



MARBLEHEAD  
PUBLIC SCHOOLS

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

---

MEMORANDUM

TO: Marblehead School Committee  
FROM: Michelle Cresta, Assistant Superintendent of Finance & Operations  
DATE: October 22, 2021  
RE: Surplus Goods – Vision Testing Equipment

---

A new protocol regarding the testing of vision of students will become effective September 1, 2022. A copy of the memo detailing these changes is attached. The Commonwealth of Massachusetts, Department of Public Health (MDPH) is recommending that vision testing machines are discontinued for all age groups. We currently own six (6) Optec 2000 Vision Tester Machines. Due to this recommendation, these units will no longer be utilized. The current estimated value of the machines ranges from \$120 - \$250 each. It is hopeful that these items will be able to disposed of with the possibility of being able to recoup a portion of the original cost.

It is being requested that School Committee take a vote to declare these above mentioned items as surplus goods. The recommended motion is as follows:

*Motion to declare six (6) Optec 2000 Vision Tester Machines as surplus goods.*



The Commonwealth of Massachusetts  
Executive Office of Health and Human Services  
Department of Public Health  
250 Washington Street, Boston, MA 02108-4619

CHARLES D. BAKER  
Governor

KARYN E. POLITO  
Lieutenant Governor

MARYLOU SUDDERS  
Secretary

MARGRET R. COOKE  
Acting Commissioner

Tel: 617-624-6000  
www.mass.gov/dph

Date: August 23<sup>rd</sup>, 2021 *May 9<sup>th</sup>, 2022*

To: Massachusetts School Nurses, School Physicians, Primary Care Providers, and Other Health Personnel (who are approved by the Department of Public Health for the purpose of screening vision)

SUBJECT: Updated Massachusetts Vision Screening Protocols

---

## PURPOSE AND INTRODUCTION

The Massachusetts Department of Public Health (MDPH) has worked in partnership with expert consultants from ophthalmology, optometry, school nursing and Prevent Blindness to update the preschool through grade 12 vision screening protocols to reflect current evidence-based practices.<sup>1,2</sup> School nurses are critical to school-based vision screening programs and must remain current in evidence-based protocols and recommendations. These protocols are intended to guide school nurses, pediatricians, eye care providers, special education professionals and others in the identification of children who may have a vision disorder, who must then be promptly referred to an eye doctor (ophthalmologist or optometrist) for further evaluation.

It is well-documented that timely identification and treatment of many vision disorders in young children can prevent permanent vision loss. Scientific studies have also documented that undetected or untreated vision disorders in children can negatively affect acquisition of early literacy skills.<sup>3,4</sup> MDPH recognizes vision screening does not detect all vision disorders, and that a vision screening is one step in the system of vision care for children.<sup>5</sup> Children who do not pass a vision screening require a comprehensive eye examination from an eye doctor for evaluation, diagnosis, and if needed, treatment and follow-up.

---

<sup>1</sup> <https://www.pediatrics.org/cgi/doi/10.1542/peds.2015-3596>

<sup>2</sup>

<https://www.uspreventiveservicestaskforce.org/uspstf/recommendation/vision-in-children-ages-6-months-to-5-years-screening>

<sup>3</sup> Kulp MT, Ciner E, Maguire M, et al. Uncorrected hyperopia and preschool early literacy: results of the Vision in Preschoolers-Hyperopia in Preschoolers (VIP-HIP) Study. *Ophthalmology*. 2016;123(4):681e689.

<sup>4</sup> Bruce A, Kelly B, Chambers B, et al. The effect of adherence to spectacle wear on early developing literacy: a longitudinal study based in a large multiethnic city, Bradford, UK. *BMJ Open* 2018;8:e021277. doi:10.1136/bmjopen-2017-021277

<sup>5</sup> <https://preventblindness.org/12-components-of-a-strong-vision-health-system-of-care/>

Vision screening is of limited value if follow-up eye examinations do not occur or treatment plans are not followed. School and other health personnel should assist parents or guardians in coordination of eye care as needed and support any treatment recommendations which may include treatment during school hours. Working together with families will help ensure the best possible health and educational outcomes for the child.

We acknowledge there may be issues, such as the timing of the screening within your district and/or training of personnel, both of which may play a significant role in the implementation of these new protocols. We remain confident in the knowledge that all school districts are committed to conducting this important population-based screening program in the best manner possible

**Training in the New Protocols:**

MDPH will provide a Vision Screening Manual with more detailed information. The approved training programs on the [BU SHIELD website](#) will provide continuing education courses for school nurses and training for other professionals on current preschool through grade 12 vision screening protocols.

**COMMONWEALTH OF MASSACHUSETTS LAWS AND REGULATIONS**

The following is a summary of Massachusetts law for vision screening children. For more details, please refer to:

1. Massachusetts General Law (MGL), Chapter 71 (Education of Children in Public Schools), Section 57: [Physical Examination of Pupils; Eye Examination, Written Report](#)
2. Massachusetts Department of Public Health Regulation: 105 CMR 200.000: [Physical Examination of School Children](#)

**Vision screening frequency:**

In accordance with the MDPH regulation 105 CMR 200.400, the vision of each student in the public schools is to be screened in the year of school entry, annually through grade 5 (or by age 11 in ungraded classrooms), once in grades 6 through 8 (or ages 12 through 14 in ungraded classrooms) and once in grades 9 through 12 (or ages 15 through 18 in ungraded classrooms). The vision of each student shall be tested by a method approved by the MDPH.

MDPH advises screening the vision of all new students (regardless of age and month of entry into school) in distance visual acuity, near visual acuity, and stereopsis, when unable to present past evidence of having completed these required screenings. This would include students whose residence was previously outside the Commonwealth prior to enrollment or those who have transferred into your school district.

**Prior to entry to kindergarten:**

In accordance with M.G.L. c. 71, § 57, upon entering kindergarten or within 30 days of the start of the school year, the parent or guardian of each child shall provide to school health personnel the results of a vision screening or comprehensive eye exam that was completed within the previous 12 months. For children who did not pass their vision screening, proof of a comprehensive eye examination performed by an eye doctor must also indicate any pertinent diagnosis, treatment, prognosis, recommendation, and evidence of follow-up treatment if necessary.

**Children with a diagnosis of neurodevelopmental delay:**

In accordance with M.G.L. c. 71, § 57, children entering kindergarten with a diagnosis of neurodevelopmental delay, must show proof of a comprehensive eye exam performed by an eye doctor within the past 12 months, indicating any pertinent diagnosis, treatment, prognosis, recommendation, and evidence of follow-up treatment if necessary.

**Religious exemption:**

In accordance with M.G.L. c. 71, § 57, any child shall be exempt on religious grounds from these examinations upon written request of parent or guardian.

**Non-public schools:**

In accordance with M.G.L. c. 71, § 57, every private school that does not perform vision screening is required to inform each parent and guardian of every enrolled pupil that the school does not conduct these examinations, and shall recommend that the parent consult with their child's health care provider, local school committee or board of health to ensure that these examinations are conducted.

**Students who do not pass a vision screening:**

In accordance with Regulation 105 CMR 200.400, for any student who does not pass a vision screening, a written plan shall be developed by the school nurse, in consultation to the extent possible with a student's parent or legal guardian, for appropriate follow up of the student. With the consent of the parent or legal guardian, the student's primary care provider shall be furnished with a copy of the record of screening tests performed in the school.

**Waivers of requirements:**

Except as provided by law, the Massachusetts Department of Public Health shall have the discretionary power to waive any of 105 CMR 200.100 through 200.500, except confidentiality requirements of 105 CMR 200.500(A), upon written request. (A) The request for a waiver must be accompanied by an alternative plan to the regulation that would adequately protect the health of the school child. (B) Waiver requests shall not be based upon reductions in the budget for school health or granted on such basis. (C) Waivers may be granted for periods up to one year and may be renewed upon demonstration of improvement in school health programs.

**SUMMARY OF ADDITIONS/CHANGES TO VISION SCREENING PROTOCOL**

Implementation of new protocol: September 1, 2022.

1. **The Critical Line** standard for children and adolescents for chart-based screening ONLY:
  - Preschool (3 years old): 20/50
  - Preschool (4+ years old): 20/40
  - Kindergarten (5 years old) through Grade 12: 20/32
  
2. **Public preschool children (ages 3, 4, and 5 years) to be vision screened annually**, starting the year of school entry. The approved protocol is summarized on page 6.
  
3. **Visual Acuity charts to use logMAR notation and scoring:** Acceptable near and distance visual acuity charts are LEA SYMBOLS® and Sloan Letters charts. All other visual acuity charts are discontinued.

4. **Near vision screening to be conducted annually for children beginning the year of school entry through Grade 3 (ages 3 through 9 years):** Near vision screening is conducted at 16". Acceptable age-appropriate charts are LEA SYMBOLS® and Sloan Letters.
5. **Distance visual acuity for public preschool children (ages 3, 4, and 5 years):** The "Eye Check" screening, performed at a 5-foot distance, is approved as an additional option for use in children ages 3, 4, and 5 years. All other approved distance visual acuity screenings are performed at 10 feet.
6. **Stereoacuity screening to use the "Pass 1" test, and will be used for children ages 5 years through 9 years only (K through Grade 3).** The Random Dot E is discontinued.
7. **Instrument-based screening devices:** PlusOptix, Retinomax or Spot™, or any other MDPH-approved instrument-based screening devices, are for use in children ages 3, 4 and 5 years only. The age limitations for instrument-based vision screening may be adjusted as additional research data becomes available. Children ages 6 years and older who cannot participate in approved letter or symbol visual acuity screening are to be referred for a comprehensive eye exam by an eye doctor who is experienced in treating children.

