



# MCCPS Board of Trustees

## Monthly Board Meeting

Amended on September 25, 2018 at 7:06 PM EDT

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### Date and Time

Tuesday September 25, 2018 at 7:00 PM EDT

### Location

MCCPS, Room 8L

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A.</b> Record Attendance and Guests		Paul Baker	2 m
<b>B.</b> Call the Meeting to Order		Artie Sullivan	
<b>C.</b> Approve Minutes	Approve Minutes	Paul Baker	3 m
Meeting of Aug 28, 2018			
Approve minutes for August Board Meeting on August 28, 2018			
<b>II. Presentations</b>			<b>7:05 PM</b>
<b>A.</b> Student Presentation	Discuss	Ellen Lodgen	5 m
Presentation made by MCCPS Students			
September - Members of the MCCPS Student Council			
<b>B.</b> PTO Liason	FYI	Artie Sullivan	5 m
PTO Liason			
<b>III. Review of Previous Meeting Action Items</b>			<b>7:15 PM</b>
<b>A.</b> Review of Previous Meeting Action Items	Discuss	Artie Sullivan	5 m

- Board members to complete the Self Assessment on Board on Track by Sept 21. To be reviewed at September-2018 Board meeting. Email to complete sent separately.

- A meeting of the Strategic Planning Committee to be scheduled within the next couple of weeks. To review the Strategic Plan. The goal is to present the final version to the Board at September-2018 meeting.
- Karl and Artie to draft letter thanking Peter for service on Finance Committee.
- Fred and Nichole to set date for Faculty Social.
- Attend Navigator Night on September 27, 2018.
- Ellen to set up Development and Fundraising training for Board.
- Nominate Vice Chairs for subcommittees
  - Finance – Complete
  - Personnel
  - Academic Excellence
  - Development
  - Communication and Community Development
  - Strategic Planning
  - Governance
- Submit Subcommittee members for reappointment to respective subcommittee.
- Identify potential candidates for the Board – Goal is 3 new members for SY-2019. Areas that need representation on the board –
  - Alumni
  - Faculty/Staff
  - Community
  - Parents of families residing outside of Marblehead.
- Strengthen Subcommittees if needed
  - Communication and Development
- Review Documents located in Board Member Handbook Google Drive. Invitation sent by separate email.
  - Add documents that are needed.

**IV. Other Business**

**7:20 PM**

<b>A.</b>	Board Self Assessment Review	Discuss	Artie Sullivan	20 m
A discussion of the Results of the Board Self Assessment.				
<b>B.</b>	Discuss and Approve Board Goals for SY 19	Vote	Artie Sullivan	5 m

- • SY19 Goals –
  - Strategic Plan
    - Implement the plan
    - GOAL - Adopt 2018 Strategic Plan
    - GOAL - to implement Year 1 Objectives as Outline in the Plan
  - Fundraising Plan
    - GOAL - Fundraising and Development Training for the Board
    - GOAL - 100% Participation of Board Members for Donations to Charter Fund
    - GOAL - 100% Board Participation in Securing non-board Donations to Charter Fund
    - GOAL - 100% Board Members attend at least one Fundraising or Development Event
  - Policies
    - Adopt Board Policy Adoption Policy
    - Create a Table of Content or Index of all policies
    - Each Board Committee to prioritize policy review
    - GOAL - Each Board Committee to submit a minimum of 5 Policies for Board Review
  - Board Development
    - Mentoring, Orientation, Training
      - GOAL - Develop Board Member Handbook - Online
    - Recruitment
      - Identify potential candidates for the Board
      - Areas that need representation on the board –
        - Alumni
        - Faculty/Staff

- Community
  - Parents of families residing outside of Marblehead.
  - GOAL - 3 new members for SY-2019.
- Formalize succession plan for Executive Team and Committee Chairs
  - GOAL - Identify and approve Vice Chairs for each subcommittee
  - GOAL - Approve Succession Plan for Board Members and Board Officers
  - GOAL - Approve Succession Plan for Head of School and Key Employees
- Communication
  - Board & HOS
    - Executive Committee to meet with Head of School at least once each Session
  - Board & Community
    - GOAL - 100% of Board Members and 75% of Committee Members Attend Navigator Night
    - GOAL - 100% of Board Members attend at least one community event each session.
    - PTO/Board Liaison
  - Board & Students
    - GOAL - Student Presentations at a minimum of 6 Monthly Board Meetings.
    - GOAL - At least one board member attend a minimum of 3 Student Council Meetings.
    - GOAL - 100% of the Board members attend either 1 school breakfast or school lunch during each session.

<b>C. Head of School Goals for SY 18-19</b>	Discuss	Artie Sullivan	15 m
<b>D. Development of Board Policies</b>	Discuss	Artie Sullivan	10 m

**DISCUSSIONS OF POLICY REVIEW AND DEVELOPMENT**

1. Links to Policies
  1. Marblehead - <https://www.marbleheadschoools.org/district/mps-policy-manual>
  2. Salem - [http://saalemk12.org/pages/SPS\\_DistSchoolCom/SPS\\_Policy\\_Manual\\_Folder/toc](http://saalemk12.org/pages/SPS_DistSchoolCom/SPS_Policy_Manual_Folder/toc)
  3. MCSA - Sample Policies in Google Folder
2. Policies Submitted by Subcommittees
  1. Emergency Succession Plan - Personnel

<b>E. Policy Adoption</b>	Vote	Artie Sullivan	5 m
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A vote of Policy to Adopt Board Level Policies

<b>F. Strategic Planning Update</b>	Discuss	Fred Ferris and Jen Jewell	15 m
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<b>G. Planning for SY 2020</b>	Discuss	Artie Sullivan	5 m
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Planning for upcoming SY 2020

- 25th Anniversary Celebration
- Charter Renewal Application
  - Preparation for Site Visit in Estimated Fall 2019
  - Prepare Accountability Plan

**V. Committee Updates**

**8:35 PM**

<b>A. Governance Committee</b>	Discuss	Nichole Thompson	5 m
<b>B. Finance Committee</b>	Discuss	Karl Smith	5 m
<b>C. Personnel Committee</b>	Discuss	Artie Sullivan	10 m
<b>D. Academic Excellence</b>	Discuss	Sean Killeen	5 m
<b>E. Development</b>	Discuss	Ellen Lodgen	5 m
<b>F. Strategic Plan Committee</b>	Discuss	Fred Ferris and Jen Jewell	
<b>G. Communications, and Community Relations Committee</b>	Discuss	Ian Hunt	5 m

**VI. HOS Report** **9:10 PM**

<b>A. Monthly Report</b>	FYI	Nina Cullen-Hamzeh	15 m
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HOS to share monthly report.

**VII. Public Comment** **9:25 PM**

<b>A. Public Comment</b>	Discuss	Artie Sullivan	5 m
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**VIII. Board Member Comments and Resolutions** **9:30 PM**

<b>A. Board Member Comments and Resolutions</b>	Discuss	Artie Sullivan	5 m
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This is an opportunity for Board Member Comments and Resolutions

**IX. Closing Items** **9:35 PM**

<b>A. Recap Action Items</b>	Discuss	Paul Baker	2 m
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Clerk to review actions items, add any additional items discussed.

<b>B. Meeting Evaluation</b>	Discuss	Artie Sullivan	3 m
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Discuss how meeting went, did we stay on topic, meet goals, etc.

<b>C. Adjourn Meeting</b>	Vote	Artie Sullivan	
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# Cover Sheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** C. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for August Board Meeting on August 28, 2018



## MCCPS Board of Trustees

# Minutes

## August Board Meeting

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### **Date and Time**

Tuesday August 28, 2018 at 7:00 PM

### **Location**

8L

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### **Trustees Present**

Artie Sullivan, Ellen Lodgen, Fred Ferris, Ian Hunt, Jen Jewell, Karl Smith, Nichole Thompson, Nina Cullen-Hamzeh, Paul Baker, Sean Killeen, Tony Palladino

### **Trustees Absent**

*None*

### **Guests Present**

John DiPiano, Martin Trice

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## **I. Opening Items**

### **A. Record Attendance and Guests**

### **B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Aug 28, 2018 @ 7:00 PM at 8L.

### **C. Approve Minutes**

Artie Sullivan made a motion to approve minutes from the July Board Meeting on 07-10-18 and 6/26/18 Board meeting. Both passed unanimously pending striking of last 3 lines of 7/10/18 minutes.

Fred Ferris seconded the motion.

The board **VOTED** unanimously to approve the motion.

## **II. HOS Report**

### **A. Monthly Report**

HOS presented Monthly update.

Annual Report approved by DESE and posted for public view on MCCPS website. School is almost fully enrolled. Seeking 7th & 8th grade students so as to avoid stacking of 4th and 5th grades which re currently 23 students per advisory.

HOS proposes focus on student retention and promotion of student performance and how students perform once they enter high school.

There are additional staff in place for the school year which, hopefully, will be a boon to staff moral and culture.

Chrome Books ordered for 4th & 5th grades.

Computer room will become a student room for SPED.

Bios and images of staff to be posted on website.

Back to school BBQ was well attended.

## **III. Other Business**

### **A. Strategic Planning Update**

Board Chair, Artie Sullivan, lead strategic planning discussion.

Proposed a reboot of Strategic Planning Committee and envisions Plan being ready by the end of 2018.

### **B. Discuss Board Goals for SY 18-19**

Board agendas and goals were discussed as well as fundraising and Board responsibilities.

Board self assessments to be completed by 9/21/18.

Proposed student council members presenting a short school update as part of regular Board meetings.

Board member handbook to be compiled and available online to new members.

Navigator Night to be held 9/27/18.

Board and staff evening to be held in early October, location TBA.

### **C. Head of School Goals for SY 18-19**

HOS, together with the Personnel Committee, will set her goals for the 2019 school year and present them at the September 25th 2018 Board meeting.

### **D. Development of Board Policies**

Artie Sullivan discussed the need for the Board to adopt and pass a policy to approve future policies. After discussion, it was decided to revisit this topic at 9/25/18 meeting.

## **IV. Committee Updates**

### **A. Governance Committee**

Governance had not met since last Board meeting. Will present update at 9/25/18 Board meeting.

**B. Finance Committee**

Karl Smith presented finance update.  
Rudolph Herve appointed vice chair of finance committee.  
Proposed that long time finance committee member, Peter Jalbert, be formerly recognized for his outstanding contributions to MCCPS by way of a letter of thanks.

**C. Personnel Committee**

Personnel had not met since last Board meeting and update will be provided at 9/25/18 Board meeting.

**D. Academic Excellence**

Academic Excellence Committee has not met since last Board meeting. next Academic Excellence meeting tentatively scheduled for 10/3/18.

