MCCPS Board of Trustees

Annual Board Retreat

Amended on June 5, 2019 at 2:18 PM EDT

Date and Time
Saturday June 8, 2019 at 8:00 AM EDT

Location
4 Broadmere Way, Marblehead, MA

Agenda

	Purpose	Presenter	Time
I. Opening Items			**08:00 AM**
A. Record Attendance and Guests		Paul Baker	2 m
B. Call the Meeting to Order		Artie Sullivan	3 m
C. Review Agenda and Expectations		Artie Sullivan	20 m
•Review of Agenda •Expectations for the Day			
II. Goverance Committee - Board Training			**08:25 AM**
A. Board Training	Discuss	Nichole Thompson and Pam Ferris	60 m
•Opening Activity: Board check-in •New Board Member Orientation •Introduction of Board Mentoring			
B. Break	FYI		10 m
III. Discussion			**09:35 AM**
A. Open Discussion with Board & HOS	Discuss	Artie Sullivan	60 m
Review progress on Charter Renewal Discuss implementation and alignment with Board and Committee goals Discuss Strategic Plan			
B. Break	FYI		10 m
IV. Board and Committee Goals			**10:45 AM**
A. Board and Committee Job Descriptions Committee Goals	Discuss	Artie Sullivan	75 m

•Review of Board Job Descriptions
•Review of Committee Job Descriptions
•Each Committee to reflect on progress toward 18-19 goals and begin to draft 19-20 goals
Governance
Finance - Review of Financial Policies
Development
Communications / Community Engagement
Academic Excellence
Personnel
Strategic Plan

V. Lunch   12:00 PM

A. Lunch   FYI   40 m

B. Recognition   Discuss   Multiple   20 m

•Provide recognition for work completed by a Board member that contributed outstanding service to MCCPS in 18-19

VI. Board Officer and Committee Appointments, HOS Goals   01:00 PM

A. Elect Officer Roles / Appointment Board   Vote   Artie Sullivan   45 m
Committee Chairs for 2018-2019

- Elect officer roles for 2019/2020
- Appoint Committee Chairs
- Committee Assignments of Board Members
- Board Vote

B. Break   FYI   10 m

C. Goals for HOS - SY19-20   Discuss   Artie Sullivan   60 m

- Discussion of Goals for HOS for 19-20
- Review Satisfaction Survey

VII. Closing Items   02:55 PM

A. Adjourn Meeting   Discuss   Artie Sullivan   5 m

Cover Sheet

Board Training

Section: II. Goverance Committee - Board Training
Item: A. Board Training
Purpose:
Discuss
Submitted by:
Related Material: MCCPS Board Training 2019.pdf

Marblehead Community Charter Public School

MCCPS Board of Trustees Training
June 8, 2019

Board Training Objective

The objective of todays training is to review best practices, outline the roles and responsibilities of Board Members, explain key things to know about Open Meeting Law, Conflict of Interest, Public Records Law and provide references to resources including policy and procedures and increase communication effectiveness.

Agenda

Board of Trustees Overview and Composition (5 Minutes)

Open Discussion: Board Check-in (5 Minutes)

Social Styles and Effective Communication (20 Minutes)

Break-out Groups (30 Minutes)

- New Board Member Orientation
- Mentor Training

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Board of Trustees Overview and Composition

Who We Are:
Total Number of Trustees: *15

Composition:
- Teachers: 3
- Parents: 6
- Community Members: 5
- Ex Officio: 1

- 80% serving 1st term
  - 47% >12 months of service
  - 5 New Members (May)

- Upcoming Expiring Terms:
  - Sean Killeen, August 2019
  - Jennifer Jewell, August 2019

*5 pending approval from the state

Board of Trustees:

Paul Baker
Peter Cheney
Richard Doran
Fred Ferris
Rudi Herve
Ian Hunt
Jen Jewell
Sean Killeen
Ellen Lodgen
Karl Smith
Arthur Sullivan III
William Sullivan
Stephen Veiga
Rebecca Whidden
Jessica Xiarhos

Board Check-in (Open Discussion)

Goal: High performing board

Goals From (2016)

- Respectful discourse

- Come prepared

- Be on time

- Leave personal agenda out

- Work together as team

- More compassionate discourse

To (Present)

Open Discussion - How are we doing?

Team Communication & Social Styles

Benefits of understanding each others social style:

■Improves teamwork

■Reduces miscommunication and conflict

■Increases mutual respect

■Enables you to influence and persuade more effectively

Source: Proteus International

Social Styles 101

Your social style profile is a description of how others see your behavior.

It is based on decades of research and has proven valid for adults of all ages and backgrounds. The profile describes how a person's behavior, not personality, is seen by others.

In theory, a quarter of the population falls within each personality quadrant.

The better we understand each other's social styles, the more effective we will be when working and communicating with one another.

Key Reminders

■There is NO best social style

■Your social style is not your whole personality

■Your social style represents a theme in your behavior

■Your social style has growth actions

■Your challenge: Take initiative to build effective

relationships with others

Driving

Expressive

Amiable

Analytical

Driving
-Know what they want and easily express conclusions
-Focus primarily on the immediate timeframe
-Slogan: "Let's get it done"
-Can become impatient with delays
-May show little concern for the feelings of others or for personal relationships
-**Others may see you** as efficient and decisive
-**Caution!** This behavior may use power to drive forward and go without the team

Expressive
-Focus attention on future with intuition visions and outspoken spontaneity
-Behavior can be exciting and fun
-Tend to make decisions quickly based on how they feel about relationships
-**Others may see you** as impractical and emotional
-**Caution!** This behavior can lead to mistakes and frequent changes in direction

Amiable
-Relationship oriented (observe feelings and relationships between people)
-Good team players
-Sensitivity for others often lends joy, warmth and freshness to a social situation.
-People tend to readily confide information with you
-Stick to the comfortable and known
-**Others may see you** as avoiding personal risk/conflict
-**Caution! Can be s**low or reluctant to change

Analytical
-Lives life according to facts, principles, logic, and consistency
-Good planners, organizers, and problem solvers with ability to work out tasks systemically
-Need to analyze all possibilities to make a decision
-Faith in principles is of great importance
-**Others may see you** lacking enthusiasm/appearing detached
-**Caution!** The need to be right may make you reluctant to declare a point of view

Drivers

Driving style people are fast-paced and goal oriented, and they can be impatient with those who don't keep up with them. Their favored approach is to act quickly, based on the information they consider relevant – and make any necessary course corrections later, if needed. They specialist in being straightforward, staying cool under pressure, and completing tasks quickly. Others tend to perceive them as work-oriented, clear and demanding.

What driving style people contribute to the team:

- Decisiveness

- Toughness

- Efficiency

- Candor

- Results Oriented

- Pragmatism

- Willingness to take risks

- Encourage the team to decide quickly and take action

More to Know About Working with a "Driver"

Possible weaknesses:

- Not listening

- Too tough/insensitive

- Not inclusive

- Decides too quickly

- Not open to alternatives

Growth area:

- Look for others' perspective

Tips for working with a "driver":

- Respect time and deadlines

- Be accountable – do what you say you will do

- Be straightforward about what you want or need

- Show how the things you want relate to existing goals

- Be succinct

Expressive

Expressive style people are fast-moving and adventuresome. The like to come up with new ideas. Their favored approach to getting good results is to create a picture of the future and then get others' support by selling the benefits of it. They specialize in energy, humor, and risk taking. Others tend to perceive them as persuasive, innovative and impulsive.

What Expressive style people contribute to the team:

- Stimulate creativity
- A sense of fun
- Enthusiasm
- Energy
- Focus on vision
- Promote team spirit
- Willingness to try new things, break new ground
- Encourage the team to be the best

More to Know About Working with an "Expressive"

Possible weaknesses:

- Overstating the pluses
- Impulsive
- Lack of detail/follow-through
- Indiscreet
- Self-involved

Growth area:

- Do "reality checks"

Tips for working with an "expressive":

- Be open to ideas that may not initially seem feasible

- Be willing to "think out loud"

- Acknowledge the Expressive's contributions

- Be empathetic – recognize and allow for space for emotions and feelings

- Provide flexibility to achieve results in new or unconventional ways

Amiable

Amiable style people are considerate and supportive. The like to take time to build rapport and to focus on team success. They favored approach to getting good results is to find common ground and to gain consensus. The believe the best solution is generally one where everyone involved is "on board". The specialize in compassion, mediation, and building trust. Others tend to perceive them as kind, **skilled people and teams, and somewhat self-effacing.**

What Amiable style people contribute to the team:

- Supportiveness
- Empathy
- Trustworthiness
- Loyalty
- Team orientation
- Concern with others' development
- Willingness to share recognition
- Encourage the team to look for win-win solutions

More to Know About Working with an "Amiable"

Possible weaknesses:
- Not tough enough
- Seen as unwilling to confront difficult issues and people
- Unwilling to try new things
- Too accommodating

Growth area:
- Take a strong stand

Tips for working with an "amiable":

- Emphasize a team approach

- Provide context and process – the background needed to understand how to move toward the goal

- Take some time to build rapport

- Stay connected – check in on progress of projects and relationships

- Demonstrate loyalty and trustworthiness

Analytical

Analytical Style people are thoughtful and cautious. The like the make sure all the details are in place before moving ahead. Their favored approach to getting good results is to minimize risk by looking at all options before making a decision. They specialize in accuracy and prudence. Others tend to perceive them as cool, rational, and somewhat detached.

