



TOWN OF MARBLEHEAD
 TOWN CLERK
 DATE POSTED:
 Town Clerk Use Only
2024 DEC 16 AM 11:30

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 at 2 Humphrey St. Marblehead MA 01945

OR

Zoom Conference join via the web link or Dial in: [https://marbleheadschoo-
org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVAC2uYOnlpdiv7fE.1](https://marbleheadschoo-
org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVAC2uYOnlpdiv7fE.1)

Meeting ID: 97886762817

Password: 610612

Dial in Phone: #1 646 931 3860

Thursday	December	19th	2024	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. Opening Business
 - a. Pledge of Allegiance
 - b. Commendations
 - c. Public Comment
 - d. Student Representative

- II. District Updates- Supt. John Robidoux

- III. Consent Action and Agenda Items
 - a. Schedule of Bills (vote)
 - b. North Shore Collaborative annual plan approval (vote)

- IV. School Committee Communication and Discussion Items
 - a. MCAS Overview
 - b. FY25 Financial Update
 - c. Communication Subcommittee presentation (Brian Ota)
 - d. School calendar survey update (Alison Taylor)
 - e. School attendance policy (possible vote)
 - f. School calendar change (vote)
 - g. Coffin School surplus status (possible vote)
 - h. Subcommittee and Liaison Updates

- V. Closing Business
 - a. New Business- School Committee Announcements and Requests
 - b. Correspondence

Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 2 Humphrey St. Marblehead MA 01945 or by the remote zoom connection provided. Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Jennifer Schaeffner
Posted by: Jennifer Schaeffner
Date: 12/15/24



Marblehead Public Schools

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

John Robidoux
Interim 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: December 18, 2024
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
25979	\$ 14,139.14
25982	\$ 12,160.68
26007	\$ 102,065.62
26015	\$ 21,261.17
26016	\$ 5,295.00
26017	\$ 20,079.18
26018	\$ 330,534.84
26019	\$ 30,371.20
Total	\$ 535,906.83

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$353,906.83

2023-2024

ANNUAL REPORT



**NORTHSHORE
EDUCATION
CONSORTIUM**

Northshore Education Consortium
112 Sohler Road, Beverly, MA 01915
Tel: 978-232-9755 | www.nsedu.org



“Whether they are teaching and caring for students with developmental and cognitive delays, or students working to better their lives through the gift of sobriety, Northshore Education Consortium is an institution that is impacting countless lives in an incredibly positive and inclusive way.”

- NEC Parent



**NORTHSHORE
EDUCATION
CONSORTIUM**

Member School Districts: Beverly, Danvers, Gloucester, Hamilton-Wenham Regional, Ipswich, Lynn, Lynnfield, Manchester-Essex Regional, Marblehead, Masconomet Regional, Nahant, North Reading, Peabody, Pentucket Regional, Reading, Rockport, Salem, Swampscott, Triton Regional, Tri-Town School Union (Boxford, Middleton, Topsfield)

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Message from the Executive Director

November 2024

Dear Northshore Education Consortium Members and Friends,

I am pleased to share this report highlighting the activities and accomplishments of the 2023-2024 school year.

Our core mission of providing high quality, cost-effective public programs, supports, and resources to assist member districts in meeting the needs of students who require specialized educational services is more critical, and more challenging, than ever. I am proud of the many ways in which we have mobilized to meet our goals, despite ongoing struggles with staffing shortages, behavioral acuity and the financial stress associated with a major capital project.

A significant focus this year has been overseeing the first phase of a major, multi-year, multi-million dollar capital project to upgrade the roof and HVAC systems at our 112 Sohier Road location. In addition, other capital needs, such as flooding at our Peabody site, and the need to upgrade fire panels, took a great deal of administrative attention and impacted our budget and cashflow.

It is clear that without safe, functional, and attractive buildings, state-of-the-art technology and business operations, we cannot meet our goals. So, in addition to the major projects above, we also fully implemented new accounting and purchasing systems, improved our overall emergency preparedness, and upgraded our hiring and onboarding procedures.

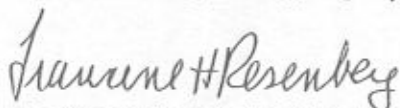
Having a strong infrastructure has enabled our program leaders to focus on quality programming for the 450+ students who were educated in our day schools this year. We continued to use our professional development time to focus on trauma-informed and restorative behavioral support practices, differentiating instruction for diverse learners, and ensuring that all of our schools were safe and welcoming environments where all students, families, and employees could feel seen, respected, and able to thrive.

We take great pride in the wide array of vocational, enrichment and community opportunities we provide for our students and families. With support from a variety of public and private grants, NEC students participated in a range of onsite and offsite vocational experiences, enjoyed educational outings and field trips, participated in Special Olympics and intramural sports and engaged with the arts through Express Yourself and Young Audiences. NEC families attended an array of family nights in each of our programs.

Although our biggest area of focus remains on our day schools, we also provided services for over 150 students who attended school in member districts through our Vision Services and our Connections Wraparound Program. In addition we provided training and consultation to our member districts, and ran well-attended job-alike groups for special education administrators, out of district coordinators, educational team chairpeople, and school psychologists.

I am incredibly proud of the work we have done as a team over the past year. It is a privilege to work with colleagues who care so deeply about our students, and with children, young adults, and families who demonstrate great resilience every day.

With thanks for your ongoing support,



Francine H. Rosenberg, M.Ed.
Executive Director
Northshore Education Consortium

Collaborative Information

HISTORY

Founded in 1974, the Northshore Education Consortium was one of the first regional collaboratives in Massachusetts and is one of the largest providers of intensive special education services to children and youth with emotional, behavioral, and developmental disabilities on the North Shore.

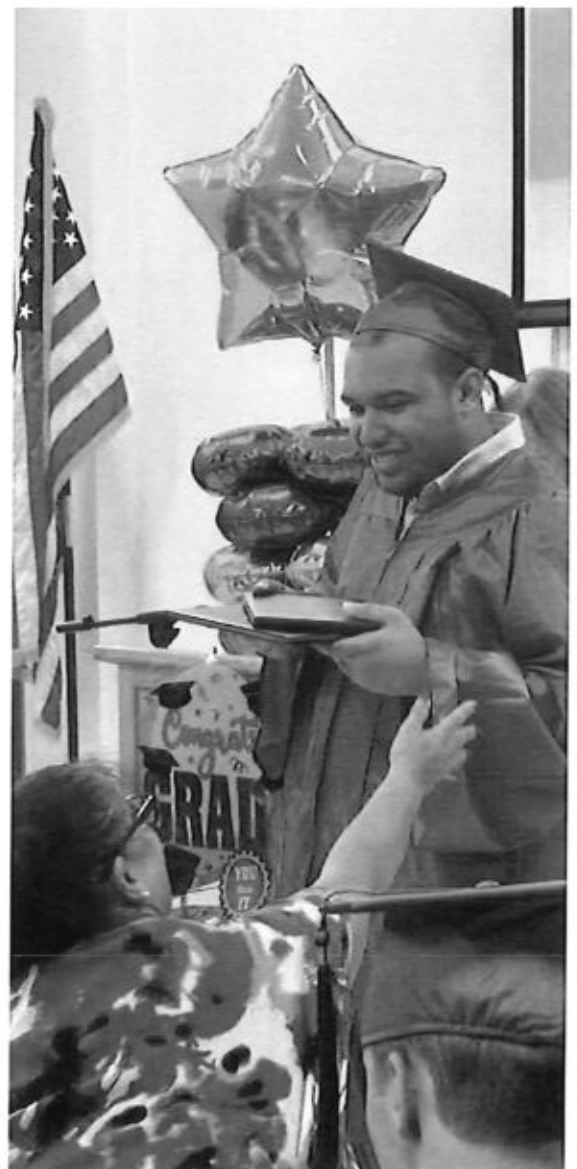
GOVERNANCE AND LEADERSHIP

Northshore Education Consortium is governed by a 20-member Board of Directors, representing the 22 districts served, (Tri-Town School Union is represented by their shared Superintendent.) All districts are represented by their Superintendent. The full board meets six or seven times per year. Each board member also serves on one of four subcommittees: Finance, Facilities, Policy, and Personnel. Each subcommittee meets as needed throughout the year.

The Administrative Leadership Team meets two or three times each month, to oversee the daily operations of the Consortium and its programs.

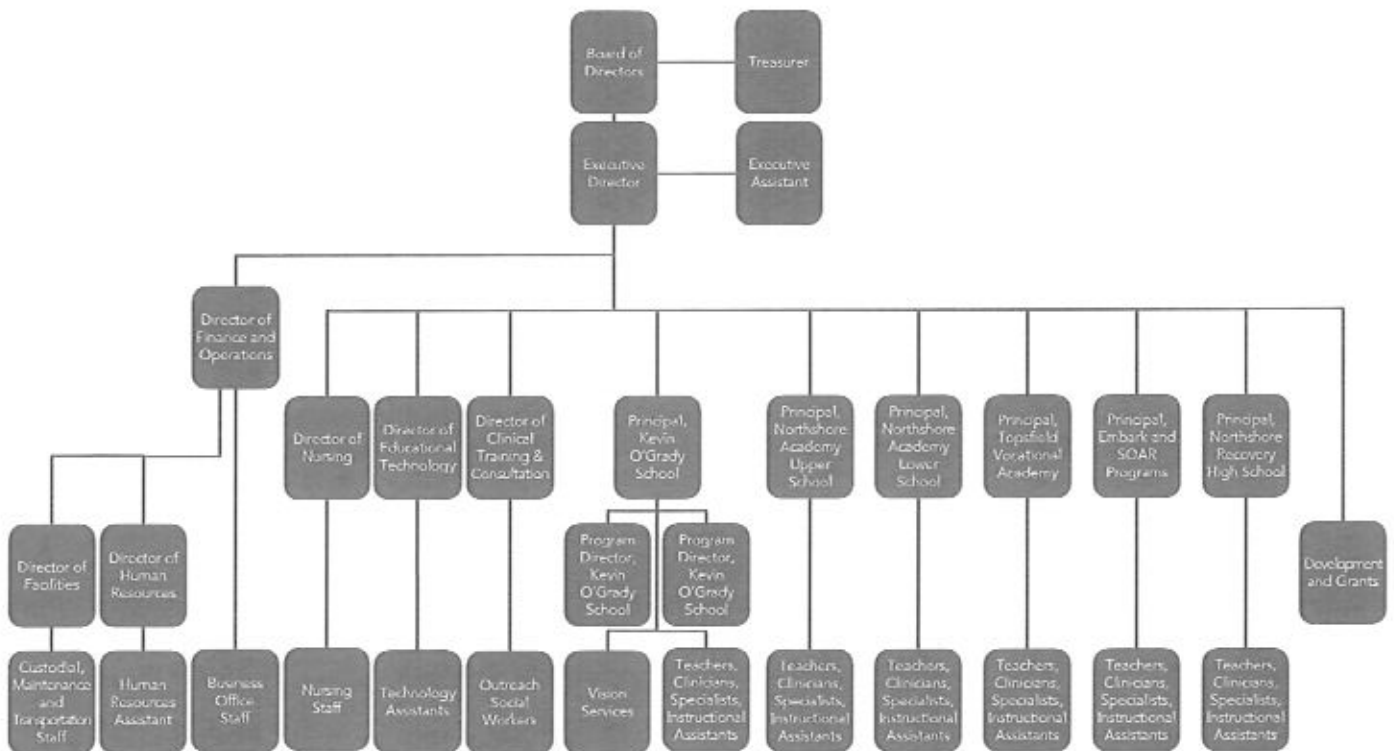
MEMBER DISTRICTS / BOARD OF DIRECTORS, 2023-2024

- Beverly Public Schools - **Dr. Suzanne Charochak**
- Danvers Public Schools - **Mr. Dan Bower**
- Gloucester Public Schools - **Mr. Ben Lummis**
- Hamilton-Wenham Regional School District - **Mr. Eric Tracy**
- Ipswich Public Schools - **Dr. Brian Blake**
- Lynn Public Schools - **Dr. Evonne Alvarez**
- Lynnfield Public Schools - **Mr. Tom Geary (interim)**
- Manchester-Essex Regional School District - **Ms. Pamela Beaudoin**
- Marblehead Public Schools - **Dr. Theresa McGuinness (interim)**
- Masconomet Regional School District - **Dr. Michael Harvey**
- Nahant Public Schools - **Mr. Anthony Plerantozzi**
- North Reading Public Schools - **Dr. Patrick Daly**
- Peabody Public Schools - **Dr. Joshua Vadala**
- Pentucket Regional School District - **Dr. Justin Bartholomew**
- Reading Public Schools - **Dr. Thomas Milaschewski**
- Rockport Public Schools - **Dr. Mark Branco**
- Salem Public Schools - **Dr. Stephen Zrike**
- Swampscott Public Schools - **Ms. Pamela Angelakis**
- Triton Regional School District - **Mr. Brian Forget**
- Tri-Town School Union - **Dr. Scott Morrison**



Collaborative Information

ORGANIZATION CHART



ADMINISTRATIVE LEADERSHIP TEAM, 2023-2024

- Francine Rosenberg, Executive Director**
- Larry Fleming, Director of Finance and Operations**
- Rebecca Rein, Director of Nursing**
- Eric Aldrich, Director of Educational Technology**
- Windi Bowditch, Director of Clinical Training and Consultation**
- Martha Krol, Principal/Director, Kevin O'Grady School**
- David Mercer, Principal/Director, Northshore Academy Upper School**
- Tracy Farragher, Principal/Director, Northshore Academy Lower School**
- Lynsey Page, Principal/Director, Topsfield Vocational Academy**
- Ellen Heald, Principal/Director, Embark & SOAR Programs**
- Michelle Lipinski, Principal/Director, Northshore Recovery High School**
- Monique Bourgault, Director of Facilities**
- Nancy Celli, Director of Human Resources**



Mission / Core Values & Beliefs / Vision

MISSION

The mission of the Northshore Education Consortium is to support member districts by offering high quality, cost-effective school programs, consultation, professional development, support services and resources to ensure that districts can provide successful learning experiences for all students, including those with complex or low-incidence special needs.

CORE VALUES

1. Individualized, Strength-Based Education
2. Compassion and Respect
3. Teamwork and Collaboration
4. Excellence and Lifelong Learning

GUIDING BELIEFS

1. Communities need a broad continuum of options for children with disabilities and other risk factors.
2. All children deserve an education that allows them to achieve their full human potential, whether that means preparation for college or career, or maximum independent functioning and quality of life.
3. All children deserve an education that is individualized, strength-based, and has high expectations for achievement.
4. People with disabilities and their families deserve to be treated with compassion and respect.
5. Best outcomes are achieved through multi-disciplinary teamwork and collaboration between families, educators, and community partners.
6. Every member of the community, regardless of age, role, or ability should be engaged in a continuous learning process with a commitment to the highest level of excellence.
7. All of our work must be rooted in a commitment to diversity, equity, inclusion, and belonging.



LONG-RANGE VISION

Our vision is to provide a continuum of services for our region, to ensure the best possible outcomes for all students, particularly those with risk factors or disabilities. We will strive to do this by providing outstanding educational programs, but also by becoming the “go to” resource in the region for individuals looking for consultation, training, information or guidance around helping children with special needs.

We will achieve this vision by continuously developing the following:

1. High quality, specialized programs for children with complex special needs, additions, or other unique challenges. This includes, but is not limited to:
 - a. Assuring that our programs utilize the latest evidence-based and culturally proficient practices.
 - b. Assuring that high standards are set for all students, regardless of disability, and that we are continuously measuring our success in meeting those standards.
 - c. Assuring that we have access to current technology, adaptive equipment, and other resources necessary for preparing our students for college, career, citizenship, and maximum independent functioning.
 - d. Providing opportunities for students to experience a rich array of opportunities beyond the core curriculum, including arts, fitness and wellness, community trips and activities, service learning, internships and supported work opportunities.
 - e. Maintaining strong connections to community organizations that provide medical and mental health services.
 - f. Providing supports and services for the families of our students
2. State-of-the-art professional development opportunities for our own staff and those from our districts, enabling them to stay up-to-date on best practices for complex youngsters.
3. Consultation, home, and school-based services that respond to the needs of our districts.
4. Partnerships with other schools and collaboratives, colleges, state and community agencies to advocate for and promote the interests of children and young adults with complex needs and their families.

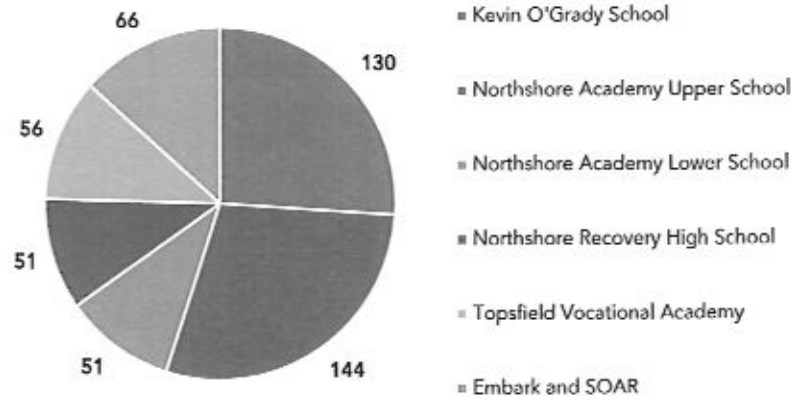
School Programs 2023-2024

During the 2023-2024 school year, Northshore Education Consortium's approved day schools served 498 students from 20 member and 46 non-member districts.

