DATE POSTED:

Town Clerk Use Only

AMENDED AGENDA

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 Conference: https://marbleheadschools-org.zoom.us/j/97886762817?pwd=5hT6kswajICtbJVaC2uYOn1pdiv7fE.1

Meeting ID: 978 8676 2817
Password: 610612
Dial in Phone +1 646 931 3860 US

Thursday	November	19	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. Department of Elementary and Secondary Education METCO Visit
   c. Class Size Report

III. Consent Action and Agenda Items
   a. Schedule of Bills (vote)
   b. Meeting Minutes: (11/5/26) (vote)
   c. Donations: (vote)

IV. School Committee Communication and Discussion Items
   a. METCO Scholarship (vote)
   b. Barkley Forum for High Schools Trip Approval (vote)

c. Eveleth School Site
d. Subcommittee and Liaison Updates (vote)
e. Correspondence

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

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss strategy with respect to litigation, *John Doe and Jane Doe v. John Robidoux, et al.* (Essex Superior Court 2677CV01377), as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

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 *Instructional Assistant* Unit A because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 7", to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically the Open Meeting Law, G.L. c. 30A, §§ 22(f), (g), relative to the School Committee's executive sessions for the following dates: (1) December 21, 2023; (2) June 26, 2024; (3) November 24, 2024; (4) January 6, 2025; (5) August 7, 2025; (6) August 21, 2025; (7) September 4, 2025; (8) September 12, 2025; (9) September 18, 2025; (10) September 30, 2025; (11) October 10, 2025; (12) October 15, 2025; (13) October 30, 2025; (14) November 6, 2025; (15) November 20, 2025; (16) December 4, 2025; (17) December 18, 2025; (18) January 5, 2026; (19) January 29, 2026; (20) February 26, 2026; (21) March 5, 2026; (22) March 19, 2026; (23) April 30, 2026; (24) May 21, 2026; (25) June 22, 2026; and (26) July 8, 2026.

Chair's Statement following roll call vote on the motion:
We will enter into Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss strategy with respect to litigation, *John Doe and Jane Doe v. John Robidoux, et al.* (Essex Superior Court 2677CV01377), as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

We will also enter into Executive session pursuant to Chapter 30A, Section 21(a)(3) (Purpose 3) to discuss strategy with respect to collective bargaining with the Marblehead Education Association *Instructional Assistant Unit* because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

We will also enter into executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 7", to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically the Open Meeting Law, G.L. c. 30A, §§ 22(f), (g), relative to the School Committee's executive sessions for the following dates: (1) December 21, 2023; (2) June 26, 2024; (3) November 24, 2024; (4) January 6, 2025; (5) August 7, 2025; (6) August 21, 2025; (7) September 4, 2025; (8) September 12, 2025; (9) September 18, 2025; (10) September 30, 2025; (11) October 10, 2025; (12) October 15, 2025; (13) October 30, 2025; (14) November 6, 2025; (15) November 20, 2025; (16) December 4, 2025; (17) December 18, 2025; (18)

January 5, 2026; (19) January 29, 2026; (20) February 26, 2026; (21) March 5, 2026; (22) March 19, 2026; (23) April 30, 2026; (24) May 21, 2026; (25) June 22, 2026; and (26) July 8, 2026 and the Chair so declares without intent to return to open session.

VI. Executive Session

VII. Adjournment

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Kate Schmeckpeper
Posted by: Lisa Manning
Date: 11/18/2026 *AMENDED 11/18/2026*

DATE POSTED:

Town Clerk Use Only

20[illegible]

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 Conference: https://marbleheadschools-org.zoom.us/j/97886762817?pwd=5hT6kswajICtbJVaC2uYOn1pdiv7fE.1

Meeting ID: 978 8676 2817
Password: 610612
Dial in Phone +1 646 931 3860 US

Thursday	November	19	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. Department of Elementary and Secondary Education METCO Visit
   c. Class Size Report

III. Consent Action and Agenda Items
   a. Schedule of Bills (vote)
   b. Meeting Minutes: (11/5/26) (vote)
   c. Donations: (vote)

IV. School Committee Communication and Discussion Items
   a. METCO Scholarship
   b. Barkley Forum for High Schools Trip Approval (vote)
   c. Eveleth School Site (vote)
   d. Subcommittee and Liaison Updates (vote)

e. Correspondence

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

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss strategy with respect to litigation, *John Doe and Jane Doe v. John Robidoux, et al.* (Essex Superior Court 2677CV01377), as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss strategy with respect to collective bargaining with the Marblehead Education Association Unit A because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 7", to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically the Open Meeting Law, G.L. c. 30A, §§ 22(f), (g), relative to the School Committee's executive sessions for the following dates: (1) December 21, 2023; (2) June 26, 2024; (3) November 24, 2024; (4) January 6, 2025; (5) August 7, 2025; (6) August 21, 2025; (7) September 4, 2025; (8) September 12, 2025; (9) September 18, 2025; (10) September 30, 2025; (11) October 10, 2025; (12) October 15, 2025; (13) October 30, 2025; (14) November 6, 2025; (15) November 20, 2025; (16) December 4, 2025; (17) December 18, 2025; (18) January 5, 2026; (19) January 29, 2026; (20) February 26, 2026; (21) March 5, 2026; (22) March 19, 2026; (23) April 30, 2026; (24) May 21, 2026; (25) June 22, 2026; and (26) July 8, 2026.

Chair's Statement following roll call vote on the motion:
We will enter into Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss strategy with respect to litigation, *John Doe and Jane Doe v. John Robidoux, et al.* (Essex Superior Court 2677CV01377), as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

We will also enter into Executive session pursuant to Chapter 30A, Section 21(a)(3) (Purpose 3) to discuss strategy with respect to collective bargaining with the Marblehead Education Association because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

We will also enter into executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 7", to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically the Open Meeting Law, G.L. c. 30A, §§ 22(f), (g), relative to the School Committee's executive sessions for the following dates: (1) December 21, 2023; (2) June 26, 2024; (3) November 24, 2024; (4) January 6, 2025; (5) August 7, 2025; (6) August 21, 2025; (7) September 4, 2025; (8) September 12, 2025; (9) September 18, 2025; (10) September 30, 2025; (11) October 10, 2025; (12) October 15, 2025; (13) October 30, 2025; (14) November 6, 2025; (15) November 20, 2025; (16) December 4, 2025; (17) December 18, 2025; (18) January 5, 2026; (19) January 29, 2026; (20) February 26, 2026; (21) March 5, 2026; (22) March 19, 2026; (23) April 30, 2026; (24) May 21, 2026; (25) June 22, 2026; and (26) July 8, 2026 and the Chair so declares without intent to return to open session.

VI. Executive Session

VII. Adjournment

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Kate Schmeckpeper
Posted by: Lisa Manning
Date: 11/17/2026

dese MASSACHUSETTS
Department of Elementary
and Secondary Education
Pedro Martinez | Commissioner

135 Santilli Hwy, Everett MA 02149 Voice: (781) 338-3000 TTY: 1-800-439-2370 www.doe.mass.edu

METCO District Visit Protocol

Purpose 2
Timeline 2
Planning the Visit 3
Scheduling 3
Visit Components 4
During the Visit 6
After the Visit 7
Appendix 8
District Pre-Visit Checklist for METCO Districts 8
Focus Groups 10
District Report Template 12

Purpose

The purpose of these site visits is to better understand the METCO student experience and use that understanding to strengthen programming and supports related to:

- equitable access to opportunities,
- student belonging, and
- racial integration as a whole (i.e., building an inclusive community in which people from different backgrounds have equal access to opportunities and learn from and respect each other's cultures and identities).