**E. Development**

Development Committee had not met since last Board meeting.

**F. Strategic Plan Committee**

See above in Other Business/Strategic Planning Update. Next meeting scheduled for 9/17/18.

**G. Communications, and Community Relations Committee**

Committee had not met since last Board meeting.

**V. Public Comment**

**A. Public Comment**

Guest, John DiPiano, addressed the Board and availed members of his observations of the meeting. Mr. DiPiano noted frustration amongst Board members and questioned the reasons for it.

**VI. Closing Items**

**A. Recap Action Items**

Strategic Planning Meeting to be held 9/17/18..please attend if you can.  
Invites to attend Board meetings to be sent to Student Council.  
Date, time & location of Staff/Board Social to be confirmed.  
Refinement of Board goals.  
Thank you letter to Peter Jalbert to be sent.  
Completion of Board Self assessments to be completed by 9/21/18

**B. Meeting Evaluation**

Meeting was productive and a lot of ground was covered. Consequently, the meeting ran late and was adjourned at 9.40pm

**C. Adjourn Meeting**

Artie Sullivan made a motion to adjourn the meeting.  
Fred Ferris seconded the motion.  
The board **VOTED** unanimously to approve the motion.  
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:40 PM.



Respectfully Submitted,  
Paul Baker

# Cover Sheet

## Review of Previous Meeting Action Items

<b>Section:</b>	III. Review of Previous Meeting Action Items
<b>Item:</b>	A. Review of Previous Meeting Action Items
<b>Purpose:</b>	Discuss
<b>Key Result:</b>	Goal Setting
<b>Submitted by:</b>	
<b>Related Material:</b>	Governance Committee Members.pdf Personnel Committee 18-19.docx

Governance Committee Members  
9.19.18

Paul Baker  
Cindy Canavan  
Pam Ferris  
David Moore  
Kay O'Dwyer  
Christopher Riegler  
Jeanne Smith  
Nichole Thompson, Chair

Personnel Committee

- Patricia Rietti – Vice Chair
- Katie Sullivan – Clerk
- Xhazzie Kindle
- John Steinberg

# Cover Sheet

## Board Self Assessment Review











<b>Section:</b>	IV. Other Business
<b>Item:</b>	A. Board Self Assessment Review
<b>Purpose:</b>	Discuss
<b>Key Result:</b>	Goal Setting
<b>Submitted by:</b>	
<b>Related Material:</b>	Board Assessment Report - 2018.pdf Recommended Resources - 2018.pdf

# Fall 2018 Board Assessment

## Board Assessment Report

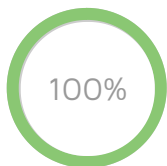
OPENED 8/14/2018

CEO  Nina Cullen-Hamzeh

BOARD MEMBERS  Artie Sullivan  Ellen Lodgen  Fred Ferris  Ian Hunt  
 Jen Jewell  Karl Smith  Nichole Thompson  Paul Baker  
 Sean Killeen  Tony Palladino

## Overall Score

Completed



LEVEL

4

### Advanced

- Sustainable processes
- Succession planning
- Outstanding results

### LEGEND

BOARD

Average for all participating board members

CEO

One CEO



One individual board member



Insufficient Data

# Summary

	Board	CEO
Board Meetings	LEVEL 4	LEVEL 3
Board Structure	LEVEL 5	LEVEL 4
Board Composition	LEVEL 1	LEVEL 1
Board Recruitment	LEVEL 3	LEVEL 2
Board Goals & Accountability	LEVEL 3	LEVEL 1
Finance	LEVEL 4	LEVEL 5
Development	LEVEL 1	LEVEL 1
Academic Oversight	LEVEL 3	LEVEL 4
CEO Support & Evaluation	LEVEL 4	LEVEL 4
BoardSavvy CEO	LEVEL 3	LEVEL 4

# Detail

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

Board Meetings			CEO	BOARD	
Board Structure				CEO	BOARD
Board Composition	BOARD CEO				
Board Recruitment		CEO	BOARD		
Board Goals & Accountability	CEO			BOARD	
Finance				BOARD	CEO
Development	BOARD CEO				
Academic Oversight			BOARD	CEO	
CEO Support & Evaluation				BOARD CEO	
BoardSavvy CEO			BOARD	CEO	



# Board Meetings

LEVEL  
1

LEVEL  
2

LEVEL  
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LEVEL  
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LEVEL  
5

Yearly Meeting Plan	CEO				BOARD
Board Meeting Agenda					BOARD CEO
Board Meeting Materials		CEO			BOARD
Board Meeting Content		BOARD CEO			
Board Meeting Facilitation	CEO				BOARD
Board Meeting Minutes					BOARD CEO
Board Meeting Evaluation	CEO			BOARD	
Open Meeting Law Compliance		BOARD CEO			

## Answer key for: Board Meetings

Yearly Meeting Plan	<ul style="list-style-type: none"> <li>• Annually, the board creates a board meeting calendar outlining all the board meetings, retreats, and other important board related dates for the entire year.</li> <li>• The board schedules time for deeper strategy sessions/strategic discussions throughout the year.</li> <li>• The board creates a strategic board calendar that delineates when key decisions need to be made by the board.</li> </ul>
Board Meeting Agenda	<ul style="list-style-type: none"> <li>• The board chair and the CEO work collaboratively to create each board meeting agenda.</li> <li>• They seek input on the agenda from committee chairs.</li> <li>• The board uses a consistent agenda format that delineates topic, duration, associated meeting materials, and the action that will be required.</li> </ul>
Board Meeting Materials	<ul style="list-style-type: none"> <li>• Meeting materials (minutes from the previous meeting, reports, financial statements, etc.) are consistently distributed at least three days in advance of the meeting.</li> <li>• Meeting materials are clearly organized, making it clear what trustees need to do to prepare for the board meeting.</li> <li>• All trustees always read the board meeting materials in advance of the meeting.</li> </ul>
Board Meeting Content	<ul style="list-style-type: none"> <li>• 90% of board meeting time is focused on setting the strategic direction of the organization, and 10% or less is focused in reacting to immediate issues.</li> <li>• Board meeting presentations/discussions are primarily lead by committee chairs rather than being dominated by the CEO.</li> <li>• Committees report out only when there is something strategic to discuss (as opposed to an agenda of standard committee reports).</li> </ul>
Board Meeting Facilitation	<ul style="list-style-type: none"> <li>• Board meetings run efficiently.</li> </ul>
Board Meeting Minutes	<ul style="list-style-type: none"> <li>• The board consistently takes board meeting minutes.</li> <li>• The minutes are a concise record of actions taken by the board (rather than a lengthy transcript).</li> <li>• Committees consistently take meeting minutes.</li> <li>• All minutes comply with your state's open-meeting requirements</li> </ul>
Board Meeting Evaluation	<ul style="list-style-type: none"> <li>• Board meetings are evaluated on a consistent basis.</li> </ul>
Open Meeting Law Compliance	<ul style="list-style-type: none"> <li>• All trustees have a thorough understanding of the open meetings law.</li> <li>• The board has systems in place to ensure consistent compliance with the open meeting law.</li> <li>• Annually, the board reviews the open meeting law, as a group.</li> <li>• Annually, the board's legal counsel reviews board compliance with the open meeting law.</li> <li>• Monthly, the board secretary reviews open meeting law compliance.</li> </ul>

# Board Structure

LEVEL  
1

LEVEL  
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LEVEL  
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LEVEL  
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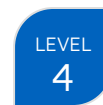
LEVEL  
5

Bylaws				BOARD	CEO
Job Descriptions				BOARD CEO	
Officers				CEO	BOARD
Committees					BOARD CEO

## Answer key for: Board Structure

Bylaws	<ul style="list-style-type: none"> <li>• The board has a comprehensive set of bylaws.</li> <li>• Annually, the board reviews the bylaws as a group.</li> <li>• Each trustee has a copy of the bylaws for easy reference.</li> <li>• The bylaws state clear term limits to ensure rotation of board members.</li> </ul>
Job Descriptions	<ul style="list-style-type: none"> <li>• The board has a clear job description for the full board.</li> <li>• Trustees receive a document that clearly outlines individual trustee performance expectations.</li> <li>• Annually, the board reviews the job description and individual performance expectations.</li> </ul>
Officers	<ul style="list-style-type: none"> <li>• The board has a chair, vice-chair, treasurer, and secretary.</li> <li>• Each officer has the necessary skills to do the job well.</li> <li>• Each officer position has a written job description that clearly articulates their roles and responsibilities.</li> <li>• The board has a clear and transparent written process for nominating officers.</li> <li>• There is an exemplary succession planning process for the officer positions.</li> </ul>
Committees	<ul style="list-style-type: none"> <li>• There is a written job description for each board committee that has been approved by the full board.</li> <li>• A full board member chairs each committee.</li> <li>• A senior member of the organization’s leadership team staffs each committee.</li> <li>• Each board committee has an adequate number of members to accomplish its goals.</li> <li>• At a minimum, the board has a finance, development (fundraising), governance, and an academic excellence committee.</li> </ul>

## Board Composition



	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Board Size					BOARD CEO
Previous Governance Experience	BOARD CEO				
Skills and Expertise	CEO		BOARD		
Diversity	BOARD CEO				
Level of Objectivity	BOARD CEO				

## Answer key for: Board Composition

Board Size	<ul style="list-style-type: none"> <li>• 11 to 15 trustees</li> </ul>
Previous Governance Experience	<ul style="list-style-type: none"> <li>• 75% or more of the board have previous governance experience</li> </ul>
Skills and Expertise	<ul style="list-style-type: none"> <li>• 100% of the skills needed to govern effectively</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>• Board membership reflects the broadest level of ethnic, racial, gender, and geographical diversity.</li> <li>• The diversity of board members heightens the credibility of the board in the broader community's eyes.</li> </ul>
Level of Objectivity	<ul style="list-style-type: none"> <li>• The board is able to maintain a very high level of objectivity when governing because:             <ul style="list-style-type: none"> <li>◦ No trustees have any personal or business ties with the CEO, staff, or each other that could result in a conflict of interest (real or perceived) during decision-making.</li> <li>◦ Less than 25% of the board members are parents of students currently enrolled in the school.</li> <li>◦ The CEO is the only employee of the organization that is a member of the board.</li> </ul> </li> </ul>

# Board Recruitment

LEVEL  
1

LEVEL  
2

LEVEL  
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LEVEL  
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LEVEL  
5

Recruitment Plan	CEO				BOARD
Recruitment Process			CEO	BOARD	
Board Recruitment Pipeline					BOARD CEO
Role of the CEO in Board Recruitment	CEO	BOARD			
Orientation	BOARD CEO				