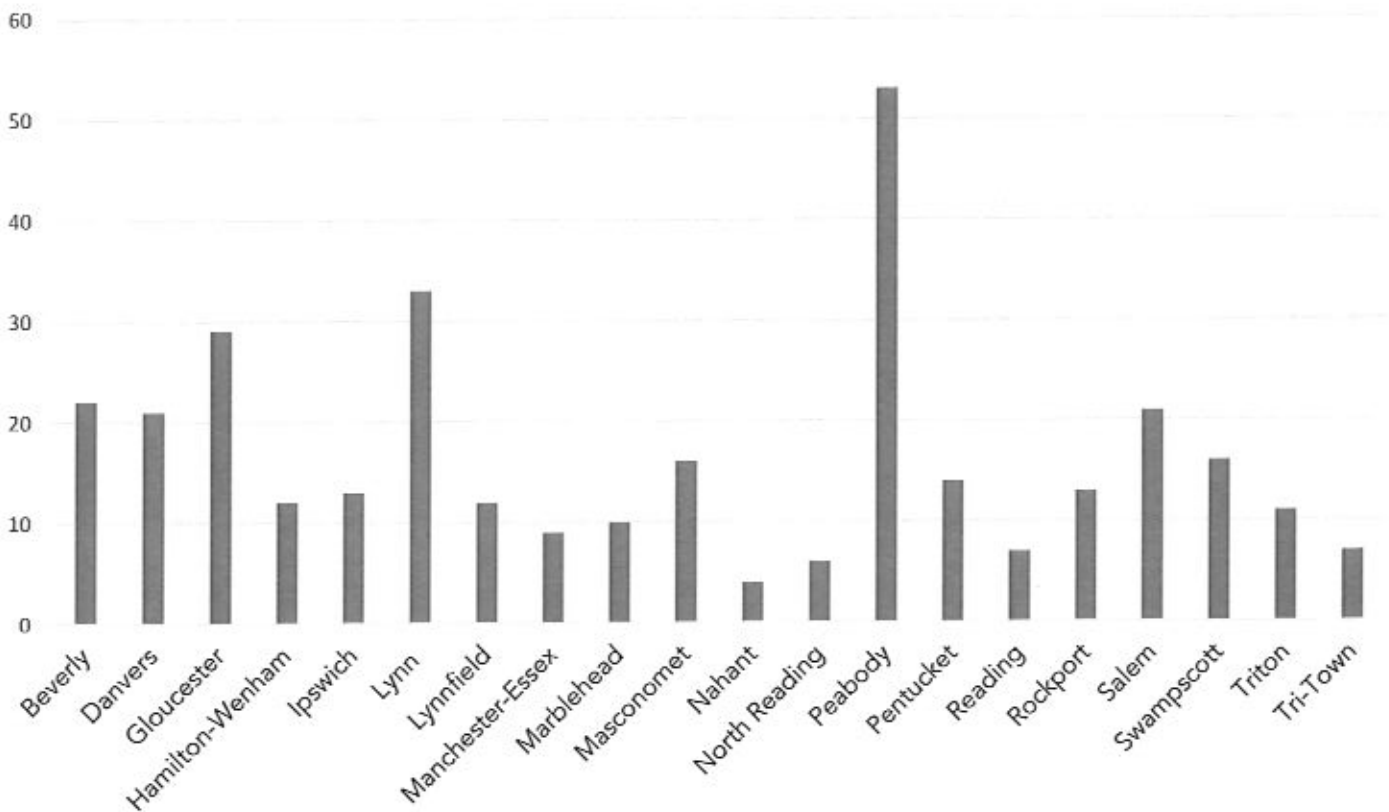
STUDENTS FROM MEMBER & NON-MEMBER DISTRICTS



STUDENTS BY PROGRAM



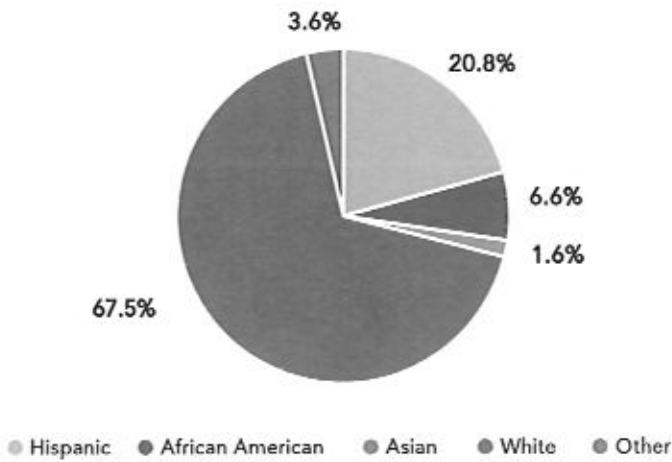
STUDENTS SERVED BY MEMBER DISTRICTS



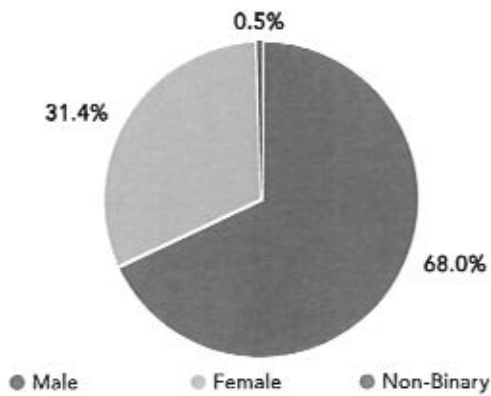
Demographics 2023-2024

The following information is based on the Department of Elementary and Secondary Education School and District Profile Data.

RACE & ETHNICITY



GENDER



"I just feel so confident and safe dropping him off every day. You can feel the love flowing out the front door."

- NEC Parent

ADDITIONAL DATA

High Needs	98.9%
First Language not English	7.9%
English Learner	1.6%
Low-Income	65.3%



Kevin O'Grady School

112 SOHIER ROAD | BEVERLY, MA

The **Kevin O'Grady School (KOG)** serves students ages 3-22 with significant developmental disabilities including:

- Intellectual impairments
- Autism
- Multiple disabilities
- Physical disabilities
- Complex medical needs
- Sensory impairments
- Visual impairments

The staff of the Kevin O'Grady School believes that team collaboration is essential to maximize each student's level of independence, development of functional life skills, and academic achievement. Various services and therapies are integrated within the classroom setting, offering a more intensive model of support and intervention. The school focuses on developing academic and life skills to maximize students' educational potential and increase opportunities for meaningful participation in home and community activities.

During the 2023-2024 school year, KOG served 130 students from 34 districts.

MCAS-Alt portfolios were submitted for all eligible students in grades 3-10.

APPROACH

At the Kevin O'Grady School, each student's program focuses on developing these core skills:

- Communication (including augmentative and assistive technology)
- Functional academics
- Activities of daily living
- Social and leisure skills
- Pre-vocational and vocational skills
- Movement and functional mobility
- Adaptive behavioral skills

SPECIALIZED SERVICES

- Vision, orientation and mobility and deafblind services
- Support groups and workshops for families
- Augmentative and assistive technology assessments
- Adaptive equipment and wheelchair clinic

PROGRAMS

Foundations Program

The Foundations Preschool/Kindergarten classroom provides intensive services for children ages 3-6 with special needs. The program follows the Massachusetts Department of Education Guidelines for Preschool Learning Experiences. Within an integrated classroom with peer models, students acquire the communication, social/emotional, and self-help skills they need to successfully transition back to schools within their community or other specialized programs. All services are provided within the classroom to assure comprehensive integration and carryover of learning objectives. In addition to their bright, cheerful classroom, children enjoy playing on the school's beautiful, accessible playground for young students. A glider, swings, climbing structure and sensory stations provide outside fun for children of all abilities.

Access Program

The Access Program provides intensive services for students ages 6-22 with multiple impairments, including students with complex medical needs. Students actively engage in daily routines, activities, and experiences that provide optimal levels of stimulation required to explore their environment and increase quality of life. For some students, complex medical issues require frequent care from qualified personnel. Nursing services and therapies are integrated into the classroom with the emphasis on teaming with classroom staff to meet the objectives of each student's Individualized Education Plan (IEP). Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Kevin O'Grady School

Reach Program

Reach provides intensive services for children ages 6-13 on the Autism Spectrum or who have developmental or intellectual impairments. Students acquire the academic, communication, social/emotional and self-help skills they need to reach their full potential. Teachers use research-based teaching methodologies. The emphasis is on learning through systematic instruction, including structured teaching and applied behavior analysis. Adaptations, including sensory diets, augmentative communication systems, adaptive equipment, and environmental supports, enable students to engage actively in learning. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.

Strive Program

Strive classrooms provide intensive services for students with intellectual and multiple impairments, including students with autism and complex medical needs, 7-22 years of age. Students acquire the ability to access the curriculum through varied targeted developmental communication and/or motor skills. Adaptations include: sensory diets, augmentative communication systems, adaptive equipment, and environmental supports that enable students to actively engage in learning. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.

Target Program

Target provides intensive services for adolescents and young adults ages 11-22 who are on the Autism Spectrum or have intellectual impairments. Students focus on the academic, communication, social/emotional, self-help, pre-vocational, vocational, and life skills needed for them to become active members of the community. Students begin by practicing skills within our structured, in-house vocational centers including: Training Center, Recycle, Supply & Delivery, Clerical, and Prime Products. Job skills include: recycling paper, cans and bottles, stocking shelves, making items to sell, and preparing mailings. They also work on developing independence and responsibility by participating in community outings and vocational internships. Students undergo a comprehensive vocational assessment to identify their skills, strengths, and vocational interests. Families are provided with support to complete the guardianship process and transition planning becomes an important focus of the IEP. Behavioral interventions are developed as a team and coordinated by Board Certified Behavior Analysts.



Northshore Academy Upper School

126 SOHIER ROAD | BEVERLY, MA

Located in Beverly, **Northshore Academy Upper School (NSAU)** serves students in grades 7-12 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders or be dealing with several of these challenges simultaneously. NSAU served 144 students from 40 districts during the 2023-2024 school year. Fifteen students participated in work opportunities to learn job skills within the school and three students participated in dual enrollment classes through North Shore Community College. Nine students graduated. Four of these students went on to college, one entered the workforce, one took a gap year, and two continued to receive special education or other additional services. At NSAU, social/emotional learning is fully integrated into the students' day with a multi-tiered system of support enabling them to focus on academic progress while also enhancing the core social/emotional competencies of self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

NSAU's programs and services have been designed to help students enhance their academic and social skills to prepare them for return to their school district, college, and/or job placement. This is accomplished through assigning each student to a multi-disciplinary team of professionals which includes an academic advisor, clinician, and behavior specialists. This team and the students' parents/guardians work together to meet the individual student's needs using innovative educational programming. Core academics take place during the first half of the day along with skill focus strands and vocational opportunities through its Media, Art, Cosmetology, and Culinary programs. Various social/emotional enrichment opportunities are provided in the afternoon in the form of Outdoor Adventure classes, Health and Wellness classes, Leadership groups, and student-interest clubs. All students have an Individual Educational Plan and are referred through the Special Education Department of the student's sending school district.

ACADEMICS

- An integrated curriculum, which includes multi-sensory learning, art, drama, and music education, project-based learning, and opportunities for physical and recreational development, including a dynamic outdoor adventure program
- Small classroom size, which provides a more intensive and focused learning environment for students
- Enhanced computer and technology programming exposing students to a broader educational experience
- Academic testing to accurately assess the educational strengths and needs of each student
- Vocational programming and work study opportunities presenting college and/or employment options to students



CLINICAL SERVICES

- Psychosocial assessment to accurately determine social, emotional, and behavioral interventions needed to support student success in the classroom
- Case management coordinating school-based services and/or facilitating referrals to outside agencies for substance abuse treatment, psychiatric assessment, and individual and/or family therapy
- Family supports and communication
- School-based counseling
- Psycho-Social Educational Groups (i.e., life skills, anger management, transition to young adulthood, teen health, social skills, college and career preparation, social thinking curriculum-based groups, etc.)
- Art/expressive therapy
- Speech and language, occupational therapy, or physical therapy if needed
- Positive Behavior Interventions Systems



Northshore Academy Upper School

STUDENT SUPPORT SERVICES

- Social skill development specific to classroom and community interaction (anger management, decision making, critical thinking)
- Crisis management
- Positive Behavior Intervention plans and emotional support targeted at keeping the student in their classroom
- Restorative practices to create a positive culture, develop personal insight, improve social dynamics

TRANSITION PLANNING AND COLLEGE PREPARATION SERVICES

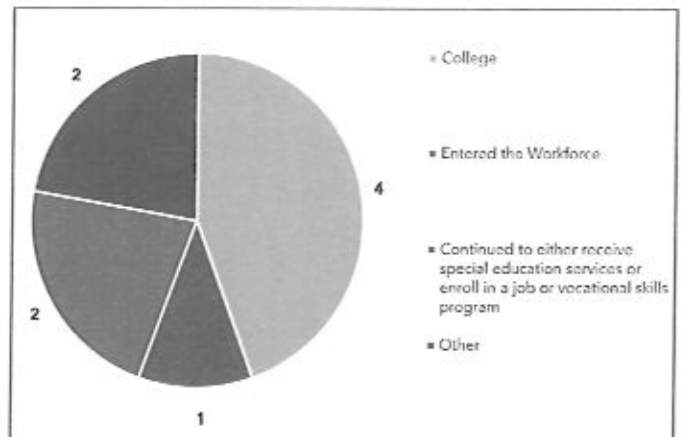
- Career awareness and exploration activities (job shadows, class sessions, and workshops)
- Career center workshop
- College planning and preparation throughout the year
- Internships
- Classes on employment and career development skills
- Numerous college and trade school tours and information sessions
- Transition Planning Night for parents to provide information about college exploration, career preparation, digital portfolio use, the IEP process and transition planning, and how to use community resources and supports to prepare students for life after high school
- Close collaboration with the Massachusetts Rehabilitation Commission
- Onsite PSAT and SAT
- Dual enrollment

ENRICHMENT ACTIVITIES

- Intramural basketball and soccer teams
- Saturday and school vacation hiking trips
- Drivers Education provided on site in collaboration with Triad Driving Academy
- After-school "LAN" parties (Local Area Network) which give students an opportunity to come together and develop social skills while engaging in a variety of gaming activities
- Electives, including digital media and technology, culinary arts, fine arts, cosmetology, music, drama, and rock climbing



POST-GRADUATION PLANS



NSAU served 144 students from 40 districts during the 2023-2024 school year. Nine students graduated. Four of these students went on to college, one entered the workforce, one took a gap year, and two continued to receive special education or other additional services.

Northshore Academy Lower School

83 PINE STREET | PEABODY, MA

The Northshore Academy Lower School (NSAL) is located in West Peabody and serves students in grades K-6 who struggle with a variety of social, emotional, and psychological challenges. Students may also have learning disabilities, be diagnosed with Autism Spectrum disorders, or be dealing with several of these challenges simultaneously. NSAL served 51 students from 26 districts during the 2023-2024 school year.

NSAL features small self-contained classrooms with a great deal of individual support. Clinical and behavioral support staff work closely with each classroom team, creating a closely connected multi-disciplinary team working with each student and their family.

In recent years, Northshore Academy Lower School has worked to embrace a Trauma-Informed approach. Five staff members have completed a certificate program in trauma & learning through Lesley University. All staff have completed Level 1 training through MGH's THINK:KIDS program, and five program leaders received intensive coaching on the implementation of their Collaborative Problem Solving approach. We are proud that these efforts have resulted in a decreased need for time-out or physical intervention.

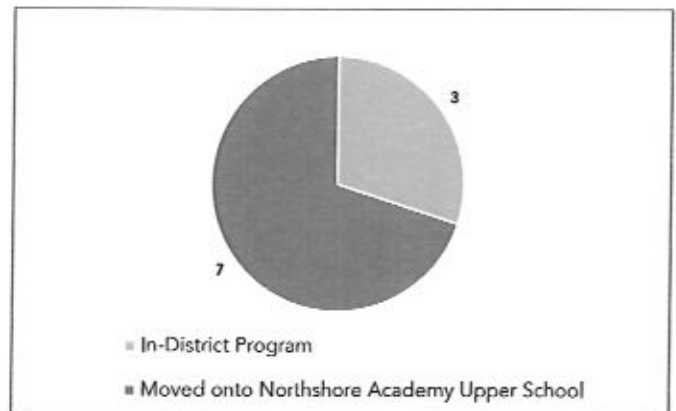
NSAL has filled a need for districts to provide comprehensive, short-term assessments for young children in crisis. These students receive a comprehensive multi-disciplinary assessment and the district receives concrete recommendations on what the child will need to make educational progress and/or return to a less restrictive placement.

Many students who attend Northshore Academy Lower School, whether for a short- or a longer-term placement, are able to return to a less restrictive environment.

During the 2023-2024 school year, 10 students "graduated" from NSAL; either because they were ready to return to a less restrictive environment or because they completed 6th grade. Three of these students returned to an in-district setting, while seven moved onto Northshore Academy Upper School.



SCHOOL PLACEMENT POST GRADUATION



During the 2023-2024 school year, 10 students "graduated" from NSAL; either because they were ready to return to a less restrictive environment or because they completed 6th grade. Three of these students returned to an in-district setting, while seven moved onto Northshore Academy Upper School.

Topsfield Vocational Academy

248 BOSTON STREET | TOPSFIELD, MA

Topsfield Vocational Academy (TVA) is located in Topsfield and serves students in grades 9-12 with a range of learning, social-emotional, and behavioral health challenges.

During the 2023-2024 school year Topsfield, Vocational Academy educated 56 students from 31 districts. Nine students graduated in 2024 and all of them have an interest in working in the community. One student continued to our SOAR program, two students were offered full time jobs at their vocational placements. Two students were accepted to and plan to attend college. One of those students received a significant scholarship and the Honor's Award. Two students are currently applying to college after graduation.

In addition to academic and clinical programming, TVA features onsite vocational shops in the areas of culinary arts, print design, and carpentry. Students also participate in independent offsite jobs, as well as supervised, small group offsite vocational opportunities.