This understanding is built by observing classes and direct supports for METCO students as well as speaking directly with those who hold the most intimate knowledge of the program: district leaders, METCO staff, students, and families. Each visit results in a district report, to be shared with the district, summarizing what was learned about equitable access to opportunities, student belonging, and racial integration in that district.

Timeline

Timeframe	Activity
Early Fall	Confirm all district visits & pre-visit planning meetings
Fall through Spring	District visits conducted
Summer	Statewide, anonymous synthesis completed; outreach sent to districts to schedule visit & pre-visit planning meetings for the upcoming year is sent by July

Below is the visitation schedule for the upcoming round of visits, beginning fall 2026. The site visit schedule for SY26-27 through SY28-29 is based on the district visit order from the initial round of site visits.

SY26-27	SY27-28	SY28-29
1. Reading	1. Lexington	1. Hampden Wilbraham
2. Marblehead	2. Wayland	2. Lynnfield
3. Scituate	3. Needham	3. Sharon
4. Swampscott	4. Newton	4. Braintree
5. Dover & Sherborn & Dover-Sherborn	5. Brookline	5. Walpole
6. Melrose	6. Weston	6. Foxborough
7. Wellesley	7. Belmont	7. Lincoln-Sudbury
8. Concord & Concord-Carlisle	8. Westwood	8. Arlington
	9. Sudbury	9. Cohasset
	10. Wakefield	10. Bedford
	11. Hingham	11. Lincoln
	12. Natick	12. Longmeadow
	13. East Longmeadow	13. Southwick Tolland Granville

Planning the Visit

The Department assumes the METCO Director(s) will serve as the district's coordinator for the visit, though the district may designate someone else for this role. The coordinator is responsible for:

- communicating all relevant information between the Department's team lead and the district leadership and other stakeholders, such as students, who are involved in the visit;
- knowing the district's schedule and programming and be able to resolve scheduling issues as they come up;
- being able to reach stakeholders quickly during the visit;
- gathering a representative group for each focus group category and to inform each participant of the time and place of the meeting; and
- ensuring that participants know the Department will not record names or other identifying information while collecting feedback.

On the Department side, the visit team leader serves as the district's point of contact throughout and is responsible for all communication with the district, orienting the rest of the team before the visit, leading the visit itself, and writing the resulting report. A support person assists with assembling visit materials, coordinating logistics, and reviewing the report.

Scheduling

1. In the initial outreach communication to be sent by the end of July, prior to the school year the district will be visited, the Department will provide a two-week window to the METCO district to confirm a visit date. At latest, the visit date should be confirmed by September, if not earlier.
    a. If possible, the METCO district is encouraged to select a day within the provided two-week window where there is already a METCO-program activity involving METCO students taking place during that period (i.e. tutoring session, club, lunch session, etc.), so the Department can briefly observe the activity.
    b. Depending on the visit components (more information provided below), the Department may spend approximately 4 to 6 hours, including transition times, in the METCO district.
    c. Districts will be provided with a checklist to support their planning process in the initial outreach communication (Appendix: District Pre-Visit Checklist for METCO Districts).
2. Once the visit date has been confirmed, the district should also confirm a virtual 30-minute pre-visit check-in for a week prior to the confirmed visit date. Similar to the visit date, this meeting should be confirmed by September, if not earlier.
    a. The purpose of this meeting is to clarify any outstanding questions regarding previously shared materials and discuss the context of the visit.
3. The METCO district should begin crafting an agenda as soon as the visit date and pre-visit check-in have been scheduled. The following list of items should be shared by the district at least two weeks prior to the visit date.

- ☐ A district visit agenda that includes the visit components (see section below).
- ☐ If available, any pre-existing materials and/or artifacts that will be helpful context for the visit. These optional examples may include, but are not limited to:
  - A list of academic and/or social-emotional resources and supports the district provides directly to METCO students;
  - Public-facing documents that outline the school's/district/s anti-bias policies & procedures; and
  - Current data-tracking tool(s) and/or documents used for monitoring the outcomes for METCO students.

Visit Components

Visit Component	Description
Initial Check-in with METCO Director (15 minutes)	The Department's team meets with the METCO director to introduce themselves, to confirm logistical details of the visit, and, if applicable, to ask any remaining clarifying questions about the visit and to recap the previous site visit if possible. During this check-in, the METCO Director may elevate aspects of the classroom and METCO-program activity observations the Department team may see and/or things to look for (e.g., strengths of the program and areas of need).
Focus Groups (30-45 minutes each; 2.5-3.25 hours total)	The Department team aims to speak with the following focus groups listed below. The METCO district should gather a representative group from each relevant focus group category (Appendix: Focus Groups) and inform each participant of the time and place of the meeting. 1. METCO program students a. *Only one district employee should be present during this focus group.* 2. Resident students a. *Only one district employee should be present during this focus group.* 3. METCO program staff 4. Parents and/or guardians of METCO program students a. *This may be a virtual focus group to be scheduled outside of the visit date, if needed.* 5. Teachers a. *This may be a virtual focus group to be scheduled outside of the visit date, if needed.* Each participant should be given complete freedom to speak regarding their knowledge of and experience at the school, with no limits or repercussions imposed. The Department's team lead asks questions during each focus group while the rest of the Department team takes notes on what's shared.

	Given time constraints, multiple focus groups within the same category of stakeholder group generally cannot be accommodated. The composition of focus groups should not overlap and the appropriate staff members will be present.
Observations (10-15 minutes each; 30-45 minutes total)	The Department team may split up to observe two types of settings concurrently to save time. 1. 1-2 Classroom observations 2. 1 METCO-program activity observation involving program students (if possible) These observations are conducted in the same descriptive, non-evaluative spirit as the rest of the visit. The focus of these observations will be on the classroom and school environments and the interactions between students and teachers. These 10–15-minute observations are simply a snapshot of the METCO student experience.
Post-Focus Group and Observation DESE Team Discussion (30 minutes)	The visit schedule should include thirty minutes near the end of the visit during which the Department team debriefs their focus group and observation notes and develops a preliminary summary for the district report.
Exit meeting with METCO Director and District Leadership (45 minutes)	The visit concludes with an exit meeting with the METCO director and district leadership. This meeting provides the Department team with an opportunity to obtain clarification about any outstanding questions and to thank them for the assistance provided during the visit. This time also provides an opportunity for the Department team to give the METCO director and district leadership an overview of the information collected and answer any questions the district may have.

During the Visit

The two domains below form the foundation of the site visit process and are the basis on which guiding questions were developed. These domains reflect two areas where racial integration is most directly experienced by students: access to opportunities and a sense of belonging within the school community.

During the visit, the Department team will utilize a set of guiding questions aligned to the two domains (see chart below) for all focus groups and meetings, so comments can be compared within and across districts. Follow-up questions may be asked but the core set of guiding questions will stay consistent. The Department team will be taking notes solely on what participants share and the perspectives will be condensed and anonymized in the report that will be shared back to districts within a month of the visit.

Visit Domain	Guiding Questions
Equitable Access to Opportunities *Description: METCO program students have equitable access to academic and extracurricular activities, including advanced coursework, and districts have the protocols, targeted supports, and data systems in place to identify gaps and monitor whether METCO students are succeeding.*	1. Do METCO program students have equal access to academic and extracurricular opportunities, including advanced coursework, and are supports in place to help them access and succeed in these opportunities? a. *(High school only)* Does the district have an equitable process for selecting students into advanced courses? b. Are there supports in place specifically for METCO students interested in advanced coursework? 2. Does the district have protocols and data systems in place to identify gaps in access to opportunities and to monitor whether supports are having the intended impact? 3. Does the district provide training and other supports for educators focused both on utilizing culturally responsive practices as well as understanding the impact these practices have on the learning of all students?
Student Belonging *Description: METCO students experience a genuine sense of belonging within their school community, supported by structures that promote connection, and meaningful*	1. Has the district created a learning environment that promotes student belonging and racial integration? 2. Does the district collect data on how resident and METCO students experience and participate in school life, and analyze the information to identify any potential gaps in student belonging? 3. Are both METCO families, students, and community partners as well as resident families,

engagement with METCO families and community partners.	students, and community partners engaged in building a METCO community within the district? 4. Is responsibility for METCO student belonging shared across district leadership and departments — through shared ownership of support, inclusion in strategic planning, and stakeholder involvement in decision-making?

