



# MCCPS Board of Trustees

## Monthly Board Meeting

Published on April 22, 2021 at 9:46 AM EDT

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### Date and Time

Tuesday April 27, 2021 at 7:00 PM EDT

### Location

Topic: Board Meeting

Time: 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

[https://us02web.zoom.us/j/3898394128?](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

[pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

Meeting ID: 389 839 4128

Passcode: MCCPS

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
Opening Items			
<b>A. Record Attendance and Guests</b>		Karl Smith	
<b>B. Call the Meeting to Order</b>		Artie Sullivan	
<b>C. Accept Remote Participation</b>	Vote	Artie Sullivan	3 m
In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. Can I get a motion to accept this Executive Order for this meeting of the Board of Trustees, on April 27, 2021.			
<b>D. Approve Minutes</b>	Approve Minutes	Karl Smith	2 m
Approve minutes for Monthly Board Meeting on March 30, 2021			

	Purpose	Presenter	Time
<b>II. Public Comment</b>			<b>7:05 PM</b>
A. Public Comment	Discuss	Artie Sullivan	5 m
<b>III. Presentations</b>			<b>7:10 PM</b>
A. Student Presentations	FYI	Artie Sullivan	15 m
<b>IV. Review of Previous Meeting Action Items</b>			<b>7:25 PM</b>
A. Review of Previous Meeting Action Items	Discuss	Artie Sullivan	

- Identify potential candidates for the Board – Goal is 3 new members for SY2020-2021.  
Areas that need representation on the board –
  - - Alumni
    - Parents of families residing outside of Marblehead.
    - Development
- Add communication with Marblehead Superintendent

#### V. Board Annual Items

A. Upcoming Meeting Agenda Items	FYI	Artie Sullivan	
<ul style="list-style-type: none"> <li>• April – Presentation by HOS of Annual Goals</li> <li>• May – HOS Annual Evaluation, Budget Adoption</li> <li>• June – Annual Board Retreat</li> <li>• July - Adopt Annual Report, by July 31, Adopt Annual Board Goals</li> <li>• August – Adopt HOS Goals, Open Annual Board Self Assessment</li> <li>• Sept – Review Annual Board Self Assessment, Approve Committee Memberships and Vice-Chairs</li> <li>• Oct – Adoption of the Annual Audit (must be done by Oct 31), MCAS Presentation, Presentation on HOS Evaluation Process by the Personnel Committee</li> <li>• Nov – 2021, HOS Contract Renewal Notice</li> <li>• Dec –</li> <li>• Jan – HOS Mid-year review</li> <li>• Feb - Adopt School Calander</li> <li>• March – Set up Satisfaction Survey, Set Annual Board Retreat Date, Presentation of HOS Annual Evaluation Form</li> </ul>			
B. Board Goals for SY 2020-2021	Discuss	Artie Sullivan	

#### Goal-1 (Board Health & Sustainability)

- Continue to build and develop a strong and diverse board to ensure the long-term health and sustainability of MCCPS, through creative mentorship and training programs (in collaboration with governance committee). To include identification of 2-3 new board members SY 2020-2021.
  - Identify key roles and skills, Development, HR, Attorney, Construction
  - Identify key constituencies, Parents, Alumni

	Purpose	Presenter	Time
<b>Goal-2 (Development)</b>			
1. Funding Streams			
2. Grants & Fundraising			
3. Board Responsibility			
<b>Goal 3 (Communication and Community Development)</b>			
<ul style="list-style-type: none"> <li>Strengthen the engagement with key stakeholders (e.g. Head of School, Parents, Students, Educators, PTO and Community) to support the growth and development of MCCPs role within the community and enhance the ongoing school initials and fundraising efforts. To include fostering a strong working relationship between the Board of Trustees and HOS to drive implementation of the 2019 strategic plan and ensure the long-term success of MCCPS</li> </ul>			
<b>Goal 4 (Support given the "New Normal")</b>			
<ul style="list-style-type: none"> <li>To support MCCPS with the "New Normal" for fulfilling the MCCPS Charter</li> </ul>			
<b>VI. HOS Report</b>			<b>7:25 PM</b>
A. Monthly Report	FYI	Peter Cohen	20 m
<b>VII. Other Business</b>			<b>7:45 PM</b>
A. HOS Annual Goals Presentation	Discuss	Peter Cohen	45 m
B. Val-Ed and Board on Track HOS Survey Results	Discuss	John Steinberg	15 m
C. Presentation of Budget for SY21-22	Vote	Rodolphe Herve	15 m
<b>VIII. Committee Updates</b>			<b>9:00 PM</b>
A. Governance Committee	Discuss	Karl Smith	
B. Finance Committee	Discuss	Rudi Herve	10 m
C. Personnel Committee	Discuss	Artie Sullivan	
D. Academic Excellence	Discuss	Jessica Xiarhos	
E. Development & Communications	Discuss	Paul Baker	
F. Strategic Plan Committee	Discuss	Rebecca Whidden	
G. Facilities Task Force	Discuss	Rebecca Whidden	
<b>IX. Public Comment</b>			<b>9:10 PM</b>
A. Public Comment	Discuss	Artie Sullivan	5 m
<b>X. Board Member Comments and Resolutions</b>			<b>9:15 PM</b>

	<b>Purpose</b>	<b>Presenter</b>	<b>Time</b>
<b>A. Board Member Comments and Resolutions</b>	Discuss	Artie Sullivan	3 m

This is an opportunity for Board Member Comments and Resolutions

**XI. Closing Items**

**9:18 PM**

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

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

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

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Board Meeting on March 30, 2021

DRAFT



## MCCPS Board of Trustees

### Minutes

#### Monthly Board Meeting

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#### **Date and Time**

Tuesday March 30, 2021 at 7:00 PM

#### **Location**

Topic: Board Meeting

Time: 07:00 PM Eastern Time (US and Canada)

Join Zoom Meeting

[https://us02web.zoom.us/j/3898394128?](https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09)

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Meeting ID: 389 839 4128

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#### **Trustees Present**

Artie Sullivan (remote), Ian Hunt (remote), James Rogers (remote), Jessica Xiarhos (remote), Karl Smith (remote), NDack Toure (remote), Paul Baker (remote), Peter Cheney (remote), Peter Cohen (remote), Rebecca Whidden (remote), Richard Doron (remote), Rodolphe Herve (remote)

#### **Trustees Absent**

*None*

#### **Guests Present**

Andrea Barlow (remote), Carol McEnaney (remote), Connie DeBoever (remote), Elizabeth Burns (remote), Francie King (remote), Hillary Emerson (remote), Jessica Gelb (remote), Katherine Koch (remote), Katie Sullivan (remote), Kim Sullivan (remote), Kimberly Sullivan (remote), Laurie Stolarz (remote), Robert Erbetta (remote), Ronald's iPad (remote), Sarah's iPhone, Susan Hauck (remote), Wendy Roworth (remote), Will Rockwell (remote), Xhazzie Kindle (remote)

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#### **I. Opening Items**

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

**B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Mar 30, 2021 at 7:03 PM.

**C. Accept Remote Participation**

In light of the ongoing COVID-19 coronavirus outbreak, Governor Baker issued an emergency Order on March 12, 2020, allowing public bodies greater flexibility in utilizing technology in the conduct of meetings under the Open Meeting Law. This Committee would like to accept this Executive Order for this meeting of the Board of Trustees, on March 30, 2021.

Paul Baker made a motion to adopt the Governor's motion and hold the meeting remotely.

James Rogers seconded the motion.

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

**Roll Call**

Artie Sullivan	Aye
Jessica Xiarhos	Aye
Peter Cheney	Aye
Ellen Lodgen	Absent
Ian Hunt	Aye
Peter Cohen	Aye
NDack Toure	Aye
Rebecca Whidden	Aye
Richard Doron	Aye
Paul Baker	Aye
Jessica Gelb	Abstain
Karl Smith	Aye
Rodolphe Herve	Aye
James Rogers	Aye

**D. Approve Minutes**

Rebecca Whidden made a motion to approve the minutes from Monthly Board Meeting on 03-02-21.

Paul Baker seconded the motion.

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

**Roll Call**

Peter Cohen	Aye
Paul Baker	Aye
NDack Toure	Aye
Jessica Xiarhos	Aye
Karl Smith	Aye
Peter Cheney	Aye
Ian Hunt	Aye
Richard Doron	Aye
Rodolphe Herve	Aye
Artie Sullivan	Aye
James Rogers	Aye
Rebecca Whidden	Aye

**II. Public Comment**

**A. Public Comment**

Artie Sullivan provided the opportunity for anyone comment. There were no comments noted.

### **III. Presentations**

#### **A. Student Presentations**

Artie noted that the team wasn't able to assemble a group to present at this time given the current schedule and constraints. The team hopes to resume student presentations next month.

### **IV. Review of Previous Meeting Action Items**

#### **A. Review of Previous Meeting Action Items**

Mr. Sullivan noted that the goal of growing the board and finding new members with certain skill sets is ongoing. The facilities committee has found new members and the progress is favorable. Will Rockwell, a MCCPS alum is interested in joining the team and this is considered a bright spot. The Board has officially designated a restricted fund from surplus, which is also one of the board objectives which has been met. Lastly, the approval of the bylaws is also complete.

### **V. Board Annual Items**

#### **A. Upcoming Meeting Agenda Items**

For the next few months, the board is expected to review the HOS evaluation process and proceed with that exercise, plan for the Board retreat and focus on refining agenda items, take a look at the ValEd and BOT evaluations before they are sent out. In addition, the approval in the budget must be accomplished over the next two to three months.

#### **B. Board Goals for SY 2020-2021**

Artie Sullivan noted that the group continues to work on health and sustainability. The Development Committee has been planning and preparing for a few fundraising events. Communication and community development has been ongoing. Artie noted that the school would be transitioning into the 'New Normal' and most will be returning to full time next Tuesday.

### **VI. HOS Report**

#### **A. Monthly Report**

Dr. Cohen reviewed his report in detail and provided his insights and commentary throughout the presentation. Several questions were posed and he provided additional feedback. Phase 4 and the return to school in the fall were discussed in more detail.

### **VII. Other Business**

#### **A. HOS Annual Evaluation Training**



Katie Sullivan from the Personnel Committee presented her annual training on reviewing and preparing the HOS summative evaluation and explained how to properly fill out and complete the entire appraisal. She highlighted the checklist to be used and then the overall rating at the end of the section. Surveys open by end of the week. BOT first and then ValEd with code - both blind surveys

**B. MCCPS Staffing Updates**

Peter discussed his staffing updates.  
Guidance counselor resigned this month.  
Also on staff is a school adjustment counselor - Jessica Roy - stepped up and has been wonderful.  
Funding options were discussed.  
Several questions were posed and Peter responded to them.

**C. Set Date for Board Retreat**

Tentatively set for Saturday June 12th.  
Start at 9 AM - consider location - starting point is virtual, but if location is available, start thinking about agenda items  
A little more on open meeting laws  
Electing officers - clerk for one year.  
Up for election next year.  
Peter would like to spend time on facilities  
Share out work  
Guess is 2 sessions if conducting virtual  
TJ - retreat agenda point - Teaching Force could be presented.  
Send along ideas for retreat.

**VIII. Committee Updates**

**A. Governance Committee**

Karl Smith provided a brief synopsis on the last Governance meeting noting that the group was looking at procedural updates to renewing board members, updating the charter and interviewing new candidates.

**B. Finance Committee**

Rudi - start with budget  
Legal expense is budgeted at 10K - there is no indication of the need for additional allocation for legal costs.  
Tracking in-line with expectations, budget is going along smoothly. Rudi indicated that the results so far are favorable despite all of the challenges faced.

**C. Personnel Committee**

Still working on policies - will come back to committee.

**D. Academic Excellence**

Nearly finished will all of the components.  
Next step to review with faculty what will be the end product.

**E. Development & Communications**

Paul and then Susan.

Asked to share the document about an update.

Fundraising activity

Lower contributions than expected. Looking for more participation. Hoping to raise up that number.

Big Spring fundraising event - virtual event - Peter and Susan talked with Brian Burns. Looking to make this a fun night.

On-line auction - increase number of items - looking forward to having a great event

Goal is \$30K - ticket sales.

Focus on sponsorships from businesses and families. Trying to build connections.

Rotarians - unique programming

Navigator fund = annual fund. shift over

**F. Strategic Plan Committee**

Becca presented the update for Strategic Planning.

Mural, facade, etc. Great group. Working to develop plans.

Draft mission statements - looking for feedback.

Contribute to creative

**G. Facilities Task Force**

**H. Charter Renewal -**

**IX. Closing Items**

**A. Recap Action Items**

**B. Meeting Evaluation**

Many thoughts and perspectives.

**C. Adjourn Meeting**

Karl Smith made a motion to Adjourned meeting.

Rebecca Whidden seconded the motion.

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

**Roll Call**

Artie Sullivan	Aye
Karl Smith	Aye
Peter Cohen	Aye
Richard Doron	Aye
James Rogers	Aye
Jessica Xiarhos	Aye
Rebecca Whidden	Aye
Ian Hunt	Aye
Rodolphe Herve	Aye
NDack Toure	Aye
Peter Cheney	Aye
Paul Baker	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:10 PM.

Respectfully Submitted,  
Karl Smith

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### **Documents used during the meeting**

- HOS Report to Board of Trustees 3\_30\_21.pdf
- HOS Summative Evaluation Checklist.docx
- Head of School Evaluation Year End Form, 2021 template.docx
- Staffing Updates 2021-2022.pdf
- FY22\_Proposed\_Operating\_Budget\_V3.0.pdf
- Feb 2021 - Financials.pdf
- Feb\_FinCom\_notes.pdf

# Cover Sheet

## Monthly Report

**Section:** VI. HOS Report  
**Item:** A. Monthly Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** HOS Report to Board of Trustees 4\_27\_21.pdf



## **HOS Report to the Board of Trustees**

Submitted by Peter Cohen, Ed.D

Meeting Date: April 27, 2021

- Reopening Update
  - Phase Three
    - 14 students remain fully remote
    - MCAS testing - currently scheduled for May/June
      - MASS/MASC/MTA/MSSA all petitioning DESE for waiver
      - DESE approved remote testing for fully remote students
      - MCCPS has a schedule for assessments in place. Teachers will be trained on MCAS administration on April 28.
  
- Enrollment, Recruitment, Retention
  - Enrollment for 2020-2021 is 211 students
  - Projected enrollment for 2021-22 is 230 students. (Very preliminary)
  - Budget will be based on 220 students enrolled
  
- Head of School Goal Update & Progress toward standards
  - HOS evaluation presentation is separate agenda item with supporting materials in Board packet

**Enrollment Update as of 3.24.2021**

<b>4<sup>th</sup> Grade</b> Accepted/Enrolled: 50 Waiting List: 33	<b>5<sup>th</sup> Grade</b> Accepted/Enrolled: 51 Waiting List: 4	<b>6<sup>th</sup> Grade</b> Accepted/Enrolled: 54 Waiting List: 31
<b>7<sup>th</sup> Grade</b> Accepted/Enrolled: 32 Waiting List: 2	<b>8<sup>th</sup> Grade</b> Accepted/Enrolled: 24 Waiting List: 1	<b>Accepted/Enrolled: 211</b>  <b>Note:</b> Some on waitlist are from Salem

**Projected Enrollment 2021-2022**

<b>Grade</b>	<b>Accepted New Students</b>	<b>Returning Students (Intent to Return)</b>	<b>Total Projected Enrollment</b>	<b>Waitlist</b>
<b>4</b>	<b>36</b>	<b>0</b>	<b>46</b>	<b>50</b>
<b>5</b>	<b>0</b>	<b>50</b>	<b>48</b>	<b>67</b>
<b>6</b>	<b>0</b>	<b>50</b>	<b>50</b>	<b>50</b>
<b>7</b>	<b>0</b>	<b>54</b>	<b>48</b>	<b>40</b>
<b>8</b>	<b>4</b>	<b>33</b>	<b>38</b>	<b>18</b>
<b>Total</b>	<b>40</b>	<b>188</b>	<b>230</b>	<b>225</b>

# Cover Sheet

## HOS Annual Goals Presentation

<b>Section:</b>	VII. Other Business
<b>Item:</b>	A. HOS Annual Goals Presentation
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	ParentSatisfactionSurvey2021.pdf PCohen Evaluation Evidence April 2021.pdf

# Head of School Evidence for Evaluation

Peter Cohen, Ed.D. April 2021



# OVERVIEW

## Evidence of Evaluation

### What's Included:

### Progress Toward Goals

- Leadership Team Development: Calibration & Communication
- Criteria for Excellence: Aligning Curriculum & PBL
- Communications & Marketing: Recruitment, Enrollment, Our Story
- Improving Instruction: Professional Development, Supervision & Evaluation

### Progress Toward Standards

- I. Instructional Leadership
- II. Management & Operations
- III. Family & Community Engagement
- IV. Professional Culture

# GOAL 01

## Leadership Team

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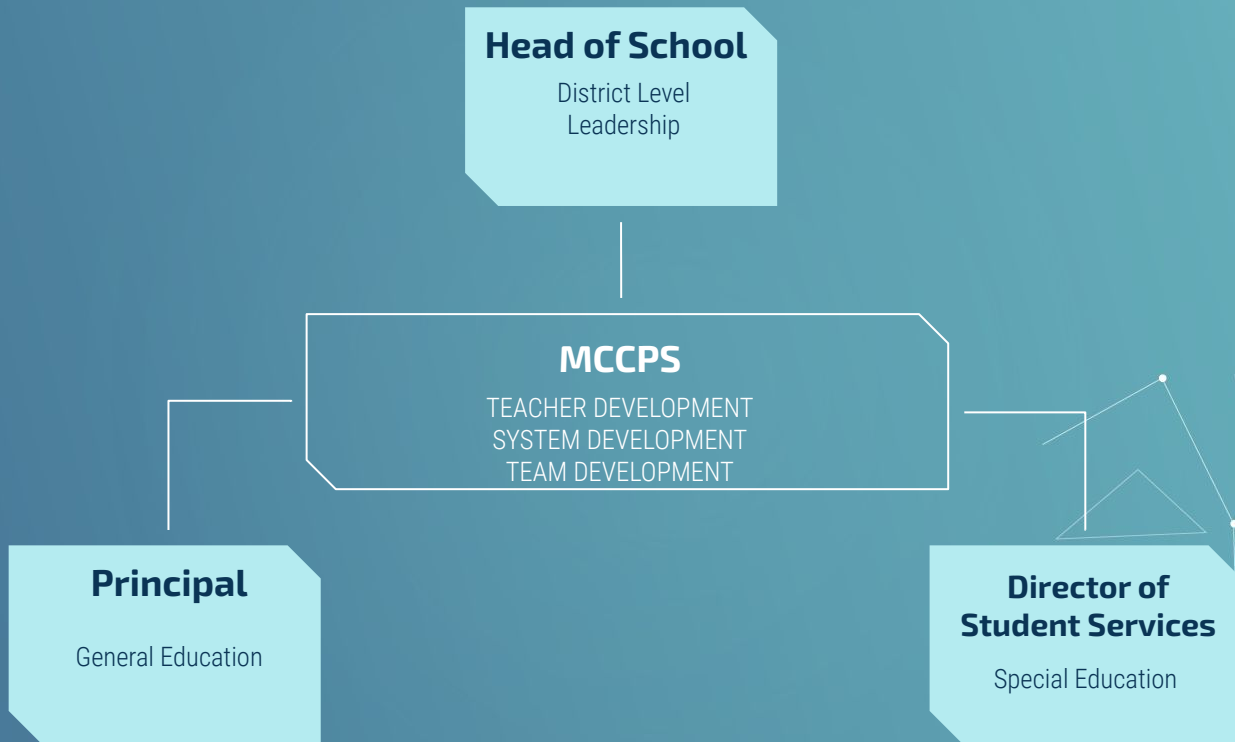
Developing the right team for the right moment

# Team Development

## SIGNIFICANT PROGRESS

- Delayed start - summer 2020 focus on reopening in time of pandemic
- Work will continue into FY22
- Established regular, weekly meeting schedule
- Defined roles and responsibilities divided up along general education & special education working in concert
- Defined district level vs. building level responsibilities
- Allowed Head of School to focus on enrollment, recruitment, development, marketing, facilities...
- Positive relationships between four key leadership roles and Admin team members

# Leadership Team



# Teamwork



**Matt Cronin**

Principal



**Jeff Barry**

Business Manager



**Andrea Barlow**

Director of Student Services



**Susan Hauck**

Development Director

# Unsung Heroes



**Lauren Donadio**

School Nurse



**Washington Ponciano**

Facilities



**Danette Russo**

Director of Food Services



**Beth Taranto**

Admissions

# GOAL 02

## Criteria for Excellence

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Aligning curriculum, measuring progress: a 5 year plan

# Criteria for Excellence

## SOME PROGRESS

- The document for every subject area is near completion
- Empowered the Academic Excellence Committee under leadership from the Principal and Teacher/Committee Chair
- Alignment work is ongoing
- Schedule for FY22 incorporates more time for Departments to meet to continue this work
- COVID delayed progress
- Three step process
  - Identified skills ✓
  - Align curriculum units/lessons (in progress)
  - Measure student growth (next phase)
  - Adjustments to Exhibition & portfolio development



# GOAL 03

## Communications & Marketing

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Telling our Story, Sharing Updates

# Communications & Marketing

## Met Goal

- New Website developed
  - Head of School updates website regularly
- New logo developed
- Postcard project to support recruitment efforts led to over 100 applications
- Social Media strategy developed
  - Boost Facebook posts (Funded by HoS)
  - Parent Ambassadors
    - Parents share social media posts
    - PTO Efforts
      - Take-Out Tuesdays
  - Instagram (Head of School posts)
- Communications playbook in development
- Applications way up

# GOAL 04

## Professional Development


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Systems for Improving Teaching, Learning, Culture

# Professional Development

## SOME PROGRESS

- Teaching Force
  - COVID impacted roll-out
  - Regrouped in March with plan for Spring
  - Will serve as foundation for improvement strategy (teaching, learning, culture) in FY22
- Focus in FY22
  - Tier 1 instructional practices
  - Co-Teaching (True inclusion model)
  - Supervision & Evaluation for teachers with regular feedback cycle



# Instructional Leadership

# Standard I: Instructional Leadership

## IA: Curriculum

- **Criteria for Excellence progress**

## IB: Instruction

- **Feedback systems goal for FY22**

## IC: Assessment

- **Next step in Criteria work**

## ID: Evaluation

- **Focus area for FY22**

## IE: Data

- **MCAS returns spring 2021**
- **Use of iReady, IXL**
- **Survey data**

## Summary:

This year we focused on developing/defining role of the Principal and setting up this work for Fy22

Rating: Needs Improvement



# Management & Operations

# Standard II: Management & Operations

## IIA: Environment

- **COVID reopening procedures - health & safety during a pandemic**

## IIB: HR Management

- **Excellent new hires: Adjustment Counselor, 2 Inclusion Teachers, Director of Student Services**
- **More work needed on mentoring systems to support new hires**

## IIC: Scheduling & Management Info Systems

- **Developed schedules for each phase of reopening**
- **Built in time for meetings, consults**

## IID: Law, Ethics, Policies

- **Established connections with DESE representatives**
- **Attended regular calls with Commissioner of Education**
- **Revised handbooks, by-laws - had not been done in years**

## IIE: Fiscal

- **Conservative budget at 210 students - finish in the black**
- **Pursued/awarded many grant opportunities**
- **Improved compensation for employees**

## Summary:

Despite COVID, much progress made toward this standard

Rating: Proficient





# Family & Community Engagement

# Standard III: Family & Community Engagement

## IIIA: Engagement

- Due to COVID, visitors not allowed. Still found ways to keep families engaged
- Parent Ambassadors
- Consistent communication

## IIIB: Sharing Responsibility

- PTO role - Parent Ambassadors
- Susan Hauck and Beth Taranto stepped up

## IIIC: Communication

- Weekly newsletter
- Communication every step of the way with reopening phases, COVID tracking, schedule impacts
- Monday Morning Memo to staff - every week

## IIID: Family Concerns

- Zoom meetings
- Face to face meetings when possible

### Summary:

While COVID presented numerous challenges, we met the moment at every turn

Rating: Proficient

# IV

## Professional Culture

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#### **IVA: High Standards**

- **Satisfied = Finished - never satisfied. High standards always**
- **Model communication (work in progress for faculty)**

#### **IVB: Cultural Proficiency**

- **Establishing a GSA at MCCPS**
- **Responsive to racial injustice in the country**
- **Book study to learn, educate our team on race and becoming antiracist**

#### **IVC: Communication**

- **Consistent flow of information for all**

#### **IVD: Continuous Learning**

- **Teaching Force provides for collaborative structures**
- **Attended MassCUE conference virtually**
- **Twitter network**
- **Networking with Charter Leaders**
  - **Consultancy monthly**
  - **Coaching monthly**

#### **IVE: Shared Vision**

- **Facilities work progressing**
- **Faculty Council established**

#### **IVF: Conflict Management**

- **Transparent: addressed issues proactively**
- **Open door**
- **Peer conflict mediation (examples available)**

**Summary:** Rating: proficient and work to be done to develop stronger relationships

# **Standard IV: Professional Culture**



# 2020-2021

So much  
accomplished,  
so much to do

# Accomplishments

## COVID

- **Phased Reopening**
- **Schedules**
- **Health/Safety Protocols**
- **Facilities upgrades**
- **Lunch coverage**
- **COVID tracking**
- **Support faculty**
  - **Anxiety**
  - **Remote work**

## Teaching/Learning & Student Services

- **Adjustment Counselor**
- **Nurse = Rock Star**
- **Portfolios (grade 8)**
- **Virtual Exhibition**
- **Teaching Force**
- **Tiered Focused Monitoring by DESE - no findings!**
- **Schoology & Zoom**
- **Special Ed policies & procedures manual updated**
- **RTI process updated**
- **Special Ed Consult model updated**

## Leadership & Operations

- **New Website**
- **New logo**
- **Improved bandwidth**
- **Parent Ambassadors**
- **Right people in the right positions**
- **Food services - rise to the moment**
- **Warehouse cleanout**
- **New phone system**
- **Grants**
- **Updated**
  - **By-Laws**
  - **Enrollment Policy**
  - **Handbooks**

# Staff Survey Summary

## February 2021

- I feel more comfortable with remote teaching than I did last spring.
  - 18 of 20 Agree or strongly agree
- Recognizing that distancing protocols have impacted our school, I still feel a sense of community exists at MCCPS
  - 18 of 23 agree with 9 acknowledging COVID impacted this
- MCCPS is a school that values teacher leadership
  - 16 of 23 agree or strongly agree
- I feel that a culture of innovation is present at MCCPS. My colleagues and I are continually working to improve our school and our service to students
  - 17 of 23 agree or strongly agree
- I feel supported at MCCPS. help is available to me if I need it regarding student issues, parent/colleague concerns, and/or other challenges
  - 15 of 23 all or most of the time, 7 responded sometimes
- Please indicate your opinion of the direction of the school in terms of culture
  - 16 of 21 right direction, positive, or very positive

# Parent Survey Summary

- See attached





# CUSTOMER REVIEWS

“Dr. Cohen has moved things forward at MCCPS in ways that we didn't imagine were possible. So many things are being taken care of so quickly, always with lots of thought and communication. We are so lucky to have you!”

**-Parent**

“Thank you for all of your extraordinary efforts and diligence as you continue to provide our children with support and high quality learning experiences. We feel great pride sharing our family and son, is a part of the Charter Community. We have been immensely impressed by how the administration has navigated throughout these unprecedented circumstances and continue to be very appreciative of your commitment to open and inclusive communication with parents.”

**-Parent**

# THANKS

Does anyone have any questions?

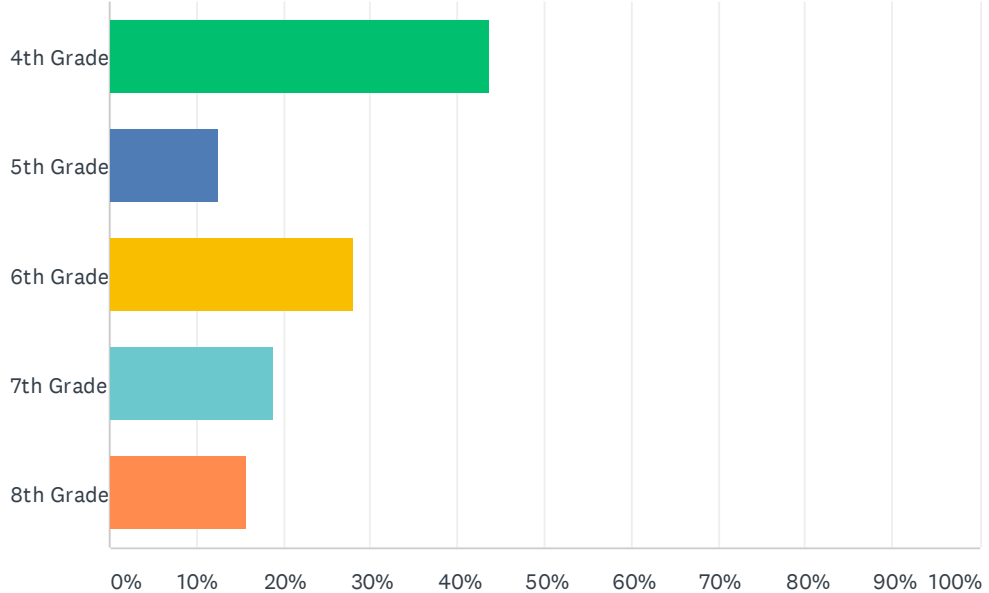
CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.

**Please keep this slide for attribution.**



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

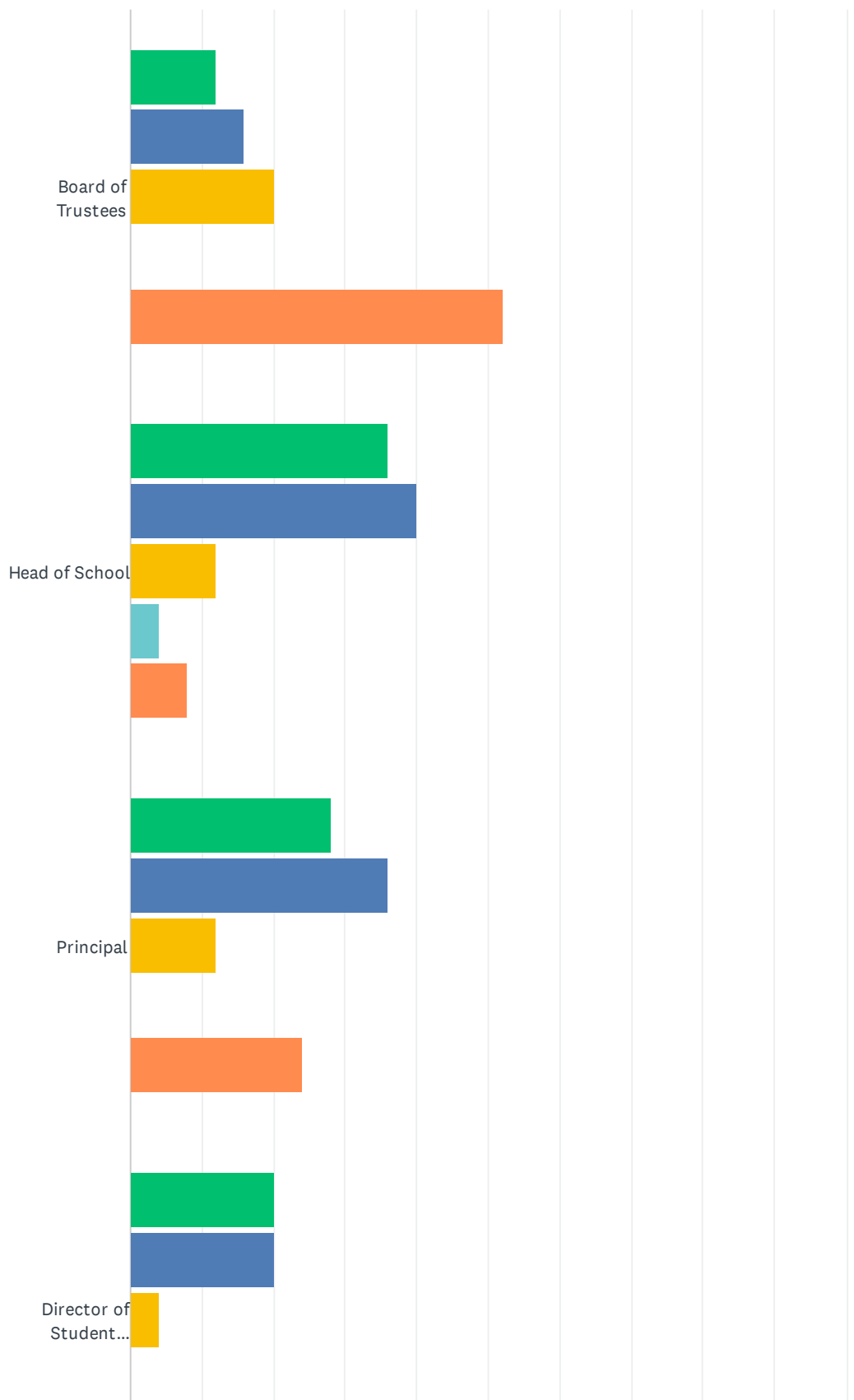
Answered: 32 Skipped: 0

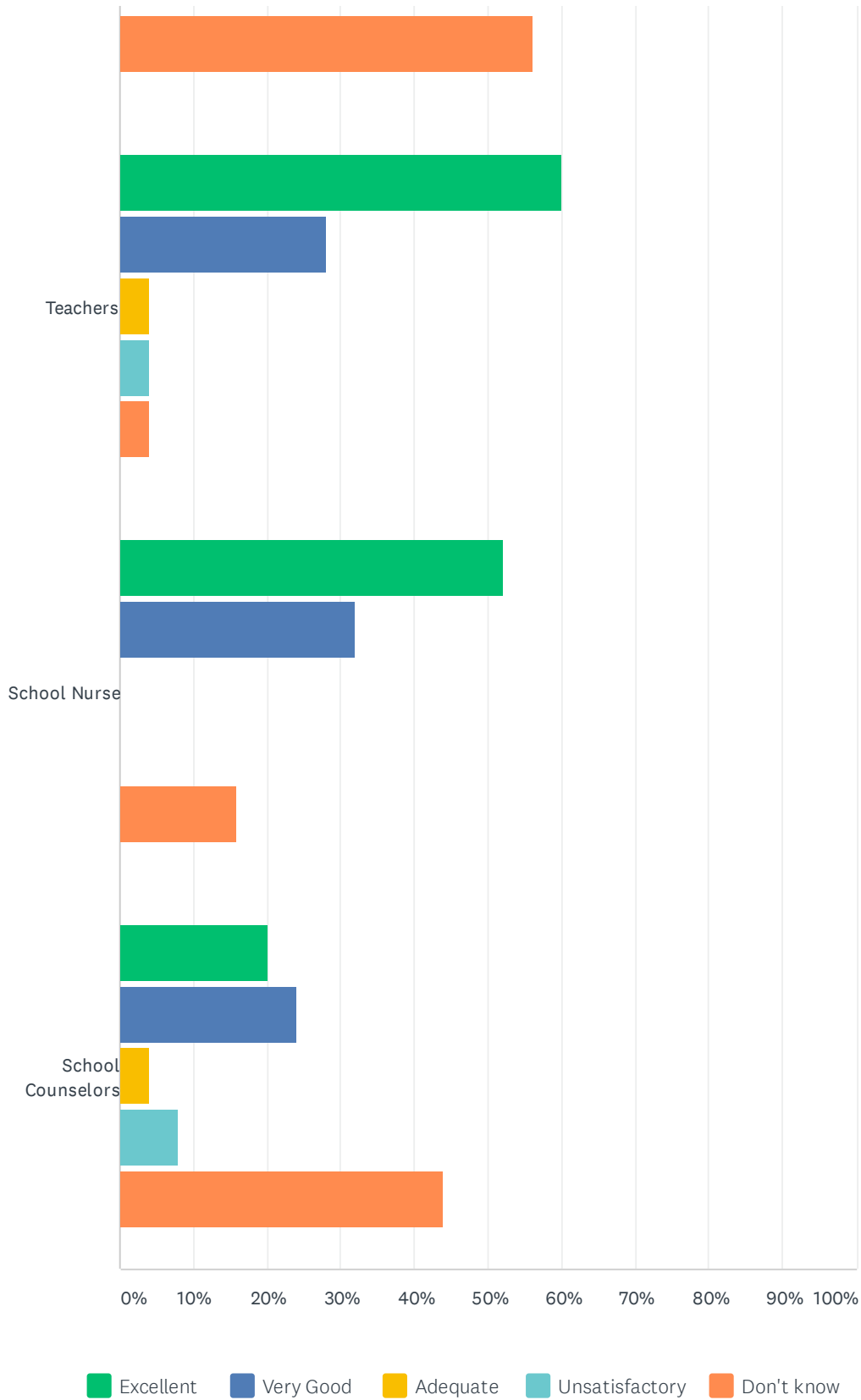


ANSWER CHOICES	RESPONSES	
4th Grade	43.75%	14
5th Grade	12.50%	4
6th Grade	28.13%	9
7th Grade	18.75%	6
8th Grade	15.63%	5
Total Respondents: 32		