TVA offers a wide variety of community-based vocational internships. TVA maintains a partnership with the Essex Shipbuilding Museum, giving students the opportunity to

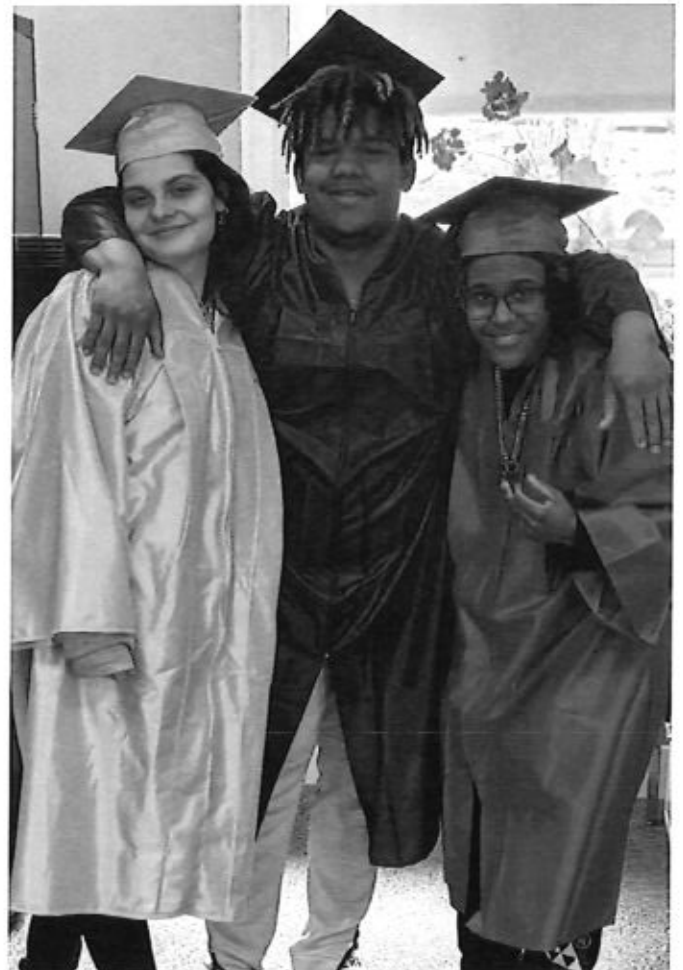
participate in building boats and learning about the maritime history of the region.

TVA supports diverse learners. We educate the whole child and teach them, not only the academic content they need to graduate from high school, but also the life skills, training, and global perspective they need to be successful in a changing world.

Last year we integrated community-based trips into our curriculum to expose our students to a variety of environments and to build capacity with social expectations. In addition to fun community-based trips, students also give back to the community through a variety of community service opportunities and service learning projects.

TVA embraces connections and we have started planning events with our families and local community members. We started a Spring Festival last year that celebrates the diverse cultures of our community and brings people together for food and celebration. We are hoping to continue this tradition and more.

TVA provides a unique learning environment with supportive staff where students are able to build confidence and capacity.



Northshore Recovery High School

112 SOHIER ROAD | BEVERLY, MA

Northshore Recovery High School (NRHS), located in Beverly, is designed to meet the complex needs of high school students who struggle with substance use and co-occurring mental health/academic needs. Since we are aware that this journey is not linear, especially for young people who struggle with substances, we continue to work with students who are still working towards their individual recovery goals. We will continue to provide a harm reduction approach to working with students and their families.

Unlike other NEC programs, students can be referred to NRHS by schools, parents, courts/state agencies, mental health providers, and other youth-serving agencies.

Funded by the State Department of Education and local school districts, NRHS provides students a trauma-informed high school environment with specialized clinical and intervention support needed by students who are struggling with issues related to substance use, trauma, mental health, and learning challenges.

During the 2023-2024 school year, NRHS served 51 students from 20 communities. Eleven students graduated in June 2024. Most of them are gainfully employed and working towards developing strategies to continue to address their substance use and stabilization needs.

PROGRAM DETAILS

- NRHS' competency-based curriculum aligns with Massachusetts Frameworks, MCAS testing protocols, and course requirements of the districts we serve.
- While not a special education placement, staff at NRHS are able to meet the needs of students with IEPs who require accommodations and/or specially designed instruction.
- Students are eligible for graduation from their sending school district. The NRHS Guidance Director is responsible for coordinating requirements and credits needed for graduation with sending districts.
- Guidance staff work closely with districts, treatment providers, and other residential placements to provide an accurate transcript for enrolled students.
- NRHS provides wrap around case management for students who have complex histories with court, the Massachusetts Department of Children and Families, and other community adolescent and adult serving agencies.
- Recovery Counselors and Social Workers develop wraparound recovery plans for all students. The plan includes academics, substance use, stabilization supports, transitional services, employment, and mental health needs.
- Staff works closely with parents/guardians and collaborating partners to provide clinical and behavioral support and find ways to support our students and their families.
- All students participate in clinical groups and drug testing as part of the program.
- NRHS Counselors will be available for onsite support and referral recommendation and facilitation as needed.



Transition Programs

SALEM STATE UNIVERSITY | 121 LORING AVENUE | SALEM, MA

NEC's **Transition Programs (SOAR & Embark)** prepare young adults ages 18-22 with moderate learning, psychiatric or intellectual disabilities for successful independence and employment, and in some cases, continuing education.

Nineteen students graduated from Embark and SOAR in 2024. Fourteen received diplomas, and four received certificates of completion. Nine of these students went on to paid employment and college. Three students went on to supported employment. Five went on to adult day programs, although four of these students also had paid employment with varying levels of support. All students completed travel training and learned to use public transportation, and one received their driver's license. Nine of the students completed certificates in CPR, First Aid, Serve Safe, or OSHA. At the time of graduation, 17 students were receiving ongoing support from DDS and MRC, two from DCF.

Embark Program

The **Embark Program** is located at the Enterprise Center at Salem State University and is geared toward students with learning delays and intellectual disabilities. Students use the college campus resources (such as the library, bookstore, wellness center, and food court) to enhance their academic, vocational, and physical education. In 2023-2024, Embark served 29 students.

PROGRAM COMPONENTS

The Embark experience has two major components: independent life and occupational development. The components are integrated and together contribute to the successful transition of each student from home and school to independent life.

Independent Life

The Independent Life component focuses on foundation skills:

- Using resources within the community
- Public transportation training
- Consumer skills
- Social skill training and application
- Leisure options
- Oral and written communication; computer literacy
- Current events and issues
- Health issues and other issues pertaining to adult sexuality
- Occupational Development

Occupational Development

The Occupational Development component includes foundation skills, vocational/career preparation and placement, occupational assessment and advisement; internship opportunities. Students must attend Embark for a minimum of two years, up to a maximum of four years. The program sequence is individualized and includes the following:

- Vocational assessment
- Internship and/or job placement
- Residential living preparation
- Transition-related issues
- Maintaining employment



Transition Programs

SOAR Program

SOAR is a specially designed transition program for students ages 18-22 with Autism Spectrum disorders, anxiety disorders and related diagnoses. The goal of the program is to assist students in transitioning to college and the world of work and to support students in becoming confident contributing members of society.

The SOAR program is located at the Enterprise Center at Salem State University. Students will experience the benefits of campus life while learning life and career skills such as travel training, organization, study skills, and social functioning. The program is geared toward students motivated to prepare for the next level of independence on a college campus or in the work force. During the 2023-2024 school year, 37 students attended the program.

PROGRAM COMPONENTS

- Self advocacy curriculum (self-awareness, self-disclosure)
- Time management
- Physical education (self-calming, self-regulation, yoga, wellness activities)
- Study skills (test preparation)
- Class etiquette
- Executive functioning supports/skills training
- Negotiating
- Weekly community trips
- Transportation options (travel training, rideshare options)
- Leisure activities
- Social skills
- Vocational training through paid and unpaid community based internships
- Use of a variety of technology options



Consultation, Contract Services & Regional Collaboration

During the 2023-2024 school year, Northshore Education Consortium provided vision, orientation, and mobility services to 81 students from 20 districts, and mental health consultation or wraparound services to 57 students from 13 districts.

CONNECTIONS WRAPAROUND PROGRAM

The Connections Wraparound Program now has three full time licensed clinicians providing outreach and support to high risk students in our member districts. Grant funding enabled us to continue to increase our capacity to new districts. Connections served 57 students from 13 districts, provided wraparound support to students from the regional PASS program, and provided training and consultation to participating districts and community members on topics such as professional boundaries, mental health, community resources, trauma and substance use.

DISTRICT AND COMMUNITY TRAINING AND CONSULTATION

In August of 2023, grant funding further enabled us to host a large free conference on youth and substance use and provide subsequent substance use training in the fall for our district schools and community partners at no cost. In addition, we provided in-district clinical supervision to three member districts, as well as behavioral/programmatic consultation to several other districts. We continued to provide grant-subsidized Youth Mental Health First Aid training.

REGIONAL JOB-ALIKE GROUPS

Northshore Education Consortium continues to host the expanded job-alike groups for Special Education Administrators, team chairpeople, and school psychologists, providing much-needed collegial support.

We have over 100 people in the email groups for Team Chairs and Out of District Coordinators, and an average of 33 attendees at each meeting, representing 12 districts.

Our School Psychologist Group has 70 members, with an average of 25 attending each meeting. We provide these groups free of cost to our members.

REGIONAL COLLABORATION

We are pleased to collaborate with the YMCA of the North Shore and Children's Friend and Family Services/JRI to run the very successful Positive Alternatives to Student Support Program, providing alternatives to long-term suspension for youth experiencing behavioral health challenges.

We also had the privilege of partnering with the Justice Resource Institute and the Massachusetts Partnerships for Youth as part of a grant funded initiative to provide training in the area of youth substance use.

In addition, we are proud that several members of our leadership team have presented at the Youth at Risk Conference and through Massachusetts Partnerships for Youth.

NORTHSHORE EDUCATION CONSORTIUM FAMILY CENTER

The Northshore Education Consortium Family Center runs several parent support groups and maintains a comprehensive resource library filled with books, pamphlets, and other materials on a wide range of disabilities and special education, mental health, and substance abuse issues. These resources are available for parents and professionals throughout the region.

"It has been such a pleasure working with your team and I appreciate everything you have done for my district's students. I appreciate always feeling so welcome at NEC."

- Special Education Team Chairperson



Cost Effectiveness of Programs & Services

Northshore Education Consortium's approved day programs are both cost effective based on a clear financial analysis of rates, but also enable districts to save on transportation costs by keeping students closer to home, and they are able to provide a higher quality service to students by pooling specialized expertise within one central location.

The simplest way to discuss the cost effectiveness of NEC-approved public day programs is to compare them to private special education placements that serve similar populations. (See chart on page 21.)

Based on an analysis of private schools serving similar populations, member districts can save over \$300 per day (over \$50,000 per year, not including transportation costs) by sending a student to an NEC program. NEC tuition rates include all therapy and nursing services.

COST EFFECTIVENESS OF NORTSHORE RECOVERY HIGH SCHOOL

It is difficult to articulate the cost-effectiveness of Northshore Recovery High School based on financial analysis. There are only five Recovery High Schools in Massachusetts, and there are not a lot of similar programs or schools to compare them to. By providing a regionalized Recovery High School, we are able to offer highly specialized services to a targeted group of high risk teenagers and enable these students to receive the needed supports to earn their diplomas. Most districts would be unable to provide these services within districts, as the cohort of students who need the services would be too small.

Districts were charged tuition of \$83 to \$133 per day depending on special education needs and member status.

The full cost of providing clinical and recovery services is subsidized by a Massachusetts Department of Public Health grant for after school, summer, and vacation programming.

Many of the students, prior to enrollment at Northshore Recovery High School, were utilizing extensive mental health services within their public schools or were enrolled in public or private day or residential schools with tuitions ranging from \$260 (Northshore Academy Upper School) to over \$700 per day.

COST EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT

We continue to provide a range of job-alike groups for special education and clinical staff from our member districts at no cost. Over 150 professionals participate in these groups. We have been successful in seeking philanthropic grants to offset the cost of most of our training and consultation services. In FY24 we charged member districts \$150 per hour for professional consultation whereas, when we have needed to hire consultants to work with our staff, we have paid upwards of \$250 per hour.

SUBSIDIZING THROUGH PHILANTHROPY AND GRANTS

Given our desire to keep tuition rates affordable and to provide the highest quality programs and services for our students, we have expanded our capacity to seek private philanthropic dollars to supplement and enhance what we are able to provide without increasing tuition rates. During the 2023-2024 school year, Friends of Northshore Education Consortium raised approximately \$400,000 through grants and private donations. This enabled us to provide low-cost training, purchase new technology and communication devices, as well as to support a wide range of extracurricular and enrichment activities. The Friends of Northshore Education Consortium is an established 501(c)(3) non-profit that exists for the sole purpose of supporting NEC programs through fundraising efforts including events, grant proposals and major gift donations (EIN# 61-1479553). In addition to philanthropic grants, several DESE and DPH grants have helped us to expand what we are able to offer to students in terms of academic and SEL programming.



Friends of NEC's annual road race, Festivus 5K for Autism, raised over \$37,000 in 2023 to support NEC students.



Thanks to a Tower Foundation grant in support of our Transition Programs in Salem, students are using a variety of tech devices to design images which are transformed into products with 3D printers.

Cost Effectiveness of Programs & Services

Severe Disabilities

School	Daily Rate FY 24
NEC - Kevin O'Grady School: Member	\$475
NEC - Kevin O'Grady School: Non-Member	\$588
BC Campus School	\$577
Beverly School for the Deaf: Children's Communication Center	\$583
Melmark	\$605
Nashoba Learning Group	\$609
Kennedy Day School	\$616
NE Center for Children	\$663
Hopeful Journeys	\$684
Perkins School for the Blind: Intermediate	\$1,033

Emotional Disability (Grades K-12)

School	Daily Rate FY 24
NEC - Northshore Academy, Topsfield Vocational: Member	\$263
NEC - Northshore Academy, Topsfield Vocational: Non-Member	\$324
St. Ann's	\$374
New England Academy	\$403
Arlington School (McLean)	\$451
Walker	\$521
Community Therapeutic Day School	\$542
Dearborn Academy / School for Children	\$593
Lighthouse School	\$699
Manville / Judge Baker	\$730

Intellectual Disability / Autism (Ages 18-22)

School	Daily Rate FY 24
NEC - Embark/SOAR: Member	\$226
NEC - Embark/SOAR: Non-Member	\$263
Riverview School	\$428

Progress toward Achieving Purpose & Objectives

The purpose and objectives of Northshore Education Consortium are stated in the Collaborative Agreement as:

PURPOSE

The Consortium exists to provide education and related services as requested by its member districts, including, but not limited to programs and services for children with low-incidence disabilities and professional development for teachers and other related service professionals. These programs and services will also be available for non-member districts.

The collaborative Board of Directors (herein, “the Board”) has the authority to decide that the Consortium should provide services, programs, and/or assistance for its member districts in addition to those outlined in the first paragraph, consistent with applicable laws and regulations related to educational collaboratives.

FOCUS

The focus of the Consortium is to provide innovative, high quality, cost-effective educational services for students with complex or low-incidence disabilities, to provide resources for member districts, and to serve as a regional center for planning and problem solving for member districts.

OBJECTIVES

The overall objectives of the Consortium are:

1. To play a leading role in defining the future role of collaboratives in the Commonwealth.
2. To strengthen and expand the Consortium programs and services in a cost-effective manner that meets the needs of students and faculty in member districts and the region.
3. To develop new programs for students, particularly those with special needs, allowing them to meet the highest academic, social, and life-skill objectives in accordance with emerging evidence-based practices.
4. To provide high quality, highly relevant professional development for the employees of the Consortium & member districts. In terms of Objective 1, the Executive Director continues to be a regular participant in Massachusetts Organization of Educational Collaborative (MOEC) state-wide and regional meetings, is a regional representative to the MOEC Board, and will become President of the MOEC Board next year. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region’s universities and child-serving state agencies.

In terms of Objective 1, the Executive Director continues to be a regular participant in Massachusetts Organization of Educational Collaborative (MOEC) state-wide and regional meetings, and is currently serving as President of the Board. In addition, she convenes regular meetings of regional SPED administrators and maintains connections to the region’s universities and child-serving state agencies.

Progress toward meeting Objectives 2-4 is generally assessed in an ongoing way by looking at utilization of programs and services, gathering both formal and informal data about student outcomes, and gathering both formal and informal feedback from consumers including school district personnel and parents. Information about utilization, outcomes, and cost effectiveness is contained in each of the program descriptions in earlier sections of this report.

Strategic Goals

We have continued to be guided by our three strategic goals:

Goal 1: Continue to Strengthen Quality of Programs and Services

Goal 2: Maintain Financial and Leadership Stability for Long-Range Sustainability

Goal 3: Expand capacity to meet Regional Needs around Special Education and Youth at Risk and participate in larger scale efforts

Specific accomplishments:

Goal 1: Educators attended high quality PD sessions with a focus on implementing curriculum and pedagogy that is culturally proficient, brain based, trauma informed, and differentiated to meet the needs of diverse learners. We implemented Dreambox Learning to increase targeted skill development in reading, and began to work with TNTIP to implement the Applesceds early literacy curriculum.

Goal 2: A smooth transition to a new CFO took place this year. Under his leadership we continued to update structures and systems in our business office, began a major capital project and several smaller ones, and implemented a new purchasing system. In addition, we upgraded our emergency preparedness by implementing the RAVE Panic Button app. We have been successful in applying for and receiving both state and philanthropic grants to offset expenses. And, we have improved our recruitment, hiring, and onboarding procedures.

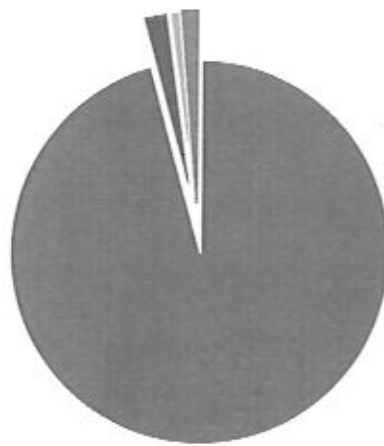
Goal 3: NEC played an important role throughout the year in supporting our region by offering well-attended job-alike groups, offering training on stress, trauma, and mental health, and providing clinical consultation and wraparound programming. Senior staff continued to be active in state-wide coalitions and committees, and to provide training and consultation to member districts as well as to the broader community. Executive Director Rosenberg served as President of MOEC, helping to coordinate statewide advocacy efforts on behalf of educational collaboratives.

Financial Summary FY 2024

A snapshot of Northshore Education Consortium's financial performance is included below. For more detailed information, please see the Audited Financial Statements and Uniform Financial Report.