After the Visit

Once the visit is complete, the team synthesizes its notes into a report (Appendix: District Report Template) for the district, organized by domain, aiming to turn this around within one month of the visit. This report is specific to the district and provides the district a snapshot of the METCO student experience as it relates to equitable access to opportunities, student belonging, and racial integration.

At the end of the full three-year cycle, once all districts have been visited, the Department will produce a district-anonymized, aggregated report identifying patterns across the Commonwealth related to equitable access to opportunities, student belonging, and racial integration. These findings continue to feed statewide technical assistance, professional learning, and the Department's broader work on advancing equitable access to opportunities, student belonging, and racial integration.

Appendix

District Pre-Visit Checklist for METCO Districts

- ☐ By September of the school year your district will be visited
  - Work with your district leadership to confirm the visit date & time with the Department. If possible, select a day within the provided two-week window where there is already a METCO-program activity involving program students taking place during that period (i.e. tutoring session, club, lunch session, etc.), so the Department can briefly observe the activity.
  - Confirm a 30-minute virtual check in with the Department
- ☐ By 3 weeks prior to the visit
  - Review the Visit Components to coordinate the focus groups
    - Identify the students and the one district employee will be present during the student focus group.
    - Identify the METCO program staff that will be available to participate in the METCO program staff focus group.
    - Reach out to determine if there are 2-5 sets of parents and/or guardians of current METCO program students who are available to speak with the Department for 30 minutes on their experience. If schedules conflict, please provide some dates & times to meet virtually.
    - Identify 3-5 teachers that teach current METCO program students. If schedules conflict, please provide some dates & times to meet virtually.
- ☐ By 2 weeks prior to the visit
  - The following materials are submitted to the Department:
    - A district visit agenda that includes the visit components (see chart below).
    - <u>If available</u>, any pre-existing materials and/or artifacts that will be helpful context for the visit. These optional examples may include, but are not limited to:
      - A list of academic and/or social-emotional resources and supports the district provides directly to METCO program students;
      - Public-facing documents that outline the school's/district/s anti-bias policies & procedures; and
      - current data-tracking tool(s) and/or documents used for tracking the outcomes for METCO program students.
- ☐ By 1 week prior to the visit
  - Complete the 30-minute virtual check-in with the Department to clarify any outstanding questions regarding previously shared materials and discuss the context of the visit.

        - May need to confirm the dates & times of the family and teacher focus groups.
    - Confirm with the one district employee that they will be present during the student focus group.

Focus Groups

Focus Group	Description
METCO Program Students (30-45 minutes)	The district should aim to seat a mix of students that reflects the full range of the METCO experience. Ideally, the Department team would like to speak with middle and/or high school students who: 1. Participate in a school/district-based advisory role 2. Participate in a sport 3. Have been enrolled in the district since K–2 4. Was enrolled in the district within the past 2 years 5. Is not a student of color 6. Is enrolled in an AP course The conversation should feel age-appropriate and welcoming, with the Department team clear about its purpose and focused on listening rather than steering the discussion. A district-employed adult, ideally someone other than the METCO director, should be in the room to observe but not participate.
Resident Students (30-45 minutes)	The district should aim to seat a mix of 5-10 students that reflects the district. Ideally, we get to speak with middle and/or high school students who have friends in the METCO program. The conversation should feel age-appropriate and welcoming, with the Department team clear about its purpose and focused on listening rather than steering the discussion. A district-employed adult, ideally someone other than the METCO director, should be in the room to observe but not participate.
Program Staff (30-45 minutes)	The district should aim to seat available METCO program specific staff that can speak on their perspective of the student experience. Individuals have typically included: 1. Paraprofessionals 2. Classroom aides 3. Counselors 4. Tutors 5. Coordinators 6. Assistants This meeting lets the Department team follow up on what came out of student focus groups and ask questions specific to the two visit domains. This conversation opens the same way any of the day's meetings should: a welcome, a restatement of the visit's purpose and objectives, a walk-through of the agenda, and a clear reminder that the conversation is collaborative and grounded in the domains this protocol uses.

Teachers (Virtual option; 30 minutes)	The district should aim to seat a mix of 3-5 teachers that teach current METCO students. Ideally, we get to speak with individuals who identify as one or more of the following roles/experiences: 1. Facilitate a school/district-based advisory role 2. Teach an advanced course 3. General classroom teacher This may be a virtual focus group to be scheduled outside of the visit date, if needed.
Parents and/or Guardians (Virtual option; 30 minutes)	If possible, meeting with 2-5 sets of parents and/or guardians of current METCO program students will be helpful. This may be a virtual focus group to be scheduled outside of the visit date, if needed.

District Report Template

METCO District: [District Name]
Date of Visit: [Day, Date]
DESE Participants: [Names]
District Participants: [District Leadership, METCO Staff, school leaders, educators, elementary/middle school/high school students, families]

Please find a summary of the themes that came out of your district's visit below. This qualitative summary is a synthesis of what participants shared, not a formal evaluation of the district or the program. We hope it's helpful for your leadership and can continue to shape your district's programming.

Equitable Access to Opportunities *METCO program students have equitable access to academic and extracurricular activities, including advanced coursework, and districts have the protocols, targeted supports, and data systems in place to identify gaps and monitor whether METCO program students are succeeding.*
Do METCO program students have equal access to academic and extracurricular opportunities, including advanced coursework, and are supports in place to help them access and succeed in these opportunities? • *(High school only)* Does the district have an equitable process for selecting students into advanced courses? • Are there supports in place specifically for METCO students interested in advanced coursework?
Does the district have protocols and data systems in place to identify gaps in access to opportunities and to monitor whether supports are having the intended impact?
Does the district provide training and other supports for educators focused both on utilizing culturally responsive practices as well as understanding the impact these practices have on the learning of all students?

Student Belonging *METCO program students experience a genuine sense of belonging within their school community, supported by structures that promote connection, and meaningful engagement with METCO families and community partners.*
Has the district created a learning environment that promotes student belonging and racial integration?
Does the district collect data on how resident and METCO students experience and participate in school life, and analyze the information to identify any potential gaps in student belonging?
Are both METCO families, students, and community partners as well as resident families, students, and community partners engaged in building a METCO community within the district?
Is responsibility for METCO student supports (e.g., counseling, mental health services, family engagement) shared across departments, rather than resting solely with the METCO office?
Additional Themes Related to Racial Integration