## Q2 How would you rate the overall job performance for the following:

Answered: 25 Skipped: 7

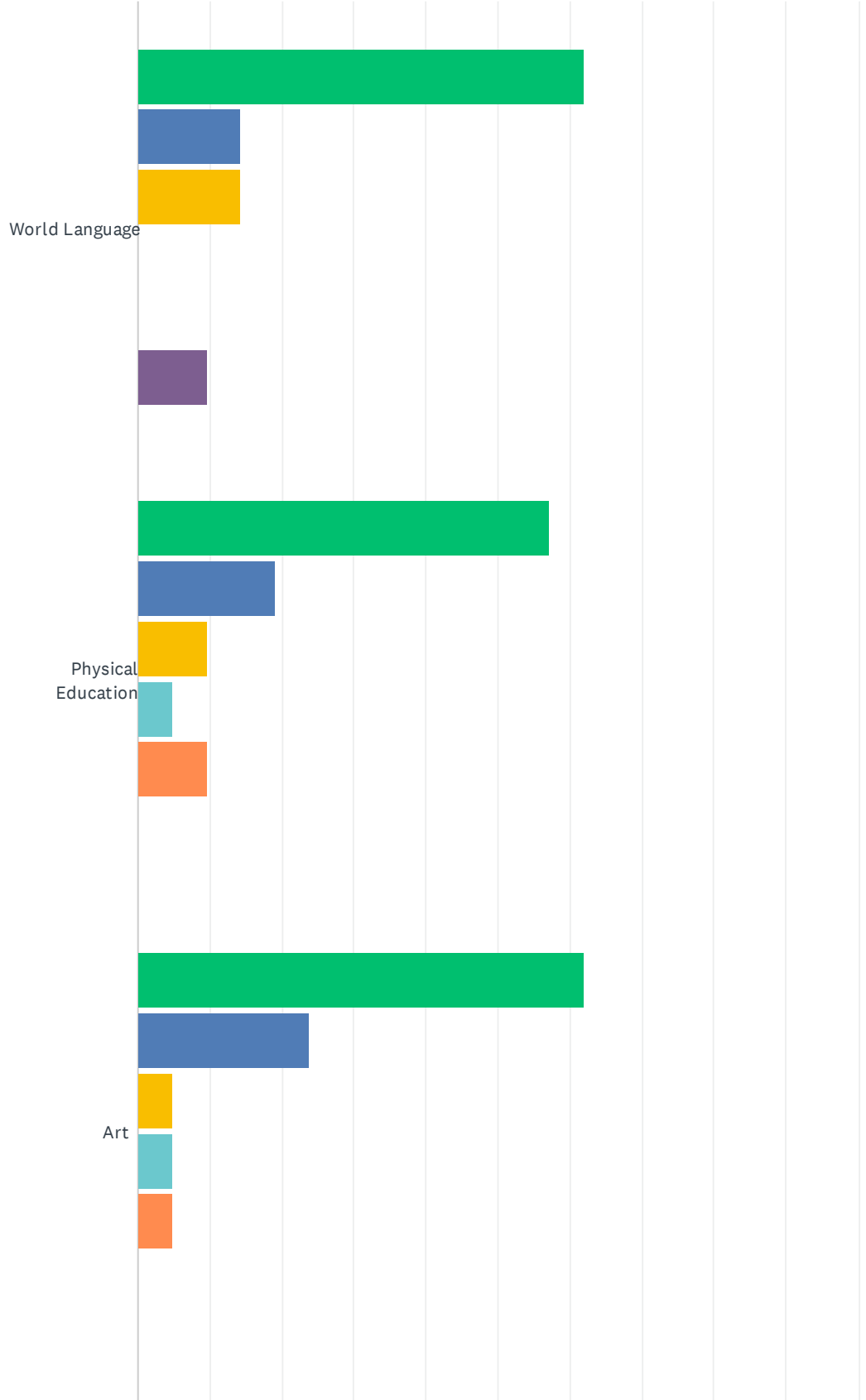




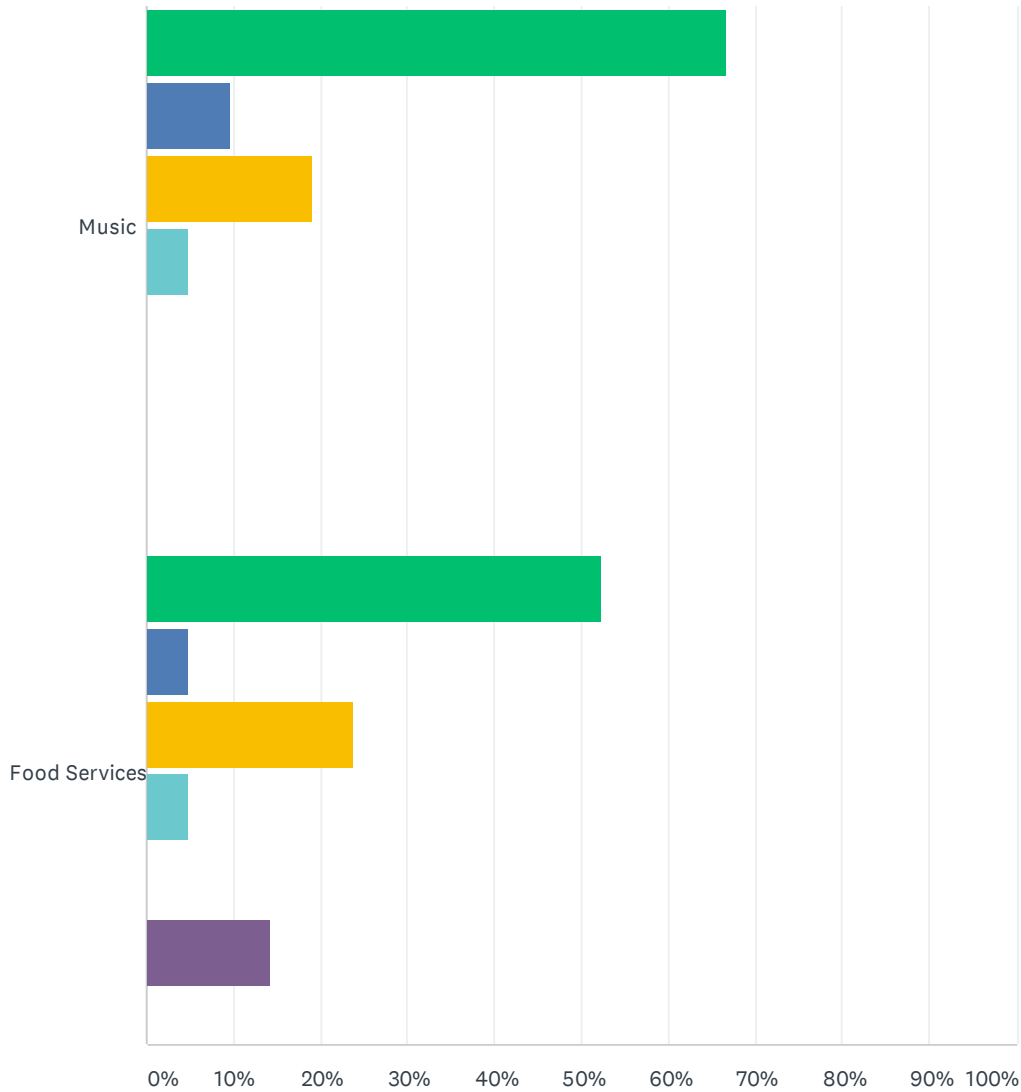
	EXCELLENT	VERY GOOD	ADEQUATE	UNSATISFACTORY	DON'T KNOW	TOTAL
Board of Trustees	12.00% 3	16.00% 4	20.00% 5	0.00% 0	52.00% 13	25
Head of School	36.00% 9	40.00% 10	12.00% 3	4.00% 1	8.00% 2	25
Principal	28.00% 7	36.00% 9	12.00% 3	0.00% 0	24.00% 6	25
Director of Student Services (Special Education)	20.00% 5	20.00% 5	4.00% 1	0.00% 0	56.00% 14	25
Teachers	60.00% 15	28.00% 7	4.00% 1	4.00% 1	4.00% 1	25
School Nurse	52.00% 13	32.00% 8	0.00% 0	0.00% 0	16.00% 4	25
School Counselors	20.00% 5	24.00% 6	4.00% 1	8.00% 2	44.00% 11	25

### Q3 Please indicate your level of satisfaction with the following:

Answered: 21 Skipped: 11







■ Very Satisfied   
 ■ Somewhat Satisfied   
 ■ Neutral  
■ Somewhat Dissatisfied\*   
 ■ Very Dissatisfied\*   
 ■ No experience

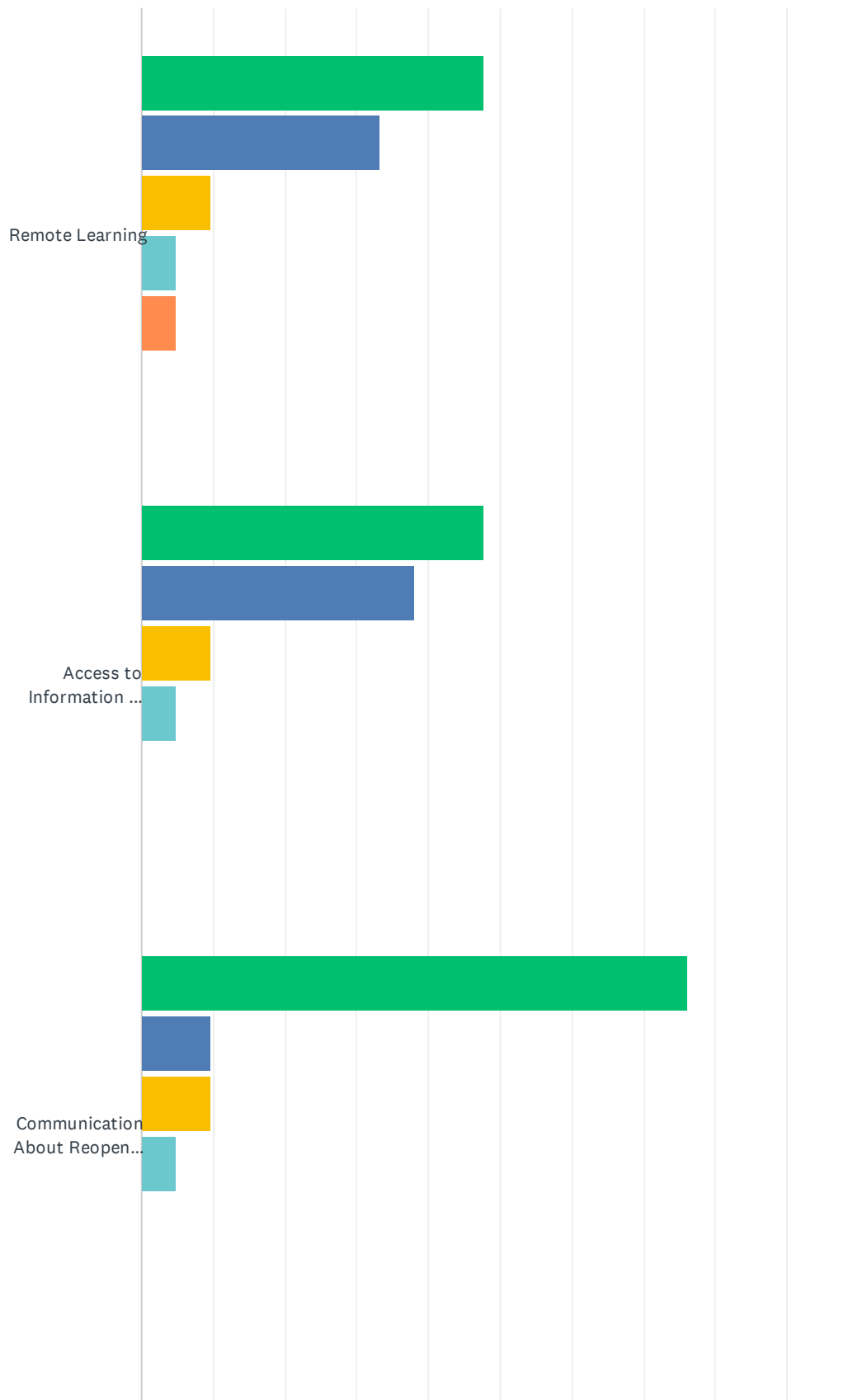
	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
World Language	61.90% 13	14.29% 3	14.29% 3	0.00% 0	0.00% 0	9.52% 2	21
Physical Education	57.14% 12	19.05% 4	9.52% 2	4.76% 1	9.52% 2	0.00% 0	21
Art	61.90% 13	23.81% 5	4.76% 1	4.76% 1	4.76% 1	0.00% 0	21
Music	66.67% 14	9.52% 2	19.05% 4	4.76% 1	0.00% 0	0.00% 0	21
Food Services	52.38% 11	4.76% 1	23.81% 5	4.76% 1	0.00% 0	14.29% 3	21

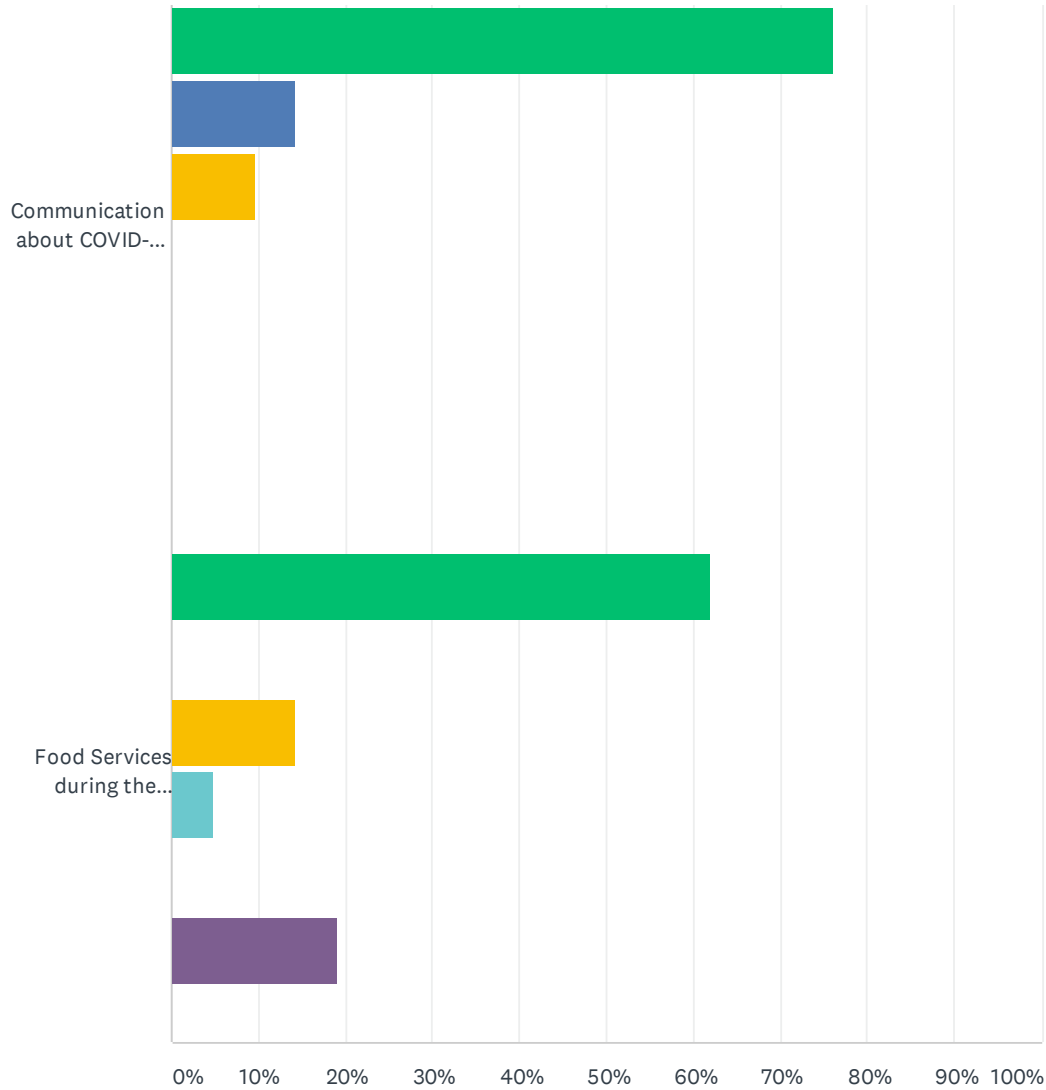
Q4 Please share feedback on Exhibition Week - March 15-19, 2021. What worked well? What could be improved? What ideas do you have for future exhibitions?

Answered: 14 Skipped: 18

### Q5 Please indicate your level of satisfaction with the following:

Answered: 21 Skipped: 11





■ Very Satisfied   
 ■ Somewhat Satisfied   
 ■ Neutral  
■ Somewhat Dissatisfied\*   
 ■ Very Dissatisfied\*   
 ■ No experience

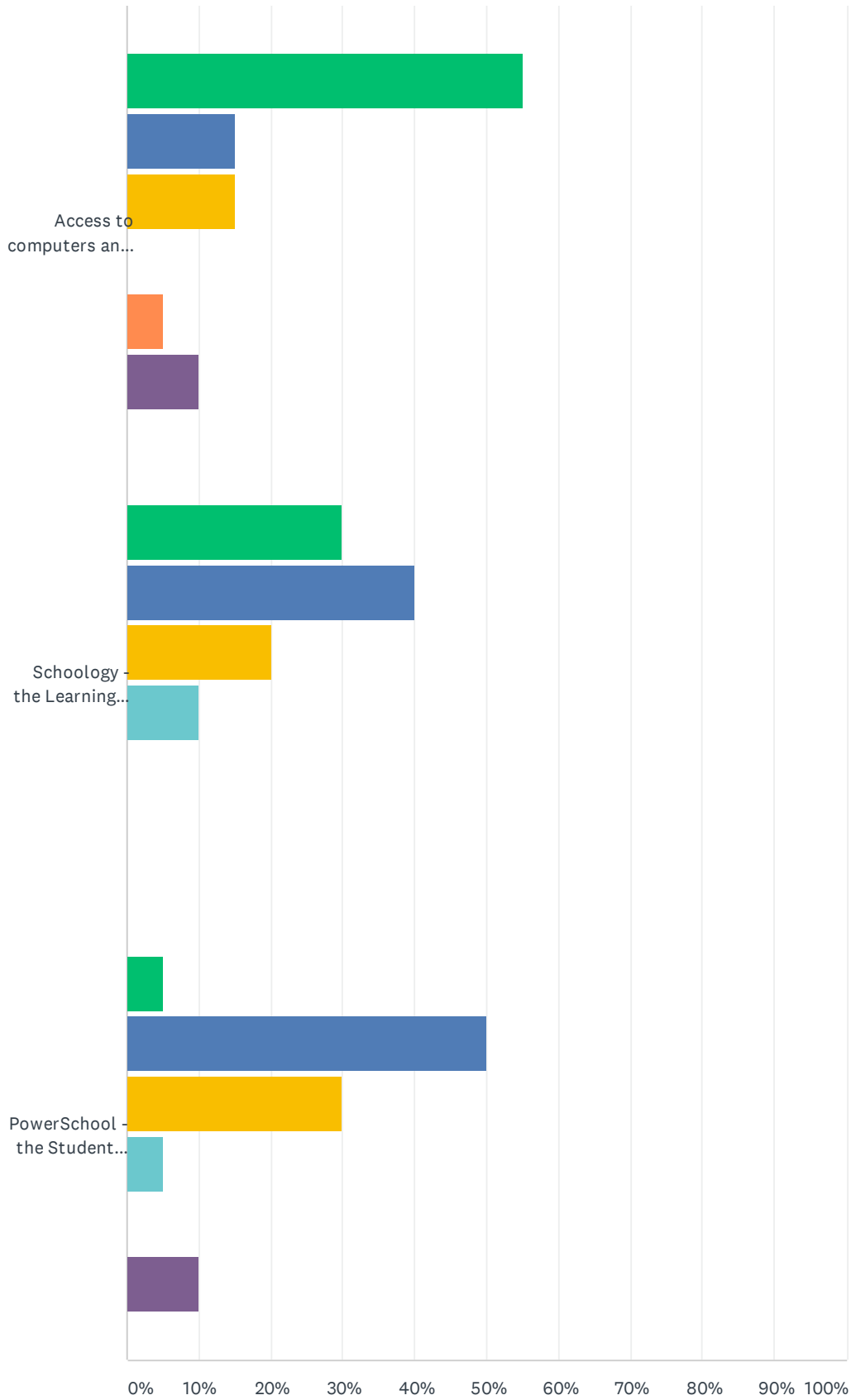
	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
Remote Learning	47.62% 10	33.33% 7	9.52% 2	4.76% 1	4.76% 1	0.00% 0	21
Access to Information at Home	47.62% 10	38.10% 8	9.52% 2	4.76% 1	0.00% 0	0.00% 0	21
Communication About Reopening Phases	76.19% 16	9.52% 2	9.52% 2	4.76% 1	0.00% 0	0.00% 0	21
Communication about COVID-19 cases/close contacts	76.19% 16	14.29% 3	9.52% 2	0.00% 0	0.00% 0	0.00% 0	21
Food Services during the pandemic	61.90% 13	0.00% 0	14.29% 3	4.76% 1	0.00% 0	19.05% 4	21

Q6 What other feedback can you share about what went well and what was a challenge during this school year (September 2020-Now).

Answered: 11 Skipped: 21

## Q7 Please indicate your level of satisfaction with the following:

Answered: 20 Skipped: 12



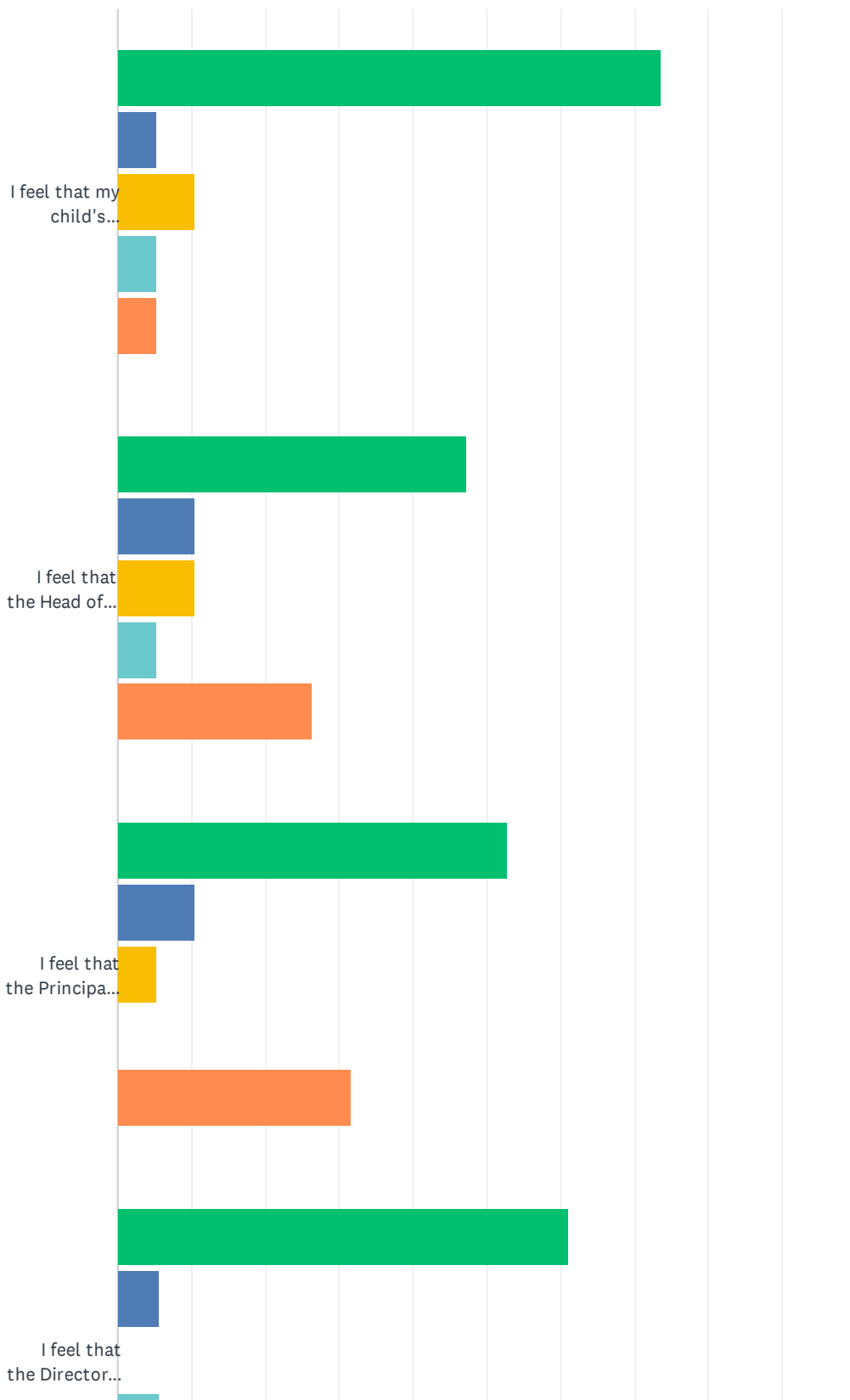
■ Very Satisfied   
 ■ Somewhat Satisfied   
 ■ Neutral  
■ Somewhat Dissatisfied\*   
 ■ Very Dissatisfied\*   
 ■ No Experience

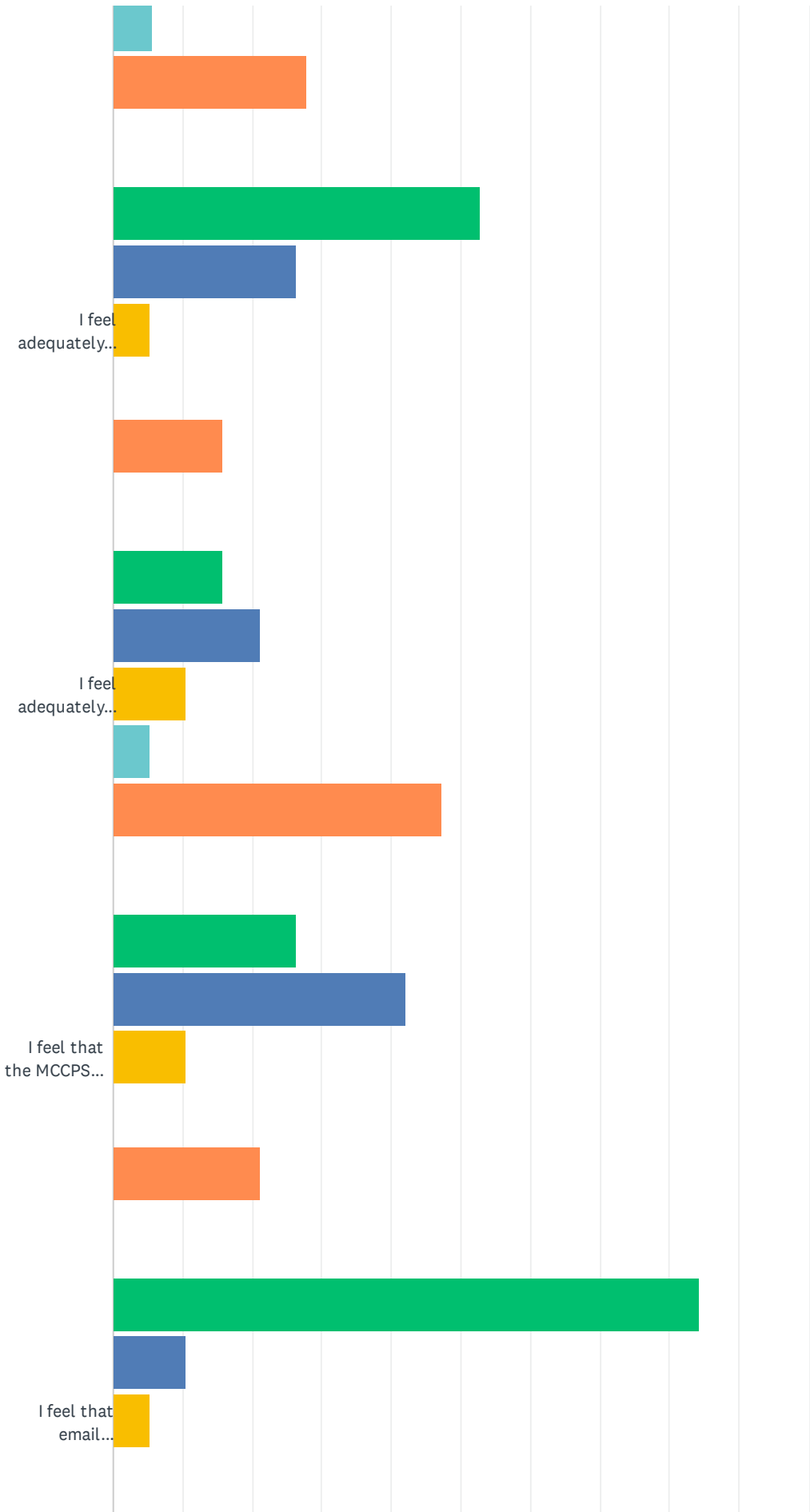
	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
Access to computers and technology in the school	55.00% 11	15.00% 3	15.00% 3	0.00% 0	5.00% 1	10.00% 2	20
Schoology - the Learning Management System	30.00% 6	40.00% 8	20.00% 4	10.00% 2	0.00% 0	0.00% 0	20
PowerSchool - the Student Information System	5.00% 1	50.00% 10	30.00% 6	5.00% 1	0.00% 0	10.00% 2	20

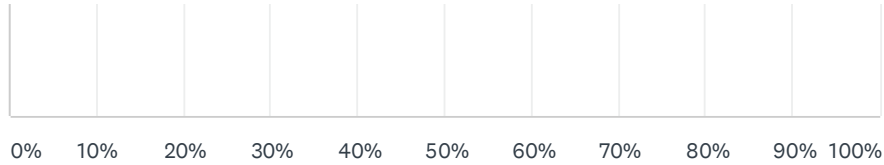


## Q8 To what extent do you agree or disagree with the following statements regarding communication at MCCPS:

Answered: 19 Skipped: 13





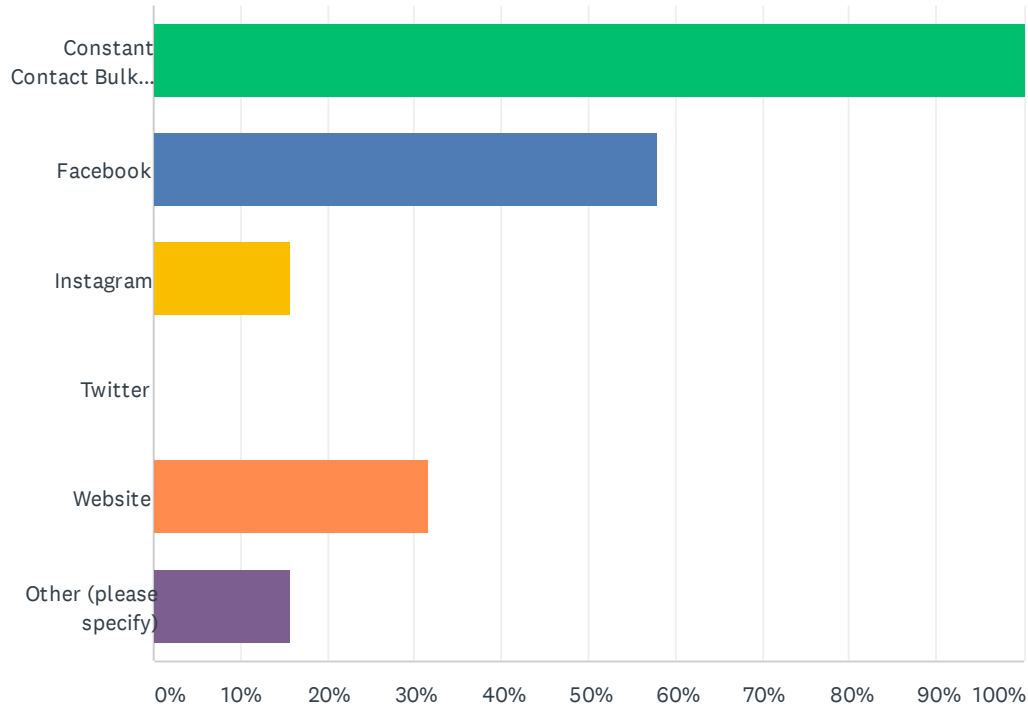


■ Strongly Agree   
 ■ Somewhat Agree   
 ■ Somewhat Disagree\*  
■ Strongly Disagree\*   
 ■ No opinion

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE*	STRONGLY DISAGREE*	NO OPINION	TOTAL
I feel that my child's teachers are responsive to my concerns	73.68% 14	5.26% 1	10.53% 2	5.26% 1	5.26% 1	19
I feel that the Head of School is responsive to my concerns	47.37% 9	10.53% 2	10.53% 2	5.26% 1	26.32% 5	19
I feel that the Principal is responsive to my concerns	52.63% 10	10.53% 2	5.26% 1	0.00% 0	31.58% 6	19
I feel that the Director of Student Services is responsive to my concerns	61.11% 11	5.56% 1	0.00% 0	5.56% 1	27.78% 5	18
I feel adequately informed about PTO activities	52.63% 10	26.32% 5	5.26% 1	0.00% 0	15.79% 3	19
I feel adequately informed about the Board of Trustees activities	15.79% 3	21.05% 4	10.53% 2	5.26% 1	47.37% 9	19
I feel that the MCCPS website is helpful	26.32% 5	42.11% 8	10.53% 2	0.00% 0	21.05% 4	19
I feel that email communication for MCCPS is helpful	84.21% 16	10.53% 2	5.26% 1	0.00% 0	0.00% 0	19

### Q9 How do you stay connected with our school? Check all that apply.

Answered: 19 Skipped: 13



ANSWER CHOICES	RESPONSES	
Constant Contact Bulk Emails	100.00%	19
Facebook	57.89%	11
Instagram	15.79%	3
Twitter	0.00%	0
Website	31.58%	6
Other (please specify)	15.79%	3
Total Respondents: 19		

**Q10 Please share any additional comments that you have about your family's experience at MCCPS.**

Answered: 11 Skipped: 21

## Q11 What do you believe should be the Board of Trustees and the Head of School's priorities for the future?

Answered: 9 Skipped: 23

# Cover Sheet

## Val-Ed and Board on Track HOS Survey Results

**Section:** VII. Other Business  
**Item:** B. Val-Ed and Board on Track HOS Survey Results  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** VAL-Ed BoT Pres 2021.pdf  
VALED Leadership Report, 20-21.pdf  
Report - School, part 6.pdf  
Report - School, part 5.pdf  
Report - School, part 1.pdf  
Report - School, part 4.pdf  
Report - School, part 3.pdf  
Report - School, part 2.pdf  
VALED Principal Report Interpretation Guide\_2020.pdf  
BoT Evaluation, 20-21.pdf

# Summary

## LEGEND

- 1 — Unsatisfactory
- 2 — Some expectations met
- 3 — Meeting expectations
- 4 — Exceeds expectations
- 5 — Far exceeds expectations

\* — To preserve anonymity, results are not displayed until there are 2 or more respondents.