FY 2024 REVENUE SOURCES

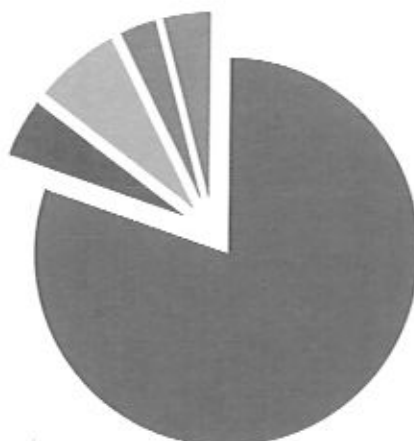
Source	Dollars	Percentages
Tuition and Fee for Service	\$30,913,073	95.74%
Commonwealth of MA - Recovery High School	\$669,962	2.07%
Membership Fees and Interest	\$285,805	0.89%
Philanthropy	\$420,000	1.30%
Total Revenue	\$32,288,840	100.00%



- Tuition and Fee for Service
- Commonwealth of MA - Recovery High School
- Membership Fees and Interest
- Philanthropy

FY 2024 EXPENSE CATEGORIES

Program Payroll, Tax, and Benefits	\$23,884,295	80.27%
Occupancy	\$1,491,749	5.01%
Administrative Services	\$2,173,587	7.30%
Program Expense	\$968,695	3.26%
Depreciation and Amortization	\$1,237,172	4.16%
Total Expenses	\$29,755,498	100.00%



- Program Payroll, Tax, and Benefits
- Occupancy
- Administrative Services
- Program Expense
- Depreciation and Amortization



NORTHSHORE
EDUCATION
CONSORTIUM

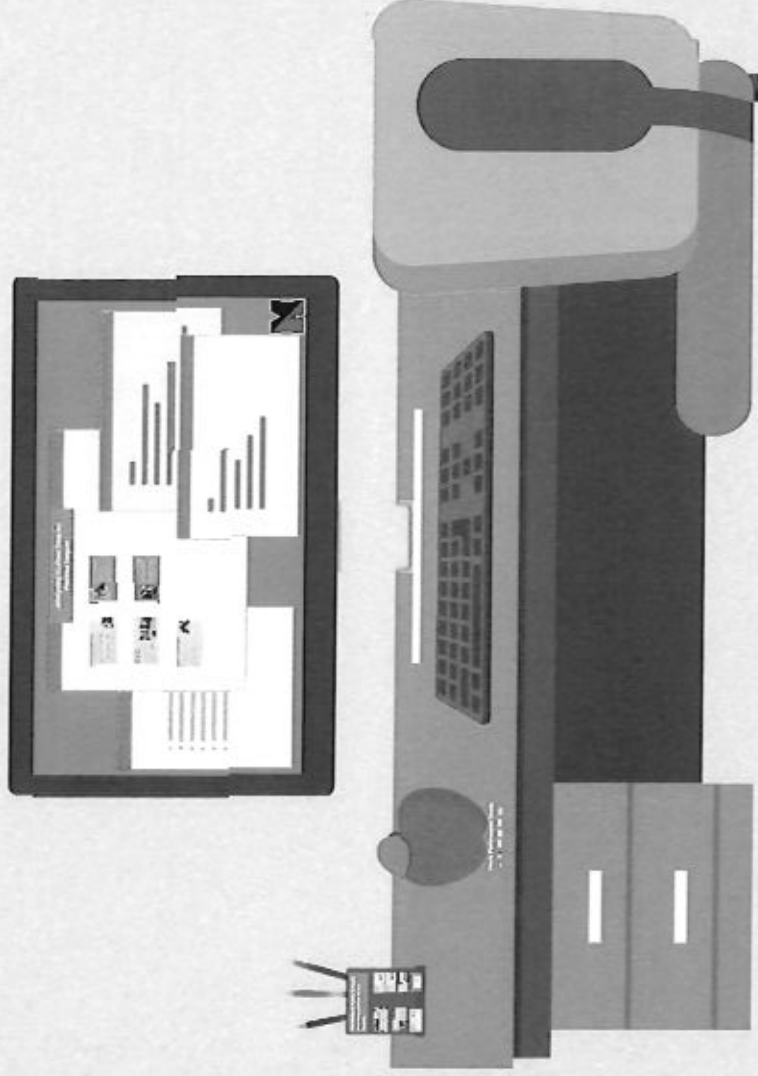
Executive Director | Fran Rosenberg | frosenberg@nsedu.org
112 Sohier Road, Beverly, MA 01915
Tel: 978-232-9755 | www.nsedu.org

MCAS & Data Analysis Presentation *Analyzing Student Data for Positive Impact*

Julia Ferreira
Assistant Superintendent of
Teaching and Learning

Contributions from:
Angela Graziano,
Instructional Coach

October 2024





Analyzing MCAS

The Massachusetts Comprehensive Assessment System (MCAS) is one data point that provides educators and administrators critical insights into student performance within Marblehead Public Schools, highlighting trends and areas for growth. Understanding this data helps educators create effective strategies to support student success and achievement.

Marblehead's District-wide MCAS data indicates a consistent performance level among students, reflecting the District's commitment to education. Key metrics reveal strengths and areas needing improvement that are addressed through our District's Multi-Tiered System of Support framework.

Overview of Marblehead Public Schools' Spring 2024 MCAS Results

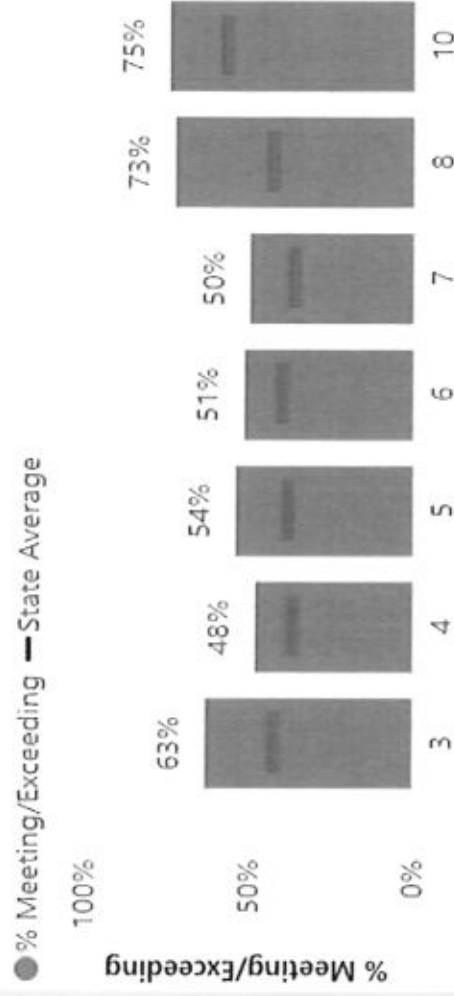


The following slides will provide an overview of the exceeding/meeting performance indicators for learners grades 3-10 on the English Language Arts, Math, and Science Spring 2024 MCAS.

District-wide English Language Arts Data

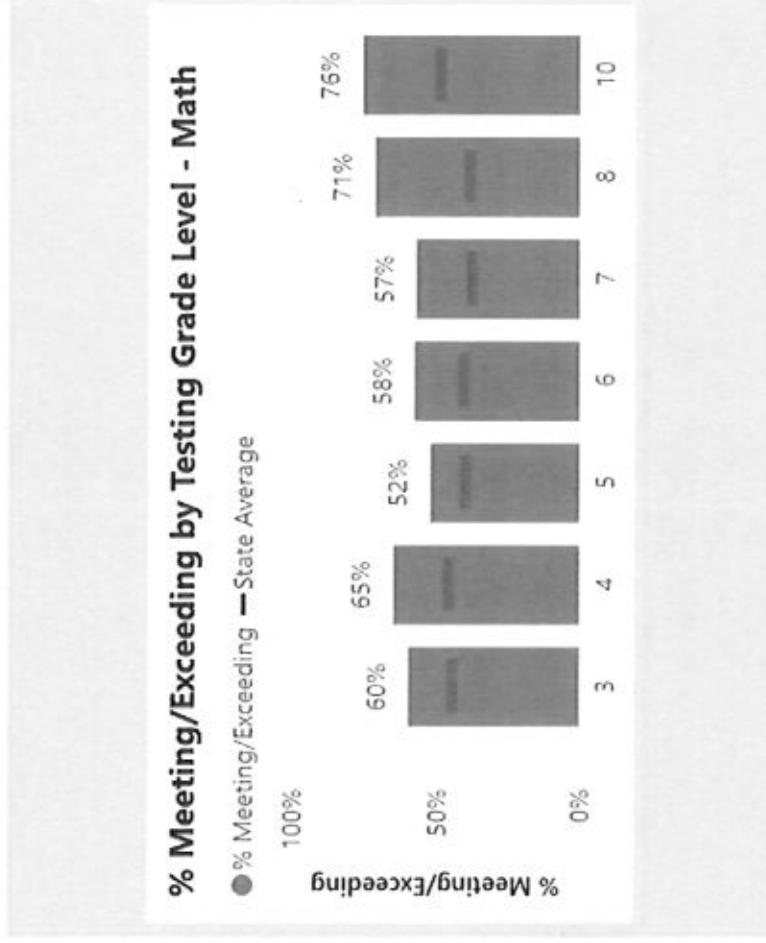
Overall, an average of 60% of students are meeting and exceeding the proficiency standards in MCAS assessments, +18% higher than the State average. This statistic indicates a need to maintain momentum and strategies for sustained success, including continued implementation of high-quality instructional materials and curriculum.

% Meeting/Exceeding by Testing Grade Level - ELA



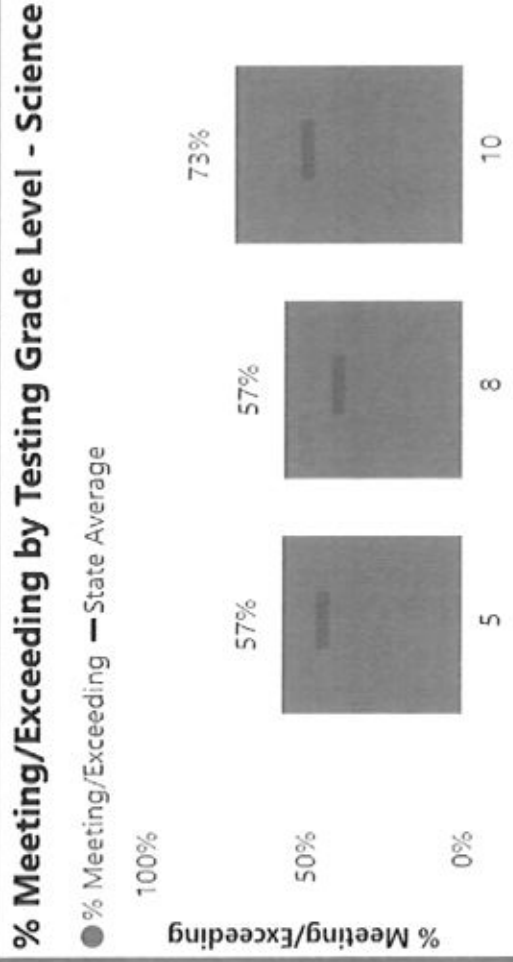
District-wide Math Data

On average, MPS is +21% above State average. We are in the upward trend of achievement now 4 years into the adoption of evidence-based math curricula grades K-8, and updated curriculum in Algebra 1 (2023), Algebra 2 and Geometry (2024). Four out of the six of our grade cohorts (grades 4-10) showed increased growth.



District-wide Science Data

Overall, MPS is +18% above State average. We are engaging in a curriculum review process for science this year to make sure we have our materials, curriculum, and professional development aligned with the new Science and Technology/Engineering MCAS for grades 5 & 8. We successfully added 9th & 10th grade Response to Intervention programs at MHS.



DESE Accountability Report

Each year, the Department of Elementary and Secondary Education (DESE) uses a rubric to score Districts and schools on their previous year's performance in areas of academic achievement & growth, high school completion, progress toward attaining English language proficiency, attendance, and advanced coursework completion.

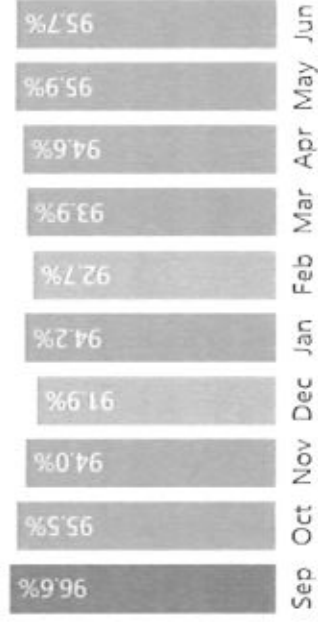
2024 DESE Accountability Report for MPS:

School	Accountability Percentile	Progress Toward Improvement Targets	Accountability Classification
District	-	64% - Substantial progress toward targets	Not requiring assistance or intervention
Lucretia & Joseph Brown School	-	88% - Meeting or exceeding targets	Not requiring assistance or intervention
Glover School	-	47% - Moderate progress toward targets	Not requiring assistance or intervention
Village School	72	54% - Substantial progress toward targets	Not requiring assistance or intervention
Marblehead Veterans Middle School	87	87% - Meeting or exceeding targets	Not requiring assistance or intervention
Marblehead High School	71	68% - Substantial progress toward targets	Requiring assistance or intervention (In need of focused/targeted support Low participation rate: Hispanic/Latino)

Data - Attendance

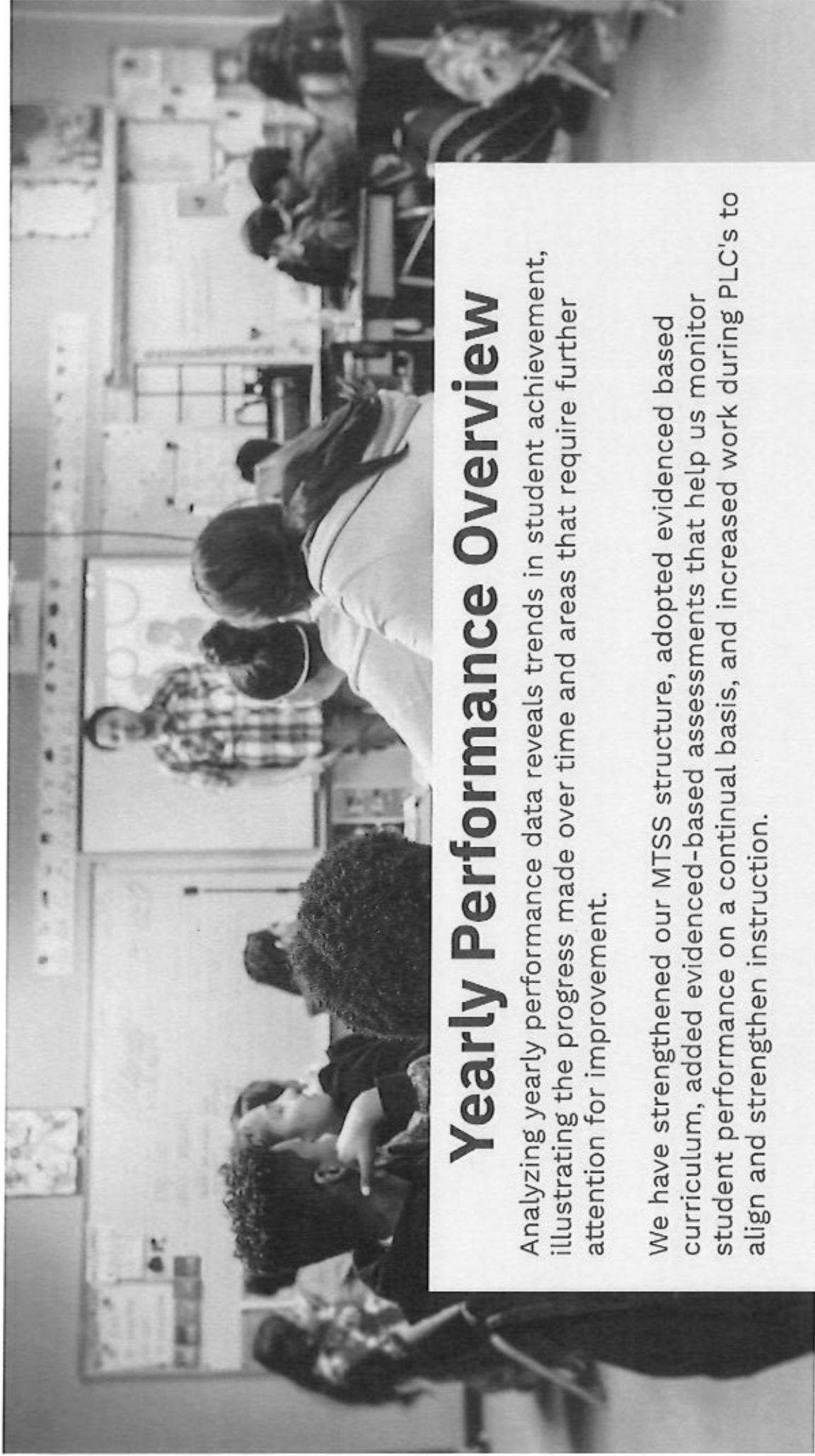
The Chronic Absenteeism rate is defined by students who miss 10% or more of the 180 days of school (18+ days of school).

Attendance Rate by Month



MPS Chronic Absenteeism (2023-2024)

	2023 Attendance Rate	2024 Attendance Rate	Reason
Non-high school "All Students"	12.6%	9.8%	Exceeded Target
High School "All Students"	11.8%	15.4%	Declined



Yearly Performance Overview

Analyzing yearly performance data reveals trends in student achievement, illustrating the progress made over time and areas that require further attention for improvement.

We have strengthened our MTSS structure, adopted evidenced based curriculum, added evidenced-based assessments that help us monitor student performance on a continual basis, and increased work during PLC's to align and strengthen instruction.

Overall Results By Year

The following slides highlight MCAS data from 2019 to 2024, showing both District and State results, as well as student performance by year.

