



Joint School Council Meeting

10/15/2026
"Kickoff Event"



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





THANK YOU!



 Search

Our School

Principal's Office

Departments

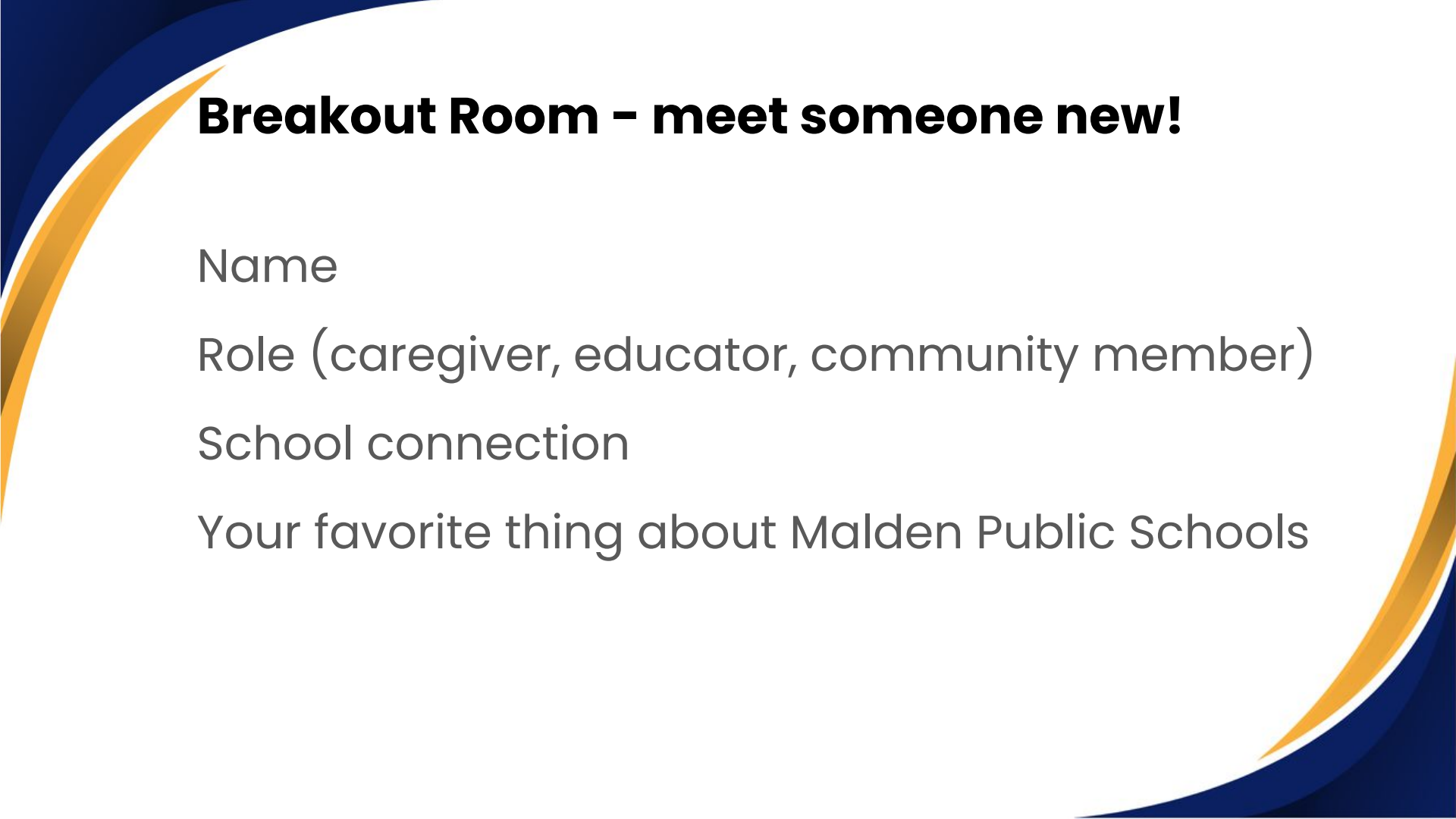
Directory

Registration

School News

[School Site Council](#)

State Reports



Breakout Room – meet someone new!

Name

Role (caregiver, educator, community member)

School connection

Your favorite thing about Malden Public Schools



Agenda

District-wide Improvement Plan

Law & Policy re: School Councils

Roles & Responsibilities in Malden

Discussion

Wrap-up

Superintendent's Strategic plan



Key Year One Actions:

- ☐ Review of Exploratory and Arts programs
- ☐ Review of Honors/ Advanced Coursework programming
- ☐ Review & begin to develop guidelines for screen-time across grade levels
- ☐ Support transition of Freshmen to Malden High School
- ☐ Continue early, proactive recruitment and hiring
- ☐ Ongoing work regarding Financial Sustainability

In SY25 We set a goal...

Breakthrough student learning takes place when...

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



mitted to improving

Michigan Public Schools General Lesson Study Protocol

Lesson Study is a collaborative process where teachers work together to plan, teach, observe, and reflect on lessons to improve student learning. The process involves a team of teachers working together to plan, teach, observe, and reflect on lessons to improve student learning.