### Demonstrating Integrity



### Cultivating a Culture of Excellence



### Driving Academic Excellence and Student Performance



### Leading the Educational Program





### Developing and Leading Staff



### Managing Organizational Compliance and Administration



### Building and Maintaining Family Satisfaction



### Managing Financial Performance



### Actively Promoting the Organization and Ensuring Adequate Resources



### Ensuring Adequate Facilities



### Partnering With the Board



### Engaging the Community



### Overall Leadership and Performance



### What are your most significant accomplishments and/or strengths demonstrated this year?

CEO

*Navigated the pandemic. Low number of positive cases. Excellent communication throughout. Student recruitment and retention numbers are dramatically improved. Charter Amendment approved. Enrollment policy approved. No recommendations from DESE after Tiered Focused Monitoring review. Strong hires (special education teachers, adjustment counselor, Director of Student Services).*

Board Members

*Dealing with Covid and navigating through the government bureaucracy. Restructuring the Admin team with a strong Special Ed leader.*

*Parent/community/Board communication. Partnership with the Board, honest, objective and professional with a sense of humor! Kept the school afloat despite under enrollment and from the get-go, made a good fist of all challenges COVID related. Special Education "issues" have been addressed and improved greatly.*

*The CEO has been working very hard to boost enrollment numbers. He has made very intelligent decisions during the pandemic to keep the whole community safe. He had set high expectations and put in place adequate resources to ensure students are not left behind while remote learning.*

*The most significant accomplishment that Peter has made in this last year was being able to deal with all of the Covid-19 problems and maintain a forward progress with the school program. He structure of the program that other schools in the surrounding area were looking to for guidance on improving their program.*

*Peter's focus on building community engagement has been excellent. Investment appears to be paying off with increases in applications and general awareness from the broader community.*

*managed the Covid crisis with decisiveness built a strong management team to assist him developed relationships with other charter schools and state stakeholders improved communication and enrollment prospects*

*Dr. Cohen has led his team in a productive way in order to pivot to online/hybrid learning in the middle of a Pandemic. Charter did an exceptional job offering a somewhat seamless education to the students whether they were learning online or in school. Dr. Cohen is doing a great job at being thorough in his participation of all of the board committees. He is committed to cleaning up the building and giving it a facelift. In addition, he is making some overall changes to some of the staff roles which hopefully should be a more efficient approach to leading the school in a more productive way.*

*Keeping school up and running during covid! Improved admissions process and strong preliminary enrollment numbers for the fall. Making the most of the current facility (painting, reducing clutter, repurposing spaces, etc).*

*Leading any organization, especially a school, has been challenging over the past unprecedented year. Communication has been great, given the ever-changing environment and requirements of the various agencies.*

*Peter's response to the pandemic and how to adjust and plan for the learning plans to be implemented was a huge success. And by working with and relying on the teachers and staff to help accomplish the plan was shows great leadership skills. Full enrollment next year will speak for itself. Lots of challengers were overcome during SY'2020-2021..*

*Dr. Cohen has helped navigate MCCPS through the COVID-19 pandemic and the challenges that brought to educating students.*

*Peter has done an outstanding job leading the staff and students during the pandemic. High marks and well-deserved credit coming up with strategies to navigate during Covid.*

## Direct Reports

*Very organized and communicates effectively.*

*Dr Peter Cohen and the administration team established an effective transition plan from remote to in-person learning. He also listened to staff concerns regarding safety and returning back to in-person and allowed staff to be flexible in their ability to work from home. Flexibility was a key strength this year.*

*None. I barely see Dr. Cohen and his one-way emails are confusing. The newsletter has A LOT of information all on one page. It is very hard to digest everything and remember what he is saying within the wall of text.*

*I think Dr. Cohen has successfully managed to navigate an extremely difficult year and to deal with major external and internal challenges. He has managed to keep us safe while maintaining the students' well-being and education as a priority.*

*Leading a school in a pandemic while keeping everyone's physical, mental and emotional health in mind. Ongoing consistent, transparent communication with staff, families and the community. Continuing to support the professional development of teachers.*

*Student retention and recruitment during a pandemic, outreach and communication to families and community*

*Dr. Cohen always inform us all necessary information what staff need to know about our school.*

*Handling the pandemic and ensuring that staff, students, and families feel safe and confident with the choices being made. It has felt as though input was appropriately solicited, valued, and used effectively to make important decisions to ensure the health and safety of the school community.*

*The CEO did an excellent job getting the school up and running again during covid 19 pandemic.*

*Again, the last two school years have been challenging enough for anyone and everyone. Peter has been in constant contact making sure that we all are ok, we need anything or what he can do. Most significant is the return of these students back to school in a timely, efficient and safe manner! Peter knew this needed to be done and done swiftly so these students could return to in school learning so there education was on track.*

*Dr. Cohen managed to maintain a calm demeanor throughout a difficult year.*

*Staying focused on the main goals of the school while ensuring the staff feel as safe as possible during the pandemic and remaining.*

*1. Increasing enrollment. 2. Keeping school open during covid 3. Consistent updates*

*Shepherding the school through the pandemic. I'm proud of the fact that we have had students in the building since September.*

*He was able to navigate and lead the organization during unprecedented circumstances and an extremely challenging school year. At the same time, he was attempting to implement and keep up with some of the restructuring goals. So far the enrollment numbers are good for next year, which is likely, in part at least, due to the parents' satisfaction on his handling of the whole Covid situation at school.*

*I feel he did an amazing job during the pandemic with only being here for a short time and then we were no longer in school. He also is showing an increase in enrollment.*

*This was a tough year with tough choices, and overall I think that the effort of trying to get as many students in person as much as possible was a success.*

*Moving forward with an effective phased-in reopening plan.*

*He was an excellent leader in a very difficult time. I think he displayed poise and great leadership skills. There was more put on his workload and he works very hard to accomplish as much as possible while guiding us all.*

*Handling the COVID crisis, keeping the school open.*

*HOS has led the faculty and staff forward during a pandemic to help adjust teaching tools, service delivery and to support us in these efforts responding with additional resources, communication and positive support for faculty, staff, students and parents.*

*During Covid-19, Peter has made sure that the staff and students were kept safe at all times. Along with us being able to bring back our students quickly but safely for every phase of us reopening the school.*

*Peter's management of the school's response to COVID was excellent. As the school shut down, and through phase I he communicated with staff. This school year we were directed to provide synchronous online learning that far exceeded that being provided by other local schools. Flexibility for families in need was given, with in person learning offered as needed.*

*Maintaining opportunities for learning during the pandemic, specifically more flexibility for more students to come in person, not only SPED students.*

*I think parents have been happy about the reopening procedures. There was no way to please everyone and I think Peter's pragmatic nature pushed people to be flexible when it was necessary.*

*Streamlining and improving out-facing communication to parents; Covid related plans have been a huge challenge and Peter has managed them strongly*

*Hiring/managing a very capable Director of Special Education who has made an enormous impact on the department.*

*Dr. Cohen has been decisive and stuck to those decisions unwaveringly, which has indicated that, while I may not always agree with those decisions, I can generally count on him to carry them through to the end. On the flip side, I have also witnessed Dr. Cohen respond to feedback with action, which tells me that his decisiveness is not stubbornness. However, these concessions are generally of low impact and can sometimes feel like pandering, rather than addressing the core issues.*

*Keeping the school open during covid.*

*Managing the stressors and unknowns amidst covid19 global pandemic*

*Communication to the community, board, parents about how we are responding to the pandemic is the best way that we can. Keeping ahead of the curve on making students health and safety our priority while delivering quality instruction although it looks a lot different from our typical model. I think most families are happy with the way Charter has responded and taken an organized approach. Networking with Commissioner of Ed and Board of Health.*

*Peter's most significant accomplishments have been in his efforts to make MCCP a recognizable name through our partnerships with local businesses and brand identity. Peter has also made some shifts in staffing that will help bring us to a more organized and successful school.*

*The numbers are going up.*

*Holding the school together in the face of pandemic teaching.*

*Overseeing, monitoring and managing the many COVID related changes and requirements Monitoring daily student lunches so teachers/staff are able to eat separately from unmasked students*

## What are the top three things you should do next year to move the organization forward?

CEO 

*Focus on developing stronger relationships. Leverage Teaching Force program to improve Tier One instruction. Move forward toward student led conferences and student portfolio development. Develop strong system for feedback and evaluation of teachers and staff.*

Board Members 

*Secure philanthropic funds. Develop positive relationships with staff.*

*Delegate more responsibilities, especially the attendance at some committee meetings, to other members of the leadership team. Work on messaging to staff. Ideas' are sound, the delivery of them needs work. Perhaps hire an HR consultant to help/coach? Be present in the classrooms to really be able to assess the effectiveness of the teachers and the implementation of the newer ideas.*

*1- Address staff retention issues 2-Have deeper conversations with 6th grade parents to address students leave between 6th and 7th grade 3-Have parents/staff/student fill out survey at the end of each year about what is working vs what is not working in the organization.*

*Staff development, facility improvement, marketing and press coverage*

*Ongoing focus on recruitment of students (and retention), building trust and rapport with the staff to execute strategy and fund rising.*

*focus on academic excellence and teacher retention/training/selection improve the mastery of the student body in tangible demonstrable ways Weed out underperformers*

*1. Dr. Cohen should continue to work on staff relationships and overall staff collegiality. Listening to staff and their needs but not making hasty decisions. 2. Continue to increase special education department by hiring a school psychologist. In addition, it will be important to delegate someone in the special ed. department to give counseling services since the guidance counselor is no longer working at the school. 3. It is of utmost importance to allocate some of the funds to giving the school a facelift-inside and out. Additional time and resources should be spent on a thorough plan for updating the building as that will affect how the school runs in the future.*

*Get Teaching Force back up and running. Retain effective teachers and staff members so there isn't a culture of unrest or upheaval. Plan for, fundraise and ideally begin a building renovation that provides a science lab, a black box theater, and cosmetic improvements (at a minimum).*

*1. Return to a "normal" school environment. 2. Reinvigorate the development and communication efforts*

*Continue your efforts with School Spring. Work on open and frank dialogue with the teachers and staff. Misunderstandings and miscommunication should be avoided to as much as an extent as possible. Staff, department, general meetings should be held regularly and main topics covered. Avoid speculation and poorly read situations.*

*Dr. Cohen should (1) focus on building a professional development program that will raise academic achievements, teacher retention, and student retention; (2) focus on fundraising, grant writing, and development to bolster the school's budget; (3) work towards a more collaborative relationship with the faculty.*

*Improve academics and curriculum. Devise methods for measuring and tracking student learning and experience. Development*

## Direct Reports

*\* Be more mindful of staff morale \* Innovate and design strategies, means, and methods to meet financial needs for the school's future needs \* Allow for a wider range of staff, parent, and community stakeholders input re, the above*

*1.) Create an open, transparent and fun work culture 2.) Manage teacher/student expectations and promote the importance of back to the basics and emphasis the importance of pacing as there is no longer grade level standards secondary to the COVID environment the students have been learning in for over a year. 3.) Decrease teacher responsibility with recess duty/lunch duty/coverage when they are out and implement an alumni/parent plan to assist with these duties. Also implement a substitute teacher plan. It's all too much for our overextended teachers at baseline!!!!*

1. Be more open! Make jokes, ask the staff how they are. These are simple things, but they do mean a lot. Dr. Cohen will not greet the staff unless greeted. Small things such as asking how you are or checking in are never done. A little friendliness could go a long way. A lot of the students don't even know what his job is or what he does. 2. Be honest. One way communication is easy, but as he has mentioned it is easy to get misconstrued. 3. Give feedback. If you come into the classroom and have an opinion or want to see someone do better, please say it!

1. Re-establish a sense of trust from faculty, which I believe he strongly deserve 2. Develop, along with the principal of the school, clear discipline and academic expectations to be shared with students and parents 3. Raise funds to improve the school's building and grounds

Re-implement a faculty evaluation tool to include a way for staff to receive feedback and work towards an improvement plan. Continue ongoing consistent, transparent communication with staff, families and the community.

1. Retention of valuable, mission-oriented staff 2. highlighting unique school strengths 3. Foster a productive, positive, trustworthy and supportive environment for all

In my opinion, I can't say anything because it's my first year working at MCCPS .

1. Provide opportunities for comprehensive performance evaluations so staff can know what improvements can be made and work towards solutions proactively 2. Focus on improving staff culture and collaboration 3. Communicate consistent staff expectations and clarify staff job descriptions, roles, and responsibilities

1. Expand the school by adding vocational shop classes 2. Engage in ways that benefit them in the long run 3. Have kids fill out a form to evaluate their academic skills, social and emotional progress

To unite this staff as one. They may not like some of the decisions that are being made but this is being done for the long end game. He needs to keep the staff informed constantly and engaged in what is going on and keep the lines of communication open. I also feel the school needs to be more involved in the community.

Thank and compliment teachers and staff in person and recognize their efforts by speaking directly to the individual. Create a safe environment where teachers can honestly express themselves, feel involved in decisions that directly impact their team, and feel supported by the Administration. Provide useful and effective professional development.

More day to day communication with staff overall with larger interactions within the classrooms. Other than that, nothing comes to mind.

1. Help to raise money for expansion 2. Expand music and art program 3. Retain great teachers and raise salary

Replace folks that are leaving with quality hires, stay focused on the expansion, get us back to a project-based leader in public education.



*Build up relationships with the staff and create opportunities for staff to bond. Unfortunately, due to very challenging circumstances, he spent a lot of time in his office and the staff had little opportunity to get to know him (and each other).*

*I do not know*

*Allow for a hiring committee before hiring staff, allow for staff meetings to have time for staff voice, consider having a substitute system.*

*- more usable building space - adequately staffed grade levels - structuring the day/class time for more targeted support (IEP and non IEP students, as well as students that are ready for higher level work)*

*Retain teachers and staff, show them that they are appreciated. Listen more.*

*He should push for and help make more changes happen to the building. I think the issue of space for students and teachers is urgent. He should find more time to observe in the classroom. He should also implement more school wide academic and behavior policies in order for these areas to improve.*

*1. Institute written evaluations mid year and end of year to provide meaningful feedback to improve teaching practices and administrative operations. 2. Provide time for all faculty/staff meetings more than once a month. Perhaps find a new model for sharing out examples of the work in each grade. 3. Visit the classrooms to see teachers delivering lessons and be connected to the classroom environment on a regular basis. This benefits teachers and students.*

*Peter needs to provide feedback to everyone more than once a year. I feel he needs to go into classrooms, sit, take notes, and give feedback to the teacher once a semester to make improvements and learn from our colleagues and make this a better environment for all of us, along with trying to get all of our pay scales up to where they should be if we worked in a public school.*

*1. More in depth hiring process for some roles like learning specialists. 2. A more open line of communication with faculty, before information goes out to the community. I would like for the faculty to hear about it beforehand.*

*1. Peter needs to repair his relationship with the faculty. 2. Peter needs to review his management strategy. An authoritarian approach alienates staff. 3. Peter needs to offer opportunities for ALL faculty to have input in decision making, particularly in matters that directly impact them.*

*1) Work with the staff to identify what we value as a community. Use the values to make a plan to regrow school culture so that kids really feel that they are a part of something special here at Charter. Kids won't leave a school they feel they are a part of. 2) Work with the principal to create a system for evaluating the curriculum program. 3) Prioritize teachers over creating a large administrative team. Teachers should be paid the most and held in the highest regard here. Without effective teachers, you will not have an effective school.*

*Create a pathway for staff to be involved in conversations about change, concerns, events, etc. Carefully look at staff and their appropriateness for certain roles Continue to set a high bar for all students and expect rigor from our staff in and out of the classroom*

*Focus on : allocating more funds towards Special Education and less towards administration fostering a positive and transparent environment where all teachers are integrating, differentiating, and developing project-based learning projects fundraising and philanthropy*

*Set fewer goals. I agree that there is a lot of room for improvement and change can lead to growth, but drastic and frequent change are causing instability in the faculty. Teacher retention should be a top priority. I know we had a record low number of turnover for teachers this year, but I believe much of that was because of the pandemic, and we will be starting from scratch all over again next year. Evaluating the success of community wide endeavors becomes hard when the thing that impacts the community the most (the faculty and staff) keep leaving and new personalities take their place.*

*Give raises. Evaluate the pay scale to make sure there are motivators to get more degrees, licenses, and stay at charter. Listen to teachers without being defensive and retaliatory. Follow the charter.*

*Uphold transparent communication, provide faculty/staff with appropriate support staff accordingly, uphold patience/flexibility/morale for faculty/staff*

*Build personal relationships with staff to foster loyalty and collaboration Reestablish collaborative model without Teach Force Seek Professional Development to reestablish classroom collaborative instruction as we move beyond the pandemic*

*Facility Upgrades Warehouse usage Strong Teacher recruitment*

*Improve morale. Make each employee feel valued. Work on interpersonal relations.*

*1) Regular two way communication with staff. Not waiting until a parent email to hear it from him. Have regular meetings where staff participate. 2) Learn teacher leadership when it comes to classroom practice. Visit classrooms, not for observations but to know what your teachers are doing. 3) Stop making decisions that directly impact teachers without talking about it first.*

*continue to communicate changes/updates to staff before sharing with public continue supporting teams & building morale and community among staff continue to make connections with community and bring in funds for PD, upgrades to building, salaries, etc.*

## List any key challenges in the year ahead, for yourself and/or for the organization:

CEO 

*Return to full time in-person learning during lingering impacts of pandemic. Improving leadership of the principal. Improving instruction at the school with providing the training and professional development needed to make us strong teachers in a project based learning environment.*

Board Members 

*Retention post Covid. Retention of good staff with new ideas and who want to be part of this organization. \$\$\$*

*Implementing TeachingForce effectively and having the "buy-in" of the teachers to make it work. Change is hard. It's been a hard year all around and this is going to be a process. Development/fundraising/philanthropic contributions are always a challenge. Maintaining and building upon both staff and student retention. Strive for, and demonstrate, excellence to the greater community so that Charter is spoken highly of..continue to re kindle the sparkle and keep it sparkling!*

*Continue to follow strongly CDC covid-19 guidelines and recommendations for a safe Fall 2021 return. Listen more to staff and parents complaints and concerns. Push more on STEM related subjects for our students to be more competitive on the science field.*

*Maintaining the health and safety needs because of the continued presence of the COVID-19 problem.*

*Peter should look to refine and develop his leadership style(s) to foster a stronger speak-up culture amongst staff - where diversity of thought and perspective is freely shared and used to shape school strategy. In particular, I would encourage Peter to engage, partner and gather feedback from his staff in his decision making. Recent personnel decisions and ongoing struggles in piloting Teaching Force could have both been avoided with a more agile and collaborative leadership style. Peter also needs to pay more attention to how he messages and executes staff changes. With recent personnel decisions and those previously, Peter's apparent lack of empathy [to those affected] has had significant impact on the staff's perception of him. Many of Peter's plans are sound - however their successful execution is often derailed by lack of stakeholder engagement with staff and board.*

*staff morale fundraising*

*Since MCCPS is a small school community, it is important that Dr. Cohen maintain a positive school environment/experience as word travels fast in this small town along with moving the school in a positive direction!! Since Dr. Cohen has not yet seen a school year through in a "normal" time, it is important that he doesn't make too many system changes all at once. He needs to maintain a positive staff working environment. Additionally, he needs to focus on the building as it appears there are some big issues that need to be addressed (roof, warehouse, areas up to code...). It will be great to see Peter's leadership skills help support Charter moving in a positive direction.*

*Hitting and maintain an enrollment of 230. Ensuring faculty and staff feel seen, appreciated, and well-supported with opportunities for growth, professional development and recognition for their accomplishments. Strengthening fundraising and marketing apparatus. Taking concrete steps toward renovating the physical plant.*

*Returning to full-time education, under the new normal. Focus on full enrollment, and exceeding student growth requirements. Successful deployment of Teach Force that is compatible with MCCPS.*

*Fundraising will always be a key concern. Everyone should continue to strive for support and assistance, but be realistic as to what can be accomplished given the circumstances. Enrollment should always be considered a key challenge as that is the lifeblood of the school. Without enrolled students, there is no funding. The sensitivity of that can be seen in the last couple of years and how enrollment is always at the top of the discussion points. Enrollment has a direct impact on finances which is also a primary concern. I encourage Peter to remain conservative and choose the least risky path. Doing something with the extra space is important, but think things thru completely. Lastly choose your key team-members carefully and deliberately. They will be representing you and your vision.*

*Dr. Cohen should continue to focus efforts on fundraising and development in order to help maintain the physical school building, fund adequate professional development for teachers, and create a competitive salary schedule in which to recruit and retain highly effective educators.*

*Budget.*

## Direct Reports

*Plant and equipment repair and/or replacement will be significant (and expensive) issues*

*1.) Academic standards and grade level standards have changed secondary to COVID as regression is a real thing. 2.) Work Culture at Charter, as many faculty do not feel supportive or feel safe with the stability of their job 3.) Work Burnout from the past year where teachers have literally worked 3 separate positions with very little compensation*

*1. Cohesive school culture and rules outlined for students (maybe a school constitution & it would go with the beginning of the year theme) 2. Better staffing 3. More feedback & self-monitoring. 4. ACCOUNTABILITY!*

*Same as above*

*Funding for the much needed facilities upgrades.*

*Return to safe, in-person learning. Financial/budget constraints and prioritization*

*It's my first year, so I don't know .*

*So much has changed in education in general due to the pandemic and there may be a high number of staff who leave the profession all together, requiring hiring new staff. Whenever new staff are brought into a fairly well established culture and environment, bringing everyone together can be challenging in the best of times. In a post-pandemic world, it may be even harder. The best way to address these potential challenges would be to proactively focus on improving staff morale and connections to each other and the administration. Established staff want to feel like their history and experience is being acknowledged so perhaps providing an opportunity for some to share how the school has changed and grown may offer a valuable perspective on where it can go from here.*

*Finding new ways to keep staff and families safe*

*Uniting the teaching staff and showing them that they are appreciated, supported and needed. This is my outside opinion. You never can make everyone happy and some do not like changes. But we need to keep showing and telling them that this is for the better of the students and the school. \*\*\*\*Nothing ever goes away until it teaches us what we need to know\*\*\*\**

*Managing a tight budget, facility upgrades, creating and maintaining a positive environment and culture, and providing strong opportunities for useful professional development.*

*Communication and overall moral of staff and admin teams after this frustrating year.*

*What school looks like next year with Covid variants. Managing budget while also supporting all students, staff, and the facility Improving staff morale Continuing to recruit students: enrollment*

*The financial challenge of the expansion, getting back to full enrollment, expanding support of the teaching faculty (additional teaching assistants, common planning time, etc...)*

*Finances and building relationships and communication with the staff, all essential for our school to succeed. Hiring and securing qualified staff who are also team players and community-minded..*

*I do not know*

*Professional development and creating a positive cultured environment where all staff members are kind and supportive of one another.*

*Keeping its teachers and staff.*

*- We lost a lot of social emotional support, which is being picked up by teachers. This issue will probably carry over to the fall. - What is our plan to do our best to make up for a year of diminished learning*

*I think it will be a challenge to regroup after this year and (hopefully) have all students in the building.*

*A key challenge would be the transition from this crazy year of covid and dealing with the challenges that next year will bring. For example some families refusing to send their students in when they want to stay full remote.*

*1. Shifting from pandemic mode to a new normal mode for faculty and students. Identifying opportunities to build a sense of student community and positive peer to peer relationships. 2. Identify the practices that will help students gain better study skills, time management, self management related to discipline.*

*I feel this was a year like no other, and Peter has been at the front leading us to a better place. I can only hope that we keep moving in this direction. Making changes is never easy, but they need to be done to make a school stronger in the long run. Peter seems to be the one that is getting us there.*

*Staff morale is very low. Overcoming this in the coming year will be essential. Continuing to find external sources of funding for repairs to the building is vital. Ensuring that enrollment targets are met and maintained.*

*always fundraising staff satisfaction and retention including a clear salary scale communication with the staff*

*We don't know how the collective trauma of the last year will manifest in our students when they return full time. The gap between students is probably larger than ever, and the social emotional wellbeing of the students is probably at an all time low. People will feel like they are failing, and this will cause conflict between people. Being the leader of a group of people in a state like this yields too many unknowns. Things could become chaotic, and healing will likely take longer than the time it took to do the damage. People will need stability, compassion, and reassurance.*

*Staff attrition, possible student attrition, long term impact of covid on culture and individuals.*

*transition from remote/hybrid/in-person to as close to the 'old normal' (pre-covid19 times) as able - a transition at all levels (Faculty/staff/students/parents & families/admin/etc)....*

*Recreating school culture; especially one grounded in high expectations of kids*

*Reestablishing collaborative decision making model at MCCPS Enrollment Fundraising Reestablishing student skill building after two years of pandemic effects on learning.*

*Growing pains of an old school transforming into a new culture of excellence*

*Morale among staff.*

*Getting back to teaching and moving us forward.*

*Managing staff turnover, while maintaining team teaching approach Supporting teams as they build relationships and plan integrated exhibition projects together*

## How often do you interact with the CEO?

#	Board Members	Senior Staff
Daily	1	12
Once or twice a week	5	8
Once or twice a month	6	4
Once or twice a quarter	0	3
Hardly ever	0	4

# Details

## Demonstrating Integrity

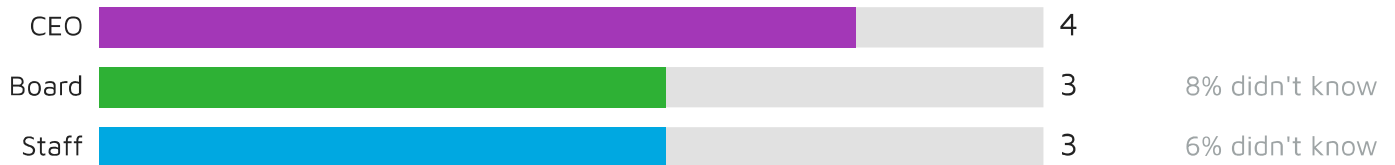
### Deal with others in straightforward, honest and ethical manner.



### Behave in a way that supports the organization's mission, vision and values.



### Admit mistakes and take timely corrective action.



### Treat others with dignity and respect.



### Additional Comments or Examples

CEO

*Still a strong need to develop a system for feedback and both informal and formal evaluation.*

Board Members

*Peter strongly believes in the mission of MCCPS and seems very focused on the future of the school.*

*Treats Board, Committee, Community & staff members with dignity & respect. Messaging to the teachers "appears" a little cloudier than that exhibited to other stakeholders.*

*I don't know how Peter is dealing with others as I don't interact with him a lot but with the few occasions I have seen him he would treat his surrounding with respect, show leadership and look very professional.*

*Peter always seems to be ahead of the curve. He has a rare ability to anticipate problems that are on the horizon. He has been able to rally the staff to solve the problems and keep the score moving forward.*

*Peter has had the challenging task to lead the MCCPS school during a pandemic, in a context of raw emotions from staff and parents. Overall, he has shown a very even-keeled temperament.*

*Peter started working at Charter 6 months before a pandemic. Therefore, I am still trying to gauge if he inherited a mess that he is trying to clean up or if he is making more issues by acting hastily by making too many changes too quickly-especially in the year of a pandemic. I think time will tell if he is behaving in a way that supports the Charter's mission. In addition, Peter quickly changed the school spring postings after he heard how upset it made people. Therefore, he made changes in a corrective fashion.*

*I have seen Peter interact with Board members, faculty, parents, students, and school staff. In each interaction Peter has been professional, direct, and clear.*

*Peter communicates well with and to the board on a periodic basis. Also as a member of sub-committees, I can verify that Peter is an active and dedicated member of the school. From my perspective, he demonstrates integrity by remaining true to his word and following through on his stated objectives. He articulated well his intentions to update the administrative and leadership functions and structure from the previous school year(s). From a budgetary perspective, I believe Peter is involved in all of the key decisions involving staffing and overall operations. I would have said I communicate 3 to 4 times a month, but that was not an option.*

*I have concerns about the frequency and circumstances surrounding the departure of several faculty/staff, particularly those who have been with the school for longer than 5 years.*

Direct Reports 

*Fair and not judgemental*



*I don't really know Dr. Cohen that well. I do not think he is straightforward because sometimes he confuses me or doesn't outline policies ahead of time. Dr. Cohen seems to prefer one-way communication. I presume he is too busy for anything more substantial.*

*As a school we preach transparency, however that is not what the faculty experiences.*

*Dr. Cohen is easy to talk to and approachable. He knows how to listen to concerns and diligently takes actions to solve issues that are presented to him.*

*Some more clarity for decision making may help others feel as though their opinions and contributions are being valued and taken into account. It is not always clear what factors are being used to come to certain decisions and that can lead coworkers to question who is in the "inner circle" and advising the administration or if some decisions are being made without any type of consultation.*

*From daily interactions on my end I see that Peter truly wants this school, the students, staff and community to come together and to help one another to build an even better tomorrow for these children and this school.*

*Peter takes time to explain the thinking behind those decisions that impact the entire school. Even if not everybody agrees with the decision they at least understand his thinking.*

*Based on conversations with other stakeholders, it seems that Peter makes decisions on his own and does not consult with involved people. He certainly is the final decision maker but should take input prior to making decisions. This does not always make people feel respected for their roles.*

*I don't think Peter understands or supports the community aspect of Charter. I think his approach to leadership is reflective of practices a large district may employ, and that he can't see how that approach is harmful here. An example is the restructuring of positions and choices made about staffing. The people affected by these decisions, as well as the rest of the staff, were blindsided by the changes and it resulted in the abrupt departure of two well-loved staff members. Peter projected a narrative onto the staff that we weren't upset about the changes and only about those affected by it. I wish he would not project narratives onto the staff. It's very uncomfortable and patronizing, especially when done without first hearing from us. If he had listened first he would have learned that many were equally concerned that the changes were made abruptly and without evaluation. People feel insecure and don't know where they stand with him. I think that Peter does not see how in a school like Charter there are opportunities to present gaps/concerns to the faculty and engage with staff for collective, creative, problem solving. Instead, he is creating positions when the problems could be solved as a community. It also felt that the*

*creation of unnecessary administrative positions keeps the salaries of teachers low. The authoritarian approach, projecting without listening, and resistance to bringing staff together are fracturing our small, tight knit community.*

*I feel that our head of school communicates and is honest with his faculty. It is refreshing that he was very honest in our individual meetings about salaries, performance and asking about our needs.*

*I see that Peter seems genuine when speaking to others. I always receive a hello when he sees me and have a great night at the end of the day.*

*He handles himself very well under stressful situations. I have seen this more than once.*

*HOS is able to respond effectively in situations when there is disagreement between staff, or between staff and leadership. He takes the time to talk through the situation and work to identify why decisions have been made and the corresponding outcome of that decision.*

*It has been a hard year due to Covid-19 with some hard changes added into the mix.*

*Peter has chastised staff members using "all faculty" emails, rather than in private conversations. Decisions are made about staff duties without their input, or without consulting team members. Half truths are told to each of the parties to disguise that decisions have already been made.*

*I think the teachers don't feel as empowered as they would if the mission and vision were being better met.*

*Lies a lot*

*Remains calm where there are conflicts and helps work out positive way to move forward. Accepts responsibility for mistakes in communication*

*The answer to this question is based in his relationships with staff. Because he often makes decisions in a vacuum, he doesn't always see the impact of those choices on staff. The handling of the admin changes is a good example of that.*

*He doesn't interact with students or faculty, in my opinion. I can walk down the hallway and not get a hello. The same happens with the children.*

## Cultivating a Culture of Excellence

**Create and maintain an organizational culture that promotes student achievement and college preparation for all students.**



**Make the organization a place where staff and students are all committed to excellence and believe that hard work is the key to achieving it.**



**Demonstrate commitment to competent communications and conflict resolution.**



**Consistently evaluate and proactively improve people, processes, programs, and services for greater effectiveness, efficiency, and value.**



### Additional Comments or Examples

CEO

*The COVID-related obstacles to meeting/gathering combined with a delay in implementation for feedback and evaluation have been troubling this year.*

## Board Members

*This year has been difficult in many ways but mainly because of Covid. With so many urgent situations and the constantly changing expectations from DESE, it does not seem as though Peter has had much time as he would want to focus on the culture of excellence and ways of achieving it. I would say though that he has evaluated some processes, programs and services for greater effectiveness and the way things could be organized for maximized efficiency. I see this as something that is ongoing.*

*This is still a work in progress. Great leaps have been made. As Peter points out, there is still work to be done in this area. Teachers know it too. Continuing to build trusting relationships with staff. this takes time and work, from all concerned.*

*The pandemic was a huge obstacle this year.*

*Peter has been instrumental in bringing the Teaching Force curriculum to MCCPS, even paying some of the fees out of his own pocket. Time will tell whether this will prove an effective program, but there is no denying his commitment to making it happen in a challenging budget year. That said, recent staff turnover of some of the most tenured and recognized teachers seems to indicate an issue buying into his vision. Improving the quality of teachers at MCCPS is job #1 for Peter though training, retention or hiring and it remains to be seen how successful Peter will be with this dimension.*

*There have been a few staff members (assistants) who have not acted in an appropriate fashion to some students at Charter. It is unclear if Peter inherited these staff members or if he hired them. In addition, after the guidance counselor left mid year, it is also uncertain how proactively he is committed to clear communication and expectations by his staff. However, he did hire [REDACTED] who seems to be a great asset to the school's special ed department.*

*I indicated "don't know" for the first bullet because as a Board member I don't feel I have a clear understanding of how faculty feel about Peter's leadership, and about the organizational culture he is developing and leading. My high ratings on the other bullets are because Peter has palpable enthusiasm about his work, particularly when it comes to developing a culture of faculty collaboration, rigorous instruction and iterative improvement.*

*Based on my exposure, which is admittedly limited to merely board and sub-committee meetings, I can agree with nearly all of the statements above. Dr. Cohen appears genuinely committed to open and clear communications, promoting a solid organization that puts students' needs first. I can say that I have heard*

*anecdotal stories challenging some of Peter's leaderships skills, however if I didn't experience it first hand, I don't believe it is fair to adjust any of my assessments based on second-hand stories.*

*I do not have good visibility in Peter's specific efforts to improve curriculum and academic performance, although his success in managing the school as a new leader during a pandemic certainly supports promoting student achievement and learning.*

## Direct Reports

*I am not sure. I am disappointed that there is no enforcement of community values in the school. For instance, there is no school-wide PBIS that I am aware of. They did have chores before, but I think that positive reinforcement is helpful. I have not seen any "student spotlights" or recognition for deeds well done. Sometimes, it feels like there is no drive for students to behave in line with proper culture because the entire school is not doing the same thing nor do they have the same standards.*

*Effective problem solving is a real weakness as well as faculty support during an extremely difficult global crisis*

*Dr. Cohen has a true vision for the school and has managed, despite the current circumstances due to Covid, to promote student achievement. He has made every effort to offer faculty effective tools to deliver the best possible education to our students during these difficult times.*

*More frequent evaluations can be helpful for staff to know where they stand and how effective their work is. Communications should focus on solutions and making problem solving more collaborative. It is best to avoid making the initial communication seem like it is the final word when there hasn't been much opportunity for discussion.*

*Peter is very focused on success for the student across all aspect of the curriculum. He is focused on constantly improving teaching practice in order to get the students to their highest potential.*

*Peter does look at programs and processes and works to improve them, but again often without input from the appropriate stakeholders. He has not, to my knowledge, paved a clear path to evaluating and working to improve the performance of teachers and staff.*

*I am unaware of any evaluation of teachers or the academic program, but that may be because it's not priority in COVID times.*

*He is always encouraging staff and students to do their best. He is always coming in to the classroom to see what is happening.*

*Morale amongst faculty members is at an all time low. Teachers feel shut out of any decision making processes. This does not feel like an organization striving for excellence, rather, it's struggling for survival.*

*Does not appreciate or understand the existing organizational culture. Makes decisions without understanding how they will trickle down and then makes more rapid messy decisions to fix the mess caused by the first decision, and then repeats this process.*

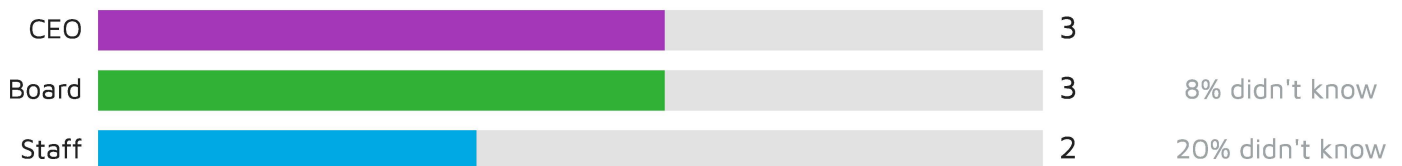
*has navigated covid19 limitations and challenges overall well (amidst so many unknowns) - aiming to keep the community safe*

*Peter asks the questions he already knows the answer too, but doesn't ask the hard questions. Peter rarely leaves his office to visit classrooms for more than a brief moment. I do not think he attended ANY remote classes, to see what it was really like in that setting. When pushed he will address issues. I do think Peter has the right ideas, its just the application, rollout and communication are really poor.*

*This has been a difficult year for maintaining and improving culture both among students and staff. Many have felt isolated and unsupported due to remote learning, teaching, and other factors. Although the idea of Teaching Force has a potential to be beneficial, it has added a level of stress and discomfort for many staff, which has affected the culture negatively.*

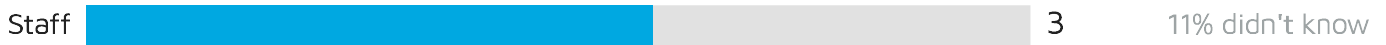
## Driving Academic Excellence and Student Performance

**All students demonstrate levels of mastery, which exceed grade-level standards.**



**The organization creates, maintains and regularly revises systems and processes to drive student achievement.**





**The organization has met or exceeded agreed upon goals set for increasing student performance.**



**The organization is on track to outperform other public schools in our community.**



**Leading the Educational Program**

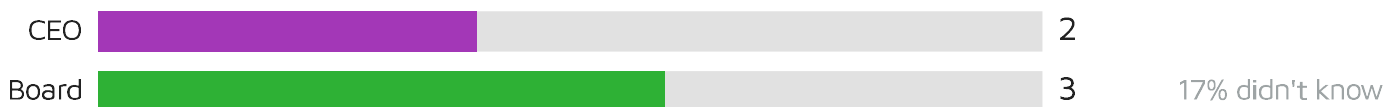
**Demonstrate thorough knowledge of effective curriculum, assessment, and instructional practices to close the achievement gap.**




**Ensure that the organization uses performance data to drive decision-making and curricular decisions.**



**Ensure there is a standards-based curriculum. The curriculum includes scope and sequences for all subjects taught at every existing and expected grade level, and it exceeds national academic standards.**





Staff  3 17% didn't know

**Ensure all teachers regularly use assessment data to plan curriculum, lesson plans, meet individual student needs, and make daily instructional decisions.**

CEO  4  
 Board  3 25% didn't know  
 Staff  3 11% didn't know

**The organization's structure and staffing ensures that special student populations are making progress equal to those students in its regular education program.**

CEO  5 ★  
 Board  3 25% didn't know  
 Staff  3 11% didn't know

**Additional Comments or Examples**

CEO 

*Special Education made significant gains under new leadership. The school principal and reorganization of that role, has led a to a delayed push to equip teachers with the skills of data analysis to drive instruction. Pandemic has impacted this area.*

Board Members 

*The restructuring of Special Ed has improved communication and effectiveness in that area.*

*Despite lack of funds, I'm completely sure that Special Education support has improved immeasurably. There is still work to be done but we no longer have square pegs stuffed in to round holes.*

*Not much information is presented to the board about the curriculum, the special education program for example*

*I cannot really tell whether Peter has been able to improve the school's curriculum in this difficult year.*



*This is an unusual year to critique the Charter curriculum. Since a committee has been established to work on curriculum and excellence, it appears the school is working on aligning their curriculum to the standards. It is unclear if they are exceeding in this area of competency. Charter was able to present their first exhibition of the year as a wonderful measure of student success. It will be great to see how the next exhibition portrays student excellence. It is exciting to have [REDACTED] lead the special ed department. It will take time to have a cohesive staff who ensures all students are making equal progress.*