Note: Distance visual acuity screening and stereoacuity screening is not required when using the instrument-based screening protocol in children ages 3, 4 and 5 years. *However, near visual acuity screening must still be conducted when using instrument-based screening.*

8. **Vision Testing Machines are discontinued:** MDPH no longer recommends, for any age group, the use of vision testing machines (such as Optec, Titmus, Keystone View). Vision testing machines do not have reliable evidence-basis. Additionally, a child's behavior that may indicate a vision problem, such as squinting, is hidden from the screener using this method.

#### **FURTHER RECOMMENDATIONS FROM THE DEPARTMENT OF PUBLIC HEALTH:**

1. **English language learners:** Instrument-based screening for children ages 3, 4 and 5-years, and/or matching lap cards with visual acuity charts can be used when testing the vision of children who are non-English proficient.
2. **A comprehensive eye exam by an eye doctor experienced in treating children should be sought in the following cases:**
  - a. **Children unable to complete, or who refuse to complete a vision screening,** if unable to be re-screened in a timely manner.
  - b. **Children with complex or multiple disabilities** (Special Health Care Needs) whose disability or behavior prevents them from performing a standard screening.
  - c. **Children not reaching educational milestones** or who are being considered for, or who receive, additional educational support such as an Individualized Education Plan (IEP), even if the child has passed a recent vision screening.

- d. **Parent, teacher, nurse, or screener concerns** about the potential existence of a vision problem (such as noting observable signs or complaints from the child, outlined more fully in the addendum), even if the child has passed a recent vision screening.<sup>6</sup>
- e. **Frequently observed classroom behaviors that may indicate a vision problem:** Screeners, school nurses, teachers and other professionals interacting with children, are advised to understand factors which can influence the likelihood of a child having or developing a vision disorder; and be especially aware of frequently exhibited behaviors that may indicate a possible vision problem, even if the child has passed a recent vision screening. Parents should fully understand the necessity for the referral.

### 3. **Sharing of vision screening and vision plan of care with teachers:**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA Privacy rules allow sharing of information without parent authorization amongst school personnel who have a legitimate educational interest in that child. Records maintained by a school nurse and any health screening conducted by the school or by an agency contracted by the school, is an education record regulated by FERPA privacy laws, not a health record regulated by HIPAA privacy laws. School-based clinic provider medical records can be regulated by HIPAA.<sup>7,8</sup> Sharing a student's vision screening result and treatment plan with their teacher, reading specialist, IEP provider, or school personnel with legitimate educational interest is encouraged in situations where compliance with referral or treatment is not being followed.

### 4. **Referral and follow-up care:**

Vision screening is the first step in identifying children who may have an undetected vision problem that requires evaluation by an eye doctor experienced in diagnosing and treating children. The referral process begins with notifying parents and caregivers of the need for an examination by an eye doctor, with a systematic process in place for periodic parental reminders, notation of eye exam results, and sharing of results with the child's teachers where appropriate.

There are many reasons why a child may not receive timely vision care. School Nurses along with other educational and health personnel must consider the unique barriers to care when developing referral and follow up systems that are individualized to families and communities. Some of these considerations include factors related to the Social Determinants of Health (SDoH), such as socio-economic status (SES), homeless status, insurance status, access to eye care services, cultural, racial, and other areas of discrimination. All personnel must work towards engaging families and providers to mitigate these barriers to vision follow up and care. The Department strongly advises co-creating solutions with the parent or caregiver to enable the child to receive the necessary vision care treatment, including providing linguistically and culturally-appropriate informational materials about childhood vision and the importance of follow-up eye exams, so the child will receive, and remain in, eye care.

---

<sup>6</sup> Vaughn, W., Maples, W. C., & Hoenes, R. (2006). The association between vision quality of life and academics as measured by the College of Optometrists in Vision Development quality of life questionnaire. *Optometry*, 77(3), 116-123.

<sup>7</sup> <https://www.cdc.gov/php/docs/hipaa-ferpa-infographic-508.pdf>

<sup>8</sup> <https://www.hhs.gov/hipaa/for-professionals/special-topics/ferpa-hipaa/index.html>

## Massachusetts Vision Screening Guidelines for PreK - Grade 12

Grades 1-3	Frequency of Screening	Elements of Assessment	Critical Passing Line or Performance Criteria	Approved Screening Methods/Recommended Tools	Recommended Follow Up
	Annually	Distance Visual Acuity (Monocular)	20/32	"Massachusetts Sight Line" Flipbook w/ LEA SYMBOLS® or Sloan Letters *; <b>OR</b> Sloan Letters wall chart at 10 ft. distance.*  Must identify 4 out of 5 symbols or letters. *	<ul style="list-style-type: none"> <li>* Document screening results in student health record.</li> <li>* Notify teachers or staff per FERPA guidelines.</li> <li>* Refer students who do not pass screening for a Comprehensive Eye Examination from a licensed Ophthalmologist or Optometrist trained and experienced in treating young children and provide follow up when needed.</li> <li>* Assist families with identification and mitigation of any barriers to care (e.g., lack of insurance, access to care, language barriers, etc.). Ensuring timely access to vision care is critical to avoiding delays in treatment that may lead to permanent vision loss or a decrease in visual ability.</li> <li>* Develop plans of care and follow up when needed.</li> </ul>
		Near Visual Acuity (Binocular)	20/32	LEA SYMBOLS® or Sloan Letters near card with 16-inch cord attached.  Must identify 4 out of 5 symbols presented at 16-inch distance.	
		Stereopsis (Binocular)	Identify smiley face	"PASS 1 Smile Test" at 16-inch distance.  Must identify "smiley face" 4 out of 5 times randomly presented at 16-inch distance.	
Grades 4-5	Frequency of Screening	Elements of Assessment	Critical Passing Line or Performance Criteria	Approved Screening Methods/Recommended Tools	Recommended Follow Up
	Annually	Distance Visual Acuity (Monocular)	20/32	Sloan Letters wall chart at 10 ft. distance.*  Must identify 4 out of 5 letters.*	<ul style="list-style-type: none"> <li>* Document screening results in student health record.</li> <li>* Notify teachers or staff per FERPA guidelines.</li> <li>* Refer students who do not pass screening for a Comprehensive Eye Examination from a licensed Ophthalmologist or Optometrist trained and experienced in treating young children and provide follow up when needed.</li> <li>* Assist families with identification and mitigation of any barriers to care (e.g., lack of insurance, access to care, language barriers, etc.). Ensuring timely access to vision care is critical to avoiding delays in treatment that may lead to permanent vision loss or a decrease in visual ability.</li> <li>* Develop plans of care and follow up when needed.</li> </ul>
		Near Visual Acuity (Binocular)	N/A	N/A	
		Stereopsis (Binocular)	N/A	N/A	
<p><b>PLEASE NOTE:</b> Per M.G.L. c. 71, § 57, students diagnosed with neurodevelopmental delay should be referred for a comprehensive eye exam from an eye doctor, if they have not presented the school with proof of such upon school entry.</p>					
<p>* Note: Verbal naming or matching lap card options are acceptable and may be useful for some students who do not verbalize a response or for those with limited English proficiency.</p>					
<p>** Note: Instrument-based screening can be done in place of distance visual acuity and stereopsis for children up to age 6 years ONLY. Near visual acuity also must be assessed.</p>					

