



MARBLEHEAD  
PUBLIC SCHOOLS

Office of the Superintendent  
Dr. John J. Buckey  
9 Widger Road,  
Marblehead, MA 01945  
phone: 781.639.3140 x10114  
fax: 781.639.3149

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**Memo To:** Marblehead School Committee  
**From:** Dr. John J. Buckey  
**Re:** Public Hearing - School Choice  
**Date:** May 19, 2022

Under the provisions of the Education Reform Act of 1993, the Department of Elementary and Secondary Education presumes that each school committee will admit non-resident students under the Choice Program unless there is a vote to the contrary. Under M.G.L. Chapter 76, Section 12B, the School Committee is obliged to hold a public hearing and vote on School Choice participation prior to June 1<sup>st</sup> of each school year.

I recommend that the School Committee take action on this matter at the School Committee meeting scheduled for May 19, 2022 in order to notify the State of our decision in accordance with the deadline.

Last year I recommended that we not participate in School Choice because of a lack of available classroom space. After meeting with the Leadership Team, we believe we could have the following openings for School Choice - Kindergarten - 3 spots, Grade 4 - 2 spots and Grade 9 - 5 spots. As a result, my recommendation is to participate in School Choice. I do believe Policy JFBB needs to be reviewed and updated to attend to considerations for safety, attendance, siblings, admissions deadlines and transportation that our current policy does not address.

Proposed Motion:

Move that the Marblehead Public Schools participate in the School Choice program for the 2022-2023 school year.

## **SCHOOL CHOICE**

It is the policy of this School District to admit non-resident students under the terms and conditions of the Interdistrict School Choice Law and under the following local conditions:

1. That by May 1 of every school year, the administration will determine the number of spaces in each school available to choice students.
2. That by June 1 of every school year, if consideration is being given to withdraw from the provisions of the choice law, a public meeting will be held to review this decision.
3. That resident students be given priority placement in any classes or programs within the District.
4. That the selection of non-resident students for admission be in the form of a random drawing when the number of requests exceeds the number of available spaces. There will be two drawings for this purpose. The first will take place during the last week of the current school year but no later than July 1st. The second will be conducted during the week immediately preceding the opening of the next school year and will be based on the possibility of unexpected additional openings.
5. Any student who is accepted for admission under the provisions of this policy is entitled to remain in the District until graduation from high school except if there is a lack of funding of the program.
6. The School Committee affirms its position that it shall not discriminate in the admission of any child on the basis of race, color, religion, national origin, sex, gender identity, age, homelessness, sexual orientation, ancestry, athletic performance, physical handicap, special need, academic performance or proficiency in the English language.

SOURCE: MASC October 2016

LEGAL REFS.: M.G.L. 71:6; 71:6A; 76:6; 76:12; 76:12B  
BESE Regulations 603 CMR 26.00

# Mental Health Statistics

- 1 in 5 young adults ages 12-18 struggle with mental health issues and only 30% receive help
- Between 30 to 80 percent of people do not seek mental health treatment
  - Too hard to find
  - Not easily accessible
  - Fear of judgement
- Globally suicide is the 4th leading cause of death among adolescence (15-19)
- Failing to deal with mental health issues in adolescence extend and amplify into adulthood



# Mental Health Awareness and Resources



Lauren Case and Mia Carr

# Our Goal

As seniors who have noticed the impact that mental health has on teenagers, we wanted to create a pamphlet that contains professional and personal advice. Sharing our coping strategies that we have used, as well as those suggested by licensed therapists, can be a useful tool for anyone who is in need. We will also be providing mental health resources that are located in the Massachusetts area.

# Resources

24 hour emergency and crisis support  
hotline : 877-382-1609.

Suicide prevention hotline:  
1-800-273-8255

## Mental Health Resources:

### **American Training:**

Andover Office: 978-685-2151  
Lawrence Office: 978-655-3483

### **Amesbury Psychological Center**

978-388-5700  
[www.amesburypsychological.com](http://www.amesburypsychological.com)

### **Andover Counseling Center**

978-682-1579  
[www.andovercounseling.com](http://www.andovercounseling.com)

### **Andover Psychotherapy**

978-475-6950

### **Arbour Counseling Center**

800-237-2237  
[www.arbourhealth.com](http://www.arbourhealth.com)

