean them up, and post them in the digital backpack Dropbox.

Financial Updates (00:17:00–00:24:00)

a. The committee received an update on the FY26 closeout, which remains pending the town's final numbers.

- FY26 is trending toward returning about \$800,000 to the town, above the earlier June projection of \$200,000.
- The variance was attributed to the new software system's encumbrance of terminated employee salaries and closed-out POs.

b. The committee discussed the scale and context of the return.

- The \$800,000 represents about 1.6% of the \$47 million budget, described as a small margin.
- Spending was intentionally restricted early last year due to uncertainty over the override vote outcome.

c. The end-of-year report to DESE and the FY27 update were reviewed.

- Assistant Business Manager Kristin Morello will do the vast majority of the report, due September 30th; Chair Kate Schmeckpeper will sign it once completed. If the town has not closed out, the district may request an extension or file with amendments.



- FY27 payroll rollover work is underway; a staff member will provide more information at the first October meeting.

Facilities Updates (00:24:00–00:45:00)

- a. The committee received an update on the high school roof and HVAC project.
 - The project was reported approximately 99% complete, with membrane, flashing, edging installed and rooftop HVAC units replaced; balancing continues.
 - The project stood \$2.7 million under town meeting approved funding, \$700,000 beyond the \$2 million in previously known savings.
- b. The contract allows the contractors until the end of October to complete the work, leaving the project well ahead of schedule.
- c. Summer maintenance work completed across the schools was reported.
 - Glover Elementary completed a cafeteria HVAC mini-split installation after roughly 12 to 13 years without air conditioning there.
 - The Veterans Middle School D-wing roof and HVAC project was completed about a week earlier, with no leaking observed.
- d. The studio area at Veterans that flooded last year still awaits the insurance-contracted renovation company before MHTV can return to its studio.
- e. Outstanding facilities work items were identified.
 - Install netting at Brown School; remove small rocks from the Glover playground; patch small holes in Glover cafeteria and kitchen tile.
 - Remove the surplus debris pile behind the high school; replace field house floor coping; put up signage requested by Michele Carlson; replace a door removed without a key.
- f. Additional items were assigned or planned.
 - Poison ivy near the Council on Aging sidewalk will continue to be treated with vinegar and dish soap.
 - The future facilities director will pick up Village courtyard renovation planning and work with the Sheriff's Department on painting high school athletics walls next summer.
- g. Override-allocated funds will support capital work that must be expended before June 30.
 - Redo the McFadden School gym floor; carpet and paint the PAC; new Veterans clock system; new snow removal equipment; Hopkins Field structure upgrades.
 - Add shade to the Brown School playground and complete lighting refreshes in the Veterans and Village gymnasiums by June 30.



- h. State earmark funding was reported for a culinary arts classroom refresh (stoves and ovens) and music, plus \$40,000 for upgrading camera systems on buses.
- i. The facilities director search was reported, with the first search having failed and the position reposted.
 - The search committee is screening candidates and hopes to bring new candidates forward to the committee.

Consent Agenda: Bills and Minutes (00:45:00–00:48:00)

- a. The committee noted that donations would be included on the consent agenda going forward to ensure all donations to the district are formally accepted, though no donation items were presented this evening.
- b. Corrections to the draft minutes were discussed before approval.
 - The August 14 minutes carried the header from the prior meeting, showing the wrong location and the July 8 date.
 - A liaison assignment voted at the retreat was missing and would be reflected in the minutes.
- c. An additional correction was identified on the June 11 minutes.
 - At the top of page 7, the reference to the "Information Committee" should read the Superintendent's Anti-Discrimination Committee.
- d. A motion was made by Ann-Marie Jordan and seconded by Melissa Clucas to approve the identified schedule of bills totaling \$2,218,333.08 and the meeting minutes from June 11, 2026, June 22, 2026, July 8, 2026, and August 14, 2026, with the corrections discussed by the committee this evening.
 - The motion passed 4-0.

