MCCPS Board of Trustees

Personnel Monthly Meeting

Published on January 9, 2019 at 8:07 AM EST

Date and Time
Monday January 14, 2019 at 7:00 PM EST

Location
MCCPS. ROOM 8L

Agenda

	Purpose	Presenter	Time
I. Opening Items			**7:00 PM**
A. Call the Meeting to Order		Artie Sullivan	2 m
B. Record Attendance and Guests		Katie Sullivan	1 m
C. Approve Minutes	Approve Minutes	Katie Sullivan	5 m
Approve minutes for Personnel Monthly Meeting on December 10, 2018			
D. Approve Minutes	Approve Minutes	Katie Sullivan	5 m
Approve minutes for Personnel Committee Committee Meeting on December 17, 2018			

	Purpose	Presenter	Time
II. Old Business			**7:13 PM**
A. POLICY REVIEW	Discuss	Artie Sullivan	

CONTINUE DISCUSSIONS OF POLICY REVIEW AS PERTAIN TO SCOPE OF PERSONNEL COMMITTEE

1. Links to Personnel Policies
    1. Marblehead - http://www.marbleheadschools.org/mps-policy-manual
        1. Scroll down to section G - Personnel
    2. Salem Personnel - http://salemk12.org/pages/SPS_DistSchoolCom/SPS_Policy_Manual_Folder/4000_Personnel

	Purpose	Presenter
B. Personnel Committee Membership	Discuss	Artie Sullivan

Review the committee membership needs of the Personnel Committee. Identify potential candidates for membership on the committee.

	Purpose	Presenter
C. Review Department of Elementary and Secondary Education - Proposed Rubric	Discuss	Artie Sullivan

Department of Elementary and Secondary Education - Proposed Rubric

D. Policy on DISCLOSURE OF APPEARANCE OF   Discuss   Artie Sullivan   10 m
CONFLICT OF INTEREST

Response to the hiring of family and other related individuals.

III. New Business   **7:23 PM**

A. Head of School Search   Discuss   Artie Sullivan   45 m

Head of School Search Process

- Board approval of HOS ad and posting on School Spring, Massachusetts Charter Public School Association, National Alliance for Charter Public Schools, etc.
- Update on emails received at hossearch@marbleheadcharter.com
- Input from Charter School Association and Superintendent (resources and suggestions)
- Updates on clarification of interim roles, ie, the delegation of Assistant HOS responsibilities
- Plan/timeline to determine/kick off HOS Task Force Committee

IV. Action Items   **8:08 PM**

A. Review Action Items from Meeting   FYI   Katie Sullivan   5 m

Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion.

B. Meeting Schedule   Discuss   Artie Sullivan   5 m

Look to schedule agenda items next few meetings on Committee.

V. Closing Items   **8:18 PM**

A. Adjourn Meeting   Vote   Artie Sullivan   5 m

Cover Sheet

Approve Minutes

Section:	I. Opening Items
Item:	C. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Personnel Monthly Meeting on December 10, 2018

MCCPS Board of Trustees

Minutes

Personnel Monthly Meeting

Date and Time
Monday December 10, 2018 at 7:00 PM

Location
MCCPS. ROOM 8L

Committee Members Present
John Steinberg, Katie Sullivan, Patricia Rietti, Xhazzie Kindle

Committee Members Absent
Artie Sullivan, Nina Cullen-Hamzeh

Guests Present
Bill Sullivan, Ellen Lodgen, Ian Hunt, Lori Sherf

I. Opening Items

A. Call the Meeting to Order
Patricia Rietti called a meeting of the Personnel Committee committee of MCCPS Board of Trustees to order on Monday Dec 10, 2018 @ 7:02 PM at MCCPS. ROOM 8L.

B. Record Attendance and Guests

C. Approve Minutes
Patricia Rietti made a motion to approve minutes from the Personnel Monthly Meeting on 11-05-18.
Xhazzie Kindle seconded the motion.
The committee **VOTED** unanimously to approve the motion.

II. New Business

A. Head of School Search

Katie Sullivan began by detailing some of the steps of the HOS Search process from 2007-2011 and shared documents from that time that may be informative including: 3 search firms' timelines, ad posting, communications of process to community, tasks and step delineated in archived emails.
 Discussion of prioritizing tasks included:
    -Board needs to decide if hiring a search firm is feasible. Cost range in 2011 was $15-25,000.
    -Board needs to decide who will serve on Search committee.
    -Ad to be written and posted on schoolspring.com by January
    -Email for receiving applications needs to be set up
    -Current HOS Job description needs to be reviewed and perhaps modified. (Board needs to decide on HOS model as is or bifurcated.)
    -Faculty and community input needs to be gathered.
    -Charter School office needs to be called for resources and advice.
    -Timeline/benchmarks need to be set up to include ad run in January and interviews in Feb., etc.- 3 month process in order to get candidates.

It is vital for Board to frequently provide community with process updates.