Rev 10/2021

## Massachusetts Vision Screening Guidelines for PreK - Grade 12

Grades 6-8	Frequency of Screening	Elements of Assessment	Critical Passing Line or Performance Criteria	Approved Screening Methods/Recommended Tools	Recommended Follow Up
	Once ONLY in Grades 6-8	<b>Distance Visual Acuity (Monocular)</b>	20/32	Sloan Letters wall chart at 10 ft. distance.* Must identify 4 out of 5 letters.*	<ul style="list-style-type: none"> <li>* Document screening results in student health record.</li> <li>* Notify teachers or staff per FERPA guidelines.</li> <li>* Refer students who do not pass screening for a Comprehensive Eye Examination from a licensed Ophthalmologist or Optometrist trained and experienced in treating young children and provide follow up when needed.</li> <li>* Assist families with identification and mitigation of any barriers to care (e.g., lack of insurance, access to care, language barriers, etc.) Ensuring timely access to vision care is critical to avoiding delays in treatment that may lead to permanent vision loss or a decrease in visual ability.</li> <li>* Develop plans of care and follow up when needed.</li> </ul>
		<b>Near Visual Acuity (Binocular)</b>	N/A	N/A	
		<b>Stereopsis (Binocular)</b>	N/A	N/A	
Grades 9-12	Frequency of Screening	Elements of Assessment	Critical Passing Line or Performance Criteria	Approved Screening Methods/Recommended Tools	Recommended Follow Up
	Once ONLY in Grades 9-12	<b>Distance Visual Acuity (Monocular)</b>	20/32	Sloan Letters wall chart at 10 ft. distance.* Must identify 4 out of 5 letters.*	<ul style="list-style-type: none"> <li>* Document screening results in student health record.</li> <li>* Notify teachers or staff per FERPA guidelines.</li> <li>* Refer students who do not pass screening for a Comprehensive Eye Examination from a licensed Ophthalmologist or Optometrist trained and experienced in treating young children and provide follow up when needed.</li> <li>* Assist families with identification and mitigation of any barriers to care (e.g., lack of insurance, access to care, language barriers, etc.) Ensuring timely access to vision care is critical to avoiding delays in treatment that may lead to permanent vision loss or a decrease in visual ability.</li> <li>* Develop plans of care and follow up when needed.</li> </ul>
		<b>Near Visual Acuity (Binocular)</b>	N/A	N/A	
		<b>Stereopsis (Binocular)</b>	N/A	N/A	
<p><b>PLEASE NOTE:</b> Per M.G.L. c. 71, § 57, students diagnosed with neurodevelopmental delay should be referred for a comprehensive eye exam from an eye doctor, if they have not presented the school with proof of such upon entry to school.</p>					
<p>* Note: Verbal naming or matching lap card options are acceptable and may be useful for some students who do not verbalize a response or for those with limited English proficiency.</p>					
<p>** Note: Instrument-based screening can be done in place of distance visual acuity and stereopsis for children up to age 6 years ONLY. Near visual acuity also must be assessed.</p>					

Rev 10/2021

## Summary Chart of Additions/Changes

The following chart provides a summary of the changes only. A more detailed summary of required screening tests for each grade, is given on Page 8.

Changed item	Now	Additions or Changes From Sept 1, 2022
<b>Critical Passing Line</b>	20/40: 36 through 47 months 20/30: 48 months & older	Preschool (3 years): 20/50 Preschool (4+ years): 20/40  Kindergarten (5 years) through Grade 12: 20/32
<b>All public preschoolers</b> screened annually, from ages 3 years	optional	mandatory
<b>All visual acuity charts</b> to use logMAR notation	Varied options	Discontinuation of all charts not in logMAR notation
<b>Near visual acuity</b> screening tested annually	Grade 1-12	At year of school entry or ages 3 years (Pre-K0) through Grade 3
<b>Distance Visual Acuity</b> screening (ages 3, 4 & 5 years)	Mass VAT: LEA SYMBOLS® HOTV	“Sight Line” at 10 ft. or EyeCheck @ 5ft LEA SYMBOLS® (w/ optional matching lap card)
<b>Distance Visual Acuity</b> screening (ages 6 years & older)	Any line letters, LEA NUMBERS®, Tumbling E’s or HOTV may be used if child is unsure of letters VA testing machines	Kindergarten as above. Sloan Letters (w/ optional lap card) for Grade 1 and older  LEA SYMBOLS® (w/ optional matching lap card if child is unsure of letters or is an ELL)
<b>Stereoacuity</b> Screening	Random Dot E (Pre-K through Grade 3)	Pass 1 Smile Test (Kindergarten through Grade 3)
<b>Visual Acuity Testing Machines</b>	Optec, Titmus, Keystone View	Discontinued
<b>Instrument-based</b> Screening (ages 3, 4 & 5 years)	Approved for use.	Near visual acuity must be conducted <i>in addition</i> . Instrument-based screening alone can replace distance visual acuity screening and stereoacuity screening. Use in Kindergarten only for children aged 5 years.
Instrument-based Screening (ages 6 years & older)	Not approved for use.	Children ages 6 years and older who cannot participate in approved letter or symbol visual acuity screenings are to be referred for a comprehensive eye exam by an eye doctor who is experienced in treating children.

## Massachusetts Vision Screening Guidelines for PreK - Grade 12

Pre-K	Frequency of Screening	Elements of Assessment	Critical Passing Line or Performance Criteria	Approved Screening Methods/Recommended Tools		Recommended Follow Up	
	Annually	Distance Visual Acuity (Monocular)	Age 3 yrs: 20/50	"Eye Check" Flipbook with LEA SYMBOLS® at 5 ft.* <b>OR</b> "Massachusetts Sight Line" Flipbook with LEA SYMBOLS® at 10 ft.* <b>OR**</b> ALL ages must identify 4 out of 5 symbols presented.*	Instrument-Based Screening (Spot™, Plusoptix [without the visual acuity add-on component], Retinomax) for children ages 3, 4, and 5 years.  When instrument-based screeners are used, near visual acuity assessments must still be performed.	<ul style="list-style-type: none"> <li>* Document screening results in student health record.</li> <li>* Notify teachers or staff per FERPA guidelines.</li> <li>* Refer students who do not pass screening for a Comprehensive Eye Examination from a licensed Ophthalmologist or Optometrist trained and experienced in treating young children and provide follow up when needed.</li> </ul>	
			Ages 4+ yrs: 20/40				
		Near Visual Acuity (Binocular)	Age 3 yrs: 20/50	LEA SYMBOLS® near card with 16-inch cord attached.  Must Identify 4 out of 5 symbols presented at 16-inch distance.	<ul style="list-style-type: none"> <li>* Assist families with identification and mitigation of any barriers to care (e.g., lack of insurance, access to care, language barriers, etc.). Ensuring timely access to vision care is critical to avoiding delays in treatment that may lead to permanent vision loss or a decrease in visual ability.</li> <li>* Develop plans of care and follow up when needed.</li> </ul>		
			Ages 4+ yrs: 20/40				
Kindergarten	Frequency of Screening	Elements of Assessment	Critical Passing Line or Performance Criteria	Approved Screening Methods/Recommended Tools		Recommended Follow Up	
	Annually	Distance Visual Acuity (Monocular)	20/32	"Eye Check" Flipbook with LEA SYMBOLS® at 5 ft.* <b>OR</b> "Massachusetts Sight Line" Flipbook with LEA SYMBOLS® at 10 ft.* <b>OR**</b> ALL ages must identify 4 out of 5 symbols presented.*		Instrument-Based Screening (Spot™, Plusoptix [without the visual acuity add-on component], Retinomax) for children ages 3, 4, and 5 years.  When instrument-based screeners are used, near visual acuity assessments must still be performed.	<ul style="list-style-type: none"> <li>* Document screening results in student health record.</li> <li>* Notify teachers or staff per FERPA guidelines.</li> <li>* Refer students who do not pass screening for a Comprehensive Eye Examination from a licensed Ophthalmologist or Optometrist trained and experienced in treating young children and provide follow up when needed.</li> </ul>
		Near Visual Acuity (Binocular)	20/32		LEA SYMBOLS® near card with 16-inch cord attached.  Must identify 4 out of 5 symbols presented at 16-inch distance.		
		Stereopsis (Binocular)	Identify smiley face	"PASS 1 Smile Test" at 16-inch distance.  Must identify "smiley face" 4 out of 5 times randomly presented at 16-inch distance.	<ul style="list-style-type: none"> <li>* Develop plans of care and follow up when needed.</li> </ul>		
<p><b>PLEASE NOTE:</b> Per M.G.L. c. 71, § 57, students diagnosed with neurodevelopmental delay should be referred for a comprehensive eye exam from an eye doctor, if they have not presented the school with proof of such upon school entry.</p>							
<p>* Note: Verbal naming or matching lap card options are acceptable and may be useful for some students who do not verbalize a response or for those with limited English proficiency.</p>							
<p>** Note: Instrument-based screening can be done in place of distance visual acuity and stereopsis for children up to age 6 years ONLY. Near visual acuity also must be assessed.</p>							



# 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

---

**Memo To:** Marblehead School Committee

**From:** Dr. John J. Buckey

**Re:** District Retirements

**Date:** June 16, 2022

- **Brian Crowley** - Mr. Crowley started his teaching career at MHS in 1999 as a building substitute and soon moved into a full-time teaching position in Social Studies. Mr. Crowley's passion for teaching history is well known and comes to life during his classes. To the faculty, Mr. Crowley is a great colleague, always willing to help others and being there as a friend. A big part of Mr. Crowley's time at MHS was his involvement with both indoor and outdoor track teams. Mr. Crowley was a very successful track coach, his teams were well-coached and known for their determination. We will miss Mr. Crowley.
- **Lesley Dexter**- Lesley has been with Marblehead Schools providing tutoring since 2006. Lesley has supported almost every class in the building during her time at Vets. Lesley puts her students' needs first and is dedicated to their academic success. She is a wonderful, supportive colleague who is always willing to help. Lesley will be greatly missed by both students and staff.
- **Ellen Drummond** - Ellen has been with the Marblehead Schools since 2000. She first was a reading tutor then was hired as a First Grade Teacher at the Gerry School, then moved to Coffin, and finally to Brown. Ellen is a highly adept teacher of the language arts, and used her experience with the Orton-Gillingham program to push our ELA first grade instruction by working with and mentoring partner teachers to develop pooled small group instruction in the first grade. Her dedication to the art of teaching and her support of colleagues will be missed!
- **Richard Kelleher** - Richard started with Marblehead Schools in 1994 as the Director of Dining Services. At that time he worked as a contractor through Chartwells. In 2000, Richard became a Marblehead employee as our Food Service Director. After 4 years Richard moved onto what he thought was a greener pasture. And after 6 years Richard returned to the same position which is now retiring from. Richard has been a wonderful dedicated director and has always managed our food service operations with a passion for feeding our students. Richard was invaluable in orchestrating grab and go meal service throughout our closures during the pandemic. Richard will truly be missed.
- **Glenn Long** - Glenn was a key component of the successes we have had at Marblehead Veterans Middle School for so many years. Joining MPS in 1996, for the past 26 years Glenn has ensured that our students had the cleanest buildings as possible. However, Glenn was so much more than the lead custodian at Vets...he was