What analytical style people contribute the team:

- Objectivity
- Precision
- Thoroughness, attention to detail
- Systemic thinking
- Professional approach
- Emotional consistency
- Willingness to explore alternatives
- Encourage team to think carefully, be rational

More to Know About Working with an "Analytical"

Possible weaknesses:

- Risk-averse
- Aloof/impersonal
- Poor at selling self or ideas
- Perceived as negative or oppositional
- Seen as indecisive or rigid

Growth area:

- Share your thinking

Tips for working with an "amiable":

- Don't overstate the advantages of your proposal

- Provide thinking time

- Offer documentation

- Ask: "What information do you need in order to make this decision?"

- Provide structure and guidelines

Breakout Groups

New Board Member Training

- Board Training

  - ❑ Expectations, Roles and Responsibilities of Board Members

  - ❑ Open Meeting Law (OML)

  - ❑ Conflict of Interest

  - ❑ Public Records Law

- Policies and Procedures

- Open Discussion

Expectations for the Board

- Trustees owe a fiduciary duty to make decisions that are in the best interests of MCCPS, and that this duty supersedes individual interests

- Conduct oneself ethically and in a manner that focuses on the effectiveness of the Board and the good of the organization

- Believe in, advocate, and act as an ambassador for the values, charter, and vision of MCCPS

- Thoroughly read and possess an understanding of the MCCPS charter and the by-laws which govern the School

- Thoroughly prepare for each Board meeting in order to actively listen, discuss, and debate the issues at hand

Expectations for the Board (Continued)

- Honor the commitment of Board term and attend meetings

- Commit to additional Board service each month, which may include:
  - Participating on a Board committee or task force
  - Attending and supporting School events and fundraising activities
  - Read and research to prepare for monthly Board meetings

- Keep abreast of broad educational and political issues affecting charter schools

- Attend MCCPS Student Exhibitions which occurs three time during the academic year

Role of a Trustee – Key Highlights

✓Comply with all applicable laws and regulations

✓Ensure that the school is an academic success, organizationally viable and faithful to the terms of its charter and earns charter renewal

✓Oversee the financial affairs of the school and approve the budget

✓Hire and oversee the Head of School

(A full list of responsibilities can be found in the MCCPS By-laws)

Responsibilities of a Trustee

Know, understand and/or have on hand at every meeting:

- ✓ MCCPS Charter

- ✓ MCCPS By-laws

- ✓ Open Meeting Law

- ✓ Roberts Rules of Order

- Every Board of Trustee is responsible for knowing and understanding the content listed above. If you do not know this information when engaging in discussion and/or making decisions, you are putting the school at risk

Policy vs. Day to Day

- The primary purpose of the Board is to ensure that the school's focus and mission is in accordance with the Charter and By-laws (MCCPS By-laws Article 2 Section 9)

- The school's chief Staff person shall have the sole authority to exercise managerial powers over the day to day operations of the school and to select, appoint, evaluate, and/or remove the school faculty and staff in accordance with applicable federal and state laws and general school policies (MCCPS By-laws Article 5)

- **Discussion:** Provide examples of day-to-day operations question vs. policy questions

Open Meeting Law

- The Open Meeting Law requires all meetings of public bodies be held in public (except if it falls within the exceptions set forth in this statute) and it establishes rules that public bodies must follow in the creation and maintenance of records relating to those meetings

- With certain exceptions, all meetings of a public body must be open to the public

- A deliberation is "an oral or written communication through any medium, including electronic mail, between or among a quorum of a public body on any public business within its jurisdiction."

Open Meeting Law – Do your homework

- Go to: **https://tinyurl.com/MCCPSBoard**

- Read and understand the law

- **Knowledge Check:**
  - ✓Understand what constitutes a deliberation
  - ✓What meetings are covered by the Open Meeting Law
  - ✓Requirements for posting notice of meetings
  - ✓When can a public body can meet in executive session
  - ✓What records of public meetings must be kept

Conflict of Interest

Members of the Board of Trustees shall comply with any and all State law governing Conflict of Interest.

Some highlights:

- Misuse of position is prohibited

- Participating in a matter in which you, your immediate family, your business organization, or your future employer has a financial interest is prohibited

- Acting in a manner that would make a reasonable person think you can be improperly influenced is prohibited

- Improperly disclosing or personally using confidential information obtained through your role

Conflict of Interest – Do your homework

- Go to **https://tinyurl.com/MCCPSBoard**

- Go to the Education & Training Resources Tab

- Take the Conflict of Interest Law Online Training Program

Public Records Law

Some highlights:

- The Massachusetts Public Records Law provide that each person has a right of access to public information

- Every record that is made or received is presumed to be a public record unless a specific statutory exemption permits or requires it to be withheld

- Minutes of open meetings, regardless of form, are public and must be made available in a timely fashion. There is no requirement that the minutes be approved before they are made public, however, should be marked "unofficial"

Public Records Law – Do your homework

- Go to **https://tinyurl.com/MCCPSBoard**

- Go to the Public Records Tab

- Locate, print and read PDF guide

- If you have any questions, contact the Public Records Division at 617-727-2832 or pre@sec.state.ma.us

Policy and Procedures

- Outside of policies and procedures outlined in the Charter, By-laws, Open Meeting Law and Roberts Rules, there are additional MCCPS policies and procedures that have been created and located on Board on Track

- Policies are in various states (drafts, active and outdated)

- There is an opportunity to identify and update a standard set of policies for the school, which will help align the Board, the HOS, teachers, students and parents

- As a high performing Board, this is a recommended initiative in alignment with strategic planning work

Open Discussion & Questions

Breakout Groups

Mentoring

Why mentoring?

Open Discussion

- Qualities that make a great mentor

- Resources of excellent mentors

- Best practices

Brainstorming:

- What do we want our program to look like?

- Pairing mentor teams for 2019/2020

Thank You!

- For your voice at the table

- Lending your expertise

- For volunteering your time

- For your dedication

- For making MCCPS a great school for our children and our community

Appendix

- Expectations for the Board by State of MA

- State's Performance Criteria for a Charter School Board Trustee

- Best Practices for Chair and Board Members

- Sample Policies Located on Board on Track

- Resource Guide

Obligations and Responsibilities of Boards of Trustees

As public agents authorized by the state, the members of the board of trustees (board) of a charter school are responsible for governing the school and hold the charter for the school, as it is granted by the Board of Elementary and Secondary Education (BESE). **A strong board defines the mission of the school, develops school policies and changes them when appropriate, hires qualified personnel to manage the school's day-to-day operations and holds them accountable for meeting established goals, and formulates a long-range plan and charter school accountability plan that will ensure the school's continued stability.**
In addition to its many other responsibilities, the board must ensure that the school is complying with all of the state and federal laws that apply to the school and that the school is operating in accordance with its charter and with any approved amendments to its charter.

Finally, the board itself must operate in accordance with Massachusetts laws and regulations. Upon beginning service on a board and each year thereafter, each trustee must meet a number of legal requirements set forth by the Commonwealth. The Department of Elementary and Secondary Education (Department) has developed an online management system (Board Member Management System) to distribute, collect, and maintain records of the completion of these requirements by active board members.

Resource: http://www.doe.mass.edu/charter/governance/?section=trustees

State's Performance Criteria for a Charter School Board of Trustee

Criterion 9: Governance

- Members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.

**Key indicators include but are not limited to:**

1. Board members are active and engaged; know and fulfill their legal responsibilities and obligations; exercise their fiduciary duties of care and loyalty; comply with the board's bylaws; and always act in the best interests of the school.

2. The board has clear and well-understood systems for decision-making and communication processes; board meetings are designed to foster open, deliberate, and thorough discussions to facilitate and ensure public accountability.

3. The board demonstrates appropriate oversight of the charter school administration, financial health, progress towards meeting academic and other school goals, and alignment with the mission and other terms of the charter, without managing the day-to-day operations of the school. This includes hiring, evaluating, and removing, if necessary, qualified personnel or management organization (if applicable) to manage the charter school's day-to-day operations and holds these parties accountable for meeting specified goals;

4. The board engages in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to, priorities and goals that are aligned with the school's mission, vision, and educational philosophy. This includes ensuring sustainability of the school by establishing clear processes for board and school leadership succession; and recruiting, selecting, orienting and training members with skills and expertise that enables the board to sustain an excellent school.