Phase	Key Activities	Notes
Plan	• Select a lesson to study (often a challenging one) • Develop a lesson plan (often a shared plan)	What is the goal of the lesson?
Teach	• One teacher teaches the lesson while others observe • Observe the lesson (often with a focus on specific aspects)	What is the focus of the observation?
Observe	• Observe the lesson (often with a focus on specific aspects) • Reflect on the lesson (often with a focus on specific aspects)	What is the focus of the reflection?
Reflect	• Reflect on the lesson (often with a focus on specific aspects) • Plan for improvement (often with a focus on specific aspects)	What is the focus of the improvement plan?

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

Strategic
scheduling

Compliant
SEI
programs

Where have we come together? Where are we going?



The data shows that students starting well below benchmark in foundational reading make the least progress. We are teaching grade level foundational skills well but can do more to support students who need instruction with below-grade level skills.

MTSS Priority: Literacy Block
So over the next two years we will focus on: taking steps to improve our foundational literacy skill instruction in grades K-8



The data shows that students significantly below grade level make more progress than those closer to grade level. This speaks to a Tier 1 challenge: we are exposing students to grade level texts, but we can grow in how we help students engage deeply with them.

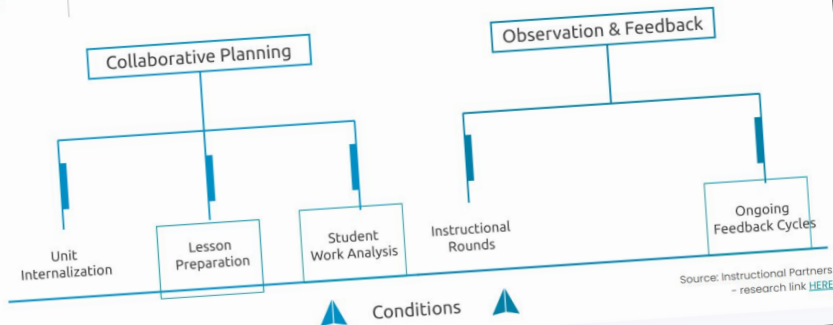
Instructional Priority: Tier 1 Instruction
So over the next two years we will focus on improving the quality of Tier 1 Instruction by aligning instructional leadership structures to promote students doing the heavy lifting in class.

And we charted a path to reach it

We created a common vision of effective instruction

"Instructional leadership is... utilizing these evidence-based high leverage practices that meaningfully raise the level of instruction for students..."

Click to add text



In Malden we strive to create learning environments where...

Students are **known, valued and feel that they belong.**



Include and collaborate

Students engage in **grade level** work with the **right level of support**



Do Right By All Kids

Students **work together** to do **heavy lifting**: they enjoy, sense-make, take risks, ask questions, consider ideas of others.



Embrace Growth

And implemented SY26 SIPs that outlined supports for educators to reach that vision



**SPECIAL REPORT
OF THE
SUPERINTENDENT**

*Annual State Accountability
Report & Achievement
Results*

Friday, September 25, 2026

Timothy Sippel, Ed.L.D.
Superintendent

Greetings,

**Over the past two
years, we have
seen positive
results from this
work...**

***And we seek to
continuously
improve***

In writing SY27 SIPs, *we stayed the course,* with some continuous improvement

- ❑ Continue our focus on professional development, coaching and educator collaboration
- ❑ Some differentiation by school with a common criteria for success
- ❑ District-wide focus on:
Science of Learning & Collaborative Teaching

IC: My school maintains high expectations of all students, regardless of their background.

IC: My school effectively teaches students with Individualized Education Programs (IEPs) across different languages and cultures.

PD: Educator voice is included in building our school improvement and professional development plans.

PD: My professional development experiences this year have helped me meet the needs of my students (including multilingual students and students with disabilities).

School Improvement Planning: Always trying to embrace growth



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



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MA Law outlines 4 Areas of Responsibility

School councils shall assist the principal in:

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

Assist means...

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

The role in budget

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

The law specifies that the school council "shall assist [the principal] in the review of the annual school budget." This language refers to the school building budget, not to the district budget. "Review" means that the council and the principal read through documents that describe the budget in order to understand the implications for items in the school improvement plan that will be developed by the council. In many communities, the school budget is



In our June 2027 meeting, once the City Budget is passed, School Councils will meet to review the school-based allocation. SY27 Budget is at the QR code at left.

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

Where may councils not be involved?

What are some areas in which councils cannot be involved?

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

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

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

Introduction

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

Role of the School Council and Principal:

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

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

Procedural rules

Quorum:

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

Conduct of School Council Business:

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

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

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

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

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

Staggered election cycles means that we will elect half the membership each year



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What does that mean for us?

How frequently do our Councils meet?

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

What should we do in our first meeting?

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

What other meetings should we have?

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



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School Team Breakout Session

Please join a breakout group for your School.

Or come off mute to request assistance

Introductions: Name, Student Grade levels, Fun Fact about yourself.

What excites you about School Council work this year?

What questions do you have?

Appoint a “share-out” person!



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Thank you!

THANK YOU!

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



SCAN ME

<https://tinyurl.com/MaldenSC>