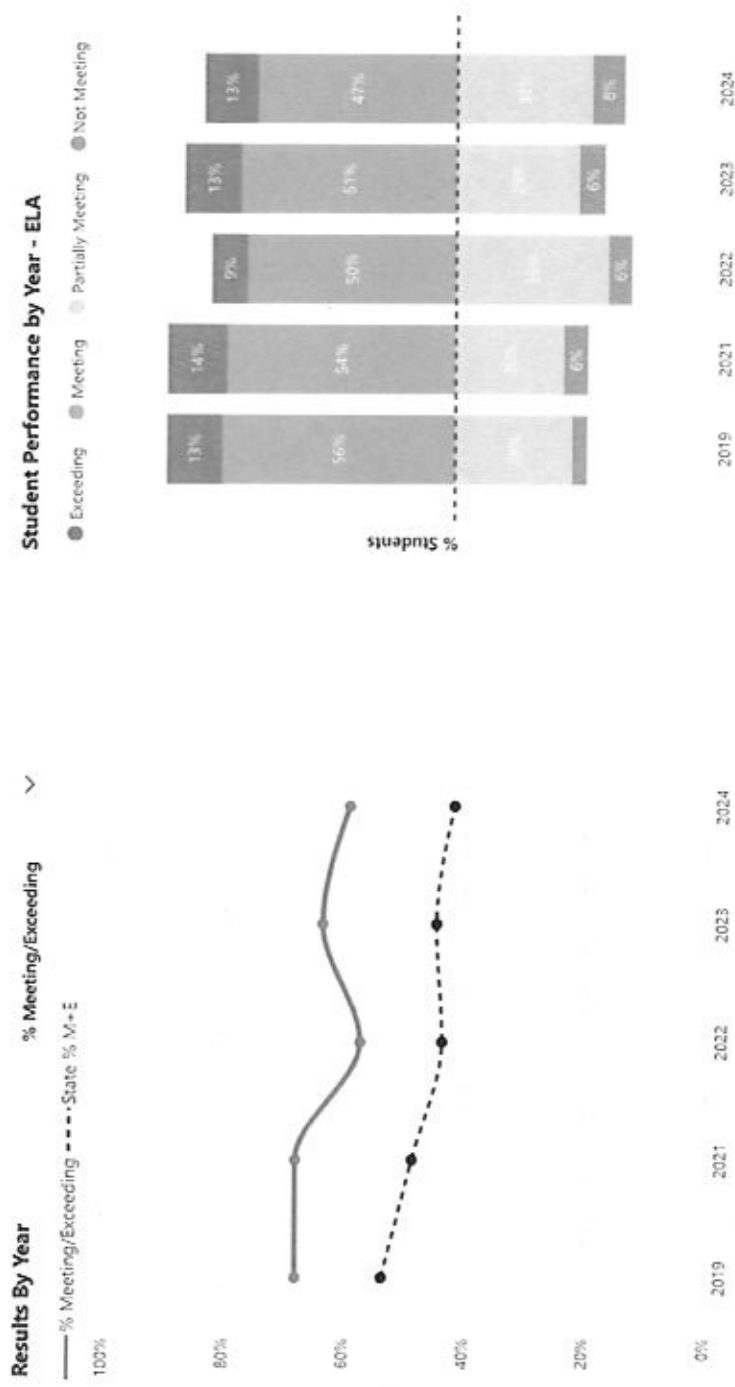


English Language Arts Results 2019-2024

These graphs indicate how students are performing over the last 5 years on MCAS.

In the most recent ELA assessment, 60% of MPS students met or exceeded expectations, while 32% partially met and 8% did not meet the required standards, showing areas for targeted improvements.

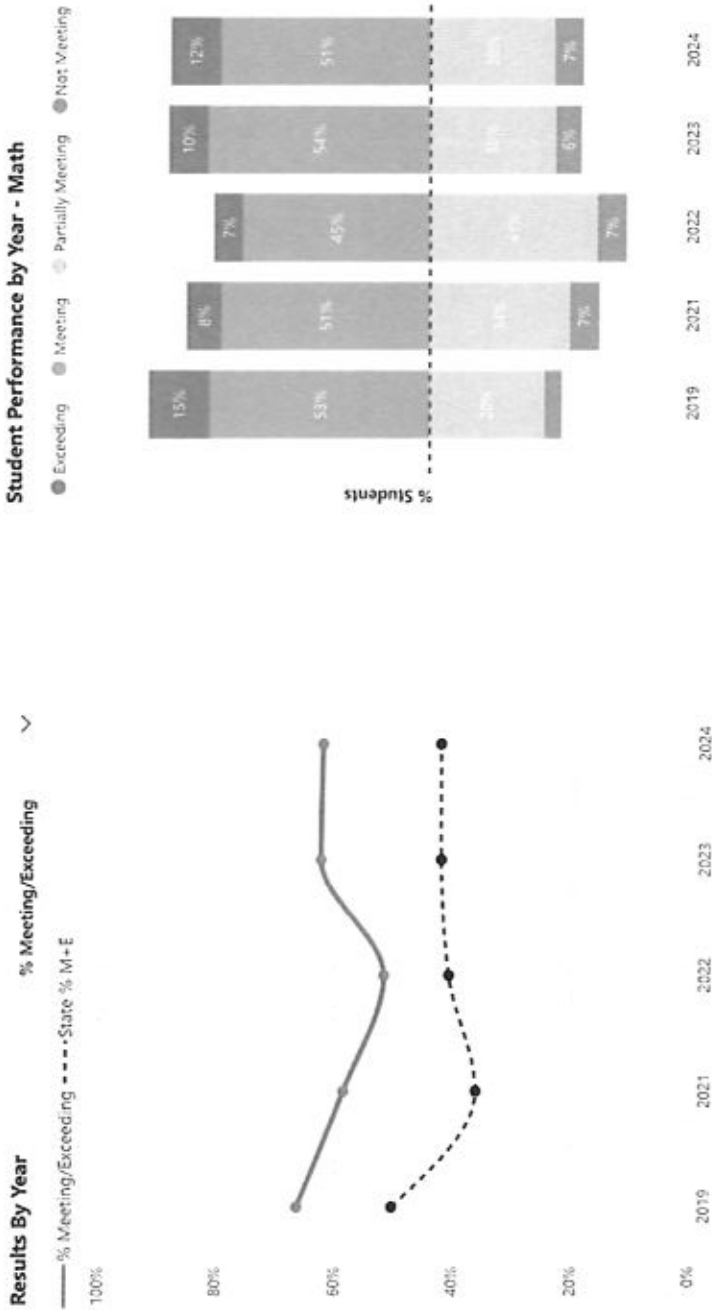
Our data consistently mirrors the overall state trends.



Math Results 2019-2024

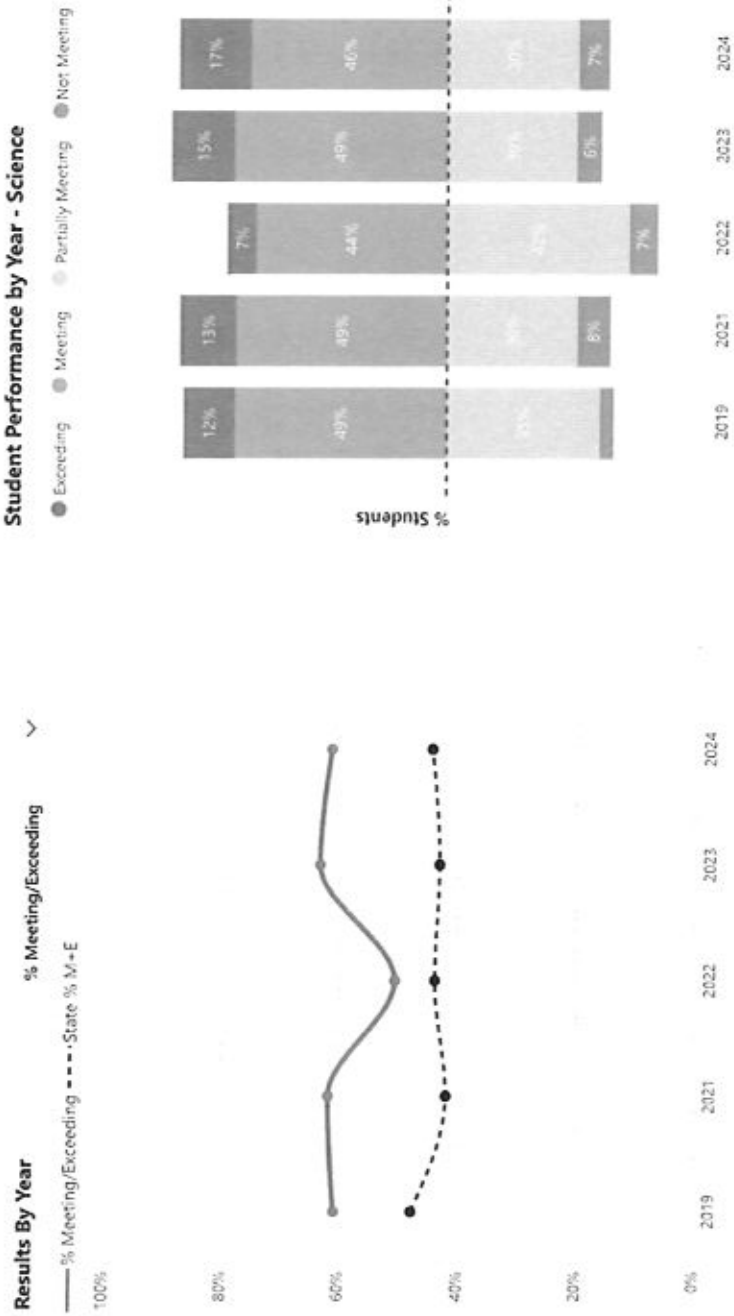
In the most recent assessment, 63% of MPS students met or exceeded expectations on the Math MCAS. Approximately 37% of students are partially meeting the required standards. This group represents an opportunity for targeted interventions, reflecting areas needing additional support and resources to help them progress.

Our MPS data is in tandem with the State data.



Science Results 2019-2024

Overall growth on our Science MCAS from +7% above state average in 2022 to +19% above state average in 2024. New assessment in grades 5 & 8 for STE MCAS piloted last school year with it being fully operational in 2025-2026.



Closing the Achievement Gap



Our gap between the State's overall state achievement and our District's achievement has widened in a **positive trend** over the past 3 years.

We continue to closely monitor our High Needs student performance. A student is designated as "High Needs" if they are low income, English Learner/former English Learner, or a student with disabilities.

High growth rates for "High Needs" subgroup in non-high school grades for **both ELA and Math**.

Exceeded target for progress toward attaining English language proficiency growth for non-high school grades.

Our focus on "whole child" with our MTSS framework and data analysis process includes close examination of student data to ensure appropriate supports for students.

[Marblehead_DESE_Accountability_Report_linked_here](#)

Purpose of Data Analysis in MPS

Data analysis is crucial in education as it allows educators to understand and address the diverse needs of students. By leveraging performance metrics, schools can tailor their teaching methods and allocate resources effectively, ultimately supporting student success.

Over the last few years, we've **strategically developed our Multi-Tiered System of Support** to ensure a systematic structure that allows for teacher collaboration and opportunities for in-depth data analysis to meet the needs of all students in MPS.

The process of evaluating existing data helps inform educators' decision-making processes for the current academic year. By having a **formalized process to examine student performance data**, we can identify trends, strengths, and areas for improvement, leading to targeted interventions that enhance student learning outcomes.

Data analysis plays a vital role in enhancing educational outcomes by effectively interpreting student performance metrics. This section delves into the ways in which we analyze data within our MTSS framework and how that important work correlates to informed decision-making to improve student learning.



School-Level Data Analysis

The Marblehead Public School district prioritizes data-driven strategies to enhance student performance. By utilizing tools like iReady, IXL, and mCLASS (DIBELS), we assess metrics such as the percentage of students meeting or exceeding expectations, ensuring a focus on continuous improvement.

Teachers collaborate on a regular schedule to examine student performance trends using data from internal assessment, such as **iReady**, **IXL**, **mCLASS (DIBELS)**, and **common assessments**, as well as **ACCESS** and **MCAS** data.

Continuous monitoring and data-driven decision-making are essential for ensuring that all students meet or exceed performance expectations in future assessments.



Pictured above are Brown School educators engaging in a Intervention Cycle data meeting with the Principal and Instructional Coach.

School-Level Systems of Support

What are we currently doing to support student learning?

Grades K-6:

- Implementing Year 2 adoption of an aligned ELA curriculum (Wit & Wisdom).
- Implementing comprehensive DIBELS assessments that inform the need for reading interventions.
- Fine tuning pacing of Illustrative Math lessons.
- Examining MCAS item analysis to inform updates that need to be made to enhance student performance.
- Using iReady data to inform instruction and monitor progress.
- Customizing Professional Development to focus on supporting instruction in the areas of reading fluency and writing and 2nd year adoption of Foundations in 3rd grade.
- Enhancing our work with math procedural fluency.
- Increasing instructional time for science in grades 4-6.
- Reviewing Science curriculum and alignment.

Grades 7-8:

- Continuing vertical alignment work in the middle and high school.
- Planning professional learning around feedback, grading, and assessments.
- Supporting core instruction through discussion of best teaching practices.
- Looking at MCAS item analysis to inform updates that need to be made to current curricular materials and programs.
- Aligning Science scope and sequence documents.
- Supporting extensive Professional Development (PD) for inclusive science instruction.
- Implementing PD around the new STE MCAS structure, led by teachers.

Grades 9-12

- Utilizing new Instructional Coach at MHS to conduct data analysis and offering instructional support for educators.
- Embedding Response to Intervention Supports for students in Math, English, and Science
- Using Magic Block for students to meet with their teachers 2 out of 4 days to increase time for them to get additional teacher support
- Collaborating with math teachers to analyze item analysis on MCAS and looks at the granular level of how students are performing on all math standards.



Pictured above are Brown School educators engaging in a Intervention Cycle data meeting with the Principal and Instructional Coaches.



MTSS & Data Analysis

Our **Multi-Tiered System of Support** framework ensures a systematic structure that allows opportunities for in-depth data analysis to meet the needs of all students in MPS. MTSS includes planning and implementing work that will push students at all levels.

MTSS offerings are expanding to WIN opportunities:

- Newspaper Club (pictured, right)
- Math Olympiads
- Project Based Learning at Village School
- WIN block started at Vets so there is now an enrichment and intervention block grades K-12 in MPS.

The new integration of Social-Emotional Learning curriculum, Wayfinder, has proven to have a positive effect on achievement and directly connects to our MTSS for the whole child (working on increasing students' self awareness, responsible decision making, self-management, social awareness, and relationship skills).

Concluding Insights

Continuous monitoring and data-driven decision-making are essential for ensuring that all students meet or exceed performance expectations in future assessments.

We are proud of the work our educators and instructional leaders have done to strengthen our MTSS structure, adopt evidenced based curriculum, implement assessments that help us monitor student performance on a continual basis, and increase work during PLC's to align and strengthen instruction. We will continue to expand MTSS systems in all schools to support all learners.





Marblehead Public Schools
MCAS Presentations
December 2024



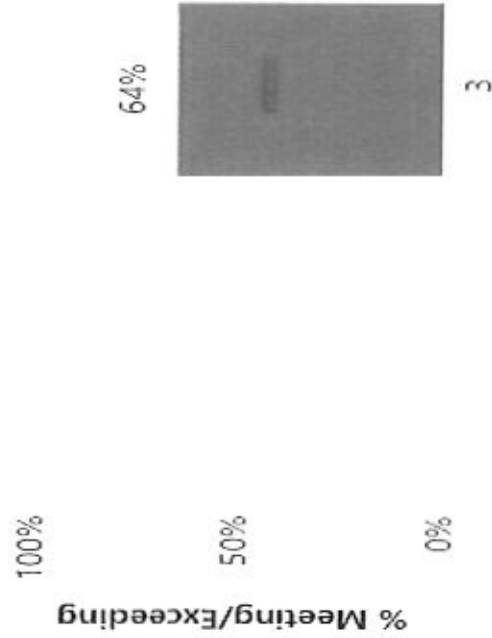
**Lucretia and Joseph
Brown School
Principal Mary Maxfield**

Brown School Data

Spring 2024 MCAS - grade 3

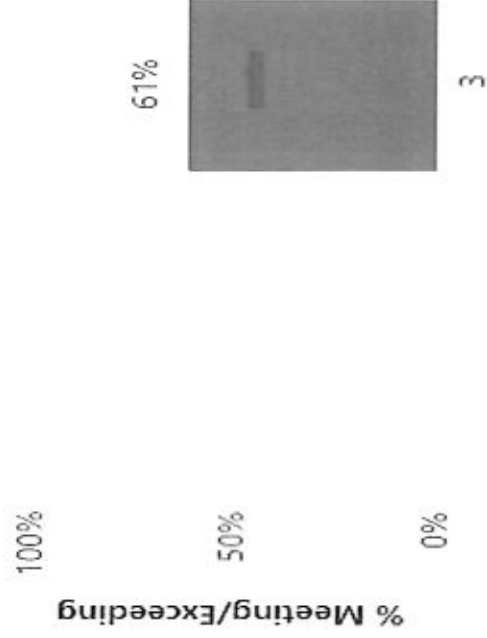
% Meeting/Exceeding by Testing Grade Level - ELA

● % Meeting/Exceeding — State Average



% Meeting/Exceeding by Testing Grade Level - Math

● % Meeting/Exceeding — State Average





Brown School

Strengths:

MCAS

- Significantly and consistently above the state average
 - ELA 64% as compared to (45%)
 - Math 61% as compared to (45%)
- Math Trend line is on point! 2022-24 (46%, 53%, 61%)
- 35% to 65% since 2022 in Low Income Subgroup*
- English Learners subgroup consistently improving and outperforming non-English Learner peers ELA-67%, Math 70%+*
- Top 14% of K-3 schools for ELA
- Top 25% of K-3 schools for Math
- High Needs-Top21% ELA-Top 28% Math

*Noteworthy: Statistically small sample size and different cohorts



Brown School

Areas of Growth:

- Year 2 of Wit and Wisdom ELA curriculum implementation
- Increasing our knowledge and understanding with regard to specific needs
 - Implementation of mCLASS (DIBELS data platform)
 - Data
- Closing the gap between students with disabilities and non-disabled peers
 - Special Educators role in the PLCs
 - Early Intervention-Tier 1 and 2
- Develop a progress monitoring system for Math and Reading Intervention Cycles to inform our decision making to meet students' needs.
- Establish initial actionable steps and long range plan for addressing PLC (Question #4. "How will we respond when students already know it?")



