



DATE POSTED:

Town Clerk Use Only

2022 Jun 3 11:09

MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20 Act relative to extending certain COVID-19 measures adopted during the state of emergency

Marblehead School Committee

Name of Board or Committee

Address: Marblehead High School Library 2 Humphrey Street Marblehead MA 01945

ORZoom Conference: <https://marbleheadschoools-org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVaC2uYOnlpdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone:

Thursday	June	5 th	2025	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: Call to Order
 - 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
 - b. Meeting minutes
- IV. School Committee Communication and Discussion Items
 - a. Financial Update: Asst. Supt. Mike Pfifferling
 - b. Youth Risk Survey Summary: School Counselor Gina Hart
 - c. Science Curriculum: Asst. Supt. Julia Ferreira (vote)
 - d. School Committee Operating Protocols (vote)
 - e. Policy Adoption (vote): IMG: Animals in School
IMGA: Service Animals in School
IHBG: Home Schooling
CHA/CHC: Development and Dissemination of Procedures
IHBD: Compensatory Education
IHBf: Homebound Instruction
IHBH: Alternative School Programs
IJ: Instructional Materials
IKAB: Student Progress Report to Parents/Guardians
IMB: Teaching about Controversial Issues/Speakers
 - f. Policy Update/Revise (vote): IL: Evaluation of Instructional Programs
IGB: Retain with Modification

IJNDB-E: Parent Consent Form(Technology)

IJNDB-R: Student email and internet posting guidelines

- g. Policy Deletion (vote): IHBG-R: Home Schooling
- h. Donations: Friends of the Marblehead Public Schools; Massachusetts Marine Trades Association
- i. Use of MIIS Field House for polling location on 7/8/25: (vote)
- j. Naming of Brown School Garden: Catherine Martin and Jeff St. George (vote)
- k. 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 Marblehead High School Library 2 Humphrey Street 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: 6/2/25



Marblehead Public Schools

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

John Robidoux
Superintendent of Schools

Julia Ferreira
*Assistant Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent of Finance and Operations
DATE: June 2, 2025
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
26611	\$490,435.32
26638	\$8,479.96
26656	\$101,708.72
26657	\$20,232.88
26672	\$63,478.04
26676	\$14,030.91
26683	\$88,445.51
26684	\$9,451.96
Total	\$796,263.30

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$796,263.30



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*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent for Finance & Operations
DATE: June 2, 2025
RE: FY25 Financial Reports as of May 31, 2025

As we enter the final month of Fiscal Year 2025, I am pleased to report that we continue to be in a financially sound space for the local budget. Attached please find a year-to-date expenditure report through May 31st, 2025. YTD, we have expended \$36,822,853 and encumbered \$8,058,305 of the FY25 budget. This represents 95.98% of our annual budget as being committed. There is a current unexpended balance of \$1.877M in the School Department's General Fund Budget. The difference between available funds from March 31 to April 30 is \$580,966.

Please make note of the following.

- Payroll
 - The data continues to indicate the manual process of encumbering salaries is working as intended. After 5 reporting periods, the salary lines are holding close to the encumbered amounts. We will continue to review this monthly.
- FY25 End of Year Projections
 - At this time, the School Administration projects that there will be a surplus in the FY25 Budget to again allow for the pre-payment of Out of District Special Education Tuitions in the approximate amount of \$900,000 (which is the same as FY24). The Superintendent and I will be consulting over the next 4 weeks to plan any end of the year surplus in the General Fund.
- FY25 recap
 - The account lines that exceeded the budget are as follows:
 - Special Education Out of District Tuitions
 - Special Education Contracted Services
 - Legal (negotiations / investigations)

- Maintenance Contracted Services
 - Special Education Out of District Transportation
 - Substitutes
 - Strike related costs (outside of Legal)
 - Homeless Transportation
- FY26 Budget
 - On March 20, 2025 the Marblehead School Committee unanimously approved the Superintendent's FY26 proposed budget of \$49,120,285.
 - On March 31, 2025, the Town of Marblehead Finance Committee unanimously approved the same budget.
 - The Superintendent and School Leadership Team attended the Town of Marblehead Warrant Article Hearing on April 7, 2025
 - The Marblehead Town Meeting voted to approve the Marblehead Public Schools FY26 budget in the amount of \$49,120,285.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "M. P. [unclear]", with a long horizontal line extending to the right.

MARBLEHEAD YOUTH RISK BEHAVIOR DATA

Executive Summary 2024-2025

FUNDING

This report was written by Gina Hart, LICSW, LADC1, Social Worker at Marblehead High School. Resources for this project are provided by the Massachusetts General Hospital Center For Addiction Medicine. This is a grant-funded project. Resources include: Survey of Substance Use and Related Risk Factors (SURF) in Massachusetts Schools and the Marblehead High School Survey Report.

BACKGROUND

In order to best inform members of our community about the strengths and needs of our student population, collecting data around substance use, mental health and protective and risk factors to these issues is paramount. This data will be used not only to share with students, staff and community members, but to assess the need for programming through tiered interventions. This is the fourth consecutive year that data has been collected at Marblehead High School and the longitudinal data will be used to view trends over time and relative differences. Since 2021, we have improved upon the survey questions based on feedback. More questions were added this year to target specific data points, and in order to maintain capacity and buy-in for student response, some questions were removed from previous years. This year, MGH provided comparison data to other schools in MA that took the same survey. You will also see several data points from the 2023 Youth Health Survey administered throughout the state by the Department of Public Health.

METHODOLOGY AND SURVEY DISTRIBUTION

Marblehead High School students were offered 2 surveys during “Magic block” on October 9, 2024. Students were notified that they could opt out at any time and emphasis was put on the anonymity and confidentiality of the survey, and watched a short video presentation of last year’s data prior to taking the surveys.

- MGH SURF: 728 students participated (84.5% response rate), 3.25% opted out by parent/guardian
 - MGH collects this data through a REDCAP link which is a HIPAA compliant platform for electronic data capture. The results are shared back with MHS identified staff (Gina Hart) via the MGH SURF survey report.
- Supplemental questions via Anonymous Google Form: 677 responses
 - These questions were created based on the state YHS/YRBS, consultation between Gina Hart and central administration, as well as other experts in the field.

LIMITS OF THE STUDY

One of the most asked questions about the survey is, *how do you know students are honest?* We can never ensure that every student is fully honest. However, when we view relative differences and trends over time we can use this data as a baseline. We also improve our delivery every year to focus on the anonymity and confidentiality of the study and evidence is shown by the increase in participation: up from 75% in 2022 to 85% in 2023 and 2024. There was also a decrease in parent opt out by 5%.

RESULTS

To see the full data presentation use the following link: [Youth Risk Behavior Data 24/25](#)

SECTION 1: DEMOGRAPHICS

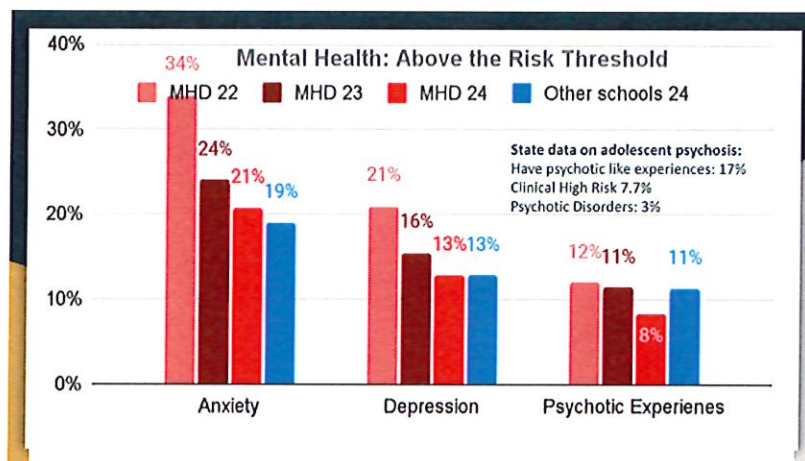
MHS is more racially diverse than in past years, with **86.8%** of students identifying as white in 2024 as opposed to **91.4%** in 2022. Students who identify as “Gender Diverse” and “Sexually Diverse” have decreased slightly since last year.