## Answer key for: Board Recruitment

Recruitment Plan	<ul style="list-style-type: none"> <li>The board has a targeted three-year profile of the skills and expertise that will be need on the board.</li> <li>The board has a targeted annual board recruitment plan.</li> </ul>
Recruitment Process	<ul style="list-style-type: none"> <li>When recruiting new trustees, the board formally assesses:                             <ul style="list-style-type: none"> <li>Each candidate's skill set to ensure a good fit with the board</li> <li>Whether the candidate truly has enough time to serve on this type of board (i.e., 6 to 10 hours a month)</li> <li>The candidate's philosophical alignment with the school's mission</li> <li>The candidate's ability to participate in group process</li> </ul> </li> <li>The board requires a trial period for board candidates by having them serve on a board committee prior to being nominated to the full board.</li> <li>The selection process consistently adheres to a board approved nominating policy and process.</li> <li>There is a standard list of questions asked of all candidates.</li> <li>The strength of each candidate is evaluated numerically on a standard candidate-ranking sheet or scorecard.</li> </ul>
Board Recruitment Pipeline	<ul style="list-style-type: none"> <li>Non-board members serve on each board committee.</li> </ul>
Role of the CEO in Board Recruitment	<ul style="list-style-type: none"> <li>The CEO:                             <ul style="list-style-type: none"> <li>Actively participates in the creation of the long-term board recruitment plan.</li> <li>Devotes significant time to helping identify, screen, and orient new trustees.</li> <li>Sees board recruitment as a vital leadership role, as the organization's CEO.</li> </ul> </li> </ul>
Orientation	<ul style="list-style-type: none"> <li>New trustees receive an effective orientation.</li> </ul>

## Board Goals & Accountability



Board Goals	CEO				BOARD
Accountability	CEO		BOARD		

## Answer key for: Board Goals & Accountability

Board Goals	<ul style="list-style-type: none"> <li>• The board has a clear set of goals for the year that clearly delineates how the board will add value to the organization.</li> <li>• The board has an effective and consistent process to measure progress towards achieving annual board goals.</li> <li>• Each board committee has a set of annual goals and an action plan that aligns with the overall board goals for the year.</li> <li>• Substantive committee work happens in between board meetings.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>• Board members are aware of the time commitment expected to be an effective board member.</li> <li>• Each board member is held to the same standards.</li> <li>• 100% of the board members actively contribute to the success of the board.</li> <li>• There is a clear, transparent system to hold each board member accountable for contributing to the group and following through on expectations outlined in the trustee job description.</li> <li>• The work of the full board is evaluated on an annual basis.</li> <li>• The work of individual trustees is evaluated on an annual basis.</li> <li>• An annual individual trustee performance evaluation is used to determine who should be invited to continue to serve on the board.</li> </ul>



# Finance

LEVEL  
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LEVEL  
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LEVEL  
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LEVEL  
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LEVEL  
5

Financial Oversight			CEO		BOARD
Financial Policies and Procedures				BOARD	CEO
Financial Controls					BOARD CEO
Financial Reports					BOARD CEO
Developing Realistic Budgets					BOARD CEO
Board Education		CEO	BOARD		
Annual Audit/990	BOARD	CEO			
Financial Compliance		BOARD			CEO
Support of the CEO			BOARD		CEO

## Answer key for: Finance

Financial Oversight	<ul style="list-style-type: none"> <li>• All trustees have a clear understanding of the economics of your charter organization, including the budget and short- and long-term financial outlook.</li> <li>• The board has a clear and consistent process for articulating priorities and mapping financial allocations to them.</li> </ul>
Financial Policies and Procedures	<ul style="list-style-type: none"> <li>• There is a Financial Policies and Procedures (FPP) manual that is annually revised and reviewed by the Finance Committee.</li> <li>• The Financial Policies and Procedures (FPP) manual meets and exceeds your charter authorizer's recommended standards.</li> </ul>
Financial Controls	<ul style="list-style-type: none"> <li>• The books are closed on a timely basis each month, quarter, and year, without exception.</li> <li>• The board's auditors are 100% comfortable with the internal controls (and compensating controls when you do not have enough staff members to divide up the duties).</li> <li>• The board-approved financial-control policies provide meaningful checks and balances, which are followed consistently, without exception.</li> </ul>
Financial Reports	<ul style="list-style-type: none"> <li>• Once a year, the CEO and the Finance Committee come to an agreement on what types of financial reports will be prepared for board review on an annual, quarterly, and monthly basis.</li> <li>• Monthly, the board receives accurate financial reports that include projections through the end of the fiscal year each month or quarter.</li> <li>• The financial reports allow the board to track the organization's financial position.</li> <li>• Monthly, the Finance Committee reviews financial reports.</li> <li>• The Finance Committee always make inquires into and understands the causes of any meaningful variances from the organization's projected budget.</li> </ul>
Developing Realistic Budgets	<ul style="list-style-type: none"> <li>• Annually, there is a multi-year budget that has been approved by the full board and is revised and re-approved by the board.</li> <li>• There is a strong annual budgeting process that involves a healthy dialogue between the CEO and both the Finance Committee and the full board about resource allocation priorities.</li> <li>• The annual budgeting process gets completed in time for the CEO to make strategic hiring and programmatic decisions for the next year.</li> </ul>
Board Education	<ul style="list-style-type: none"> <li>• Each trustee is well versed in the key drivers and sources of revenues for your organization, and the related cash flows.</li> <li>• The full board is annually trained by the Finance Committee to read, understand, and interpret the main points of the financial reports.</li> <li>• The Finance Committee leads a portion of the new trustee orientation, orienting them to the organization's short and long-term financial health and training them on how to read and interpret financial reports.</li> </ul>
Annual Audit/990	<ul style="list-style-type: none"> <li>• The organization always, without exception, receives an unqualified opinion and very few or no recommendations in the audit's management letter.</li> <li>• If/when recommendations are received; they are always resolved and noted as completed in the subsequent management letter, without exception.</li> <li>• The organization's completed 990 is reviewed/signed off by the Finance Committee and sent to the IRS on a timely basis, and shared annually with the full board, always and without exception.</li> </ul>
Financial Compliance	<ul style="list-style-type: none"> <li>• The board is 100% confident that the organization's management team is properly handling restricted grants.</li> <li>• The management provides the Finance Committee with a detailed checklist of all of management's deliverables and reports to various agencies, authorizers, and auditors.</li> <li>• The Finance Committee annually confirms that the deliverables and reports to various agencies, authorizers, and auditors are completed/submitted accurately and on a timely basis.</li> </ul>

## Answer key for: Finance

Support of the  
CEO

- The Finance Committee has an outstanding relationship with the CEO, and is it able to actively help her/him develop their skills in overseeing the financial health of the organization.
- Recognizing that the members of the Finance Committee typically have more financial experience than the CEO, the Finance Committee annually helps the CEO assess whether the organization has an adequate number of staff members supporting the operational and financial needs of the organization.
- Annually, the Finance Committee assists the CEO in setting strategic goals about:
  - Strengthening the staffing that supports the smooth finance and operations of the school
  - Strengthening the financial systems of the organization

# Development

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

Philosophical Alignment	BOARD CEO				
Strategic Fund Development Plan	BOARD CEO				
Accountability	BOARD CEO				
Board Training	BOARD CEO				

## Answer key for: Development

Philosophical Alignment	<ul style="list-style-type: none"> <li>The board and the CEO are philosophically aligned about the role of the board in fundraising.</li> <li>There are written expectations outlining the role of trustees in fundraising that are agreed to annually and understood and accepted by all trustees.</li> <li>The board has discussed subsidizing the public funding of the organization with private funds and is in agreement about how much to raise, why it is to be raised, and over what period of time.</li> </ul>
Strategic Fund Development Plan	<ul style="list-style-type: none"> <li>There is a board approved, written, multi-year fund development plan.</li> <li>The multi-year fund development plan is realistic.</li> <li>All trustees understand the strategic fund development plan.</li> <li>The strategic fund development plan clearly delineates the role of the full board, the development committee, the CEO, and the development staff (if they exist) in achieving the plan.</li> <li>There are adequate staff and financial resources to achieve the strategic fund development plan.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>All trustees feel the fundraising expectations placed on trustees is realistic.</li> <li>There is an effective system in place for holding each trustee accountable to completing the fundraising tasks to which he or she has committed.</li> </ul>
Board Training	<ul style="list-style-type: none"> <li>There is a comprehensive board training and education program in place to help trustees be more effective at completing their fundraising assignments.</li> </ul>

## Academic Oversight



	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Clarity of Vision		BOARD	CEO		
Roadmap		BOARD			CEO
Charter Obligations			BOARD		CEO
Standardized Testing			BOARD		CEO
Comparative Data	CEO	BOARD			
Board Education		CEO	BOARD		

## Answer key for: Academic Oversight

Clarity of Vision	<ul style="list-style-type: none"> <li>• Each trustee understands what academic excellence means at your organization.</li> <li>• The board and the CEO have a written, shared definition of academic excellence.</li> </ul>
Roadmap	<ul style="list-style-type: none"> <li>• There is a clear understanding between the board and the CEO about what the organization is doing towards reaching its defined vision of excellence.</li> <li>• The board and the CEO agree on the next key steps the organization will take this year to get closer towards this vision.</li> </ul>
Charter Obligations	<ul style="list-style-type: none"> <li>• The full board knows the key academic promises that have been made to your authorizer in your charter.</li> <li>• There is a clear and consistent way to measure progress towards reaching the academic goals spelled out in the charter(s) and the accountability plan(s).</li> </ul>
Standardized Testing	<ul style="list-style-type: none"> <li>• All trustees know which standardized tests are administered at the school.</li> <li>• All trustees understand what each standardized test measures.</li> <li>• The board receives clear and consistent reporting on standardized test results.</li> <li>• Each trustee knows if interim assessments are administered at the school.</li> <li>• The board receives clear and consistent reporting on interim test results.</li> </ul>
Comparative Data	<ul style="list-style-type: none"> <li>• The CEO compares the organization's academic results with the results of the district.</li> <li>• The CEO compares the organization's academic results with the results of comparative charter schools.</li> <li>• The CEO has identified a successful school to benchmark against with the goal to meet or exceed that school's results.</li> </ul>
Board Education	<ul style="list-style-type: none"> <li>• The board has an Academic Excellence Committee that helps the board conduct effective oversight of the academic program.</li> <li>• The Academic Excellence Committee works closely with the CEO to design an annual program that educates the board about key strategies to close the achievement gap/deliver academic excellence, as well as other unique aspects of the organization's mission.</li> </ul>