Resource : http://www.doe.mass.edu/charter/news/2017_0524CriteriaV3.4.pdf

Best Practices for Chairs

The purpose is to provide tips & techniques on chairing an effective meeting to assist you in your role as Meeting Chair

PLAN

DO

REVIEW
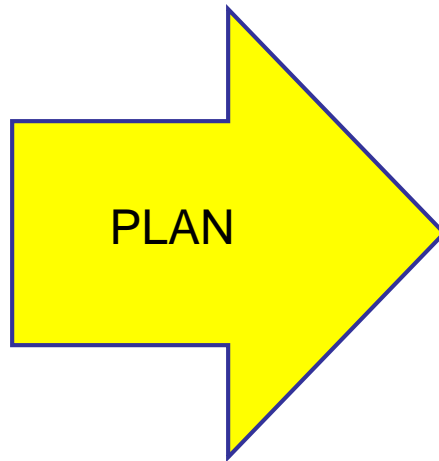
- Clear Meeting Objectives
- Standard Day and Time
- Agenda and Supporting Materials
- Adhere to Roberts Rules of Order
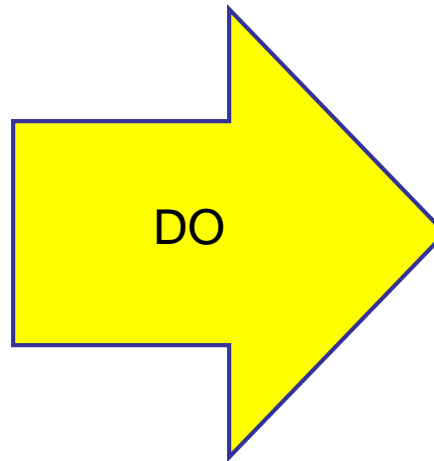
- Effectively Chair and Facilitate Meeting
- Lead the Group
- Actively Listen
- Keep Meeting on Track
- Create Motions and Take Votes
- Represent the School with your Leadership Actions

- Review Key Outcomes and Prepare for Next Meeting
- Evaluate Effectiveness
- Action Next Steps
- Incorporate Opportunities for Improvement

Best Practices for Board Members

The purpose is to provide tips & techniques on being an effective Board Member

PREPARE

PARTICIPATE

REVIEW

- Send agenda items to the Chair prior to meeting
- Pre-review agenda and Supporting Materials
- Adhere to Roberts Rules of Order
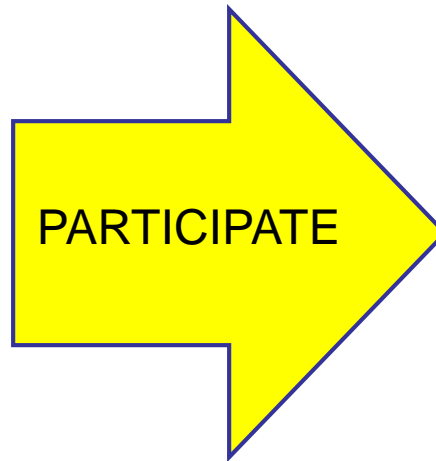
- Actively Listen
- Actively Participate
- Keep Meeting on Track
- Volunteer to be on a sub-committee or an officer role
- Don't conduct Business Outside of Meeting

- Review Key Outcomes and Prepare for Next Meeting
- Follow-up on assigned actions
- Be an ambassador for the school "on and off" the clock

Resource Guide

Resource	What it's used for
MCCPS Charter	Written contract approved by the state that outlines the school's mission, objectives and governance of the school (https://tinyurl.com/MCCPSBoard)
ByLaws	Provides the framework for effective governance Outlines general guidelines for the way the board operates Not intended to delineate operating procedures, and should provide the big picture guidance around the structure and procedures of the Board (https://tinyurl.com/MCCPSBoard)
Open Meeting Law (OML)	To ensure transparency in the deliberations on which public policy is based. Because the democratic process depends on the public having knowledge about the considerations underlying government action, the OML requires, with some exceptions, that meetings of public bodies be open to the public. (https://tinyurl.com/MCCPSBoard)
Roberts Rules of Order	Parliamentary procedure for meetings; the standard for facilitating discussions and group decision making https://tinyurl.com/MCCPSBoard

Cover Sheet

Goals for HOS - SY19-20

Section:	VI. Board Officer and Committee Appointments, HOS Goals
Item:	C. Goals for HOS - SY19-20
Purpose:	Discuss
Submitted by:	
Related Material:	Parent Satisfaction Survey 18-19.pdf hos goals, 1st yr.docx

MCCPS Parent Satisfaction Survey   SurveyMonkey

Q1 Please select the grade of your child. Please select all that apply.

Answered: 76   Skipped: 2
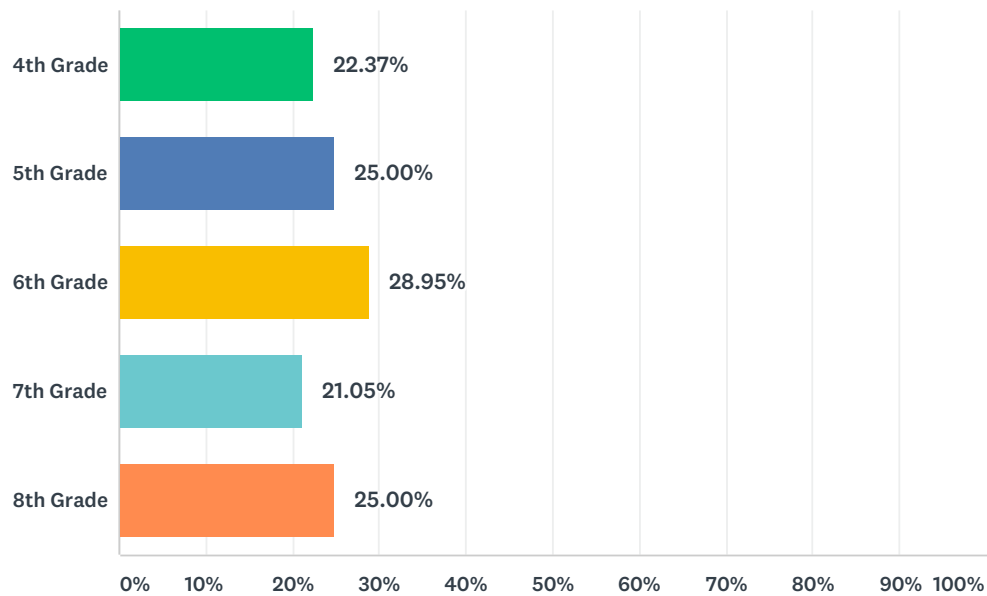
ANSWER CHOICES	RESPONSES	
4th Grade	22.37%	17
5th Grade	25.00%	19
6th Grade	28.95%	22
7th Grade	21.05%	16
8th Grade	25.00%	19
Total Respondents: 76		

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MCCPS Parent Satisfaction Survey

SurveyMonkey

Q2 To what extent do you agree or disagree with the following statement: "The academic program in the following subject meets the needs of my child."

Answered: 64   Skipped: 14
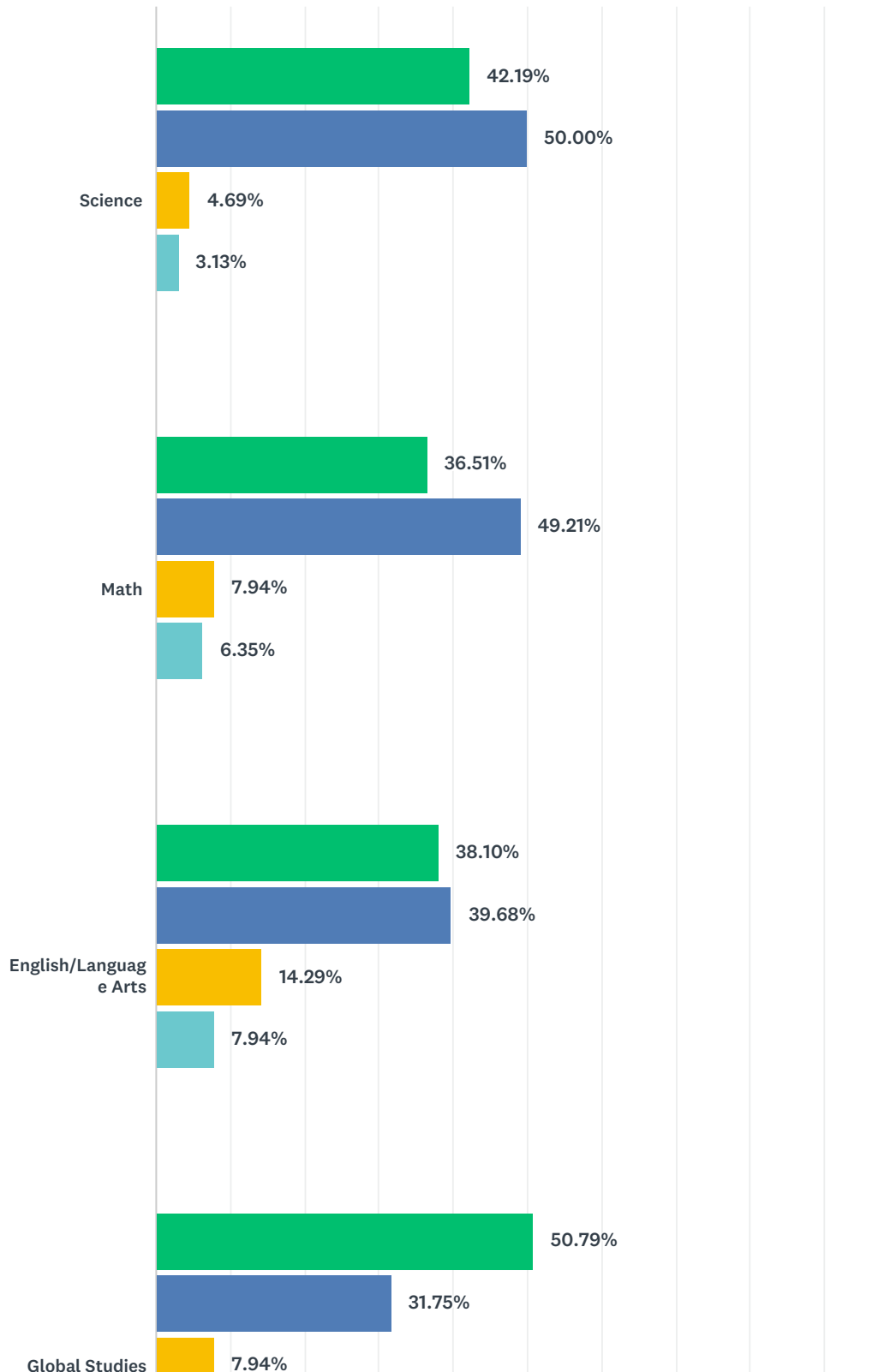
Science
- 42.19%
- 50.00%
- 4.69%
- 3.13%