Dec. 19th(Weds.) meeting 8-9 a.m. is on calendar and can be used for soliciting parent input.
Jan. 3rd (Thus.) meeting 7-8 p.m. for the same purpose offering an evening option for parents.
Also to include mail address provided for anyone who cannot attend either meeting to send thoughts to HOSsearch@marbleheadcharter.com

Personnel will meet again next Monday, Dec. 17th in preparation to present update at Board meeting on Tues., Dec. 18th.

Action items:
Artie Sullivan will collect search firms and meeting with Salem Public Schools Superintendent.
Artie will contact Charter School office.
Katie Sullivan will call Dr. Argenziano for advice and potential connections.
Katie will refine information from past search and put it in a file in Board on Track.
Katie will find out salary range of other Charter school Heads similar to MCCPS.
Patricia Rietti will ensure Katherine adds Parent input meetings and email to MCCPS Highlights.
Bill Sullivan will ensure Matt Cronin sets up the charter mail account.
Ellen Lodgen & Bill Sullivan will ensure Faculty & staff input is gathered this week during Department meetings.

III. Action Items

A. Review Action Items from Meeting

B. Meeting Schedule
Next meeting dateMonday, Dec. 17th at 7 p.m. at MCCPS

IV. Closing Items

A. Adjourn Meeting

Xhazzie Kindle made a motion to adjourn the meeting.
Patricia Rietti seconded the motion.
The committee **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 9:05 PM.

Respectfully Submitted,
Katie Sullivan

Cover Sheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:

Minutes for Personnel Committee Committee Meeting on December 17, 2018

MCCPS Board of Trustees

Minutes

Personnel Committee Committee Meeting

Date and Time
Monday December 17, 2018 at 7:00 PM

Location
MCCPS 17 Lime Street

Committee Members Present
Katie Sullivan, Patricia Rietti

Committee Members Absent
Artie Sullivan, John Steinberg, Xhazzie Kindle

Guests Present
Bill Sullivan, Bob Erbetta

I. Opening Items

A. Call the Meeting to Order

Patricia Rietti called a meeting of the Personnel Committee committee of MCCPS Board of Trustees to order on Monday Dec 17, 2018 @ 7:10 PM at MCCPS 17 Lime Street.

B. Record Attendance and Guests

C. Approve Minutes

No quorum therefore vote is tabled.

II. Old Business

A. HOS Annual Review and Evaluation

Tabled

B. POLICY REVIEW
Tabled

C. Personnel Committee Membership
Tabled

D. Review Department of Elementary and Secondary Education - Proposed Rubric
Tabled

III. New Business

A. Head of School Search
The Board needs to form the HOS Search Committee by selecting it members and give directives to them and to the Personnel Committee. Tasks need to be clearly delineated for both committees.
Katie has been in conversation with Dr. Al Argenziano who is willing to help in our HOS search.

Action items:
Patricia Rietti will attend Board meeting tomorrow night 12/18 and present Faculty input gathered this week by Dept. Chairs regarding what they are looking for in a HOS.
Katie will send a draft of HOS Search Ad to Board for approval and posting on School Spring, Massachusetts Charter Public School Association, National Alliance for Charter Public Schools, etc.
Katie will talk more with Dr. Argenziano to see what he can assist us with.
Patricia is an administrator on the new email and has volunteered to go through emails received at hossearch@marbleheadcharter.com to separate cover letters and resumes from community input.
Bill will ask Matt Cronin to set up an automatic response in the hossearch email to acknowledge receipt of emails.

Artie was to make contact with Charter School Association and with the Superintendent.

IV. Action Items

A. Review Action Items from Meeting

B. Meeting Schedule
With Artie not present, the next meeting date has yet to be decided.

V. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:03 PM.

Respectfully Submitted,

Katie Sullivan

Cover Sheet

Policy on DISCLOSURE OF APPEARANCE OF CONFLICT OF INTEREST

Section:	II. Old Business
Item:	D. Policy on DISCLOSURE OF APPEARANCE OF CONFLICT OF INTEREST
Purpose:	Discuss
Submitted by:	
Related Material:	Hiring, if potential conflict of interest.docx
	disc-23b3-favor-or-influence-new2-7-10-12.DOC

Here is the hiring process if a conflict of interest may occur between a new employee and a supervisor.

1. Full written disclosure by the related supervisor of the future employee's financial interest;
2. Written determination by the Board that the interest is not so substantial as to be deemed likely to affect the integrity of the services that the School might expect from the superior employee
3. Filing of written disclosure and Board determination with the state Ethics Commission.

From the MCCPS Financial policies,

- Related individuals within the scope of this definition include spouses, parents, children, spouses of children, grandchildren, siblings, father-in-law, mother-in-law, brother-in-law and sister-in-law of a Board member or school employee.