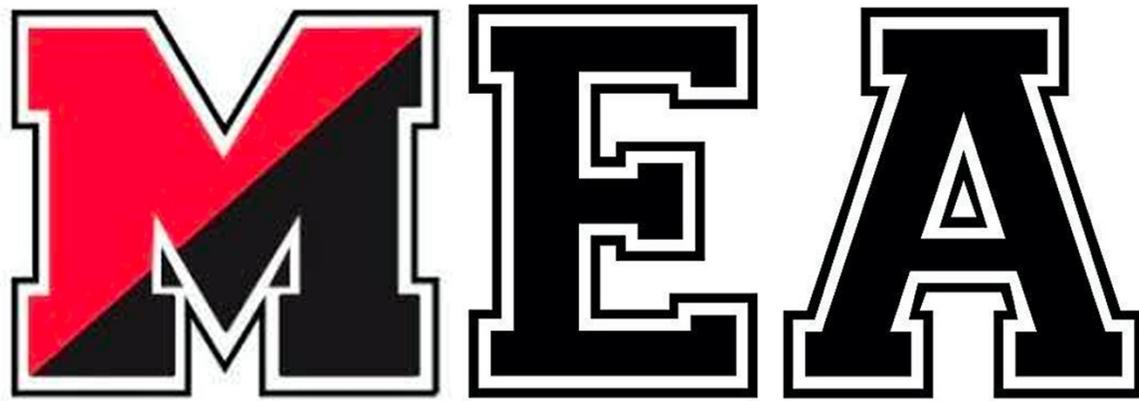


# MARBLEHEAD PUBLIC SCHOOLS

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

a frequent server of lunches, the tech master extraordinaire of the Performing Arts Center, and a friend to everyone he worked with! Glenn was always eager and happy to help anyone who asked. There's not a single person who has ever heard Glenn say, "No." His knowledge of the Vets was unmatched by anybody, and showed tremendous pride in his school. He and his crew were always able to meet the needs of the teachers, staff, and students to provide us with a safe and supportive environment for learning. Glenn will truly be truly missed.

- **JoAnne LeBlanc** JoAnne has been a key member of the staff at Gerry, where she started in 2004, and through the moves to Lower Bell, Eveleth, and finally to Brown School. In each of these places she has been instrumental as School Secretary to keep things running smoothly, at each location, where she often did the duties of a support person, nurse, and principal—quite often at the same time! . Her always positive and supportive demeanor will be missed!
- **Sue Lojko** - Sue has been in Marblehead for a relatively short time but her impact has been outsized. She is an invaluable asset to the Student Services Department, from her exceptional organizational skills, her ability to create structure, and her ease in keeping all of us in line. Sue's diligence, energy, compassion, and kindness will be deeply felt and missed greatly.
- **Patricia Pittore**- Before teaching Patty was in museum education. She began teaching in Ipswich and transferred to Marblehead in 2008. She began teaching second grade at the Coffin School. While at Coffin, she wrote and received a grant to initiate the outside classroom/garden. Patty transferred to Glover last year as a second grade teacher. She has a deep commitment to education and will be exploring possibilities in education when she retires.
- **Mary Valle** - Mary joined Marblehead Schools in 2006 in the position of Bookkeeper. Mary was a consistent figure in the Business Office throughout many changes and administrations. Mary approached everyday with a positive attitude and was a true pleasure to work with.
- **Enid Wood** - Edi (Eddie) joined Marblehead Schools in 2001. Edi is tremendously kind and generous. This comes across in her daily interactions with the students and staff. She was always helpful in any task that had to be accomplished. It was not surprising that learned the name of every student in the building in which she worked throughout the years. Edi will truly be missed.



**Marblehead Education Association**

# Stipend Proposals

June 2, 2022

## APPENDIX B: COACHING STIPENDS

Remove the following text:

*Coaching and Extra Curricular Stipends {Appendix Band Appendix C}*

*The parties will establish a joint committee to review the stipends and the process for adding new stipends and removing stipends in Appendix B and Appendix C and to make recommendations to the School Committee and to the MEA on or before June 15, 2022. Such joint committee shall have up to four members appointed by the Superintendent and up to four members appointed by the MEA President. Recommended changes are subject to approval by the School Committee and ratification by the MEA.*

**Add**

- *Beginning on the first day of the 2023-2024 school year, coaching stipend schedules will follow the Unit A COLA. The Unit A COLA will be applied to all coaching stipend schedules with each successive contract moving forward.*

## II. CATEGORIZED COACHING POSITIONS

- Rename category 6 as Middle School beginning July 1, 2022
- Remove the following: Equipment Manager (now hourly stipend), Assistant XC and Track (no longer in use)
- Move Middle School Coordinator to Category 6
- Replace current categorized positions with the following:

**Current Categorized Breakdown**

1	Football			
2	Hockey	Basketball		
3	Baseball	Softball	Winter Track	Spring Track
	Equip Manager	Soccer	Field Hockey	Lacrosse
4	Sim/Dive	Gymnastics	Wrestling	
5	Cross Country	Tennis	Golf	Sailing
6	Cheer	MS Coordinator	Asst. XC and Track	Ski

**Proposed Categorized Breakdown for FY23**

1	Football			
2	Hockey	Basketball		
3	Baseball	Softball	Winter Track	Spring Track
	Wrestling	Soccer	Field Hockey	Lacrosse
4	Sim/Dive	Gymnastics	Cross Country	
5	Tennis	Golf	Sailing	Cheer
	Ski			
6	All MS Sports			

### III. STIPEND SCHEDULES

- Replace current stipend schedules with the following:

**Step and Scale FY22**

Category	Position	Step 1	Step 2	Step 3	Step 4	Step 5
1	Head	7545	7749	7951	8152	8363
	Varsity Assts.	3301	3503	3706	3908	4111
	Sub Varsity Asst	2763	2964	3166	3369	3572
2	Head	4580	4784	4986	5187	5398
	JV	2762	2964	3166	3369	3572
	Freshman	2629	2830	3032	3234	3435
	MS	2089	2291	2494	2695	2896
3	Head	4111	4312	4513	4717	4918
	JV	2494	2695	2896	3098	3301
	Freshman	2358	2561	2762	2964	3166
	MS	1954	2156	2358	2561	2762
	Equipment MGR	3706	3908	4111	4312	4513
	Trainer	3840	4043	4245	4446	4649
4	Head	3435	3638	3840	4043	4245
	JV	2538	2561	2762	2964	3166
5	Head	2629	2830	3032	3234	3435
	MS	1820	2021	2223	2425	2629
6		1684	1887	2089		

**Step and Scale FY23**

Category	Position	Step 1	Step 2	Step 3	Step 4	Step 5
1	Head	7790	8001	8209	8417	8635
	Varsity Assts.	3408	3617	3826	4035	4245
	Freshman	2853	3060	3269	3478	3688
2	Head	4729	4939	5148	5356	5573
	JV	2852	3060	3269	3478	3688
	Freshman	2714	2922	3131	3339	3547
	Assts.	2157	2365	2575	2783	2990
3	Head	4245	4452	4660	4870	5078
	JV	2575	2783	2990	3199	3408
	Freshman	2435	2644	2852	3060	3269
	Assts.	2018	2226	2435	2644	2852
4	Head	3547	3756	3965	4174	4383
	JV	2620	2644	2852	3060	3269
5	Head	2714	2922	3131	3339	3547
	Assts.	1879	2087	2295	2504	2714
6	MS	2157	2365	2575	2783	2990

**Step and Scale FY24 (plus 2%)**

Category	Position	Step 1	Step 2	Step 3	Step 4	Step 5
1	Head	7946	8161	8374	8585	8807
	Varsity Assts.	3476	3689	3903	4116	4329
	Freshman	2910	3122	3334	3548	3762
2	Head	4823	5038	5251	5463	5685
	JV	2909	3122	3334	3548	3762
	Freshman	2769	2980	3193	3406	3618
	Assts.	2200	2413	2627	2838	3050
3	Head	4329	4541	4753	4968	5179
	JV	2627	2838	3050	3263	3476
	Freshman	2483	2697	2909	3122	3334
	Assts.	2058	2271	2483	2697	2909
4	Head	3618	3831	4044	4258	4471
	JV	2673	2697	2909	3122	3334
5	Head	2769	2980	3193	3406	3618
	Assts.	1917	2128	2341	2554	2769
6	MS	2200	2413	2627	2838	3050

## APPENDIX C: EXTRACURRICULAR STIPENDS

Remove the following text:

### *Coaching and Extra Curricular Stipends {Appendix Band Appendix C}*

*The parties will establish a joint committee to review the stipends and the process for adding new stipends and removing stipends in Appendix B and Appendix C and to make recommendations to the School Committee and to the MEA on or before June 15, 2022. Such joint committee shall have up to four members appointed by the Superintendent and up to four members appointed by the MEA President. Recommended changes are subject to approval by the School Committee and ratification by the MEA.*

*Add*

- Beginning on the first day of the 2023-2024 school year, extracurricular stipend schedules will follow the Unit A COLA. The Unit A COLA will be applied to all extracurricular stipend schedules with each successive contract moving forward.*

## II. CATEGORIZED EXTRACURRICULAR POSITIONS

It is understood that the categorized extracurricular positions do not necessarily exist for all clubs or all schools.