*I indicated "don't know" on the bullet point about special student populations. Peter has share with the Board his evolving staffing plans to provide additional support to students with special needs and/or IEPs, but I don't have a clear understanding of how recent and proposed staffing changes actually impact those students' academic performance. This is something I'll be looking to hear more about in Peter's monthly reports, and that I will make an effort to ask more about in the future.*

*Based on the Head of School Reports provided to and reviewed with the Board on a monthly basis, Peter regularly updates the trustees as to the curriculum progress and data used to assess instructional decisions. While we often discuss budgetary and staffing concerns regarding special needs, I would say that more information is needed to assess the progress being made by that population.*

*I do not have good visibility here.*

## Direct Reports

*Again, have little knowledge or observations of this item to evaluate*

*Dr. Cohen often "pops in" to different rooms, however, he never gives feedback on whether what he is witnessing is positive or negative. I am not sure how he would be collecting data on staff as there seems to be a lack of formal observation or data collection.*

*The staffing model does not always support all students as it is. There is inconsistency in who is supposed to do what when it comes to addressing specific learning needs and student concerns. Certain staff members are frequently put in a position to work outside their role to fill in the gaps and that can cause them to be stretched too thin, which may lead to faster burn out.*

*Perhaps this year is not the best example to use, but we rarely discuss assessment data or curriculum.*

*Peter has spent a lot of time and energy improving systems throughout the school with the goal of maximizing student performance.*

*There are not the proper number of inclusion specialists available for each grade level and supervision of whether those specialists fulfill their obligations is lacking.*

*He is in the classroom, wandering the school seeing what is happening with the learning of the students.*

*I feel this is for the principal of the school and not the head of the school.*

*These competencies seem to be more of what our principle is managing.*

*Many structures for assessment and curriculum were already in place before Peter became Head of School.*

*To say we need more Inclusion and/or Service Providers is an understatement.*

*Special ed is not a priority*

*We have spent a solid chunk of time this year ensuring that there is adequate staffing to support students but illness among staff members has left us short handed often and the responsibility of keeping everything afloat falls inordinately on the Advisory teachers. There has not been adequate focus on the teamwork involved in creating an pedagogically sound Inclusion Environment.*

*Hiring [REDACTED] was an excellent choice. She is great. I am not sure Peter knows what happens in the classrooms, or if he really saw the Exhibition Projects. He didn't want to discuss it in a meaningful way until Jessica brought it up. I think he should delegate this to [REDACTED] more, but then Peter still needs to know what happens.*

*I am not aware of any school-wide discussions regarding using assessment data to plan curriculum. This may be happening in smaller groups that I am not aware of. Special Ed teachers consistently use assessment data to plan lessons and meet individual needs.*

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## Developing and Leading Staff

### Attract and select high performing staff and leadership.

CEO

4



**Create a staff culture and work environment in which highly effective staff members are actively engaged and feel connected to the organization and its mission.**



**Develop, maintain, and regularly review and revise systems and practices that improve staff ability to increase student achievement.**



**Successfully retain top performers. Create an environment where staff is committed to a long tenure and would recommend working at the school to others.**



**Additional Comments or Examples**

CEO

*It is difficult to distinguish between the impact of the pandemic and the impact of leadership/management decisions. Some staff will likely place blame for not feeling great about their teaching on me rather than the pandemic or their own internal struggles to excel in this or any environment.*

Board Members

*Covid has made a huge negative impact in this area. There has not been enough time to objectively see the outcomes of the new role of Principal and the feedback from teacher evaluations and visits. Teach Force does not have the "buy-in" from all staff.*

*Staff retention has been good to date, both last year and this year. Strong hires are key to a strong school. Peter realizes this and is exploring imaginative ways to attract quality staff. Importantly, and with limited means, he has tried valiantly to address years of salary inequities within the school. Time will tell, especially after the dust/fallout of COVID settles.*

*Should work more on finding a common ground with staff for the better good of the students.*

*While it is plausible to believe that personnel turnover has been created by the current environment, some of the strongest and long-term teachers have decided to leave MCCPS. It is too early to say whether MCCPS will be able to replace these departures with quality hirings. Recently, 2 personnel situations were notified to the Board and we need to monitor whether these are isolated incidents or symptoms of a deeper issue.*

*Develops and leads staff is an area of uncertainty since many changes are upon the staff. It is unclear as to why the guidance counselor left in the middle of the year and why she felt so unsupported. In addition, many roles are being changed. Maybe in the middle of a pandemic isn't the best time to make changes but time will tell! In addition, some of the support staff have acted in a questionable manner to some students at Charter. It is unclear if these teachers were hired by Peter or if he inherited them. It will be important to see who the new staff is that comes on board in the next school year and if the staff feels supported in their teaching roles.*

*Since Peter's arrival there have been a handful of instances where outgoing faculty and/or staff have shared their frustration with the Board about the conversations they had with Peter leading up to their departures. As a Board member faculty and staff satisfaction is something I find very hard to assess, so in indicated "neutral" or "don't know" on each of the above bullets. I would welcome the opportunity to hear from faculty and staff about how they experience Peter's leadership, but am not sure what format that exchange might take. Perhaps this is something the Board could discuss in the future?*

*As a board member who no longer has students attending Charter, my exposure is somewhat limited, however I do believe Peter is establishing his leadership team in a way that helps support his vision along with the goals he has established. Peter came on board during a difficult and challenging time, however he rose to the occasion and not only worked with some of the existing staff, but also was able to make some difficult staffing decisions as well. It is challenging to assess some of the criteria as we cannot be as physically involved with the school to gain the exposure and familiarity with the environment. What I have seen / been exposed to leads me to the conclusion that Peter is developing his team in order to support his overall vision for MCCPS.*

*We are in the early innings - I think Peter's done a good job reorganizing what was a broken system (in the middle of a pandemic!) - but it takes time to change a culture. Budget constraints provide serious*

*headwinds in this effort but Peter has been creative trying to counter the lack of budget with other quality-of-life or quality-of-teaching benefits.*

## Direct Reports

*The planned expansion and changes of the current admin staff personnel may be problematic (and expensive) and might need further evaluation.*

*Multiple employees report feeling isolated, silenced, and unhappy. I am unsure if this is a direct result of Dr. Cohen, however, I can only report on what I see. The staff culture borders on toxic due to sudden changes without clear communication or staff input.*

*This last point is somewhat difficult to assess given the short amount of time and the exceptional circumstances under which Dr. Cohen has had to work so far. I believe Dr. Cohen has a keen eye to identify and select high performing staff for the school.*

*The staffing model and communication within the organization may contribute to higher attrition and turn over of staff. Lack of transparent communication and universally understood standards and expectations, and ambiguous job descriptions and roles all contribute to a less than ideal staff culture and environment.*

*This past two school years have been nothing less than crazy for all, but Peter was looking and implementing what he could do to better all of us in every department daily.*

*When an leader instills policies that discourage professionals from asking questions or even possibly expressing disagreement, something is lost in a school culture.*

*Peter's new hires have been excellent. We will see about retention this year, but that is a multi-faceted issue not solely within his control.*

*I feel he is trying his best in these tough times to keep all staff happy.*

*There are several staff members in roles or being assigned new roles that they are not trained in or educated for. Although Peter is making a true effort to bring the salary scale up and equalize pay, there is some unhappiness within the staff about significant pay differences, especially for people less qualified or experienced than others.*

*There needs to be more transparency and faculty input.*

*I know that this has been a unique and challenging year, but some of the decisions with regard to staffing appear to be overhauling the previous staff structure, which I don't believe was the route of the problem. So, while these new positions seem to be in line with Dr. Cohen's familiarity or preference, these changes have resulted in insecurity and unease in many of the employees, causing them to look for employment elsewhere so that they can get ahead of possibly losing their job in the future. Further, I worry that, should Dr. Cohen move on to another place of employment, the faculty and staff will be left with an unrefined system that will then be overhauled again by his replacement, elongating the period of insecurity.*

*Creates an environment that is toxic and is actively hostile to staff. Every grade level and department will be impacted by the number of staff leaving.*

*There is a lack of personal connection between staff and leadership. To retain excellent staff there needs to be an investment in getting to know staff who then remain loyal to the vision of leadership and the mission. While this is an exceptionally difficult year to hold team building activities and the workload for everyone is greater than ever we need to be finding small ways to build rapport with new and old staff and include more voices in the Community at MCCPS*

*Morale is low among staff.*

*This is a tough one. In some cases Peter seems to know who the strong teachers are; but in other cases he doesn't appear to know "people". The switch to more admin is a good example. [REDACTED] is a fabulous principal. He connects with teachers, follows up and does well with parents. I worry that Peter created the principal role to further distance himself from teachers. At faculty meeting someone called it "non-student facing" positions. If full time teachers are being told that they aren't getting more than a 1% raise, the how are new roles justified? We need two administration assistants-[REDACTED]? Is he just looking to justify [REDACTED] role this year? No enrichments for an enrichment coordinator? What's [REDACTED] role? Has money come in? We need to invest in the quality of the teachers in the classroom. Peter's lack of good communication with staff has caused several people to leave this year. Board needs to do exit interviews!*

*This has been a difficult year for many staff in regards to staff culture and work environment. Many staff have felt isolated and unsupported in various situations. Some of the decisions made when reviewing and revising systems and practices are affecting staff morale negatively.*

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## Managing Organizational Compliance and Administration

### Ensure that the organization meets and is in compliance with all local, state and federal laws and mandates.



### Oversee development and proper functioning of an enrollment and admission process.



### Provide for the overall safety and well being of students and staff.



### Ensure organization is administered well with efficient investment of staff time and other resources.



### Additional Comments or Examples

CEO

*Yes and this priority has led to two years of reorganization in order to move forward efficiently.*

Board Members

*There has been valuable time that was lost to other PD that cold have been used in Department Meetings.*

*This years Enrollment push has been a great success. new ways of attracting applications were explored. money was spent, but it's sometimes necessary to speculate to accumulate:) All #'s point to full enrollment and that, in the time of COVID, is a great achievement.*

*Peter is well organized and has put together an administrative team that are working well together for the improvement of the school.*

*He has make it priority not only to be compliant with the laws and regulations but also to remind everyone who might go beyond those laws and regulations.*

*Peter excels in this dimension. He's led a better response to the crisis than the town's public school system, and been able to markedly increase applications. his management of our state and community stakeholders has been strong.*

*Peter is working hard to develop a plan to insure higher enrollment which will greatly benefit the Charter community.*

*I have been so impressed with Peter's handling of the rapid and unexpected transition to remote and hybrid learning, necessitated by the covid pandemic. From clear communications out to families, creative space planning and proactive cleaning/reorganizing to get kids back into the building, and the timely replacement of HVAC equipment, among myriad other adjustments, Peter has led the faculty and staff through the past year really effectively. Peter and his team have also done a terrific job with the admissions process this year. While the school's strong response to covid may have spurred community interest in MCCPS, Peter's other efforts to increase enrollment (supporting ██████ expanded development role, increased marketing efforts and social media presence, creative community collaborations with local restaurants, etc) have all clearly contributed as well.*

*I believe that based on some of the practices and approaches developed by Dr. Cohen and his team, enrollment has improved and the school will hopefully be fully enrolled for SY' 2021 - 2022. This is a major success and he should be commended for his efforts in this area. Additionally, for the area of compliance, Peter appears to have a solid grasp of the rules and regulations.*

*Peter has been very engaged in the recruitment process which helps drive the MCCPS annual budget.*

## Direct Reports

*I don't know if he oversees proper safety or development, but it doesn't seem so. The lack of staff and high amount of children at times seems unsafe.*



*The numbers demonstrate that Dr. Cohen has led an effective strategy to increase enrollments and admissions. Student retention has been an issue for years and enrollments for next year seem to have drastically increased. Dr. Cohen has also taken effective and sensible steps to ensure the safety of students, families, teachers and staff during the pandemic.*

*Safety guidelines have been followed and maintained well. There seems to be strong collaboration to follow new and complicated protocols and an obvious respect for the science versus the politics of the global pandemic.*

*Peter has prioritized safety and compliance, bolstered the admissions efforts, led the effort for the charter amendment and encouraged a new perspective on keeping the facility orderly.*

*I think that we gained momentum with more regular staff improvement and peer evaluations - through Teaching Force. However, I think there was too much emphasis put on planning and organizing Exhibition when more time should be spent on other PD opportunities and also effective planning and time devoted to the day to day lesson plans.*

*Some things I do not see but during the pandemic he did an excellent job with staff and students safety,*

*As soon as a problem comes at him, he finds a solution that works for everyone involved.*

*HOS has given attention to systems that need to be improved, gathers information and works with staff to improve the system with their input.*

*Peter has worked very hard to put strong Covid guidelines in place but there are concerns about distancing in the classrooms and during full staff meetings.*

*Covid decisions were not in the best interest of the staff or student health, but rather to maximize student in school attendance.*

*Inconsistent policy implementation during covid. How many kids got sick? How many staff? no sign of contact tracing. Mixed and contradictory messaging on staying home if sick or if at risk medically.*

*Some staff members stretched very thin.*

This is something that has improved significantly over the last two years, especially with the addition of



### Building and Maintaining Family Satisfaction

Ensure organization has frequent, meaningful, and well-attended ways for families to be involved in their child's learning and the school community.



Provide indication of a high level of parent satisfaction with the organization as evidenced by quantitative data and low student attrition rates.



Listen and respond respectfully to the range of concerns expressed by parents and family members.



### Additional Comments or Examples

CEO

Retention numbers look good. Connections have been challenged by the pandemic, but communication from school to home has been strong from this office.

Board Members

Due to Covid, many opportunities have been lost but there have been several parents who have made strong commitments to the school over the last year and have welcomed the new HOS.

*School-Parent communication has been fantastic. A real strength that has undoubtedly contributed to student retention and applications. This has not gone unnoticed in the greater community. MCCPS is "out there" again.*

*Peter conducts zoom meetings and welcomes parent participation in the program.*

*He is very communicative and make sure parents are updated weekly on what is happening at MCCPS*

*Not having a kid at the school any more, I don't really have a view on this dimension.*

*During the past year, Peter has communicated effectively with the community on the ever-changing landscape given the Covid-19 pandemic. Peter has not been too responsive at times when members of the community offer alternatives to the plans Peter has put forward. Namely, some recent staffing adjustments for example.*

*Peter does a good job at delegated people in the community to help and support Charter. The PTO is a strong organization at charter and who have done a terrific job of fundraising during this challenging school year. Peter is very timely in getting back to parents with answering their questions and concerns.*

*I've been impressed by how well Peter takes critical feedback in a public setting, for example during Board meetings: he listens respectfully and responds calmly and thoroughly. I indicated "neutral" on the bullet about parent satisfaction because I don't have a clear understanding of if/how Peter uses quantitative data to evaluate parent satisfaction. I'd like to learn more about this.*

*I appreciate Peter's approach and demeanor with all of the parents and family members based on what I have witnessed since he became HOS. He is even tempered, listens attentively and responds in a measured manner. Overall I believe Peter has done a terrific job of respectfully listening and responding to concerns as they are presented.*

*Peter's door is always open and he actively seeks out feedback from parents regarding curriculum, student life, etc..*

## Direct Reports

*Provides good optics and impression for the parent, student, and public communities.*

*Dr. Cohen cares about the parent's opinions. Sometimes, an entire school-wide policy will be applied due to an upset parent and emergency meetings will be made. This is regardless of how large or small the issue is -- all issues are treated as large. Sometimes, however, these newly instated policies as a result of parent complaints fail to be sustained or truly made actionable/are unrealistic.*

*Dr. Cohen has consistently and effectively communicated to parents and families, improving the reputation and attractiveness of the school throughout the community. It is my understanding that parents (and my observation that students) have been openly expressing their satisfaction and appreciation of the way remote and hybrid learning have been handled by the administration and faculty this year.*

*Families seem to be very happy with the quality and frequency of communication. Many families have recommended MCCPS to friends and the school has shown strong connection with the community recently.*

*Peter's weekly and/or regular communication to charter families has helped a lot during the pandemic, but I have no real sense as to how the families feel about it.*

*I do not know*

*Throughout these first two years HOS has focused on parent engagement as an essential practice. The work done to engage parents has been a huge improvement. HOS contacts parents directly, works with faculty to identify the issues and develop solutions. This has been very impactful.*

*More than once, a parent has had a problem, and Peter is the first one to help figure out a plan on how to make this better for all involved. With respect and thoughtfulness.*

*There are times when Peter is so concerned with transparency and sharing information with parents that he bypasses teachers and tells parents things before he informs staff. Parents are happy; teachers feel disenfranchised at times.*

*I don't really know much about his involvement of this, or what the parent level of satisfaction is.*

*Listens enough they feel heard but doesn't actually address the concerns. For example parents complain about a teacher and the teacher never knows about it.*

*I am sure there have been a million phone calls and emails from nervous parents this year. Leadership has done an excellent job of fielding those concerns while insulating staff from the details of each and every*

*query or suggestion so that we are able to concentrate on delivering quality content to our students.*

*He seems genuinely concerned about the client, the student, and keeping numbers up.*

*1) Did Peter attend any of the 'live/virtual' grade level Exhibitions? 2) Peter talks to parents a lot, especially when those parents want to go to him first. I would like to see him appear to support teachers more. He rarely mentions how great teachers are to parents, except to highlight one or two.*

## Managing Financial Performance

**Understand and provide leadership in the areas of financial planning, budgeting, accounting, and management of the organization's financial resources.**



**Determine the current and future financial resources needed to realize the organization's mission.**



**Ensure that clear and accurate accounting, payroll, cash management, and insurance systems are maintained.**



**Oversee the development, maintenance, and regular revision of systems for capturing, managing, and analyzing financial data to improve performance.**



Staff

2

49% didn't know

## Additional Comments or Examples

CEO 

██████████!!! He has been amazing.

Board Members 

*This year had many unforeseen financial obstacles that were handled effectively and with prudence.*

*Despite low enrollment, Peter, ██████████ and Fin-Com have performed admirably and done exceedingly well in attaining grants of all kinds. Great work and long may it continue!*

*Works closely with the finance committee.*

*In partnership with ██████████, ██████████ and the finance community, Peter has been managing the organization's finance very well so far.*

*With ██████████ and Peter Cohen, I feel the school's financial situation is in safe hands.*

*Overall, the financial condition of the school remains consistent.*

*Peter is leading Charter at a pivotal time in charter's history-restructuring some of the systems at work. Hopefully he will be allocating the funds and resources in a fiscally responsible way.*

*I indicated "neutral" on two of the above bullets because I have the sense ██████████ is very involved in the accounting and financial data management of the school. I believe Peter has worked collaboratively and effectively with ██████████ and also with ██████████ to manage the school's budget, and to account for the school's many needs and priorities.*

*Peter has strong working relationships with ██████████, ██████████ as well as the Finance Committee. He remains knowledgeable of the inter-workings of the budget along with accounting, payroll and administration of the insurance. While the school's mission and vision require significant development*

*efforts, it remains to be seen if raising enough money to reach some of those goals is possible in this community.*

*Peter is hands on at finance aspects of running the school.*

## Direct Reports

*All I know is that he was not the most honest about wages for next year. He is adding staff, but people report losing money without a clear reason. I wonder why we are lacking resources at times (limited desks for staff, limited equipment for staff, limited staff in general). I don't know if a marketing director would be a good investment if we are lacking a lot of resources.*

*While I cannot speak to much regarding the financial performance, it does seem as though allocation of staffing resources still exists as an area where growth is needed.*

*Needless to say the first two years for Peter have been financially challenging - first cutting \$400K from the budget, then the pandemic. During this time he has tried to focus on maintaining (or even expanding) direct services to students. He has tried to fix long-standing gaps in faculty compensation while also trying to move the school into a position where we can begin to think about expanding the physical plant.*

*I just don't know about the financial performance.... There just seems to be a lot of spending to expand the administration while help/staffing is sorely needed in the classroom.*

*I have nothing to do with this*

*School financial details are not really shared.*

*I have felt like I was more of a part of the conversation around the school's budget and finances this year than in previous years, which I appreciate.*

*No real raises for staff again. But plenty of money for his own secretary. Not a good look.*

*Peter has done a tremendous job organizing salaries and providing structure within increases.*

# Actively Promoting the Organization and Ensuring Adequate Resources

## Partner With the board to develop effective public relations, marketing, and fundraising plans.



## Coordinate efforts of the Board and its Development Committee to implement a board-approved fundraising plan.



## Create partnerships with community organizations and businesses.



## Pursue and secure philanthropic support that directly supports the mission and vision of the organization.



### Additional Comments or Examples

CEO

*A work in progress with this being a year to build systems and a foundation to be able to solicit major donors and sponsorships moving forward.*

Board Members



*The social media campaign has been successful as well as the morning meetings. I am aware of grants that teachers have acquired with the help of Development. I am not aware of "Philanthropic secured support" but hope that is in the works somehow.*

*Fund-raising has been our achilles heel for 26 years. This is a hard nut to crack. Peter has done very well in developing relationships with various organizations. However, cracking the funding nut is an ongoing endeavor and of paramount importance if Charter is to not just survive but actually thrive. Past Development Director's have come and gone with little or no success....*

*Through his weekly emails to the community, Peter coordinated tremendous effort to remind the community about their involvement in the organization. The take out Tuesday program not only brings money to the organization but creates strong partnership with local businesses.*

*This year, efforts to pursue grants have produced stellar results. However fundraising is behind budget despite the recruitment of a dedicated individual.*

*This is an area that has suffered prior to the hiring of Peter and has been impacted by the Covid-19 pandemic. This is an area of focus for growth over the next few years.*

*Peter has established committees to reach out to community resources to support the school in different ways. Fundraising efforts, reaching out to alumni and grandparents, and PTO take out events are a few of the approaches that Peter has established to actively promote and support Charter.*

*I indicated "neutral" on two of the bullets above simply because these are areas that I think have lagged a bit as Peter has focused his attention on responding to covid this past year. Peter and [REDACTED] have begun to lay the groundwork for strong future fundraising, but this still feels like an area under development.*

*From my perspective Peter works diligently with regards to development and fundraising plans. This has always been an area where significant challenges are faced. A certain level of parent participation along with some limited support from businesses and private individuals is anticipated, however the additional support needed is a tremendous hurdle. I encourage Peter to continue his efforts and strive for constant improvement.*

## Direct Reports

*I do not know what he supports.*

*The community involvement has been excellent this year and it shows in the very favorable reputation and "buzz" that MCCPS enjoys as an organization. This is a very marked improvement over previous years.*

*I do not know*

*Take-out Tuesdays have been a success but much more needs to be done to sustain the school.*

*I think partnering with restaurants the way we have been is great.*

*This is a tough year for this. He should provide a report to the staff on [REDACTED] progress. [REDACTED]*

## Ensuring Adequate Facilities

### Oversee necessary facilities planning and make recommendations to the Board.

CEO	5	★	
Board	4		
Staff	3		23% didn't know

### Assure the proper maintenance of the organization's facility and adherence to all local, state, and federal codes.

CEO	5	★	
Board	4		
Staff	4		6% didn't know

### Ensure the physical environment reflects the organization's mission and values as well as enhances learning.

CEO	4		
Board	4		
Staff	4		3% didn't know

## The organization's physical environment (buildings and grounds) is well-cared for, sanitary, and promotes health and safety.



### Additional Comments or Examples

CEO

*We need to address deferred maintenance issues ASAP. Facilities task force work has been rewarding.*

Board Members

*Many upgrades have been made and a beautification process is underway.*

*The building is as good as it can be. Period. Years of deferred maintenance caused, for the most part, by lack of funds has left us hamstrung. The Facilities Task Force is a huge step in the right direction. Funding is another matter.*

*Peter is tirelessly working to change the school building. The creation of a Facility task force committee is a good example.*

*Peter is taking the lead and making sure the buildings and grounds are safe especially during this COVID-19 pandemic. At the onset of this most difficult year Peter was ahead of the curve and getting the school facility upgraded in order to keep students and staff protected.*

*MCCPS did the best it could with the budget at its disposal this school year. Peter has been able to bring new momentum/urgency to the real estate task force.*

*Peter is working with the Facilities Task Force, to formulate a plan to present to the Board for the overall improvement of the facilities. Currently, the facilities are safe but are tired, and in need of an upgrade.*

*Peter inherited a building in need of a serious facelift-inside and out. It seems as if he is making proper headway to clean up the building, the warehouse, put a plan in place for an outside facelift, and work with*

*the facilities committee for appropriate upgrades of the entire building. In addition, Peter is restructuring who maintains the building so that the building will be better cared for in the future.*

*Peter inherited a school facility with substantial deferred maintenance issues, as well as some outdated aesthetics and a whole lot of STUFF stored in every nook and cranny. He has been proactive about eliminating the stuff -- see the nearly empty warehouse! -- and about establishing and working with a Facilities Task Force that is developing renovation and cosmetic improvement options to share with the Board.*

*The facilities are fine. I believe Peter help maintain the school's standing and seeks the right support and staff to ensure full compliance. We all want to see some improvements with the facilities, however I fully support Peter's efforts and performance with regards to the overall building and structure.*

## Direct Reports

*Is well aware of the issues that need attention and resolution.*

*There are leaks that go unnoticed and the school is not the cleanest during the pandemic, either. There really are no private spaces for kids who need it and no way to "sign up" for open locations. Sometimes, you need to have conversations right in the open because there's nowhere else to go. This is not right for private matters or meetings, it seems like a HIPAA violation. I am sometimes late for meetings due to there being nowhere to go.*

*I understand Dr. Cohen is working with a very limited budget to maintain a building that is in poor conditions and in urgent need of repairs that are extremely costly. I do believe that some easy and affordable improvements could have been done, such as beautifying the school's grounds (junk yard behind school), fresh coat of paint in backlot, more efficient cleaning crew. I think he is taking steps to make these small improvements in the near future. I also want to acknowledge the major efforts and investments put into adapting our building to the covid situation, which has been, rightfully so, Dr. Cohen's priority this year.*

*Health and safety has clearly been a primary focus this year and those goals have been exceeded.*

*Peter has spent a lot of energy convincing the staff to keep their spaces clean and organized. He has helped the facilities crew with purging items from the warehouse and managed the many phases of reopening the school. I have no idea what decisions are made at the Board level (vs keeping them informed).*

*I do not know*

*The school's basic cleaning needs to be met better. The school feels and looks very dirty still. Time should be designated at the end of the day for students to leave the classroom tidy, sanitized and neat. Before and during the pandemic, dismissal time has been chaotic and rushed. Instead, it could be a time for students to take responsibility and care for their school.*

*HOS has kept us updated on establishing the new facilities committee to address the buildings and grounds for improvement.*

*Our mission includes project-based learning and hands-on opportunities. Peter's obsession with "clutter" denies teachers the ability to keep supplies and equipment around. This is not a Covid related issue but more universal.*

*As budget allows*

*New HVAC was good. The roof is falling in and the warehouse is unsafe.*

*All books were removed from classrooms to make space for more student tables and for distancing purposes. Although additional space is necessary in some rooms, the lack of books and materials in classrooms makes it difficult to enhance learning in that area. Office space and space for small group learning is extremely limited and a recent reassignment of spaces left one teacher working at the end of the hallway.*

## Partnering With the Board

**Act as liaison to ensure an effective flow of critical information between the board and the organization's senior staff, teachers and students.**



**Help to facilitate the board's governance, composition and committee structure. Implements board policies, and recommends policies for board consideration.**



**Develop and implement strategic and operational plans to achieve the organization's mission and vision; allocates resources accordingly.**



**With input from the Board, ensure the development and ongoing refinement of a long-term strategy; establish objectives and plans that meet the needs of students, staff, and all constituents; ensure consistent and timely progress toward strategic objectives.**



**Additional Comments or Examples**

CEO

*Positive relationships with each Board member.*

Board Members

*Peter has made great partnerships with the board and communicates effectively with those members.*

*Peter is great at communicating with the Board. He has a very good relationship with us all. We have meaningful dialogue and there is way more "us" in our discussions than in years gone by. This is a real strength and Peter has contributed greatly to this.*

*Peter's partnership with the board of trustees has been very good so far. He also listens to the issues risen by the trustees and tries at his best knowledge to give the best answers. He most of the time is very explicit about the decisions he is presenting to the board.*

*Peter has been effective in developing plans, policies, and procedures for the school, and for Board approval when required. This issue is in the effective communication of the messaging of these plans, receiving feedback on the plans, and synthesizing a solution.*

*Peter is well prepared at each Board meeting. He is thorough and direct in his presentations. He seems to keep an open dialogue between himself and committee members.*

*I indicated "neutral" on the bullet about providing critical information from senior staff and teachers to the Board. As indicated in my comments above, I don't feel I have a clear handle on faculty and staff sentiment about any number of topics -- Peter's leadership, the Board's leadership, the school's academic direction and how much or how little support faculty feel they have to work with students with special needs, among others.*

*As mentioned previously, I have attended several sub-committee meetings and have been presented with reports from the various task forces and sub-committees regarding the above topics. I urge Peter to continue what he is doing and look to encourage more participation from involved and interested parents to help direct everyone's efforts.*

*Peter is highly engaged with the board and its subcommittees.*

## Direct Reports

*Again, more attention is needed to appropriately allocate staffing resources.*

*Peter has overseen the development of the new strategic plan, appears to work closely with the board chair on a range of issues and attends most subcommittee meetings. He was instrumental in both the charter amendment and the resulting dismissal of the renewal condition. With his encouragement, the two faculty members on the board communicate regularly with the entire staff.*

*I do not know*

*We get updates from the Head of School and the faculty members of the board regularly.*

*Does a lot of PR type liaison work but when brought to the teachers there is definitely a top-down presentation rather than the more collaborative sense we used to have. Teachers are sometimes blind sided by decisions made from the top that we have to implement that have significantly changed our school culture, for instance, the decision to call ourselves an Arts school rather than PBL school.*

## Engaging the Community

**Serve as chief spokesperson for the organization, in coordination with the Board Chair.**



**Listen and respond respectfully to the range of concerns expressed by various constituents.**



**Develop and maintain effective external relationships that support the organization's performance and fundraising success.**



**Maintain communication with local and state officials.**



**Build strong relationships with relevant community organizations.**





## Additional Comments or Examples

CEO 

*This has been an area of strength.*

Board Members 

*Peter has shown excellent leadership in dealing with local and state officials this year.*

*Peter's outreach to the greater community and all constituents has been admirable.*

*Peter has been responsive to all the concerns I have addressed so far since he joined the organization. However, there are very important issues risen in the organization that need to be investigated and addressed.*

*Peter is continually reaching out to the community for support and to promote school activities and it's image.*

*His management of state and community stakeholders has been one of Peter's strengths this year.*

*Peter is present and attentive at each Board meeting. He respectfully answers any concerns that may arise. I would like more information as to who he has a strong relationship with in other community organizations.*

*Peter has begun to build key relationships within the local business community and with other charter school administrators in the Commonwealth. I indicated "neutral" on the bullet about developing fundraising relationships since I think that is still an area for growth. I also indicated "neutral" on the communication with various constituents bullet; as indicated in previous comments, I have been impressed with Peter's ability to respond calmly to criticism, but I also remain unclear about how well Peter manages interpersonal communication with his faculty and staff. This feels like an area that might warrant additional effort/support.*

*At times, the messaging provided by Dr. Cohen is not the message received by the respective audience. Dr. Cohen is effective ith communicating with parents and the community at large.*

*It is my opinion that Peter serves well as a spokesperson for MCCPS. And that he is a great listener and responds well to all types of feedback. He works well with the other school system as well as the PTO and others in our community. As is the case with those before him, Peter is challenged with the development / fundraising aspect of the school. Please do not be discouraged by the difficulty faced and challenges ahead. There will at some point be light at the end of the tunnel. Keep working to reach your (reasonable) goals. I need to see more successes before I can agree with "Develops and maintains effective external relationships that support the organization's performance and fundraising success"*

*Fundraising has been a challenge (historically) for MCCPS.*

Direct Reports 

*Community engagement is definitely a strong point.*

*I do not know*

*I feel very informed about what information the head of school gets from state and local officials. We were very informed about updates and changes being made in regards to COVID guidelines and regulations as we went through the 3 phases.*

*Peter is a respectful person in general but not including staff in certain conversations gives the impression that he does not listen to that group*

*Builds relationships with other school leaders and stays on top of educational research. Good at giving speeches. Strong writer.*

*He often tells us he has calls with state leaders.*

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## Overall Leadership and Performance

**Lead the organization in fulfilling its mission and goals in accordance with the policies established by the Board of Trustees.**

CEO  4

Board  4



**Take responsibility for the success or failure of the organization. Provide vision and leadership by example.**



**Develop and implement strategic and operational plans to achieve the organization's mission and vision; oversee the operation of the organization, develop staff, allocate resources and ensure proper controls.**



**Oversee well-being of the entire organization by fostering positive and productive relationships across the organization and community.**



**Additional Comments or Examples**

CEO

*Relationships and trust building are works in progress. We are moving forward due in part to the leadership this year.*

Board Members

*I am excited to see the future of MCCPS and hope Peter's strategies and plans continue to share the vision and mission of the school.*

*Peters' overall leadership and performance has been great. However, and as he readily acknowledges, he does need to continue to work on building trust with his teachers.*

*The CEO looks very enthusiastic about his job and in my point of view shows leadership. However, I am not sure about how well he deals with his staff.*

*Peter has an outstanding relationship with the board and comes to meetings well prepared with data and is able to answer any other questions board members might have.*

*It appears as if Peter is a positive leader and is committed to the success of Charter. He has raised the enrollment for this coming school year and retained most of the students in the older grades. However, there are some questions about staff feeling supported and respected and it would be helpful to have more clarity on individual relationships with his staff and the overall camaraderie of the Charter Staff Community.*

*Overall I am confident in Peter's leadership of MCCPS. His monthly reports, as well as my interactions with him during committee work and in-person show him to be action-oriented, creative and responsive, as well as genuinely enthusiastic about the school's culture of teaching and learning. I indicated "neutral" on the bullet about fostering positive and productive relationships because of the questions / concerns I have noted above about his interpersonal communication with faculty and staff.*

*Again, I believe Peter communicates well with the board and he also appears to take responsibility for all that happens at Charter. I need to see more evidence before I can agree with implementation of operational plans. So far, so good, but let's see some more successes.*

*Peter is a forward thinker.*

## Direct Reports

*Dr. Cohen can shift the blame. For instance, if you do not have a good relationship with him it is because "some people don't reach out". I think relationship building is something the leader should take initiative on. Another thing is claiming people do not get along with him due to emails being unclear. He never really even emails us unless it's the newsletter.*

*Dr. Cohen it's very professional.*

*While the relationships between the organization and the community are positive and productive, more work is needed to improve the internal relationships within the school.*

*Very professional and outgoing person. He supports and engages well with all staff members.*

*Dr. Cohen generally does not seek to develop or maintain relationships with members of the faculty. Perhaps he is better with Community Partnerships and with members of the Board.*

*Peter is not only the Head of School, but the Superintendent and CEO as well. His consistent leadership, openness to opposing or differing views and establishment/refinement of internal systems has the school back on the right track.*

*I do not know*

*Lack of transparency, does not foster positive relationships within the organization, does not provide an effective flow of information throughout the organization.*

*I feel that our head of school is always trying to better the school and the organization as a whole. He is honest about his goals and intentions. He is quick to admit errors and quick to take feedback from his staff and act on it.*

*HOS has moved us in a positive direction through the efforts listed above and engages faculty to work towards these goals.*

*Peter has seen some problems this year and has started to move us in the right direction that we need to go as a school.*

*I think it's difficult to gauge many of these things because of COVID which has taken precedence over the academic program and tenants of the Charter. Peter has shared that he thinks COVID is the reason for the disconnect between leadership and staff, but I think it's because he gives the impression that what teachers say won't matter. So people don't bother. More than once it's been apparent that his mind was made up about something before asking the staff for input, therefore the ask was just performative. One example is when we were given a survey about closing after Thanksgiving but not winter break. It feels that he only gave the survey regarding Thanksgiving because he wanted it remote too and knew our opinions would align. If he knew the staff's opinions would differ from his then he did not ask. It could be his own anxieties, but Peter seems annoyed by teachers or at least uninterested in their views. He comes across as mostly concerned with the public's perception of the school and he sees teachers as obstacles to*

*creating the public perception he is trying to create. It's more likely that he's just hyper focusing on his own initiatives, but he's making decisions about the school in isolation and the approach isn't aligned with the tenants of the Charter or the Charter bylaws which define Charter schools as a place where teachers play a role in decision making. Peter told the staff that he does not want to have staff meetings because the entire time is taken up by just a few people. If you attend a staff meeting you'll see that Peter structures it so that he spends most of the time talking at us and it's mostly silent when he asks staff if there are questions. The rationale behind not bringing the staff together does not seem grounded in truth and it's breaking down the intimate nature of Charter that has provided workplace satisfaction. I think Peter may have thought that adapting Teaching Force would check the box for "teachers as leaders" but it just limits teachers' leadership to curriculum decisions and feedback about lessons; that's not the sole intent of teachers as leaders here at Charter. Initiating Teaching Force doesn't make sense. The data collected by Teaching Force itself showed that the practice teachers already feel they engage in most is discussing lessons and getting feedback from colleagues- so why do we need this model? If Peter had taken the time to get to know the teachers here and how they work he would have learned that teaching force was unnecessary.*

*Staff development and building a huge administrative team is a concern. Staff can have responsibilities without being called administrators. There don't seem to be any classroom teachers involved in decision making meetings. Untrained people are making educational decisions.*

*There have been more negative than positive feelings across the organization. The long-term goals and strategies of the board/admin may be aligned and followed but may not reflect the real-time needs of maintaining a positive, well-functioning staff/school.*

*I think Dr. Cohen takes actions towards all of these endeavors (enacting the vision, cultivating relationships, leading by example), but it is my opinion that there is a disconnect between Dr. Cohen's vision for the school and the rest of the community's.*