# CEO Support & Evaluation



	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Governance/Management				BOARD	CEO
Partnership with CEO				BOARD	CEO
CEO Evaluation			CEO		BOARD
CEO Support	CEO	BOARD			

## Answer key for: CEO Support & Evaluation

Governance/Management	<ul style="list-style-type: none"> <li>• The full board is clear about the key organizational decisions that need to be made this year.</li> <li>• Each trustee is clear about their role as a board member vs. the role of the CEO in making these decisions.</li> <li>• Each board committee has a chart that describes the responsibilities of the full board, the committee, and the CEO.</li> </ul>
Partnership with CEO	<ul style="list-style-type: none"> <li>• There is a strong working relationship with the CEO, built on mutual trust and respect.</li> <li>• There is a strong partnership between the board chair and the CEO.</li> <li>• The board chair and CEO communicate effectively with each other on a regular basis.</li> </ul>
CEO Evaluation	<ul style="list-style-type: none"> <li>• Annually, the board approves clear performance metrics for the CEO.</li> <li>• There is a clear and consistent process for evaluating the CEO on an annual basis.</li> <li>• The CEO has an up-to-date job description.</li> <li>• Annually, the board partners with the CEO to objectively gauge parent satisfaction.</li> <li>• Annually, the board partners with the CEO to objectively gauge teacher satisfaction.</li> </ul>
CEO Support	<ul style="list-style-type: none"> <li>• The board has a clear and consistent process for providing coaching, feedback, and support to the CEO.</li> <li>• The full board speaks with one voice to the CEO regarding their performance (expectations and implementation).</li> </ul>



# BoardSavvy CEO

LEVEL  
1

LEVEL  
2

LEVEL  
3

LEVEL  
4

LEVEL  
5

Governance Knowledge		BOARD			CEO
Governance Prioritized			BOARD		CEO
Board Education					BOARD CEO
Setting Strategic Direction		BOARD			CEO
Communication		CEO	BOARD		
Succession Planning	CEO		BOARD		

## Answer key for: BoardSavvy CEO

Governance Knowledge	<ul style="list-style-type: none"> <li>• A BoardSavvy CEO:             <ul style="list-style-type: none"> <li>◦ Has a strong understanding of effective governance best practice</li> <li>◦ Annually completes professional development on governance</li> <li>◦ Reads extensively about board governance issues</li> <li>◦ Serves on another board outside of his or her organization</li> </ul> </li> </ul>
Governance Prioritized	<ul style="list-style-type: none"> <li>• A BoardSavvy CEO:             <ul style="list-style-type: none"> <li>◦ Sees developing and maintaining the board as one of his or her primary responsibilities</li> <li>◦ Devotes significant time to helping the board run effectively</li> <li>◦ Ensures that each board committee is appropriately staffed, either by the CEO or another senior staff member</li> <li>◦ Includes governance training as a key component of professional development for senior staff</li> </ul> </li> </ul>
Board Education	<ul style="list-style-type: none"> <li>• A BoardSavvy CEO:             <ul style="list-style-type: none"> <li>◦ Systematically and continually educates the board about key elements of running an exceptional charter school or network of schools</li> <li>◦ Educates the board about the key issues the charter authorizer uses to judge the organization's performance</li> <li>◦ Educates the board about the charter renewal process</li> <li>◦ Educates the board about state and national measures of academic success</li> </ul> </li> </ul>
Setting Strategic Direction	<ul style="list-style-type: none"> <li>• A BoardSavvy CEO:             <ul style="list-style-type: none"> <li>◦ Has a clear strategic vision for the organization</li> <li>◦ Assists the board in clarifying the most important things they can do to help achieve the strategic vision</li> </ul> </li> </ul>
Communication	<ul style="list-style-type: none"> <li>• A BoardSavvy CEO:             <ul style="list-style-type: none"> <li>◦ Communicates clearly and effectively with the board</li> <li>◦ Always sends out clear, well-organized materials in advance of the board meeting</li> <li>◦ Provides the board with annual metrics on which to measure their individual and organization-wide performance</li> </ul> </li> </ul>
Succession Planning	<ul style="list-style-type: none"> <li>• A BoardSavvy CEO:             <ul style="list-style-type: none"> <li>◦ · Partners with the board to develop an agreed upon a short-term/emergency succession plan for the CEO position, that is well documented and reviewed annually</li> <li>◦ · Annually discusses long-term succession management plan for the organization with the board</li> </ul> </li> </ul>

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MCCPS Board of Trustees

**Fall 2018 Board Assessment**

Sample Individual Trustee Performance Expectations

**ASSESSMENTS    REPORTS    RECOMMENDATIONS**

<p>Accountability</p>	<p>LEVEL 1</p>	<p>How much time should a trustee devote to the board each month?</p> <p>Keep Your Donors: Building Profitable Relationships That Last</p> <p>How and when to evaluate individual trustees?</p> <p>How and when to evaluate the full board?</p> <p>Sample Individual Trustee Appraisal</p> <p>Should all trustees be held to the same standard?</p> <p>What are some tips for holding board members accountable?</p> <p>What should we do with board members who don't do anything?</p>
<p>Board Training</p>	<p>LEVEL 1</p>	<p>Keep Your Donors: Building Profitable Relationships That Last</p>
<p>Board Meeting Content</p>	<p>LEVEL 2</p>	<p>Are there any other strategies for improving our board meetings?</p> <p>Should committees report at every full board meeting?</p> <p>Who should be presenting at board meetings?</p> <p>How can we make sure board meetings are strategic and not merely reactive?</p>
<p>Open Meeting Law Compliance</p>	<p>LEVEL 2</p>	<p>Tips to Comply with the Open Meeting Law</p> <p>What is "Open Meeting Law," and can we really be an effective board and comply with this law?</p> <p>Open Meeting Law Pop Quiz</p>
<p>Role of the CEO in Board Recruitment</p>	<p>LEVEL 2</p>	<p>Should the CEO have veto power over board candidates?</p> <p>What is the CEO's role in board recruitment?</p>
<p>Financial Compliance</p>	<p>LEVEL 2</p>	<p>Board Staff Financial Contract</p>





JUMP TO SIDEBAR CONTENT

MCCPS Board of Trustees

Fall 2018 Board Assessment

			<p>our organization?</p> <p>Role of the Academic Excellence Committee</p>
--	--	--	---

ASSESSMENTS    REPORTS    RECOMMENDATIONS

			<p>Sample Leadership Rubric</p>
Roadmap		<p>How do we create a definition of academic excellence for our organization?</p> <p>Role of the Academic Excellence Committee</p> <p>How do we create an "Academic Excellence Road Map"?</p> <p>Sample State of the School Chart</p>	
Comparative Data		<p>How do we create a definition of academic excellence for our organization?</p> <p>How do we create an "Academic Excellence Road Map"?</p>	
CEO Support		<p>BoardOnTrack Support of CEO: Conducting Mid-Year Check-ins</p> <p>BoardSavvy CEO Defined</p>	
Skills and Expertise		<p>What skills are needed on a charter school board?</p> <p>Board Composition Matrix</p> <p>Conducting an Inventory of Your Board</p>	

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MCCPS Board of Trustees

**Fall 2018 Board Assessment**

[Sample Individual Trustee Performance Expectations](#)

**ASSESSMENTS    REPORTS    RECOMMENDATIONS**

<p>Accountability</p>	<p>LEVEL 3</p>	<p>How much time should a trustee devote to the board each month?</p> <p>Keep Your Donors: Building Profitable Relationships That Last</p> <p>How and when to evaluate individual trustees?</p> <p>How and when to evaluate the full board?</p> <p>Sample Individual Trustee Appraisal</p> <p>Should all trustees be held to the same standard?</p> <p>What are some tips for holding board members accountable?</p> <p>What should we do with board members who don't do anything?</p>
<p>Board Education</p>	<p>LEVEL 3</p>	<p>Finances Who Does What</p> <p>What are the most common mistakes charter school boards make around finance?</p> <p>How do we educate the full board about the organization's finances? Is this really necessary?</p>
<p>Support of the CEO</p>	<p>LEVEL 3</p>	<p>Board Staff Financial Contract</p> <p>Recommended Business and Ops Responsibilities</p> <p>What is the right finance staff structure for our organization?</p> <p>Our Finance Committee has much more expertise than our CEO and financial staff. What should the distinction of roles be, in this situation?</p> <p>BoardOnTrack Support of CEO: Conducting Mid-Year Check-ins</p>
<p>Charter Obligations</p>	<p>LEVEL 3</p>	<p>How do we create a definition of academic excellence for our organization?</p> <p>Role of the Academic Excellence Committee</p> <p>How do we create an "Academic Excellence Road Map"?</p> <p>Sample Charter Promises Document</p>

JUMP TO SIDEBAR CONTENT

MCCPS Board of Trustees

**Fall 2018 Board Assessment**

Standardized Testing	3	Assessment Data
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**ASSESSMENTS    REPORTS    RECOMMENDATIONS**

Board Education	LEVEL 3	<p>What are the most common mistakes charter school boards make around finance?</p> <p>How do we educate the full board about the organization's finances? Is this really necessary?</p>
Succession Planning	LEVEL 3	<p>Succession Planning Article</p> <p>Key Characteristics &amp; Actions of a BoardSavvy CEO</p>
Board Meeting Evaluation	LEVEL 4	<p>Should we evaluate our board meetings?</p> <p>Board Meetings Observation Checklist</p>
Bylaws	LEVEL 4	<p>How long should trustees serve on the board?</p>
Job Descriptions	LEVEL 4	<p>Sample Board Member Agreement</p> <p>Sample Individual Trustee Performance Expectations</p> <p>Sample Guilt-Free Board Member Expectations</p> <p>Sample Job Description for the Full Board</p> <p>What are the key elements of a "Trustee Job Description?"</p>
Recruitment Process	LEVEL 4	<p>Sample Interview Points</p> <p>Board Composition and Expansion Policy Sample</p> <p>Sample Board Candidate Interview Questions</p> <p>Sample Nominating Policy</p> <p>Sample Candidate Ranking Sheet</p> <p>How much time should a trustee devote to the board each month?</p> <p>Should we have a trial period for board candidates?</p>

JUMP TO SIDEBAR CONTENT

MCCPS Board of Trustees

**Fall 2018 Board Assessment**

Financial Policies and	LEVEL	Finances Who Does What
<b>ASSESSMENTS</b>	<b>REPORTS</b>	<b>RECOMMENDATIONS</b>
Governance/Management	LEVEL 4	Finances Who Does What Sample Key Annual Organizational Decisions Chart
Partnership with CEO	LEVEL 4	What is the ideal relationship between the board and the CEO? What is the ideal relationship between the board chair and the CEO?