Director of Finance Appointment (00:48:00–00:56:00)

- a. Superintendent John Robidoux presented a memo recommending Kristin Morello for appointment as Director of Finance following Michael Pfifferling's departure in November.
 - Morello has served as Assistant Business Manager for two years, working directly alongside Assistant Superintendent of Finance and Operations Michael Pfifferling.
 - Contributions cited included integrating Munis financial software, managing state and federal grants, mastering payroll, overseeing districtwide user fees, and holding MCPPO designation.
- b. The committee discussed the appointment and voted.
 - Members noted an internal candidate familiar with district systems would ease transition; the Director of Finance role is narrower than the prior position.



- A motion was made by Henry Gwazda and seconded by Melissa Clucas to appoint Kristin Morello as Director of Finance pending successful contract negotiations. The motion passed 4-0.
- The Superintendent will sit down with Morello and Pfifferling after the contract is finalized to plan the transition period.

Academic Calendar Update (00:56:00–00:59:00)

a. Assistant Superintendent of Teaching & Learning Julia Ferreira presented a proposed change to the '26-'27 academic calendar, noting that a traditional half day for a day of service on October 21st had been omitted during calendar planning and that Dr. Carlson had notified the district of the missed date.

- The half day lets students complete PSATs while others do volunteer work and seniors take college visits.
- Time on learning requirements were checked and confirmed still met; the change applies to the high school only.

b. The committee voted on the calendar change.

- A motion was made by Melissa Clucas and seconded by Ann-Marie Jordan to approve changing the '26-'27 academic calendar to make October 21st a half day for the high school. The motion passed 4-0.
- Julia Ferreira will update and share the revised academic calendar.

May 2027 Bournedale Field Trip Approval (00:59:00–01:06:00)

a. A request to approve the May 2027 Bournedale field trip was presented to the committee.

- The trip is a 3-night, 4-day trip to Camp Bournedale in Plymouth with six core classes.
- The program is designed to help students transition from elementary to middle school.

b. An alternate "Villages" program was described for students who do not attend Bournedale.

- Activities include Project Aventura, Taste Buds Kitchen, and Crane's Beach, plus a potential marine science center partnership reconnected through a former student.
- On-site activities include Boston Bounce.

c. Action items and motion.

- Bus reservations will be coordinated for the Bournedale trip and village program; a judge will be arranged for the Idol event; the trip's return will be announced at upcoming open houses.

d. A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the May 2027 Bournedale field trip. The motion passed 4-0.



New Policy ACL: Interacting with Law Enforcement (01:06:00–01:10:00)

a. The committee held the first reading of new Policy ACL, Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement.

- The policy stems from the PROTECT Act signed by the governor in August.
- The DESE model policy and DESE guidance issued August 21st were included in the packet.

b. The first reading was accepted, with the policy to proceed through the district's three required readings despite DESE's ambitious approval timeline.

- The policy subcommittee will meet next week to discuss the policy.
- The committee will revisit comments at the September 18th meeting.

c. Discussion addressed implementation and existing practice.

- A concern was raised about training frontline staff, office staff, and principals to apply the policy confidently.

d. It was noted that the district already has informal procedures in place, and a committee member suggested notifying the police chief that the district has this policy in place.

FY27 School Committee Goals Discussion (01:10:00–01:37:00)

a. The committee discussed the FY27 School Committee goals, building on ideas generated at its retreat, with the goal of bringing a final slate back for a vote.

b. A draft data-informed decisions goal document was presented, including a proposed dashboard for tracking district data trends.

- The draft dashboard was described as a slide, document, or spreadsheet rather than a live data tool.
- Metrics were organized into student outcomes, people, finance and operations, and strategic execution categories.

c. The committee reached consensus to continue refining the goal with the document to be built out further.

- The change reflected that not every decision has a metric or established trend.

d. The committee discussed comparing Marblehead to similar districts and tying quarterly data reporting to DIP progress reporting.

- Members said the school committee should define the comparison cohort and the rationale for it.
- Concern was raised that cross-district comparisons are limited by differing demographics, budgets, and programming.



e. The committee reached consensus to send the data goal and the DIP reporting goal to the goal subcommittee as two separate goals, and not to add a third goal on portrait of a graduate this cycle.