*Talks the talk well.*

*The word Community is in the name of the school for a reason, we do things for our community and as a community to benefit the direction of the school. This year we have a difficult situation where everyone is overworked and overwhelmed, learning new techniques and strategies, but the Community feeling is changing, starting with the rewriting and presentation of the strategic plan and compounded by the Teach Force we keep building layers that remove our leadership from day to day operations. Teach Force was forced upon us, where we have always collaborated and done it well we spent an inordinate amount of time learning the "structure" of how we were to collaborate and quite often being told by ■ that we were doing it "wrong". ■ was not collaborative and became yet another layer between teachers and administration rather than a resource to improve our collaboration as it was sold to us. Teach Force seemed like a good idea to me in the way it was sold but in the midst of the challenges of this year and*

*through our particular trainer it is a terrible time to implement and has stirred up significant resentment among the staff.*

*Peter has the unbelievable job of bringing the school back from the brink of doom. This is not an easy task and to do it when there is a pandemic is even harder. But he needs to get out in front of issues with the staff. Have regular staff meetings where people can participate, not this faculty council thing! I am not sure that Peter really understands teacher leadership. It is a messy process and as the leader you have to be willing to give up some things and go with the will of the teachers. He says he wants teacher leadership, but then doesn't ask teachers to take the lead. Is he afraid of what will happen?*

# Survey School Summary Report All Marblehead Charter

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### Question 1/13

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«

develops a plan for high standards of student performance that are measurable

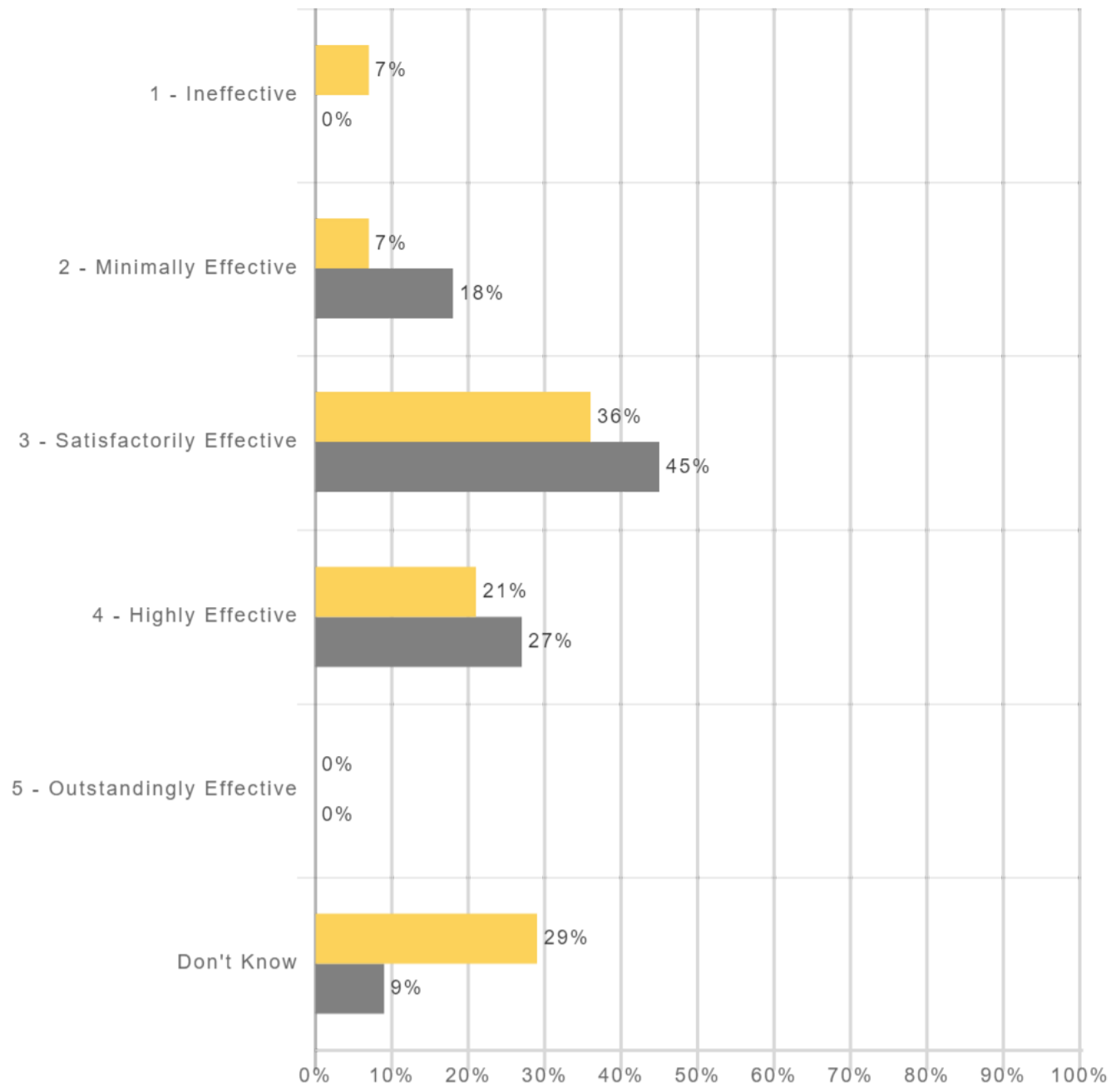
»

Supervisor

Principal

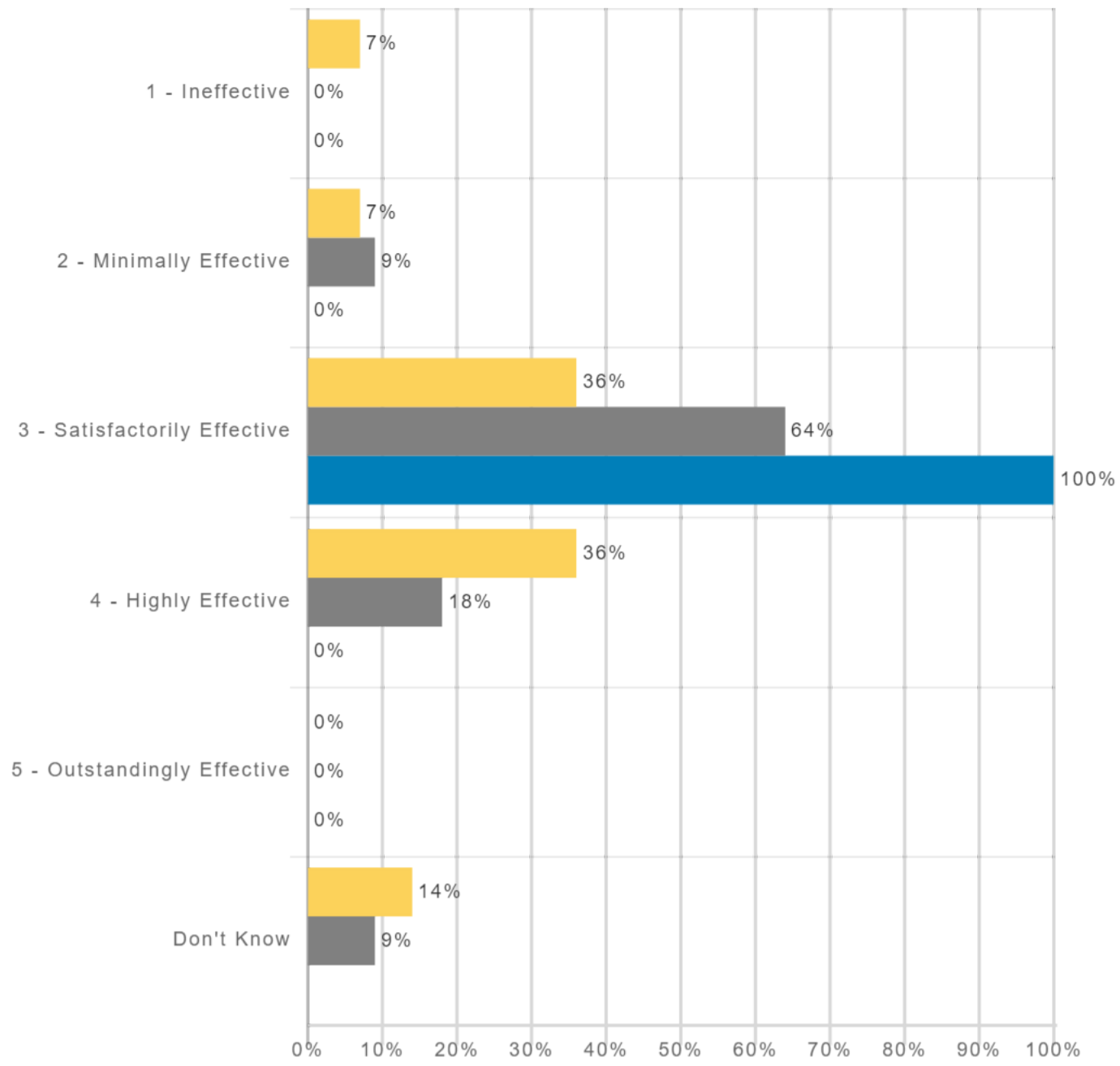
Teacher





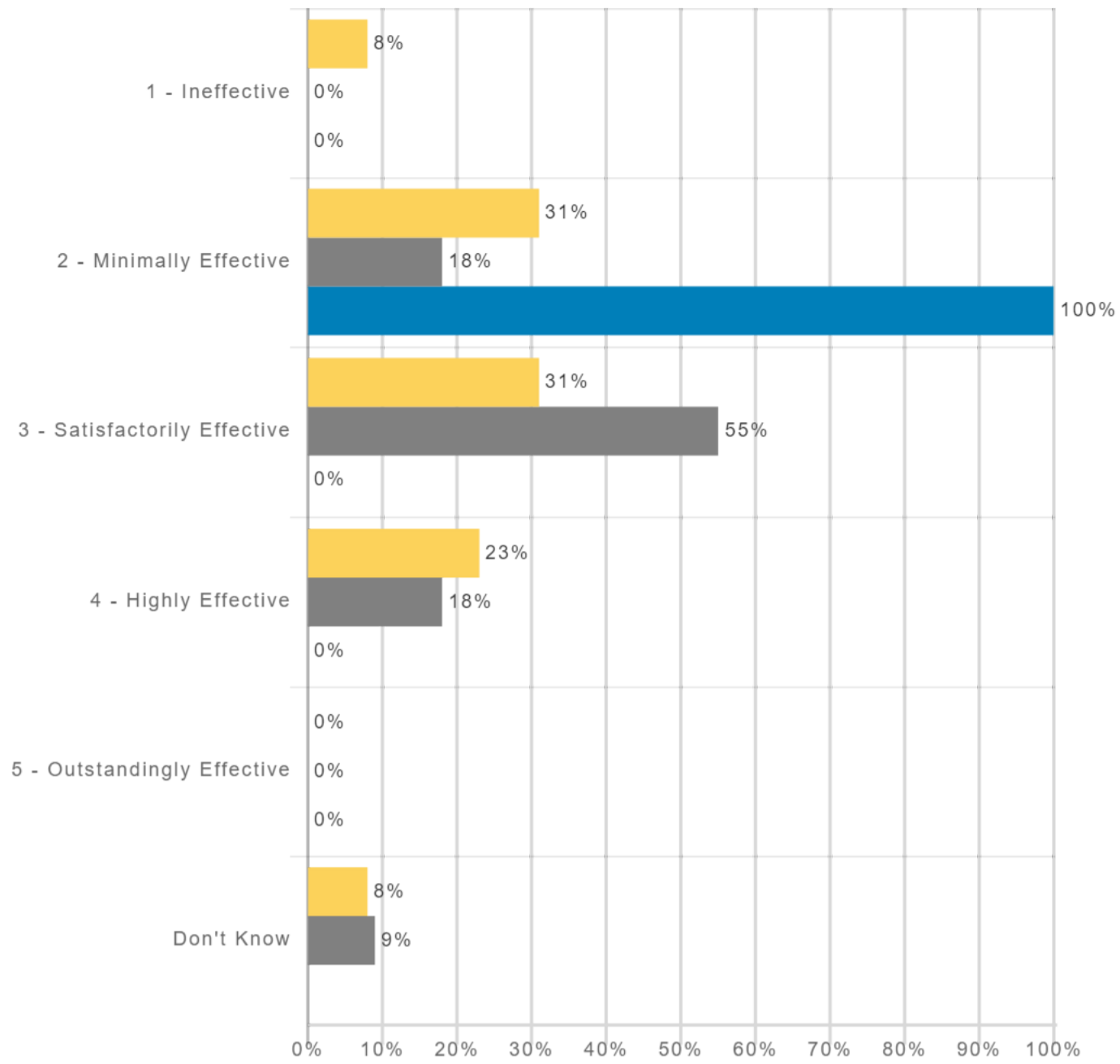
coordinates tasks and resources to meet high standards for student learning

- Supervisor
- Principal
- Teacher



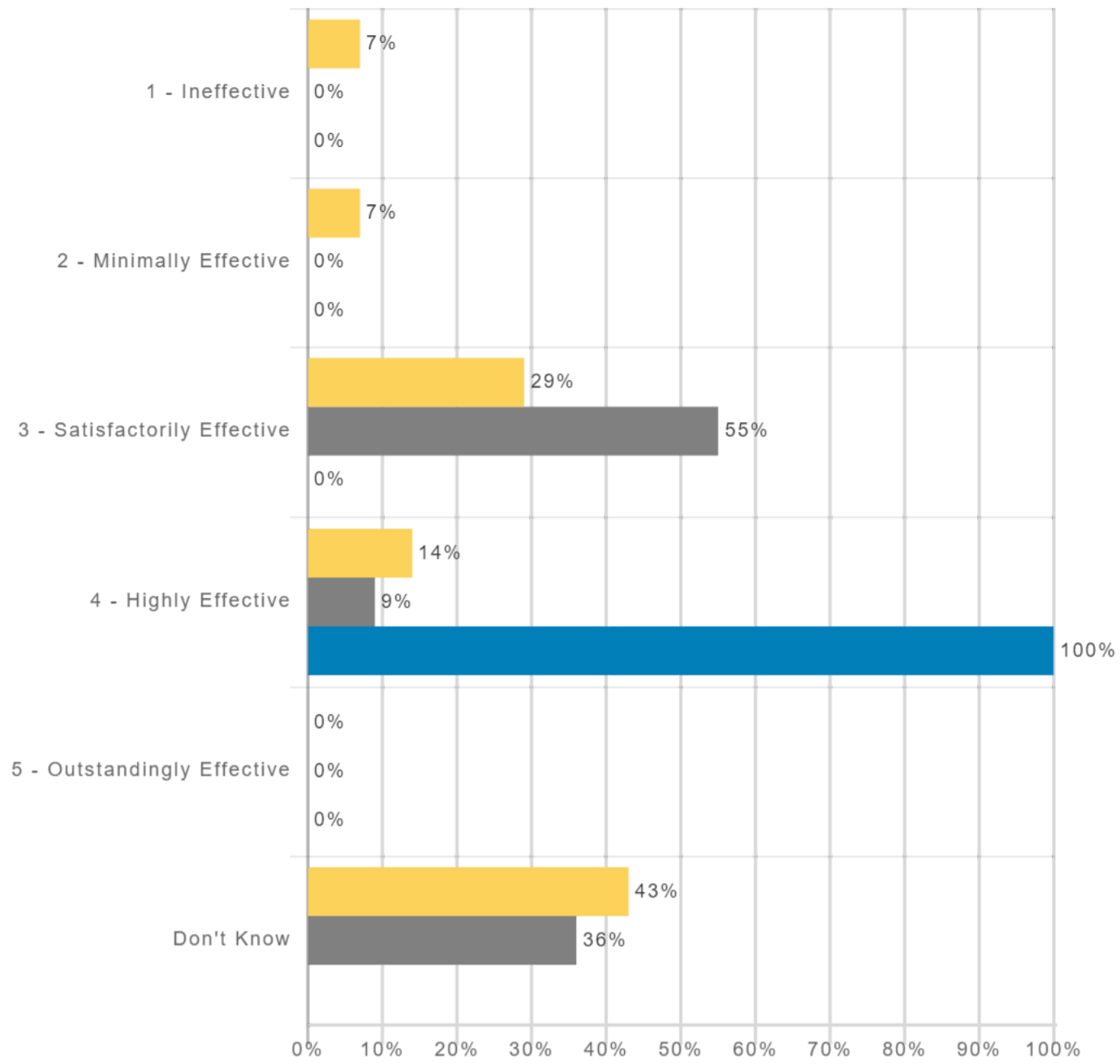
supports faculty in helping students reach high standards of learning.

- Supervisor
- Principal
- Teacher



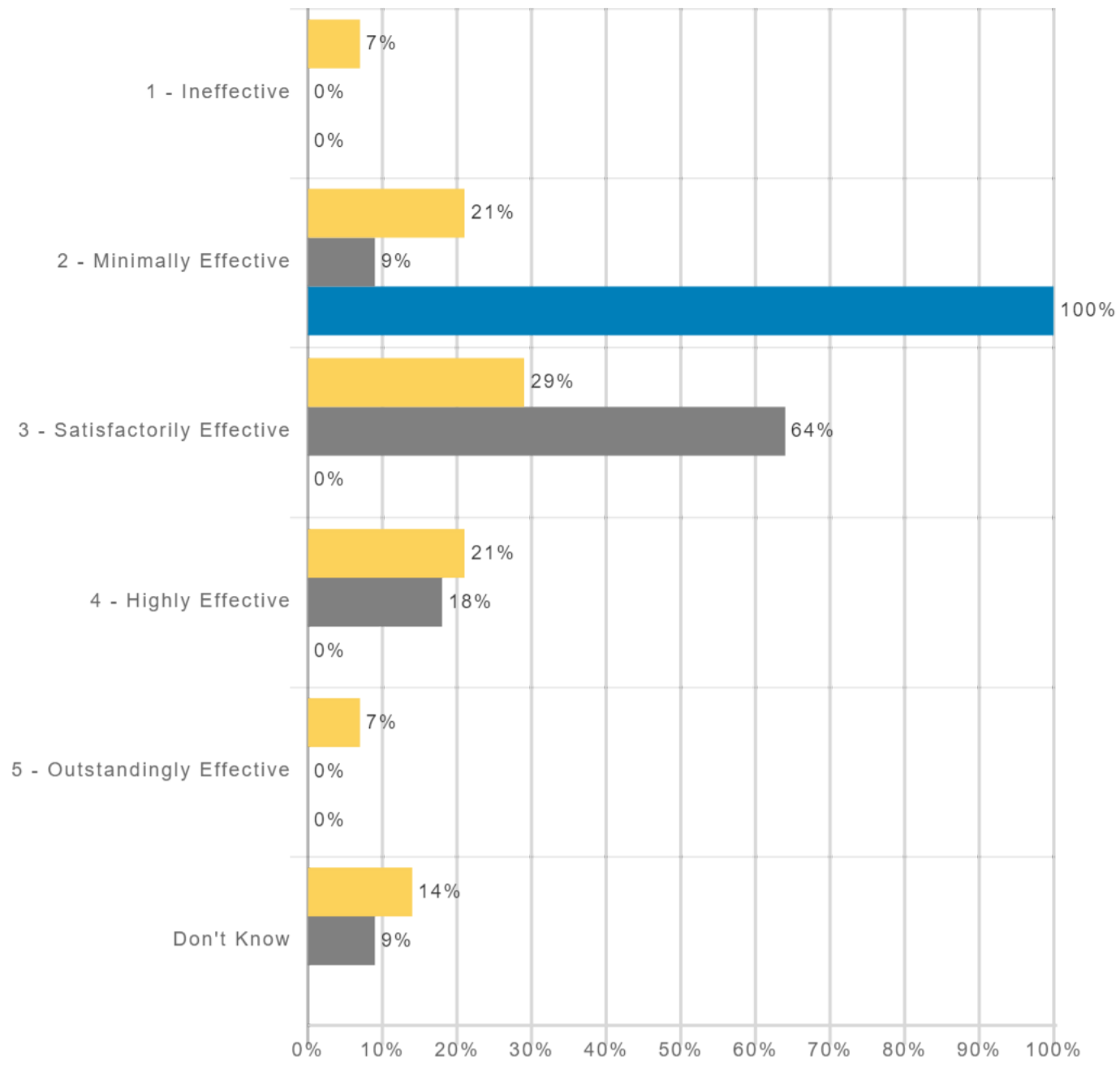
advocates for high standards for student learning when writing and implementing Individualized education Plans (IEPs)advocates for students with special needs when making decisions about high standards for student learning.

- Supervisor
- Principal
- Teacher



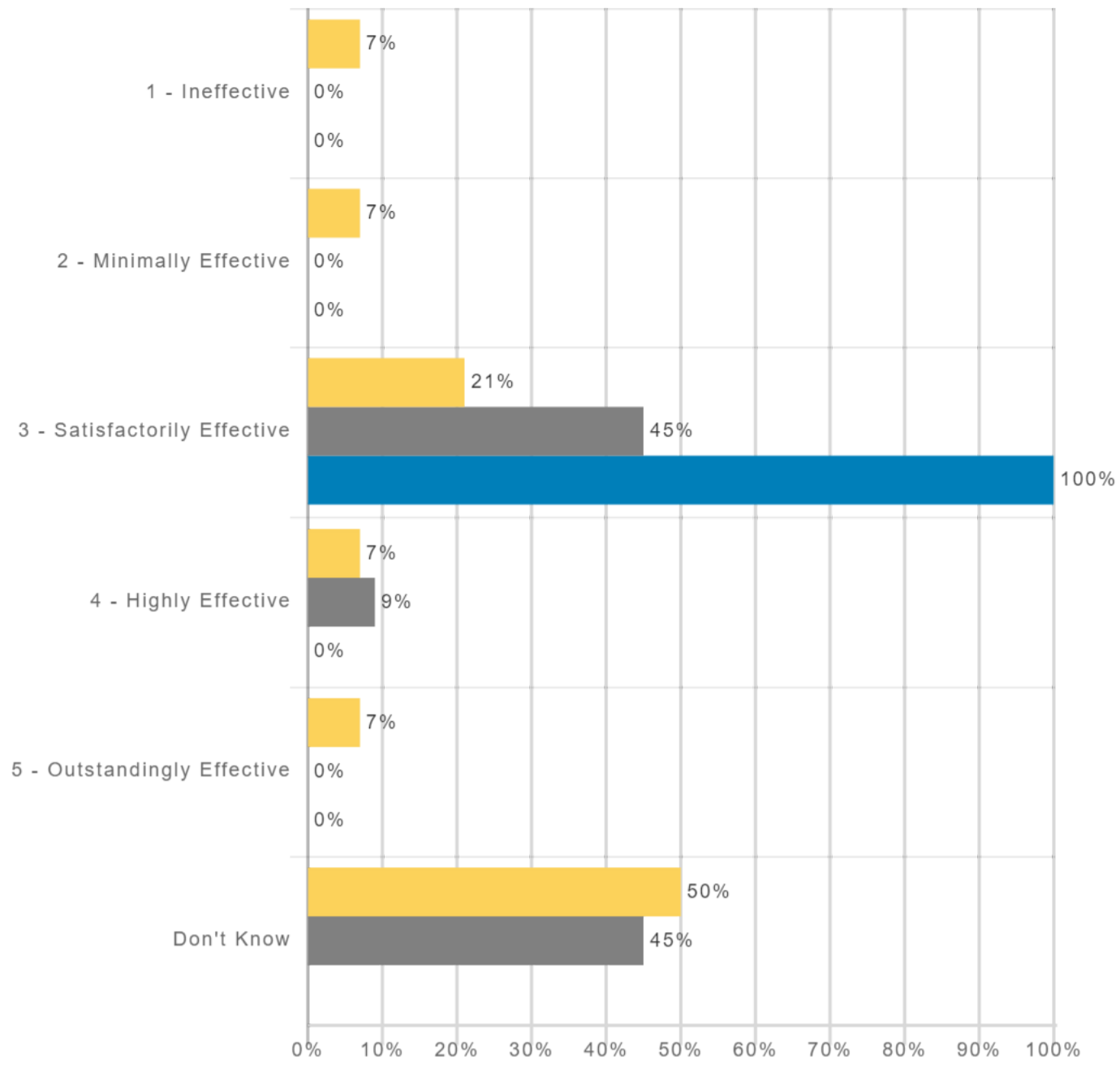
discusses information with faculty on progress toward achieving school goals and student learning targets.

- Supervisor
- Principal
- Teacher



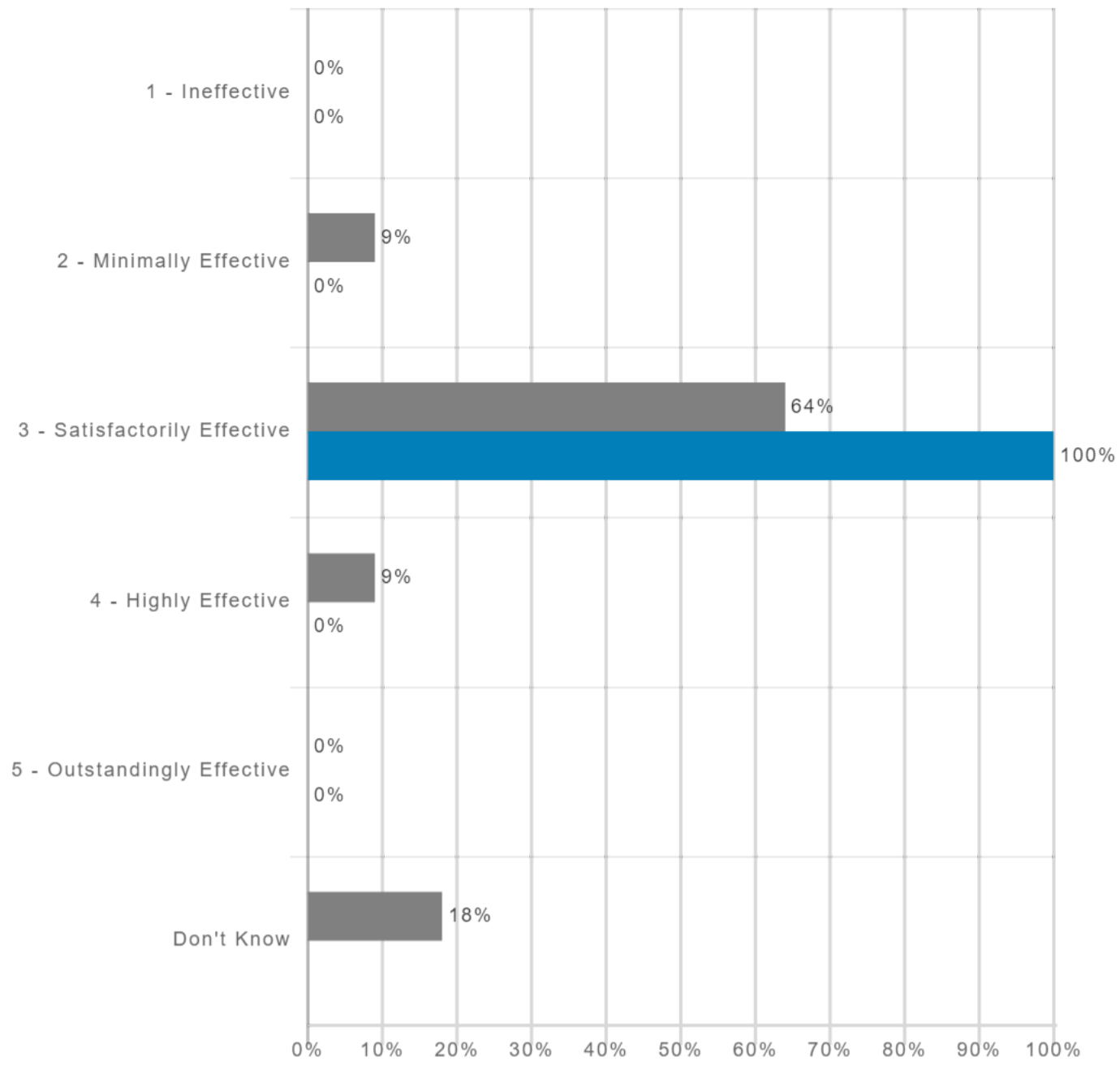
uses data from multiple sources to monitor student learning.

- Supervisor
- Principal
- Teacher



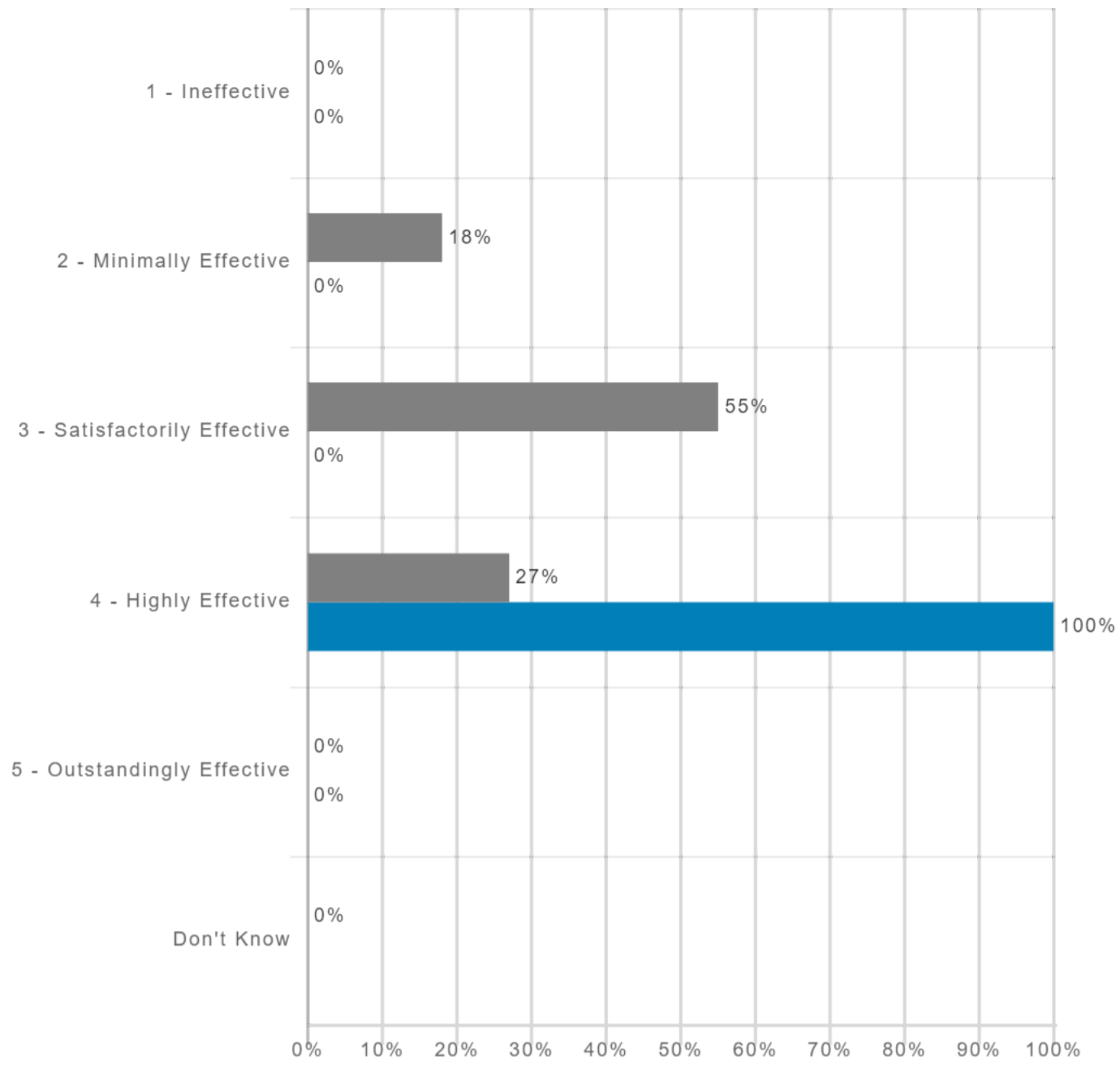
plans for rigorous academic and social learning goals.