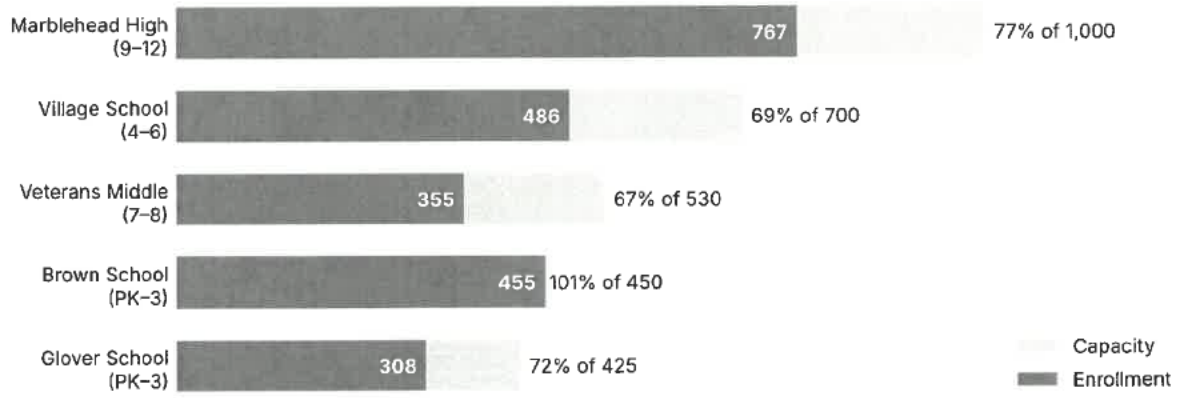
MARBLEHEAD PUBLIC SCHOOLS

Student Capacity and Current Enrollment

Current enrollment (district-provided) · Capacity = original design capacity of each building

2,371	3,105	734
students enrolled	total design capacity	net open seats (76% of capacity in use)

School	Grades	Capacity	Enrollment	Open seats	% of capacity
Marblehead High School	9–12	1,000	767	233	77%
Village School	4–6	700	486	214	69%
Marblehead Veterans Middle School	7–8	530	355	175	67%
Lucretia & Joseph Brown School	PK–3	450	455	−5 (over)	101%
Glover School	PK–3	425	308	117	72%
District total	**PK–12**	**3,105**	**2,371**	**734**	**76%**



Marblehead Public Schools

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

Kristin Morello *Director of Finance*
Justin Gagnon *Assistant Director of Finance*
Karleen Sayman *Payroll Coordinator*
Maria Sena-Rosales *Accounts Payable Specialist*

MEMORANDUM

TO: Marblehead School Committee
FROM: Kristin Morello, Director of Finance
DATE: November 19, 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
110S27-DW-MSR	$227,376.65
1110S27 FS/CF	$35,470.59
1110S27-MSR-National Grid	$8,938.12
1110S27-SS-KG-redacted	$202,010.99
Total	**$473,796.35**

Suggested Motion:

Motion to approve the identified schedules of bills totaling $473,796.35 as presented

The Marblehead Public Schools does not discriminate in its programs, facilities, employment or educational opportunities on the basis of race, color, age, criminal record (inquiries only), disability, pregnancy, homelessness, sex/gender, gender identity, religion, national origin, ancestry, sexual orientation, genetics or military status, and does not tolerate any form of retaliation, or bias-based intimidation, threat or harassment that demeans individuals' dignity or interferes with their ability to learn or work.

Gmail

John Robidoux <robidoux.john@marbleheadschools.org>

Village Organic Garden and SPUR News

Reece Dahlberg [redacted] Wed, Nov 11, 2026 at 12:18 PM
To: John Robidoux <robidoux.john@marbleheadschools.org>, Julia Ferreira <ferreira.julia@marbleheadschools.org>, Scott Williams <williams.scott@marbleheadschools.org>, schmeckpeper.kate@marbleheadschools.org

Hi Friends,

I hope you are all well! On behalf of SPUR, I am excited to share that the Village Organic Garden in collaboration with SPUR was able to provide 1,582 pounds of produce to local food pantries this season. We are grateful for the continued partnership between SPUR, Village School students and staff and the Village School PTO!

Take care!
Reece Dahlberg, Vice Chair
SPUR Board of Directors



Screenshot 2026-11-11 at 12.15.25 PM.png
2767K

Metco Endowed Scholarship Proposal

I would like to endow an annual $2,500 scholarship to be awarded to a Metco Marblehead High School senior. This scholarship would go to a college bound student to help pay tuition costs. I hope to award the first one to a 2027 graduate.

I am able to provide up to $50,000 for this endowment.

I would like to work with Caja Johnson in determining the scholarship requirements, application process and the selection process. I welcome any guidelines or requirements to establish this scholarship with Marblehead Public Schools and the Marblehead School Committee.

I am recently retired and I have the time and passion to work diligently to make this proposal a reality.

I love the town of Marblehead and I would love the opportunity to leave a meaningful impact on Marblehead Metco students for many years to come.

Sincerely,

Rick Keller
[redacted]

Annual Marblehead METCO Program Scholarship

The MPS METCO Scholarship is being established by a long time Marblehead resident, Mr. Rick Keller, to provide meaningful financial support to graduating high school seniors who have participated in the METCO program and are preparing to pursue higher education. The annual scholarship will recognize students who have demonstrated commitment to their education, personal growth, community, and future goals. By investing in these students at an important transition point, the scholarship seeks to celebrate their accomplishments while helping make their next chapter more accessible and attainable.

The scholarship will be awarded annually to one eligible MPS METCO Program senior, in the amount of $2500.00. Selection may consider academic achievement, involvement in school or community activities, leadership, perseverance, and the student's goals for the future. The long-term vision is to establish a sustainable annual fund that allows the scholarship to continue supporting the MPS METCO Program for years to come and serves as a lasting investment in the success and potential of graduating seniors.
Please complete this form completely if you are interested in applying for this scholarship.

Complete application includes:
- Completed Marblehead METCO Scholarship application
- Copy of your unofficial high school transcript
- Two letters of recommendation (at least one from a teacher)
- Essay of no more than 500 words

Scan and upload all documents to: johnson.caja@marbleheadschools.org
The subject line should read: 2027 Marblehead METCO Program Scholarship

DEADLINE: APRIL 9, 2027 at 11:59 pm

* Indicates required question

1. Email *

_____

Untitled Section

2. Name (first and last) *

3. Personal Email address *

4. Date of Birth *

Example: January 7, 2019

5. Permanent Address: *

6. Your Phone Number *

7. Parent Guardian Name *

8. Parent Guardian Phone Number *

9. Do you have siblings *

Mark only one oval.

- ◯ Yes
- ◯ No

10. List the colleges & universities to which you have been accepted in order of interest *

11. Intended field of study/major *

12. List your extra curricular activities and community involvement *

13. List any special interests/hobbies you have *

14. What person has been the most influential in your life? Briefly explain why. *

15. How has your experience in the METCO program shaped your identity, expanded your opportunities, and influenced your future goals? Explain how you plan to use what you have learned to make a positive difference in your community. *

(Essay of no more than 500 words)

Files submitted:

16. Describe a challenge you have faced during your educational journey and explain how your experiences in the METCO program have helped you overcome that challenge, grow as a student, and work toward your future goals. *

(Essay of no more than 500 words)

Files submitted:

This content is neither created nor endorsed by Google.

Google Forms

2027 – Barkley Forum Informational Doc for School Committee Meeting

The following information is to satisfy IJOA Sec D – School Sponsored Field Trips

Tournament Details

- Who: I, Yifei Chen (Junior at Marblehead High School) & Dalena Nguyen (Teacher at Marblehead High School)
- What: 72nd Barkley Forum for High Schools
- When: January 21–24, 2027
- Field Trip Type: Extracurricular field trip
    - "Off-campus trips that are organized by a school sponsored club, group, or athletic team. [Speech and Debate] Participation is optional and voluntary. The School Committee is mindful, however, of the financial burden such travel may place on some families and the potential for disparate educational opportunities for students."
- Location: Emory University, Atlanta, Georgia
- Events across campus (Emory Student Center, Rollins School of Public Health / Claudia Nance Rollins Building, White Hall / Math & Science, Goizueta Business School, School of Medicine, etc.)
- Specific building assignments come out later

What is Barkley Forum

The Barkley Forum for High Schools (BFHS) has been firmly committed to supporting high school forensics since it began in 1956 and continues today to provide top-flight national competition at the high school level.