- Eliminate section III EXTRACURRICULAR STIPEND SCHEDULE
- Rename to Categorized Extracurricular Positions and Stipend Schedules
- Eliminate category 5 beginning July 1, 2022
- Replace current categorized positions with the following:

(Current Stipends per Contract)			
Category 1		FY22	
HS: Teacher Leader (9); Musical: Drama Director; Musical: Music Director			
MVMS: Teacher Leader (5); PAC Tech Director			
Village Teacher Leader (8)			
Brown Teacher Leader (2); Glover Teacher Leader (2)			
Step 1	Step 2	Step 3	
\$4,478.00	\$4,743.00	\$5,693.00	

Category 1		FY23	
HS: Teacher Leader (9); Musical: Drama Director. Musical: Music Director, <b>Advance Placement Coordinator</b>			
Lead Nurse			
MVMS: Teacher Leader (5); PAC Tech Director			
Village Teacher Leader (8)			
Brown Teacher Leader (2); Glover Teacher Leader (2)			
Step 1	Step 2	Step 3	
\$4,613.00	\$4,886.00	\$5,865.00	

Category 1		FY24 +2% (rounded to nearest \$)	
HS: Teacher Leader (9); Musical: Drama Director. Musical: Music Director; Advance Placement Coordinator			
Lead Nurse			
MVMS: Teacher Leader (5); PAC Tech Director			
Village Teacher Leader (8)			
Brown Teacher Leader (2); Glover Teacher Leader (2)			
Step 1	Step 2	Step 3	
\$4,705.00	\$4,984.00	\$5,982.00	

Category 2		FY22	
HS: Interact Club; Marching Band; Peer Mentor; Senior Class Advisor; Yearbook (1.5)			
MVMS: Academic Enrichment Coordinator			
Village: Yearbook; Enrichment Coordinator; Intramural Sports Coordinator			
Step 1	Step 2	Step 3	
\$2,886.00	\$3,101.00	\$3,683.00	

Category 2		FY23	
HS: Interact Club; Marching Band; Peer Mentor; Senior Class Advisor; Yearbook (1.5); <b>Dramafest Director (NEW); Team Harmony; A Cappella (2.0)</b>			
MVMS: Academic Enrichment Coordinator; <b>Yearbook</b>			
Village: Yearbook; <b>STEAM Club</b> ; Intramural Sports Coordinator			
Step 1	Step 2	Step 3	
\$2,973.00	\$3,195.00	\$3,794.00	

Category 2		FY24	
HS: Interact Club; Marching Band; Peer Mentor; Senior Class Advisor; Yearbook (1.5); <b>Dramafest Director (NEW); Team Harmony; A Cappella (2.0)</b>			
MVMS: Academic Enrichment Coordinator; <b>Yearbook</b>			
Village: Yearbook; <b>STEAM Club</b> ; Intramural Sports Coordinator			
Step 1	Step 2	Step 3	
\$3,032.00	\$3,259.00	\$3,870.00	

Category 3		FY22	
HS: Jefferson Forum; Math Team; Newspaper/Headlight Club; Robotics Team; Science Team; Musical: Tech Advisor; Theater Tech Director (2.0)			
MVMS: Math Team (2.0); Yearbook			
Village:			
Step 1	Step 2	Step 3	
\$1,906.00	\$2,090.00	\$2,484.00	

Category 3		FY23	
HS: Jefferson Forum; Math Team; Newspaper/Headlight Club; Robotics Team; Science Team; Musical: Tech Advisor; Theater Tech Director (2.0)			
MVMS: Math Team (2.0)			
Village:			
Step 1	Step 2	Step 3	
\$1,964.00	\$2,153.00	\$2,559.00	

Category 3		FY24	
HS: Jefferson Forum; Math Team; Newspaper/Headlight Club; Robotics Team; Science Team; Musical: Tech Advisor; Theater Tech Director (2.0)			
MVMS: Math Team (2.0)			
Village:			
Step 1	Step 2	Step 3	
\$2,003.00	\$2,196.00	\$2,610.00	

Category 4		FY22	
HS: Engineering Club; Junior Class Advisor; Student Government			
MVMS:			
Village: Reading Survival			
Step 1	Step 2	Step 3	
\$1,512.00	\$1,641.00	\$1,946.00	

Category 4		FY23	
HS: Engineering Club; Junior Class Advisor; Student Government; Drama Club; <b>Best Buddies Club; Contours; Dance Troupe Advisor (2.0); DECA; Freshman Advisor; Gay/Straight Alliance; Live Green Recycle Club; Mock Trial; National Honor Society; Sophomore Class Advisor; Tri-M; Marching Band Assistant Director (NEW);</b>			
MVMS: Art Club; Cornerstones (2.0); Engineering Club; Gay/Straight Alliance; Global Awareness Club; Musical Director (2.0); Ovarions; Ultimate Frisbee; Chess Club; Select Chorus; Jazz Band			
Village: Reading Survival; <b>Design Squad (2.0); Learn to Type; Reading Club; Math Team/Team; Musical Director (2.0); Musical Tech Director; Community Leaders; Jazz Band</b>			
Step 1	Step 2	Step 3	
\$1,558.00	\$1,690.00	\$2,006.00	

Category 4		FY24	
HS: Engineering Club; Junior Class Advisor; Student Government; Drama Club; <b>Best Buddies Club; Contours; Dance Troupe Advisor (2.0); DECA; Freshman Advisor; Gay/Straight Alliance; Live Green Recycle Club; Mock Trial; National Honor Society; Sophomore Class Advisor; Tri-M; Marching Band Assistant Director (NEW);</b>			
MVMS: Art Club; Cornerstones (2.0); Engineering Club; Gay/Straight Alliance; Global Awareness Club; Musical Director (2.0); Ovarions; Ultimate Frisbee; Chess Club; Select Chorus; Jazz Band			
Village: Reading Survival; <b>Design Squad (2.0); Learn to Type; Reading Club; Math Team/Team; Musical Director (2.0); Musical Tech Director; Community Leaders; Jazz Band</b>			
Step 1	Step 2	Step 3	
\$1,589.00	\$1,724.00	\$2,046.00	

Category 5		FY22	
MHS: A Cappella; Best Buddies Club; Contours; Dance Troupe Advisor (2.0); DECA; Drama Club; Freshman Advisor; Gay/Straight Alliance; Live Green Recycle Club; Mock Trial; National Honor Society; Sophomore Class Advisor; Team Harmony; Tri-M			
MVMS: Art Club; Cornerstones (2.0); Engineering Club; Gay/Straight Alliance; Global Awareness Club; Musical Director (2.0); Ovarions; Ultimate Frisbee; Chess Club; Select Chorus; Jazz Band			
Village: Design Squad (2.0); Learn to Type; Reading Club; Math Team/Team; Musical Director (2.0); Musical Tech Director; Community Leaders; Jazz Band			
Step 1	Step 2	Step 3	
\$1,329.00	\$1,464.00	\$1,761.00	

APPENDIX 0: TEACHER MENTORS AND MENTOR COORDINATOR

3. MENTOR STIPEND

Add

- Beginning on the first day of the 2023-2024 school year, mentors and the mentor coordinator stipend schedules will follow the Unit A COLA. The Unit A COLA will be applied to all mentors and the mentor coordinator stipend schedules with each successive contract moving forward.
- Replace current stipend schedules with the following:

(Current Stipends per Contract)		
FY22		
Mentors		
Step 1	Step 2	Step 3
\$1,512.00	\$1,641.00	\$1,946.00

FY23		
Mentors		
Step 1	Step 2	Step 3
\$1,558.00	\$1,691.00	\$2,005.00

+2% (rounded to the nearest \$)

FY24		
Mentors		
Step 1	Step 2	Step 3
\$1,589.00	\$1,724.00	\$2,045.00

6. MENTOR COORDINATOR STIPEND

- Replace current stipend schedules with the following:

(Current Stipends per Contract)		
FY22		
Mentor Coordinator		
Step 1	Step 2	Step 3
\$4,478.00	\$4,743.00	\$5,693.00

FY23		
Mentor Coordinator		
Step 1	Step 2	Step 3
\$4,613.00	\$4,886.00	\$5,865.00

+2% (rounded to the nearest \$)

FY24		
Mentor Coordinator		
Step 1	Step 2	Step 3
\$4,706.00	\$4,984.00	\$5,982.00



MARBLEHEAD  
PUBLIC SCHOOLS

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

---

MEMORANDUM

TO: Marblehead School Committee  
FROM: Michelle Cresta  
DATE: June 15, 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
22218	\$ 202,799.87
22222	\$ 11,193.00
22231	\$ 166,290.86
22234	\$ 65,312.61
22238	\$ 92,233.34
22239	\$ 5,408.92
22251	\$ 4,839.09
22255	\$ 165,372.02
22265	\$ 1,881.33
22266	\$ 21,607.37
22277	\$ 19,374.50
22280	\$ 12,755.97
TOTAL	\$ 769,068.88

Suggested Motion:

*Motion to approve the identified schedules of bills totaling \$769,068.88.*

# End-of-Cycle Summative Evaluation Report: Superintendent



**Superintendent:** Dr. John J. Buckey 5/19/2022  
**Evaluator:** Marblehead School Committee 6/16/2022

Name

Signature

Date

## Step 1: Assess Progress Toward Goals (Complete page 3 first; check one for each set of goal[s].)

Professional Practice Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input type="checkbox"/> Significant Progress	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Exceeded
Student Learning Goal(s)	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded
District Improvement Goal(s) 1-A Significant +	<input type="checkbox"/> Did Not Meet	<input type="checkbox"/> Some Progress	<input checked="" type="checkbox"/> Significant Progress	<input type="checkbox"/> Met	<input type="checkbox"/> Exceeded

1-B Some Progress +

## Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each Standard.)