Show Answer key

**We recommend that your board should:**

- Frequently review the members only [Governance and Training Resources](#)
- Attend exclusive [training events in your area](#)



# Cover Sheet

## Head of School Goals for SY 18-19

**Section:** IV. Other Business  
**Item:** C. Head of School Goals for SY 18-19  
**Purpose:** Discuss  
**Key Result:** HOS Evaluation Protocol  
**Submitted by:**  
**Related Material:** HOS Goals 2018-19 Draft.docx



## **Marblehead Community Charter Public School**

**17 Lime Street Marblehead, MA 01945**

**Tel: 781-631-0777 Fax: 781-631-0500**

**Web: [marbleheadcharter.org](http://marbleheadcharter.org)**

**HOS Goals 2018-2019**

**Draft**

### **School Improvement Goal**

#### **1. Objective:**

In order to ensure the school's financial viability, alternative sources of income will be explored and non-PPE funds will be generated.

#### **Measures:**

- a) A feasibility study will be completed by May 1, 2019 to evaluate the revenue generating capacity of a new gym and auditorium.
- b) Three scenarios for expanding the student body will be completed by April 1, 2019.
- c) At least \$40,000 will be raised by June 30, 2019 via events, grants, and other initiatives.

#### **Evidence:**

The studies will be presented at the board meeting following their completion. The HOS report to the Board and/or the Development Committee report will communicate progress monthly.

#### **2. Objective:**

In order to improve teacher retention, the factors that positively influence teacher retention will be identified and optimized.

#### **Measures:**

- a) A study of the factors that influence teachers' employment decisions will be completed prior to April 1, 2019. The factors that positively influence teacher retention will be instituted as soon as practicable.
- b) A salary study will be conducted by February 1, 2019 in order to compare MCCPS teachers' salaries with the local district salaries for teachers.
- c) Observations of classroom teachers will provide timely and relevant feedback. All new teachers will be observed formally at least once per term; experienced teachers will be observed formally at least once per year.

#### **Evidence:**

The studies will be presented at the board meeting following their completion. Documentation of classroom observations will be provided at the monthly board meetings.

### **Student Growth Goal:**

In order to positively influence student retention, the school's commitment to infusing project-based learning and serve learning with opportunities for student voice and choice will be enhanced at all grade levels.

**Measures:**

- a) Each trimester at least 90% of teachers will collaborate with their colleagues to create project-based and service-learning units that include opportunities for student voice and choice.
- b) Each term, at least 80% of students will include in their portfolios documentation of their application of student voice and choice in a project-based or service-learning project.
- c) For terms one and two, at least 75% of students will meet or exceed teacher expectations on project-based or service-learning assessments.

**Evidence:**

Project-based and service learning project descriptions will be posted to the grade-level webpages by the middle of each trimester. Teacher names will be included in the project descriptions.

Student reflections will document the degree to which student voice and choice influenced growth and achievement within a project-based and/or service learning unit.

Teachers will provide grade reports to the HOS at the end of first and second trimester.

**Professional Practice:**

**Objective:** In order to positively influence student retention, the successes and accomplishments of students (current and alums) will be celebrated regularly.

**Measures:**

- a) Students achieving the equivalent of all A's (high honors) all A's and B's (honors) on their report cards will be publicly recognized each trimester.
- b) High school acceptances and admissions will be tracked and publicized in the aggregate.
- c) The percentage of freshmen accepted into honors classes will be reported in the aggregate.
- d) At least fifteen testimonials from alums/parents of alums will be collected and published by May 15, 2019.
- e) The school will host at least two events for alums (under 21 and over 21) before May 15, 2019.
- f) At least three high school students and three adult alums will speak to the students about their experiences and how MCCPS prepared them for success in high school and beyond.

**Evidence:**

Posts will be made to the school's website, social media, or local newspapers at least twice per month.

# Cover Sheet

## Policy Adoption

**Section:** IV. Other Business  
**Item:** E. Policy Adoption  
**Purpose:** Vote  
**Key Result:** ORGANIZATIONALLY VIABLE/BOARD CONTINUITY  
**Submitted by:**  
**Related Material:** POLICY ADOPTION - PROPOSAL.docx

## **POLICY ADOPTION Proposal**

Adoption of new policies or changing existing policies is solely the responsibility of the Board of Trustees. Policies will be adopted and/or amended only by the affirmative vote of a majority of the members of the Board of Trustees when such action has been scheduled on the agenda of a regular or special meeting.

To permit time for study of all policies or amendments to policies and to provide an opportunity for interested parties to react, proposed policies or amendments will be presented as an agenda item to the Board in the following sequence:

1. Information item - distribution with agenda
2. Discussion item - first reading of proposed policy or policies; response from Head of School; report from any advisory Committee assigned responsibility in the area; Committee discussion and directions for any redrafting
3. Action item - discussion, adoption or rejection.

Amendments to the policy at the action stage will not require repetition of the sequence, unless the Board so directs.

The Board of Trustees may dispense with the above sequence to meet emergency conditions.

Policies will be effective upon the date set by the Board of Trustees. This date will ensure that affected persons have an opportunity to become familiar with the requirements of the new policy prior to its implementation.

Read –

Adopted -

# Cover Sheet

## Governance Committee

**Section:** V. Committee Updates  
**Item:** A. Governance Committee  
**Purpose:** Discuss  
**Key Result:** BOARD EFFICIENCY  
**Submitted by:**  
**Related Material:** Governance Committee Update 9.18.18.pdf

## Governance Committee Update - 9.19.18

The Governance Committee last met on Monday, September 17, 2019 and continues to focus on 2018/2019 goals.

Our primary focus for the Fall of 2018 is to identify, network and interview potential new Board of Trustee candidates. There are currently 11 candidates in various stages of this process including:

- 8 Community Members (including 1 Alumni)
- 3 MCCPS parents

Governance Committee members have assigned as a primary contact to each candidate to help guide him/her through the process and answer any questions he/she may have.

There are currently 11 voting members of the Board and 4 “available seats”. Upcoming Expiring terms include:

- Nichole Thompson, February 2019
- Paul Baker, June 2019
- Jennifer Jewell, August 2019
- Sean Killeen, August 2019
- Karl Smith, August 2019

See attached for Board Composition Report

The next Governance Meeting is scheduled for Tuesday, October 2nd.

## MCCPS Board of Trustees Composition Report

9/19/18

### Overview

Number of Trustees: 11 total, 11 voting members

Number of MCCPS Teachers: 2 total

Number of MCCPS Parents: 8 total

Number of Unaffiliated Members: 0 total

Ex Officio: 1 total

Current Available Seats: 4 full, three year terms

### **Current Board Status**

**Chair:** Arthur Sullivan III, MCCPS Parent, voting, serving first full term  
Term expires January 2021

**Vice Chair:** Ian Hunt, Unaffiliated Member, serving first full term  
Term expires May 2020

**Treasurer:** Karl Smith, Treasurer, MCCPS Parent, serving first full term  
Term expires August 2019

**Clerk:** Paul Baker, MCCPS Parent, voting, serving first full term  
Term expires June 2019

Jennifer Jewell, MCCPS Parent, voting, serving first full term  
Term expires August 2019

Ellen Lodgen, MCCPS Faculty, voting, serving second full term  
Term expires October 2020

Sean Killeen, MCCPS Parent, voting, serving first full term  
Term expires August 2019

Anthony Palladino, MCCPS Faculty, voting, serving first term  
Term expires January 2020

Fred Ferris, MCCPS Parent, voting, serving first full term  
Term expires May 2020

Nichole Thompson, MCCPS Parent serving first full term  
Term expires February 2019

Nina Cullen-Hamzeh, Head of School, voting  
Ex officio term



# Cover Sheet

## Finance Committee

**Section:** V. Committee Updates  
**Item:** B. Finance Committee  
**Purpose:** Discuss  
**Key Result:** BOARD EFFICIENCY  
**Submitted by:**  
**Related Material:** MCCPS - FinCom report - Sept-2018.docx  
MCCPS Financials, 9-18.pdf



# MCCPS

## Finance Committee – Report to the Board

Prepared for the September 24<sup>th</sup> Board Meeting

### Topics for Discussion:

- Review of August Financial Statements (handout)  
As anticipated – seasonal items are the primary outliers
- Annual Independent Financial Statement Audit – draft is being reviewed  
Expected to be completed with minimal comments and filed timely
- Assistance with Strategic Plan – looking to formulate feasibility with different scenarios
- Policy review - ongoing



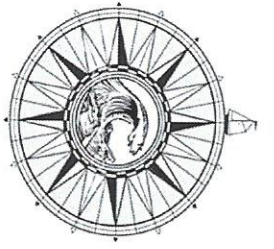
# MCCPS

## Balance Sheet Prev Year Comparison

As of August 31, 2018

Accrual Basis

	Aug 31, '18	Aug 31, '17	Increase/ (Decrease)	checks
<b>ASSETS</b>				
<b>Current Assets</b>				
Checking/Savings			0	
1073 — EBSB Payroll (8947)	32,318	20,201	12,117	
1072 — EBSB Operating (8934)	379,679	380,246	(567)	
1010 — Charter Hall (8202)	3,422	4,483	(1,060)	
1040 — Petty Cash (4534)	1,915	1,912	3	
1070 — Checking (4542)	77,966	61,297	16,668	
1085 — PayPal	12,042	3,089	8,953	
1090 — FoodService (5077)	8,587	7,022	1,565	-
Total Checking/Savings	515,928	478,250	37,678	-
Total Current Assets	515,928	478,250		
<b>Fixed Assets</b>				
1532 — 17 Lime Street				
1533 — Land - 17 Lime Street	687,400	687,400	0	
1532 — 17 Lime Street - Other	3,562,600	3,562,600	0	
Total 1532 — 17 Lime Street	4,250,000	4,250,000	0	-
1530 — Building Improvements	33,184	33,184	0	
1531 — Fixed Assets	86,648	86,648	0	
1599 — Accumulated Depreciation	(462,021)	(366,628)	(95,393)	
Total Fixed Assets	3,907,811	4,003,204	(95,393)	-
<b>TOTAL ASSETS</b>	<b>4,423,739</b>	<b>4,481,454</b>	<b>(57,715)</b>	-
<b>LIABILITIES &amp; EQUITY</b>				
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable				
2000 — Accounts Payable	(15,449)	51,227	(66,676)	
Total Accounts Payable	(15,449)	51,227	(66,676)	-
Other Current Liabilities				
2110 — Accrued Payroll	137,734	120,762	16,972	
2110-25 — Payroll Liabilities	(22,580)	516	(23,096)	
2111 — Accrued Payroll Taxes	4,661	2,600	2,061	
2160-25 — MTRB Liability	12,845	12,054	791	
2190-25 — Payroll Clearing Account	32,521	3,808	28,714	
2200 — Deferred Revenue		4,289	(4,289)	
2230 — Accrued Expenses	40,978	40,978	0	
Total Other Current Liabilities	206,159	185,007	21,152	-
Total Current Liabilities	190,710	236,234		
<b>Long Term Liabilities</b>				
2613 — East Boston Savings Bank	3,897,652	3,990,396	(92,744)	
Total Long Term Liabilities	3,897,652	3,990,396	(92,744)	-
Total Liabilities	4,088,362	4,226,630	(138,268)	-
<b>Equity</b>				
3000 — Opening Bal Equity	(27)	(473)	446	
3900 — Retained Earnings	318,490	237,579	80,911	
Net Income	16,915	17,719	(804)	
Total Equity	335,377	254,824	80,553	-
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>4,423,739</b>	<b>4,481,454</b>	<b>(57,715)</b>	-