DISCLOSURE OF APPEARANCE OF CONFLICT OF INTEREST
AS REQUIRED BY G. L. c. 268A, § 23(b)(3)

PUBLIC EMPLOYEE INFORMATION	
Name of public employee:	
Title or Position:	
Agency/Department:	
Agency address:	
Office Phone:	
Office E-mail:	
	In my capacity as a state, county or municipal employee, I am expected to take certain actions in the performance of my official duties. Under the circumstances, a reasonable person could conclude that a person or organization could unduly enjoy my favor or improperly influence me when I perform my official duties, or that I am likely to act or fail to act as a result of kinship, rank, position or undue influence of a party or person. I am filing this disclosure to disclose the facts about this relationship or affiliation and to dispel the appearance of a conflict of interest.
APPEARANCE OF FAVORITISM OR INFLUENCE	
Describe the issue that is coming before you for action or decision.	
What responsibility do you have for taking action or making a decision?	
Explain your relationship or affiliation to the person or organization.	
How do your official actions or decision matter to the person or organization?	

Optional: Additional facts – e.g., why there is a low risk of undue favoritism or improper influence.	
If you cannot confirm this statement, you should recuse yourself.	**WRITE AN X TO CONFIRM THE STATEMENT BELOW.** ___ Taking into account the facts that I have disclosed above, I feel that I can perform my official duties objectively and fairly.
Employee signature:	
Date:	

Attach additional pages if necessary.

Not elected to your public position – file with your appointing authority.

Elected state or county employees – file with the State Ethics Commission.

Members of the General Court – file with the House or Senate clerk or the State Ethics Commission.

Elected municipal employee – file with the City Clerk or Town Clerk.

Elected regional school committee member – file with the clerk or secretary of the committee.

Form revised July, 2012
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Cover Sheet

Head of School Search

Section: III. New Business
Item: A. Head of School Search
Purpose: Discuss
Submitted by:
Related Material: HOS Ad, a.docx
                      JD CoaH CEO.PDF
                      McAuliffe Executive Director Evaluation Rubric (as of FY18).docx

MCCPS is in search of a New Head of School. The next Head of School is to ensure that the human, financial, and capital resources of the organization are efficiently and effectively allocated in accordance with the priorities established by the MCCPS Board of Trustees. As a charter school in Massachusetts, MCCPS is mandated to fulfill three promises. They are:

1. to be faithful to the School's Charter;
2. to provide a learning environment that fosters academic success; and
3. to be a viable organization.

Mission

MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large**.**

Vision

The Charter Experience enables students to embody a strong sense of community, global responsibility, intellectual curiosity, interpersonal skills, and entrepreneurial dexterity. Via the school's rigorous, integrated, student-centered, project-based and service learning curriculum, student learning is personalized, reflective, and infused with the arts, technology, and student voice and choice. Through a committed partnership amongst all community members, including parents, faculty, students, alumni, and local community and business leaders, we strive to provide an engaging, innovative, and progressive learning environment that will enable all students to excel.

Student Success Goal

The learning experiences for students will be innovative, highly-engaging, and appropriately challenging so that each student will be empowered to reach his/her highest potential.

Essential Functions

The Head of School (HOS) of the Marblehead Community Charter Public School (MCCPS) is expected to lead the Faculty, Staff, Students, Parents and Community Members in further strengthening the vision of the school. 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 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.

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. Teaching experience strongly preferred.
4. Two or more years of experience in education administration. Must have demonstrated experience with personnel supervision in a school.
5. Must hold a school administrator certificate or a state approved equivalent.
6. High energy level, superior interpersonal skills and ability to function in a team atmosphere.
7. Ability to communicate clearly and effectively in oral and written form.
8. Knowledge of modern principles, methods, and techniques of administration and program planning.
9. Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems.

AAM Search
Specialists in Education

Position:	*CEO*
	City on a Hill Charter Public Schools
Reports to:	*Board of Trustees*
Location:	*Boston, MA*
Website:	*www.cityonahill.org*

"My daughter graduated from City on a Hill in 2014 coming from a family where English was the second language my family knew that it was going to be difficult. With the help from teachers and tutors and an amazing community we knew she was going to succeed. When she graduated she was accepted into Stonehill College, where she received a scholarship she will be graduating in 2019."
- Parent (CoaH Class of 2014)

"I was able to attend COAH through my sister. At first I was not excited about the fact that I was going to the same school as my sister but little by little I knew this was the school for me. From taking AP classes to getting accepted into College of the Holy Cross where I will be graduating in 2020. COAH helped me challenge myself in so many ways and it gave me the chance of getting to know my full potential".
- Student (CoaH Class of 2016)

"My favorite thing about our network is the teacher leadership. It's part of our mission. There are lots of opportunities for a teacher to have decision-making power in the organization. And, on the student side, it's the citizenship piece - getting the kids involved in and having a voice in their communities. That's part of our mission, too, and it makes us different. That's why I work here rather than at another school."
- CoaH Teacher

CITY ON A HILL OVERVIEW

City on a Hill Charter Public Schools (CoaH) is a network of three college preparatory high schools in the cities of Boston and New Bedford, Massachusetts. Each school is tuition-free and open to all students. The schools do not have entrance exams.