- Members preferred making the two existing goals more robust, with final goals to be decided by December rather than rushed.

f. Action items were identified.

- The draft data dashboard document will be shared with the full committee, and John will identify the relevant metrics.
- Ann-Marie Jordan and Al Williams will meet as the Goals Subcommittee to work on the goals.

Superintendent Evaluation Process (01:37:00–01:48:00)

a. The committee discussed the timing and format of the superintendent evaluation, noting the last evaluation occurred in October 2025.

- May timing was seen as better aligned with committee turnover after town elections, allowing new members more experience.
- An October formative review would allow goals to be reviewed, adjusted, or replaced before the summative evaluation.

b. The committee reached consensus to move to a 2-year evaluation cycle, with an informal formative evaluation in October focused on progress toward goals and a formal summative evaluation in May before the town election.

c. The committee discussed the evaluation form and template.

- The superintendent preferred a narrative, evidence-based format similar to the internal vectors system used for admin and principal evaluations.
- It was noted DESE does not review the underlying form, only certain summary data.

d. The committee agreed to explore creating its own workaround evaluation form that could later be synthesized into the official DESE/MASC form.

- A committee member will attend MASC's watch-and-learn session on superintendent evaluations the following day.
- The superintendent or a committee member will talk to MASC about whether an alternative goals template may be used.

Subcommittee/Liaison Updates and Adjournment (01:48:00–01:49:00)

a. The committee took up subcommittee and liaison updates.



- It was reported that the Policies committee would begin meeting the following week.

b. Motion to adjourn.

- A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to adjourn the meeting. The motion passed unanimously.

c. The meeting adjourned at 7:51pm.

September 10, 2026



Dear John, Julia and all members of the Marblehead School Committee,

My name is Bit Coppola, President of Friends of The Marblehead Public Schools. On behalf of the entire board, we would like to welcome everyone back for the school year!

Last year we approved 16 grants to help enrich, enhance and extend the Marblehead Public School experience and curriculum. We couldn't be more proud of this group of volunteers who make this happen as well as the enthusiastic teachers, students and parent grant writers who are bringing a total of **\$93,000** back to our schools - the most we have EVER funded. One of the best aspects of this - a quarter of the grants involved students who either helped ideate, write and/or present during the process. In fact, the new Marblehead Magician Mascot was entirely done by a student, Sam Peach. What an amazing community of students, faculty and parents we have!

Here is a list of what to expect this school year (an * indicates that these grants have already been purchased or are currently in process):

Brown School:

- 1.) Building Kindness One Bucket At A Time - Kindness and reading initiative - **\$4,300***

Glover School

- 1.) Inchy The Book Worm - Book Vending Machine - **\$8,500***
- 2.) Building Belonging Through Chapter Books - SEL Literacy Initiative - **\$2,500***
- 3.) Rigamajig - Lifesize Erector Set to Enhance Indoor Activities - **\$8,255**
- 4.) SEL Focused Kindergarten Classroom Supplies - **\$6,200**

Village School:

- 1.) Lego STEAM Education Science Kits for 4th Grade - **\$21,590***
- 2.) Cooking Supplies for ABA Life Skills Program - **\$500***
- 3.) Refillable Water Station at the Track - **\$3,220**
- 4.) Convertible Benches for Playground to Enhance Outdoor Activities - **\$1,500**

- 5.) Guild Chronicles Game for Teaching and Learning Collaborative Communications Skills - **\$2,910**

Veterans School:

- 1.) Interactive Response Clickers for 7th and 8th Grade Science - **\$8,300***
- 2.) New Digital Camera for Yearbook Staff/Club - **\$250***
- 3.) Intergenerational Book Club - **\$3,330***

High School:

- 1.) 25 New Digital Cameras for Photography Program - **\$18,900***
- 2.) New Marblehead Magician Mascot - **\$3,000***

We hope to bring more of these amazing initiatives to our schools next year! Grant season opens Oct. 13th and runs until Jan. 15th. Thank you for your continued support and partnership.