MTSS Progress-Brown School

Academic:

- Aligned and consistent core Tier 1 Curricula
- Universal Screeners established for Math and Reading
- Triangulation of Data for establishing appropriate interventions and determining progress
- Established Intervention periods (WIN blocks)
- Data Meeting Protocols in place
- Teacher driven PLCs to examine data, use data and professional expertise for decision making

Social-Emotional:

- Implementation plan under way for consistent Core Tier 1 SEL Curricula (Wayfinder)
 - Peer Support/Leads
 - Co-Teaching Option
- Universal screener - forthcoming
- SEL cycles for Social Groups, Behavior plans and SEL Interventions



Glover School
Interim Principal
Frank Kowalski

Glover School Data

Spring 2024 MCAS - grade 3

% Meeting/Exceeding by Testing Grade Level - ELA

● % Meeting/Exceeding — State Average



% Meeting/Exceeding by Testing Grade Level - Math

● % Meeting/Exceeding — State Average





Glover School - Strengths

Math

- 14% above state average in meeting or exceeding categories.
- 12% growth in meeting or exceeding from 2021-2024.
- Increase of 7% meeting or exceeding expectations for students identified as high needs.
- Top 30% of K-3 schools for Math

English Language Arts

- 21% above state average in percent of students meeting or exceeding
- Top 16% of K-3 schools for ELA
- From 2022-2024, overall ELA scores increased (from 54% to 63%)
- Maintained scores from 2023 to 2024 while implementing a new ELA curriculum



Glover School - Areas for Growth:

- Continue to move all students towards proficiency in their first experience with state testing.
- Close gaps between subgroups and the whole school in overall achievement (high needs vs. whole school).
- ELA - Continue to look at essay writing to lift student results (professional development focus on writing in Year 2 of curriculum implementation).
- Math - Continue to look at ways to incorporate geometry lessons before state testing.



Glover School

MTSS:

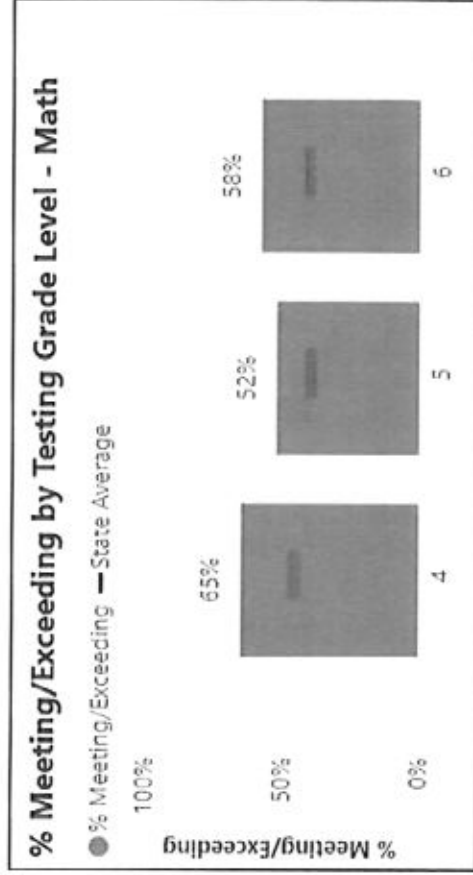
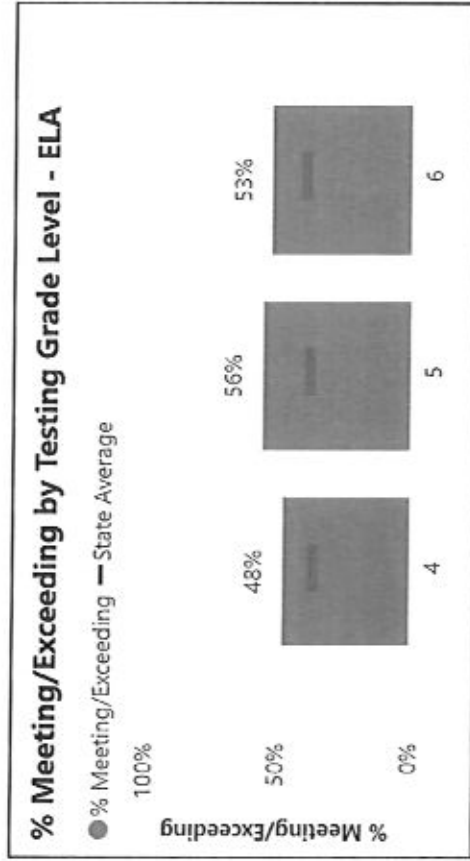
- Aligned ELA & Math Curriculum
- Continued professional development to support Year 2 of ELA curriculum implementation - Focus on Writing and Reading Fluency
- Established data cycles to review student learning outcomes (based on benchmark and progress monitoring data) and determine next steps for instruction
- Collaborative professional learning communities that meet regularly to improve student learning
- Implementation process in progress for social-emotional learning (Wayfinder)
- Designated time in the schedule for intervention and expansion of the curriculum



Village School
Principal Scott Williams

Village School Data

MCAS - Spring 2024 ELA and Math Scores, grades 4, 5, & 6



Village School Data

MCAS - Village 2024 Science Scores, grade 5



% Meeting/Exceeding by Testing Grade Level - Science

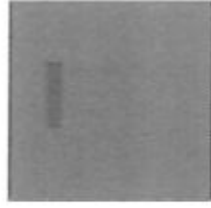
● % Meeting/Exceeding — State Average

100%

% Meeting/Exceeding

50%

57%



5



Village School

School Strength: Village School and state differentials remained steady in Math, ELA, and Science.

4th Grade Celebrations:

Class of 2032

Math grew from 55% **meeting and exceeding** to 65% and increased state differential

ELA increased Student Growth Percentile

5th Grade Celebrations:

Class of 2031

ELA grew from 50% **meeting and exceeding** to 56%

Essay Writing: Idea Development grew from 32% **meeting and exceeding** to 43%

6th Grade Celebrations:

Class of 2030

Math grew from 50% **meeting and exceeding** to 56%

Math grew from 6% **exceeding** to 12%

ELA Grew from 7% **exceeding** to 19%



Village School

Village School Areas of Growth:

Schedule: Examine and tweak current schedule to maximize student learning in all core subjects

ELA: Continued professional learning through Great Minds for the 2024-2025 school year in the areas of **Reading Fluency** and **Writing** in grades 4-6

Math: Increase time and opportunities for students to increase **math fluency** (Use of appropriate reasoning strategies with efficiency, flexibility and accuracy)

Science: Examine and Plan for the new **STE MCAS** structure

4th Grade Areas for Growth: Class of 2032: overall ELA scores went from 64% to 48% - (focus on essay)

5th Grade Areas for Growth: Class of 2031: Math decreased from 61% to 52% (focus on fraction and geometry concepts and skills)

6th Grade Areas for Growth: Class of 2030: overall ELA decreased from 60% to 53% (focus on essay)



Village School

Core Instruction Focus:

- Second year Implementation of Wit and Wisdom ELA curriculum - increasing critical thinking, consistency, and alignment among grades K-6
- 2024 is the fourth year of Illustrative Math implementation
- Scope and Sequence has been adjusted and pacing has been aligned to provide an equitable education across all classrooms in a grade level
- PLCs continually examine data to determine areas of need/adjustment within the core curriculum

MTSS Focus:

- PLCs - use data to drive interventions and enrichment opportunities
- WIN - Data driven small group Math and ELA interventions in 4th - 6th grade led by teachers and interventionists
- Enrichment Opportunities: Newspaper, Math Olympiads, Project Based Learning
- Implementation of Wayfinder to boost Social-Emotional Learning and our Advisory program

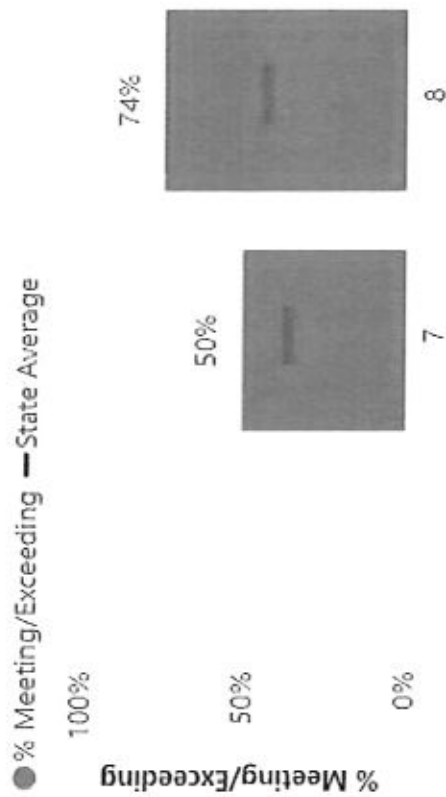


**Marblehead Veterans
Middle School
Principal Matthew Fox**

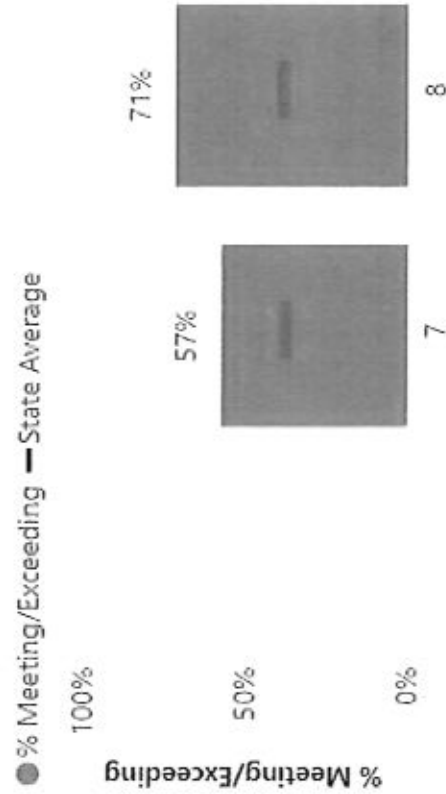
Marblehead Veterans Middle School Data

Spring 2024 MCAS - grades 7 & 8

% Meeting/Exceeding by Testing Grade Level - ELA



% Meeting/Exceeding by Testing Grade Level - Math



Spring 2024 MCAS - grade 8

% Meeting/Exceeding by Testing Grade Level - Science

● % Meeting/Exceeding — State Average





Marblehead Veterans Middle School

Strengths:

Whole School:

Cumulative Progress towards goals (87%) - Tied for 7th highest in State

Annual Progress toward goals (94%) - 4th highest in State

Meeting/Exceeding (M/E) % - Science-Top 17% ELA-Top 12% Math-Top 11%

Avg. Student Growth (SGP): ELA - 18th highest Math - 10th highest

High Needs Subgroup: ELA SGP-Tied 7th highest Math SGP-Tied for 8th highest

Grade/Subject Specific Strengths:

7th Math SGP: Tied 17th highest in the State

8th Math: SGP-Top 10%, M/E-Top 7%, Special Education Subgroup SGP-Tied 7th highest

8th ELA: M/E-Top 7%, SGP-17th highest, Essays: WC-5th & 7th; ID-10th & 11th highest

Special Education Subgroup SGP - #1 in the State



MVMS School

Areas of Growth:

ELA/Math/Science - Gaps between subgroups and whole school in overall achievement. Ex. Inclusion classes, targeted interventions

Science - Huge gains this year (top 57% to top 17%), but need to continue to build vertical alignment with Village

Individual Questions/Standards - Each department has evaluated any questions/standards where we underperformed to support continuous growth of curriculum and instruction



MVMS School

MTSS:

WIN Block (What I Need):

We adjusted our Just Read periods to create a WIN block
Teacher driven - Interventions and Enrichment

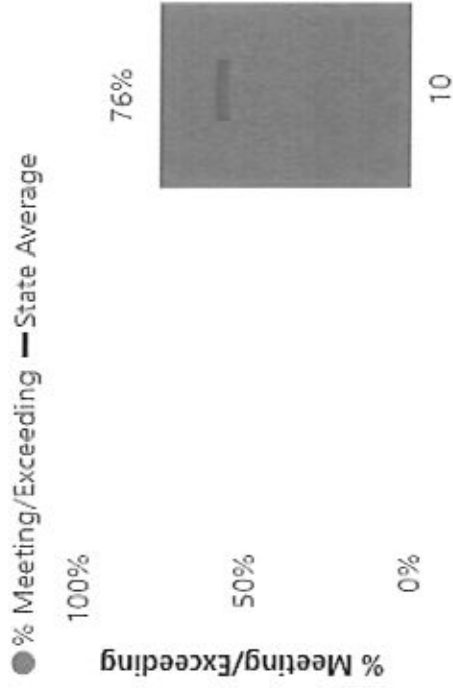
Examples: data-driven groupings (iReady/MCAS),
pre-teaching experts, basic skills review/practice,
writing groups, book groups, mindfulness groups, etc.



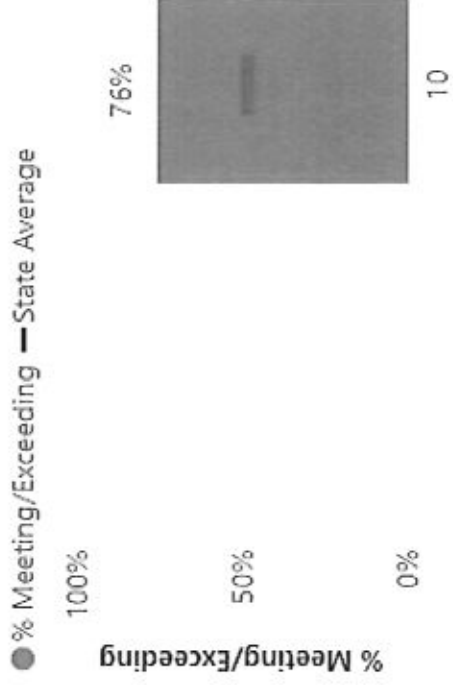
Marblehead High School
Principal Michele Carlson

Spring 2024 MCAS - grade 10

% Meeting/Exceeding by Testing Grade Level - ELA

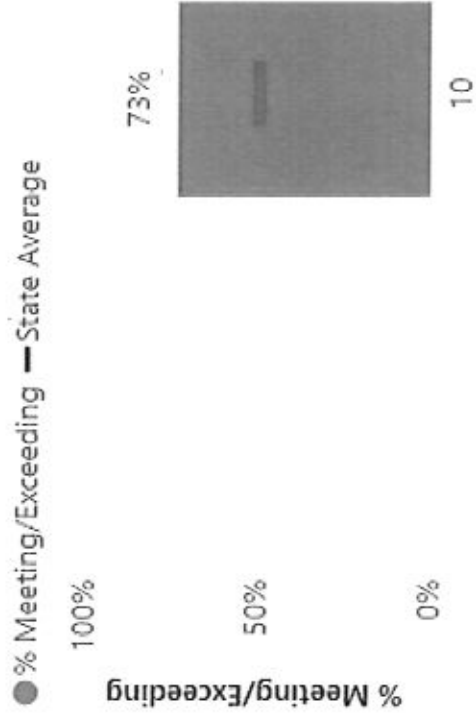


% Meeting/Exceeding by Testing Grade Level - Math



Spring 2024 MCAS - grade 10

% Meeting/Exceeding by Testing Grade Level - Science





Marblehead High School

Strengths:

- ELA Meeting & Exceeding- 76% Above State Average (57%)
 - Top 16% of all high schools in the state
- Math Meeting & Exceeding- 76% Above State Average (48%)
 - Top 11% of all high schools in the state
 - Math increase in Exceeding expectations by 7%, SGP increase 4.2%
- Science Meeting & Exceeding 74% Above State Average (49%)
 - Top 13% of all high schools in the state



Marblehead High School

Areas of Growth:

- Departments are conducting annual review of standards results to ensure they are fully addressed within the scope and sequence.
- Focus on improving school attendance rate.
- Summer PD - Math, English, Inclusion, Music, History, AI, APs, Pathway Program, Arts, and Literacy
- PLCs - Examining data together
- ELA/Math/Science - Gaps between subgroups and whole school in overall achievement - ex. - Inclusion classes, targeted interventions



Marblehead High School

MTSS:

Magic Blocks

- Academic Assistance two days per cycle
- Student driven (SEL/Academic) one day per cycle
- RTI Courses in English, Math, and Science
- Implementation of Wayfinder SEL curriculum this year
- Data and Intervention Coach



Marblehead Public Schools

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

John Robidoux
Interim 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 for Finance & Operations
DATE: December 18, 2024
RE: FY25 Financial Reports as of December 17, 2024

Attached please find a year-to-date expenditure report through December 17, 2024. YTD, we have expended \$14,473,421 and encumbered \$28,442,249 of the FY2 budget. This represents 91.78% of our annual budget as being committed. There is a current unexpended balance of \$3.8M in the School Department's General Fund Budget.

At this time, I am not comfortable providing a status update on our Grant and Revolving Accounts. Once the Town has closed the 2024 Fiscal Year and rolls the balances forward, I will be able to provide an update on those accounts.

Please make note of the following.

- Payroll
 - The Softright Accounting System utilized by the Town of Marblehead and the Marblehead Public Schools does not provide an integrated mechanism to automatically encumber salaries. As such, all salaries have been manually encumbered in the Softright system utilizing the Purchase Order process. Due to the labor stoppage – which resulted in unpaid wages, as well as the newly settled salary amounts in the 5 Collective Bargaining Agreements, the School Business Office needed to recalculate all Unit A staff wages and bi-weekly payroll amounts for 300+ employees for the remaining 19 or 15 payroll periods. The Business Office was greatly assisted by the Town's Payroll Department. Due to the manual process, I ask that the School Committee appreciate that I will be monitoring trends each month as we progress throughout the year. Encumbrances may need to be adjusted based on the trend data.
 - The Business Office has encumbered all known salaries, longevity, shift

differentials and teacher leader stipends. We have not encumbered unknown payroll items such as overtime or stipends / salaries that will not be able to be covered entirely by revolving or grant accounts.