Haverhill Office: 978-373-7010  
Lowell Office: 978-453-5736

### **Blue Skies Wellness**

978-655-1823

# Coping Mechanisms

## ★ JOURNALING

*This might seem intimidating or not something you would normally partake in, but writing your feelings out instead of holding them in is a GREAT coping mechanism.*

Prompts:

1. 3 positives of the day, 3 negatives of the day, how to overcome those negative in future
2. Where do you see yourself (can be tomorrow, can be next year)

## ★ 54321 calming technique:

*5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, 1 thing you can taste*

## ★ MUSIC

*Music can be utilized as a regulating or calming agent for anxiety.*  
Create a 20 minute playlist and bring yourself on walk until playlist is over

## ★ EXERCISE

*Finding the motivation to exercise is not easy, and being told to find it can be annoying.*

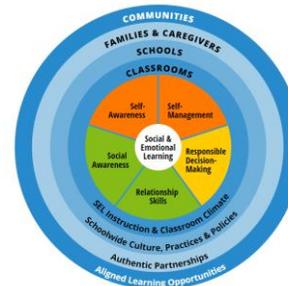
Even writing out your workout is a step towards success. Working out is good for the body AND the mind, and helps keep you on schedule.

# **SUPERINTENDENT JOHN BUCKEY**

**Smart Goals**



- Work with Central Office Administrators, Principals and Directors to address the focus areas as developed through PfS.
  - PfS developed through a collaborative process with all stakeholder & approved by School Committee
  - Regular updates to School Committee
  - Aligned with the FY23 budget development
- Align teaching and learning Pre-K-12 with our MTSS framework to ensure all students meet or exceed academic and social/emotional learning expectations.
  - Katie Novak launched MTSS work at our District Convocation & consulted with MHS lead teachers and our leadership team throughout the year.
  - CASEL framework used to align current SEL programs – Responsive Classroom, Second Step & PBIS.
  - i-Ready – implemented a standards based aligned common assessment tool K-8 to monitor and ensure student progress in both ELA & math.
  - i-Ready Personal Pathway – this Tier II intervention provides students with the opportunity to work at their instructional level in alignment with our MTSS focus.

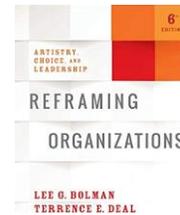


## STUDENT LEARNING GOAL

**During the 2021-22 school year, I will lead the educators of the Marblehead Public Schools to address the academic, social-emotional and behavioral health needs of each of our students through a comprehensive multi-tiered system of support (MTSS) framework of data, systems and practices. This work will be done through the five specific focus areas as outlined in our Planning for Success. I will support curriculum alignment and effective instructional practice to address these areas by engaging in regularly scheduled school visits where I will observe classrooms with principals so that we can support and better align the evaluation process to help ensure teachers have the tools and resources to provide students with the highest quality of instruction.**



- Focus District Leadership Team meetings on improving instructional practices through supervision & evaluation, looking at and analyzing data, and using protocols to solve dilemmas regarding practices.
  - Cabinet – Principals, Asst. Supts. & Student Service Director.
  - Administrative Team – Principals, Asst. Principals, Chairs, Asst. Supts. Student Services Director & Associate.
  - Leadership Team – Principals, Directors, Asst. Supts.
    - Cabinet & Administrative Team focuses on teaching and learning, MTSS, supervision & evaluation and SEL.
    - Leadership focuses on management and operations
  - Book Study – *Reframing Organizations*
  - Continue to build capacity with TeachPoint
- Conduct District Leadership Team walkthroughs once a month at different school each month.
  - Monthly walkthroughs at all five schools.
  - Weekly instructional rounds with principals, assistant principals, Nan and me.
    - Culturally Responsive Look-Fors
    - Calibrated and aligned educator feedback



OPTIC FOCUS ELEMENTS  
**CULTURALLY RESPONSIVE LOOK-FORS**

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- Participate in year two of the three-year New Superintendent Induction Program.
  - Attended all monthly meetings – In-person & Zoom and brought problems of practice to meetings.
  - Consulted with my coach & reviewed feedback from School Committee observations and team meetings.
- Improve communication with key stakeholders by further developing our new website and Blackboard communication system.
  - R.O.C.K initiative 
  - Weekly Updates through Blackboard
    - Emergency Communication – Brown Evacuation
  - Superintendent Coffees & Budget Forums
  - Regular meetings with Stephen on technology initiatives
    - Website updates
- Examine district needs as established through PfS and develop a coherent, widely understood strategy to identify priorities and align budgetary resources to meet those.
  - Facilities Audit aligned with FY23 capital requests
  - PfS updates to School Committee
  - FY23 Budget Development
    - Workshops with PfS aligned requests

