

MEETING NOTICE

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

Marblehead School Committee

Name of Board or Committee

Address: Zoom Conference join via the web link or Dial in

Link: <https://marbleheadschoools-org.zoom.us/j/95164631150?pwd=V0hEbUp2M1UwTTIMaFdqS2RtaUVxQT09>

Meeting ID: 951 6463 1150

Password: 647725

Dial in Phone # +1 646 558 8656

Tuesday	November	1st	2022	7:00pm
Day of Week	Month	Date	Year	Time

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

- I. Initial Business
 - a. Call to Order
 - b. Commendations
 - c. Public Comment

- II. Marblehead Rotary Club Mindfulness Presentation-Lisa Cahill and Nancy Gwinn
 - a. innerexplorer.org

- III. Superintendent's Goals-2022-2023sy (Vote)

- IV. School Committee Membership Discussion

- V. Schedule of Bills (Vote)

- VI. Closing Business
 - a. New Business
 - b. Correspondence
 - c. Adjournment

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Sarah Fox
Posted by: Lisa Dimier
Date: 10/28/2022

Improving Mental Wellbeing *-for children and staff-* in just **5-10 minutes/day!**



&

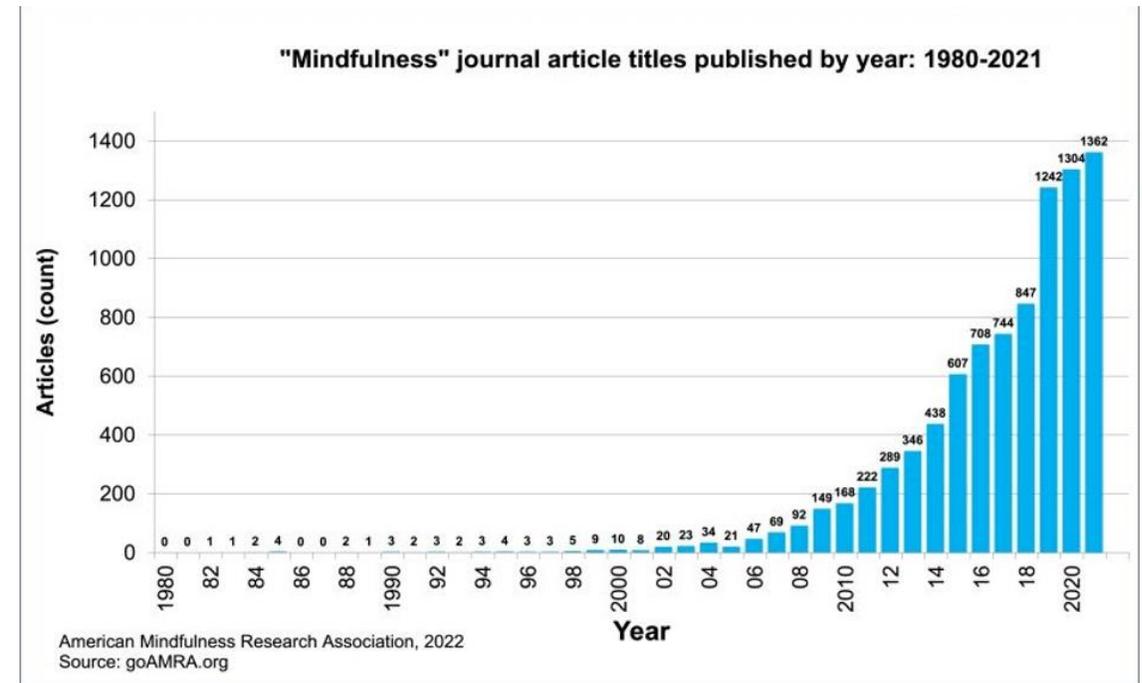


Lisa Cahill
Northeast Regional Director

Preventative Intervention for Brain Health

Research continues to prove that mindfulness practices:

- Alleviate stress
- Improve coping
- Boost self-compassion
- Improve engagement in school



Kids are Struggling

The Solution

Daily mindfulness with Inner Explorer improves stress resilience and performance

43%

reduction in stress

Less teacher turnover and burnout

60%

fewer mental health and behavioral issues

Trauma-informed

15%

improvements in academic achievement

Students are ready to learn

Why Inner Explorer?