- The Business Office has maintained a list of 180-184 day staff who reported to work during the strike. While the number of staff who reported is minimal, we will need to compensate them for the additional days of work as those days are made up later in the school year. These minimal amounts are not currently encumbered.
- Special Education Out of District Placements
 - The Special Education Tuition accounts are anticipated to exceed budget projections provided in the spring of 2024 (during the FY25 Budget Preparation and Proposals). As the Special Education Department Administrators have delved into the OOD tuitions, they uncovered several students who had been outplaced, but had not been included in the FY25 budget projections. During the Special Education Administration's very short tenure, they have diligently identified and financially accounted for all known students with an out-of-district placement. I commend them for their quick response and their ability to effectively communicate their findings with the Business Office. Based on their data, we anticipate the Special Education Tuition lines will exceed \$1M more than budgeted. Fortunately, the district prepaid \$900,000 worth of tuition at the end of FY24 with year end budget surplus, leaving a current shortfall of approximately \$155,000. I would like to add that the Special Education Department will be applying for Circuit Breaker Extraordinary Relief in the spring of 2025, which, if qualified for, would provide additional reimbursement from the Commonwealth.
 - At this time, we currently anticipate carrying a full year of Circuit Breaker Reimbursement into FY26.
 - Alongside tuition, Out of District placements often require transportation. We are closely monitoring the OOD transportation line and feel comfortable with the funding level of that account line.
- Strike Related Costs
 - The budget report indicates an unfunded Strike Relate Costs line. This cost primarily consists of Police Details and Payroll Office overtime during the strike. The other costs that are not included in this line are as follows:

- Custodial OT wages for opening the High School on weekends and staying beyond contractual hours on weeknights during the negotiation period.
 - 180-184 day staff who reported to work during the strike period.
 - Cost of materials to feed students during the strike period.
 - Cost of Food Service Labor during the strike.
 - Legal costs directly related to the strike. This includes legal resources to attend court and prepare court documents.
 - We are waiting for a breakdown of the legal costs related to the strike and those related to negotiations.
 - Communication Costs – we are still awaiting final invoices from the communications firm.
- ERP Pro (Munis) Conversion Update:
 - We are still on track to meet the July 1, 2025 projection to convert from Softright to Munis for our accounting systems.
 - Payroll and HR will follow on January 1, 2026.
- FY26 Budget Preparation
 - I have prepared a draft level service FY26 budget. I will be working with the Superintendent to fine tune that draft prior to presenting it to the Finance Subcommittee.
 - Mr. Ota has asked that I update the Finance Forum presentation from February, 2024, which I will be working on over the coming months.
 - I have been deeply involved in conversations with the Town CFO and Finance Committee with regards to data collection, projections and forecasting. I sincerely appreciate how supportive they have been since my arrival in Marblehead.
- Federal Grants
 - All FY25 ESSA Grants have been awarded (Title I, II, III and IV)
 - The FY25 Special Education IDEA 240 has been awarded
- State Grants
 - The METCO Grant has also been awarded
 - The Innovations Pathways Grant has been awarded
- Kristin Morello provides monthly spending updates to those who oversee each grant.
 - Kristin is currently closing out all FY23 Federal Grants as well as FY24 State

Grants.

- ESSER Update - all ESSER funds have been expended and Kristin Morello is currently reconciling the accounts prior to filing the final report with DESE.
- ARPA Update
 - The Town and School Department are finalizing all ARPA Grant commitments this month. While funding needs to be expended by December 31, 2026, all commitments need to be documented by December 31, 2024. We are issuing contracts and purchase orders for any remaining commitments over the next week.

Respectfully submitted,

A handwritten signature in black ink, appearing to be 'M. P. [unclear]', written in a cursive style.

Communication Subcommittee Recommendations

Brian Ota
Al Williams



Communications proposals for the School Committee

- Update The Frequently Asked Questions (FAQ) page
 - A draft was completed and placed in the dropbox
 - Looking for approval at the December 19th School Committee Meeting
- Update School Committee (SC) website
 - Changes will be made that update, replace, or create new additions to the SC website
 - Such as update subcommittees, replace FAQ, a section for the SC Newsletter will be created once the Newsletter format is finalized and approved by the full SC

Communications proposals for the School Committee

- Improve SC communications and teamwork
 - MASC has been contacted and is available to hold a workshop
 - Focus will be on teamwork, communication skills, and other
- Publish SC Goals as soon as possible
 - SC Approved Goals At 12-7-24 meeting

Communications proposals for the School Committee

- Improving turnaround times for SC minute
 - Target is to have minutes by the next SC meeting
- Improve working relationships with media
 - Met with newspapers
 - The Current and Weekly will provide monthly column at the end of the month for SC Newsletters
 - This can be used for special articles: for example a budget primer

Communications proposals for the School Committee

- SC Monthly newsletter
 - Here is a draft of the potential newsletter for your consideration
 - A folder for the SC Newsletter will be created once the Newsletter format is finalized and approved by the full SC
 - If we move forward with a newsletter who will be responsible for writing it?
 - It will be on the webpage at <https://www.marbleheadschoools.org/Page/1605>
- Public comment
 - The subcommittee is recommending the following:
 - The SC will not directly respond to a comment made during the SC meeting
 - If the public comment is part of a larger focus the SC is working on it may hold a special one topic discussion at a subsequent SC meeting
 - If the public comment contains erroneous information the SC may correct the information at the next SC meeting

Communications proposals for the School Committee

Questions/Comments?



MPS Make-Up Days Survey Results



Marblehead School Committee
12/19/24



Purpose of the Survey

- Pressures and difficulties from the recent strike weigh heavily on our families and most importantly our students.
- Working with our families as we make important decisions that will continue to have a tremendous impact is critical.
- Recognizing that all of these options present challenges, they are a requirement as all options to have days waived, made up remotely, or otherwise have been denied.
- Taking the temperature of our parent community and understanding where their preferences stand is important to success.



Important Reminders

- DESE requires 180 days of instruction and has indicated through numerous forms of outreach that they will not waive any of our make-up days. Adding time to existing school days is not an option. Requests to utilize remote learning or waive make-up days were both rejected.
- The strike was 11 days long. The SC voted immediately to swap a PD day from 1/31 to 11/12. This left MPS with 10 days to make-up.
- Due to the limited amount of make-up options, upcoming holiday breaks, and the relatively emergent nature of getting days back on our books to meet DESE requirements, our SC voted to add 12/23 as well as 2/18-2/21 back to our calendar during their 12/5 meeting. This leaves us with five (5) additional days that we are required to make-up.
- State statute requires high school graduation be no more than 12 days prior to the last day of school. If days are added in June, graduation date may need to be moved.
- The last school day that we can utilize for 24/25 is June 30.
- We will be required to move any make-up days back to April if we have any snow days.
- All MPS schools will adhere to the same schedule changes.



Survey Results - Parent Responses

	First Choice	Second Choice	Third Choice
April 22nd - April 25th and June 23rd	43.60%	35%	21.40%
June 23rd - June 27th	35.40%	38.70%	25.80%
5 Saturdays	21%	24.30%	54.70%

Results from 1423 engaged parents indicate that the most popular option from parents is to utilize April break.

Survey Results - MPS Staff Responses

	First Choice	Second Choice	Third Choice
April 22nd - April 25th and June 23rd	24.30%	30.3	45.40%
June 23rd - June 27th	31.50%	43.50%	24.90%
5 Saturdays	44%	26.20%	30.00%

Results from 317 MPS Staff indicate that the most popular option from staff is to utilize Saturdays as make-up days.

Survey Results - Side by Side Comparison

	Parent Ranked Response	MPS Staff Ranked Response
April 22nd - April 25th and June 23rd	First	Third
June 23rd - June 27th	Second	Second
5 Saturdays	Third	First

STUDENT ABSENCES AND EXCUSES

Regular and punctual school attendance is essential for success in school. The Committee recognizes that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law.

Therefore, students may be excused temporarily from school attendance for the following reasons: illness or quarantine; bereavement or serious illness in family; weather so inclement as to endanger the health of the child; and observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the Principal or designee.

A student's understanding of the importance of day-to-day school work is an important factor in the shaping of his/her character. Parents can help their children by not allowing them to miss school needlessly. Accordingly, parents will provide a written explanation for the absence or tardiness of a child. This will be required in advance for types of absences where advance notice is possible.

In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justified.

Student Absence Notification Program

Each Principal will notify a student's parent/guardian within 3 days of the student's absence in the event the parent/guardian has not informed the school of the absence.

Each Principal or designee shall make a reasonable effort to meet with any student, and that student's parent/guardian, who has missed five (5) or more unexcused school days (a school day shall be equal to two (2) or more class periods in the same day) in a school year. The meeting shall be to develop action steps to improve student attendance and shall be developed jointly by the Principal or designee, the student, and the student's parent/guardian. The parties may seek input from other relevant school staff and/or officials from relevant public safety, health and human service, housing, and nonprofit agencies.

Dropout Prevention

No student who has not graduated from high school shall be considered permanently removed from school unless the Principal has sent notice to a student, and that student's parent/guardian, who has been absent from school for ten (10) consecutive days of unexcused absence. The notice shall be sent within five (5) days of the tenth consecutive day of absence and shall offer at least 2 dates and times within the next ten (10) days for an exit interview with the Superintendent or designee, the student, and the student's parent/guardian. The notice shall be in both English and the primary language of the home, if applicable. The notice shall include contact information for scheduling the exit interview and shall indicate the parties shall reach an agreement on the date/time of the interview within the ten (10) day timeframe. The timeframe may be extended at the request of the parent/guardian and no extension shall exceed 14 days.

The Superintendent or designee may proceed with any interview without a parent/guardian present, provided the Superintendent has documented a good faith effort to include the parent/guardian.

The Superintendent or designee shall convene a team of relevant school staff to participate in the exit interview and shall provide information to the student and, if applicable, the student's parent/guardian on the detrimental effects of early withdrawal from school, the benefits of a high school diploma, and the alternative education programs and services available to the student.

This policy shall not apply to a student who has completed the regular course of education, or to a student whose absences have been excused, nor shall this section be construed to permanently exclude a student who wishes to resume his education.

SOURCE: MASC October 2014

LEGAL REFS.: M.G.L. 76:1; 76:1B; 76:16; 76:18; 76:20
Individual School Handbooks

SOURCE: MASC/Marblehead

- Standard district provided equipment (varies by team)
- Team conference or league membership fees
- Fees for rental or use of facility for games or events
- Game or event officials or referees

EXPECTATIONS & PROCEDURES

Attendance Policy

Policy JH, *LEGAL REFS: M.G.L. 76:1; 76:16; 76:20, Individual School Handbook*, from the Marblehead Public Schools Policy Manual Regular and punctual school attendance is essential for success in school. The Committee does recognize that parents of children attending our schools have special rights as well as responsibilities, one of which is to ensure that their children attend school regularly, in accordance with state law. Therefore, students may be excused temporarily from school attendance for the following reasons:

1. Illness or quarantine.
2. Bereavement or serious illness in family.
3. Weather so inclement as to endanger the health of the child.
4. Observance of major religious holidays.

A child may also be excused for other exceptional reasons with approval of the school administrator. A student's understanding of the importance of day-to-day schoolwork is an important factor in the shaping of his character. Parents will help their children by refusing to allow them to miss school needlessly. Accordingly, parents will provide a written explanation for the absence and tardiness of a child. This will be required in advance for types of absences where advance notice is possible. In instances of chronic or irregular absence reportedly due to illness, the school administration may request a physician's statement certifying such absences to be justifiable.

ATTENDANCE PROCEDURES

The attendance procedures for the 2021-2022 school year are as follows: Parents are required to call the school at 781-639-3100 X2 by 8:30 a.m. if a child is going to be absent or late for any reason. This is for all students in both hybrid and remote learning. Teachers will take attendance during every class, any student who is twenty-five (25) or more minutes late to class will be considered absent. In lieu of sending in a note, parents should email with the date and reason for the absence. Parents/guardians will be contacted if the school has not received notification of the reason for the student's absence from a parent/guardian within three (3) days of the absence.

Absences From School

Marblehead High School defines absences as belonging in one of three (3) categories: documented, excused, and unexcused absences. When returning to school, the student must take responsibility to make up missed work when appropriate.

Maximum Allowed Absences

Credit for all courses is based on Class Attendance as well as Academic Achievement. Students are allowed no more than four (4) absences each course (excused and/or unexcused) per quarter. No more than eight (8) absences in each course (excused and/or unexcused) per semester (2 Quarters). No more than sixteen (16) absences in each course (excused and/or unexcused) for the year

Categories of Absence

Documented – make-up allowed, excused absence recorded. This includes, but is not limited to the following (does not count against student):

- Illness covered by a doctor's note documented by a note from a doctor on official letterhead.
- Surgery/Hospitalization as documented by a note from the doctor/hospital on official letterhead.
- Death in the family/extenuating family emergency as documented by parent/guardian to the respective Assistant Principal.
- Observance of religious holiday– documented by note from parent/guardian, will be absent from school due to religious observance.
- Court appointment as documented by an official court note - mandated court appearance.
- Medical appointment as documented by a note from a doctor on official letterhead. Non-illness related visits to a doctor's/dentist's office for such things as physicals, braces, or check-ups.
- Some dismissals by the Nurse (discretion of the Nurse to determine whether documented), when illness or injury occurs during the school day.
- Authorized field trip - School-sponsored field trip.
- College visits - Four days annually may be granted for college visitor/permanent career placement visits (must be authorized by student's guidance counselor)
- Accepted College Day

Absences warranted by unusual circumstances must be approved by the appropriate Assistant Principal.

Excused – make up allowed, excused absence recorded. This includes, but is not limited to the following (counts against student):

- Routine absence due to brief illness as approved by parent/guardian
- Dismissals from school by parent/guardian or person designated on emergency card because student doesn't feel well enough to remain in school
- Absence from classes for family vacations
- Outside-of-School suspension or expulsion

Unexcused - no make-up allowed.

- Truancy from class or school

When returning from an absence, the student is required to present to the Main Office, a note of explanation from the parent/guardian and the reason for the absence. This note must contain: date of absence, reason for absence, signature and phone number of parent/guardian. If absences or tardies are unresolved, students should contact their Assistant Principal.

Extended Excused Absence – This is for students who have a documented medical (physical, mental, or social/emotional) issue that impacts a student's attendance. These students do not go through an appeals process. Instead, the student provides medical documentation to his/her team (i.e., School Counselor, Nurse, and Administrator). After a follow up conversation with the student's family and support personnel, the documentation is on file for the student. Extended Excused Absence can be granted for one or more quarters.

In all instances where a student is on an IEP or a 504 plan and which are not covered by the preceding Extended Excused Absence provision, before consequences are imposed under this policy for absences, the school shall first determine whether the absences are caused by or have a direct and substantial relationship to the student's disability or are a direct result of the district's failure to implement the plan. If the determination is that either of these conditions account for the absences, the school shall grant an Extended Excused Absence until appropriate accommodation can be made in the plan. Otherwise, the absences shall count and the provisions of this policy shall apply.

Attendance Warning Notice

- An Attendance Warning Notice will be generated when the student reaches their third (3rd) absence (excused and/or unexcused) in any class.
- This notice will be sent to parents/guardians and the student's Assistant Principal.
- The Assistant Principal will communicate with the student and their parent/guardian about the attendance concern.
- Where a student is absent without excuse in excess of five (5) cumulative school days in the school year, the parent(s)/guardians will be provided with written notice and a meeting will be conducted with the school administration to develop plan to address the student's attendance. In the event that a student is

absent without excuse in excess of ten (10) consecutive school days, the student and parents/guardians will be contacted relative to the convening of an Exit Interview meeting in accordance with Massachusetts law. *Please see M.G.L. c. 76, § 18 in Appendix A.*

No Credit (N) - N grade due to poor attendance

This part of the attendance policy will be suspended for 2021-22.

This includes the Attendance Review Panel.

- If a student accumulates more than four (4) absences (excused and/or unexcused) per term in any course, they will receive a grade of "N" on their report card, indicating No Credit due to poor attendance.
- If a student receives an "N" for one term, they can still receive a passing grade for the semester or year if they maintain a passing grade average and are not absent more than four (4) (excused and/or unexcused) times in the other terms.
- Two "N" in a semester course, they will receive No Credit for the course.
- Four "N" in a full year course, they will receive No Credit for the course.
- It is important to remember that when a student receives an "N", it is a notice that both student and parent/guardians need to monitor school attendance more closely and set a goal to improve attendance.
- It does not represent that a student is failing the course from a lack of achievement.
- If a student receives one or more "N" grades, they will be ineligible for Honor Roll.
- If a student receives No Credit for a course, it is recommended that they set up a meeting with their Assistant Principal and guidance counselor to make arrangements to repeat the course or its equivalent.

N Grade Implications

- If a student is failing the course, the report card would reflect the failing grade, not an "N."
- Goal of this policy is to help students gain the maximum benefit from the high school curriculum and the dialogue that occurs between students, teachers and peers.

- If a student receives an “N” for the term, semester or year and believe that circumstances merit a waiver of the attendance policy, they may submit a written appeal to the Attendance Review Panel.
- This panel meets at the end of each marking term. The Attendance Review Panel appeal forms can be obtained from the Main Office.
- Provide a written explanation of the reason for the appeal prior to meeting with the Attendance Review Panel.
- *All appeals must be initiated no later than one week following the distribution of report cards.*
- The Attendance Review Panel can only excuse specific dates.
- Students should specify these dates on the appeal form and provide official documentation of each absence being appealed, such as doctor/hospital notes, court documents, etc.
- Students should be prepared to provide evidence if there are any extenuating circumstances.
- Students are expected to appear in person before the Attendance Review Panel so that issues requiring clarification can be addressed. Parents/guardians are encouraged to attend and will be notified of the Attendance Review Panel meeting.
- The student’s Assistant Principal will confirm the Attendance Review Panel’s meeting time and place with the student.
- Failure to attend the meeting when a student is present in school on the day it is scheduled will result in the loss of the right to appeal.
- Seniors may appeal the Attendance Review Panel’s decision should it constitute loss of credit in a course needed to graduate. This request must be submitted to the Principal within five days of the date of the letter from the Attendance Review Panel.
- Attendance Review Panel will consist of the following members:
 - Assistant Principal of the student submitting appeal
 - Three teachers - one chosen by the student and two standing members

Planned Absences

Marblehead High School students who take vacations or family trips that do not coincide with previously scheduled school vacation days will miss valuable class experiences that cannot be duplicated in any other way. The Marblehead Public Schools strongly discourage such student absences.

We understand, however, that there may be times when such absences are unavoidable. Students and parents need to recognize that absences can imperil the student’s academic status for courses that are missed. Although make-up is allowed, the absence counts against the student. Students may lose credit for the quarter if the number of absences 4 (four) (excused and/or unexcused) per course. While teachers may let students make up missed assignments, tests, and quizzes, teachers are neither expected nor required to provide make-up work or special assignments prior to vacations. Teachers are not expected or required to provide special tutoring

for those students whose parents take them on vacation during school time.

Tardiness to School

The school day begins at 7:55am. Students who arrive after 7:55am must obtain a pass from the main office before going to class.