# MCCPS

## Profit and Loss Standard

July through August 2018

Accrual Basis

	Accrual Basis			Increase /		Over /		
	Jul '18	Aug '18	TOTAL	Prior Year	Decrease	Budget	(Under)	%age
<b>Ordinary Income/Expense</b>								
<b>Income</b>								
4057 — VACATION PROGRAMMING	12,004	3,534	15,538	18,360	(2,822)	6,667	8,872	133.1%
4005 — STATE ALLOCATION	269,144	269,144	538,288	504,162	34,126	517,500	20,788	4.0%
4040 — INVESTMENT INCOME	5	3	9	14	(6)	17	(8)	-48.3%
4050 — OTHER INCOME	250	2,794	3,044	1,902	1,142	2,446	598	24.4%
4055 — STUDENT SUCCESS FUND		3,350	3,350	0	3,350	3,333	16	0.5%
4080 — REIMBURSEMENTS		310	310	0	310	833	(523)	-62.7%
4090 — FUNDRAISING		582	582	200	382	2,500	(1,918)	-76.7%
<b>Total Income</b>	<b>281,403</b>	<b>279,718</b>	<b>561,121</b>	<b>524,638</b>	<b>36,483</b>	<b>533,296</b>	<b>27,825</b>	<b>5.2%</b>
<b>Gross Profit</b>	<b>281,403</b>	<b>279,718</b>	<b>561,121</b>	<b>524,638</b>	<b>36,483</b>	<b>533,296</b>	<b>27,825</b>	<b>5.2%</b>
<b>Expense</b>								
5000 — PERSONNEL	187,548	191,381	378,929	338,405	40,525	383,721	(4,792)	-1.2%
5140 — BENEFITS	33,801	35,518	69,319	69,298	21	58,333	10,985	18.8%
5150 — STAFF DEVELOPMENT	781	3,782	4,563	1,151	3,412	2,593	1,971	76.0%
5200 — DIRECT STUDENT SUPPORT	1,153	7,892	9,045	13,718	(4,673)	12,198	(3,153)	-25.9%
5300 — OCCUPANCY	4,235	24,973	29,208	22,216	6,992	61,322	(32,114)	-52.4%
5400 — OFFICE & ADMIN	11,669	17,299	28,968	38,719	(9,750)	17,404	11,565	66.4%
6100 — Depreciation	7,881	7,881	15,762	15,926	(164)	15,762	0	0.0%
<b>Total Expense</b>	<b>247,069</b>	<b>288,726</b>	<b>535,795</b>	<b>499,432</b>	<b>36,362</b>	<b>551,332</b>	<b>(15,538)</b>	<b>-2.8%</b>
<b>Net Ordinary Income</b>	<b>34,334</b>	<b>(9,008)</b>	<b>25,326</b>	<b>25,206</b>	<b>121</b>	<b>(18,036)</b>	<b>43,362</b>	<b>240.4%</b>
<b>Net Income</b>	<b>34,334</b>	<b>(9,008)</b>	<b>25,326</b>	<b>25,206</b>	<b>121</b>	<b>(18,036)</b>	<b>43,362</b>	

# MCCPS

## Profit and Loss by Class

### July through August 2018

Accrual Basis

	01 - General		Total 21 - Student Activities	30 - Enrichme nt	Total 90 Federal Grants	Total 92 Private Grants	TOTAL
	Fund	Lunch					
Ordinary Income/Expense							
Income							
4057 — VACATION PROGRAMMING		15,538					15,538
4005 — STATE ALLOCATION		538,288					538,288
4020 — SCHOOL LUNCH			8,158				8,158
4040 — INVESTMENT INCOME		9					9
4050 — OTHER INCOME		3,044		182			3,226
4055 — STUDENT SUCCESS FUND		3,350					3,350
4080 — REIMBURSEMENTS		310					310
4090 — FUNDRAISING		582					582
Total Income		561,121	8,158	182			569,461
Gross Profit		561,121	8,158	182			569,461
Expense							
5000 — PERSONNEL		378,929	1,356				380,285
5140 — BENEFITS		69,319					69,319
5150 — STAFF DEVELOPMENT		4,563					4,563
5200 — DIRECT STUDENT SUPPORT		9,045					9,045
5261 — STUDENT ACTIVITY				2,420			2,420
5270 — SCHOOL LUNCH EXP			5,116				5,116
5300 — OCCUPANCY		29,208					29,208
5400 — OFFICE & ADMIN		28,968		93			29,062
6100 — Depreciation		15,762					15,762
Total Expense		535,795	6,472	2,420	4,626	2,466	552,547
Net Ordinary Income		25,326	1,686	(2,420)	(4,444)	(2,466)	(768)
Net Income		25,326	1,686	(2,420)	(4,444)	(2,466)	(768)
							check

# Cover Sheet

## Personnel Committee

**Section:** V. Committee Updates  
**Item:** C. Personnel Committee  
**Purpose:** Discuss  
**Key Result:** BOARD EFFICIENCY  
**Submitted by:**  
**Related Material:** Emergency Succession Plan For MCCPS HOS.docx  
HOS Job Description.doc  
Succession Plan, HOS - Emergency, from job description.docx

## Emergency Succession Plan For Marblehead Community Charter Public School

The Board of Trustees of Marblehead Community Charter Public School recognizes that this is a plan for contingencies due to the disability, death, or departure of the Head of School. If the organization is faced with the unlikely event of an untimely vacancy, Marblehead Community Charter Public School has in place the following emergency succession plan to facilitate the transition to both interim and longer-term leadership.

The Board of Trustees of Marblehead Community Charter Public School has reviewed the job description of the Head of School. The job description is attached. The Board of Trustees has a clear understanding of the Head of School's role in organizational leadership, program development, program administration, operations, Board of Trustees relationships, financial operations, resource development, and community presence.

### **Succession Plan in Event of a Temporary, Unplanned Absence:**

#### **Short-Term**

A temporary absence is one of less than three months in which it is expected that the Head of School will return to his/her position once the events precipitating the absence are resolved. An unplanned absence is one that arises unexpectedly, in contrast to a planned leave; such as a vacation or a sabbatical. The Board of Trustees is authorized (or authorizes the Executive Committee) of Marblehead Community Charter Public School to implement the terms of this emergency plan in the event of the unplanned absence of the Head of School.

In the event of an unplanned absence of the Head of School, the Assistant Head of School (or other highest ranking staff member) is to immediately inform the Board Chair (or highest ranking volunteer board member) of the absence. As soon as it is feasible, the Chair should convene a meeting of the Board of Trustees to affirm the procedures prescribed in this plan or to make modifications as the Board of Trustees deems appropriate.

At the time that this plan was approved, the position of Acting Head of School would be:

William Sullivan, Assistant Head of School

Should the standing appointee to the position of Acting Head of School be unable to serve, the back-up appointee for the position of Acting Head of School will be:

(1) Matt Cronin, Director of Curriculum

If this Acting Head of School is new to his/her position and fairly inexperienced with this organization, the Board of Trustees may decide to appoint a back-up appointees to the acting Head of School position. The Board of Trustees may also consider the option of splitting executive duties among designated appointees.

#### Authority and Compensation of the Acting Head of School

The person appointed as Acting Head of School shall have the full authority for decision-making and independent action as the regular Head of School.

The Acting Head of School may be offered a temporary salary increase during the Acting Head of School Period as negotiated with the Board of Trustees.

#### Board Oversight

The Board of Trustees responsible for monitoring the work of the Acting Head of School shall be Board Chair, other board member appointed.

The above named people will be sensitive to the special support needs of the Acting Head of School in this temporary leadership role.

#### Immediate Action Items –

- The Acting Head of School and the Chair of the Board of Trustees will make notifications to the Massachusetts Department of Elementary Education of the change in leadership.
- The Acting Head of School and the Chair of the Board of Directors will send a joint statement to the Marblehead Community Charter School community of the change in leadership.
- Removal of previous Head of School from all bank accounts.
- Change all passwords and security codes.
- Retrieve all keys in possession of previous Head of School
- Deactivate Head of School email address, and forward all email to Acting Head of School email address.

#### Communications Plan

Immediately upon transferring the responsibilities to the Acting Head of School, the Board Chair (or highest ranking Board member) will notify staff



members, members of the Board of Trustees, and key volunteers of the delegation of authority.

As soon as possible after the Acting Head of School has begun covering the unplanned absence, Board members and the Acting Head of School shall communicate the temporary leadership structure to the following key external supporters of Marblehead Community Charter Public School. This may include (but not be limited to) Massachusetts Department of Elementary and Secondary Education, Town government officers (Police, Fire, Schools, Board of Health, Town Manager, Park and Recreation), foundation program officers, and major donors.

The Message to the Faculty, Staff, Students, Parents and Community shall be:

The Board of Trustees would like to thank NAME for their service as Head of School for the MCCPS Community. At this time NAME has notified the Board of Trustees of a Short-Term Leave of Absence, Long-Term Leave of Absence, or has decided to leave MCCPS for future endeavors (depending on circumstances).

As of this email, in accordance with the Emergency Succession Plan, Mr. William Sullivan is the Acting Head of School.

The Board of Trustees will meet on DATE to formally appoint an Acting Head of School. All members of our community are invited to attend this very important meeting.

#### Completion of Short-Term Emergency Succession Period

The decision about when the absent Head of School returns to lead Marblehead Community Charter Public School should be determined by the Head of School and the Board Chair. They will decide upon a mutually agreed upon schedule and start date. A reduced schedule for a set period of time can be allowed, by approval of the Board Chair, with the intention of working their way back up to a full-time commitment.