Each year, typically during the last weekend of January, over a thousand students, teachers, school administrators, and college coaches descend on the Emory University campus from 35 states to engage in a variety of forensic events. The BFHS showcases successful high school participants in final rounds packed with large audiences and honors the high school teachers who work hard to provide a forensics education to their students.
Source: https://barkleyforum.emory.edu/community_outreach/bfhs_tournament.html

Last year, in Marblehead's first season at this level, I was a finalist in Humorous Interpretation, the only student from Massachusetts to finish in the event. The Committee's support last year gave me the chance to final at one of the most prestigious tournaments in the nation. This year, I hope to build on that result and show what a small, new program like ours can do on a national stage.

Itinerary

January 21 (Thursday – May leave early dismissal @ 12:30 PM)

- Fly BOS → ATL [3:15PM–6:15PM]
- Hotel Check @ 7PM

2027 – Barkley Forum Informational Doc for School Committee Meeting

- Online check in/Registration before 7PM

January 22 (Friday – WILL MISS SCHOOL)

- Full day of competition (Prelims)
    - Round 1 @ 1:30 PM
    - Round 2 @ 4:30 PM
    - Round 3 @ 7:45 PM

January 23 (Saturday)

- Full day of competition (Prelims & elimination)
    - Round 4 @ 8:30 AM
    - Round 5 @ 11:30 AM
    - Round 6 @ 3:00 PM
    - Anne Douglas White Tutorial (Quarters) @ 6:30PM

January 24 (Sunday)

- Competition (Elimination)
    - The Phyllis Flory Barton Tutorial (Semis) @ 8:00 AM
    - The Sandra Worthington Silvers Tutorial (Finals) @ 2:00 PM
- Awards @ 7:00 PM
- Fly ATL → BOS [10:40 PM–1:10AM]

<u>Academic Responsibility</u>

I, Yifei Chen, understand that any and all assignments, tests, and class material I miss while attending the Barkley Forum (January 21–25, 2027) are my responsibility to complete. I will:

- Tell each of my teachers about my absence at least two weeks before the trip and ask for any work I can get ahead of time
- Turn in all missed assignments and make up any missed tests or quizzes within the timeline each teacher sets, or within one week of returning if they don't set one
- Stay in good academic standing in all of my classes before and after the trip
- Follow the MHS code of conduct and all tournament rules for the entire trip, knowing that I represent Marblehead High School

2027 – Barkley Forum Informational Doc for School Committee Meeting

Transportation

Outbound	DL1710			Nonstop, 3h	⌄
Change Flight	BOS ‣ ATL	Thu, Jan 21	3:15pm - 6:15pm	Main Basic	
Return	DL865		MON, JAN 25	Nonstop, 2h 30m	⌄
Change Flight	ATL ‣ BOS	Sun, Jan 24	10:40pm - 1:10am	Main Basic	

Total: $834.60 USD

Flight Availability: Confirmed
Purchased?: Not Bought

All flights will be booked through commercial airlines. Ground travel will be with my old coach from LAMP, who has graciously offered to help drive us around to save costs.

Lodging and Meal Arrangements

Hampton Inn & Suites Atlanta Decatur/Emory
116 Clairemont Ave, Decatur, GA 30030

Estimated Cost: $1,378.84

- Separate rooms for students and adults; no chaperones will share rooms with students
    - "Accommodations will include enough rooms so that no chaperones are sharing rooms with students"

Hotel Availability: Confirmed
Purchased?: Not Bought

Where we are eating is not confirmed yet; Most likely, breakfasts will be at the hotel, lunch will be whatever the Emory cafeteria has to offer, and dinner will be at a nicer restaurant or at a nearby fast food place.

Emergency Contacts

[redacted]

2027 – Barkley Forum Informational Doc for School Committee Meeting



- Mother (NOT ON SITE): Jinzhu Zeng
  - Email: zengjinzhu@gmail.com
  - Phone: 334-868-3237
- Father (NOT ON SITE): Xinyu Chen
  - Email: chenxinyucn@hotmail.com
  - Phone: 334-868-3287

Security Features

- The tournament's release of liability form will be signed by my parents or guardian and submitted by January 15, 2027.
- I'll share my flight numbers, hotel address and the chaperone's cell number with MHS and my family before I leave.
- I'll check in by text after arriving, each night, and when I land back in Boston.
- I'll follow the MHS code of conduct and the tournament's conduct rules for the whole trip, including staying out of campus areas that aren't being used for rounds.
- Chaperone ratio: 2:1
  - This ratio meets the recommended supervision standard for high school out-of-state travel. (Recommended ratio - HS 1:10; MS 1:10 min.; Elementary 1:10 min.; International 1:6)
  - Chaperone: Dalena Nguyen & Jordan Berry

Official Tournament Schedule

https://s3.amazonaws.com/tabroom-files/tourns/39754/postings/72113/BFHSSchedules2027.pdf

Official Tournament Invite

https://s3.amazonaws.com/tabroom-files/tourns/39754/postings/71702/2027BarkleyForumInvitation.pdf

Official Tabroom

https://www.tabroom.com/index/tourn/main.mhtml?tourn_id=39754

Budget

Entry fee – $130
Flight – $834.60
Hotel – $1,378.84
Food – $200 (Estimate)

> $1,236.42, from PCO

2027 – Barkley Forum Informational Doc for School Committee Meeting

Transportation – $25

Estimated total: $2,568.44
Total (NOT including food and transportation): $2,343.44