- Students are permitted a maximum of three (3) tardies (excused and/or unexcused) per quarter.
- On the fourth (4) and every subsequent tardy (excused and/or unexcused), they will be assigned a teacher detention to be served from 3:00 p.m. to 3:30 p.m.
- An "excused tardy" is a tardy that is known by a parent/guardian and has a note from them explaining the tardy.
- An "unexcused tardy" is a tardy that has no note from a parent/guardian to explain the reason for the late arrival. Both excused and unexcused tardies are included in calculating the number of tardies per term.

Tardies not counted towards the maximum tardy totals:

- Religious observation
- Medical appointments
- Extenuating family emergency
- Court appointment
- Returning from a school sponsored field trip
- A bus that has come to school late

Students who are tardy to school after 11:10 a.m. without a valid excuse will be ineligible for extracurricular activities that day.

Tardiness to Class

- Students are expected to be on time for every class and if they are tardy they will serve a teacher detention that day. The teacher will inform the student about the teacher detention. The student who arrives to class halfway through the class, will be considered absent for attendance purposes. (For example, a student arriving first block at 8:30 am would be marked absent in the teacher's attendance)
- If tardiness exceeds three (3), the teacher will make a referral for the student to serve an office detention (3:00-3:30pm).
- If a student continues to demonstrate tardiness to class, the teacher will refer the student to their Assistant Principal through a disciplinary report which will result in a parent meeting.

When a student misses two (2) or more classes over five (5) cumulative school days during the school year due to tardies, the parent(s) will be provided with written notice and a meeting will be conducted with the school administration to develop a plan to address the student's attendances.

Dismissals

- In lieu of sending in a note, parents should email (insert attendance email address) with the date and time for dismissal.
- The nurse must speak to a parent/guardian before a student can be dismissed for any injury or illness. If your child contacts you directly because of feeling ill or injured, refer him/her to the nurse. After completing an assessment, the nurse will contact a parent/guardian for dismissal if necessary.

Individual Responsibilities

Student Responsibilities

- It is each student's responsibility to make responsible decisions about attending all classes on a regular basis.
- Monitor their own attendance and speak with their teachers if there are any questions about attendance records.
- When returning from an absence, the student presents a note of explanation from the parent/guardian and the reason for the absence to the Main Office.
- The student must obtain and make-up class work missed due to absences. It is the student's responsibility to see their teachers to obtain missed work.

Parent/Guardian Information and Responsibilities

- The parent/guardian should monitor their child's attendance.
- Discuss the importance of good attendance with their children.
- When returning from an absence, send a note with your child to present to the Main Office.
- Special circumstances will be reviewed by the assistant principal.

Faculty, Staff, and Administration Responsibilities

- Record each student's attendance in Aspen for each class on a daily basis.
- Submit daily attendance records each day.
- Reconcile all adjustments to a student's attendance the following day.
- Notify the student, parent/guardian, guidance counselor, and assistant principal when a student reaches three (3) absences.
- Notification for tardy to school.
- Assistant principals and school staff will work with students and parents/guardians whose absences or tardies are unexcused or excessive and provide necessary written notices in accordance with Massachusetts law.

Important to Note

When a student misses a class due to tardiness or dismissal in which a test/quiz is given, s/he will be expected to take the test/quiz the day of their return at the convenience of the teacher. It is the student's responsibility to connect with the teacher and to make these arrangements.

If the school does not receive timely notification of a late arrival or early dismissal, the student's absence from a class may be considered unexcused with associated disciplinary consequences.

Absences, early dismissals, and tardies due to school-sponsored activities shall be excused.

NOTE: Assigned detentions must be served before a student attends a club, organization, activity and/or sport. Students will not be allowed to tryout, sign-up, attend, nor participate in clubs, activities and sports if they have not served their detentions.

Meeting with College Representatives at MHS

Students wishing to meet with college representatives during the school day may do so if they have a prearranged pass from guidance.

Students are responsible for connecting with their teachers and making up any work missed. Since visits from college representatives are known in advance, students should connect with their teachers prior to the day they will miss class time.

Senior Project: Participation in Senior Project is contingent upon a student meeting all Senior Project requirements.

Attendance for MCAS testing is mandatory.

Parents/Guardians Going Out of Town

MUST notify the office and provide the name and contact information of the person who will be responsible for the student during the parents' /guardians' absence.

Senior Privilege

Senior Privilege allows a senior to leave school grounds during non-instructional time during the last block of school. Senior Privilege also allows a senior to enter school after the first block of the school day if the first block is non-instructional time.

Senior Privilege is an extension of freedom awarded to those seniors who demonstrate by their grades and good citizenship that they are mature, responsible young adults who deserve the opportunity to exercise greater judgment in the use of their time.

If students decide to stay in the building, they may report to a teacher's classroom or the library. Seniors may not walk around the building and must remain in the room to which they reported. Students are required to sign out/in through the Main Office.

Attendance: No truancy from school
No class cuts

	No more than 3 unexcused tardies in any class
Academic:	Minimum of C- average in classes, no Incompletes Minimum of 30 academic credits per year
Behavior:	No suspensions the previous quarter No lingering in hallways No returning to school from late – no excuses No driving students without off campus who do not have Sr. Privilege Never taking an underclassman off campus Never be a disturbance to the community when off campus

Senior Privilege may be revoked if the student fails to adhere to the criteria. Parental permission is required. The administration reserves the right to suspend Senior Privilege for all students in certain instances (e.g., inclement weather, school emergency).

Change of Address or Contact Information

It is very important to promptly notify the school of any and all changes in residential address, mailing address, email address(es) and/ or telephone number(s) so that parents/ guardians can be reached in the event of an emergency. Fill out the emergency card on the Aspen Parent Portal.

Student Parking

Parking on school property is a student privilege. Students found to be in violation of the school parking rules may have this privilege rescinded. Students who abuse parking privileges may earn further sanctions including detention and/or suspension.

- Students must register their vehicle with the main office by fully completing a parking agreement.
- Once issued, the parking permit (sticker) must be visibly displayed on the vehicle.
- Students driving vehicles to school must park them in the student parking spots designated with an S followed by a number.
- The speed limit on school grounds is 10 M.P.H. Cars must not pass school buses while they are unloading or loading students in the bus area.
- Reckless driving may result in the loss of the privilege to drive to school, and students may receive detention and/or suspension. Reckless driving may also be reported to the police.

Library

The use of the Library will be restricted to only classes scheduled for that space.

Marblehead Public Schools 2024-2025 School Calendar

August/September 2024 (20)				
M	T	W	Th	F
26	27	*28	29	30
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

October 2024 (20)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2024 (16)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

December 2024 (16)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

January 2025 (21)				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August	<ul style="list-style-type: none"> • *28 New Teacher Orientation • 29 Teacher Prof. Dev. • 30 No School
September	<ul style="list-style-type: none"> • 2 No School - Labor Day • 3 First Day of School Grades 1 - 12 • 4 First Day of School Grades PK - K
October	<ul style="list-style-type: none"> • 3-4 No School - Rosh Hashanah • 14 No School - Indigenous Peoples' Day • 23 Early Release gr. PK-12 Prof. Dev.
November	<ul style="list-style-type: none"> • 7 Early Release only gr. PK-8 Conferences (full day gr. 9-12) • 8 No School Conferences gr. PK-8 Prof. Dev. gr. 9-12 • 11 No School - Veterans Day • 12 No School - gr. PK-12 Prof. Dev. • 27 Early Release • 28-29 No School - Thanksgiving Break
December	<ul style="list-style-type: none"> • 24-31 No School - December Break
January	<ul style="list-style-type: none"> • 1 No School - Dec/Jan Break • 2 Students return to school • 20 No School - Dr. Martin Luther King, Jr. Day
February	<ul style="list-style-type: none"> • 17 No School - Presidents' Day
March	<ul style="list-style-type: none"> • 19 Early Release only gr. PK-8 Prof. Dev. (full day gr. 9-12)
April	<ul style="list-style-type: none"> • 18 Early Release gr. PK-12 Good Friday • 21-25 No School - Spring Break
May	<ul style="list-style-type: none"> • 14 Early Release only gr. PK-8 Prof. Dev. (full day gr. 9-12) • 26 No School - Memorial Day
June	<ul style="list-style-type: none"> • 19 No School - Juneteenth • 20 Last Day for Students Early Release for students • 23 Last Day Staff/ Teacher Prof. Dev.

February 2025 (19)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March 2025 (21)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April 2025 (17)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2025 (21)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June 2025 (14)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

No School for Students – Prof. Dev. or Conferences	No School for Students and Teachers/School Year Staff - holiday or vacation break
First Day of School for students grades 1-12	Early Release Days due to Prof. Dev., Conferences, or before a break
Last Day of School for students - 180 days	185 th day of school for students if needed for cancellations

RETIREMENT OF FACILITIES

When a school building becomes inadequate by virtue of age, condition, size of site, lack of need, or other overriding limitations, and cannot reasonably and economically be brought up to the current educational standards, the building should be considered for a comprehensive closing study. The Superintendent will recommend to the School Committee, which facilities appear to justify further analysis.

The School Committee may seek both professional advice and the advice of the community in making its recommendations as to the retirement of any school facility. This will permit the public, which originally acquired the property, to benefit from its recycling or retirement.

A closing study will include direct involvement by those neighborhoods considered in the study and will be concerned with all or some of the following factors:

1. Age and current physical condition of the facilities, its operating systems, and program facilities
2. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions
3. Reassignment of children, including alternative plans according to Committee policy
4. Transportation factors, including numbers of children bussed, time, distance, and safety
5. Alternative uses of the building for school district purposes
6. Cost/Savings
 - a. Personnel
 - b. Plant Operation
 - c. Transportation
 - d. Capital Investment
 - e. Alternative Use
7. Continuity of instructional and community programs

SOURCE: MASC/Marblehead

Frequently Asked Questions (FAQ)

In the front of the most commonly raised questions they begin with an easy to read general description of the question, followed by the actual text from the Massachusetts General Laws (MGL) for those who want the actual language.

How does the role of the School Committee and that of the Superintendent differ?

The School Committee consists of people who live in and are elected by the community. We are your neighbors: parents, grandparents, local business owners, retirees, and ordinary citizens. We are non-partisan and we receive no pay or benefits for this public service.

The School Committee has a dual role: to represent the needs of the students and parents to the school administration and also the concerns of the citizens and taxpayers of the community.

The School Committee does not operate the district on a day-to-day basis; that is the job of the superintendent, who is the district's chief executive. Rather, the School Committee sets the policies, goals and objectives for the district – and it holds the superintendent responsible for implementing the policies and achieving the goals.

Roles and Responsibilities of the SC; Massachusetts General Laws (MGL) Section 37

The school committee in each city and town and each regional school district shall have the power to select and to terminate the superintendent, shall review and approve budgets for public education in the district, and shall establish educational goals and policies for the schools in the district consistent with the requirements of law and statewide goals and standards established by the board of education. The school committee in each city, town and regional school district may select a superintendent jointly with other school committees and the superintendent shall serve as the superintendent of all of the districts that selected him.

Roles and responsibilities of the Superintendent; MGL Section 59

The school committee of a town not in a superintendency union or district shall employ a superintendent of schools and fix his compensation. A superintendent employed under this section or section sixty or sixty-three shall manage the system in a fashion consistent with state law and the policy determinations of that school committee. Upon the recommendation of the superintendent, the school committee may also establish and appoint positions of assistant or associate superintendents, who shall report to the superintendent, and the school committee shall fix the compensation paid to such assistant or associate superintendents. The school committee shall approve or disapprove the hiring of said positions. Such approval by the school committee of the recommendation shall not be unreasonably withheld; provided, however, that upon the request of the superintendent the school committee shall provide an explanation of disapproval.

I have a problem with my school, Is the School Committee the appropriate body to address it?

We recommend working up the chain of command. For instance, if a parent or guardian has a problem with something happening within a classroom, (s)he should first address it with the teacher and, if the issue is not resolved, the parent/guardian should turn to the principal or supervisor, and then the superintendent. The School Committee should be the "court of last resort".

SC Public Meetings

Do I have an opportunity to speak at the School Committee meetings?

State law requires a [public comment period](#) at School Committee meetings. Committees are allowed to establish reasonable restrictions on the time, place and manner of public comment. For instance, School committees typically set guidelines on the length of an individual's comment (e.g., A certain amount of time per person), so no one person dominates the meeting. The Marblehead School Committee typically offers public comment at the beginning of each meeting, prior to committee deliberation.

What is proper protocol for public participation?

Comments from citizens generally go through the chair at the school committee meeting, School committees use the public comment period as an opportunity to listen to citizen concerns, but not to debate issues or enter into a question-and-answer session or a "cross examination" between the public and individual members.

Be aware that not all issues brought before a SC meeting will be resolved that evening. The committee may respond to public comment by seeking additional information or by delegating the authority to investigate the issue to the superintendent or his/her designee.

While public education can be an emotional issue, and understandably so, the SC will strive to maintain a certain level of decorum at meetings. Many meetings are recorded or televised, and students often attend or participate in the meetings. As such, citizens are expected to maintain a tone of courtesy and civility.

How does the School Committee set its meeting rules?

The Marblehead School Committee follows the Massachusetts [open meeting law](#) and our meetings are guided by Roberts rules of order, which describes how meetings are run, how motions and votes are taken and other procedures.

Public Meetings; MGL Section 35.

All meetings of the school committee shall be open to the press and to the public, except as otherwise authorized by section twenty-three A of chapter thirty-nine. The vote on any particular measure shall be by yeas and nays, when requested by two members.

SC Executive Sessions

Many questions rise over why and when the SC goes into Executive Sessions. Executive Sessions can only be entered for *very specific reasons* such as confidential personnel issues, contract bargaining strategy updates by the bargaining subcommittee, and to consider the purchase, exchange, lease or value of real property, to name a few.

To enter an Executive Session the SC must begin in an open session then do a roll call vote to leave the open session for the one or more specific reasons listed below. The SC must also notify public whether the SC open session will reconvene after the Executive session concludes.

Many have questioned whether the SC uses the Executive Session to evade public scrutiny on controversial issues. To dispel that notion the next sections are the MGL that clearly defines which topics are permissible under the Executive Session sections.

MA GL Section 21. (a) A public body may meet in executive session only for the following purposes:

(1) To discuss the reputation, character, physical condition or mental health, rather than professional competence, of an individual, or to discuss the discipline or dismissal of, or complaints or charges brought against, a public officer, employee, staff member or individual. The individual to be discussed in such executive session shall be notified in writing by the public body at least 48 hours prior to the proposed executive session; provided, however, that notification may be waived upon written agreement of the parties. A public body shall hold an open session if the individual involved requests that the session be open. If an executive session is held, such individual shall have the following rights:

- i. to be present at such executive session during deliberations which involve that individual;
- ii. to have counsel or a representative of his own choosing present and attending for the purpose of advising the individual and not for the purpose of active participation in the executive session;
- iii. to speak on his own behalf; and
- iv. to cause an independent record to be created of said executive session by audio-recording or transcription, at the individual's expense.

The rights of an individual set forth in this paragraph are in addition to the rights that he may have from any other source, including, but not limited to, rights under any laws or collective bargaining agreements and the exercise or non-exercise of the individual rights under this section shall not be construed as a waiver of any rights of the individual.

2. To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;
3. To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;
4. To discuss the deployment of security personnel or devices, or strategies with respect thereto;
5. To investigate charges of criminal misconduct or to consider the filing of criminal complaints;
6. To consider the purchase, exchange, lease or value of real property if the chair declares that an open meeting may have a detrimental effect on the negotiating position of the public body;
7. To comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements;

8. To consider or interview applicants for employment or appointment by a preliminary screening committee if the chair declares that an open meeting will have a detrimental effect in obtaining qualified applicants; provided, however, that this clause shall not apply to any meeting, including meetings of a preliminary screening committee, to consider and interview applicants who have passed a prior preliminary screening;

9. To meet or confer with a mediator, as defined in section 23C of chapter 233, with respect to any litigation or decision on any public business within its jurisdiction involving another party, group or entity, provided that:

(i) any decision to participate in mediation shall be made in an open session and the parties, issues involved and purpose of the mediation shall be disclosed; and

(ii) no action shall be taken by any public body with respect to those issues which are the subject of the mediation without deliberation and approval for such action at an open session; or

10. to discuss trade secrets or confidential, competitively-sensitive or other proprietary information provided in the course of activities conducted by a governmental body as an energy supplier under a license granted by the department of public utilities pursuant to section 1F of chapter 164, in the course of activities conducted as a municipal aggregator under section 134 of said chapter 164 or in the course of activities conducted by a cooperative consisting of governmental entities organized pursuant to section 136 of said chapter 164, when such governmental body, municipal aggregator or cooperative determines that such disclosure will adversely affect its ability to conduct business in relation to other entities making, selling or distributing electric power and energy.

(b) A public body may meet in closed session for 1 or more of the purposes enumerated in subsection (a) provided that:

1. the body has first convened in an open session pursuant to section 21;

2. a majority of members of the body have voted to go into executive session and the vote of each member is recorded by roll call and entered into the minutes;

3. before the executive session, the chair shall state the purpose for the executive session, stating all subjects that may be revealed without compromising the purpose for which the executive session was called;

4. the chair shall publicly announce whether the open session will reconvene at the conclusion of the executive session; and

5. accurate records of the executive session shall be maintained pursuant to section 23.

Transparency:

Many responders to the survey stated that more transparency is extremely important. In response to this important request Merriam Webster dictionary defines transparency as:

1. The quality or state of being transparent
2. Something transparent

Transparent is defined as:

1. from pretense or deceit
2. easily detected or seen through: obvious
3. readily understood

4. characterized by visibility or accessibility of information especially concerning business practices

All SC meetings are required to be open to the public unless the SC is required to hold an Executive Session which must be entered only during an Open Session by reading the reasons for the Executive Session and calling for a roll call vote.

The School Committee meetings are video recorded and minutes are published and both are located on the SC webpage

Information on School Committee Meetings

The School Committee and sub committees meetings are published 48 hours in advance of the meeting and are published on the Marblehead School Committee Web page and on the Marblehead Town Calendar. Each posting contains the agenda, the video web address and/or location of the meeting (if no location is given it is a video meeting only).

Budget Information

The budget books and planning documents are located on the Marblehead Public Schools Web page <https://www.marbleheadschoools.org/> toggle the Budget link and it will bring to you the budget information including the budget book (this book is typically 200+ pages). The length of this document makes mass printing cost prohibitive.