With Endless Gratitude,

Bit Coppola and Your Friends (of the Marblehead Public Schools)



MARBLEHEAD PUBLIC SCHOOLS

Marblehead School Committee

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

Al Williams
Committee Member

Ann-Marie Jordan
Committee Member

Kate Schmeckpeper
Chair

Melissa Clucas
Vice-Chair

Henry Gwazda
Secretary

Marblehead School Committee Operating Protocols

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

I: In our Governance:

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

II: In our Operations:

6. We will exercise leadership in vision, planning, policymaking, evaluation, accountability, and advocacy on behalf of all students and the district while respecting the authority of the Superintendent and district administration to manage daily operations.
7. We acknowledge that a School Committee meeting is a business meeting that is held in public- not a meeting with the public.



MARBLEHEAD PUBLIC SCHOOLS

Marblehead School Committee

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

Al Williams
Committee Member

Ann-Marie Jordan
Committee Member

Kate Schmeckpeper
Chair

Melissa Clucas
Vice-Chair

Henry Gwazda
Secretary

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

III: In our Communications:

17. We emphasize proactive communication to avoid surprises for the School Committee and the Superintendent and enable efficient deliberations. Committee members should contact the Superintendent and the School Committee Chair well in advance of meetings for significant questions or concerns.



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phone: 781.639.3140 x10114
email: schoolcommittee@marbleheadschoools.org

Al Williams
Committee Member

Ann-Marie Jordan
Committee Member

Kate Schmeckpeper
Chair

Melissa Clucas
Vice-Chair

Henry Gwazda
Secretary

18. School Committee members acknowledge the Chair as the official voice of official spokesperson for the Committee and the Superintendent is the spokesperson for the District. The Chair will represent the School Committee in an official capacity when directed to do so by a majority of the members.

19. Requests for information should be directed through the Superintendent and the School Committee Chair, not directly to staff. The Superintendent will ensure equal access to responses for all members. 20. Members of the public can contact the School Committee via email at schoolcommittee@marbleheadschoools.org. Remember, these emails are part of the public record, and the Chair will respond on behalf of the Committee when possible. Individual members may respond directly, but will keep these protocols in mind when communicating about items that may come before the Committee.

21. A positive tone is essential for our school system. Trust among School Committee members, the Superintendent, and administration should be maintained through dignity and respect, allowing open expression of opinions and concerns.

22. Committee members will also refer community questions beyond their purview to the Superintendent or other appropriate staff member. The Superintendent or their designee will investigate and provide necessary information for responses.

IV: In our Professional Development:

23. School Committee members will engage in formal training organized by the Superintendent and the School Committee Chair, conducted by recognized organizations such as the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS).

24. All new School Committee members will attend an orientation session in addition to completing the state required ethics training and Charting the Course. If requested, a mentor will be assigned to support them.

25. The School Committee will allocate time each year for self-evaluation to assess their progress in adhering to agreed-upon norms and beliefs and goals.

26. We recognize the importance of honoring our established norms and beliefs and agree to hold each other accountable when we deviate from them.

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

In the Marblehead 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 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.



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 15, 2025
To: Marblehead School Committee
From: Michael Pfifferling
Re: Surplus

The Marblehead High School Administration has requested the following items be declared surplus and disposed of accordingly:

- 10 various gasoline and diesel engines
- 1 outboard engine
- 1 outboard drive
- 2 transmissions

These items do not follow the curriculum of the Marine Tech program and are posing a safety hazard.

Respectfully submitted,

Michael Pfifferling
On behalf of Michele Carlson and Jeffrey Trotsky

Roles & Responsibilities for School Committees and Superintendents

Introduction

Communication is the centerpiece of effective school committee-superintendent relationships and is the foundation that will nurture a climate conducive to growth. When roles are clear and relationships are sound, communities feel a sense of confidence in their school leadership which in turn enhances the education of all students in the community.

Strong collaborative leadership from school committees and superintendents must be a driving force in dealing with the direct and indirect challenges facing our society and our schools. A superintendent must display excellence as an educational leader, be politically sophisticated, aware of and active in legislative developments, possess an extensive knowledge of federal and state laws, and personify effective communication.