- Supervisor
- Principal
- Teacher



recruits highly qualified faculty to meet performance goals for both academic and social learning

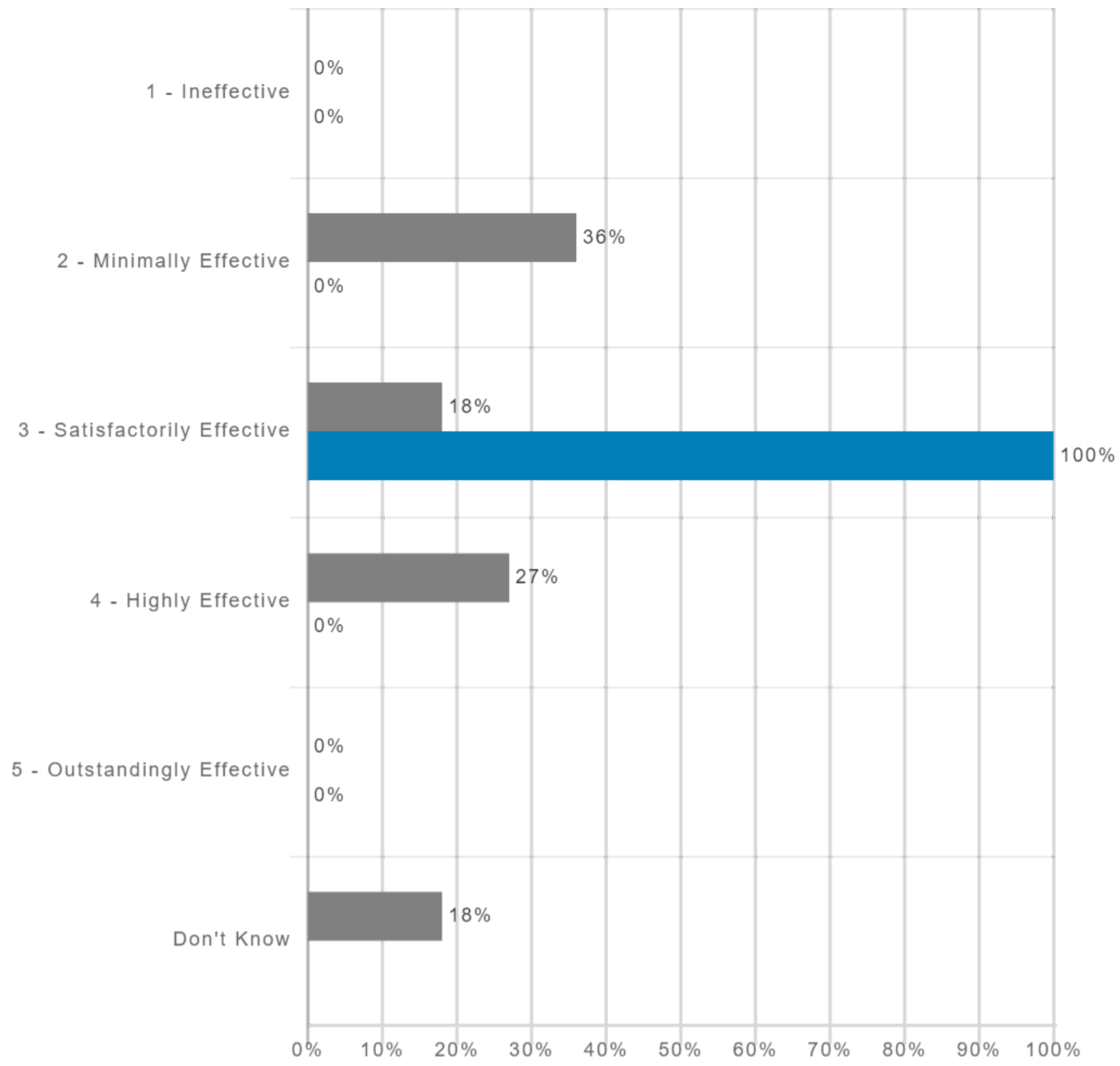
- Supervisor
- Principal
- Teacher



creates conditions that help faculty and students reach ambitious learning targets

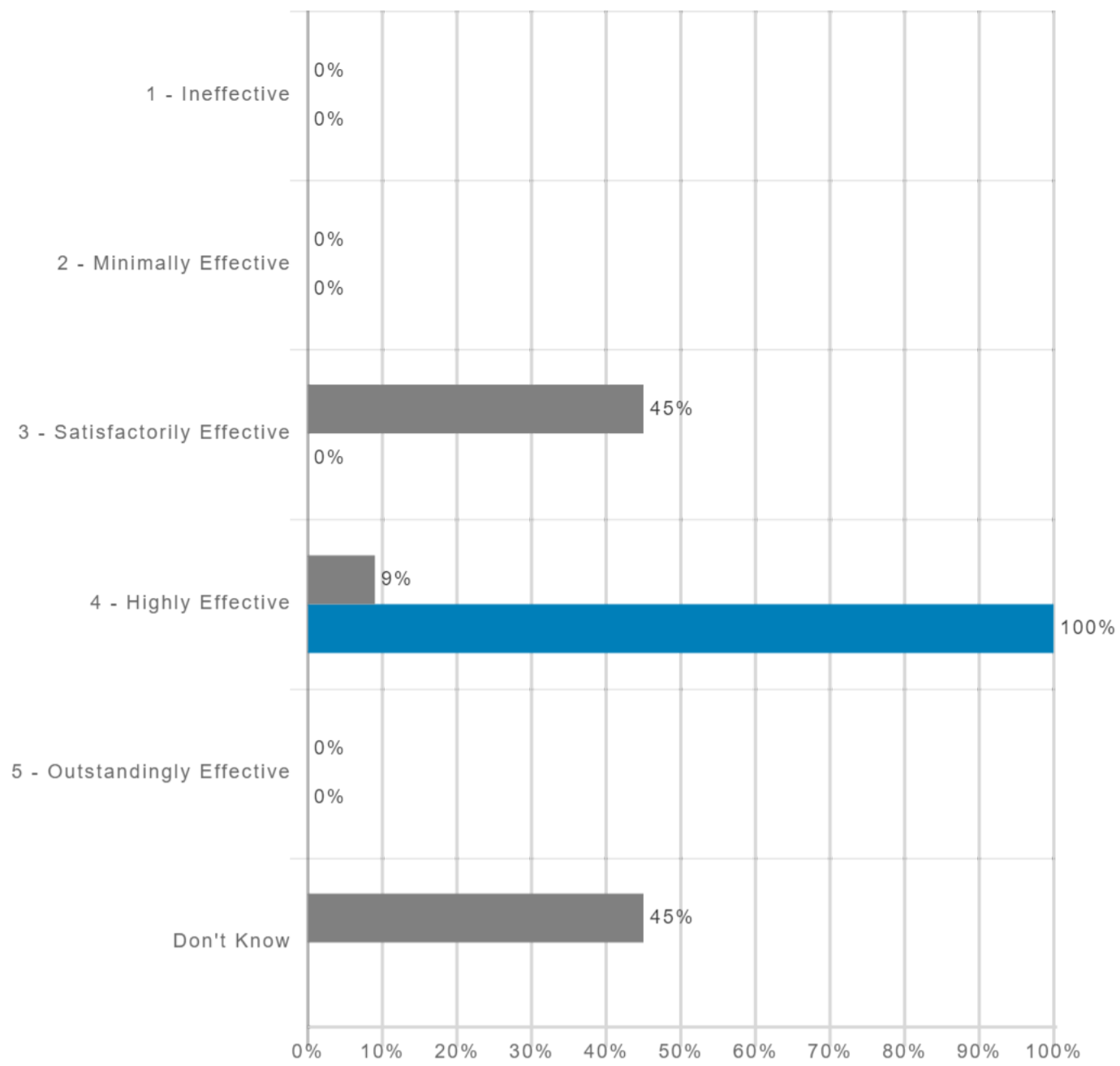
- Supervisor
- Principal
- Teacher





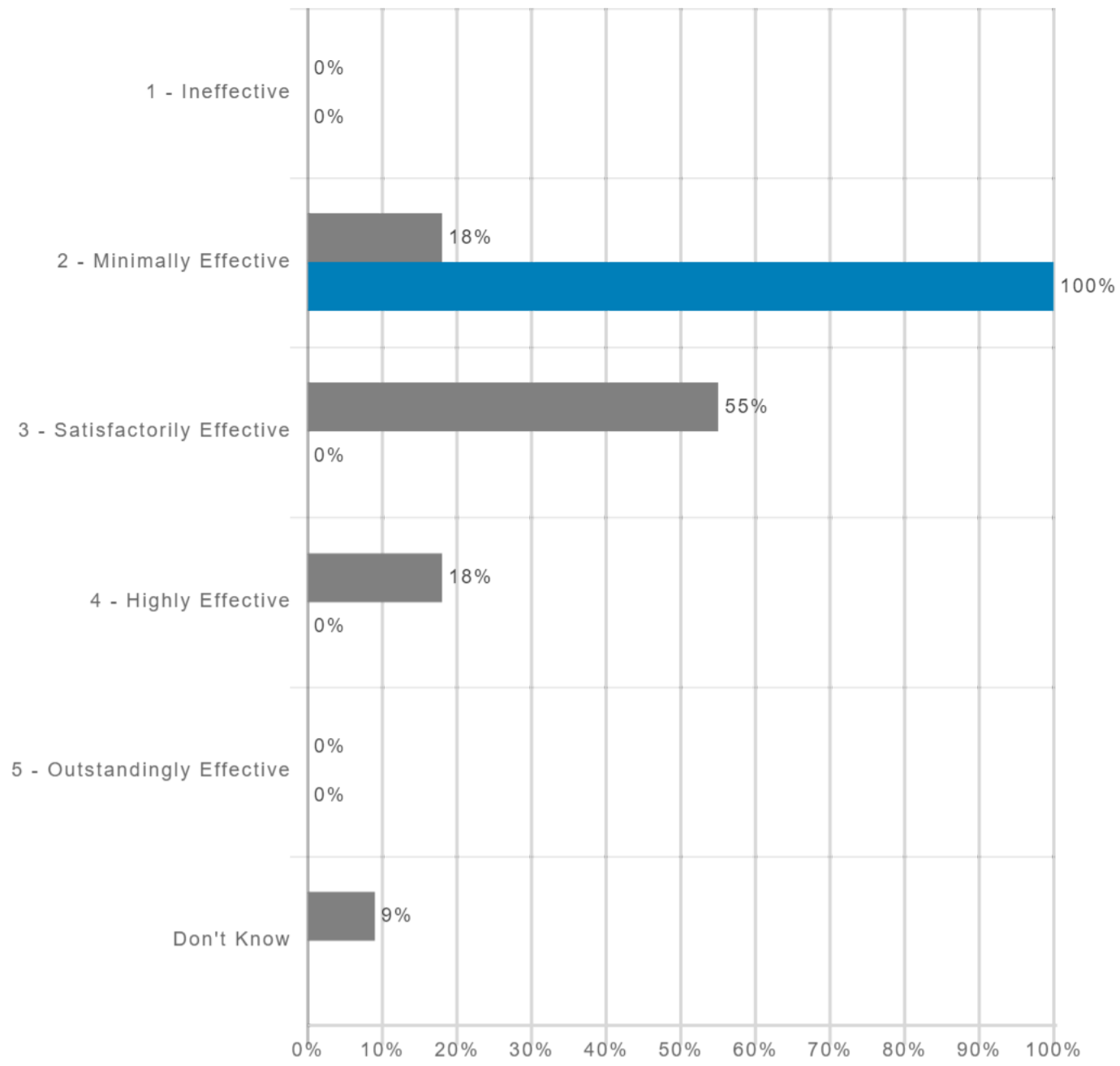
challenges low expectations for students at risk of failure

- Supervisor
- Principal
- Teacher



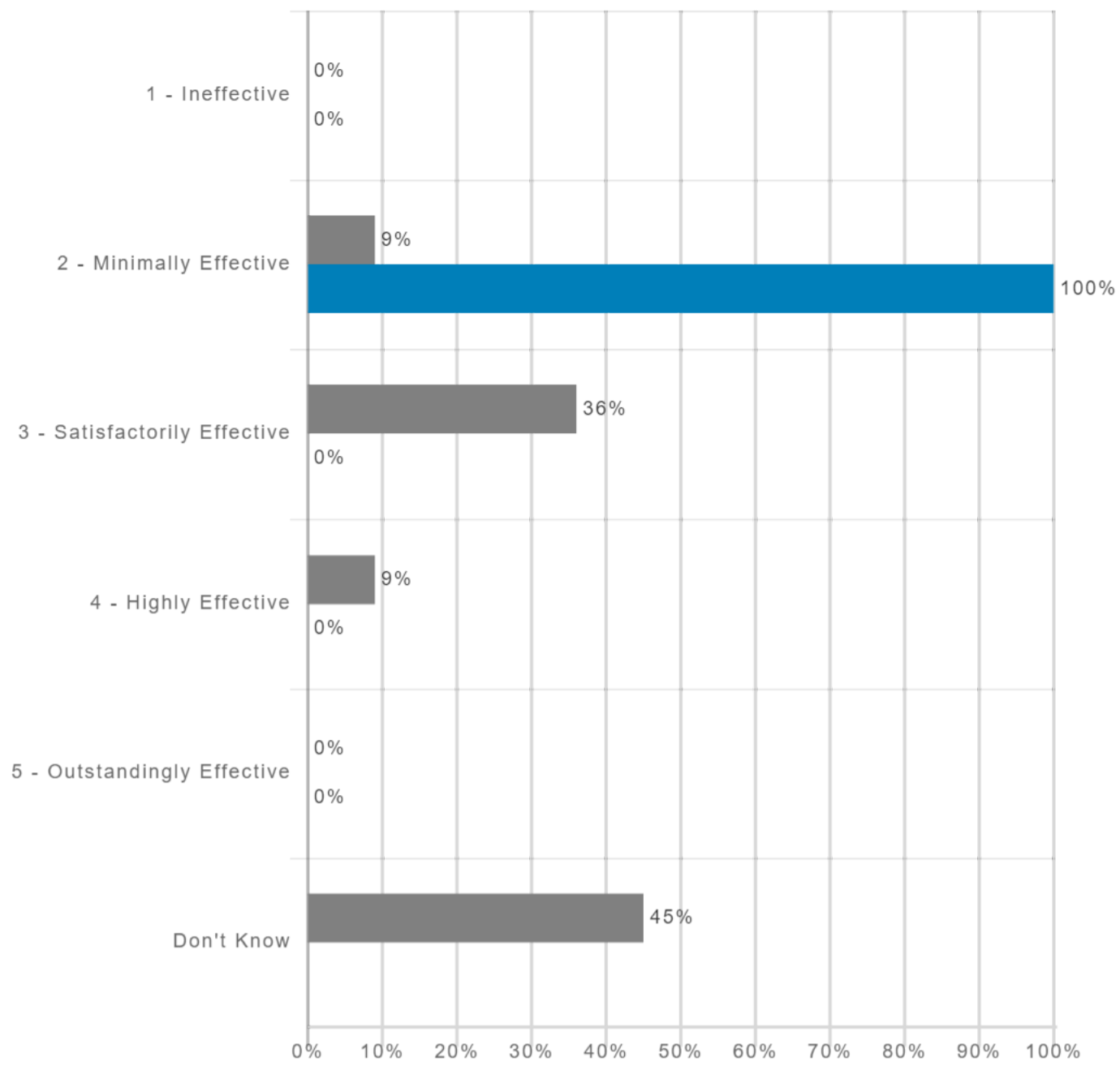
discusses school goals for student learning with faculty.

- Supervisor
- Principal
- Teacher



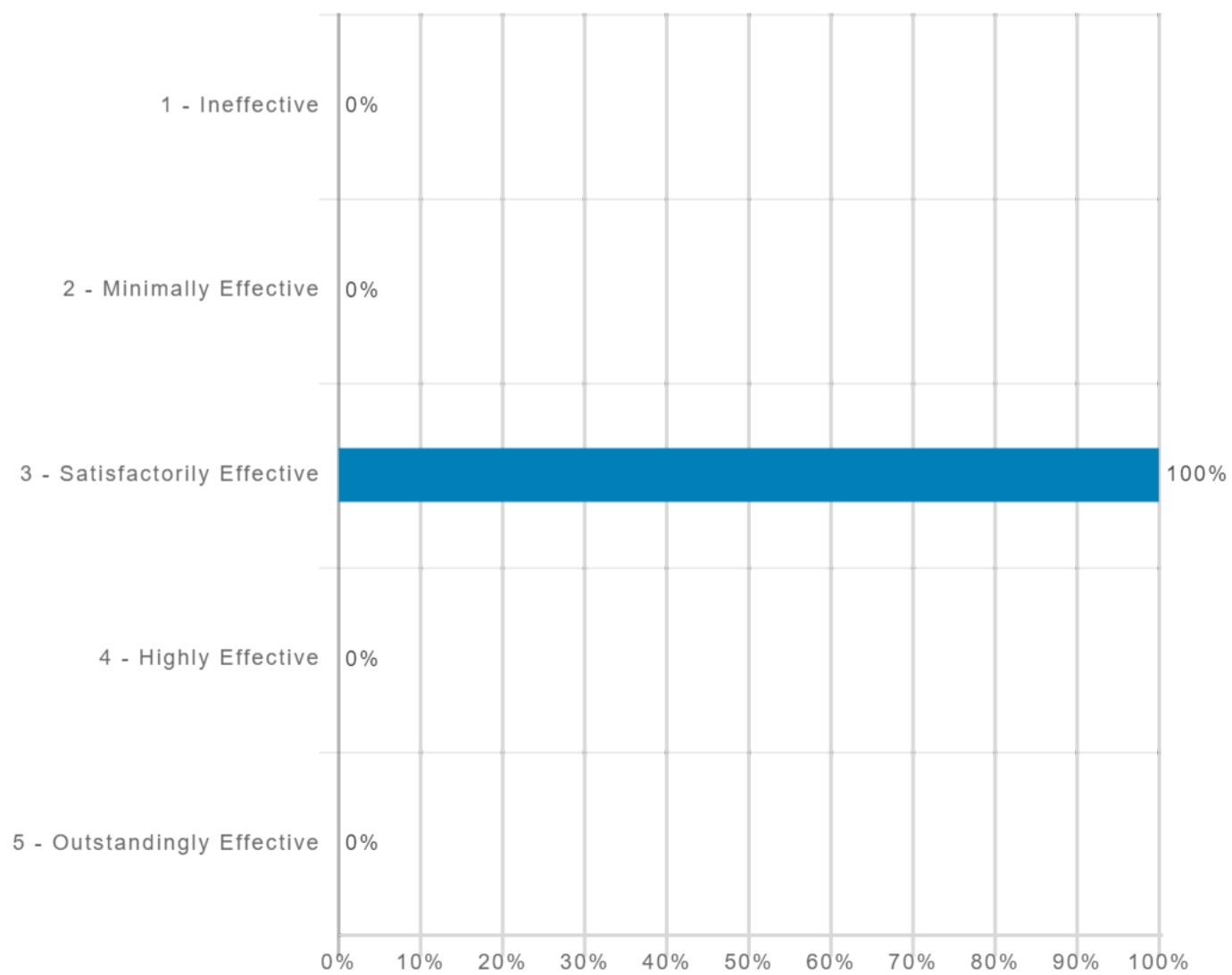
uses data to evaluate students' behavior

- Supervisor
- Principal
- Teacher



g develops a plan for high standards of student performance that are measurable

- Supervisor
- Principal
- Teacher





# Survey School Summary Report All Marblehead Charter

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### Question 1/12

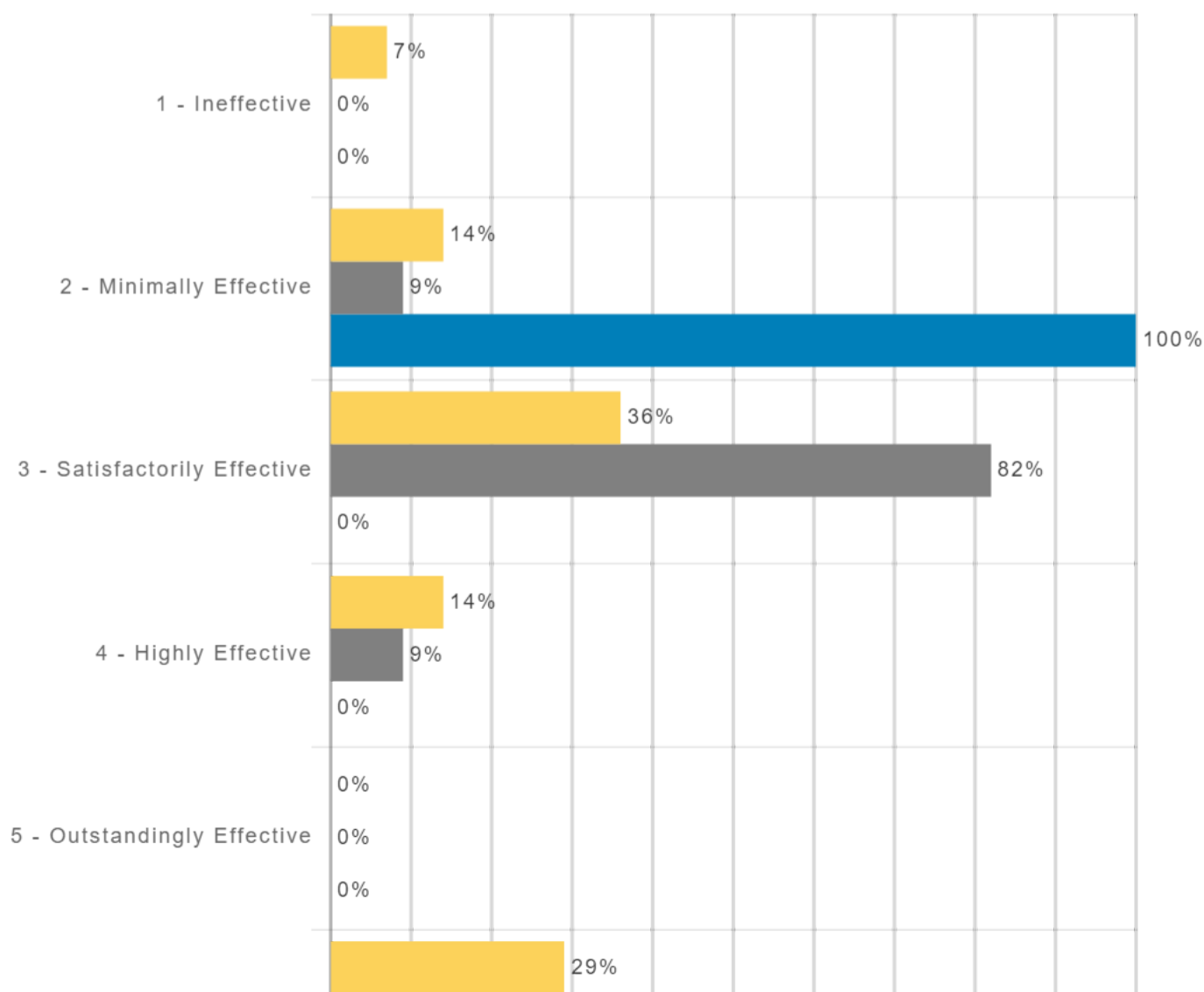
[View Question by Question](#)

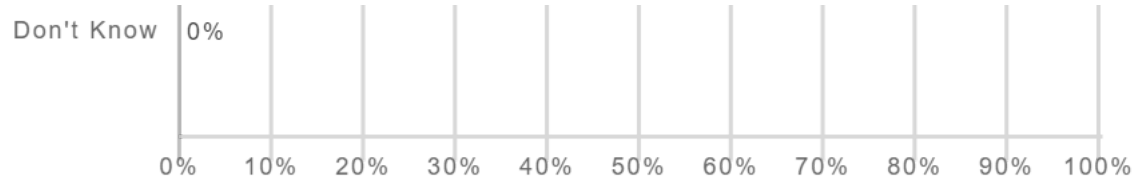
plans curriculum to maximize student opportunity to learn essential knowledge and skillsplans faculty hiring policies with a focus on effective instructional practices.

Supervisor

Principal

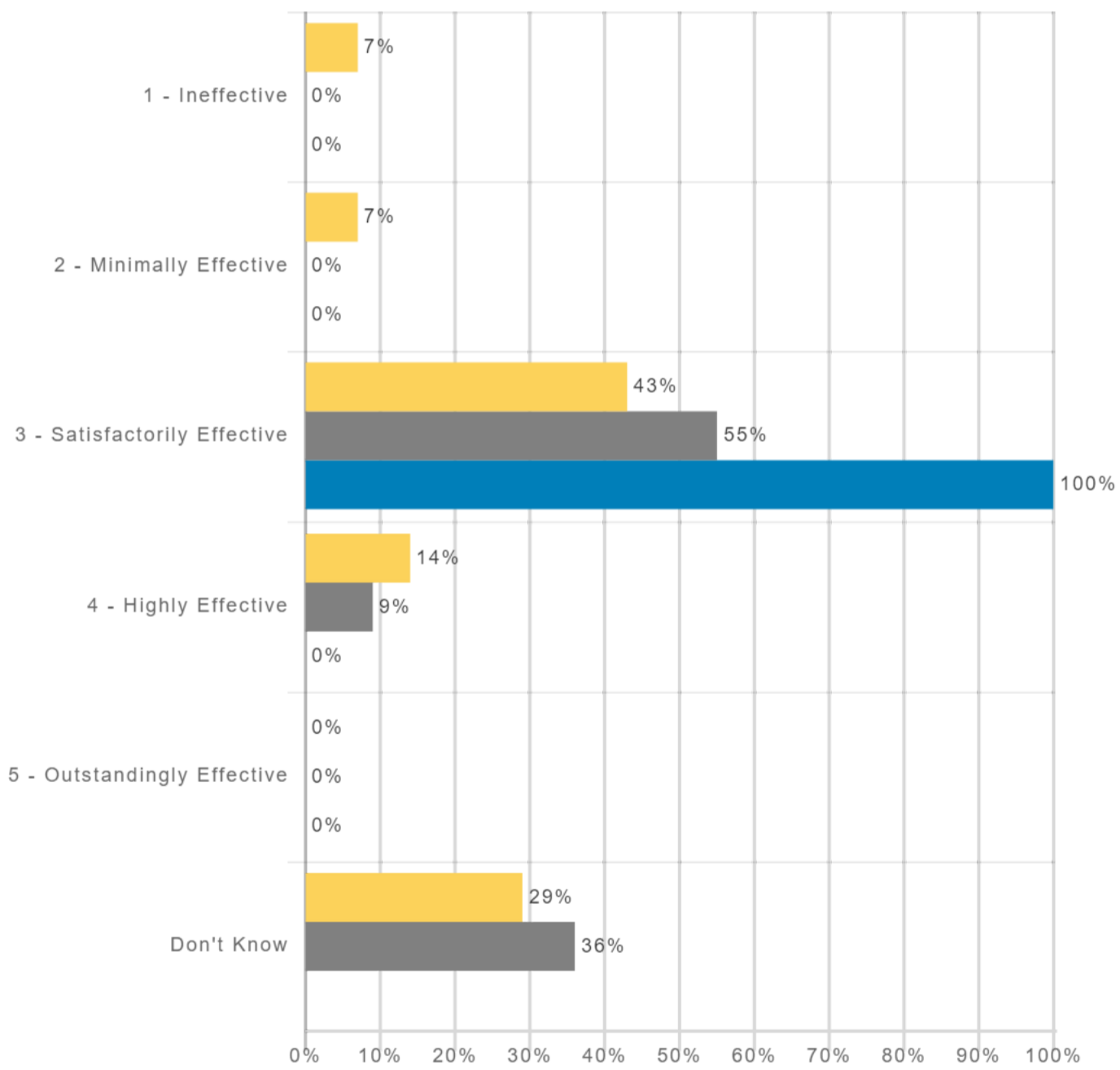
Teacher





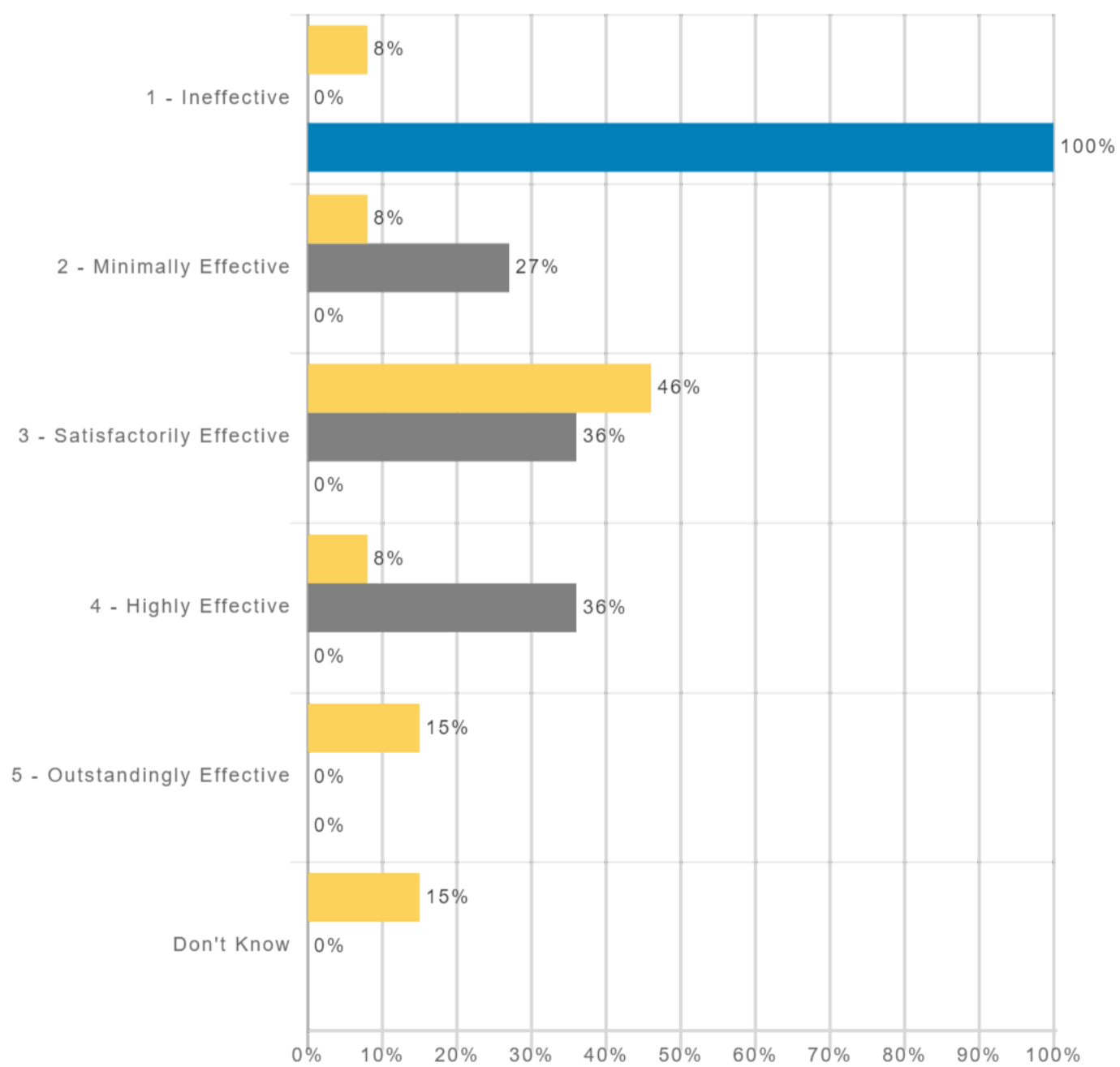
implements a rigorous curriculum in programs for students with special needs.

- Supervisor
- Principal
- Teacher



supports participation in professional development that deepens teachers' understanding of a rigorous curriculum.

- Supervisor
- Principal
- Teacher



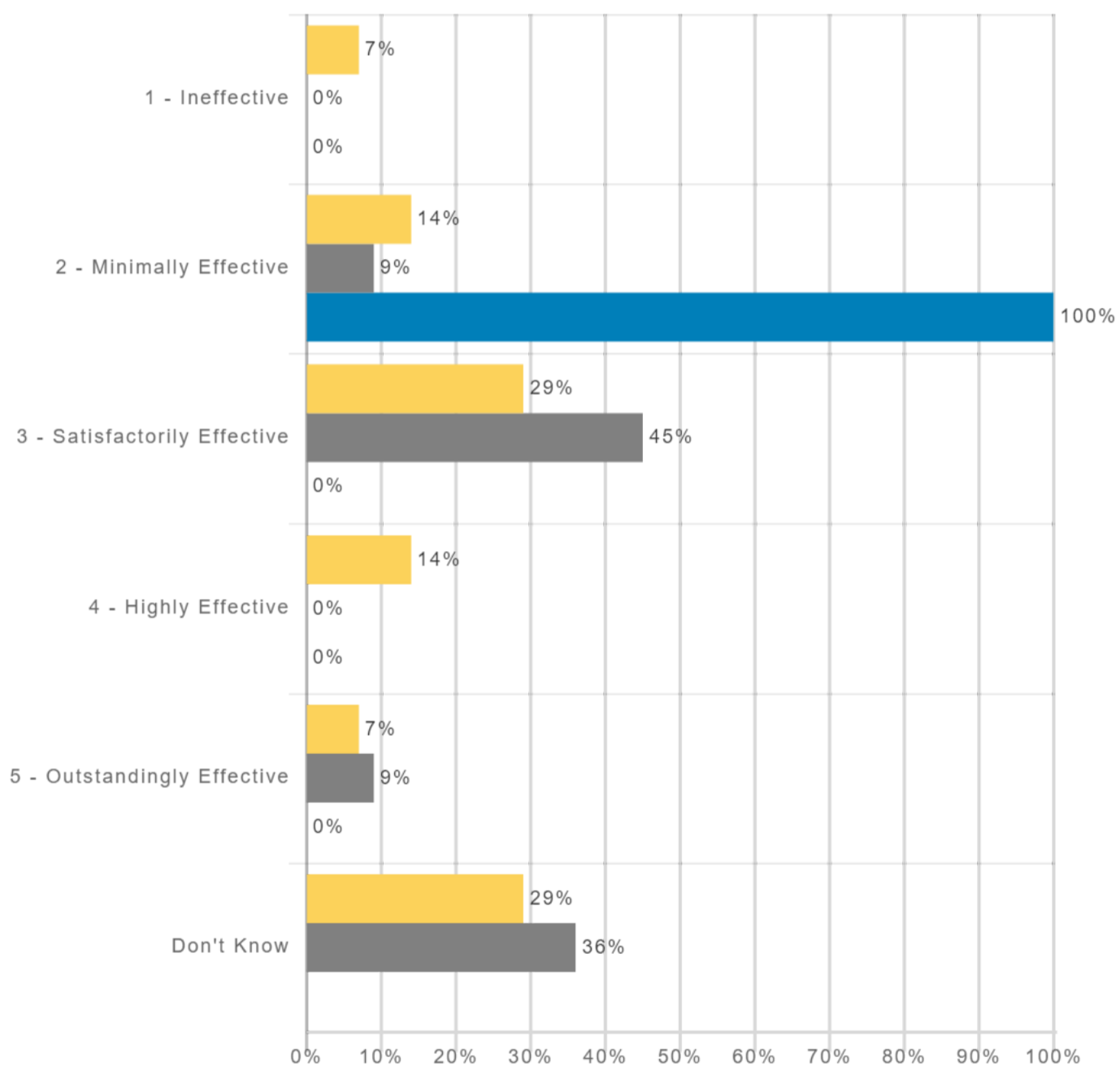
challenges the community to provide additional instructional resources advocates that all programs for students with special needs deliver a rigorous curriculum.

Supervisor

Principal

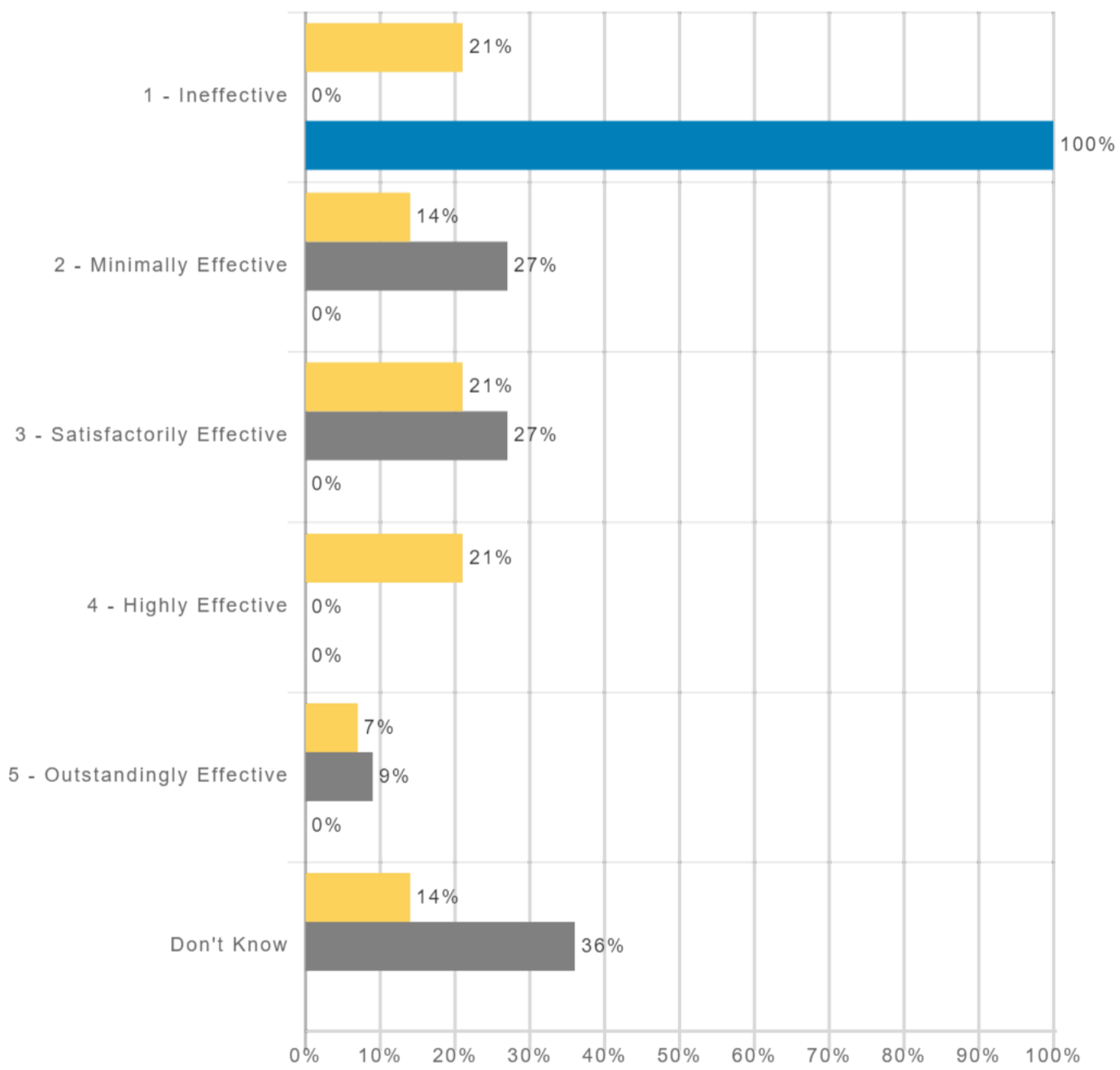
Teacher





discusses during faculty meetings how to improve the rigor of the curriculum

- Supervisor
- Principal
- Teacher

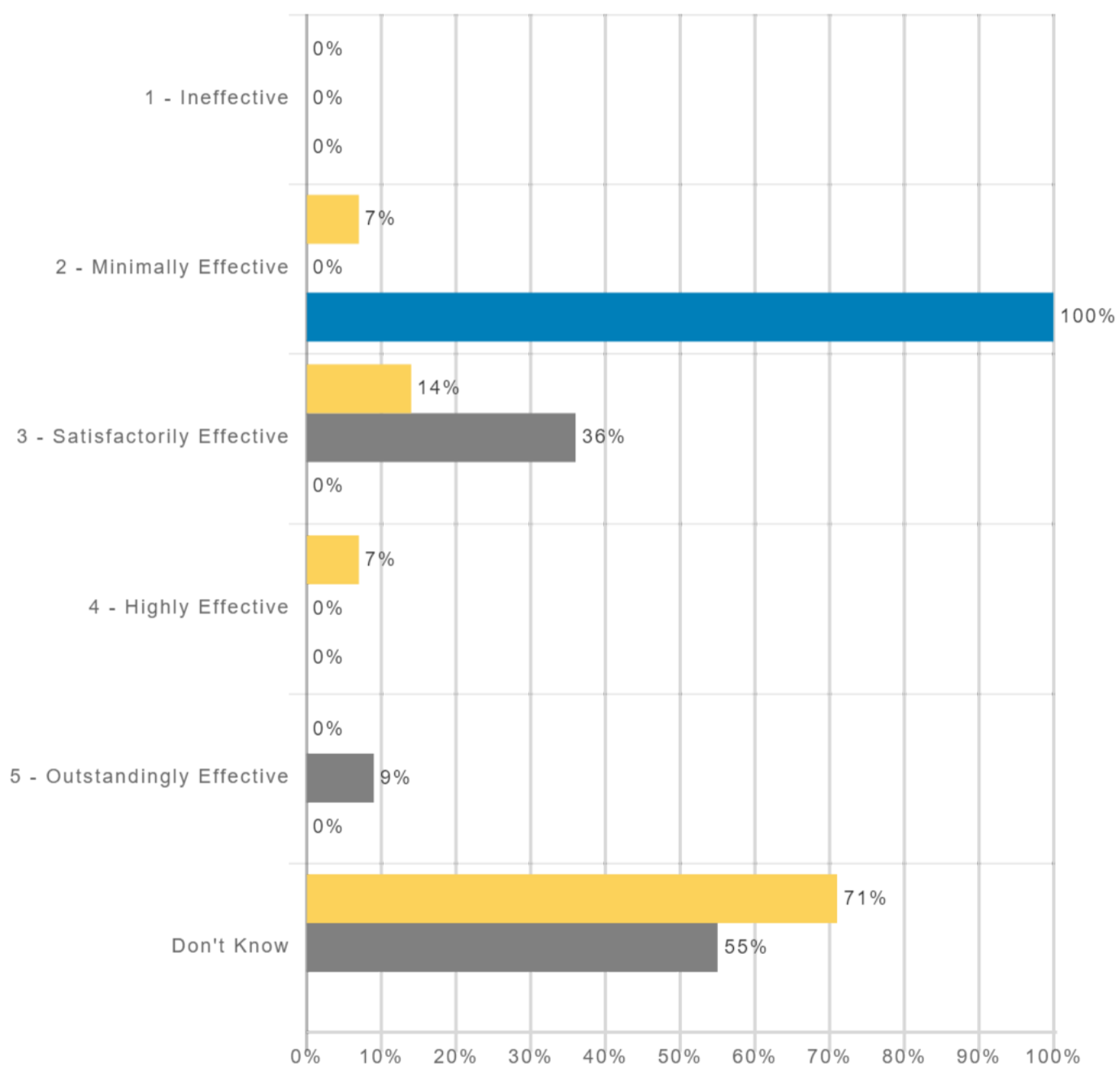


uses disaggregated student achievement data to monitor the rigor of all curriculum programs.