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

**Proficient** = *Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.*

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

# End-of-Cycle Summative Evaluation Report: Superintendent



## Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

## Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.

### Comments:

During the 2021-2022 school year Dr. Buckey has worked in collaboration with his Leadership Team to, as noted in the opening sentence of his self-evaluation, “promote teaching, learning and growth across Marblehead Public Schools.” He has worked extensively throughout the year to begin developing a professional culture focused on a shared commitment and high standards and remains committed to making more progress towards the shared mission and core values identified in the Plan for Success Strategic Plan. Under Dr. Buckey’s leadership, significant progress has been made towards initiatives focusing on improving educator evaluation processes, aligning curriculum, enhancing communication and examining the diverse needs of the students. Additionally, as one committee member notes, “Dr. Buckey and his leadership team put forward a budget request for FY23 that ensures each school building in the district will have the personnel, funding and supplies necessary to provide an exemplary education which has been in conversation for many years and is a huge accomplishment that deserves recognition.” After a thorough review process, the committee has rated Dr. Buckey with an overall rating of “proficient” across all standards. The cumulative ratings for each standard are outlined below and highlight areas of strength and areas for continued improvement. Although the overall rating for each standard is solidly “proficient”, one committee member did share that more overall progress could be made across all standards with the exception of Standard II: Management and Operations. Additionally, and of importance to note is that Dr. Buckey continues to make progress towards meeting his annual goals while having a solid understanding of the areas in which he feels he can improve. The committee has found that Dr. Buckey has made significant progress with both his student learning and district improvement goals while meeting his professional practice goal. The committee commends Dr. Buckey’s dedication to prioritizing the diversity, equity and inclusion DEI Planning for Success Initiative by creating a DEI committee that has completed important professional development work related to more inclusive learning environments while further educating staff and students on implicit biases.

## End-of-Cycle Summative Evaluation Report: Superintendent



**Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)**

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Cont**

The committee unanimously agrees that although much progress has been made, a continued focus on developing and advancing both the DEI Initiative and the METCO Program will be of primary importance during the 2022-2023 school year to help deepen cultural awareness and broaden diversification. These initiatives will help with, as one committee member notes, “making Marblehead an employer of choice.”

**Standard I: Instructional Leadership- The Committee’s cumulative rating is “Proficient”**

The committee determined Dr. Buckley’s Strengths to be

- The implementation of data collecting programs
- The extensive work on curriculum
- The implementation of instructional rounds at every school

**Standard II: Management and Operations - The Committee’s cumulative rating is “Proficient” nearing “Exemplary”**

The committee determined Dr. Buckley’s Strengths to be

- Establishing a collaborative budget process
- Addressing and advocating for the budgetary needs of the District while supporting an override
- Scheduling budget focused listening sessions to obtain feedback from stakeholders

**Standard III: Family and Community Engagement- The Committee’s cumulative rating is in the middle of “Proficient” and “Exemplary”**

The committee determined Dr. Buckley’s Strengths to be

- Providing informative weekly updates
- Hosting monthly topic specific coffees
- Visibility and accessibility to staff, the community and School Committee members
- The implementation of weekly METCO parent meetings in the absence of the director

**Standard IV: Professional Culture- The Committee's cumulative rating is "Exemplary"**

The committee determined Dr. Buckey's Strengths to be

- The implementation of the Plan for Success to help guide district priorities
- The considerable work that has been done to improve equitable and inclusive practices within the district

**Recommended areas of focus towards continued progress consist of:**

- 1) Providing a summarized output/action plan from the results of data collection and share how the results support student success
- 2) Continued work on scheduling to improve instructional time as noted in Dr. Buckey's self-evaluation
- 3) Further developing the diversity, equity and inclusion initiative while stabilizing and advancing the METCO Program
- 4) Continued work on best practices for communicating new initiatives to the community
- 5) Expanding opportunities for listening sessions and additional coffees to encourage community dialog
- 6) Continued data collection from the leadership team to help reflect on ways to grow as a mentor

# Superintendent's Performance Goals



Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal	I-B-3, I-D-2, I-D-4, II-C-2, IV-D-2	MTSS, Planning for Success & Learning Instructional Rounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice Goal	I-E-1, I-E-2, II-B-2, IV-D-2	Superintendent's Induction Program & Leadership Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1-A	I-E-2, III-A-1, III-A-2, III-C-1, III-C-2	Increase Visibility and Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 1-B	III-B-1, III-A-1, III-C-2, IV-B-1	Strengthen Practices with Focus on Diversity, Equity & Inclusion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 3			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Improvement Goal 4			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standards and Indicators for Effective Administrative Leadership			
<i>Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.</i>			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum I-B. Instruction I-C. Assessment I-D. Evaluation I-E. Data-Informed Decision-making I-F. Student Learning	II-A. Environment II-B. HR Management and Development II-C. Scheduling & Management Information Systems II-D. Laws, Ethics, and Policies II-E. Fiscal Systems	III-A. Engagement III-B. Sharing Responsibility III-C. Communication III-D. Family Concerns	IV-A. Commitment to High Standards IV-B. Cultural Proficiency IV-C. Communications IV-D. Continuous Learning IV-E. Shared Vision IV-F. Managing Conflict

# Superintendent's Performance Rating for Standard I: Instructional Leadership



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-F. Student Learning:</b> Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
<b>OVERALL Rating for Standard I: Instructional Leadership</b> The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of <i>Exemplary</i>, <i>Needs Improvement</i> or <i>Unsatisfactory</i>):</b> The Committee's cumulative rating is "Proficient"  There was a consistent theme of successful progress in this Standard.  Over the past year the district leadership has focused on curriculum, assessment and instruction. A draft scope and sequence was created across grades K-12 and a multi-tiered system of support MTSS was introduced to the district with a focus on "all means all". Instructional Rounds were implemented to ensure that practices across the district reflect high expectations, engage all learners and incorporate the MTSS framework.				

## **Superintendent's Performance Rating for Standard I: Instructional Leadership**

---



### **Cont**

The district has also increased the use of data to inform decision-making with the implementation of i-Ready and analysis of MCAS data. Additionally, the TeachPoint online evaluator program continues to be a helpful tool in providing feedback to educators and administrators.

The committee felt the implementation of Instructional Rounds is directly related to success within the Instructional Leadership Standard. The Instructional Rounds created an environment for Dr. Buckley to build effective working relationships with teachers as well as building administrators. Under Dr. Buckley's leadership, Assistant Superintendent Murphy has ensured that all content areas have a clearly defined scope & sequence and developed standards-based lessons. The committee unanimously agrees that the implementation of data collection tools for tracking student achievement is necessary for creating an effective learning path for individual students. However, as Dr. Buckley has put an emphasis this year on performing Instructional Rounds, the committee also agrees that it would be helpful to see quantifiable data supporting how the rounds have improved students' academic achievement and staff outcomes, including culture. The committee would like to see Dr. Buckley provide a summarized output, and corresponding action plans from the Instructional Rounds and assessment tools as a focus for the coming year as well as a performance goal linked to student learning.

# Superintendent's Performance Rating for Standard II: Management & Operations



Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> +	<input type="checkbox"/>
<b>OVERALL Rating for Standard II: Management &amp; Operations</b> The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b> The Committee's cumulative rating is "Proficient" nearing "Exemplary"  There was overall satisfaction with the budget process this year as Dr. Buckey supported the committee's decision for an override to bridge the gap between our current operating budget and the proposed FY23 budget.  During the 2021-2022 school year, Dr. Buckey has addressed the concerns and suggested areas for growth from last year's evaluation in reference to his budget goal. The budget process was started earlier in the year and a needs based budget was created. As it was referenced in Dr. Buckey's self-evaluation, Administrators and Directors were asked to develop their requests given "what do you need to effectively run your school or program in order to provide an exemplary education." To help further determine district needs, monthly coffees were held and two public listening sessions to obtain feedback from stakeholders took place.				