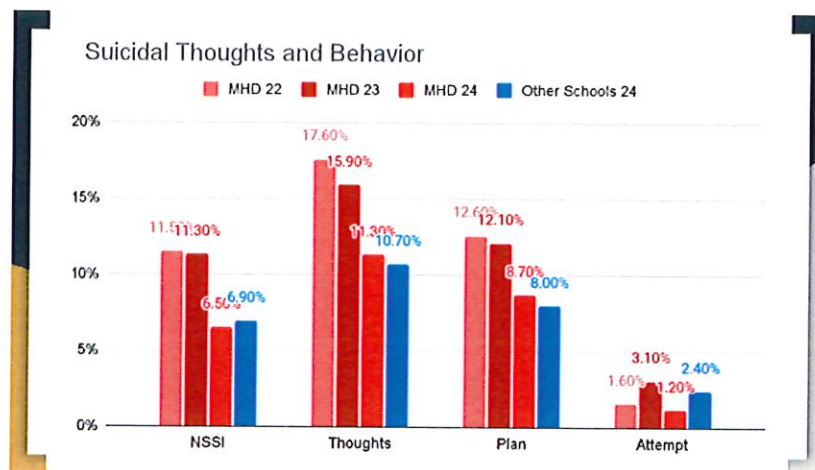
SECTION 2: BASIC PROTECTIVE AND RISK FACTORS

Students are connected to their teachers and peers, and this is a protective factor for mental health and substance use. Students are highly engaged in extracurricular activities which is also a protective factor. Students are getting about the same sleep as they did last year, but it still remains a risk factor for their overall health (**32.8%** getting 8-10 hours).

SECTION 3: EXPERIENCES WITH MENTAL HEALTH

Over the last 2 years, there has been a trend downward in students who are above the risk threshold for anxiety, depression and psychotic experiences. Experiences with Suicidal Ideation has also decreased slightly. The “psychotic experience” category is not one as often discussed, but it’s important to note that Marblehead Data is consistent with state data on the topic. Harvard/Beth Israel reports that in 2023, **17%** of adolescents experienced psychotic-like experiences, **7.7%** were of clinical high risk, and **3%** were diagnosed with a psychotic disorder. It is important to note this data as early intervention and treatment for these symptoms is key. Data from “other schools” who took the MGH survey, show similar statistics for all categories.





Eating Disorders and Body Image

In 2022, 2023, and 2024 we asked new questions about this topic. This year, there was a slight decrease from 45% to 37% of our student body endorsing “struggling regularly with body image or a negative perception of how they look.” 20.4% of students were at more risk for disordered eating indicating that “thinking about shape or weight made it difficult to concentrate on things they were interested in.”

Experiences of Discrimination

Students who identified as a race other than “white,” responded about their experiences of discrimination based on their race:

Others your age did not include you in their activities: 12.5%

People assumed your English was poor: 4.2%

You were called racially insulting names: 37.5%

Discouraged from joining an advanced level class: 4.2%

Discouraged from joining a club: 4.2%

People acted as if they thought you were not smart: 12.5%

People acted as if they were afraid of you: 8.3%

You were threatened: 16.7%

Other experiences of discrimination are identified in several different categories, *Sexual Orientation* being the second highest and a slight decline over the last 2 years: 5.1%. The highest category indicated, and consistent last year was *Religion*: 7%. Other experiences of discrimination included *Gender Identity*: 4.5%, *Disability*: 2.5%, and *Socioeconomic status* 3.7%.

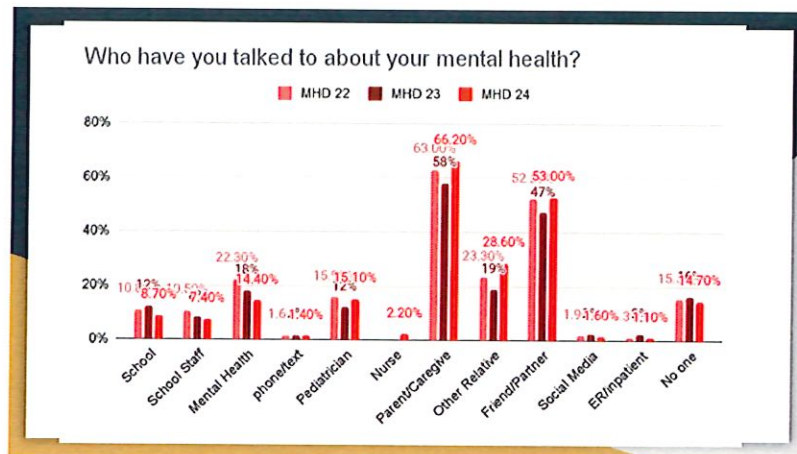
Populations more at risk for Anxiety and Depression

- 67.2% of students who identified as Gay, Lesbian, Bisexual, Queer, Asexual, Pansexual
- 50% of students who identified as Transgender, non binary, another gender
- 12.5% of students who identified as Asian
- 20% of students who identified as Haitian, Black, African American

- 33.3% of students who identified as Hispanic/Latino(a)
- 53.6% of students who identified as multiracial
- 39% of Seniors

Accessing Support for Mental Health

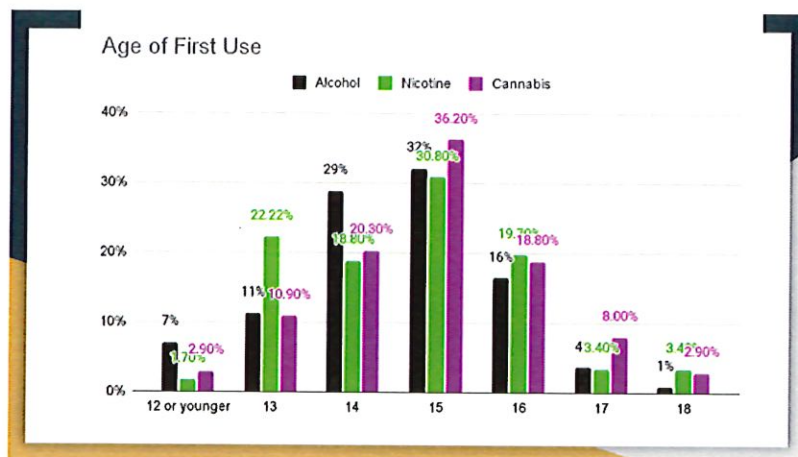
From 2022-2023 there was a decrease in the percentage of students connecting with others about their mental health, which is a risk factor. Efforts were made to increase visibility of mental health supports and de-stigmatization through health class curriculum and mental health staff visibility. There was an increase this year in major areas (Pediatrician, Friend, Parent/Caregiver) as seen in the chart below.