## **PROFESSIONAL PRACTICE GOAL**

**During the 2021-22 school year, I will continue to foster strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. This will strengthen me in my role as an effective district leader and provide a foundation for developing and communicating a needs-based FY23 budget that is supported by the School Committee and the community.**



- **Work effectively with School Committee on budget, facilities, planning and other important system goals and priorities.**
  - FY23 Budget Development Process
  - Facilities Meetings & Capital Requests
  - MOU with Rec & Park and Town
  - Weekly meetings with School Committee members
  
- **With Directors and Principals, the Superintendent, in collaboration with the budget subcommittee, will develop a needs based FY23 budget that is approved by the School Committee and Finance Committee.**
  - Budget Subcommittee meetings
  - Public listening sessions
  - Finance Committee liaison meetings
  - Workshops with Principals & Directors
  - Unanimous approval of School Committee & Finance Committee
  - Town Meeting approval 264-73

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- **Conduct Superintendent Coffee & Conversation at various locations in the schools & community.**
  - Monthly Coffees – MHS, Brown, Glover, Village & MVMS.
    - Topics: Masks, Budget, Calendar, Math Program, Elementary Schedule and New Principals
- **Work with the Chair to create a School Committee meeting calendar that includes relevant topics related to teaching and learning activities.**
  - Calendar developed, initiatives tracking
    - Regular PfS updates, teaching and learning presentations, YRBS, technology
- **Increase visibility in all schools in the district.**
  - Instructional walkthroughs
  - Games, matches & meets in all seasons
  - Plays, musicals and performances
    - Narnia, Matilda, Macbeth, Village Spelling Bee, Acappellooza
- **Enhance all current district communication modes including newsletters, the website, Blackboard connect messages and Twitter accounts.**
  - Weekly Updates
  - Tweets
  - Crisis communication
  - Addressing issues and concerns
- **Provide timely information on district initiatives, programs, schedules and events as well as quick response to relevant external events.**
  - PfS
  - Crisis communication
  - Brown evacuation
  - Covid management - SALT

## **PROFESSIONAL PRACTICE GOAL**

**During the 2021-22 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by surveys and other outreach efforts.**



# DISTRICT IMPROVEMENT GOAL

**During the 2021-22 school year, I will collaborate with the leadership team and educators to strengthen our practices with a focus on diversity, equity and inclusion. This work will include an examination of district policies, practices, and procedures in order to best support the increasingly diverse needs of our students and families.**

- Provide leadership and teacher training on examining and aligning curricula and resources through an equity lens.
  - Equity Audit internally developed and deployed at each school throughout the district by members of the DEI team. Data being used to inform Scope & Sequence work.
  - PD throughout the year led by DEI team at the building level to deepen cultural awareness and proficiency.
- Partner with external organizations and consultants to provide curricula, resources and PD to MPS educators on topics such as MTSS, identity, social justice, diversity and equity.
  - Mimi Lemay & Reece Dahlberg – Summer Leadership Retreat
  - Katie Novak – MTSS work and facilitation - Convocation
  - Enid Lee – DEI Committee
  - Henry Turner – MHS/MVMS and community forum
  - Marblehead Speaks out Against Hate
  - METCO programming & site visit to Boston
  - Ashley Harris Whaley – Unlearning Ableism



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- Further engage the Equity and Diversity Committee in examining the results of the Equity Audit and creating authentic opportunities for integration in the community.
  - Strategically aligned DEI staff led PD at each building
  - Team Harmony
  - MPD collaboration along with MRJT
  - Cultural Feast
  - Juneteenth and Pride speaker for community flag raisings
- Collaborate with our Principals and Directors on recruiting, hiring and supporting a diverse staff and providing coaching for teachers and Principals.
  - Asst. Supt. & HR Director partnering with local universities.
  - Metco posting through their network (Indeed) and newsletter
  - Recruiting & Retaining Educators of Color webinar DESE
  - Teacher Diversification PLC DESE
  - State Recruitment Fair

#### Strategic Initiatives

The Center for Strategic Initiatives coordinates and partners with stakeholders to identify, design, pilot, and elevate strategies that advance educational equity for Massachusetts students, particularly those who are traditionally or currently underserved. We are currently focused on three overarching priorities: 1) a diverse and culturally responsive workforce; 2) diversity, equity, and inclusion policies and practices at DESE; and 3) direct efforts that promote equitable student access and outcomes.