### **Succession Plan in Event of a Temporary, Unplanned Absence:**

#### **Long-Term**

A long-term absence is one that is expected to last more than three months. The procedures and conditions to be followed should be the same as for a short-term absence with one addition:

The Board of Trustees will give immediate consideration, in consultation with the Acting Head of School, to temporarily filling the management position left

vacant by the Acting Head of School. This is in recognition of the fact that for a term of more than three months, it may not be reasonable to expect the Acting Head of School to carry the duties of both positions. The position description of a temporary manager would focus on covering the priority areas in which the Acting Head of School needs assistance.

### Completion of Long-Term Emergency Succession Period

The decision about when the absent Head of School returns to lead Marblehead Community Charter Public School should be determined by the Head of School and the Board Chair. They will decide upon a mutually agreed upon schedule and start date. A reduced schedule for a set period of time can be allowed, by approval of the Board Chair, with the intention of working the way up to a full-time commitment.

### **Succession Plan in Event of a Permanent Change in Head of School**

A permanent change is one in which it is firmly determined that the Head of School will not be returning to the position. The procedures and conditions should be the same as for a long-term temporary absence with one addition:

The Board of Trustees will appoint a Transition and Search Committee within 30 days to plan and carry out a transition to a new permanent Head of School. The Board will also consider the need for outside consulting assistance depending on the circumstances of the transition and the board's capacity to plan and manage the transition and search. The Transition and Search Committee will also determine the need for an Interim Head of School, and plan for the recruitment and selection of an Interim Head of School and/or permanent Head of School.

### **Checklist for Acceptance of All Types of Emergency Succession Plans**

- Succession plan approval. This succession plan will be approved by the Executive Committee and forwarded to the full Board of Trustees for its vote and approval. This plan should be reviewed annually.
- Job Descriptions. Two job descriptions are attached to this plan. The first Job Description reflecting the current responsibilities. The second job description reflects how the responsibilities will be assigned within the context of an emergency/unplanned absence of the Head of School.
- Copies. Copies of this Emergency Succession Plan along with the corresponding documentation shall be maintained by The Board Chair, the Head of School, the Acting Head of School Appointee, and the human resources department.

The Emergency Succession Plan and the supporting documents (the information and contact inventory, job descriptions) should be reviewed, updated and approved by the Board of Trustees annually. This plan must also be updated and approved by the Board of Trustees when one or more of the employees in this plan change.

This plan may also be implemented in the case of an unplanned absence of the Acting Head of School or Interim Head of School.

Adopted: \_\_\_\_\_

## MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL FUNCTIONAL JOB DESCRIPTION

**Position Title:** MCCPS Head of School

**Reports to:** MCCPS Board of Trustees

**Position Summary:**

The Head of School (HOS) of the Marblehead Community Charter Public School (MCCPS) is expected to lead the Board, Faculty, Staff, Students, Parents and Community Members in further strengthening the vision of the school and implementing its strategic plan. The HOS will lead the continuous improvement process, advance the successful academic program consistent with the MCCPS mission and charter, and be accountable for the results. The HOS will promote school-wide innovation and cultivate an extraordinary professional team. The HOS will create and strengthen networking and optimize the school's financial and regulatory systems. The HOS is responsible for implementing policies established by the MCCPS Board of Trustees (Board) and is directly accountable to the Board. The HOS is authorized to take such actions as may be necessary for proper conduct of the School, subject to the budgetary guidelines and in accordance with the school's strategic plan and related policies as adopted by the Board. The HOS will ensure the school upholds and complies with the terms of the current Charter granted to MCCPS, as approved, and shall adhere to any and all applicable laws.

**Essential Functions:**

1. Ensure that the Board of Trustees is kept fully informed on the conditions and operations of MCCPS. Attend and participate fully in Board meetings.
2. Establish a sound organizational structure for MCCPS, in consultation with the Board.
3. Plan, formulate and recommend for approval to the Board of Trustees policies and programs to further the mission of the School.
4. Ensure that all MCCPS funds, physical assets, and property are appropriately safeguarded, administered and maintained.
5. Hire, evaluate and set compensation package for all faculty and staff as necessary in accordance with School policy.
6. Enable the professional development of faculty and staff. Inspire innovation at every level.
7. Supervise curriculum development and ensure its continuous evaluation and improvement.
8. Oversee student services including student discipline and reporting to appropriate government agencies.
9. Communicate regularly and effectively with the MCCPS community in accordance with School policy.
10. Maintain and improve community relations, including relations with the town of Marblehead.
11. Substantially improve the development and fundraising capacity of MCCPS.
12. Understand and follow DESE regulations, state and federal laws, and any applicable regulations; recommend appropriate corrective actions and strategies for compliance.

**Qualification/Education/Experience:**

1. Must be able to perform each essential duty satisfactorily.
2. Master's degree (M.Ed.) in Education or Special Education preferred.
3. Two or more years of experience in education administration. Must have demonstrated experience with personnel supervision in a school.
4. Must hold a school administrator certificate or a state approved equivalent.
5. High energy level, superior interpersonal skills and ability to function in a team atmosphere.
6. Ability to communicate clearly and effectively in oral and written form.
7. Knowledge of modern principles, methods, and techniques of administration and program planning.
8. Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems.

### RECEIPT AND REVIEW OF FUNCTIONAL JOB REQUIREMENTS

I, \_\_\_\_\_, have read, understand and agree to the above functional job description. I understand the essential functions, qualifications, education, experience, and physical demands of the position and acknowledge that I am capable of performing all of the essential functions of this position without reasonable accommodation or I have informed you of my need for an accommodation. The MCCPS Board of Trustees reserves the right to change any part of this job description, as circumstances require.

It is intended that the terms of the executed employment contract, including any approved amendments to that contract, are incorporated within the job description for the duration of that contract and thereby become part of the job description.

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Emergency HOS Succession Plan

**Position Title:** MCCPS Head of School

**Reports to:** MCCPS Board of Trustees

### Overview of Position Responsibilities:

The Head of School (HOS) of the Marblehead Community Charter Public School (MCCPS or School) is expected to lead the MCCPS Board of Trustees (Board), Faculty, Staff, Students, Parents and Community Members in further strengthening the vision of the School and implementing its strategic plan. The HOS will lead the continuous improvement process, advance the successful academic program consistent with the MCCPS mission and charter, and be accountable for the results. The HOS will promote school-wide innovation and cultivate an extraordinary professional team. The HOS will create and strengthen networking and optimize the School's financial and regulatory systems. The HOS is responsible for implementing policies established by the Board and is directly accountable to the Board. The HOS is authorized to take such actions as may be necessary for proper conduct of the School, subject to the budgetary guidelines and in accordance with the School's strategic plan and related policies as adopted by the Board. The HOS will ensure the School upholds and complies with the terms of the current Charter granted to MCCPS, as approved, and shall adhere to any and all policies and applicable laws.

	<b>Essential Function from HOS Job Description</b>	<b>Designated Successor</b>	<b>Learning Needs/Action Plan</b>
1.	Ensure that the Board is kept fully and regularly informed on the conditions and operations of MCCPS.	Assistant HOS	
2.	Attend and participate fully in Board meetings, except when matters relating to the HOS' employment are at issue.	Assistant HOS	
3.	Establish a sound organizational structure for MCCPS in consultation with the Board.	Assistant HOS	
4.	Plan, formulate and recommend for approval to the Board policies and programs to further the mission of the School.	Assistant HOS	
5.	A. Hire, supervise, and evaluate for all faculty and staff as necessary in accordance with School policy.	Assistant HOS	

	B. Set compensation packages for all faculty and staff as necessary in accordance with School policy.	Assistant HOS w/Business Manager	
6.	Facilitate the professional development of faculty and staff.	Director of Curriculum, Instruction, & Technology	
7.	Supervise curriculum development and implementation and ensure its continuous evaluation and improvement.	Director of Curriculum, Instruction, & Technology	
8.	Inspire innovation at every level and demonstrate best practices in order to assure the success and continuous improvement of the academic program of the School.	Director of Curriculum, Instruction, & Technology	
9.	Oversee student services, including student discipline, special education and disability accommodations, and reporting to appropriate government agencies.	Assistant HOS	
10.	Communicate regularly and effectively with the MCCPS community, both internal and external, consistent with School policy, creating a climate of collaboration and collegiality among all constituents and stakeholders.	Assistant HOS	
11.	Maintain and improve community relations, including those with the town of Marblehead.	Assistant HOS	
12.	Work with the Finance Committee and the business manager to formulate and recommend an annual budget for the School.	Assistant HOS	
13.	Substantially improve the development and fundraising capacity of MCCPS in order to supplement the School's budget.	Assistant HOS	
14.	Ensure that all MCCPS funds, physical assets, and property are appropriately safeguarded, administered and maintained.	Assistant HOS	
15.	Comply with DESE regulations, state and federal laws, and any applicable regulations. Recommend appropriate corrective actions and strategies for	Assistant HOS	

	compliance.		
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# Cover Sheet

## Monthly Report

**Section:** VI. HOS Report  
**Item:** A. Monthly Report  
**Purpose:** FYI  
**Key Result:** BOARD EFFICIENCY  
**Submitted by:**  
**Related Material:** Fundraising & Friend-raising with dates.xlsx  
HOS Report September 2018.docx



## **Marblehead Community Charter Public School**

**17 Lime Street Marblehead, MA 01945**

**Tel: 781-631-0777 Fax: 781-631-0500**

**Web: [marbleheadcharter.org](http://marbleheadcharter.org)**

HOS Report to the Board of Trustees

Submitted by Nina Cullen-Hamzeh

September 25, 2018

### **Thank You**

The first month of school has been outstanding. The teachers have invested considerable time in creating community within their classes, grade levels, and the school. The PTO has supported community building among the parents, too. The Back to School Family BBQ provided a wonderful opportunity for parents to get to know each other, and Back to School Night also included time for parents at each grade level to meet each other. The enthusiasm for the year ahead has been evident daily.

### **Enrollment**

Currently 227 students are enrolled. There are waiting lists for 4th, 5th, and 6th grades, and our efforts to attract 7th and 8th graders continue. Messages will be sent to religious and youth organizations in area communities, lawn signs have been revised to indicate a focus on 7th and 8th graders, and new ads will be placed in area papers.

### **Personnel Update**

Dr. Denise Sargent, physical therapist, will be with us part-time. She brings a wealth of experience, and we are very pleased that she has joined our staff. A complete list of the staff with their position is included at the end of this report.

### **Facilities Update**

A new sign has been installed at the entrance to the parking lot.

### **1:1 Platform for All Grades**

We have achieved the goal of providing a one-to-one platform for all students. As the computer lab is no longer needed, it has been converted into a student workroom.