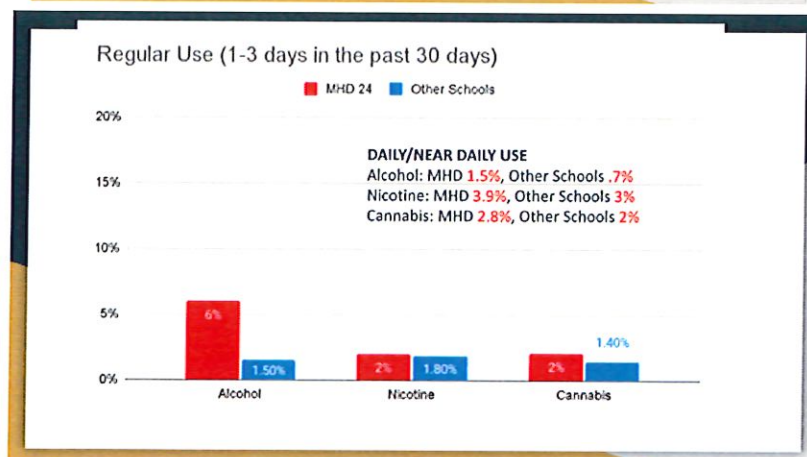
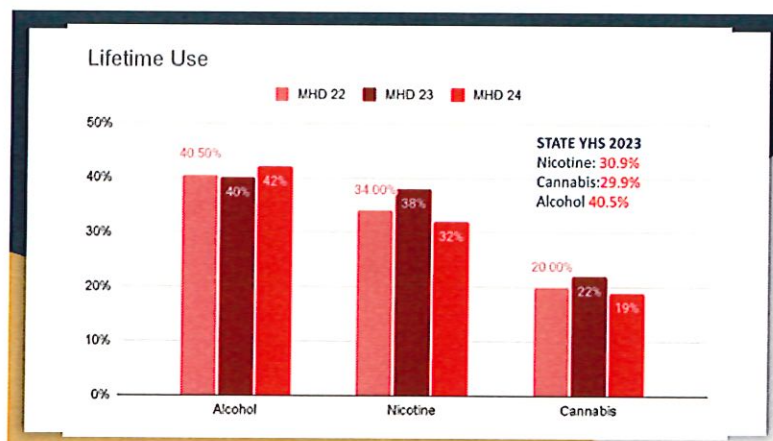
SECTION 4: SUBSTANCE USE

Parental Attitudes: Protective Factor: From 2021-2024, between 86% and 90% of students indicated that their parents/guardian would be upset or give a consequence if they knew their child was using alcohol or marijuana on a regular basis. Risk Factor: Over the last 4 years, between 8% to 11% of students were concerned about their parent's substance use.

Age of First Use and Lifetime Use: There is a relative trend of students using alcohol, marijuana and nicotine at a younger age. This is a risk factor.



Lifetime use (have you ever tried this substance) has remained mostly consistent and is comparable with state data from the YHS in 2023. Marblehead Nicotine and Cannabis use has decreased in the last year. Regular use (use in the last 30 days) is also comparable to state data, although regular alcohol use is slightly higher than state data.

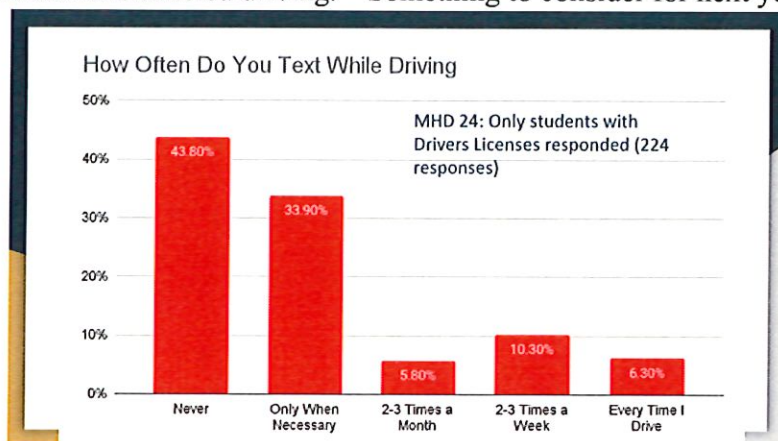


Impaired Driving

A major risk factor for safety is impaired driving. For alcohol, the numbers remain consistent from 2022-2024 indicating about 2-3% of students had driven under the influence. 3-4% of students had driven after using marijuana. In 2024, 11% of students had been in a car with someone who was using substances in a way that made them concerned.

Texting while Driving

Questions were modified this year to capture more accurate data. More than half of students had said that they text while driving. However, it is important to consider national data around this topic. The National Traffic Highway Safety Traffic Administration Reports that in 2022 there were 3,308 deaths due to distracted driving. *Something to consider for next year is voice text.



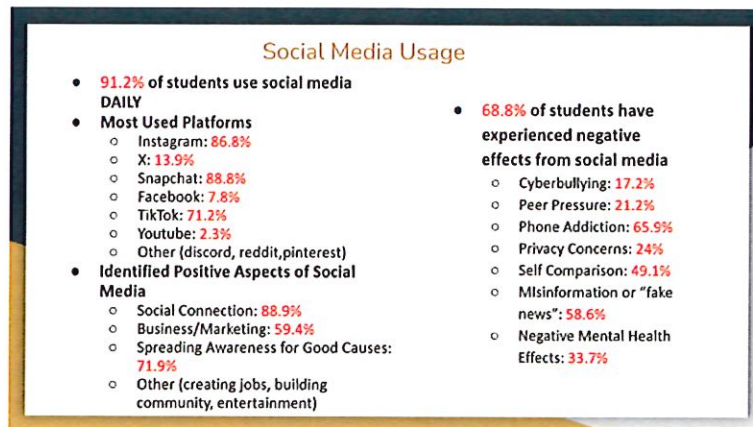
Perceptions and Peer Influences

Social Norms Theory states that if students perceive their peers are engaging in something, they will be more likely to do so as well. Thus, it is important for them to be aware of how many students are actually using substances. The below data is related to the “regular use” chart from page 6.

- 70.2% of students said they think their peers are using alcohol at a higher level than the data indicates
- 66.2% for nicotine
- 48.6% for marijuana

SECTION 5: SOCIAL MEDIA AND CELL PHONE USAGE:

This year, new questions were asked about the effects of social media. Some protective factors were identified in the positive use of technology. Risk factors were identified around the negative mental health effects of this usage as well as phone addiction.



SECTION 6: QUALITATIVE DATA

From 2023-2025, a Focus Group was held with students to discuss substance use and mental health. General themes collected were the following:

- Alcohol is more accepted than other substances
- Speakers in the Health class for substance use and mental health topics are preferred. Hearing from people's direct experience is impactful
- Teens use because: exposure, social pressure, rebellion, experimentation, stress, upbringing, mental health coping, substances are accessible and cheap, boredom, coping/distraction
- Many students are aware of the mental health support in school but may struggle to access b/c of the potential stigma
- Students reported 4-6 hours of screen time. Students are okay with this amount of time but feel they can/want to improve and lower the screen time
- To support appropriate cell phone use: Parents should be monitoring students social media and phone use and expectations around utilization of screen time limits

SECTION 7: PROGRAMMING AND NEXT STEPS

Current Programming at Marblehead High School (MHS):

Peer Mentor Program: Pairing upperclassmen with Freshmen to support positive transition to HS

Everyday Health: course is designed to assist students with understanding the importance of whole health with a focus on the connectivity between one's physical, emotional, and social health

Gender Sexuality Alliance: student-led club that creates a safe, inclusive space for LGBTQ+ students and allies to connect, support one another, and promote acceptance and equality throughout the school community

Photo Club: students taking photos and go on nature walks

Morgan's Message: de-stigmatization of mental health for student athletes

Team Harmony: engaging youth against hate

Lunch Groups: *Mental Health Dept*

Substance Use Programming:

- **1 annual community Community/Parent Guardian event and/or student assembly-**
- **iDecide program** - diversion program for substance use infractions and students that need more support
- **YRBS:** data collection
- **Health Class presentations:** Substance Use Disorder and Speaker in Recovery

Support and Be Supported Club, students supporting their classmates by creating activities for mental health awareness

Legal Class Curriculum, examining cases on bullying and the mental health affect, legal consequences

BRYT: supporting students as they transition from medical/mental health leave

Theater Productions, Participants collaborate and express themselves in their endeavor to tell a story. Sharing their work with a supportive audience can help build self-confidence and build lasting relationships.