- Develop, expand and improve programming with METCO students, families, and host-families, teachers, staff and administrators by creating opportunities for authentic integration.
  - Draft of a Marblehead Families program (renamed from Host Family program to be more inclusive)
  - METCO School Committee Representative discussions
  - METCO School Committee meeting at METCO Inc.
  - Weekly scheduled parent/family meetings with MPS staff
  - METCO Leadership retreat – March 11, 2022
  - Living the Legacy METCO Conference – June 10, 2022
  - Grant funding continues to align and expand opportunities for students
    - Virtual College Fair
    - Senior Projects



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**Business Office**  
9 Widger Road,  
Marblehead, MA 01945  
phone: 781.639.3140  
fax: 781.639.3149

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MEMORANDUM

TO: Marblehead School Committee  
FROM: Michelle Cresta  
DATE: May 18, 2022  
RE: Schedule of Bills for Approval

Included in this packet is the following Schedules of Bills for your consideration. The schedules and invoices have been uploaded to the shared drive and the required signatures have been obtained for each schedule.

Schedule	Amount
22086	\$ 152,744.18
22087	\$ 2,583.83
22088	\$ 58,911.99
22099	\$ 228,127.83
22100	\$ 6,730.35
22101	\$ 37,966.25
22102	\$ 11,402.13
22107	\$ 38,454.11
22114	\$ 12,386.28
22122	\$ 9,152.26
22123	\$ 5,275.00
22127	\$ 95,133.99
22128	\$ 34,870.47
22131	\$ 7,709.00
22134	\$ 1,725.75
22135	\$ 22,300.49
22143	\$ 429,781.32
22159	\$ 2,500.00
22160	\$ 19,517.15
22161	\$ 67,160.07
22162	\$ 48,195.51
22163	\$ 1,466.68
TOTAL	\$ 1,294,094.64

Suggested Motion:

*Motion to approve the identified schedules of bills totaling \$1,294,094.64.*

May 5, 2022

Marblehead School Committee  
9 Widger Road  
Marblehead , MA 01945

Attn John Buckey, Superintendent

Dear John,

As we have discussed, as Town Moderator I have the responsibility, under the By -laws of Essex North Shore Agricultural and Technical School, ("Essex Tech")to appoint Marblehead's representative to its Board of Trustees, with the approval of the Marblehead School Committee.

I intend to re-appoint Mark Strout to that position for a three year term.. He has held that position for the last several years, and has distinguished himself not only by ably representing our interests, but also by his Leadership roles at Essex North. Mark was first selected after a After a rigorous selection process in which I was informally assisted by the Late Judy Jacoby and Kathy Leonardson. He has served us well. I urge the School Committee to approve this nomination. Thank you very much.

  
Gary A. Spiess  
Town Moderator

The Marblehead School Committee approves the appointment of Mark Strout of Marblehead for a new three year term as the Town's representative as a member of the Board of Essex North Africultural and Technical School District.

attest

## GRADUATION REQUIREMENTS

In order to graduate from Marblehead High School, a student must have earned at least 120 credits and complied with all state accountability requirements. Course requirements are the following:

- Four years of English
- Four years of Mathematics including completion of Algebra II ~~or an Integrated Math equivalent~~
- Four years of lab-based Science which include biology, chemistry, and Physics/~~Engineering~~
- Four years of History/Social Science including World Cultures, Western Tradition, US History and Civics
- Two years of ~~the same~~ Foreign Language
- Four years of Wellness Education
- One year of the Arts

Other requirements may be established by the school administration in relation to the particular program, otherwise the additional credits needed for a graduation may be selected from among elective courses. For the total number of credits required please see the high school program of studies or student handbook.

Early Graduation: A student who has completed the courses required for graduation and who has earned sufficient credits for graduation by the end of his junior year may be graduated at the discretion of the Principal.

Credit for Foreign Study: Students who are away for a term or year to participate in a student exchange program or otherwise study abroad may receive credits toward high school graduation when (1) study plans are approved by the school administration in advance; and (2) the institution where the study occurred submits a record of the student's work. In these instances, the Principal and student's guidance counselor will evaluate the work and assign credit for it according to standards prevailing in Marblehead High School.