Founded by teachers in 1995, CoaH was the first charter high school to open in the Commonwealth. CoaH's mission is to graduate responsible, resourceful and respectful democratic citizens prepared for college and to advance community, culture and commerce and equipped to compete in the 21st century. CoaH was designated a "proven provider" in Massachusetts and was granted charters for two new schools. During the 2013–14 school year, in response to growing waitlists and demand for additional high school choice, CoaH opened its second campus in Boston. During the 2014–2015 school year, CoaH opened its third campus in New Bedford, one of Massachusetts' high-need Gateway Cities. CoaH is now a network of college preparatory high schools with a diverse student body of over 800, a dedicated teaching staff of 75, total staff of more than 150 and an annual budget of about $15MM.

CoaH is committed to high school. It is the only stand-alone charter high school network in the city of Boston. In 2015, CoaH was one of only four Boston high schools ranked Level 1 (the highest possible ranking) by the Commonwealth of Massachusetts. CoaH students outperform their district peers on MCAS. In 2017, 91% of students at COAH's Circuit Street campus scored proficient or advanced on the MCAS ELA test and 81% of students scored proficient or advanced in math. In 2016, 100% of students at COAH's Dudley Square campus scored proficient or advanced on the ELA MCAS. 100% of the graduating class of 2017 were admitted to two and four-year colleges; in 2016, 94% of students were admitted to four-year colleges.

CoaH serves diverse student populations who are traditionally underserved by the public school system. Seventy-seven percent of the student body is considered low-income and more than 30% of students have a disability and about 10% of students are English language learners. CoaH strives to keep out-of-school suspension and student attrition rates as low as possible and takes an approach to discipline that embraces positive behavior intervention and restorative justice practices. There is no social promotion; 100% of students who are promoted to the next level have demonstrated content area mastery in the schools' Common Core aligned curricula. The majority of students enter CoaH high schools performing significantly below grade level in reading and mathematics. CoaH's program provides academic and social-emotional supports so that students accelerate their academic growth. As a result, 100% of students pass the state test and 91% of recent graduates have enrolled in college, with 81% earning merit-based scholarships.

CoaH schools offer a small, nurturing and structured setting where, since 2008, all students attend daily small group tutoring focused on honing math and English skills. Teachers, students and families coalesce behind CoaH's fundamental belief that underserved urban students can learn and succeed at the most competitive level, given the right resources. CoaH high schools provide an accelerated academic program to students, emphasizing academic achievement and citizenship. They prepare students to exercise their rights and responsibilities as democratic citizens by emphasizing their responsibility to question, to act and to avoid complacency. Citizenship education at CoaH includes ninth grade civics class, regular school wide Town Meeting featuring student-led debate and City Project, the capstone course focused on public policy. Through City Project, seniors participate in an unpaid 100-hour internship at a non-profit organization or public organization or public office that aligns with their individual projects. Last year students completed more than 10,000 hours of community service.

CoaH was built on teacher leadership. More than 60% of teachers at each campus hold a leadership position. Deans, principals and vice principals at each school teach at least one class each semester. CoaH also focuses on public accountability for student results. CoaH partners with Boston University for an Urban Teaching Fellowship, an on-site licensure program designed to train effective teachers in urban public high schools. Teachers take responsibility for the performance of students and of the schools. Reflective practitioners, CoaH's teachers help drive school decision-making and are contributors to urban public school reform.

POSITION SUMMARY

The CEO reports to CoaH's Board of Trustees and will provide leadership, vision and daily operational management to its three high schools and network office. S/he will develop innovative approaches within the context of CoaH's mission, with particular focus on continued improvements in outcomes for students – academic, character and life success. S/he will ensure that each school achieves its academic and organizational goals, increasingly distinguishing each high school's program as best-in-class.

The CEO will motivate and lead a talented network team, principals and corps of teachers dedicated to continually improving CoaH's work in education. In addition, the CEO will provide thought leadership and strategic direction as CoaH develops a portfolio of school programs that deliver exceptional education and college and career readiness. As the organization continues to improve student outcomes, the CEO will partner with other organizations in pursuit of optimal student learning, preparedness and life success.

The CEO is also CoaH's representative to the larger political and fundraising community and is responsible for ensuring that the network is a fiscally viable and sustainable organization. Responsible for the financial and legal health of the network, the CEO will collaborate with key staff and advisors to develop community relationships and ensure organizational health and good standing with all stakeholders. The CEO is responsible for all outcomes of the schools and leads the recruitment, selection and oversight of the network leadership team, comprised of a chief financial officer, chief academic officer, chief of strategy and operations, manager of human resources, diversity and inclusion and a development manager.

The CEO's responsibilities also include the following:

- Strategic Planning, Execution and Board Relations
  - Serve as a strategic leader and visionary; ensure implementation of CoaH's strategic plan

  - Collaborate closely with the Board of Trustees to realize CoaH's vision and mission

  - Seek board input on programming and strategic initiatives at the schools, including being open to robust discussion and constructive feedback

- Development, Community Relations and Communications
  - Provide leadership for all fundraising efforts

  - Establish community partnerships, public relationships, and communications that advance the mission

  - Communicate CoaH's mission, vision and goals as well as success stories and achievement to a range of internal and external stakeholders

  - Act as the champion of CoaH's high expectations and public accountability of student results

  - Ensure good relations with CoaH's various community stakeholders (e.g. external partners, donors, community members).