World Language Curriculum: Discusses identity, gender, well-being, self-esteem, stress, work/life balance, facing discrimination, family, positive relationship and community acceptance. We discuss cultural identity throughout all units. The heart of our discipline is learning about the different perspectives of the world and how to communicate and accept those differences.

Summer Reading and Subscription to Teen Health and Wellness Database, *Susan Shatford:* books on summer reading each year have SEL and/or Mental Health issues as a main or secondary issue in the text. Promotion of Mental Health and SEL awareness with library displays such as Human Rights Day in November and National Stress Awareness day in December.

Best Buddies creates opportunities for one-to-one friendships and support for those with intellectual and developmental disabilities (IDD)

Students and Seniors Club: students goes down to the COA and either scrapbooks with the elderly, plays volleyball, or does some curling. The integration of the generations is absolutely amazing for everyone's mental health

Magic blocks: Social/emo enrichment: Walking Club, Crochet, Origami. Weightlifting

Health Class Curriculum

9th Grade:

Analyzing Information/Goal Setting: Building a Strong Foundation with the Dimensions of Wellness and Health Skills

Practicing Healthy Behaviors/ Self Management: Mental Health, Self Care and Mindfulness

Practicing Healthy Behaviors/Communication/Advocacy: Building Healthy Relationships/ Teen Dating Violence

Analyzing the Influences that Contribute to Experimenting Opioids, Vaping and Other Drugs

Self Management/Decision Making/Advocacy: Suicide Prevention

10th Grade:

Accessing Info: Addiction and the Human Brain

Advocating for Solutions: Prescription Medication Misuse and Mixing

Communication Skills: Modern Nutrition Concepts

11th Grade:

Self-Management: Reproductive Health

Goal Setting: Life After MHS

Decision Making: Distracted Driving

Accessing Info: Cannabis and Addiction Science

Analyzing Info: Psychology of Marketing Anti Vaping Project

Advocating for Solutions: Human Stress Response and Management

Communication Skills: Mental Health Awareness

12th Grade

Analyzing Influences of peers and personal values about Heart Health, Alcohol, Tobacco and Other Drugs- Opioids

Decision Making- CPR, EpiPen and Naloxone

Practicing Healthy Behaviors/ Self Management : Mental Health, Social Emotional Learning

Practicing Healthy Behaviors/Communication: Relationships and Consent

Self Management/Decision Making/Advocacy: Suicide Prevention

*Both MVMS and HS conduct state mandated Screening, Brief Intervention and Referral to Resources (SBIRT) in the 7th and 9th grades.

Substance Use Programming at MVMS:

- Operation Prevention (opiates)
- Natural High's Fentanyl Awareness lessons
- Information on Alcohol overdose from NIH (mostly)
- Defining Tolerance, Addiction, and Withdrawal
- Compassionate Response to Addiction
- You and Me, Together Vape-Free curriculum from Stanford
- The Cannabis Awareness Toolkit from Stanford

Current Programming District-wide:

- As a District, we continue to focus on our **Multi-Tiered System of Support** framework to ensure all students meet or exceed academic and social-emotional learning expectations. Furthermore, we are working to reduce at-risk measures and outcomes for all marginalized and/or at-risk students to the point where all students feel safe, supported, and included in school.
- This year, our district adopted a new **social-emotional learning curriculum for grades PreK-12**. This is the first time in MPS history that we adopted an SEL curriculum district-wide! The SEL curriculum, Wayfinder, is being integrated into all classrooms and students are engaging in the **Wayfinder lessons and activities** to support their sense of belonging.
- We are also continuously working to support our educators through **professional**

learning to in turn support all learners in our schools. Professional development is offered to all educators to expand their professional learning and collaborate with fellow educators and mental health clinicians.

Recommendations for Next Steps:

Continuing to build upon and enhance the existing programming around the following topics:

Early use issue: Evidence based prevention programming at HS but also lower level schools. Often has less to do with the dangers of substance use and more about addressing risk and protective factors

Local Specifics : Examining the unique factors of Marblehead that may contribute to risk factors for substance use

Harm Reduction: More education around reducing the risks of use as opposed to scare tactics or awareness campaigns. Unrealistic to expect students to never try things

Social/Emotional Learning and Mental Health Support: Programming at all levels that supports the needs of our students in these areas to enhance protective factors and reduce risk factors: specific focus on anxiety, depression, suicidality. Current trends are in a decline, so what is working and what can be improved upon?

LGBTQIA and Racial/Social Justice Programming: Enhancing current and including further training and programming to support our staff and students to address inequities, biases, microaggressions, etc.

Body Image and Eating Disorders: Preventative and Educational Programming

Parent and Community Programming: Addressing Parental attitudes and beliefs around substance use and mental health and enhancing education: working together with the community and school to address substance use concerns as a 3-pronged approach

Social Media/Cell Phone Usage: Awareness around how social media use can affect the brain and finding a balance

The schoolwide survey as an annual tool: the only way to assess where our community stands and analyze trends over time. Way to see if implemented programming is effective

SECTION 7: SOURCES

- Massachusetts General Hospital: Survey of Substance Use and Related Risk Factors (SURF) in MA schools
- Department of Public Health (DPH): Youth Health Survey 2023
- Education Week
- Centers for Disease Control and Prevention (CDC)
- National Institute on Drug Abuse (NIDA)
- National Institute of Health (NIH)
- National Highway Safety Traffic Administration (NHTSA)
- Harvard Medical School/Beth Israel Deaconess: “Response to Risk” research



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Memorandum

TO: Marblehead School Committee
FROM: Julia Ferreira, Assistant Superintendent of Teaching and Learning
DATE: June 2, 2025
RE: Science Curriculum Adoption Request

Suggested Motion: *Motion to approve the science curriculum for grades K through 12 in Marblehead Public Schools from the following publishers: Mystery Science, McGraw Hill, KnowAtom, Savvas, Pearson, Cengage, and Bedford, Freeman and Worth.*

The Marblehead Public Schools Office of Teaching and Learning conducted a review of the science curriculum for grades Kindergarten through twelfth grade this school year. The curriculum review is part of the Office of Teaching and Learning's annual curriculum review cycle. The Science Curriculum Committee formed in December and spent six months engaging in the curriculum review process because of the scope of this work. The Science Curriculum Committee was composed of dedicated educators from all grade levels, and was led by Instructional Coaches Angela Graziano and Emily Perez, and Assistant Superintendent of Teaching and Learning Julia Ferreira.

The Science Curriculum Committee conducted a thorough review including, reviewing standards from the Department of Elementary and Secondary Education (DESE), learning about the latest research in the field of science instruction, reviewing all science curriculum currently used in Marblehead Public Schools (MPS), gathering feedback from MPS educators, and determining opportunities for an aligned, high-quality instructional materials for our students. The team also spent months examining high-quality curriculum products from multiple publishers, as well as reviewing available evaluation reports which reviews curriculum for content standards and organization, grade-appropriate practices, usability for teachers, impact on student learning, and equity, bias, and accessibility for students.