- Simple: no teacher planning required
- Fast: 5-10 Minutes Per Day
- Easy: LOGIN and Press “PLAY”
- Yields Approximately 30 Hours of Mental Health Training *Per Child* Per School Year
- World Leader with 6000 Schools and 2,000,000 Kids



Not All Kids Who Need Help Ask For Help

 School Dashboard

 Daily Practices

 Transition Practices

 Sound Practices

 Counselor Series

 Educator Well-Being Series

 My Dashboard

Today's Practice



3. Intro to Breathing

By Jake

	Practice Name	Narrator	Duration	Practice Date
1	 Intro to Inner Explorer	Ana	4:15	23-Aug-2022
2	 InnerExplorer - Belly Breathing	Jake	1:43	22

 [Contact Us](#)

Boston Public Schools Pilot Results

Student Impact (PK-8)

- Increased Emotional Regulation and Self-Control (46%)
- Decreases Stress (38%)
- More Focused Attention & Awareness (43%)
- Reduced Anxiety (32%)
- Improved Relationships & Collaboration (22%)



Teacher Impact

- Increased Emotional Regulation & Self Control (40%)
- Decreased Stress (33%)
- More Focused Attention & Self Awareness (33%)
- Reduced Anxiety (29%)

*87% of BPS teachers recommended Inner Explorer for Other Teachers

Fewer Tier 3 Interventions Required

BPS MCAS Scores

27 Schools Improved 5+ Percentiles

School Name	2019	2022	change	School	2019	2022	change
Mozart Elementary School	22	46	24	Harvard-Kent Elementary School *	35	43	8
Grew Elementary School	12	30	18	Perry K-8 School	21	29	8
Kennedy John F Elementary School	15	30	15	Warren-Prescott K-8 School *	64	72	8
Quincy Elementary School	53	68	15	Lyon High School *	5	12	7
Manning Elementary School	62	76	14	Murphy K-8 School	39	46	7
Philbrick Elementary School *	5	19	14	Boston Arts Academy	18	24	6
Bates Elementary School	19	31	12	Hale Elementary School	59	65	6
Mendell Elementary School	41	53	12	O'Bryant School of Math & Science	87	93	6
Winship Elementary School	59	70	11	Ohrenberger School	25	31	6
Gardner Pilot Academy	16	26	10	Boston Latin Academy	84	89	5
Quincy Upper School	21	31	10	Edison K-8 School *	7	12	5
Sumner Elementary School	19	29	10	Eliot K-8 Innovation School ***	78	83	5
East Boston High School	18	26	8	Otis Elementary School *	37	42	5
Fenway High School	22	30	8				

*Schools that have moved out of the bottom 10%

* Inner Explorer Pilot Schools-7 of 9 increased by > 5%

Simple Intervention with Amazing Results

Sullivan Partnership Elementary Tampa, Florida (Title 1)

- 80% homeless
- Achievement went from an F (2017) to an A (2022) in 5 Years
- Inner Explorer *every single day* at the same time
- Administration practices with the students
- Virtually no behavior issues in 3 years
- Forbes Magazine



A Tool for Happier Healthier Kids

Best Practices

- Leadership support
- Practice DAILY!!
- Pick a time that works and stick with it
- Teachers practice with the kids
- Invite families to join

Nicole Sheehan @nsheehan70 · Dec 8, 2021

“Think of a time when you were feeling calm” - I think we all need a little more @Inner_Explorer especially at this time of year #medfieldps #wheelockians #mrsheehansshoutout



Make Mindfulness A Habit Like Teeth Brushing



Marblehead Public Schools

9 Widger Road

Marbleheadschoools.org

Memorandum

To Marblehead School Committee
From John J. Buckey, Ed.D., Superintendent of Schools, Marblehead Public Schools
Re Superintendent's Goals for 2022 - 2023
Original Date September 22, 2022

I am pleased to submit these goals, which align with our Plan for Success (PfS) and the [Effective Superintendent Leadership Rubric](#). They attend to the needs of Marblehead Public Schools as well as the feedback provided in prior evaluations, including providing a summarized output/action plan from the results of data collected for each goal and how they support student success.

Professional Practice Goal

Connection to the Standard: I-E, II-E, III-C, IV-D

Throughout the 22-23 school year, I will continue to build 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. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

Key Actions:

1. Attend all sessions and complete all NSIP assignments.
2. Attend conferences for leadership and governance professional development.
 - a. Leading Now Cohort 5
 - b. New England Association of School Superintendents fall conference
 - c. MASS/MASC
 - d. North Shore Superintendents RoundTable - President
 - e. New England Association of Schools & Colleges (NEASC) accreditation visit
 - f. AASA National Conference
3. Meet regularly with my cohort, "consultancy" group, and my assigned coach on a regular basis.
4. Facilitate two book studies with the Leadership Team.
5. Lead a three day summer retreat and a two day mid-year retreat with the Leadership Team
6. Weekly meetings with MEA to address issues
7. Establish a model of shared leadership with building principals/directors facilitating meetings and PD for Leadership Team

Benchmarks & Outputs:

1. Documented attendance and contact with my NSIP peers and coaches
2. Elaboration of lessons, skills, strategies, and leadership gained through participation to support coaching the Leadership Team
3. Notes of a problem of practice for MPS with the consultancy group
4. Book study materials - *Switch & Good to Great*
5. Retreat materials
6. MEA meeting agendas and resolutions
7. Meeting agendas and professional development materials

Student Learning Goal

Connection to the Standard: I-E, II-A, II-B, III-B, IV-D

During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PfS while stabilizing and advancing the METCO program **and increasing equity for all students, with specific focus on students receiving special services.**

Key Actions:

1. Support professional development to build capacity for lead teachers K-12 to facilitate student-centered and data-driven Professional Learning Communities models (PLC).
2. Engage in Data Wise discussions with the Leadership Team and school-based PLCs
3. Lead data-driven discussions with the Leadership Team and use data to inform budget priorities that align to PfS
4. Collaborate with the Leadership Team to recruit, hire and support a more diverse staff.
5. Expand and improve programming with METCO students, families, teachers, staff and leadership by creating opportunities for authentic engagement and integration.
6. Weekly meetings with METCO Director & ongoing coaching
7. **Weekly meetings with the Director of Student Services and ongoing coaching.**

Benchmarks & Outputs:

1. Professional development materials from the Lead Teacher Institute
2. Data discussions and presentations
3. FY24 budget built around district priorities and data to support them.
4. A staff that more mirrors all students and families of MPS
5. METCO history as part of new teacher induction program; School Committee meeting at METCO Inc.; METCO liaison as a non-voting member of school committee; increased number of students in METCO across MPS.
6. Improved integration of the METCO program and stabilization of program leadership.
7. **Increased opportunities for inclusion**

District Improvement Goal #1

Connection to the Standard: I-D, II-A, III-B, IV-B, IV-D

Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

Key Actions:

1. Schedule a minimum of two school visits at all five schools each month with the principal, AP and Asst. Supt for Teaching and Learning using the [Optic Focus Element rubric](#) to align observations and to coach leaders in providing targeted feedback.
2. Review the data and analyze the effectiveness of current teaching practices
3. Examine the frequency and use of high-quality teaching practices
4. Support a greater understanding of effective instructional leadership
5. Understand, analyze, disaggregate, and implement data-driven decisions regarding instruction
6. Continue to implement the use of the MASS DESE teacher evaluation rubrics [Resources: Rubrics - Educator Evaluation](#)

Benchmarks & Outputs:

1. Schedule of Instructional Rounds and documented observations
2. Professional Development that aligns with observed needs and district PfS priorities
3. Student-centered conversations that highlight best practices in order to achieve improved outcomes.
4. Professional development for building leaders and directors focused on instructional leadership.
5. Agendas of weekly and monthly PLC meetings that demonstrate use of data in planning interventions.
6. TeachPoint data of observations and feedback to teachers.

District Improvement Goal #2

Connection to the Standard: I-B, II-C, III-A, III-B, IV-E

During the 2022-23 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 varied outreach efforts.

Key Actions:

1. Create a Superintendent Advisory Council at MHS, MVMS and Village and meet quarterly to solicit student feedback.
2. Facilitate with the School Committee four public forums
3. Use ThoughtExchange to solicit community feedback
4. Develop the FY24 budget that reflects the needs of the district, addresses community priorities and aligns with Pfs.
5. Attend and support school-based events documenting them via our district Twitter account
6. Produce a Weekly Update
7. Participate in [Leading Now Cohort 5](#)
8. Work with [Salem State's Expect Program](#) on communications and outreach
9. Host monthly Superintendent Coffees across MPS and invite families and the community

Benchmarks & Outputs:

1. Meeting dates and notes from students' feedback
2. Forum dates and topics
3. Evidence and data from ThoughtExchanges
4. FY24 budget
5. Tweets from events
6. Weekly Updates
7. Materials from Leading Now sessions and examples of communication
8. Examples from work from our Expect students
9. Monthly Coffees at various buildings around different announced topics

Connections to Standards			
Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard IV: Professional Culture
I-A: Curriculum	II-A: Environment	III-A: Engagement	IV-A: Commitment to High Standards
I-B: Instruction	II-B: HR & Management Development	III-B: Sharing Responsibility	IV-B: Cultural Proficiency
I-C: Assessment	II-C: Scheduling & Management Information Systems	III-C: Communication	IV-C: Communications
I-D: Evaluation	II-D: Laws, Ethics and Policies	III-D: Family Concerns	IV-D: Continuous Learning
I-E: Data-Informed Decision Making	II-E: Fiscal Systems		IV-E: Shared Vision
I-F: Student Learning			IV-F: Managing Conflict



MARBLEHEAD
PUBLIC SCHOOLS

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Marblehead, MA 01945
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MEMORANDUM

TO: Marblehead School Committee
FROM: Michelle Cresta
DATE: October 31, 2022
RE: Schedule of Bills for Approval

Included in this packet are the following Schedules of Bills for your consideration. The schedules and invoices have been uploaded to the shared drive.

Schedule	Amount
22763	\$ 27,979.46
22776	\$ 78,833.85
22778	\$ 2,199.07
22779	\$ 36,043.24
22783	\$ 35,912.00
22784	\$ 7,974.31
22788	\$ 6,395.50
22790	\$ 39,272.13
22795	\$ 23,320.11
22804	\$ 64,370.05
22806	\$ 5,789.26
22812	\$ 18,970.46
22814	\$ 27,905.85
22827	\$ 21,939.01
TOTAL	\$ 396,904.30

Suggested Motion:

Motion to approve the identified schedules totaling \$396,904.30.