- Operational Leadership and Management
  - Attain the academic, organizational and financial goals articulated in each school's Accountability Plan

- Implement effective human capital strategies; inspire, manage, evaluate and recruit staff to be a high-performing, collaborative team

- Ensure network finances are healthy and adhere to audit expectations

- Complete accurate and compliant Department of Elementary and Secondary Education (DESE) reporting

- Maintain legal compliance for all federally and state-funded programming

- Ensure operations and facilities are safe and support the academic program.

The CEO also performs functions on behalf of and at the direction of the City on a Hill Foundation, Inc. Such functions include oversight of fundraising efforts, real estate, facilities, finances, and such other matters as determined from time to time by the Board of the Foundation in consultation with the Board of Trustees. The CEO will be a voting member of the Foundation Board, as well as an ex-officio non-voting member of the school Board of Trustees.

THE CHALLENGE

The CEO's main focus will be impact. Focusing the schools on a specific set of opportunities, s/he will have to both identify the right path for improving student outcomes and ensure that the schools can successfully execute that plan. The CEO will provide inspirational leadership to motivate the staff - to engage them in defining and executing new strategies and demonstrate that they are part of a stable, responsive and vibrant organization. S/he will focus on increasing teacher engagement in decision-making and increasing internal collaboration.

The CEO will be expected to accomplish a lot:

- Drive, and refine as needed, CoAH's strategic plan for improving student outcomes
- Continue the evolution into a more transparent and collaborative culture
- Ensure sustainability of educational initiatives via fundraising
- Identify, secure and manage partnerships, providing ongoing stewardship to ensure alignment and success for all stakeholders.

The CEO will communicate effectively at the senior leadership team level and throughout the schools. S/he will listen and be collaborative – but also will be comfortable as the ultimate decision-maker.

What Success Looks Like

The CEO will, over the first year, have:
- Established a strong understanding of and alignment with CoAH's mission
- Developed strong collaborative working relationships with the Board of Trustees and the senior leadership team
- Established themselves as a collaborative and inspirational presence on the campuses
- Conceptualized innovative pathways to improve student outcomes
- Launched the implementation of the plan, building on core assets to drive results.

THE CAREER OPPORTUNITY

This opportunity offers the chance to:

- ➢ *Make a difference* – to help more at-risk students grow in academic performance; to continue to improve educational and life outcomes for students in the Commonwealth
- ➢ Join a *passionate, mission-driven and committed team*
- ➢ Drive consistently high levels of *excellence*
- ➢ *Innovate* – leveraging a strong foundation, drive improved student outcomes via innovative approaches
- ➢ Work toward *equity* via schools that serves high school students regardless of their background, aiming to provide increased life choices and opportunities for success
- ➢ *Have fun* – work with a smart, motivated team.

THE IDEAL CANDIDATE

The ideal candidate is/has been a CEO, Executive Director, President or General Manager of an organization or company in education. S/he has innovated, provided inspirational leadership and executed against plans. The ideal candidate is a relationship and coalition builder, able to work a complex system with patience and insight with respect to diverse stakeholders' points of view. S/he engages, is a good read of people, a keen listener who nurtures relationships and has empathy and respect for diverse population and points of view.

The ideal candidate will help develop CoaH's vision for improving student outcomes – academic, college quality, social-emotional, etc. S/he will create pathways to solutions, including changes to school culture, organizational communication and instructional support. The ideal candidate will articulate CoaH's vision and get the team on board with new initiatives; will move the organization forward. S/he is also effective externally – conveying CoaH's vision to the community, creating partnerships, fund-raising. S/he articulates the vision in a way that gets others on-board and excited to participate. The ideal candidate brings positive energy - vigor, an upbeat attitude through thick and thin. S/he is decisive, will decide what to do and what not to do; s/he will make the tough calls.

The ideal candidate understands and is aligned with the mission of CoaH. S/he is passionate about and persuaded of the possibilities for all students, given the right resources. S/he has an equity orientation, and hungers for impact. The ideal candidate has the 'right mindset' about kids, and will value the diverse population that CoaH serves. The ideal candidate has stamina, persistence and places a high value on teamwork. S/he pushes for results, year after year – is patient, resilient about pushing ideas through. Very likely, the ideal candidate has been the number one, and therefore has felt ultimate responsibility for decisions and outcomes. S/he 'gets' systems, marketing, etc. S/he will recognize CoaH's strengths and successes to date, along with its challenges, and will add to CoaH's vision, energy/ enthusiasm and confidence.