### **Fundraising & Friend-raising Update**

I have been working extensively with the PTO leadership and Ellen Lodgen in order to create plans for the PTO and the school that are aligned and complementary. The PTO's primary goal is to foster community, and their plan for the year will accomplish this well.

A meeting of the MCEF will be scheduled soon.

Dave Lawson, Vice President of East Boston Savings Bank, and Dan Morais, Mass Development, met with members of the board and the administration. The meeting was very productive, and both men expressed a willingness to partner with MCCPS in the future. Mr. Lawson was praised the school for continuing to improve its financial standing.

## Annual Report

DESE accepted the annual report, including the recruitment and retention plan, as submitted on August 1, 2018.

## MCCPS Assessments, Grading, & Report Cards

### Designing Assessments of Student Work - Depth of Knowledge

Over the course of a trimester, students will demonstrate their growth and achievement by performing multiple and varied tasks. Each is an opportunity to assess student learning. Some tasks will be quick and easy. Others will be more demanding and will require significant time to complete. For each assignment, the teacher will identify the depth of knowledge (<http://bit.ly/mccpsdok>). Three categories will be used: comprehensive (c), developing (d), or initial (i).

The categories are intended to identify which tasks are the most important to demonstrating the students' understanding. Routine tasks that are low on Bloom's taxonomy will be categorized as **'initial'**. These may require simple memorization or the use of basic facts. More difficult, sometimes multi-step task that could be found in the middle of Bloom's taxonomy will be labeled as **'developing'**. A d-level task will require students to show evidence of a deeper understanding of the content and/or skills. This work may ask students to describe relationships between ideas or support their work with evidence. The most complex level of work will be identified as **'comprehensive.'** At this level, the highest in Bloom's taxonomy, students will apply, evaluate, and synthesize concepts and skills to prove the depth of what they have learned.

Level	Descriptors / Criteria	Question Stems	Examples
<p><b>C = Comprehensive</b></p> <p>(DoK 3 and 4)</p> <p>60% of Final Grade</p>	<p>Support ideas with details.</p> <p>Conduct investigations/research.</p> <p>Apply concept or skill to new situation. Synthesize information across multiple sources.</p>	<p>What conclusions can you draw... ?</p> <p>What info supports... ?</p> <p>How would you test...?</p>	<p>Conduct a lab investigation.</p> <p>Carry on a dialogue that requires application of concepts and high level vocabulary.</p> <p>Represent complex topics using visuals, text, and speech.</p>
<p><b>D = Developing</b></p> <p>(DoK 2)</p> <p>30% of Final Grade</p>	<p>Categorize, identify patterns and relationships, summarize information.</p>	<p>How would you summarize... ?</p> <p>How could you organize... ?</p>	<p>Infer meaning from context clues.</p> <p>Use the correct procedure to solve the problem.</p>
<p><b>I = Initial</b></p> <p>(DoK 1)</p> <p>10% of Final Grade</p>	<p>Requires identification and memorization of facts. The work has one correct answer. Routine or simple steps are used</p>	<p>Can you recall...?</p> <p>Who discovered...?</p> <p>What's the formula for ?</p> <p>When did ____</p>	<p>Name the planets in the solar system.</p> <p>Calculate multiplication problems.</p> <p>Write the word that</p>

		happen?	matches the definition.
<b><u><a href="https://goo.gl/5QcIEy">Example of Comprehensive Level Assessments: https://goo.gl/5QcIEy</a></u></b>			

- *The goal of the 3 categories is to increase the opportunity for students to do more complex work that includes problem-solving, critical/higher order thinking.*
- *Because comprehensive level assessments comprise the largest portion of the final grade, c-level work should be done frequently. At least one per week is recommended.*
- *Students should complete assessments independently (or w/identified accommodations).*
- *If an assessment contains elements of varying complexity, teachers may categorize the assessment based upon the deepest level of knowledge in the assessment or, one assessment may be divided into more than one grade based upon the depth of knowledge required of the sections.*

### **Assessing Assignments & Report Card Grades**

*Teachers may use a **percentage (0-100)** and/or a **letter (A-F)** to grade assignments. The weighted average will determine the final grade for each term. Teachers may override the final grade, if they choose (ie. If PowerSchool shows a grade of 89, the teacher may change it to an A-).*

### **Work Completion Policy**

*All work should be completed by the due date.*

*Late/Incomplete Work: If a student does not have an assignment completed on time, he/she will submit a "Missing Work Form" to the teacher. On the form, he/she will explain why the work was not done on time and when he/she will complete it. The student will be assigned to PM detention until the work is submitted to the teacher. Late work will be accepted up to one-week after the due date, and a reduction in the grade may result (at the teacher's discretion). Work that is not completed within a week of the due date will earn a grade of 0.*

*Absences: Students who were absent should submit their work to their teachers as soon as they return from the absence. Students should meet with their teachers on the day of their return to determine what work is owed and when it is due. Work that was missed as the result of an absence must be completed by the due date established by the teacher. If the work is not completed by the due date established by the teacher, it will earn a grade of 0.*

*Extensions: A student may request a further extension prior to the one-week deadline. Extensions are not guaranteed and will be granted at the discretion of the teacher. Any work that is not completed will earn a grade of 0.*

*In PowerSchool, teachers should indicate if work was missing, incomplete, or late. When work is submitted, the label of L (late) or I (incomplete) should remain in PowerSchool.*

**Grade Scale and Descriptors**

<b>Scale</b>	<b>Grade</b>	<b>Point Value in Power School</b>	<b>Descriptor</b>
<i>93-100</i>	<i>A</i>	<i>100</i>	<i>above &amp; beyond</i>
<i>90-92</i>	<i>A-</i>	<i>92</i>	
<i>87-89</i>	<i>B+</i>	<i>89</i>	<i>meeting expectations</i>
<i>83-86</i>	<i>B</i>	<i>85</i>	
<i>80-82</i>	<i>B-</i>	<i>82</i>	
<i>77-79</i>	<i>C+</i>	<i>79</i>	
<i>73-76</i>	<i>C</i>	<i>75</i>	<i>approaching expectations</i>
<i>70-72</i>	<i>C-</i>	<i>72</i>	
<i>67-69</i>	<i>D+</i>	<i>69</i>	
<i>63-66</i>	<i>D</i>	<i>65</i>	<i>below expected level</i>
<i>60-62</i>	<i>D-</i>	<i>62</i>	
<i>0-59</i>	<i>F</i>	<i>59</i>	

**Faculty & Staff 2018- 2019***Italics = returning employee w/new role***Bold = New Employee***\* Non-standard Schedule*

<b>Name</b>	<b>Position</b>
Dr. Nina Cullen-Hamzeh	Head of School, Board Member
Bill Sullivan	Assistant Head of School
Jeff Barry	Business Manager
Michael Condon	Director of Student Services
Matt Cronin	Director of Curriculum, Instruction, & Technology, Integrated Arts Department Chair
Katherine Koch	Administrative Assistant/Office Manager
Susan Hauck*	Enrichment Coordinator & Vacation Programming
Bob Erbetta*	Facilities Coordinator
Washington Ponciano*	Facilities Assistant
Laura Wood*	Food Service/Nutrition Director
Hope Ward *	Kitchen Manager
Lauren Weiss*	Kitchen Staff

<b>Moon Tormo*</b>	Kitchen Staff
Lauren Donadio	Nurse & Health Teacher
Judith Nuñez	Guidance Counselor, PTO Faculty Liaison
Carol McEnaney	Reading Specialist
Laurie Stolarz*	Reading Tutor
Vickie Kenneally*	Instructional Support
Tony Palladino*	Instructional Support, Board Member
Felice Stubbs*	Instructional Support
Patricia Rietti*	Instructional Support
<b>Alyssa Crimmins*</b>	Occupational Therapist
<b>Dr. Denise Sargent*</b>	Physical Therapist
Allura Poulin	Speech Therapist
Adria Mele-Smith	Music Teacher, Chorus & Band Director
Dominique Dart	Art Teacher
Ada Pouplard	French Teacher
Mercy Baez	Spanish Teacher
Matt Young*	Physical Education Teacher, Athletics Director, & Coach
Phyllis Aldrich	4 <sup>th</sup> Humanities Teacher
Jen Stoddard	4 <sup>th</sup> Math/Science Teacher
Michael Dooley	4 <sup>th</sup> Special Education Inclusion Teacher
<b>Chandler Wilder</b>	4 <sup>th</sup> Special Education Fellow
<i>Michele Kallelis</i>	4 <sup>th</sup> Special Education Paraprofessional
<b>Beth Taranto</b>	4 <sup>th</sup> & Integrated Arts Teaching Assistant
<b>Cathleen King</b>	<b>5<sup>th</sup> Humanities Teacher</b>
Dr. Claire Hunt	5 <sup>th</sup> Math/Science Teacher
Karen Kagan	5 <sup>th</sup> Special Education Inclusion Teacher
<b>Emily Wilson</b>	5 <sup>th</sup> Special Education Fellow
<b>Jessica Shea</b>	5 <sup>th</sup> Teaching Assistant/Behavior Specialist
<b>Kristina DeRosa</b>	<b>6<sup>th</sup> Humanities Teacher</b>
Jessica Xiarhos	6 <sup>th</sup> Math/Science Teacher
<b>Jake Kessler</b>	6 <sup>th</sup> Special Education Inclusion Teacher
<b>Ashley Jones</b>	6 <sup>th</sup> Special Education Fellow
<b>Matt Colturi</b>	5 <sup>th</sup> & 6 <sup>th</sup> Teaching Assistant
James Rogers	7 <sup>th</sup> Math/Science Teacher
Alicia Churchill	7 <sup>th</sup> Humanities Teacher
<b>Joseph Mangano</b>	7 <sup>th</sup> /8 <sup>th</sup> Teaching Assistant
Erik Roberts	7 <sup>th</sup> Special Education Inclusion Teacher
Ellen Lodgen	8 <sup>th</sup> Math/Science Teacher, Math/Science/Technology Department Chair, Student Council Facilitator, Board Member
Meghan Hale*	8 <sup>th</sup> Humanities Teacher, Humanities Department Chair, Mentoring Coordinator, Grade Level Website Facilitator
Stephen Veiga	8 <sup>th</sup> Special Education Inclusion Teacher
<i>Nick Santoro</i>	8 <sup>th</sup> Special Education Paraprofessional, Alumnae Liaison

## Attachments

The following files are attached to this PDF: You will need to open this document in an application that supports attachments (i.e. [Adobe Reader](#)) in order to access these files.

Fundraising & Friend-raising with dates.xlsx