Math
- 36.51%
- 49.21%
- 7.94%
- 6.35%

English/Language Arts
- 38.10%
- 39.68%
- 14.29%
- 7.94%

Global Studies
- 50.79%
- 31.75%
- 7.94%

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MCCPS Parent Satisfaction Survey

- **Strongly Agree**
- **Somewhat Agree**
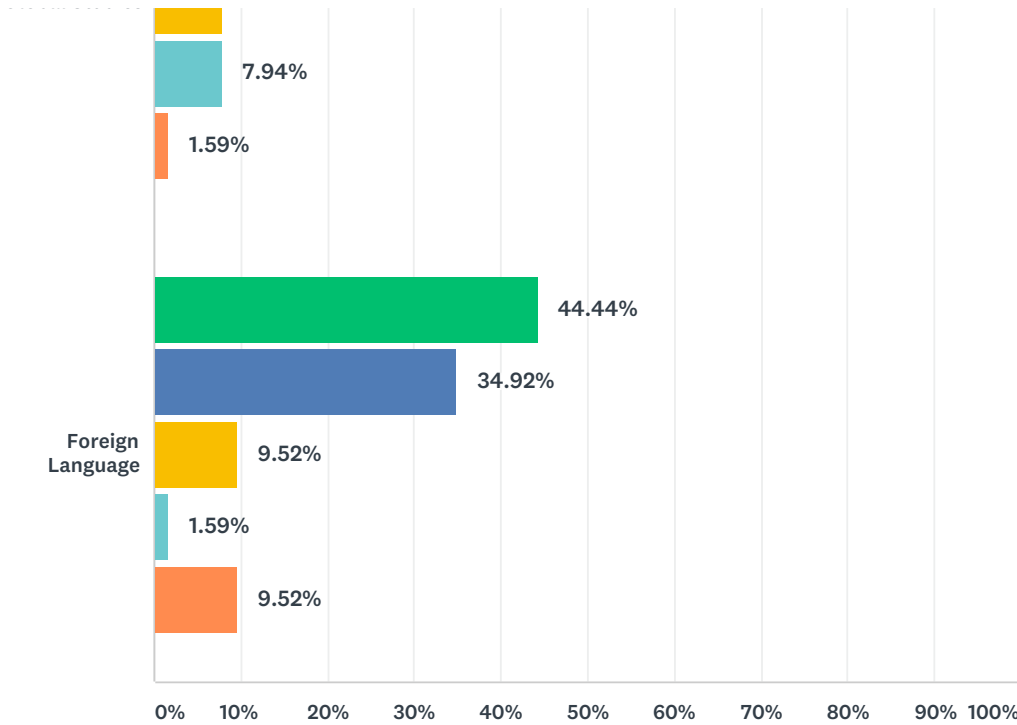- **Somewhat Disagree***
- **Strongly Disagree***
- **N/A**

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE*	STRONGLY DISAGREE*	N/A	TOTAL
Science	42.19% 27	50.00% 32	4.69% 3	3.13% 2	0.00% 0	64
Math	36.51% 23	49.21% 31	7.94% 5	6.35% 4	0.00% 0	63
English/Language Arts	38.10% 24	39.68% 25	14.29% 9	7.94% 5	0.00% 0	63
Global Studies	50.79% 32	31.75% 20	7.94% 5	7.94% 5	1.59% 1	63
Foreign Language	44.44% 28	34.92% 22	9.52% 6	1.59% 1	9.52% 6	63

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MCCPS Parent Satisfaction Survey

Q3 Please indicate your level of satisfaction with the following:

Answered: 63   Skipped: 15
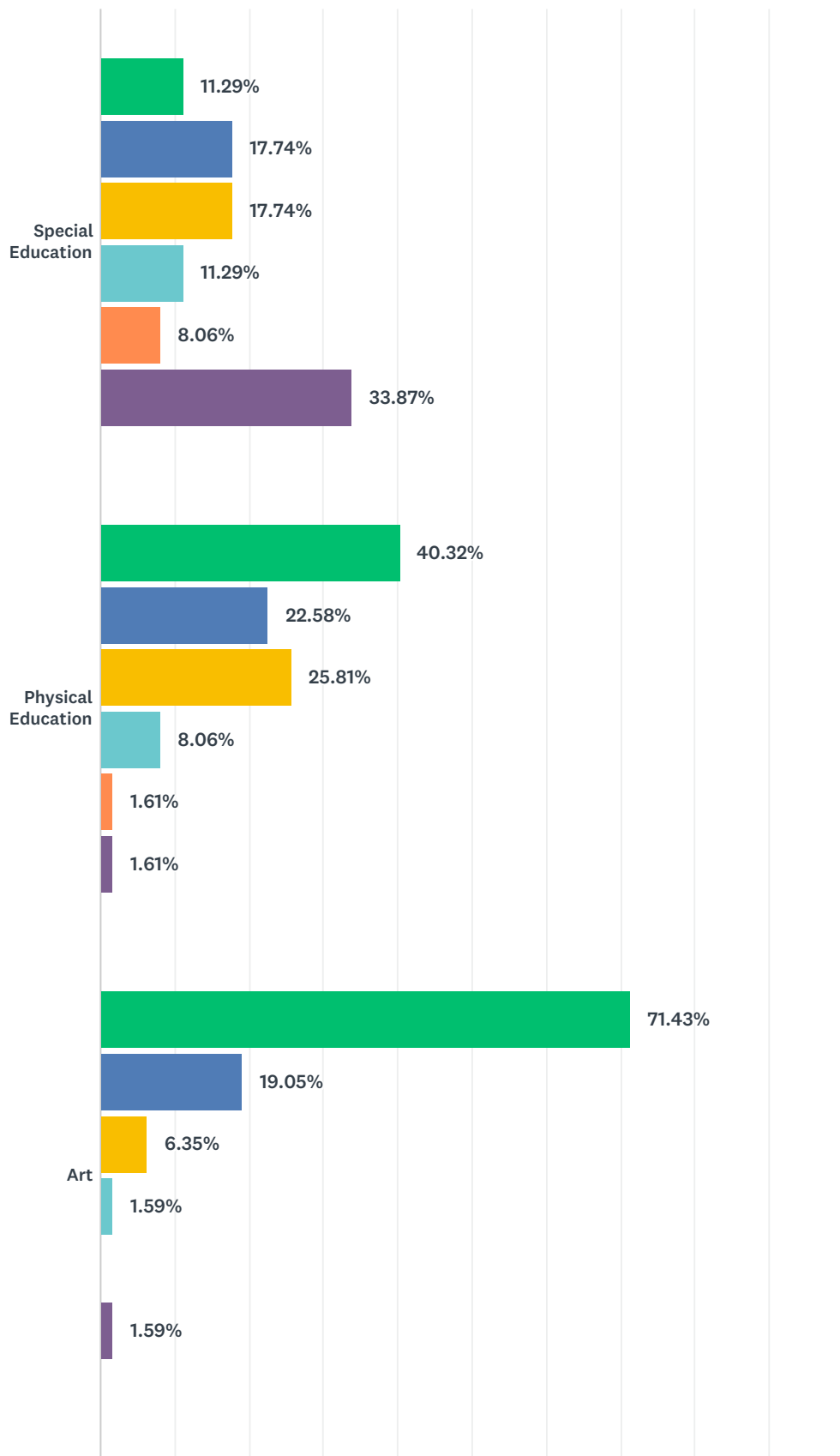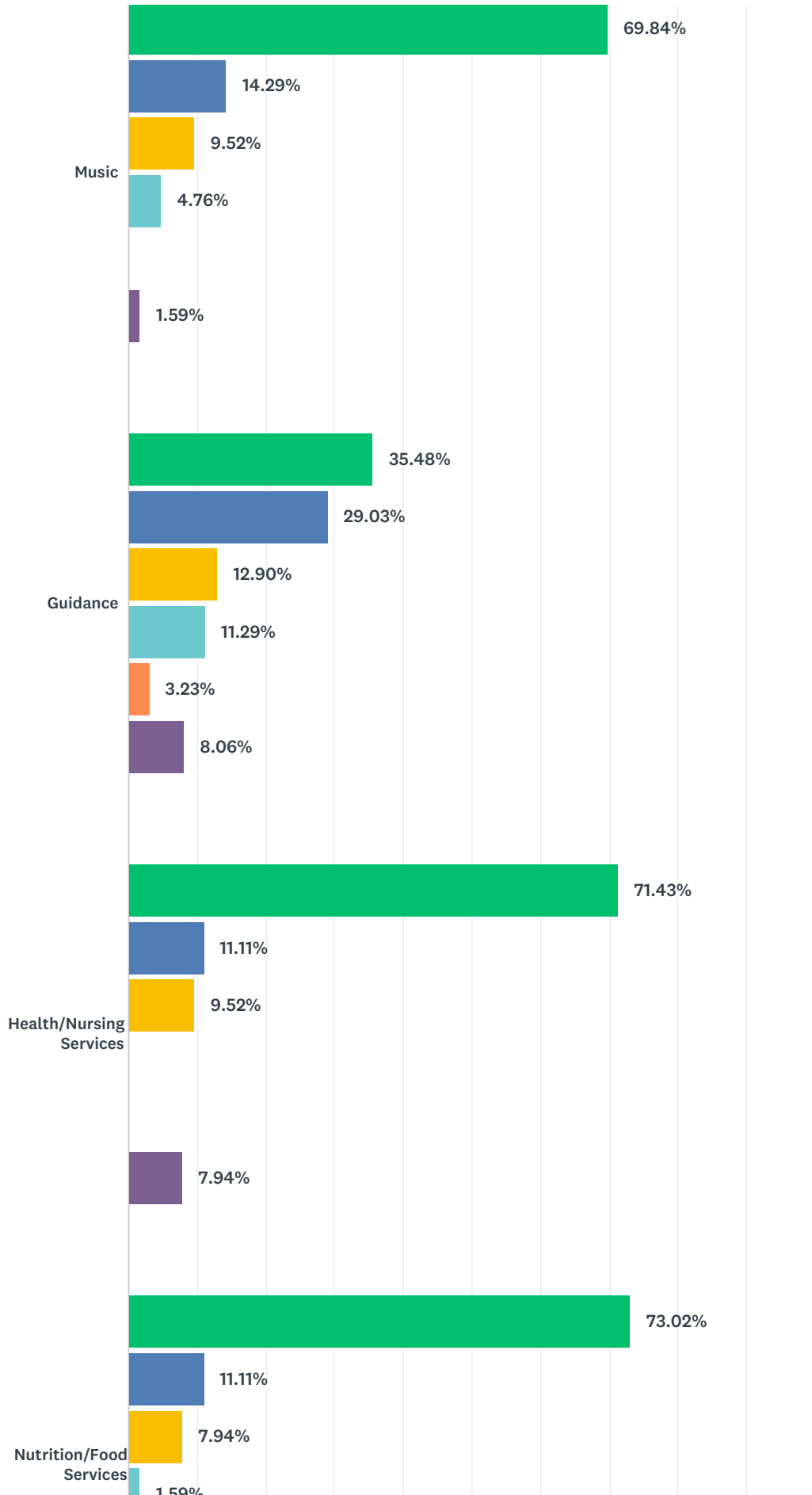
Special Education
- 11.29%
- 17.74%
- 17.74%
- 11.29%
- 8.06%
- 33.87%