Specifically, this individual will have:

- A demonstrated ability to inspire and lead a diverse community of educators, students, and other stakeholders
- Effective interpersonal skills to allow successful engagement with the Board of Trustees, staff, donors, community organizations, students, etc.
- Strategic savvy – has developed a vision; sees possibilities, creates pathways to solutions, stays ahead of the curve
- Demonstrated skill representing his/her organization externally as the chief spokesperson
- Similar skill as an internal evangelizer – convincing the team of and energizing the team behind the strategic roadmap
- Understanding of and/ or experience with the opportunities and challenges of urban education and the charter school landscape; has empathy for teachers and their needs
- Demonstrated innovative thinking, but without losing sight of core strength and clearly balancing innovation with what the market is buying.

The role also calls for a range of personal attributes - integrity; a strategic and analytical mindset; collaboration and negotiation skills; an ability to develop and implement strategic plans; strong presentation skills and a desire for impact. The successful candidate has excellent managerial skills – can recruit strong people, and engage with, inspire and motivate a large and diverse team. S/he will thrive in a dynamic environment, and will infuse the company's culture with strong work ethic and accountability. Perhaps above all else, the ideal candidate is passionate about moving the needle on educational impact, especially for at-risk low-income urban families and children.

COMPENSATION
Salary is competitive and commensurate with experience.

CONTACT
Resumes should be sent as a WORD document to Ardith Myers, Founding Partner, AAM Search, Ardith@aamsearch.com.

City on a Hill Charter Public Schools provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or genetics. In addition to federal law requirements, City on a Hill Charter Public Schools complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities.

Executive Director Evaluation Rubric--Christa McAuliffe Charter School

Strategic Pillar 1: Professional Culture and Leadership - We will build a community of professionals who engage in ongoing and collaborative learning, who feel valued for their contributions and who are motivated to remain a part of the McAuliffe Community.

1. _Human Resources Management and Development_: Implements a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes both staff retention and high-quality, effective practice.

Element	Beginning	Approaching	Meeting	Exemplary
A. Recruiting and Hiring	Manages a recruitment process that rarely or never attracts applications from qualified candidates. Interview process is not consistent, structured, or inclusive. Rarely or never monitors and assesses process. Rarely or never identifies effective educators who share the school's mission and core values.	Manages a recruitment process that sometimes attracts applications from qualified candidates. Leads interview process. Inclusiveness is inconsistent. Sometimes monitors and assesses process and seeks additional resources to improve. Sometimes identifies effective educators who share the school's mission and core values.	Identifies who should be recruited and manages a recruitment process that usually attracts applications from qualified candidates. Leads a structured, consistent, somewhat inclusive interview process. Regularly monitors and assesses process and seeks additional resources to improve. Usually identifies effective educators who share the school's mission and core values.	Identifies who should be recruited and manages a recruitment process that consistently attracts applications from qualified candidates. Empowers a shared, structured, consistent interview process. Monitors and assesses process on an ongoing basis and seeks additional resources to improve. Consistently identifies effective educators who share the school's mission and core values
B. Induction	Does not support new teachers or staff.	Provides limited support to new teachers and staff, and infrequently monitors and assesses process.	Develops induction strategy for new teachers and instructional coaches. Develops induction strategy for other employees. Regularly monitors and	Empowers the Director of Professional Learning / Director of Teaching & Learning to develop and implement induction strategy for new teachers and

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			assesses process and seeks additional resources to improve as needed.	instructional coaches. Develops induction strategy for other employees. Monitors and assesses process on an ongoing basis and seeks additional resources.
C. Professional development and career growth	Does not provide guidance to administrators to support effective professional development and career growth of employees.	Supports professional development that is not consistently high-quality or aligned with organizational goals, and/or does not align with staff career growth.	Supports job-embedded professional development and career growth support aligned with school goals that are consistently viewed as helpful and effective by staff.	Empowers the Administrative team to design and implement professional development and career growth aligned with school goals that are consistently viewed as helpful and effective by staff.

2. _Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning and collaboration, minimizing disruptions and distractions for school staff and improving staff job satisfaction._

Element	Beginning	Approaching	Meeting	Exemplary
A. Time for Teaching and Learning	Does little to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Generally acts to minimize disruptions to instructional time and minimize disruptions and distractions for school-level staff, including principals.	Creates schedules, procedures and related systems that maximize instructional time and minimize disruptions and distractions for school staff; consistently monitors the extent to which these systems are effective	Empowers administrators and teams to contribute to the design and monitoring of systems that maximize instructional time and minimize disruptions and distractions for school staff. Is able to model this element.
B. Time for Collaboration	Sets unrealistic expectations for team meetings if at all and/or does not create a	Sets inconsistent expectations for team meetings and/or creates a	Sets expectations for team meetings and creates a schedule that provides	Is transparent and forthcoming about expectations for all team

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| | schedule that provides adequate meeting time for teams. Does not work to prevent or deflect time-wasting activities. Does not establish norms for team meetings. | schedule that only provides adequate meeting time for some team meetings. Works to prevent or deflect activities with limited success. Norms for team behavior are unclear and/or not consistently practiced. | sufficient meeting time for all team meetings. Prevents or deflects activities that interfere with focus on the agenda during team time. Establishes norms for effective team behavior. | meetings; creates and implements a schedule that maximizes meeting time for all team members. Collaborates with team members to develop team norms. Models this element. |