## Superintendent's Performance Rating for Standard II: Management & Operations



### Cont

Two budget workshops were scheduled where district leaders shared their prioritized requests and the newly completed [Planning for Success Plan](#) was used to align [budget requests](#). Principals and Directors met with the Assistant Superintendent for Finance and Operations to review the priorities and to attend to any changes in enrollment and retirements. Numerous budget subcommittee meetings were held and Dr. Buckey met regularly with the Finance Committee liaisons to discuss the FY23 budget.

Due to the overall progress with the budgeting process, it is evident that Dr. Buckey has been committed to supporting a budget this year that is closer to meeting the needs of Marblehead students. The FY23 budget override request “ensures each school building in the district will have the personnel, funding and supplies necessary to provide an exemplary education.” The committee recognizes the collaborative budget process and as one committee member notes, Dr. Buckey’s openness to exploring creative solutions to fund specific personnel related requests.

The committee unanimously rated Dr. Buckey’s II-E Fiscal Management Goal as “proficient” nearing “exemplary.” The committee acknowledges Dr. Buckey’s commendable efforts to support a needs based budget while simultaneously understanding that there will always be room for continued growth in understanding the complexities of school budgeting due to annually fluctuating revenue streams.

# Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> +
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard III: Family &amp; Community Engagement</b> The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

The Committee's cumulative rating is in the middle of "Proficient" and "Exemplary"

The majority of the committee feels that communication is an area of strength for Dr. Buckey.

Dr. Buckey addressed last year's concerns in regards to communication by hosting monthly Superintendent Coffees, some focusing on topics specific to the new curriculum, scheduling adjustments and the FY23 budget while others were held as open forums. Dr. Buckey is regularly seen in the school buildings and throughout the community. The addition of Instructional Rounds with the Assistant Superintendent and building level administration has created an avenue for building trust. He provides regular updates to the school community through various platforms and departments while also making an effort to attend numerous public speaking opportunities as the spokesperson for the district. As mentioned in his self-evaluation, he uses his visibility and availability "as a vehicle for open, honest and transparent communication."

As one committee member notes, the Superintendent Updates "were informative, transparent, witty, and a true example of his commitment to improving communication with our MPS parents."

**Superintendent's Performance Rating for Standard III: Family and Community Engagement**



**Cont**

Committee members recognize Dr. Buckley's prompt responses to emails and his availability to meet with parents, stakeholders and school committee members to address concerns.

For the coming school year it is recommended that Dr. Buckley create a planned approach to communicating new initiatives to the community taking into consideration the most effective and timely way to disseminate information. It was also suggested that Dr. Buckley continues to hold regular coffees and community forums throughout the school year on various topics.

# Superintendent's Performance Rating for Standard IV: Professional Culture



Rate each focus Indicator and indicate the overall Standard rating below. (\*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> +
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. <input type="checkbox"/> Focus Indicator (check if yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL Rating for Standard IV: Professional Culture</b> The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):</b> The Committee's cumulative rating is "Exemplary"  As referenced in Dr. Buckey's self-evaluation, the committee sees that the PfS focus areas of curriculum, professional culture, diversity, equity & inclusion, technology and facilities have been instrumental in guiding the work of the Administrative Team and underscoring the FY23 budget development process. As one committee member shared, "the Planning for Success PfS initiative was a collaborative and comprehensive process that resulted in a five-year road map for the district...which is shared by administrators, staff, families and the community" Dr. Buckey has given many public presentations and weekly updates.				

## Superintendent's Performance Rating for Standard IV: Professional Culture



### **Cont**

He actively seeks and incorporates a wide-variety of feedback in decision-making and in communicating his decisions to faculty and staff, families, the larger community and the School Committee while maintaining a commitment to decisions that are in the best interest of all students.

In his self evaluation, Dr. Buckley notes that “being worthy of public trust is important to his work.” His commitment to focused professional development for the coming school year within this standard speaks to his dedication to build a professional culture grounded in trust and transparency which the committee agrees with. It is recommended that Dr. Buckley continues to work on finding the best ways to connect with the administration and staff as he continues to build strong professional relationships with all.

## MEMORIALS

~~The School Committee recognizes that the death of a student, member of the staff, or prominent community member is deeply felt by the school community. As places designed primarily to support learning, school sites should not serve as the main venue for permanent memorials.~~

~~Permanent memorials within the schools shall be limited in form to perpetual awards or scholarships.~~

As of this date, the policy for memorials in the event of a death may be permanent in nature but should abide by these rules:

- No picture will be attached to the memorial
- Information on the nameplate on the memorial shall be limited to "Donated by \_\_\_\_\_ in Memory of \_\_\_\_\_ and the date."
- The memorial must serve a useful purpose for current students
- No hanging plaques or pictures of a permanent nature within school facilities.

All requests should be addressed to the administrator of the building who, in consultation with the Superintendent, will determine appropriateness. Gifts, donations, and bequests can be made to the district. Shrubs, trees and plantings are discouraged in school facilities as are stones and other permanent memorials. Memorials in the form of scholarships, purchase of library books, educational CD-ROMS, school supplies and equipment, as well as funds designated for a particular school activity or department are deemed appropriate.

Any permanent memorials in existence before the adoption of this policy can only be removed by a vote of the School Committee.

SOURCE: MASC August 2016

***Marblehead Public Schools - Approved 10/18/18***



Massachusetts Association of School Committees  
Massachusetts Association of School Superintendents



TO: Massachusetts School Committee Members and Superintendents

FROM: Glenn Koocher, Executive Director, MA Association of School Committees  
Tom Scott, Executive Director, MA Association of School Superintendents

RE: Special "Early Bird" Conference Savings

Along with our Boards of Directors, we hope that many of you will be able to join us at the 2022 MASC/MASS Joint Conference in Hyannis (November 2-5, 2022). After the past two years of pandemic-related cancellations/reconfigurations, we are working to bring back a full-service, reinvigorated conference event. We are also designing our program to allow for contingencies, should we need to make accommodations for attendee safety in November.

As in the past, we are once again offering you an opportunity to register for the Joint Conference on/before July 15, 2022, at a very special "End-of-Year Reduced Rate" of \$450.00 per registration. (Standard registration rate is \$545.00).

You can register easily—online ([www.masc.org](http://www.masc.org)), or by fax (617-702-4111) or return the enclosed form via US mail.

Our theme this year is Promoting Equity, Diversity and Inclusion: Constructing the Narrative to Define the Message. We have planned an important and timely program that includes sessions to help you do your work more effectively, address equity issues, expand the diversity of your faculty, promote skill building, and learn about what may lie ahead economically and politically. Our web sites will provide regular updates on programming and speakers.

**Information about registering for the host hotel is included with this conference registration information. PLEASE NOTE: hotel registrations must be made directly with the hotel.**

This early bird registration rate is NONREFUNDABLE, but we will allow you to transfer the registration should you or your colleagues not be able to attend.

So sign up now to take advantage of this special end-of-year opportunity that includes more than 50 workshops and sessions and an expanded Saturday program.

REGISTER BEFORE July 15 at [www.masc.org](http://www.masc.org) or complete the registration form and fax them to us at 617-702-4111.

# WHO WANTS Special "End of the Year" Conference Savings?

## MASC/MASS JOINT CONFERENCE 2022



**NOVEMBER 2-5**  
Resort & Conference  
Center, Hyannis

**SAVE NOW  
BEFORE JULY 15**

**REGISTER BEFORE JULY 15: \$450.00**  Full conference: Wednesday-Saturday (after July 15: \$545.00)

**ACCOMMODATIONS:** Must be made with the hotel; see separate information form enclosed.

**MEALS:** Must be purchased through MASC. (Deadline for meal purchase: October 14, 2022)

<input type="checkbox"/> Keynote Dinner	Wednesday, November 2	7:00pm	# of tickets ____ @ \$65/each
<input type="checkbox"/> Network/Bufferet Lunch	Thursday, November 3	12:15pm	# of tickets ____ @ \$40/each
<input type="checkbox"/> Presidents' Reception Dinner	Thursday, November 3	6:30pm	# of tickets ____ @ \$60/each
<input type="checkbox"/> Leadership Lunch	Friday, November 4	12:00pm	# of tickets ____ @ \$45/each
<input type="checkbox"/> Awards/Life Member Banquet	Friday, November 4	6:30pm	# of tickets ____ @ \$65/each
<input type="checkbox"/> Student Voices Lunch	Saturday November 5	Noon	# of tickets ____ @ \$30/each

**PAYMENT METHOD:**

Payment enclosed  Bill school district  Purchase order # \_\_\_\_\_

(make check payable to MASC) Please note that a \$15.00 charge may be assessed for excessive changes.

Name: \_\_\_\_\_ Nickname for badge: \_\_\_\_\_

School district/company: \_\_\_\_\_ Email: \_\_\_\_\_

Billing address: \_\_\_\_\_

Special accommodation needs: \_\_\_\_\_

school committee member  superintendent  other \_\_\_\_\_ (please specify)

**SAVE TIME - REGISTER ONLINE AT: [www.masc.org](http://www.masc.org)**

This special rate is nonrefundable but we will allow you to substitute one of your colleagues on the registration should you be unable to attend. To take advantage of this special low rate, you must register before July 15, 2022.