Supervisor

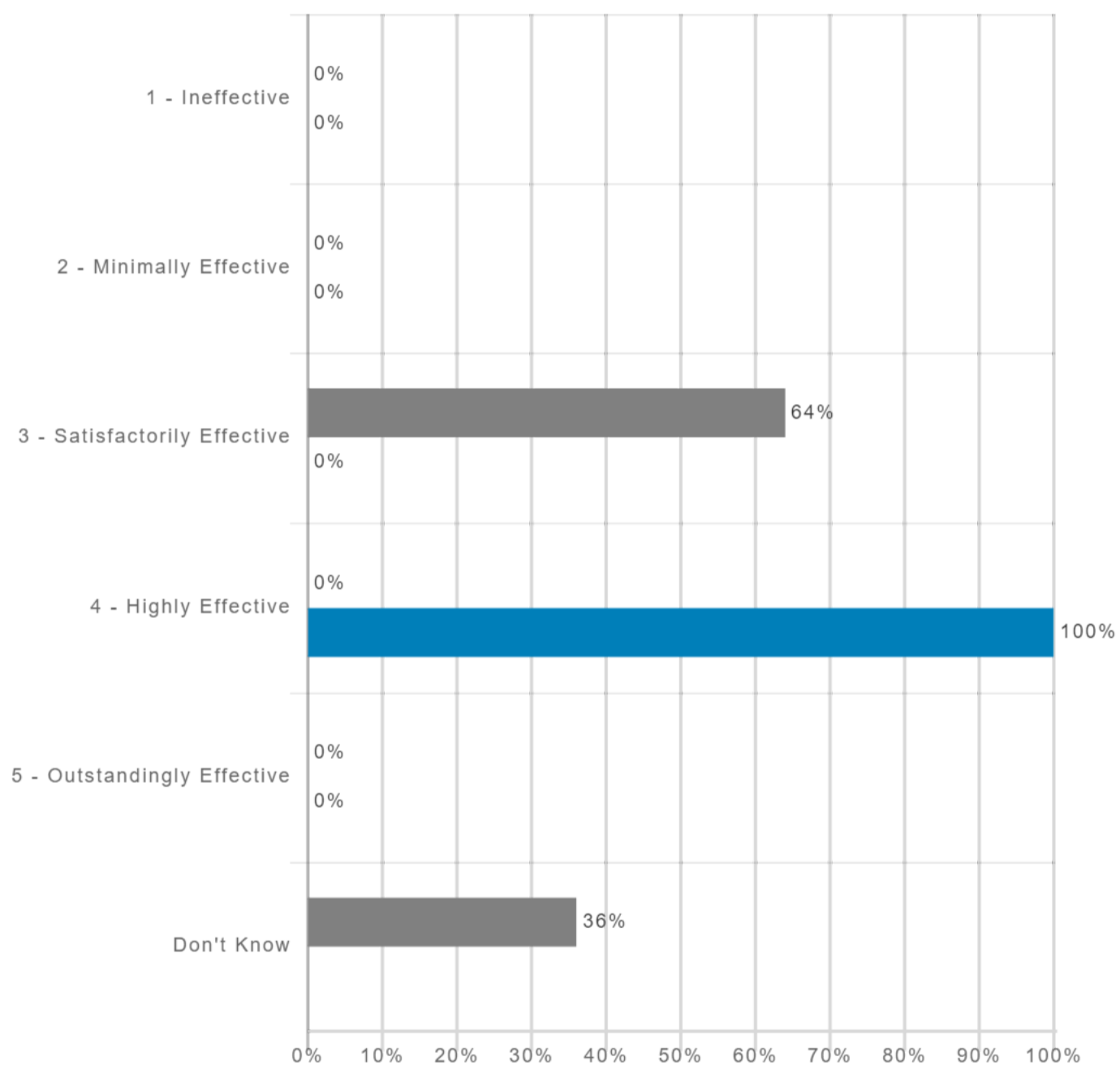
Principal

Teacher



develops a rigorous curriculum for students with special needs.

- Supervisor
- Principal
- Teacher

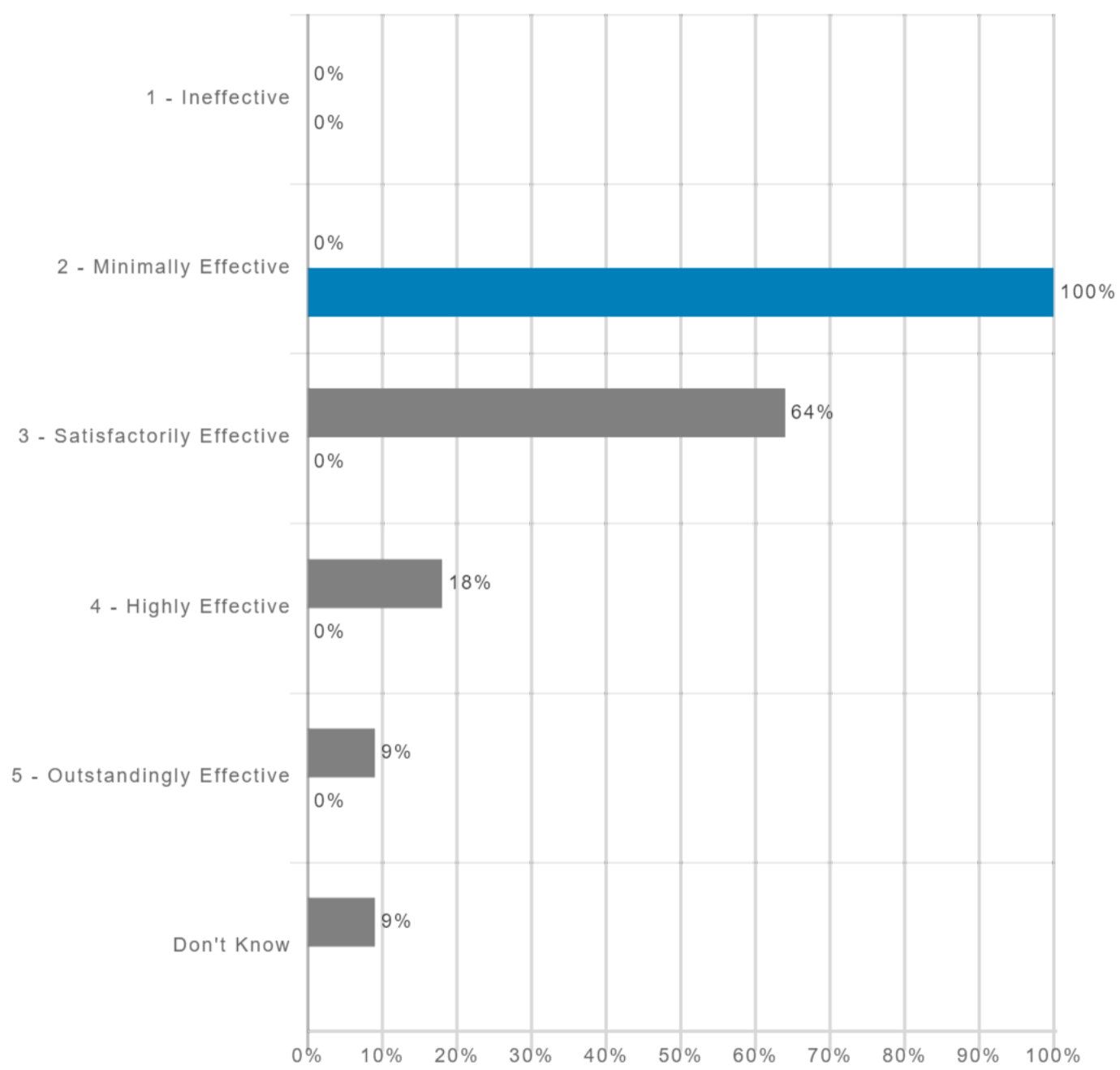


coordinates a rigorous curriculum across grade levels.

Supervisor

Principal

Teacher

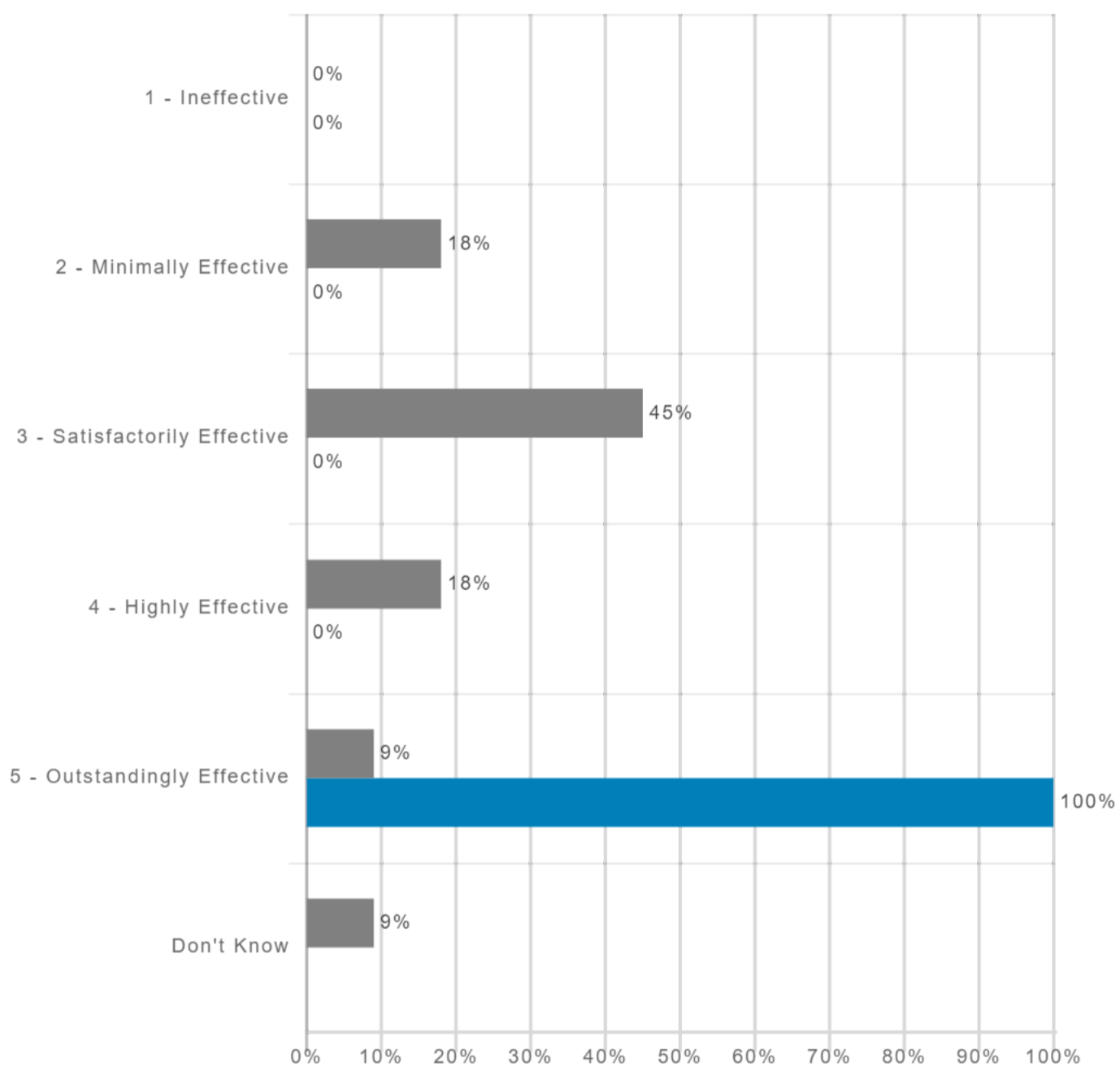


provides teachers with time to work on developing and strengthening the curricular program.

Supervisor

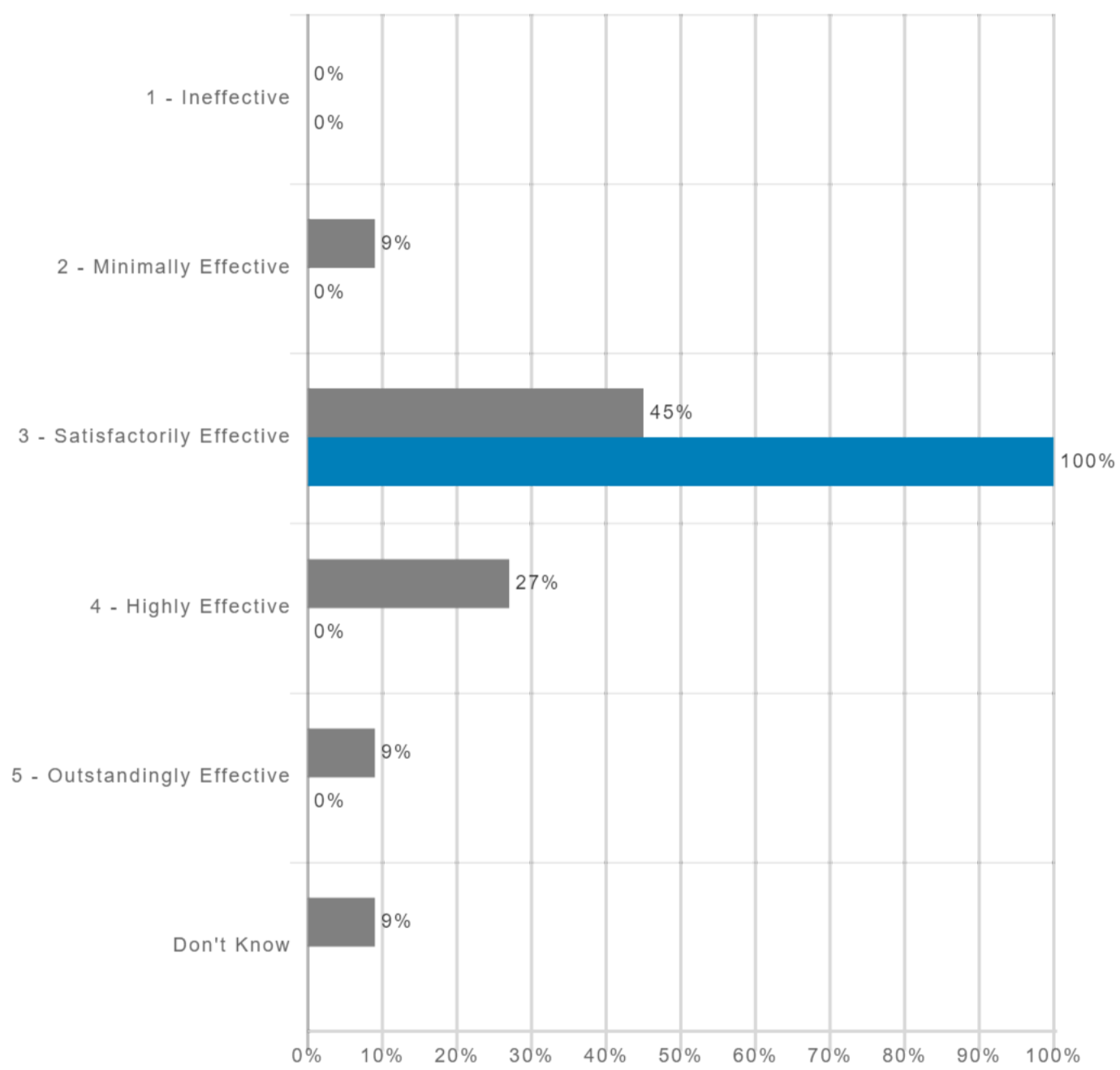
Principal

Teacher



promotes the importance of a rigorous curriculum to students of all ability levels.

- Supervisor
- Principal
- Teacher

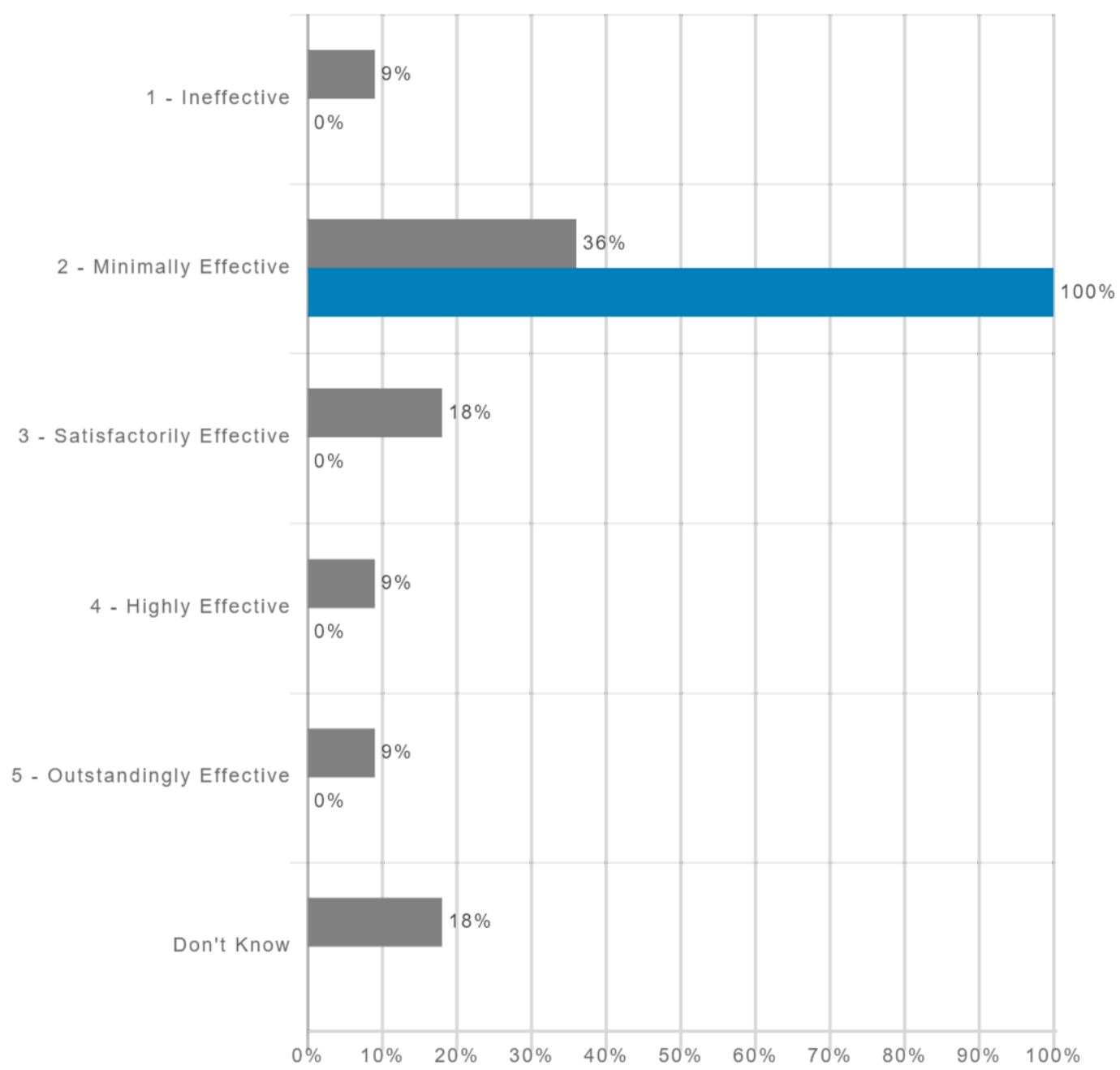


listens to faculty about how to strengthen the curriculum.

Supervisor

Principal

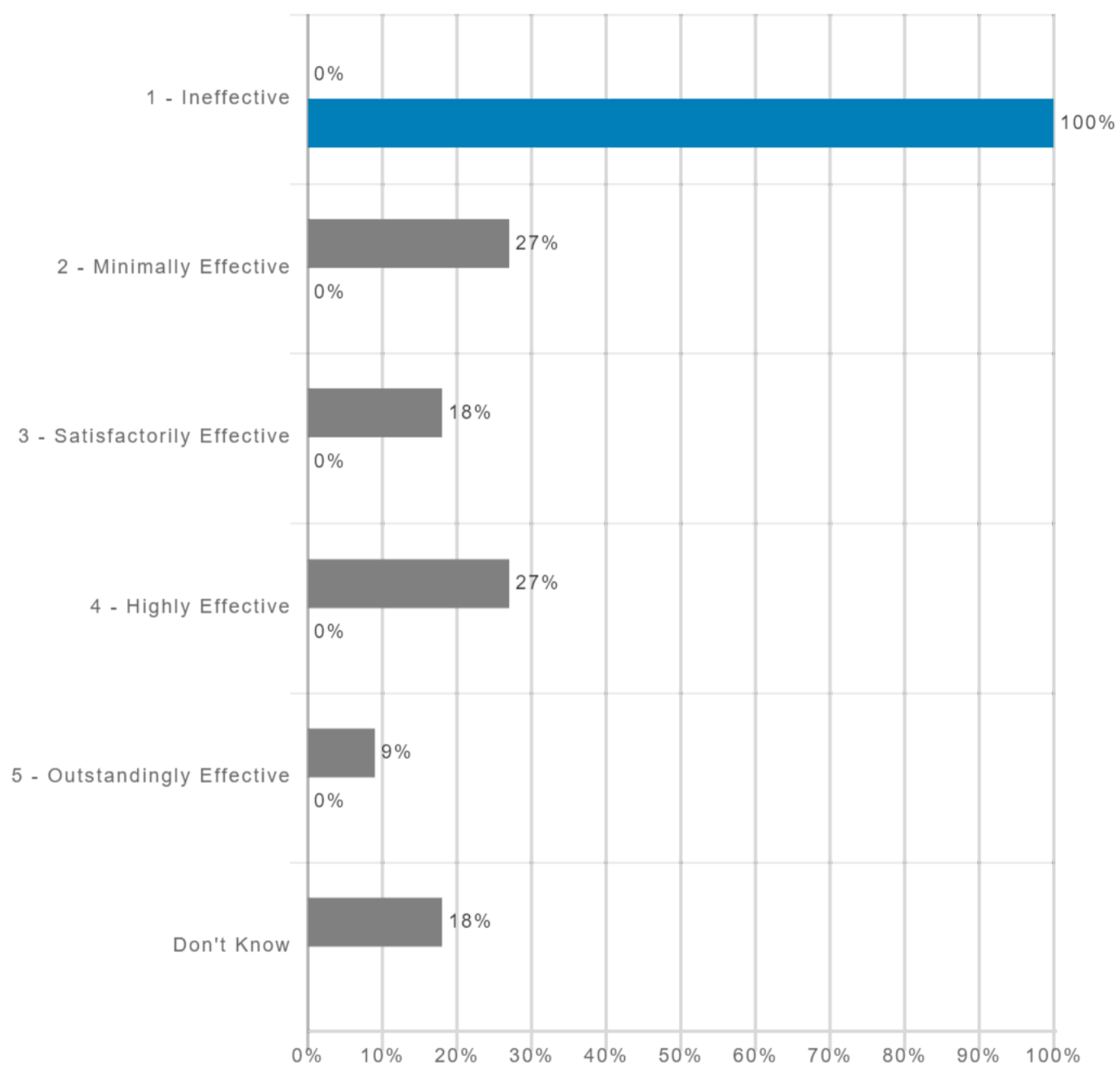
Teacher



monitors the curriculum through frequent visits to classes.

- Supervisor
- Principal
- Teacher





# Survey School Summary Report All Marblehead Charter

## School List

Summary ▾

## Survey Period

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### Question 1/12

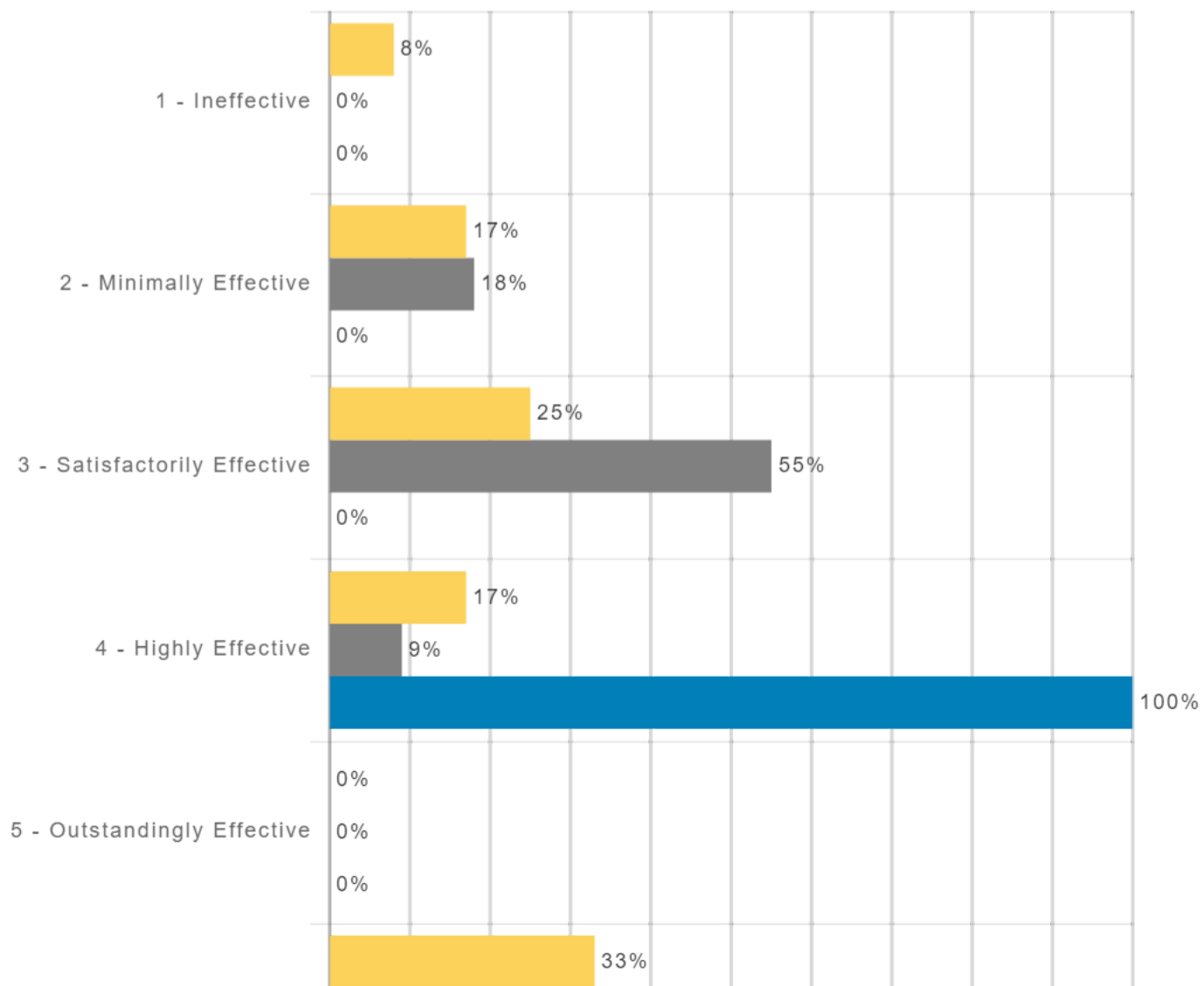
[View Question by Question](#)

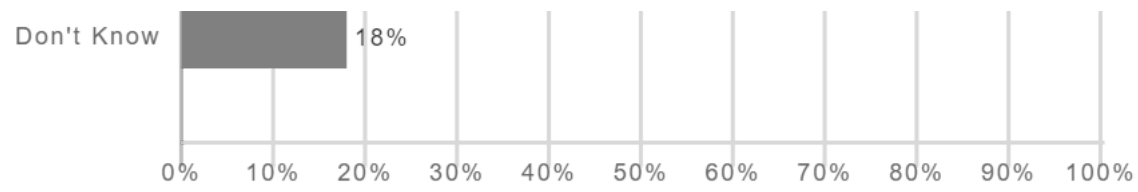
plans faculty hiring policies with a focus on effective instructional practices.

Supervisor

Principal

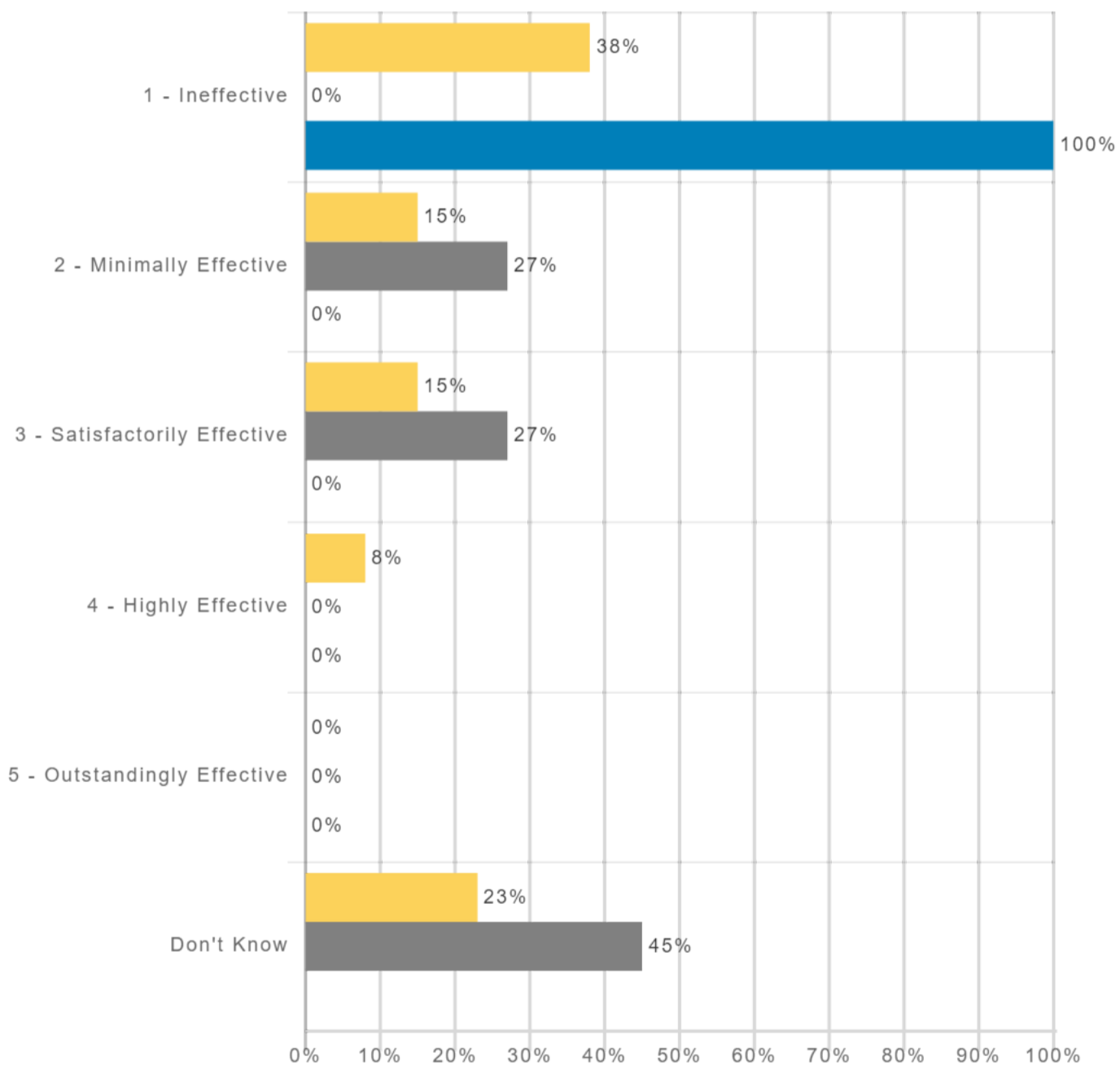
Teacher





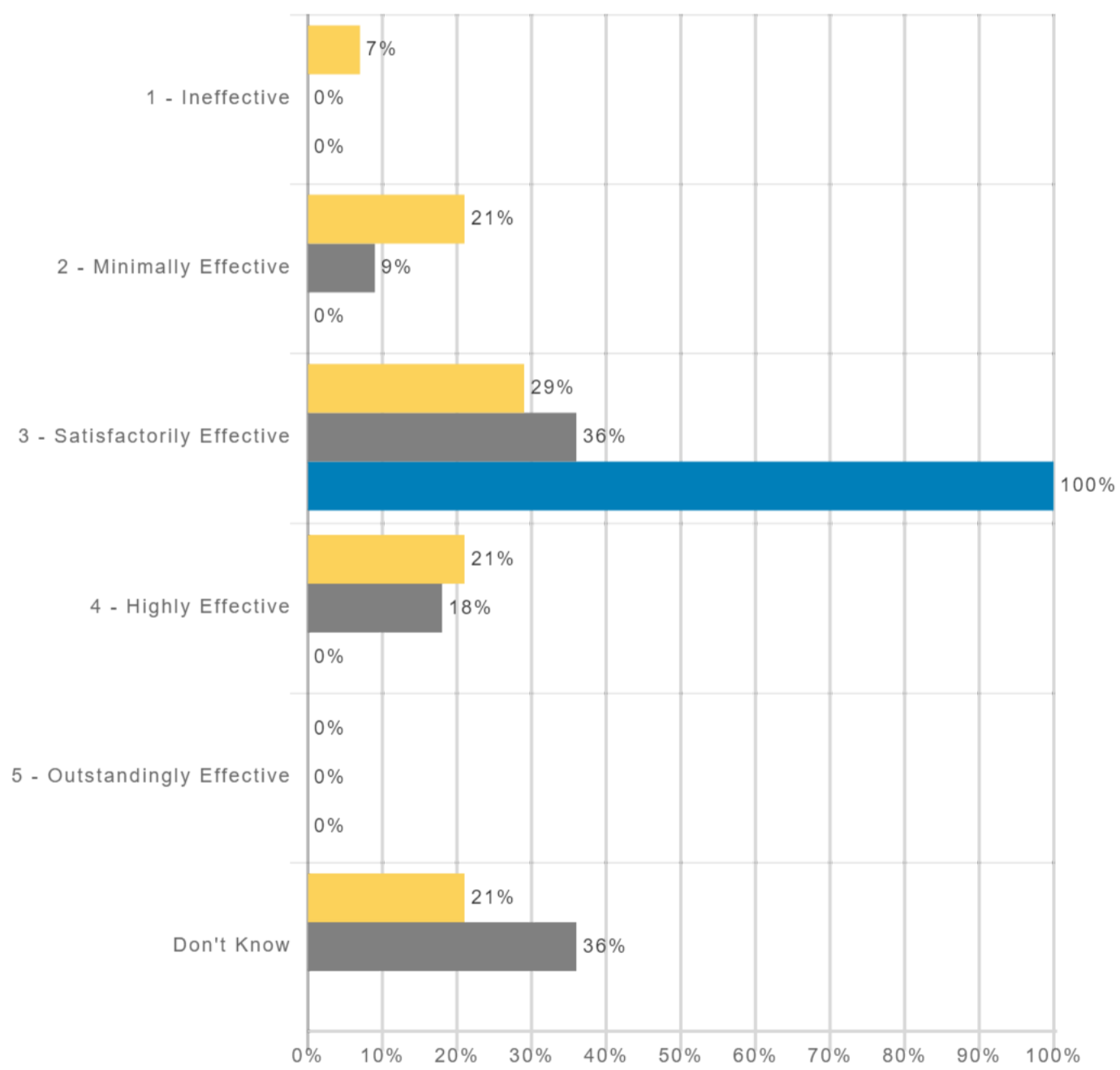
implements a mentoring program for new teachers focused on effective instructional practices.

- Supervisor
- Principal
- Teacher



allocates instructional resources to maximize the quality of instruction.