We are pleased to announce that the committee selected curriculum from the following publishers: *Mystery Science (grades K-4), McGraw Hill (grades 5-8), KnowAtom (Engineering grades 7 and 8), and Savvas, Pearson, Cengage, and Bedford, Freeman and Worth (grades 9-12)*. The Science Curriculum Committee selected products from these publishers because their high-quality curriculum and instructional materials will allow for an aligned, equitable learning experience within our Multi-Tiered System of Support. The selected curriculum also provides teachers and students access to updated online platforms with standards-aligned labs, videos, and embedded tools to support student learning and achievement in our science courses.

DRAFT

Marblehead School Committee

Operating Protocols

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

I: In our Governance:

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

II: In our Operations:

6. We will exercise leadership in vision, planning, policymaking, evaluation, accountability, and advocacy on behalf of all students and the district while respecting the authority of the Superintendent and district administration to manage daily operations.
7. We acknowledge that a School Committee meeting is a business meeting that is held in public- not a meeting with the public.
8. Members are encouraged to attend meetings punctually. Those unable to attend a meeting should inform the Chair promptly.

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

III: In our Communications:

17. We emphasize proactive communication to avoid surprises for the School Committee and the Superintendent and enable efficient deliberations. Committee members should contact the Superintendent and the School Committee Chair well in advance of meetings for significant questions or concerns.
18. School Committee members acknowledge the Chair as the ~~official voice of~~ official spokesperson for the Committee and the Superintendent is the spokesperson for the District. The Chair will represent the School Committee in an official capacity when directed to do so by a majority of the members.
19. Requests for information should be directed through the Superintendent and the School Committee Chair, not directly to staff. The Superintendent will ensure equal access to responses for all members.
20. Members of the public can contact the School Committee via email at schoolcommittee@marbleheadschoools.org. Remember, these emails are part of

the public record, and the Chair will respond on behalf of the Committee when possible. Individual members may respond directly, but will keep these protocols in mind when communicating about items that may come before the Committee.

21. A positive tone is essential for our school system. Trust among School Committee members, the Superintendent, and administration should be maintained through dignity and respect, allowing open expression of opinions and concerns.
22. Committee members will also refer community questions beyond their purview to the Superintendent or other appropriate staff member. The Superintendent or their designee will investigate and provide necessary information for responses.

IV: In our Professional Development:

23. School Committee members will engage in formal training organized by the Superintendent and the School Committee Chair, conducted by recognized organizations such as the Massachusetts Association of School Committees (MASC) and the Massachusetts Association of School Superintendents (MASS).
24. All new School Committee members will attend an orientation session in addition to completing the state required ethics training and Charting the Course. If requested, a mentor will be assigned to support them.
25. The School Committee will allocate time each year for self-evaluation to assess their progress in adhering to agreed-upon norms and beliefs and goals.
26. We recognize the importance of honoring our established norms and beliefs and agree to hold each other accountable when we deviate from them.

*****SPACE FOR ALL MEMBERS AND THE SUPERINTENDENT TO
SIGN*****

Marblehead Public Schools Policy Updates: 6/5/25

Policy:	Title:	Change:
IMG	Animals in School	Adopt MASC
IMGA	Service Animals in School	Adopt MASC
IHBG-R	Home Schooling	Remove
IHBG	Home Schooling	Adopt MASC
IL	Evaluation of Instructional Programs	Retain with minor change
CHA/CHC	Development and Dissemination of Procedures	Adopt MASC
IGB	Student Services Program	Retain with modification
IHBD	Compensatory Education	Adopt MASC
IHBF	Homebound Instruction	Adopt MASC
IHBG	Home Schooling	Adopt MASC
IHBG-R	Home Schooling	Delete
IHBH	Alternative School Programs	Adopt MASC
IJ	Instructional Materials	Adopt MASC
IJ-R	Reconsideration of Instructional Resources	Retain but move addendum to IJLA-R
IJL	Library Materials Selection and Adoption	Retain and modify IJLA-R
IKAB	Student Progress Report to Parents/Guardians	Adopt MASC
IMB	Teaching about Controversial Issues/Speakers	Adopt MASC

ANIMALS IN SCHOOL

No animal shall be brought to school without prior permission of the building Principal.

The School District is committed to providing a high quality educational program to all students in a safe and healthy environment.

The Principal, in consultation with the School Nurse, shall review student health records to determine which animals may be allowed in the school building. The decision of the Principal shall be final.

Educational Program

Use of animals to achieve specific curriculum objectives may be allowed by the building Principal provided student health and safety is not jeopardized and the individual requesting that the animal be brought to school is responsible for adhering to any other conditions established by the Principal to protect the health and well-being of students.

Student Health

The health and well-being of students is the District's highest priority. Animals may cause an allergic reaction or otherwise impair the health of students. No animals may be brought to school or kept in the school, classroom, office or common area that may negatively impact the health of any student who must utilize that area. Animals that cause an allergic reaction or impair the health of students shall be removed from the school immediately so that no student shall have their health impaired and each student shall have full access to available educational opportunities.

SOURCE: MASC - Updated 2023

SERVICE ANIMALS IN SCHOOLS

The School Committee does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with Massachusetts law concerning the rights of persons with guide or assistance dogs and with federal law and will permit such animals on school premises and on school transportation.

For purposes of this policy, a “service animal includes any dog that has been individually trained to do the work or perform tasks for the benefit of an individual with a disability.” The regulations further state that “a public entity shall make reasonable modifications in policies, practices, or procedures to permit the use of a miniature horse by an individual with a disability if the horse has been individually trained to do work or perform tasks for the benefit of the individual with the disability.”

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

- assist individuals who are blind or have severe sight impairments as “seeing eye dogs” or “guide dogs;”
- alert individuals with hearing impairments to sounds;
- pull wheelchairs or carry and pick-up items for individuals with mobility impairments;
- assist mobility-impaired individuals with balance.

The District shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the animal shall be liable for any damage to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc.

If, in the opinion of the School Principal or authorized designee, any service animal is not in the control of its handler, or if it is not housebroken, the service animal may be excluded from the school or program. The service animal can also be excluded if it presents a direct and immediate threat to others in the school. The parent or guardian of the student having custody and control of the animal will be required to remove the service animal from District premises immediately upon notification by the School Principal.

If any student or staff member assigned to the classroom in which a service animal is permitted suffers an allergic reaction to the animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by the Building Principal or designee and an alternative plan will be developed with appropriate District staff. Such plan could include the

reassignment of the person having custody and control of the animal to a different classroom. This will also apply if an individual on school transportation suffers an allergic reaction. In this case, an alternate plan will be developed in coordination with appropriate school, District, and transportation staff and will include the involvement of the parents/guardian of the student.

When a student will be accompanied by a service animal at school or in other District facilities on a regular basis, such staff member or such student's parent or guardian, as well as the animal's owner and any other person who will have custody and control of the animal will be required to sign a document stating that they have read and understood the foregoing.

The Superintendent of Schools or their designee shall be responsible for developing procedures to accommodate a student's use of an assistance animal in District facilities and on school transportation vehicles.

LEGAL REF.: 28 CFR, Part 35

SOURCE: MASC 2023

HOME SCHOOLING

The Massachusetts General Law requires the School Committee to determine that a Home Schooling program meet with the minimum standards established for public schools in the Commonwealth prior to approving such a program.