Physical Education
- 40.32%
- 22.58%
- 25.81%
- 8.06%
- 1.61%
- 1.61%

Art
- 71.43%
- 19.05%
- 6.35%
- 1.59%
- 1.59%

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MCCPS Parent Satisfaction Survey

SurveyMonkey

Music
- 69.84%
- 14.29%
- 9.52%
- 4.76%
- 1.59%

Guidance
- 35.48%
- 29.03%
- 12.90%
- 11.29%
- 3.23%
- 8.06%

Health/Nursing Services
- 71.43%
- 11.11%
- 9.52%
- 7.94%

Nutrition/Food Services
- 73.02%
- 11.11%
- 7.94%
- 1.59%

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MCCPS Parent Satisfaction Survey   SurveyMonkey

6.35%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90% 100%
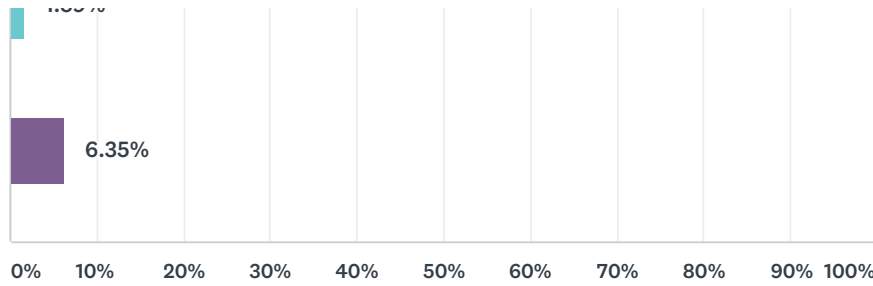
■ Very Satisfied   ■ Somewhat Satisfied   ■ Neutral
■ Somewhat Dissatisfied*   ■ Very Dissatisfied*   ■ No experience

	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
Special Education	11.29% 7	17.74% 11	17.74% 11	11.29% 7	8.06% 5	33.87% 21	62
Physical Education	40.32% 25	22.58% 14	25.81% 16	8.06% 5	1.61% 1	1.61% 1	62
Art	71.43% 45	19.05% 12	6.35% 4	1.59% 1	0.00% 0	1.59% 1	63
Music	69.84% 44	14.29% 9	9.52% 6	4.76% 3	0.00% 0	1.59% 1	63
Guidance	35.48% 22	29.03% 18	12.90% 8	11.29% 7	3.23% 2	8.06% 5	62
Health/Nursing Services	71.43% 45	11.11% 7	9.52% 6	0.00% 0	0.00% 0	7.94% 5	63
Nutrition/Food Services	73.02% 46	11.11% 7	7.94% 5	1.59% 1	0.00% 0	6.35% 4	63

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MCCPS Parent Satisfaction Survey

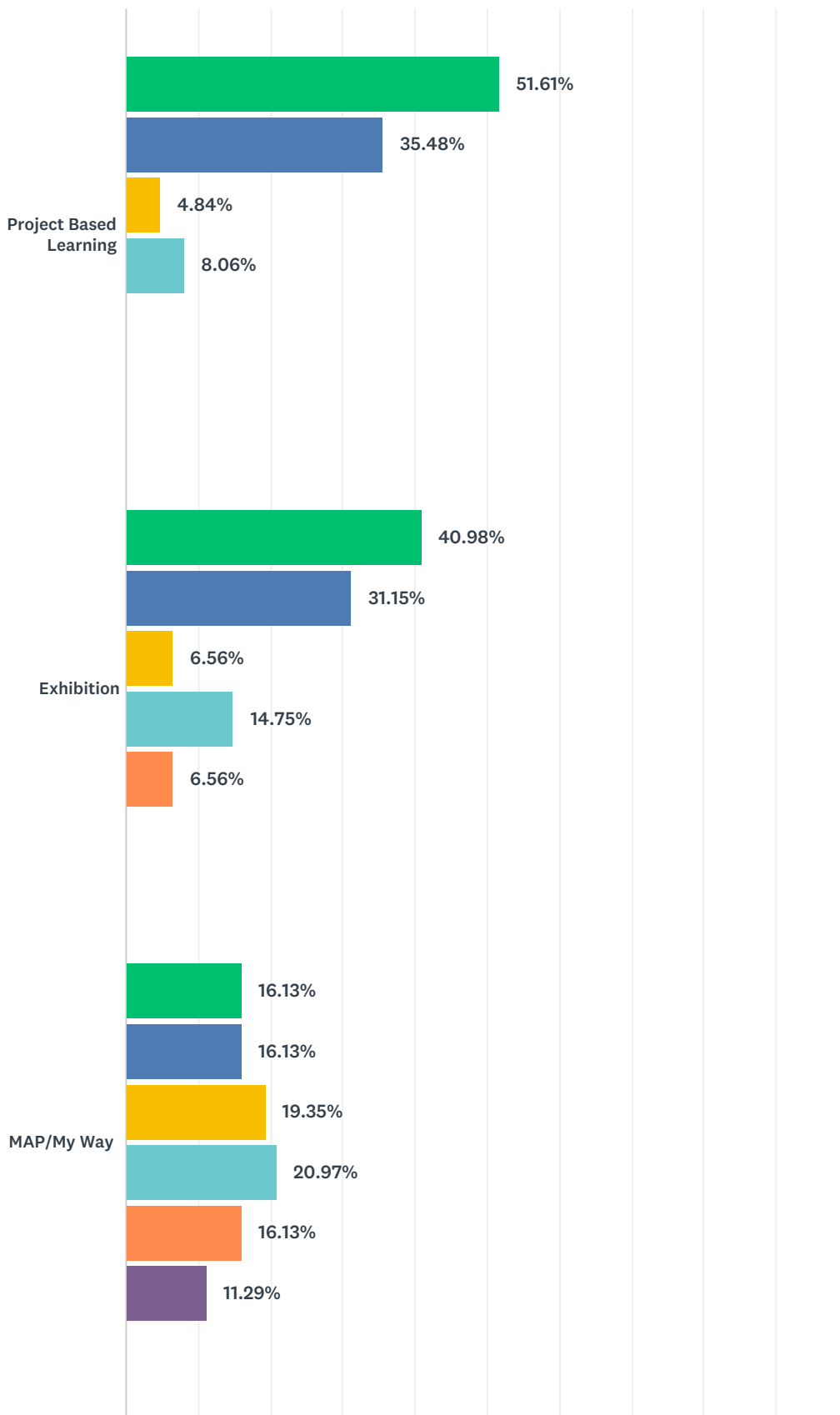# Q4 Please indicate your level of satisfaction with the following:

Answered: 62   Skipped: 16

Project Based Learning
- 51.61%
- 35.48%
- 4.84%
- 8.06%

Exhibition
- 40.98%
- 31.15%
- 6.56%
- 14.75%
- 6.56%

MAP/My Way
- 16.13%
- 16.13%
- 19.35%
- 20.97%
- 16.13%
- 11.29%

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MCCPS Parent Satisfaction Survey