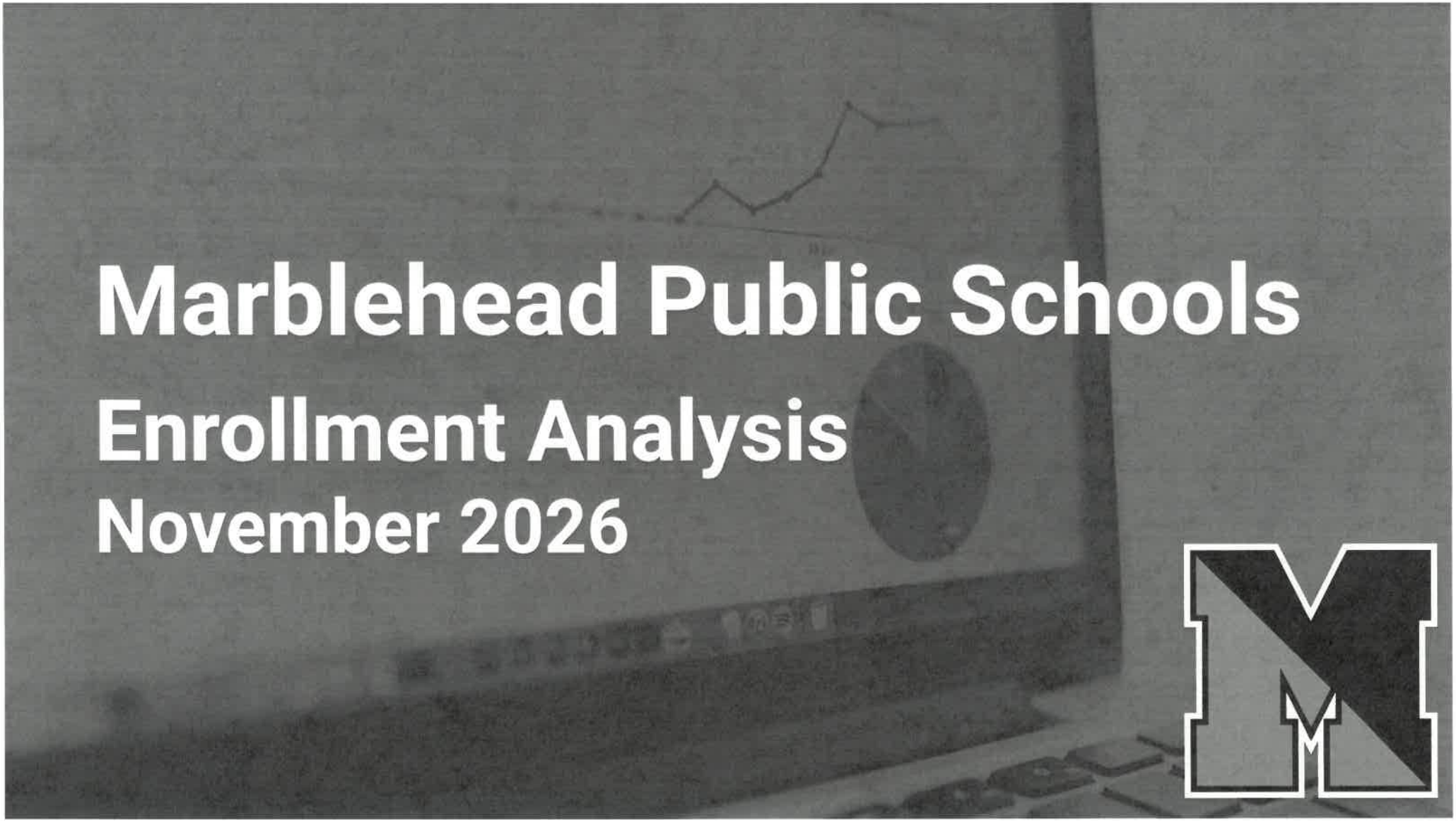
Finance

- Will request **$2343.44** from PCO (entry fee, flights, and lodging for both student and chaperone) – **Next meeting December 8, 2026**
- Remaining **$225** (food and transportation) will be covered by student's parents

The School Committee's field-trip policy recognizes "The financial burden such travel may place on some families and the potential for disparate educational opportunities for students." This request is meant to address exactly that. Support from PCO means competing at a national tournament depends on what I've earned, not on what my family can afford, and it helps keep the door open for future Marblehead students who qualify after me. Thank you, and I'm looking forward to presenting my request on December 8, 2026.

Yifei Chen





Marblehead Public Schools

Enrollment Analysis

November 2026

Current Enrollment

Current Enrollment Overview

- Total K-12 MPS enrollment: 2,369 students

  Distribution across schools:

  Marblehead High School: 765 students
  Veterans Middle School: 355 students
  Village School: 486 students
  Brown Elementary: 455 students
  Glover School: 308 students

- Additional Enrollment:

  Home School: 21 students
  Out of District: 48 students
  Private Placement: 35 students

Enrollment Distribution by School and Grade Level

Brown School

Grades PK–3

455

total students

Grade	Students	Classrooms	Avg. class size
PK	40	3	13.3
K	109	5	21.8
1	102	5	20.4
2	100	5	20.0
3	104	5	20.8

Enrollment Distribution by School and Grade Level

Glover School

Grades PK–3

308

total students

Grade	Students	Classrooms	Avg. class size
PK	33	3	11.0
K	73	4	18.25
1	67	3	22.3
2	69	4	17.25
3	66	4	16.5

Enrollment Distribution by School and Grade Level

Village School

Grades 4–6

486

total students

Grade	Students	Classrooms	Avg. class size
4	174	9	19.3
5	152	4 teams	19.0
6	160	4 teams	20.0

Enrollment Distribution by School and Grade Level

Veterans Middle School

Grades 7–8

355

total students

Grade	Students	Avg. class size*
7	181	18.1
8	174	17.4

**Average class size is an estimate based on sections for Health class.*

Enrollment Distribution by School and Grade Level

Marblehead High School

Grades 9–12

765

total students

Grade	Students	Avg. class size*
9	168	16.8
10	205	20.5
11	190	19.1
12	202	20.1

**Average class size is an estimate based on sections for Health class.*

Tuesday, November 10, 2026

Katherine Craven, Chair
Board of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149

Pedro Martinez, Commissioner
Department of Elementary and Secondary Education
135 Santilli Highway
Everett, MA 02149

Dr. Stephen Zrike Jr., Secretary
Executive Office of Education
One Ashburton Place
Boston, MA 02108

Dear Chair Craven, Commissioner Martinez, and Secretary Zrike:

We write openly as public school educators in Massachusetts seeking closure and unity as we progress in this 2026-2027 school year.

Recently, the question of promotion from Grade 8 to Grade 9 entered the public debate. We, the undersigned, seek to put that discussion to rest.

As public school leaders, we are wholly committed to the growth and development of each and every student who comes through our door. Horace Mann became the Father of American Education because of a then-radical idea: That public schools should serve the common good, and that every child should have access to the best education possible.

American Education has evolved since Mann became our first Secretary of Education nearly 200 years ago. We have adapted curricula to meet new challenges, ensured our teachers and leaders have the best training available, adapted to radical shifts in technology and communications and tailored instruction to meet the needs of at-risk students and those with social and emotional challenges. This includes 51 years of the Individuals with Disabilities Education Act (IDEA), adding provisions for providing special education services to students ranging from age 3 through age 21.

In Massachusetts, Career and Technical Education (CTE) is part of the very fabric that makes our public schools great. Career and Technical Education schools – which include career, technical, vocational and agricultural tracks – are public schools. For the first time this school year, admission to these schools is standardized by the state through a blind lottery system.

With the question of grade promotion now a matter of public debate, we as educational leaders want to reiterate our strong commitment to state and district promotion and graduation guidelines.

It is our firm belief that when a Massachusetts public school district promotes a student to the next grade level, all other public school districts must respect and accept the decision. This logic applies if a student's family moves from one district to another, or if a student uses school choice to move to another school, or if a public school eighth grader elects to attend a Career and Technical Education school.

Massachusetts has perhaps the best public schools in the nation, and we have never strayed from our core mission: teaching each child to the best of our ability and ensuring that they reach their fullest potential before and after graduation.

These transitions can be emotional and challenging, especially when a student moves from Grade 8 to Grade 9 when graduation credits become a major focus. Whether students move to another community or choose a Career Technical Education pathway, they should experience a smooth transition with meaningful supports and comprehensive services. As educators we must adhere to Horace Mann's vision.

Our comprehensive school districts and CTE schools have a long history of collaboration, support and mutual respect. The current debate is disappointing, and the infighting does no good, least of all to the students caught in the crossfire. Public schools should accept the actions of another public school, and no public school may reject a student on the grounds of where they are from or what prior struggles they overcame. To do so is classist and antithetical to Horace Mann's vision.

As educators, it is our life's work to ensure that every student has access to the best education possible, and has the guidance, support, and opportunity to be successful.

We are all public schools.

Respectfully submitted,

Josh Vadala, Superintendent, Peabody Public Schools

Almi Abeyta, Superintendent, Chelsea Public Schools

Justin Bartholomew, Superintendent, Pentucket Regional School District

Pamela Beaudoin, Superintendent, Manchester Essex Regional School District

Brian Blake, Superintendent, Ipswich Public Schools

Mark Branco, Superintendent, Rockport Public Schools

Daniel Bauer, Superintendent, Danvers Public Schools

John Cabral, Superintendent, Taunton Public Schools

Jason Calichman, Superintendent, Swampscott Public Schools

Molly Cohen, Superintendent, Lynn Public Schools

Peter Cushing, Superintendent, Beverly Public Schools

Margo Ferrick, Superintendent, Georgetown Public Schools

Sean Gallagher, Superintendent, Newburyport Public Schools

Dianne Kelly, Superintendent, Revere Public Schools

Robert Liebow, Superintendent, Nahant School District

Matthew P. Poska, Superintendent, Wilmington Public Schools

John J. Robidoux, Superintendent, Marblehead Public Schools

Kathleen Smith, Superintendent, Fall River Public Schools

Priya Tahiliani, Superintendent, Brockton Public Schools

Eric Tracy, Superintendent, Hamilton-Wenham Regional School District

Tommy Welch, Superintendent, Salem Public Schools

Governance Dashboard 2026-2027

Vision

The vision of the Marblehead School Committee is to use relevant, timely, understandable and trend data to inform governance decisions, monitor progress toward district goals, and communicate district performance to the community. This vision intends to advance and promote success for students and help the community better understand the district and how students are doing through meaningful and clear data.