When a parent or guardian of a student below the age of 16 wants to establish a home-based educational program for their child, the following procedures shall be followed in accordance with the law:

Prior to removing the child from public school:

The parent/guardian must submit written notification of establishment of the home-based program to the appropriate administrator 14 days before the program is established, and resubmit notification on an annual basis as long as the child or children are being educated in a home-based environment.

The parent/guardian must certify in writing, on a form provided by the District, the name, age, place of residence, and number of hours of attendance of each child in the program.

The Superintendent shall give the notice to produce records required by law if there is probable cause to believe the program is not in compliance with the law. Factors to be considered by the Superintendent or School Committee in deciding whether or not to approve a home education proposal may be:

1. The proposed curriculum and the number of hours of instruction in each of the proposed subjects.
2. The competency of the parents/guardian to teach the children,
3. The textbooks, workbooks and other instructional aids to be used by the children and the lesson plans and teaching manuals to be used by the parents/guardian.
4. Periodic standardized testing of the children to ensure educational progress and the attainment of minimum standards.

A student being educated in a home-based program within the District may have access to public school activities of either a curricular or extracurricular nature upon approval of the Superintendent.*

SOURCE: MASC – Updated 2023

LEGAL REFS.: M.G.L. 69:1D; 76:1, Care and Protection of Charles
Care and Protections of Charles - MASS. Supreme Judicial Court 399
Mass. 324 (1987)

***Note: The highlighted final paragraph is an option for the district, not a requirement.**

DEVELOPMENT AND DISSEMINATION OF PROCEDURES

The Superintendent will be responsible for specifying required actions and designing the detailed arrangements under which the school district will be operated in accordance with School Committee policy. These detailed arrangements will be designed to implement policies, goals, and objectives of the Committee and will be one of the means by which the school district will be governed.

In the development of procedures, the Superintendent may involve at the planning stage those who would be affected by the procedures, including staff members, students, parents/guardians, and the public. They must weigh with care the counsel given by representatives of staff, student, and community organizations. They will inform the Committee of such counsel in presenting pertinent reports of procedures and in presenting procedures for Committee approval.

As long as the Superintendent operates within the guidelines of policy adopted by the Committee, they may issue procedures without prior Committee approval unless Committee action is required by law; or the Committee has specifically asked that certain types of procedures be given Committee approval; or the Superintendent recommends Committee approval in light of strong community attitudes or probable staff reactions.

A procedure concerning a particular group or groups in the schools will be distributed to the group(s) prior to the effective date of the procedure.

CROSS REF.: BDG, School Attorney

SOURCE: MASC - Updated 2023

**COMPENSATORY EDUCATION
(Title 1)**

Title 1 funds shall be used to provide educational services that are in addition to the regular services provided for District students. By adoption of this policy, the School Committee ensures equivalence in the provision of curriculum materials and supplies.

LEGAL REF.: Title 1, Elementary and Secondary Education Act, as amended

CROSS REF.: DEC, Federal Funds Supplement Not Supplant Policy

SOURCE: MASC – Cross Reference Update 2023

HOMEBOUND INSTRUCTION

The schools may furnish homebound instruction to any student who must remain at home or in a hospital on a day or overnight basis, or any combination of both, for medical reasons and for a period of not less than 14 school days in any school year. The instruction is designed to provide maintenance in the basic academic courses so that when a student returns to school they will not be at a disadvantage because of the illness or the hospitalization.

To qualify for the program, the student needs a written statement from a medical doctor requesting the homebound instruction, stating the reasons why, and estimating the time the student will be out of school. This statement needs to be sent to the Director of Pupil Services*.

Homebound instruction is offered in basic elementary subjects and in secondary subjects which do not require laboratories and special equipment, subject in all cases to the availability of qualified teachers. Licensed teachers shall be assigned to homebound instruction by the Superintendent or designee.

LEGAL REF.: 603 CMR 28.03 (3)(c)

***NOTE: District to identify appropriate administrator**

SOURCE: MASC – Updated 2023

ALTERNATIVE SCHOOL PROGRAMS

The School Committee will provide alternative education programs where these needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school district.

These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to reenter the regular school district, move into another educational setting, or prepare them for successful employment.

SOURCE: MASC - Updated 2023

LEGAL REFS.: M.G.L. 71:37I; 71:37J
603 CMR 17.00

NOTE: In a School Committee's policy manual, it is often useful and informative to provide a brief description of the current alternative school programs and to state the Committee-approved goals and objectives for each program.

INSTRUCTIONAL MATERIALS

The School Committee believes that materials appropriate to the needs of the school program must be available to each student and teacher. These will be furnished by the School Committee subject to budgetary constraints.

The task of selecting instructional materials for programs will be delegated to the professional staff of the school district. Because instructional programs and materials are of great importance, only those that meet the following criteria will be approved by the Committee:

1. They must present balanced views of international, national, and local issues and problems of the past, present and future.
2. They must provide materials that stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
3. They must help students develop abilities in critical reading and thinking.
4. They must help develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
5. They must provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, gender identity, physical disabilities or sexual orientation.
6. They must allow sufficient flexibility for meeting the special needs of individual students and groups of students.

SOURCE: MASC – Cross Reference Update 2023

LEGAL REFS.: M.G.L. 30B:7; 71:48; 71:49; 71:50
BESE regulations 603 CMR 26.00

CROSS REF.: KE, Public Complaints
IGA/IGD, Curriculum Development and Adoption

NOTE: A broad policy, such as the sample above, can establish the framework for the selection and adoption of all instructional materials used in the school district. Regulations, however, might be needed to cover procedures for selection of textbooks and supplementary and library materials.

STUDENT PROGRESS REPORTS TO PARENTS/GUARDIANS

The School Committee recognizes the school's obligation to give periodic reports of a student's progress and grades. The School Committee further recognizes that these reports are a vital form of communication between the schools and parents/guardians. The School Committee also believes that all progress reports must be based upon full information, accurately and honestly reported with the proper maintenance of confidentiality.

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

In addition to the periodic reports, parents/guardians will be notified when a student's performance warrants attention.

Grading and promotion will be based on improvement, achievement, capability of the student, and the professional judgment of the teacher and Principal.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, principals, parents/guardians, and the Assistant Superintendent*, who will submit the proposal to the School Committee for consideration and approval.

***NOTE: District to identify appropriate administrator**

SOURCE: MASC Updated 2023

TEACHING ABOUT CONTROVERSIAL ISSUES/CONTROVERSIAL SPEAKERS

An important goal of the schools is to help prepare students for intelligent and conscientious participation as citizens in our democratic society. One step toward meeting this goal is to introduce students to reasoned and dispassionate approaches to the analysis of contemporary social and political issues. To insure that these issues can be examined in an atmosphere as free from emotion and prejudice as the times permit, the School Committee establishes the following guidelines for discussion of controversial issues in the schools.

Teacher-Planned Classroom Discussions

1. Controversial issues selected by teachers for classroom discussion must relate directly to the objectives and content of courses approved by the School Committee for inclusion in the curriculum.
2. The teachers' right to introduce controversial issues in classroom presentations does not include the right of advocacy. Teachers must refrain from using their positions to express partisan points of view.
3. The approach to discussion of these issues in the classroom must be objective and scholarly with minimum emphasis on opinion and maximum emphasis on intelligent analysis.
4. Teachers must ensure that the reasoned arguments of all sides of an issue are given equal presentation and emphasis in classroom discussions.
5. Teachers may invite visitors from outside the schools to give presentations on controversial issues when the visitors offer qualifications and resources not available in the schools. All visitors are to be guided by the standards of language usage that prevail in the classrooms and by the standards of scholarly inquiry set forth above. Whenever possible, teachers who invite visitors to present one side of an issue will also invite visitors to present the other side(s).
6. In all cases teachers must obtain from the appropriate Principal permission to invite visitors for classroom presentations. Permission must be requested at least 48 hours before the scheduled time of presentation.