3. _Management and Operations_: _Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling._

Element	Beginning	Approaching	Meeting	Exemplary
A. Student Safety, Health, and Social and Emotional Needs	Does not develop consistent procedures for student discipline; disciplinary practice vary; often tolerates discipline violations and/or enforces policies or procedures inconsistently.	May urge staff to demand good student behavior but allows varying standards to exist. Supervises and supports administrators in addressing student discipline and bullying matters on a case-by-case basis in the absence of a system of procedures and consequences.	Supports teams in developing systems and procedures for positive student behavior; models high expectations for student behavior and provides appropriate training to uphold these expectations. Establishes routines and consequences, including policies and systems to prevent and address bullying and other behaviors that threaten students' social and emotional well-being.	Guides teams to develop practices that consistently showcase high expectations for student behavior and invest staff and students in upholding these expectations. Successfully implements school-wide routines and consequences such that students take ownership to address bullying and other behaviors that threaten students' social and emotional well-being.

[N.b.: I have removed the two Elements "Plans, Procedures, and Routines" and "Operational Systems" as more appropriate to Director of Business & Operations role.]

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4. _Laws, Ethics, and Policies_: Understands and complies with state and federal laws and mandates, board policies, and ethical guidelines

Element	Beginning	Approaching	Meeting	Exemplary
A. Laws and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, and board and school policies.	May know state and federal laws and mandates, board and school policies, but inconsistently complies with some laws or policies.	Understands and complies with state and federal laws and mandates, board and school policies. Provides the resources and support to ensure school-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, board and school policies. Models this element.
B. Ethical Behavior	Demonstrates lack of sound judgment reflecting integrity and fairness and/or does not adequately protect administrator, student, family, and/or staff confidentiality.	Generally demonstrates sound judgment reflecting integrity and fairness with occasional lapses in judgment and/or does not always protect administrator, student, family, and staff confidentiality appropriately.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately; and expects all school personnel to reflect this practice.	Reliably demonstrates sound judgment reflecting integrity and fairness; protects administrator, student, family, and staff confidentiality appropriately. Effectively supports all staff to do both as well. Models this element.

5. _Fiscal Systems_: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ADD DEVELOPMENT Perhaps shift to organizational viability and add Admissions?

Element	Beginning	Approaching	Meeting	Exemplary
A. Budget Development and Management	Builds a budget that does not align with the school's goals or mismanages available resources.	Develops a budget that loosely aligns with the school's vision, mission, and goals or inconsistently manages expenditures and	Develops a budget that aligns with the school's vision, mission, and goals. Allocates and manages expenditures consistent with goals and	Leads the administrator team to develop a budget that aligns with the vision, mission, and goals, with supporting rationale; uses

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		available resources.	available resources.	budget limitations to create new opportunities for improvement, when possible; allocates and manages expenditures consistent with goals; seeks alternate funding sources as needed.
B. Resource Development	Does not plan for resource development. Does not have systems in place to engage community and track fundraising. Rarely or never seeks or is unsuccessful in achieving external resource support.	Develops vague or unrealistic plans for resource development. Is inconsistent in following plan or developing systematic approaches. Engages the community inconsistently. Has occasional success in securing external resources.	Develops an external resource plan that aligns with the school's vision and goals. Information systems manage fundraising processes and reporting. Engages the school community in giving and in securing additional external resources.	Develops realistic short- and long-term plans for resource development that are closely aligned to school vision and goals. Sets clear targets to identify, engage, and cultivate sources of resources, engaging staff and volunteers. Stewards donors effectively. Monitors, assesses, and improves fundraising activities on an ongoing basis.

Strategic Pillar 4: Engaging Families and Communities in the Life of the School - We will build a community of professionals who engage in ongoing and collaborative learning, who feel valued for their contributions and who are motivated to remain a part of the McAuliffe Community.

1. _Engagement:_ _Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district and community._

Element	Beginning	Approaching	Meeting	Exemplary
A. Family Engagement	Does little to welcome families as members of the	May provide some resources and support and make some	Provides resources and support for all personnel to	Provides resources and support for all personnel to

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	district, classroom or school community or tolerates an environment that is unwelcoming to some families.	attempts to welcome families as members of the district, classroom and school community but does not consistently use culturally sensitive practices and/or work to identify and remove barriers to family involvement.	use culturally sensitive practices to ensure that all families are welcome and can contribute to the district, classroom, school and community's effectiveness. Works to identify and remove barriers to families' involvement, including families whose home language is not English.	use culturally sensitive practices and successfully engages most families, ensuring that all families are welcome and can contribute to classroom, school, and community effectiveness. Works with families and organizations to identify and remove barriers to family involvement, including families whose home language is not English. Models this element.
B. Community and Business Engagement	Limits work to the immediate context of the schools. Does not make efforts to reach out to community organizations, community members, or businesses that could otherwise contribute to school effectiveness.	Engages some community organizations, community members, and/or businesses in annual district events but does not make efforts to increase their involvement to maximize community contributions for school effectiveness.	Establishes ongoing relationships with community organizations, community members, and businesses. Engages them to increase their involvement to maximize community contributions for school effectiveness.	Establishes strategic partnerships with community organizations, community members, and businesses that improve school effectiveness. Works to increase the types and number partners in order to deepen relationships and increase partner contribution. Models this element.