Why

We want a consistent, governance-appropriate way to look at district data without duplicating the administration's job of collecting, analyzing, and managing operational data. The purpose is to give the Committee a simple, repeatable way to see whether the district is moving toward the priorities it's adopted.

Goals

1. The Marblehead School Committee will define the governance dashboard. The Committee will work with the Superintendent to pick a limited set of high-value indicators, their sources, appropriate comparisons (e.g. other districts; historical data, trends), and a reporting cadence. The School Committee will select measures that track trends and progress toward adopted goals, not just isolated data points.

Complete by end of December, 2026.

2. The Marblehead School Committee will review the governance dashboard quarterly.

Quarterly reviews will start in January, 2027.

3. The Marblehead School Committee will communicate findings. After major reviews, the Committee will give the community concise and accessible information on the significant trends, progress, areas needing attention, and the limits of the metrics the Committee is using.

Communications will start shortly after the January, 2027 quarterly review.

Gmail **John Robidoux <robidoux.john@marbleheadschools.org>**

Fwd: Confirmed: award info to share with your superintendent

2 messages

Yael Magen [redacted] Tue, Oct 20, 2026 at 12:15 PM
To: John Robidoux <Robidoux.john@marbleheadschools.org>

Hi John,

Hope all is well.
I wanted to forward you the email I just received.

Our program in 2025 with Hadassah was awarded with an honorable mention in the 2025 June Walker Advocacy in Action Awards.

Thank you for participating in such an important program and I look forward to continue working with you on these important issues.

Best
Yael
---------- Forwarded message ---------
From: **Shirley Vernick** [redacted]
Date: Tue, Oct 20, 2026 at 12:08 PM
Subject: Confirmed: award info to share with your superintendent
To: Yael Magen [redacted]

Hi Yael,

Congratulations! Hadassah National has awarded "***Lessons Learned: One Family's Approach to Anti-Israel Bias in the Classroom***," the program that you, David and your school superintendent hosted, with the Honorable Mention in the 2025 June Walker Advocacy in Action Awards.

Below is the flyer from the program, and attached is the award certificate.

All the best,
Shirlei

2025 June Walker Honorable Mention Hadassah Northeast.pdf
61K

John Robidoux <robidoux.john@marbleheadschools.org> Mon, Oct 26, 2026 at 7:35 AM
To: Yael Magen [redacted]

This is great, thank you for sharing and congrats!!

John J. Robidoux, PhD
Superintendent of Schools
Marblehead Public Schools
(781) 639-3140
MOVING FORWARD TOGETHER



JUNE WALKER ADVOCACY IN ACTION AWARD | 2025

HONORABLE MENTION

NATIONAL ADVOCACY TEAM HONORS

Hadassah Northeast Advocacy and Action Committee

Shirley Vernick, Committee Chair

Sheri Barnett (2026), Jody Fredman (2025), Kim Mager, Stephanie Weitzman, Region Presidents

HADASSAH NATIONAL PRESIDENT | OCTOBER 2026

HADASSAH

HADASSAH, THE WOMEN'S ZIONIST ORGANIZATION OF AMERICA, INC.

©2026 Hadassah, The Women's Zionist Organization of America, Inc. Hadassah®, the H logo, and Hadassah The Power of Women Who Do are registered trademarks of Hadassah, The Women's Zionist Organization of America, Inc.

A heartfelt thank you

to our Marblehead High School staff

Help us recognize the care and compassion our high school staff have shown our students during this difficult time.

Treat an MHS colleague

Each **$10 contribution** treats an MHS staff member to a coffee. Treat one colleague or several!

Any money left from staff contributions after paying for MHS staff coffees will also be donated to the Owen Coyne Scholarship Fund.

Tuesday, November 3

Opens at 6:30 AM • Marblehead High School

Featuring Cowbell Coffee

Open to staff and the public. Start your day with a coffee from Cowbell!

Honoring Owen Coyne

Cowbell Coffee will make a donation from sales to the **Owen Coyne Scholarship Fund.** Customers will also have the option to add a donation with each coffee purchase.

Send your contribution

@ShelleyBurns2

Shelley Burns • Venmo

$10 per MHS colleague

Organized together by
the Marblehead Education Association
and **Marblehead Public Schools**

Marblehead Public

We want to fund your idea

Submit Your Grant

Fill out our simple & quick online form to share why your idea will educate, enrich and empower students in Marblehead's public schools. Every grant request is evaluated and carefully considered by the Friends Board.

Applications Open: October 13th, 2026
Applications Close: January 15th, 2027

EDUCATOR LIAISONS

If you are new to grant writing or need guidance, please connect with one of our Educator Liaisons who have offered to assist in the grant writing process:

Lindsay Willard - Brown
Sally Shevory - Glover
Liz Pruett - Village
Tawny Callahan - Veterans
Adria Smith - Charter
Joseph King - High School

Friends of Marblehead granted each Glover second grade classroom with coding robots. They are bringing learning to life in such a fun and engaging way!

- Katie Donahue (Grade 2 teacher and grant recipient, Glover School)

$2.5 MILLION

For over 35 years FRIENDS has granted $2.5M+ to support education enrichment at all grade levels.

Recently funded grants:

Brown School: Creative Playground Play Space
Glover School: Inchy The Book Vending Machine
Village School: Lego STEAM Science Kits for 4th Grade Classrooms
Veterans School: Books for Intergenerational Community Book Club
MHS: 25 New Digital Cameras for Photography Program
Charter School: Pottery Kiln

For grant writing, grant approval process and grant criteria , please visit www.friendsofmarblehead.org/grants

friendsofmarblehead.org @friendsmps Marblehead

Marblehead School Committee
Chair: Kate Schmeckpeper
Meeting Date, Time & Location: Thursday, November 5th, 2026, 6pm, Marblehead High School Library, 2 Humphrey St., Marblehead, MA 01945
SC Members Present: A. Williams, AM. Jordan, K. Schmeckpeper, H. Gwazda
SC Members Absent: M. Clucas
Agenda/Materials: Link
Meeting Recording: Link
Minutes Respectfully Submitted By: Henry Gwazda

Call to Order and Commendations (00:01:00–00:04:00)

a. The Thursday, November 5th, 2026 meeting was called to order at 6 PM, recorded and live streamed; the Pledge of Allegiance was recited.

b. Commendations were offered:

- Assistant Superintendent Michael Pfifferling, at his last meeting, for rebuilding administration, Facilities Committee work, budget navigation, override passage, and system updates.
- Chris Connolly, retiring after 37 years as MHTV's voice of Magicians football, basketball, baseball, and softball.

Student Representative Update (00:04:00–00:07:00)

a. With the student representative absent, Assistant Superintendent of Teaching and Learning Julia Ferreira gave the student update.

- October 30th Spirit Day included class spirit colors, senior costumes, and a PTO-sponsored bagel breakfast and costume contest.
- Tuesday was a staff professional development day with no school; voting took place in the field house.