Student-Initiated Forums on Controversial Issues

Student groups may request permission to conduct forums on controversial issues in the schools. The Principal may grant such requests under the following conditions:

1. Preparation for presentation of a forum will not cause any student or teacher to miss class and will not cause the cancellation of any class.
2. Adequate advance planning must be conducted for each forum. A request to hold a forum must be received by the Principal at least three weeks before the scheduled date of presentation. For each request the Principal will appoint, after consultation with the requesting student group, an adult advisory group consisting of at least two parents/guardians and two faculty members.

3. The standards for approach to discussion, style of presentation, and use of visitors as defined above will apply to student-initiated forums.

Requests from Groups or Individuals Outside the Schools

No permission will be granted non-school groups or individuals to make presentations on controversial issues in the schools during school hours. Requests for after-school or evening use will be processed in accordance with the Committee's policy on community use of school facilities.

No permission will be granted outsiders for distribution of literature on controversial issues to students in general or to class groups.

A Principal may grant an outside group or individual permission to post one notice of a public meeting for discussion of issues if the language of that notice conforms to the standards that prevail in the community. The Principal will determine the appropriate bulletin board for such notices.

CROSS REF.: IJOB, Community Resource Persons/Speakers

SOURCE: MASC – Cross Reference Update 2023

EVALUATION OF INSTRUCTIONAL PROGRAMS

The School Committee considers comprehensive and objective evaluation of the effectiveness of the curriculum to be of primary importance. The Superintendent will provide for the translation of the stated instructional goals into objectives and for appraisal of their implementation in order to:

1. Determine educational needs and provide information for planning.
2. Indicate instructional strengths and weaknesses.
3. Check on the suitability of programs in terms of community requirements.
4. Show the relationship between achievement and the system's stated goals.
5. Provide data for public information.

Elements of this evaluation process may include:

1. Testing programs such as nationally standardized general achievement tests, nationally standardized tests in specific subject areas, and tests administered by other agencies.
2. Study of school achievement records.
3. Study of students' high school and drop-out records.
4. Use of outside services, participation in regional research studies, contracted evaluation services; evaluation services at cost to the school system must be approved in advance by the School Committee.
5. Teacher and parent evaluation of student behavior.
6. State Department of Education specialists and services.
7. Evaluation by the regional accrediting association.
8. Evaluation by other agencies.

An evaluation of the curriculum and its effectiveness will be made periodically and reported to the Committee by the Superintendent.

SOURCE: MASC/Marblehead

STUDENT SERVICES PROGRAMS

To support the classroom activities and other instructional needs of the District, various educational services as listed shall be provided. The Support Services staff will work in cooperation with building staff and the administration of the District in (1) the coordination and the supervision of the curriculum implementation of the instructional program, and (2) support services programs.

Curricular Supervision and Coordination

Coordinating personnel for specific curricular areas shall be assigned by the administration. These coordinators shall assist in the organization, supervision, and coordination of subject material and activities in the schools.

Support Services

The Director of Special Services shall be responsible for all programs for educationally handicapped and gifted students' psychological services, speech correction, homebound and hospital teaching and such other programs as may be assigned to the Support Services.

SOURCE: MASC October 2016

CROSS REF.: ACE, Nondiscrimination on the Basis of Handicap

Marblehead Public Schools Approved 1/7/2021

Student Name: _____

File: IJNDB-E

Parent Consent Form

A. Acceptable Technology Use Policy Agreement

I have read Marblehead Public Schools' Acceptable Use Policy and agree to abide by the provisions of that Policy. I understand that violation of the provisions of that Policy may result in disciplinary action including but not limited to suspension or revocation of privileges, and suspension or expulsion from school.

Parent initials _____ Student initials _____

B. Internet Publishing Permission and Release

I have read the district's Acceptable Use Policy. In consideration for the privilege of using the Marblehead Public Schools' system/network, and in consideration for having access to the public networks, I hereby release Marblehead Public Schools, the Town of Marblehead, and their officials, officers, staff and employees from any and all claims and damages of any nature which can be released under applicable Massachusetts and/or Federal law(s) and which arise from my child's use of, or inability to use, the system/network, including, without limitation, the type of damage identified in the district's policy and administrative procedures.

In addition, Marblehead Public Schools encourages the appropriate use of a student's name and image in connection with school-approved and -sponsored activities, but believes that this should be at the option of the student and his/her parents/guardians.

Option 1: (Full Permission) Subject to the foregoing release, I give permission for my child's name, work, photo and image, including but not limited to video, to appear on the Marblehead Public Schools website and on any other Marblehead Public Schools-approved and -sponsored Internet use, including but not limited to blogs and wikis.

Option 2: (No Photo/Image) Subject to the foregoing release, I give permission for my child's name and work to appear on the Marblehead Public Schools website and on any other Marblehead Public Schools-approved and -sponsored Internet use, including but not limited to blogs and wikis.

Option 3(No permission) I do not agree to allow my child's name, work, photo and image, to be posted on the Internet.

Please place your INITIALS in the space provided below and list the option you have chosen:

Parent initials _____ Student initials _____ Option # _____

C. Student and Parent Handbook Confirmation

We have received the Student/Parent Handbook and have read and understand the Attendance Procedures and Code of Conduct.

Parent initials _____ Student initials _____

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Name: (Please Print) _____
3rd reading 3/19/15

As of 10/18/18 this policy remains to be reviewed.

Student Email and Internet Posting Guidelines

Student use of email and posting material on the Internet must follow these guidelines. Adherence to the Acceptable Use Policy for Students is the basis for use of email and posting on the Internet and it must be complied with at all times. The Acceptable Use Policy for Students may be found in the Student Handbook.

Grades 9-12

- May be provided email account by the District
- Students may post their own work on the Internet including their full name and picture provided that their parent or guardian has given permission* by signing the Internet Publishing Permission and Release Form for Students. Students are responsible for knowing what their parent permission is and to abide by that permission.

Grades 6-8

- May be provided email account by the District
- With permission and guidance from a faculty member, students may post their own work on the Internet, including their full name and picture provided that their parent or guardian has given permission by signing the Internet Publishing Permission and Release Form for Students.

Grades K-5

- Students may not use any individual email account. Messages may be sent through teacher-monitored accounts.
- As part of a teacher-directed project, students may post their own work on the Internet, including their first name and last initial and picture, provided that their parent or guardian has given permission by signing the Internet Publishing Permission and Release Form for Students. These postings must be reviewed by the classroom teacher prior to actual posting.

* Students who have reached age of majority (18) do not need parental permission

Approved 6/19/2014

As of 10/18/18 this policy remains to be reviewed.