SurveyMonkey

	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL

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MCCPS Parent Satisfaction Survey   SurveyMonkey

Project Based Learning	51.61% 32	35.48% 22	4.84% 3	8.06% 5	0.00% 0	0.00% 0	62
Exhibition	40.98% 25	31.15% 19	6.56% 4	14.75% 9	6.56% 4	0.00% 0	61
MAP/My Way	16.13% 10	16.13% 10	19.35% 12	20.97% 13	16.13% 10	11.29% 7	62
Grading	38.71% 24	37.10% 23	11.29% 7	9.68% 6	3.23% 2	0.00% 0	62
Report Cards	42.62% 26	39.34% 24	6.56% 4	8.20% 5	3.28% 2	0.00% 0	61
Access to computers and technology in the school	48.39% 30	29.03% 18	9.68% 6	9.68% 6	1.61% 1	1.61% 1	62

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MCCPS Parent Satisfaction Survey

SurveyMonkey

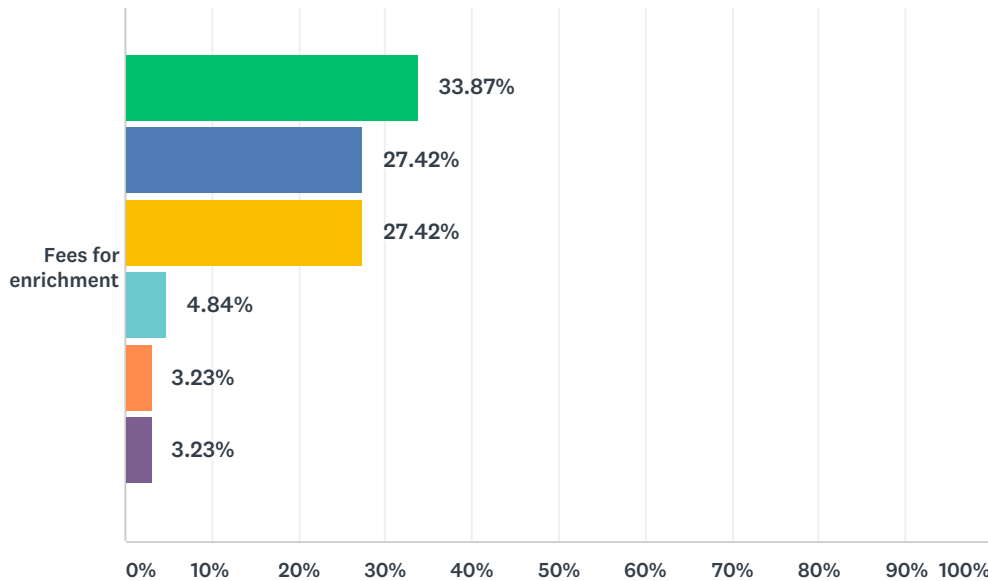## Q5 Please indicate your level of satisfaction with the enrichment program at MCCPS:

Answered: 62   Skipped: 16
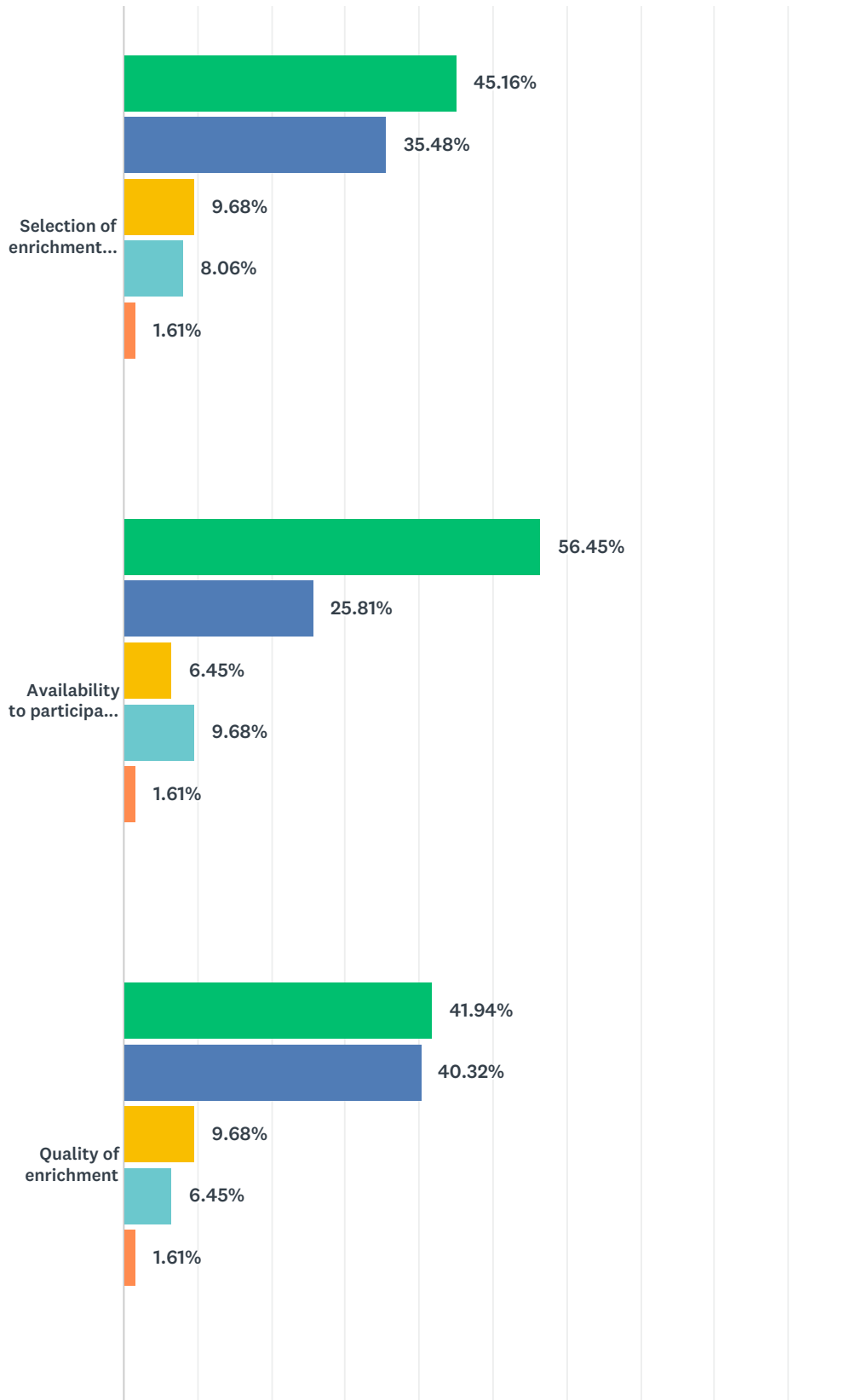
Selection of enrichment...
- 45.16%
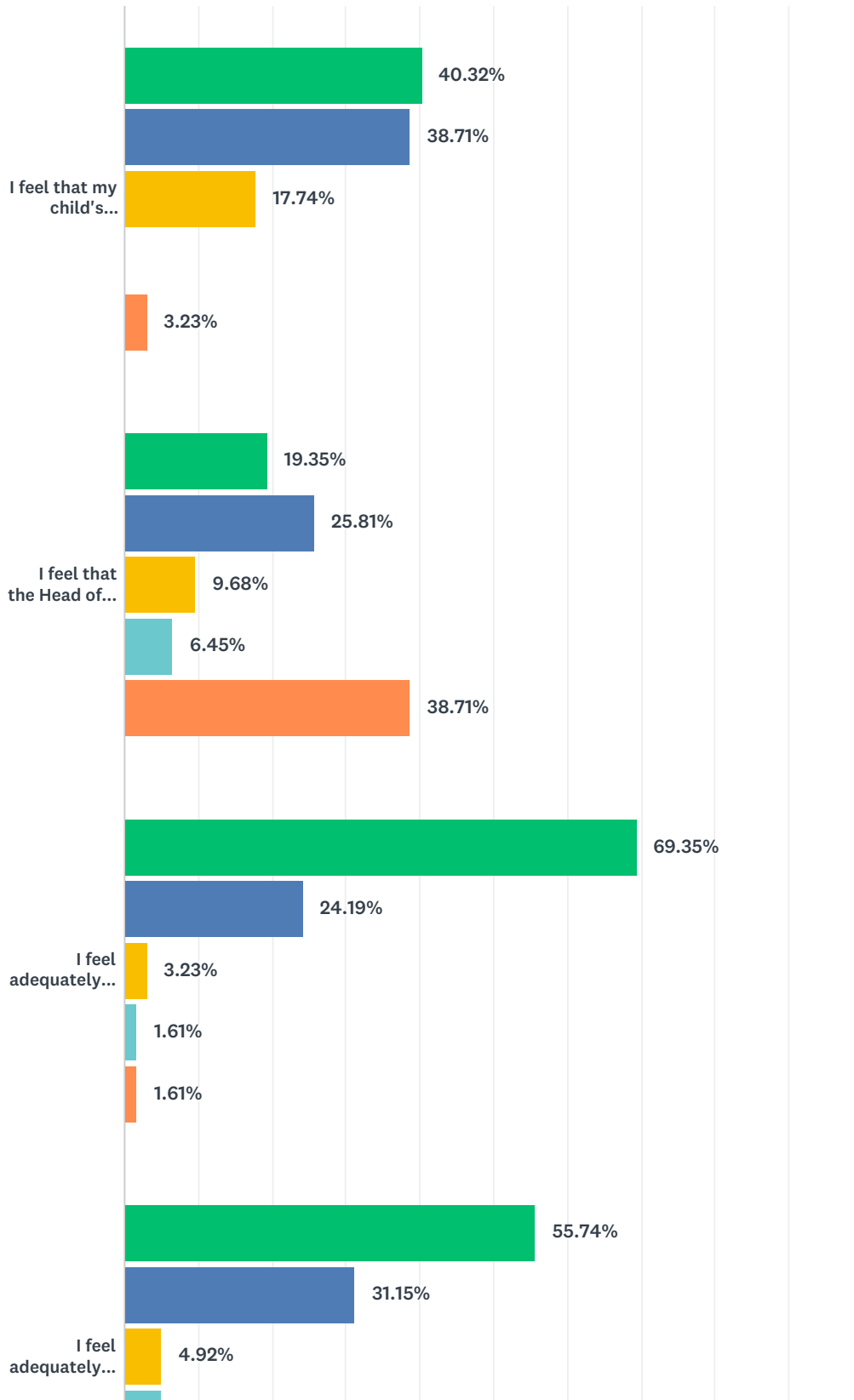- 35.48%
- 9.68%
- 8.06%
- 1.61%