A school committee must be responsive to its constituencies in governance, sensitive to the diverse needs of all learners, an advocate for students and learning before the people of the community and, as such, a vigorous ambassador for public education before all citizens.

Procedures, determined locally in each school system, should be reviewed annually to assure compliance with current policy.

Harmonious and productive relationships between school committees and super-intendents will flourish if two-way communication is established and maintained. Such teamwork will work to enhance and improve the Commonwealth's schools, enriching the lives of all Massachusetts students.

After reviewing American Association of School Administrators and National School Board Association documents regarding clear roles and responsibilities for school committees and superintendents, the Center for Public School Leadership has merged educational reform and Massachusetts Department of Education guidelines to create a document reflective of current school governance in Massachusetts. It is our hope that this document will provide a starting point for local discussion of these important issues.

Policy

SCHOOL COMMITTEE:

- Establish and periodically review educational goals and policies for the schools in the district, consistent with the requirements of law and the statewide goals and standards

established by the Board of Education. This is the primary role of the school committee. Policies should be reflective of the fact that the school committee has oversight of and responsibility for the school system, the direction in which the system must go, and establish criteria to determine if its goals and policies are being met.

SUPERINTENDENT:

- Develop and inform the committee of administrative procedures required to implement committee policies.
- Present policy options along with specific recommendations to the school committee when circumstances require the committee to adopt new policies or review existing policies.

Finance

SCHOOL COMMITTEE:

- Review and approve a budget for education in the district according to a process and timeline developed with the superintendent.
- Work to ensure that necessary funds are appropriated for the district and that a balance is maintained between needs and resources in the distribution of available monies.
- Oversee the operation of the annual school budget.

SUPERINTENDENT:

- Develop a timeline and recommend to the school committee the system's educational goals and annual school budget
- Oversee the operation of the annual school budget.
- Provide periodic updates to school committee.
- Provide early notice of any potential budget overruns.

Staffing

SCHOOL COMMITTEE:

- Appoint the superintendent.

- Appoint the assistant/associate superintendents, school business administrator, administrator of special education, school physicians and registered nurses (unless employees of the Board of Health), legal counsel, and supervisors of attendance, upon recommendation of the superintendent. Consent to hiring based on the superintendent's recommendation should not be unreasonably withheld.
- Set compensation for the superintendent and overall compensation limits for assistant/associate superintendents, school business administrator, administrator of special education, school physicians and registered nurses, legal counsel, supervisors of attendance, school principals, and other administrators not assigned to particular schools.
- Prescribe additional qualifications for educator positions, beyond basic certification.
- Discipline or terminate the employment of the superintendent, in accordance with state law and the terms of the contract of employment.

SUPERINTENDENT:

- Appoint, discipline and discharge administrators, principals, and staff not assigned to particular schools.
- Review and approve principal's hires of all teachers, athletic coaches and other personnel assigned to a particular school, consistent with district personnel policies and budgetary restrictions. Initiate or review and approve discipline or discharge of staff.

Collective Bargaining

SCHOOL COMMITTEE:

- Act as employer of school employees for collective bargaining purposes.
- Designate a negotiator or negotiating team.
- Receive advice from superintendent about educational consequences of bargaining positions.

SUPERINTENDENT:

- Serve as a resource in collective bargaining.
- Assure adherence to all collective bargaining agreements.

Performance Standards

SCHOOL COMMITTEE:

- Establish, upon the recommendation of the superintendent, the performance standards for teachers and other employees of the school district.
- Evaluate the performance of the superintendent.
- Conduct self-evaluation of the committees effectiveness in meeting its stated goals and performing its role in public school governance.

SUPERINTENDENT:

- Assure the evaluation of personnel and provide training for evaluators in harmony with district policy.
- Develop performance standards for all staff that are in keeping with school committee policy, contractual agreements and educational goals of the district.

Professional Development

SCHOOL COMMITTEE:

- Adopt a professional development plan for all principals, teachers and other professional staff employed by the district.
- Provide and encourage resources for school committee professional development programs that will enable school leaders to have the knowledge and skills required to provide effective policy leadership for the school system.