HOME SCHOOLING

1. Requirements for approval of home instruction will include:
 - a. The parent or legal guardian must request permission to hold home instruction on an annual basis.
 - b. A home instruction application form will be provided to the parents or legal guardian. This form must be completed and returned to the Superintendent before approval may be granted.
 - c. The Committee delegates the approval of home instruction to the Superintendent. Any approval or rejection of an application by the Superintendent is subject to review by the Committee.
2. Children in home instruction may, at the discretion of parents or guardian, attend the public schools on a part-time basis. It may be an advantage for a home-taught child to attend specialized classes in the public school.
3. Parents or a legal guardian in charge of home instruction should make provision for regular testing or use of other indicators of student progress such as standardized achievement tests. As an alternative to home testing and at the request of those in charge of the home instruction, the School District will make provision for inclusion of home-taught children in the annual achievement test battery, which is usually administered in February or March of each school year. The home instruction summary form must include either a summary of home testing results for each required subject for each child or the results of the achievement test that is administered through the School District.
4. Auditing functions of the Committee for the home instruction will include:
 - a. The Committee at any time may request a review by the Superintendent of the attendance rolls, records of test scores or other achievement indicators in each required subject for any child in home instruction.
 - b. The Committee may request at any time that the Superintendent review the instructional materials and methods used by the person(s) responsible for the home instruction.
 - c. The Superintendent will prepare for the Committee an annual summary of the children included in home instruction. This report will also summarize, in general, the appropriateness or possible deficiencies of home education situations.
5. Within one week of the ending date of the home instruction, as indicated on the home instruction application form, the School District will mail the parents or legal guardian a home instruction summary form. The completed form should be returned to the School District within 30 days. This summary form must be returned to the School District office before annual approval of home instruction can be made for any succeeding years.

6. The Committee will act in a responsible, cooperative manner to ensure that all children in the School District receive competent, adequate instruction. This concern includes children in home education. If the Committee determines that a home instruction situation is inadequate, a conference between the parents or legal guardian and the Superintendent will be scheduled to find mutually acceptable ways to correct any deficiency.
7. If deficiencies in a home education situation are not corrected or the proper annual application or summary is not completed by the parents or legal guardian, an appropriate referral will be made.

SOURCE: MASC/Marblehead

MEMORANDUM

TO: School Committee
John Robidoux, Interim Superintendent

FROM: Kristin Morello, Assistant Business Manager

DATE: May 19, 2025

RE: Vote to Accept Donation

We are requesting a vote to accept the following donation to the Marblehead High School Donation Fund.

1. Cash donation in the amount of \$6,000 from the Massachusetts Marine Trades Association

MEMORANDUM

TO: School Committee
John Robidoux, Interim Superintendent

FROM: Kristin Morello, Assistant Business Manager

DATE: May 30, 2025

RE: Vote to Accept Donation

We are requesting a vote to accept the following donation to the Marblehead High School Donation Fund.

1. Cash donation in the amount of \$1,087.84 from the Friends of Marblehead Public Schools.

To: Marblehead School Committee

From: Sarah Fox

Re: Amending name of the Catherine R. Martin Organic Garden

Date: June 4, 2025

Hello Jenn, Alison, Brian and Al,

I am deeply grateful for the unanimous support of naming the organic garden at the Brown School after Catherine (Katie) Martin last fall on September 19, 2025. As you know, her husband, Jeff St George tragically passed away this past January, less than eight months after Katie. Jeff, like Katie, was a constant volunteer in our schools. He served on the Facilities Subcommittee longer than any other member in memory, bringing his subject matter expertise in the area of facilities management. Jeff wrote the letter of interest to get the then Gerry Building Project approved by the MSBA. Later in the project, this letter was highlighted by the MSBA as one of the most thorough and well done submittals they had every received.

While the original Bell School Organic garden was the brain child of Katie Martin and Jean Skanne, Jeff was at the forefront of performing the work to make the garden a reality. From driving the bobcat which cleared the area to helping transplant the garden to Eveleth one late Summer evening to make sure the garden program would continue during the building project transition, Jeff worked tirelessly.

I am asking the committee to amend the name of the Catherine R. Martin Organic Garden to now be the Catherine R. Martin and Jeffrey St George Organic Garden to honor them both.

In gratitude for their service,

Sarah Fox

[illegible]

Regional Officers

Regional Chair

Jim Wallack

Vice Chair

Bonnie Michelman



Regional Staff

Regional Director

Samantha Joseph

Deputy Regional Director

Sara Colb

Associate Regional Director

Becca Levitt

Assistant Regional Director

Sarissa Volin

Yasmin Ben-Shir

Regional Coordinator

Caroline Shelley

May 29, 2025

Chair Jenn Schaeffner
Widger Road,
Marblehead, MA 01945

Development

Director of Development

Hannah C. Tressler

Major Gifts Officer

Jaimee Molberger

Development Coordinator

Juan Fernandez

Chair Schaeffner,

I hope this message finds you well.

I write to you on behalf of the Anti-Defamation League of New England. Since our founding in 1913, ADL has been dedicated to stopping the defamation of the Jewish people and securing justice and fair treatment for all. Today, we remain one of the world's leading anti-hate organizations, steadfast in our mission to combat antisemitism and all forms of bias, while striving for a just and inclusive society.

National Officers

President of the ADL Foundation

Andy Adelson

Chair of the Global Leadership Council

Debbie Shalom

National Chair

Nicole Mutchnik

Deputy National Director

Kenneth Jacobson

CEO and National Director

Jonathan Greenblatt

We are deeply grateful for your recent vote in support of the resolution condemning the antisemitic teaching materials promoted by the Massachusetts Teachers Association. Since their publication, ADL has consistently advocated for the removal of these harmful resources. Your vote is a powerful affirmation of your commitment to keeping educational environments free from hate and discrimination and to ensuring that Jewish students feel safe and welcomed in their classrooms.

As you may know, the recent shooting at the Capital Jewish Museum has once again shaken the sense of security for Jewish communities nationwide. The assailant was known to espouse extreme antisemitic and anti-Israel views. We are gravely concerned about the dangerous rhetoric emanating from various ideological corners, rhetoric that can—and often does—incite real-world violence. When educational institutions disseminate materials that dehumanize or demonize Jewish or Israeli communities, it does more than spark debate; it poses a real threat to our physical safety.

In this challenging time, when antisemitism is rising and our community's sense of security feels particularly fragile, your leadership provides a much-needed source of hope. By taking a stand, you help combat the spread of misinformation and demonstrate what true allyship looks like.

Thank you for your continuing leadership to protect our classrooms.

Sincerely,

ADL New England



COMMITTEE FOR ACCURACY IN
MIDDLE EAST REPORTING AND ANALYSIS

CHIEF EXECUTIVE OFFICER June 4, 2025
Kurt Schwartz

CHIEF OPERATING OFFICER
Hilary Schneider

CHAIR OF THE BOARD
Russel Pergament

EXECUTIVE CHAIR
Josh Katzen

TREASURER
Carol Greenwald

SECRETARY
Amelia Welt Katzen

FOUNDER
Winifred Meiselman (z"l)

Dear Chair Schaeffner and Members of the School Committee,

On behalf of the Committee for Accuracy in Middle East Reporting and Analysis (CAMERA), I want to express our deep gratitude for your recent vote condemning antisemitic teaching materials. Your leadership reflects a rare and admirable moral clarity that is sorely needed in today's educational and civic discourse.

At a time when antisemitism is rising at alarming rates, your resolution sends a vital message: that our schools must remain places of respect, integrity, and truth. The attack in Washington, D.C., where Israeli Embassy staffers were murdered at the Capital Jewish Museum, and the recent assault in Boulder, Colorado, where Jews marching for the release of Israeli hostages were set on fire, are horrifying reminders of where unchecked hatred and inflammatory ideologies can lead.

By standing up against efforts to insert such hatred, often disguised as education, into classrooms, you are helping to protect students, promote critical thinking, and preserve the values that make our communities strong.

CAMERA has long worked to expose these dangerous trends and support communities like yours in confronting them. We applaud your courage and clarity, and we understand that doing the right thing often invites pushback. Please know that you are not alone. Your leadership is inspiring, and it has already made a difference.

If we can be of any support as you continue addressing these issues, we would be honored to assist.

With sincere appreciation,

Kurt Schwartz
CAMERA CEO