Superintendent Update (00:07:00–00:17:00)

a. Superintendent John Robidoux presented the superintendent update.

- November is National Native American Heritage Month; The Lightning Thief runs at the middle school November 13th and 14th, both at 7:00.
- The freshman Day of Service included community projects; student Max King's video highlighted police, fire, Rec and Parks, SPUR, and schools.

Financial Report and Business Administrator Farewell (00:17:00–00:28:00)

a. Assistant Superintendent of Finance and Operations Michael Pfifferling thanked the committees and staff and announced his departure after 2.5 years. He said successor Kristin Morello would do very well and that he would remain available by phone. He then presented the packet financial report.

- The October unexpended, unencumbered balance was $2.7 million, $1.5 million below September and $628,000 below last year.
- About $200,000 reflected newly encumbered positions: facilities director, Glover school psychologist, and part-time bus driver.

Roof Project Update (00:28:00–00:31:00)

a. The committee received an update on the roofing project, which was reported to be very close to closeout.

- Closeout was expected on the expected timeline. About 15 punch list items remained, mostly HVAC fine-tuning.
- The contractor had resolved minor leaks except one at center court in the gymnasium, which was still being pinpointed.

Elementary MCAS Presentations (00:31:00–01:17:00)

a. Superintendent John Robidoux introduced the elementary MCAS slideshow presentations for Brown, Glover, and Village schools, noting that professional development time is being used to analyze results and plan remediation.

b. Principal of Brown Elementary School Mary Maxfield presented Brown results.

- Grade 3 ELA was 64% proficient vs. 41% state, down 1 point; 7 students within 5 points and 14 within 10 points of proficiency.
- Grade 3 math rose from 58% to 66%, with 4 students one point from proficiency; geometry was a highlight. Brown ranked in the top 17% statewide in math and top 18% in ELA.

c. Brown's high-needs cohort rose from 37% to 50% proficient in ELA, outperforming the state for the first time.

- Title I funding paid for tutoring, after-school coaching, intervention materials, and a math focus.

d. The new Glover principal Mary LeBlanc presented Glover results.

- Grade 3 ELA was 56% and math 51% meeting or exceeding, both above the state; high-needs ELA was 42% and math 29%.

- It was noted that the school had four principals in four years; the Superintendent said the administration is examining differences between Brown and Glover.

e. Principal of Village School Scott Williams presented grades 4-6 results and the committee discussed benchmarks.

- Overall ELA and math exceeded the state, but high-needs results trailed the state; 5th grade science ranked in the top 12% of districts.
- A member asked that DESE DART comparison-district data be included in future presentations and in the governance dashboard goal; another member urged caution in comparisons.

Consent Agenda (01:17:00–01:19:00)

a. The committee took up the consent and action agenda items, including the schedule of bills and the October 15th, 2026 meeting minutes.

b. A motion was made by Henry Gwazda and seconded by Ann Marie Jordan to approve the identified schedule of bills totaling $519,522.53 and the meeting minutes from October 15th, 2026.

- The motion passed 4-0.

District Activity Fees (01:19:00–01:40:00)

a. The superintendent presented on user fees, with slides on stipend costs, collections by school, and resources linked on the district website.

- A flat $300 per-student fee covers unlimited clubs at the high school, middle school, and Village School, automatically reduced for economically disadvantaged students.
- High school stipends and expenses total $128,979 if all clubs run. Athletic and user fees, previously pooled, were separated this year. Fees are not intended to make money.

b. The committee discussed letters received about the fees, including Powderpuff-only participation, and made no change to the fee structure.

- The committee and administration agreed to analyze a full year of participation, collection, and stipend data before deciding whether to restructure fees.
- The administration committed to fixing the fee collection process by the end of the school year.

Eveleth School Site Discussion (01:40:00–01:48:00)

a. The committee discussed Superintendent John Robidoux's memo on the Eveleth School, 3 Brook Street, after the facility subcommittee recommended considering returning it to the town. No vote was taken.



- The building is used by the town for document scanning and storage, Recreation and Parks for programming, and schools for storage.
- Boiler replacement (about $140,000) and a feasibility study (about $250,000) were forgone. The Superintendent recommended relinquishing custody to the town.

Quarterly Financial Update and Capital Funding (01:48:00–01:52:00)

a. The committee received the quarterly override MOU financial update covering first-quarter school spending; no override funds are used in the operating budget, so no override-specific school reporting was included.

- Town-side benefit tracking was noted as helpful; quarterly reporting was seen as a good model for future override obligations.

b. It was reported that $182,000 in town capital funding was originally expected, some possibly cut; the Brown School playground shade came in $4,800 under projection, returning to the town.

FY27 School Committee Goals (01:52:00–02:00:00)

a. The committee reviewed the FY27 goals, which the goals subcommittee had refined from the last meeting's input to be specific and measurable.

- The how, metrics and indicators are secondary and will continue to be developed by the subcommittee.
- Asked who would build the first-goal dashboard (due by year end), the subcommittee said it will continue leading, possibly with a full-committee retreat.
- Language edits renamed the opening 'vision' paragraph 'objective.' The committee agreed the dashboard would be reviewed quarterly, not every indicator presented each quarter.

b. A motion was made by Henry Gwazda and seconded by Al Williams to approve the School Committee FY27 goals. The motion passed.

- The approved goals are to be sent to Joe and Director of Educational Technology Stephen M. Kwiatek for posting.

Policy Rescissions (02:00:00–02:03:00)

a. The committee considered four policies reviewed by the Policy Subcommittee and voted forward to the full committee; MASC recommended all be rescinded from policy handbooks.

b. Policy IE, Organization of Instruction: MASC recommended rescission because its purpose has been addressed by state regulation.



- A motion was made by Henry Gwazda and seconded by Al Williams to rescind Policy IE, Organization of Instruction.
- The motion passed 4-0.

c. Policy IHAI, Vocational Education Program: removal was recommended because its content is covered by other policies.

- A motion was made by Henry Gwazda and seconded by Al Williams to rescind Policy IHAI, Vocational Education Program.
- The motion passed 4-0.

d. Policy IMA, Teaching Activities/Presentations: MASC removed it from its model policy handbook in 2023 as unnecessary.

- A motion was made by Henry Gwazda and seconded by Al Williams to rescind Policy IMA, Teaching Activities/Presentations.
- The motion passed 4-0.

e. Policy JKA, Corporal Punishment: MASC removed it because it was incorporated into Policy JKAA, Physical Restraint of Students, updated in the spring.

- A motion was made by Henry Gwazda and seconded by Al Williams to rescind Policy JKA, Corporal Punishment.
- The motion passed 4-0.

Open Meeting Law Complaint (02:03:00–02:04:00)

a. The committee took up the Open Meeting Law complaint filed by John DiPiano dated October 20th, 2026.

- The complaint named the School Committee and Select Board as two of the bodies subject to it.
- Committee members had been provided the complaint and had an opportunity to review it.

b. A motion was made by Henry Gwazda and seconded by Ann-Marie Jordan to delegate responsibility for responding to the Open Meeting Law complaint filed by John DiPiano to Town Counsel Mead, Tellerman, and Costa LLC.

- The motion passed 4-0.

Subcommittee Updates and Adjournment (02:04:00–02:06:00)

a. The policy subcommittee discussed library policy updates under the Freedom to Read Law.

- Superintendent John Robidoux took the policies to the high school librarian, who provided substantial feedback.



- Further discussion will occur at an upcoming subcommittee meeting before the policies return to the full committee.

b. Members attended the MASC MASS conference and reported many ideas.

c. A motion was made by Henry Gwazda and seconded by Al Williams to adjourn the meeting.

- The motion passed 4-0.

d. The meeting adjourned at 8:04 PM.