SUPERINTENDENT:

- Implement the professional development plan adopted by the school committee for professional staff.
- Ensure that professional development activities are available to all school department employees.

School Councils

SCHOOL COMMITTEE:

- Review and approve an annual school improvement plan for each school in the district.

- Provide and encourage resources for school council professional development programs that will enable council members to have the knowledge and skills required to provide effective educational leadership.

SUPERINTENDENT:

- Review with principals the role of school councils and relevant activities.

Advocacy

SCHOOL COMMITTEE:

- Engage in advocacy on behalf of students and their schools and promote the benefits of a public school system to the community.
- Work closely, when appropriate, with other governmental agencies and bodies.
- Collaborate with other school committees through state and national school committee associations to let state legislators, members of Congress, and all other appropriate state and federal officials know of local concerns and issues.

SUPERINTENDENT:

- Engage in advocacy on behalf of students and their schools and promote the benefits of a public school system to the community.
- Collaborate with other administrators through national and state professional associations to inform state legislators, members of Congress, and other appropriate state and federal officials on local concerns and issues.
- Work with local and state officials to garner support for a fair and sound school budget that encompasses jointly developed committee-administration goals and priorities.

Curriculum

SCHOOL COMMITTEE:

- Approve major adoption or revision of curriculum and textbooks upon recommendation of the superintendent.

SUPERINTENDENT:

- Ensure a process for the development and continual refinement of the curriculum.

- Recommend major adoptions of courses or textbooks.

Governance

SCHOOL COMMITTEE:

- Establish educational goals and policies for the schools in the district, consistent with the requirement of law and the statewide goals and standards established by the Board of Education.
- Delegate to the superintendent the responsibilities for all administrative functions.
- Act only as a body as prescribed by law and not as individual members.

SUPERINTENDENT:

- Serve as the school committee's chief executive officer and preeminent educational advisor in all efforts of the committee to fulfill its school system governance role.
- Serve as a catalyst for the school system's administrative leadership team.
- Propose and initiate a process for long range and strategic planning that will engage the committee and the community in positioning the school system for success in ensuing years.
- Ensure that the school system provides equal opportunity for all students and staff.

Communication

SCHOOL COMMITTEE:

- Support the development and promotion of the vision, mission, goals and strategies of the school system.
- Review prior to all school committee meetings the information provided by the superintendent and when possible communicate any questions or concerns to the superintendent prior to the meeting to provide an opportunity for a response.
- Consult and confer with the superintendent on all matters as they arise that concern the school system, and on which the school committee may take actions.
- Maintain open communication between the community and the schools by scheduling public meetings on a regular basis.

- Support the superintendent in all matters that conform to committee policy.
- School Committee Chair role
- Who is primarily responsible for emergencies/major disciplinary/criminal communications?

SUPERINTENDENT:

- Keep all school committee members informed about school operations and programs.
- Identify and articulate the needs of the school system to the school committee.
- Develop and promote a plan for achieving the mission, vision, goals and strategies of the school system.
- Provide all school committee members with appropriate background information in advance of each committee meeting.
- Develop and implement a continuing plan for working with the news media.
- Be aware of all aspects of Massachusetts education law and share all changes or amendments with the school committee in a timely fashion.
- Share responsibility with the school committee for open communication and honest discourse.
- Maintain open communication between the community and the schools.

Elevate Educator Voices Goal 2026-2027

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

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

Strategic Planning Goal 2026-2027

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

- Agree to a statement that articulates a clear division of responsibilities between the School Committee and the administration. (There are good examples from MASC and other districts.) Post to the School Committee website and reference. Evaluate through check-ins with the superintendent and his team.

Update: Draft document created. Pending posting on School Committee website.

- Support the superintendent in completing the District Improvement Plan by:
 - Setting a near-term deadline for School Committee review of the draft to ensure that the plan reflects School Committee priorities
 - Establishing a timetable for the superintendent to gather and process stakeholder input and monitoring adherence to that timetable
 - Reviewing and approving the finalized plan in spring 2026 for implementation on July 1, 2026

Update: This goal has been completed.