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2. _Sharing Responsibility:_ Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Addresses family concerns in an equitable, effective, and efficient manner.

Element	Beginning	Approaching	Meeting	Exemplary
A. Student Support and Family Concerns	Does not work to support educators to identify student needs, does not work to support families to address student needs, and/or does not draw upon internal or external resources. Fails to provide systems and support for personnel to consistently reach out to families in response to concerns, and agreed-upon solutions are often not in the best interest of students.	Asks staff to identify students struggling academically or behaviorally and/or work with a limited number of families to address student needs, utilizing a limited set of resources. May provide systems and support to address concerns with families as they arise, but agreed-upon solutions are not always in the best interest of students.	Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners. Collaborates to support families to address student needs, utilizing resources within and outside of the district. Provides systems and support for educators to reach out to families as concerns arise and works to reach equitable solutions in the best interest of students.	Provides resources and support to enable educators to identify each student's academic, social, emotional, and behavioral needs, including students with disabilities and English learners and to reach out to families proactively. Collaborates to support families to effectively address student needs and prevent further challenges, reaching equitable solutions – satisfying families, faculty, and staff – and acting in students' best interests. Connects students with a network of resources within and outside the district.
B. Family Collaboration	Does not set clear expectations or provide support for educators to regularly communicate with families on ways to support their children's learning at home and at school.	Sets general expectations and provides occasional support for educators to engage families in supporting their children's learning at school and at home and/or supporting their children with disabilities or limited English proficiency.	Sets clear expectations for and supports educators to regularly engage families in supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.	Sets clear expectations and provides differentiated resources to support educators to consistently and regularly engage all families in supporting their children's learning at school and home, including families and children with limited English proficiency and/or children with disabilities.

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Communication: _Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance._

Element	Beginning	Approaching	Meeting	Exemplary
A. Culturally Proficient Two-Way Communication	Does not set clear expectations for or provide support to school staff to communicate with families in a respecting family cultural norms. District communication regarding student learning and performance primarily occurs through school report cards.	May set expectations for and provide limited support to school staff to communicate with families but does not stress the importance of two-way communication channels or cultural sensitivity. District communication regarding student learning and performance primarily occurs through school newsletters and other one-way media and is occasionally culturally insensitive to some families' home language, culture, and values.	Sets clear expectations for and provides support to school staff to communicate regularly with families using two-way communication channels, including careful and prompt response to communications from families and with respect for cultural sensitivity. Supports administrators to maximize the number of face-to-face family/teacher interactions. Ensures that school communication with families is always respectful and sensitive to families' home language, culture, and values.	Sets clear expectations for and provides differentiated support to ensure that school staff design and implement frequent culturally sensitive personalized communications, respond carefully and promptly to communications from families, and solicit feedback that informs improvement to communication plans. Ensures that school communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Models this element.

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School Performance Elements

Element	Beginning	Approaching	Meeting	Exemplary
Academic Performance	Student achievement does not meet goals and does not meet sending district benchmarks overall and for most sub-groups.	Student achievement meets most school goals and equals sending district benchmarks overall and for most sub-groups.	Student achievement meets all school goals and exceeds many sending district benchmarks overall and for sub-groups.	Student achievement exceeds school goals and sending district benchmarks overall and for sub-groups.
Academic Program Fidelity	Academic program does not meet most of the elements described in the charter application or strategic plan; few stakeholders can articulate key elements of the program	Academic program implementation meets many, but not all of the elements described in original charter application and the school's strategic plan; some stakeholder can articulate key elements of the program	Academic program meets the description in charter application and the school's strategic plan; all stakeholders can articulate and identify key elements of the program	Academic program, curriculum, and school life are infused with the charter and plan elements; all stakeholders articulate and advocate for the program.
Financial Management	Enrollment goals are not attained by more than 5%; or operating deficit under 3% of budget or some financial controls cited as missing.	Enrollment goals just under (within 2%) target. No operating deficit. Clean audit.	Enrollment goals met. Operating budget met with no material re-allocations necessary. Clean audit.	Enrollment goals met or exceeded. Operating, capital, investment budgets met. Clean audit.
School Climate (Student / Parent / Teacher Satisfaction)	Student, parent, teacher satisfaction unsatisfactory (not meeting targeted levels) or not measured or not measured consistently. Improvement efforts sporadic or unsystematic.	Student, parent, teacher satisfaction meeting some targets. Measurement system becoming standardized. Some improvement plans based on survey results and systematized	Student, parent, teacher satisfaction meeting targets. Measurement system standardized and improvement plans based on survey results systematically applied and reviewed.	Satisfaction levels among all stakeholders and sub-groups at or higher than targets. Satisfaction and improvement systems transparent and participatory.

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