SOURCE: MASC/Marblehead

Dear Marblehead School Committee Members,

I come to you with a question. When a person acts in a way that is deemed “out of line”, what is the best way to approach the situation? Do we try to figure out why the behavior occurred in the first place? Do we try to rectify the behavior in a nurturing manner? Or, do we outcast the person from their peers for a period of time, further removing them from the environment that we wish to integrate them into? Unfortunately, that last option has a name, as well as presence in this school: It is called an Out of School Suspension. This antiquated form of punishment does far more harm than good to your students, and it must be done away with. Throughout my four years at Marblehead High School, I saw those of my peers who were suspended travel farther down a path that strayed from what this school wished to instill in its student body. If this is your idea of how a suspension should affect your students, then go ahead and keep it in place. If you wish to rid your school of this ineffective and harmful punishment, then I urge you to listen.

What is the purpose of disciplining a student? Many different answers can be given to this question, but we can all agree that its main purpose is to rectify a student’s behavior to better reflect the school’s core values. In the Marblehead Public School system, these values are respect, responsibility and safety, according to your website. An Out of School Suspension from school, as we all know, is the removal of a student from school for a brief period of time following a serious behavioral infraction. It is considered close to the worst form of punishment a student can receive, second to expulsion.

I must ask, what is this form of punishment doing to excel your students? What is a suspension doing to put them on the right track? I cannot say for certain how suspensions are affecting Marblehead High School students in particular, but for several schools around the

country where studies on suspensions have been conducted, I can tell you that this form of punishment is not doing much in the way of assisting academic and social growth. In the 2015-2016 school year, which is the most recent data available, the UCLA Civil Rights Project conducted a national analysis on school suspensions across the country. In this analysis, they found that across all school suspensions, 11 million learning days were lost to this form of discipline<sup>1</sup>. All days where rehabilitation could have been offered, values could have been taught, now wasted. Would you call that an effective way to correct a student's behavior, or a quick and thoughtless way to reprimand them? I believe that the latter would be a more fitting answer.

Not only does the practice of school suspension rob a student of a proper school experience by taking away educational time, but it perpetuates the idea that some students do not belong in school with others. By removing students from school for long periods of time, they are being outcast from the student body, seen as “not fit” to attend school with them because they act out of line. In no way can this ever nurture a sense of belonging and a strive for greatness in a student. It can only make them feel as if they do not belong in the school. One may say that students who are suspended are only suspended for a good reason, and their absence from school is beneficial because the learning of other students will not be interfered with. However, a study done in 2018 on Out-of-School suspensions (OSS) found that schools that use OSS do not have any improved attendance or student involvement compared to schools that do not use OSS (Lacoe, Steinberg, 2018)<sup>2</sup>. While it is true that removing a student from a certain situation or

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<sup>1</sup> Álvarez, Brenda. “School Suspensions Lead to Stark Losses in Instructional Time.” *NEA*, National Education Association, 19 Nov. 2020, <https://www.nea.org/advocating-for-change/new-from-nea/school-suspensions-lead-stark-losses-instructional-time>.

<sup>2</sup> Lacoe, Johanna, and Matthew P Steinberg. “Do Suspensions Affect Student Outcomes?” *Sage Journals*, American Educational Research Association, 17 Aug. 2018, <https://journals.sagepub.com/stoken/default+domain/HRfelzVGnbbYaWGq5IUb/full>.

environment will be beneficial to that particular student as well as the other students around them, more supportive steps can be taken to help in the following days. A more appropriate course of action than an “Out of school” suspension would be an “In School” suspension. In-School suspensions can be described as a method of disciplining a student while still making sure that they participate in a school’s culture and academics. This method of discipline will ensure that a student gets the behavioral and academic support they need while still allowing them to feel part of a school’s student body. In-School suspensions have the potential to be a very supportive and nurturing method of rectifying a student’s behavior, but it takes a great amount of effort from you, the administration, to work properly. If a student should be properly rehabilitated in school, they need the proper behavioral and academic counseling given to them. This means adequate and effective emotional and mental support and close observation to see if the methods are working. Suspension is a serious punishment, and students who act out to the point of warranting suspension should not be brushed off.

High school is a fun, exciting, scary, confusing time for all of your students. A great deal is changing about their lives in a very small amount of time. In this time, it is more important than ever to make sure that the behavioral and emotional struggles of your students are being heard, and for you to show them that you care. Out of School suspensions are simply a way of telling struggling students that they do not belong. Please, take it into consideration to not opt for this careless form of punishment, and rather put in your best effort to act as a guide.

Sincerely,

Danny Abrams