- Consider strategic planning frameworks for the district moving forward, with clearly articulated responsibilities for the School Committee in that process.
 - Schedule a MASC workshop on the School Committee's planning responsibilities, both on an annual and longer term basis

Update: Completed at our 2026 School Committee retreat meeting.

- Appoint a member or ad hoc subcommittee to develop a proposed plan for consideration by the full School Committee in spring 2026, to run concurrently with the District Improvement Plan.
 - This plan will outline both annual and longer-term planning and oversight responsibilities for the School Committee with a proposed timetable for action.
 - The development of this plan will include looking at annual work (such as goal setting and tracking, setting of budget priorities and the approval of school improvement plans), as well as longer term planning and visioning (such as the district mission and vision, portrait of a graduate/learner, and development of the next district improvement plan), all while adhering to the appropriate and agreed upon division of responsibilities between the School Committee and the administration.
- Review programming from administration at SC meetings that address specific portions of the District Improvement Plan.

Goal: Strengthen Financial Transparency of School Budget

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

Specific Goal: Successfully implement a structured financial communication plan that measurably increases community comprehension of key budget drivers before the May 2027 Town Meeting. Successfully develop budget explainers that incorporate information from School district quarterly override reviews.

Metric(s) for Success:

- **Baseline:** Committee provides budget information via website postings and newsletters. ~~Budget information is currently perceived as complex and reactive, with low community confidence and limited structured communication (as seen during 2024–25 strike and early override discussions).~~
- **Target:**
 - Publish at least 3 clear, accessible budget explainers (e.g., one-page summary, public presentation deck, online FAQ) before March 2027.
 - Publish four quarterly budget explainers related to override reviews.
 - ~~Host at least 2 community forums dedicated to budget Q&A.~~

Achievable:

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

Relevant: This goal addresses Marblehead's ongoing challenge of explaining repeated funding requests amid declining enrollment and increasing contractual costs. Improving budget literacy and trust is essential for community alignment and informed voting during our May 2027 Town Meeting.

Time-Bound:

- **Intermediate Review:** January 2027 - at least one explainer published and one forum completed
- **Completion:** March 2027 - all explainers ~~and forums~~ finalized ahead of Town Meeting.

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



Marblehead Public Schools

To: Marblehead School Committee
From: Julia Ferreira, Assistant Superintendent of Teaching and Learning
Date: September 17, 2026
Subject: Donation from Marblehead Rotary

Marblehead Public Schools (MPS) appreciates the Marblehead Rotary for providing four years of access to the Inner Explorer mindfulness program for its staff and students.

MPS hopes to continue our partnership with the Marblehead Rotary in support of our students' social-emotional well-being as part of our multi-tiered system of support framework. MPS understands the value of evidence-based social-emotional learning (SEL), as shown by our implementation of the Wayfinder curriculum in grades K through 12 two years ago. Mindfulness, which is the development of self-awareness, is at its foundation.

The donation from the Marblehead Rotary will allow Jean Skanne, founder of Still Waters, to guide our youngest learners (grades K through 3) in weekly lessons focused on core skills of self-awareness, purpose, empathy, collaboration, agency, and adaptability, which complement their learning through our Wayfinder curriculum. Data will be collected to measure the impact of the SEL lessons and in-person support.

This donation from Marblehead Rotary is focused on student instruction and teacher support. Jean will develop, teach, and/or guide curriculum in support of social-emotional learning and the well-being of our students, and lead professional development sessions for the educators working with our students.

Jean will assist in our lower elementary schools with the following instruction and support:

- Developmentally appropriate mindfulness lessons and movement practices
- Small group instruction and support for specialized programs
- Lunch bunch small groups
- Push-in opportunities (i.e. literacy) where Jean can apply her SEL literacy
- Attendance and engagement in grade-specific Professional Learning Community meetings, which will provide Jean with detailed information to aid her in supporting students

The donation includes the fee for Jean to work 35 days at Brown and Glover Schools and present at four PD sessions, totaling \$15,385.