# MASC/MASS 2022 JOINT CONFERENCE PROGRAM AND PANEL SESSIONS

## KEYNOTE/FEATURED SESSIONS

- Issues that Divide Us: How Do We Respond and Move Forward
- Achieving Social Justice: Moving Diversity, Equity and Inclusion from Theory to Practice
- Recognition of Current Recovery Conditions: Raising Awareness of Resistance and Pushback

## PROGRAM AND PANEL SESSIONS (additional sessions to be announced)

- English Language Learners Update
  - Basics of Policy
- Tier I Mental Health Literacy Approach
  - Systems Approach to Equity
  - What's Next for Free Speech
- Building a Sustainable Leadership Model for Culturally Responsive Schools
  - Tools for Increasing Educational Equity
  - Shared Service Approach to Anti-Racist Practices
    - When to Mediate. When to Arbitrate.
- Leveraging a Building Project to Increase Equity and Student Well-Being
  - LGBTQ Inclusion for Administrative Leadership
    - Team Building
- Administering Medication: Legal and Clinical Considerations
  - Labor Relations Update
- Creating and Promoting Equitable Conditions in Schools
- Wraparound Services to Promote Student/Family Well-being
  - Vocational/Technical Education Update
  - Entry Planning for Equity-Focused Leaders
  - School Committee/Superintendent Relations
    - Grow Your Own Leadership Programs
- Small/Rural Districts: What Can we Learn from the Berkshire County Experience
  - Looking for a Leader
- Communications Strategies: Avoiding Misunderstandings and Meltdowns
  - Student Empowerment through Integration Learning
- What School Business Officers want School Committee Members to Know
  - Special Education Update
- Building an Inclusive and Equitable Culture in Your District
  - Preserving the Arts in Education

## OTHER EVENTS OF NOTE

COSCAP Friday Program • MASC Delegate Assembly: THIS YEAR ON WEDNESDAY • Keynote Dinner • Exhibit Hall and Reception with Exhibitors • Sponsor-Partner Showcase • MASS Business Meeting • MASC Division Meetings • Awards/Life Member Banquet • Friday-Saturday New Member Orientation

## Hotel Reservations

A block of guest rooms has been reserved **November 1 - 5, 2022** at the Group rate of \$113 plus tax, at The Resort & Conference Center at Hyannis for MASC/MASS Joint Conference 2022 attendees.

The Resort & Conference Center at Hyannis  
35 Scudder Ave  
Hyannis, MA 02601

### **PLEASE NOTE IN ORDER TO BOOK YOUR RESERVATION ONLINE:**

(Please be sure to use the website below, and NOT a 3rd party like Expedia/Orbitz.)

<http://www.capecodresortandconference.com/>

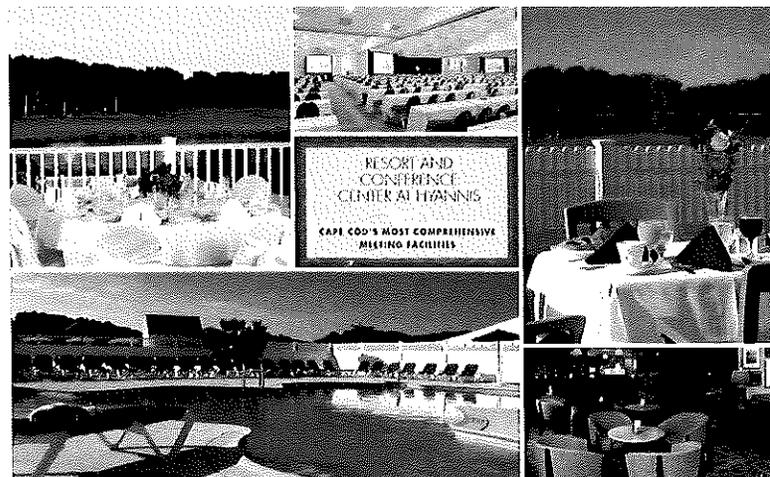
“Check Availability/Book Online”

Group Code: MM2022

All reservations must be secured by a one night deposit, plus current 14.45% Massachusetts Occupancy room tax, per room via a valid American Express, Visa or Master Card. A check is acceptable.

(We are unable to offer direct billing or Purchase Orders for guest rooms.)

The hotel will sell out and rooms are on a first come, first serve basis. We encourage you to make your reservations early. Once the hotel is sold out, we will recommend an overflow hotel.



Check the website ([www.masc.org](http://www.masc.org)) for additional information.

---

**Fwd: Submission for public comment in tonights School Committee Meeting**

1 message

---

**Sarah Gold** <gold.sarah@marbleheadschoools.org>  
To: Lisa Dimier <dimier.lisa@marbleheadschoools.org>

Thu, Jun 16, 2022 at 8:37 AM

Please add this to correspondence.

----- Forwarded message -----

From: **Marc Arbesman** [REDACTED]  
Date: Thu, Jun 16, 2022 at 8:28 AM  
Subject: Submission for public comment in tonights School Committee Meeting  
To: <buckey.john@marbleheadschoools.org>, <gold.sarah@marbleheadschoools.org>

Hello Sarah and Dr. Buckey,

I would like to submit the following for public comment for this evening.

----

Hello, my name is Marc Arbesman and I am writing as a concerned citizen. I would have made this public comment in person, however I am supporting my family while my wife Emily volunteers her free time to serve this community tonight.

On June 15th I was in earshot of a conversation between School Committee member Sara Fox and School Committee member Emily Barron. And what I witnessed could only be described as a gross display of verbal abuse by Sara Fox towards my family. There appeared to be a disagreement about how the superintendent's review was being compiled. But the discussion quickly escalated into personal attacks directed at Emily. These attacks included references towards my children. Whatever professional disagreements arise, resorting to attacks that include my children and their personal circumstances is unacceptable. Regardless if a conversation between school committee members is in private or in public, a certain level of decorum should be maintained. And what occurred in my own home was in my opinion unbecoming of a leader of this town.

I understand that there are no systems and processes in place to hold members of the School Committee accountable to each other. There is no human resources to file a complaint of bullying. I believe the school committee needs to rectify this as it is clear to me that a standard of professionalism is not shared by all members of the committee. I also understand that each member is required to sign an agreement around operating protocols. I demand to be assured that Sara Fox has committed to and signed these protocols. And if not, I believe there should be recourse.

I am very disappointed this happened. And I think our community should demand better when electing our officials.



Lisa Dimier <dimier.lisa@marbleheadschoools.org>

---

## Fwd: School Committee Policies

1 message

---

Sarah Gold <gold.sarah@marbleheadschoools.org>

Thu, Jun 16, 2022 at 9:56 AM

To: John Buckey <buckey.john@marbleheadschoools.org>, Lisa Dimier <dimier.lisa@marbleheadschoools.org>

----- Forwarded message -----

From: **Deanna McMahon** <mcmahon.deanna@marbleheadschoools.org>

Date: Wed, Jun 8, 2022 at 12:28 PM

Subject: Re: School Committee Policies

To: Karen Doherty <doherty.karen@marbleheadschoools.org>

Cc: John Buckey <buckey.john@marbleheadschoools.org>, Sarah Gold <gold.sarah@marbleheadschoools.org>, Sean Satterfield <satterfield.sean@marbleheadschoools.org>

These situations are not isolated events and unfortunately not only undermine a nurse but also put a nurse on the defense which is inappropriate on many levels. This has happened in a similar fashion to the Village school nurses too. Medical professionals and the licensed care they provide should not be allowed to be scrutinized in this way by a parent, and especially not one that doesn't seem to know the difference between her role as a parent and her role as a SC member.

No one should have to work under such conditions and something needs to be done.

Best,  
Deanna

On Wed, Jun 8, 2022 at 12:07 PM Karen Doherty <doherty.karen@marbleheadschoools.org> wrote:

Hello,

Just checking in with you to see if it's policy for a school committee member to telephone parents following a dismissal of a student via ambulance service after a 911 call? Yesterday I had a meeting with a Brown School parent regarding their child's medical condition and the parent reported during the course of the meeting that a School Committee member telephoned her to report that "the superintendent was not informed that 911 was called for her child". I informed the parent that the information provided was incorrect, that Dr Buckey's office was informed right away and that I had been in contact via phone and/or email with Lisa Dimier throughout the day.

My concern, if this is not policy and/or typical activity, is that incorrect information is being reported to parents and portraying the staff as not following policy/procedures correctly and also undermines a parent's trust and confidence in the competency of the staff. It's also most likely that the School Committee member is referring to an incident from the week prior where 911 was called by a parent bystander for an accident that occurred off school grounds at dismissal time. Any information about that event should be kept confidential to protect the privacy of the student and student's family.

Thank you,

Karen

Karen Doherty BSN, RN, NCSN

Lucretia & Joseph Brown Elementary School

Tel 781-639-3112 ext 60138

Fax 781-604-1218

Virtual Nurses Office <https://sites.google.com/view/mpsnurses/home>

IMPORTANT: This email contains confidential information, some or all of which may be protected health information under applicable law including the Family Educational Rights and Privacy Act (FERPA) and the Federal Health Insurance Portability & Accountability Act (HIPAA) Privacy Rule. This email is intended for the exclusive use of the individual or entity to whom it is addressed and may contain information that is proprietary, privileged, confidential and/or exempt from disclosure under applicable law. If you are not the intended recipient (or an employee or agent