Availability to participa...
- 56.45%
- 25.81%
- 6.45%
- 9.68%
- 1.61%

Quality of enrichment
- 41.94%
- 40.32%
- 9.68%
- 6.45%
- 1.61%

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MCCPS Parent Satisfaction Survey

SurveyMonkey

Very Satisfied   **Somewhat Satisfied**   **Neutral**
Somewhat Dissatisfied*   **Very Dissatisfied***   **Not applicable**

	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NOT APPLICABLE	TOTAL
Selection of enrichment options	45.16% 28	35.48% 22	9.68% 6	8.06% 5	1.61% 1	0.00% 0	62
Availability to participate in preferred enrichment	56.45% 35	25.81% 16	6.45% 4	9.68% 6	1.61% 1	0.00% 0	62
Quality of enrichment	41.94% 26	40.32% 25	9.68% 6	6.45% 4	1.61% 1	0.00% 0	62
Fees for enrichment	33.87% 21	27.42% 17	27.42% 17	4.84% 3	3.23% 2	3.23% 2	62

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MCCPS Parent Satisfaction Survey

Q6 To what extent do you agree or disagree with the following statements regarding communication at MCCPS:

Answered: 62   Skipped: 16

I feel that my child's...	40.32%
	38.71%
	17.74%
	3.23%
I feel that the Head of...	19.35%
	25.81%
	9.68%
	6.45%
	38.71%
I feel adequately...	69.35%
	24.19%
	3.23%
	1.61%
	1.61%
I feel adequately...	55.74%
	31.15%
	4.92%

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MCCPS Parent Satisfaction Survey
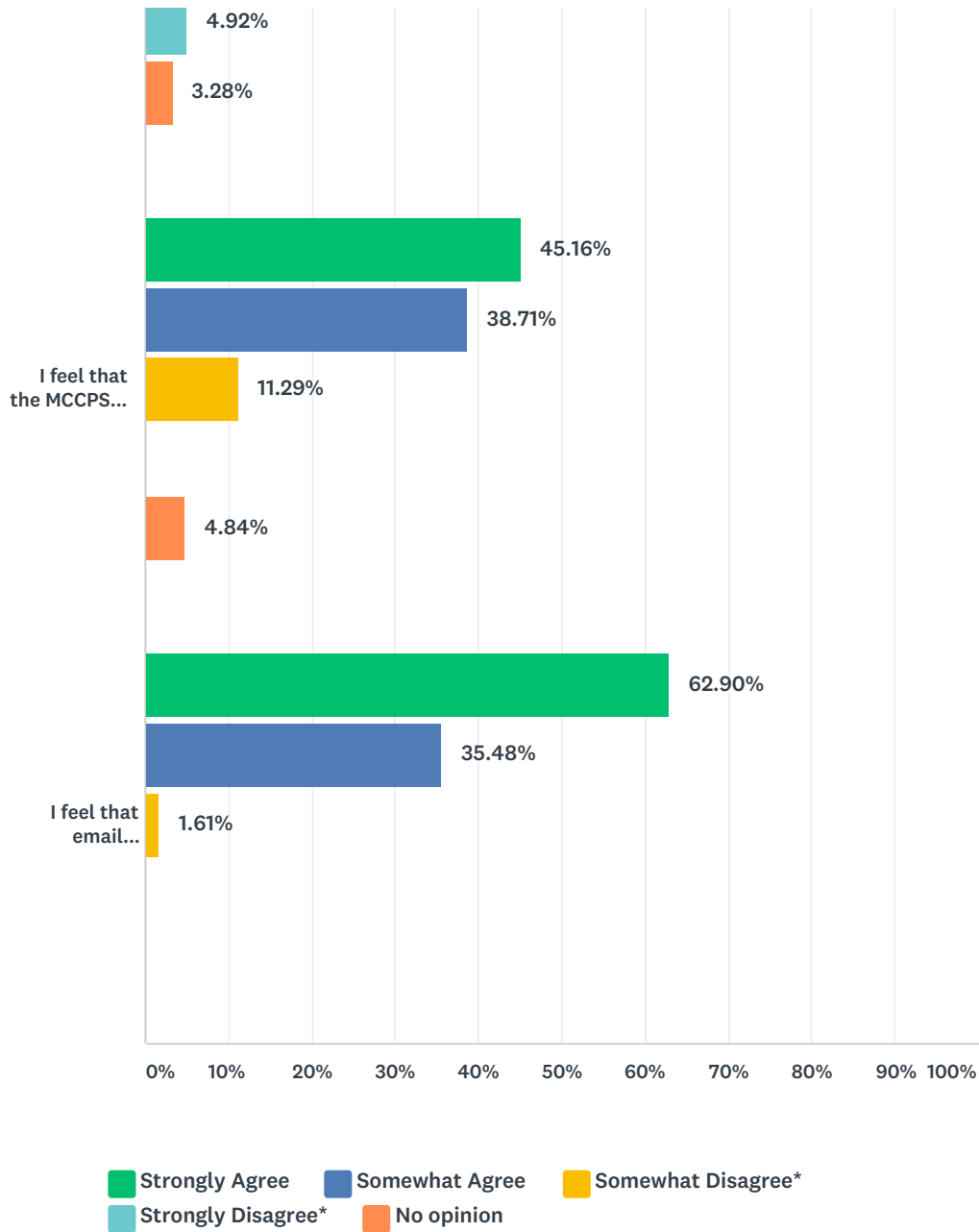
	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE*	STRONGLY DISAGREE*	NO OPINION	TOTAL
I feel that my child's teachers are responsive to my concerns	40.32% 25	38.71% 24	17.74% 11	0.00% 0	3.23% 2	62
I feel that the Head of School is responsive to my concerns	19.35% 12	25.81% 16	9.68% 6	6.45% 4	38.71% 24	62
I feel adequately informed about PTO activities	69.35% 43	24.19% 15	3.23% 2	1.61% 1	1.61% 1	62
I feel adequately informed about the Board of Trustees activities	55.74% 34	31.15% 19	4.92% 3	4.92% 3	3.28% 2	61
I feel that the MCCPS website is helpful	45.16% 28	38.71% 24	11.29% 7	0.00% 0	4.84% 3	62
I feel that email communication for MCCPS is helpful	62.90% 39	35.48% 22	1.61% 1	0.00% 0	0.00% 0	62

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MCCPS Parent Satisfaction Survey

SurveyMonkey

Q7 To what extent do you agree or disagree with the following statements:

Answered: 62   Skipped: 16
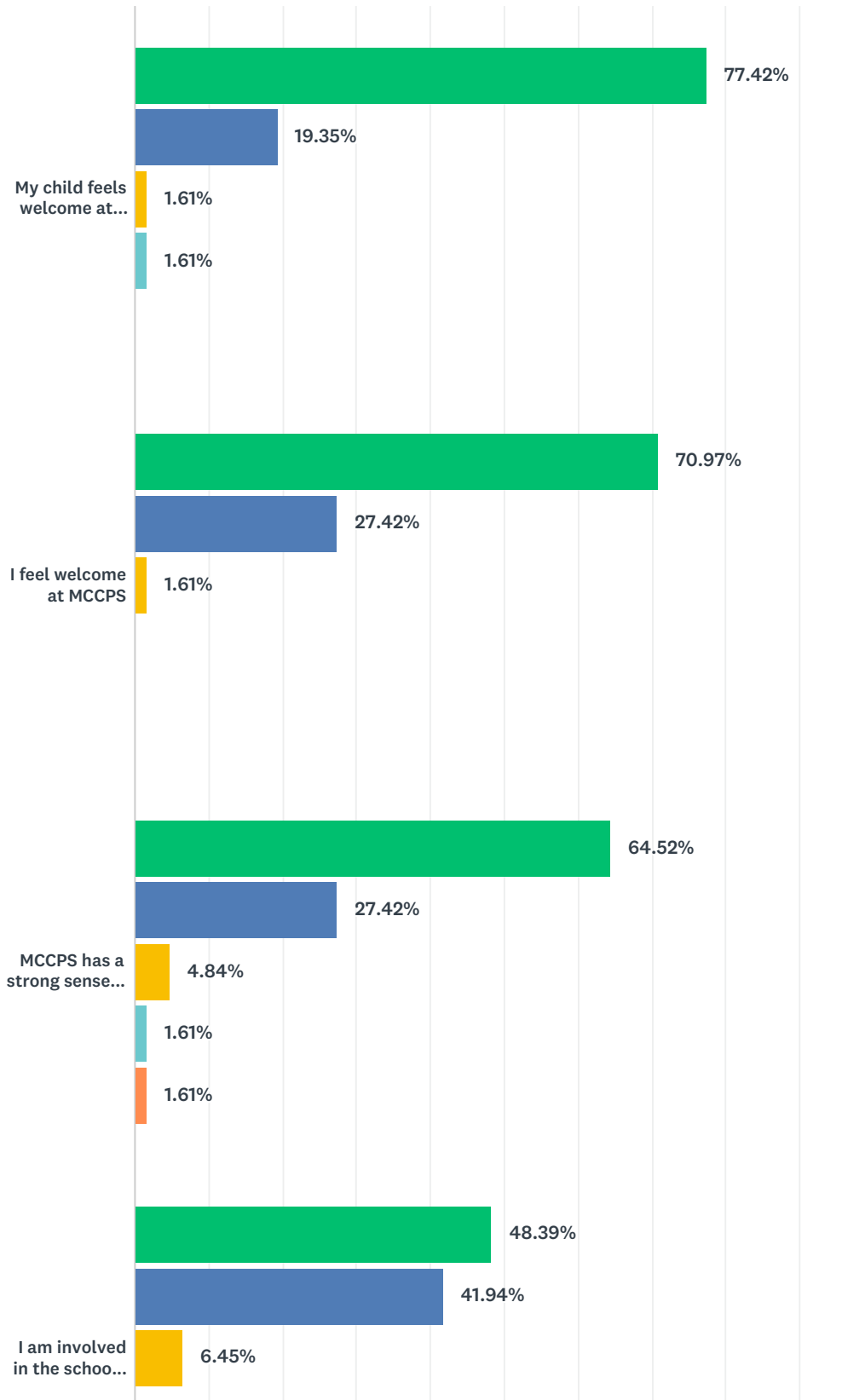
My child feels welcome at...
- 77.42%
- 19.35%
- 1.61%
- 1.61%

I feel welcome at MCCPS
- 70.97%
- 27.42%
- 1.61%

MCCPS has a strong sense...
- 64.52%
- 27.42%
- 4.84%
- 1.61%
- 1.61%

I am involved in the schoo...
- 48.39%
- 41.94%
- 6.45%

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MCCPS Parent Satisfaction Survey

SurveyMonkey

3.23%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90% 100%
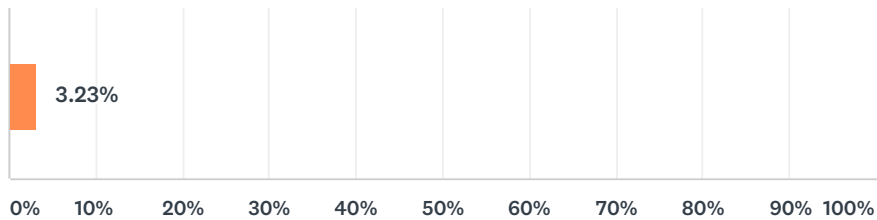
■ Strongly Agree   ■ Somewhat Agree   ■ Somewhat Disagree*

■ Strongly Disagree*   ■ No Opinion

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE*	STRONGLY DISAGREE*	NO OPINION	TOTAL
My child feels welcome at MCCPS	77.42% 48	19.35% 12	1.61% 1	1.61% 1	0.00% 0	62
I feel welcome at MCCPS	70.97% 44	27.42% 17	1.61% 1	0.00% 0	0.00% 0	62
MCCPS has a strong sense of community	64.52% 40	27.42% 17	4.84% 3	1.61% 1	1.61% 1	62
I am involved in the school as much as I am able	48.39% 30	41.94% 26	6.45% 4	0.00% 0	3.23% 2	62

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Q8 Please share any additional comments that you have about your family's experience at MCCPS.

Answered: 34 Skipped: 44

Q9 What do you believe should be the Board of Trustees and the new Head of School's priorities for the next two school years?

Answered: 38   Skipped: 40

What Changes in the Process and Timelines Should Be Considered for New Heads of School?

The evaluation process for Heads of School who are new to the school or who have been promoted from within need not be substantially different from the process used for Heads of School who have served more than one year in the school. Two modifications to the process are worth considering.

The first difference lies in the rating system as it applies to Heads of School new to the role of Head of School. As described earlier, ratings of *Exemplary* performance will not be commonplace. They are reserved for performance on Standards or Indicators that exceed *Proficient* and are worthy of serving as a model for others. *Proficient* performance represents performance that is fully satisfactory. It, too, is meant to represent a high standard. Few new educators—be they Head of School, or teachers—are expected to be *Proficient* on every indicator or even every standard in their first years of practice. For that reason, the *Needs Improvement* level of performance has a particular meaning for educators new to the role of teacher or Head of School. In these cases, *Needs Improvement* has the meaning of developing. It means that the educator's practice on a standard or indicator is not yet *Proficient*, but the educator appears to be "on track" to achieve proficiency within three years.

The second modification applies to both Heads of School new to the role and those who are new to a school. It has to do with the substance of the goals established for the Head of School in the first year.

The following four goals can serve as starting points for the Head of School and Board as they collaborate to develop the goals to be included in the Head of School Annual Plan for the Head of School first year.[1] The first two are school improvement goals. The third is a goal related to the Head of School own professional practice. The fourth can be a good starting point for implementing educator evaluation in the school in a fair, transparent manner.

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[1] Joan Connolly, retired Head of School from Winthrop and Malden, contributed to the development of these examples. Dr. Connolly directs the New Head of School Induction Program.

Goal 1: Effective Entry and Direction Setting. By early spring, the school will have broad agreement from key stakeholder groups about (a) the school's most critical needs, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Key Actions

1. By mid-August,[2] present to the Board a written Entry Plan, including (a) types of evidence to be analyzed, (b) stakeholders to be interviewed, (c) methods for assessing instructional practice, and (d) methods for assessing school systems of support including financial management, human resources, and operations.

2. By December, complete and present a report of Entry Findings that (a) synthesizes evidence collected, (b) identifies strengths of the system and the most critical areas for improvement that require further inquiry, and (c) identifies next steps for study.

3. By March, propose key strategies to improve student learning and other school systems of support.

4. By April, collaborate with Board to identify three to five student learning and school improvement goals.

5. Secure stakeholder feedback about engagement, awareness, and commitment to the strategies and goals.

Benchmarks

1. Presentations completed on schedule (process).

2. Goals adopted (process).

3. Results of spring survey of key stakeholder groups demonstrate engagement (85 percent), awareness (75 percent), and agreement (60 percent) (outcomes).

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[2] This timetable applies to Head of Schools who begin July 1; it will need to be adapted for those starting at other times.

Goal 2: Maintaining Momentum During the Transition. Keep the school moving forward during this year's transition in leadership by working with Heads of School and other school leaders to ensure that meaningful progress is made on critical school goals.

Key Actions

1. Within six weeks, complete with Head of School Steps 1 and 2 of the new Head of School Evaluation Cycle (Self-Assessment; Analysis, Goal Setting, and Educator Plan Development).

2. By end of February, complete Formative Evaluation conferences with Head of School and the school administrators the Head of School supervises.

3. By late spring, conduct at least three classroom visits

4. By June 30, complete Summative Evaluation Reports for supervisees and analyze goal attainment.

Benchmarks

1. Completed Educator Evaluation Plans (process).

2. Log demonstrating at least three classroom visits (process).

3. Analysis of Summative Evaluation Reports demonstrates meets or exceeds rating on 75 percent of Head of School goals (outcome).

Goal 3: (Professional Practice) New Head of School Induction Program. Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Head of School Induction Program and earning at least *Proficient* ratings on each major assignment.

Key Actions

1. Attend eight daylong sessions.

2. Complete all assignments.

3. Consult with my assigned coach at least monthly.

Benchmarks

1. Calendar documents attendance and contact with coach (process).

2. Rubric rating on each assignment demonstrates proficiency (process and outcome).

The Head of School and Board may consider a fourth goal. Pursuing this goal will help a school implement the new educator evaluation system at the same time as the school leadership team is strengthened in ways that will lead to improvements in teaching and learning schoolwide.

What Changes Should Be Considered for New Heads of School? What Changes in the Process and Timelines Should Be Considered for New Heads of School? Page 3 of H-4

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Goal 4: Fair, Effective Classroom Teacher Evaluation. By June, Head of School' and school administrators' ratings of classroom instruction will reflect a shared understanding of what classroom instruction entails when it is being done at the *Proficient* level.

Key Actions

1. Monitor the frequency of Head of School visits to classrooms and review the quality of their feedback to teachers.

2. Devote time at five leadership team meetings to viewing digital recordings of teaching and sharing conclusions about the level of practice observed.

3. Observe classrooms and share conclusions about the level of practice observed.

Benchmark

June administrator ratings of selected digital recordings of classroom instruction are comparable (outcome)

What Changes Should Be Considered for New Heads of School? What Changes in the Process and Timelines Should Be Considered for New Heads of School?   Page 4 of H-4

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