- Supervisor
- Principal
- Teacher

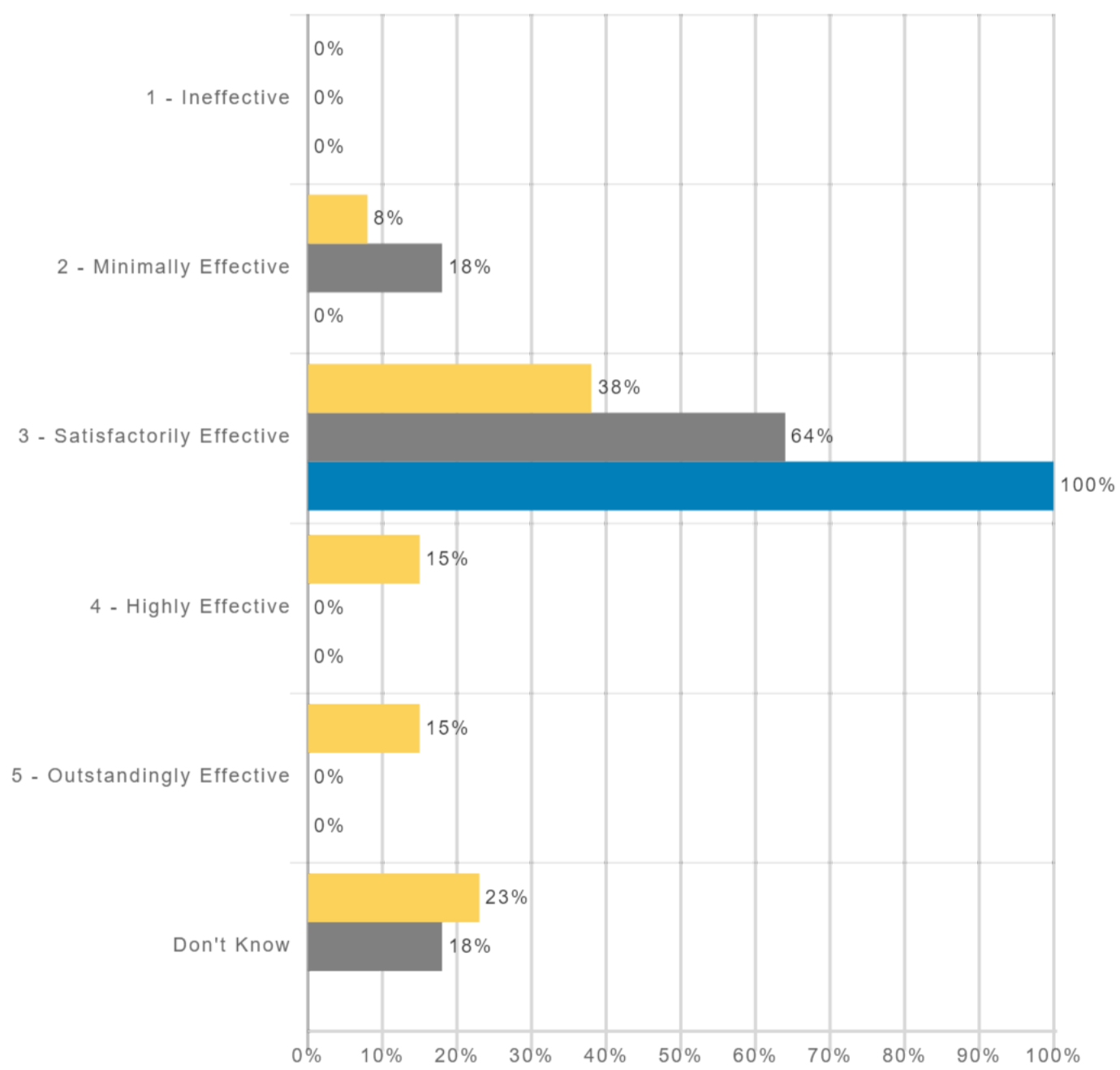


challenges the community to provide additional instructional resources.

Supervisor

Principal

Teacher

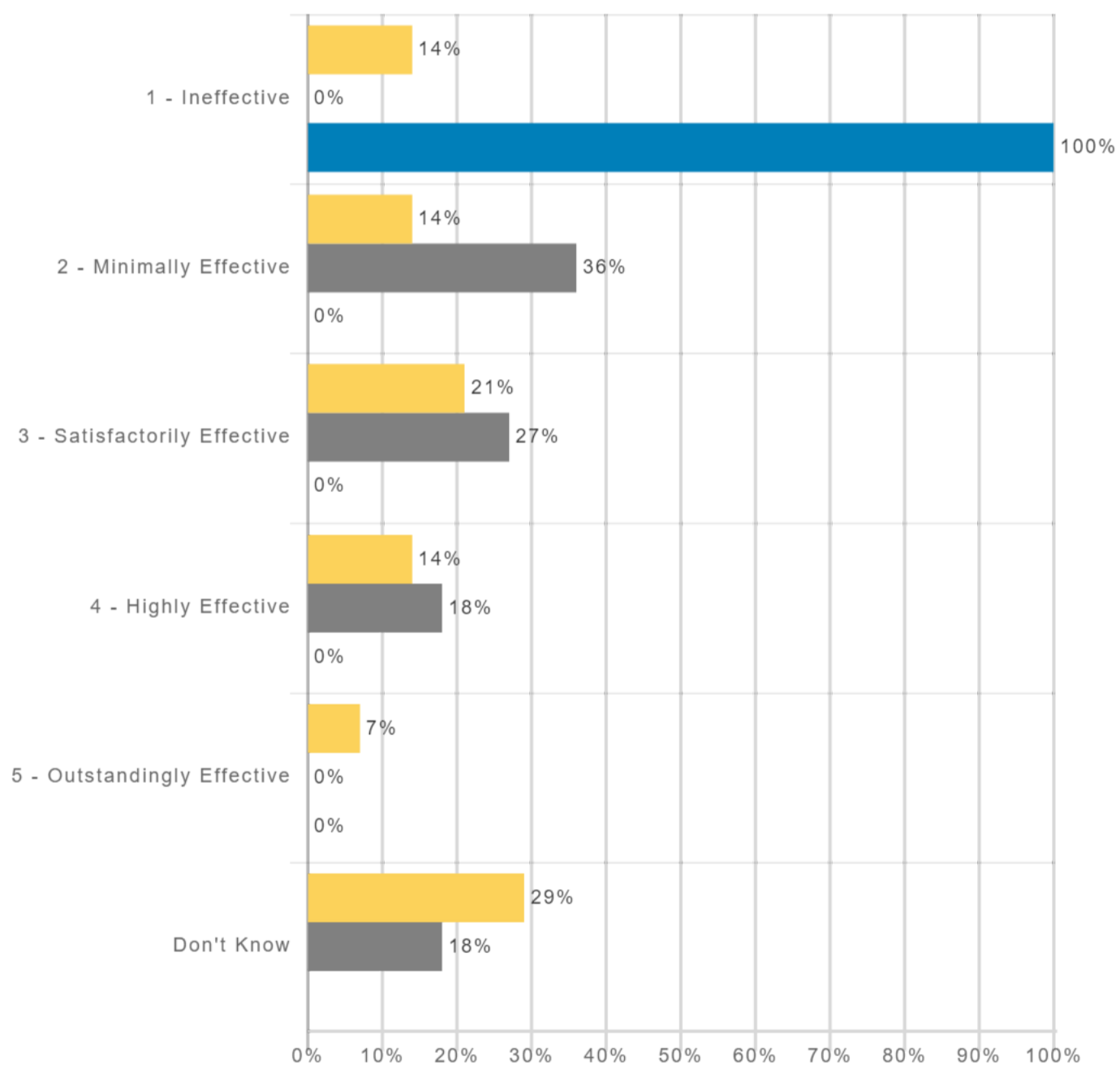


communicates feedback to teachers about their instruction.

Supervisor

Principal

Teacher

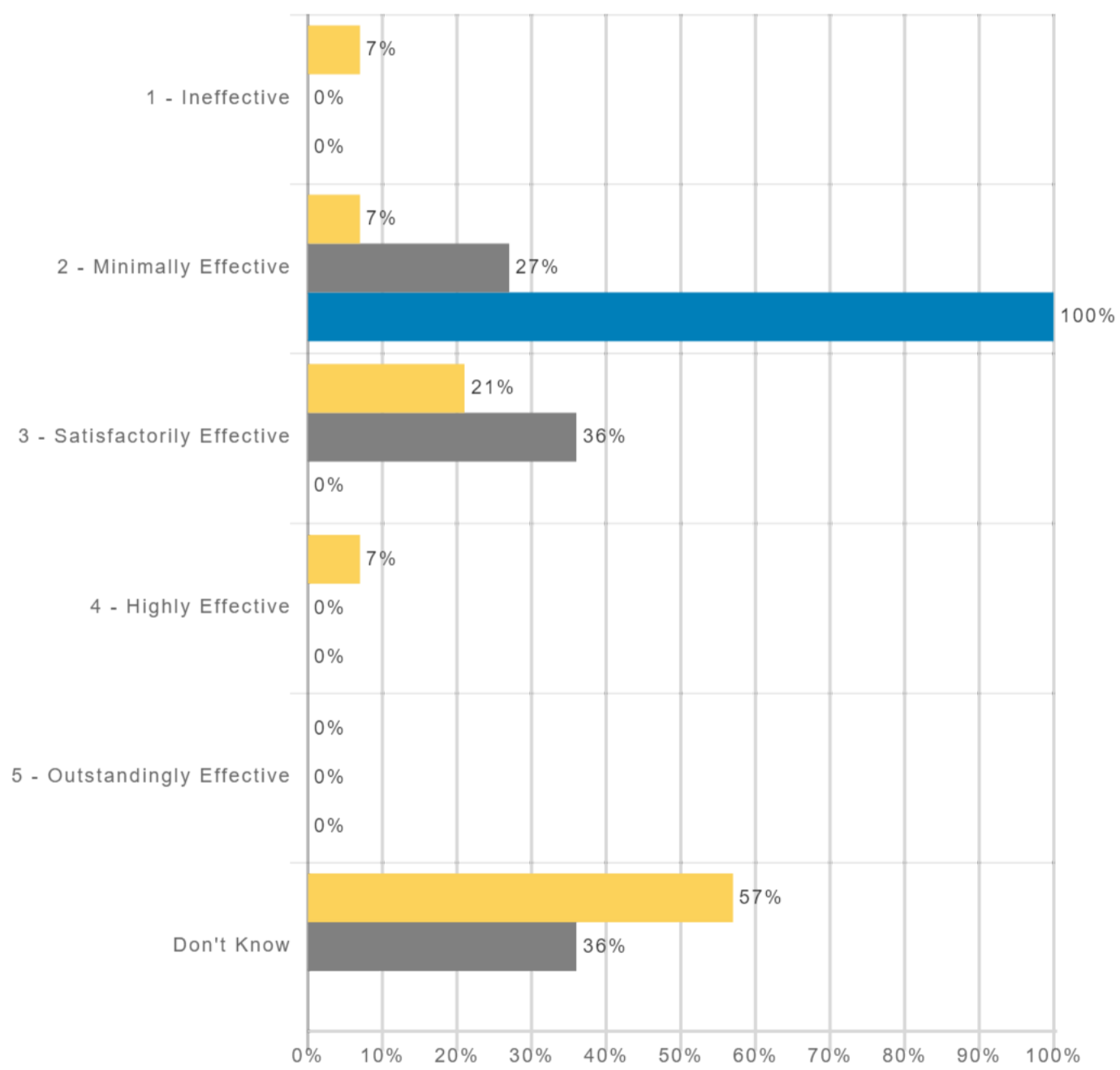


uses data to monitor the quality of instruction.

Supervisor

Principal

Teacher

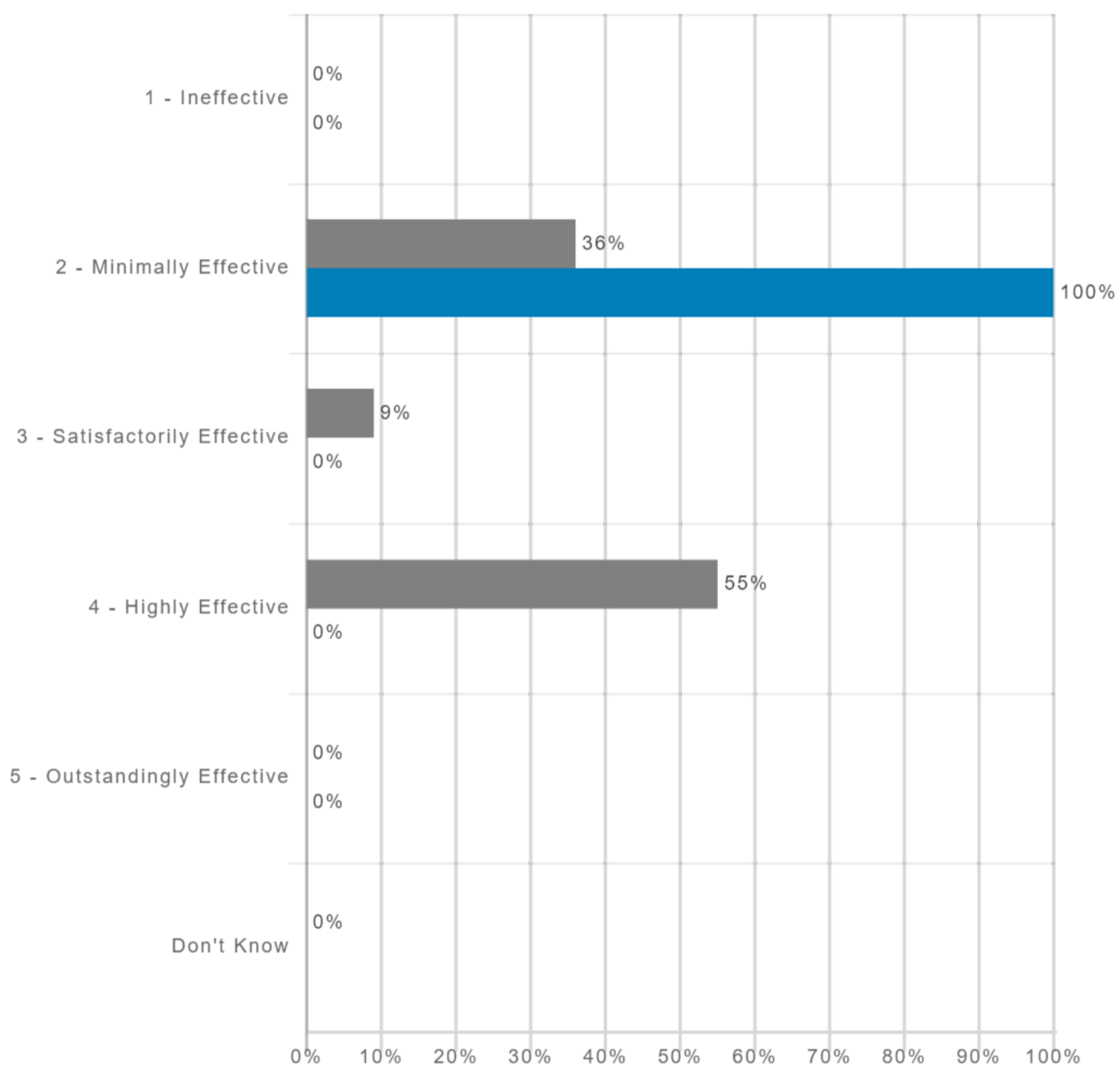


plans opportunities for teachers to improve their instruction through professional development.

Supervisor

Principal

Teacher



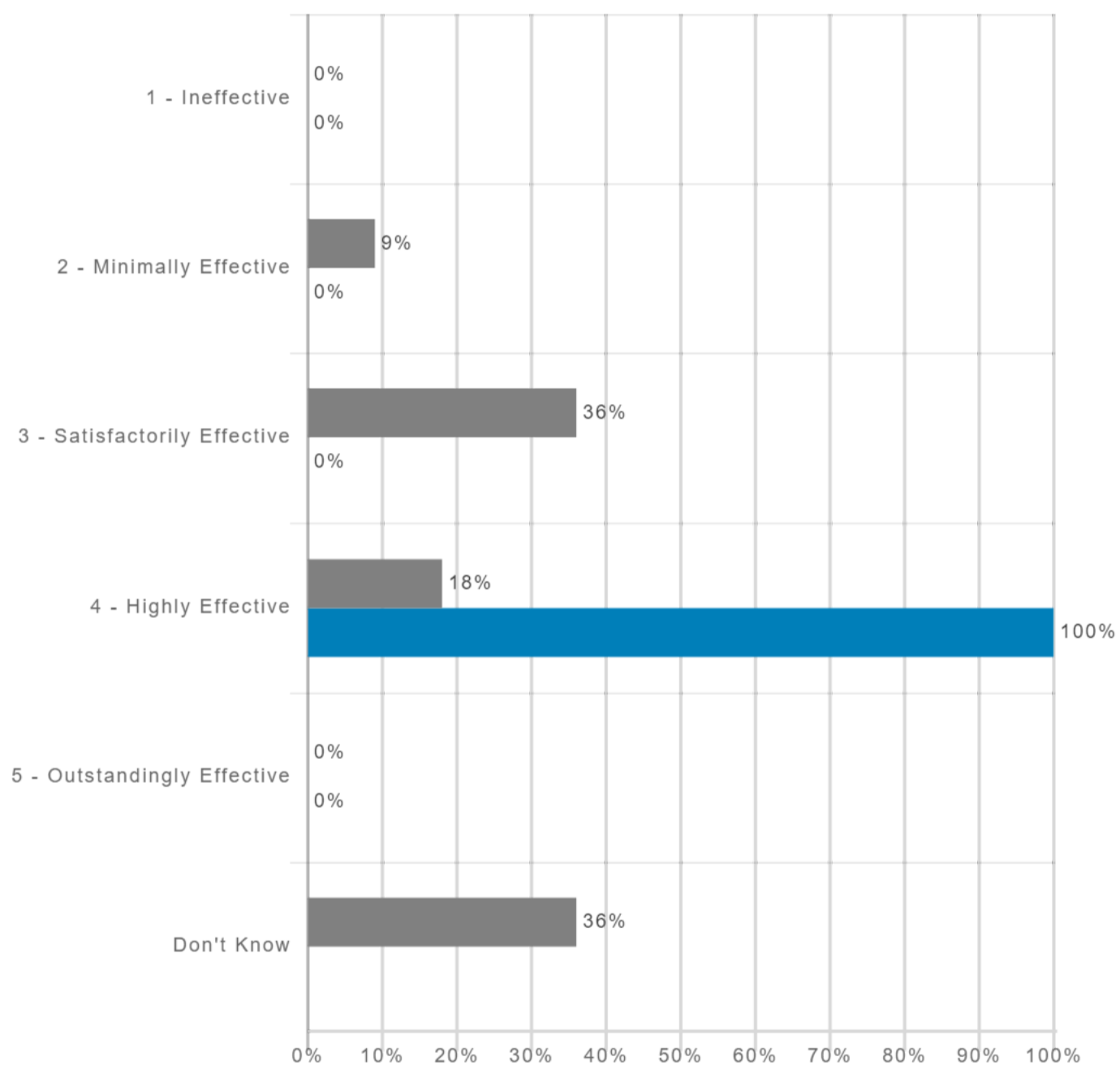
implements procedures to protect instructional time.

Supervisor

Principal

Teacher



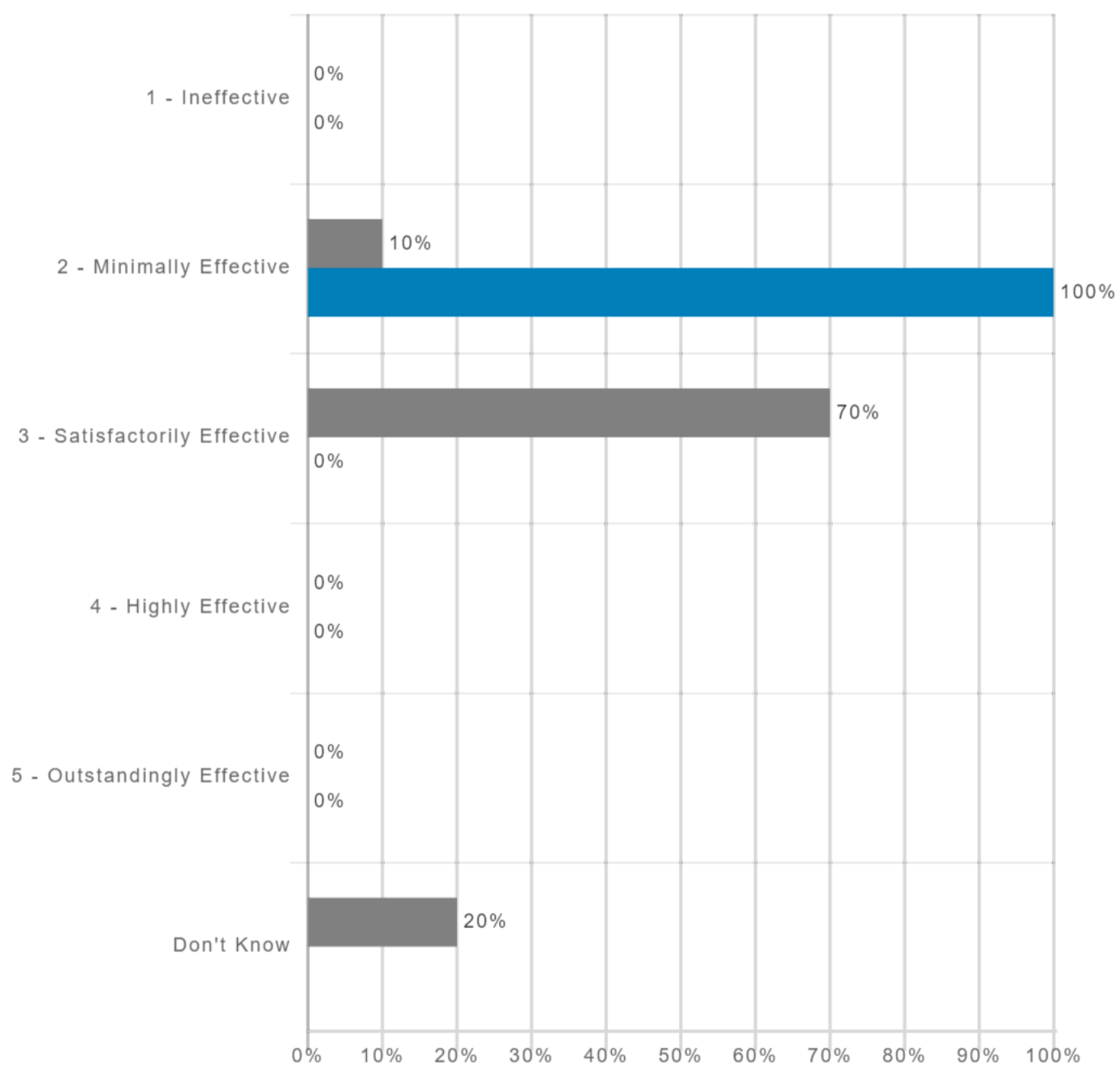


secures resources necessary to deliver high quality instruction.

Supervisor

Principal

Teacher

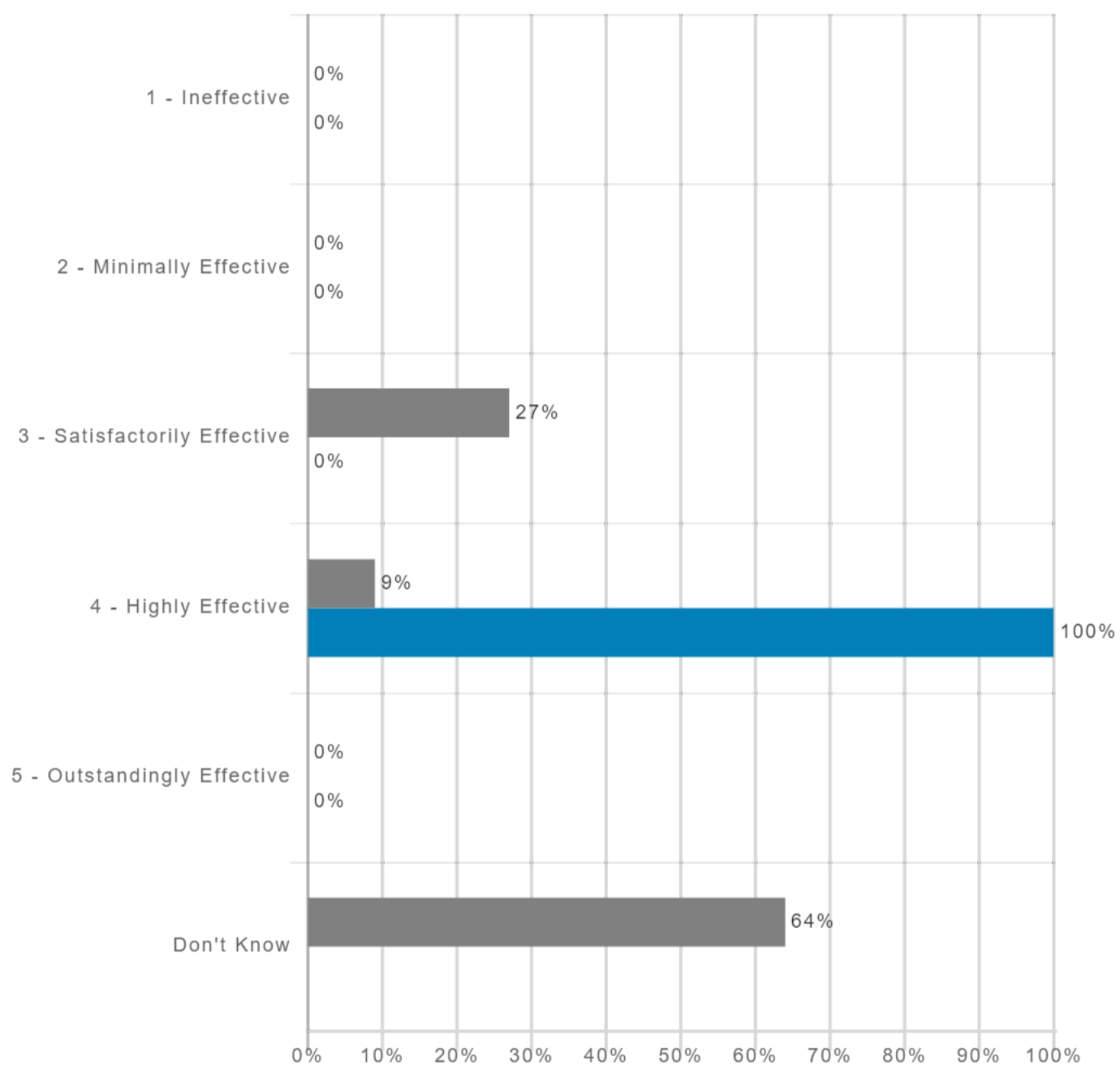


advocates additional instructional opportunities for students most in need.

Supervisor

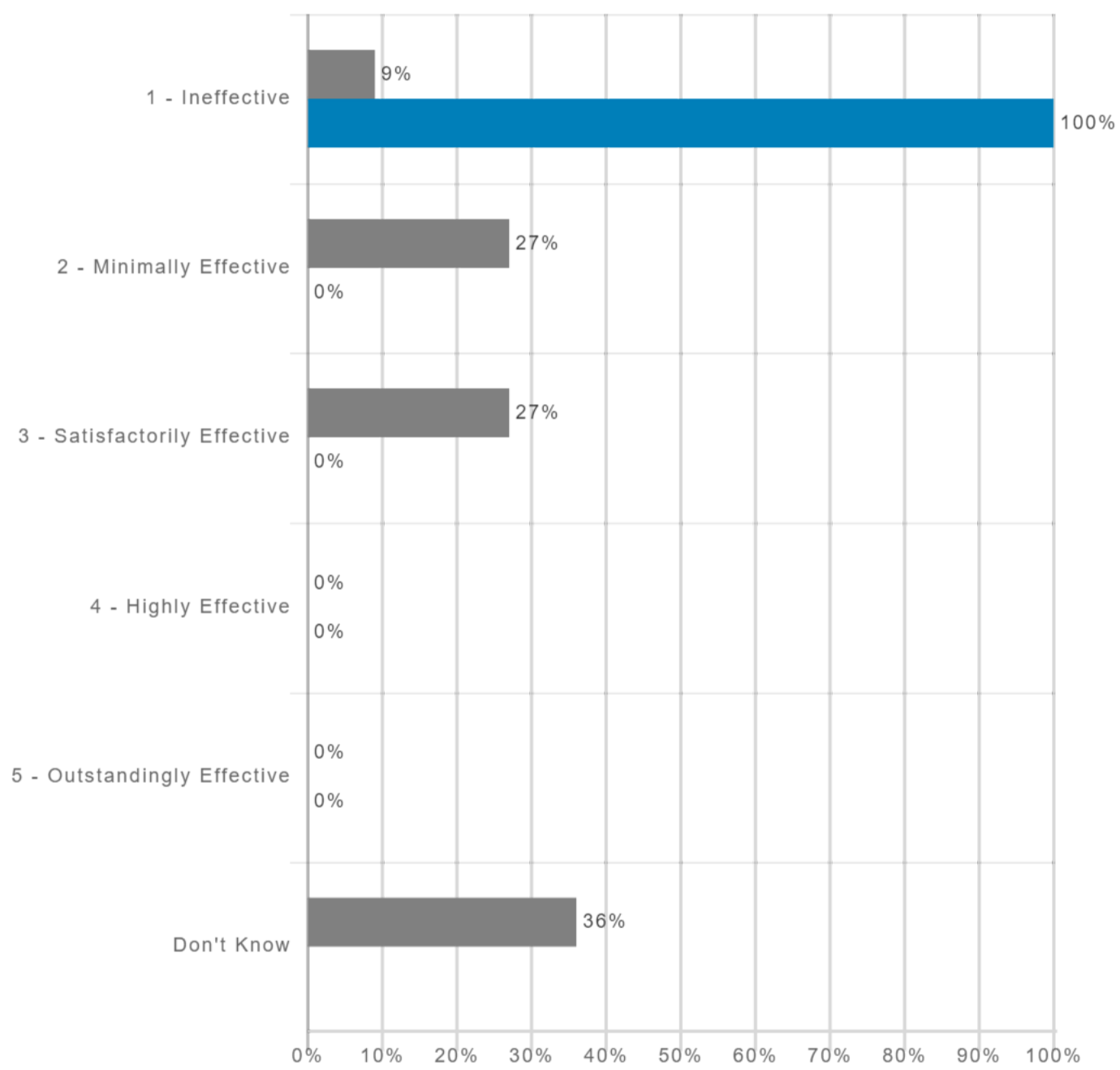
Principal

Teacher



discusses instructional practices with faculty.

- Supervisor
- Principal
- Teacher

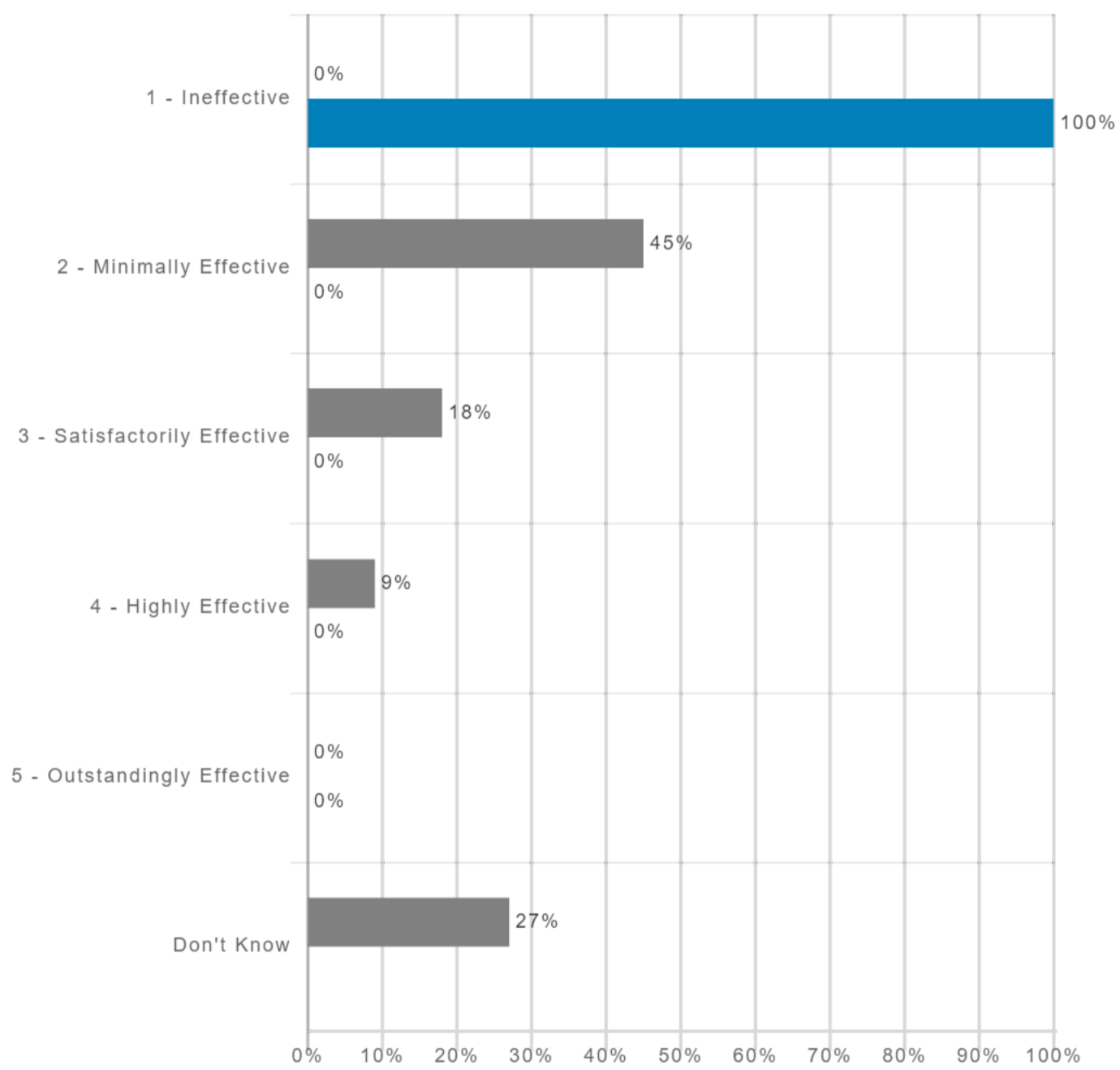


observes each teacher's instructional practices routinely to provide feedback.

Supervisor

Principal

Teacher



# Survey School Summary Report All Marblehead Charter

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### Question 1/12

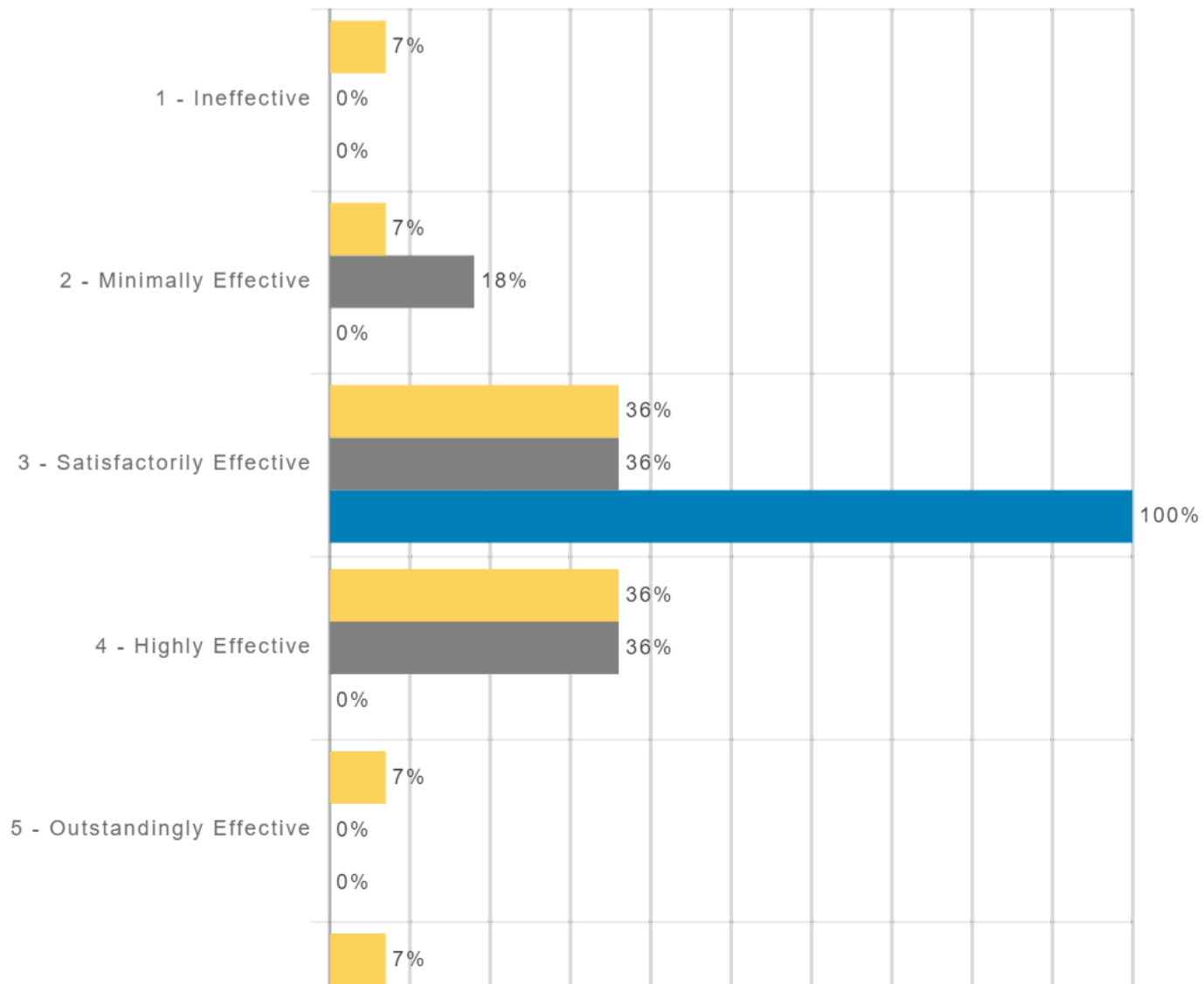
[View Question by Question](#)

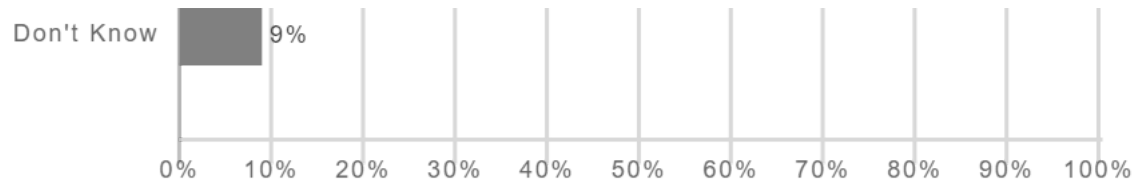
plans strategies to develop shared beliefs about professional practice.

Supervisor

Principal

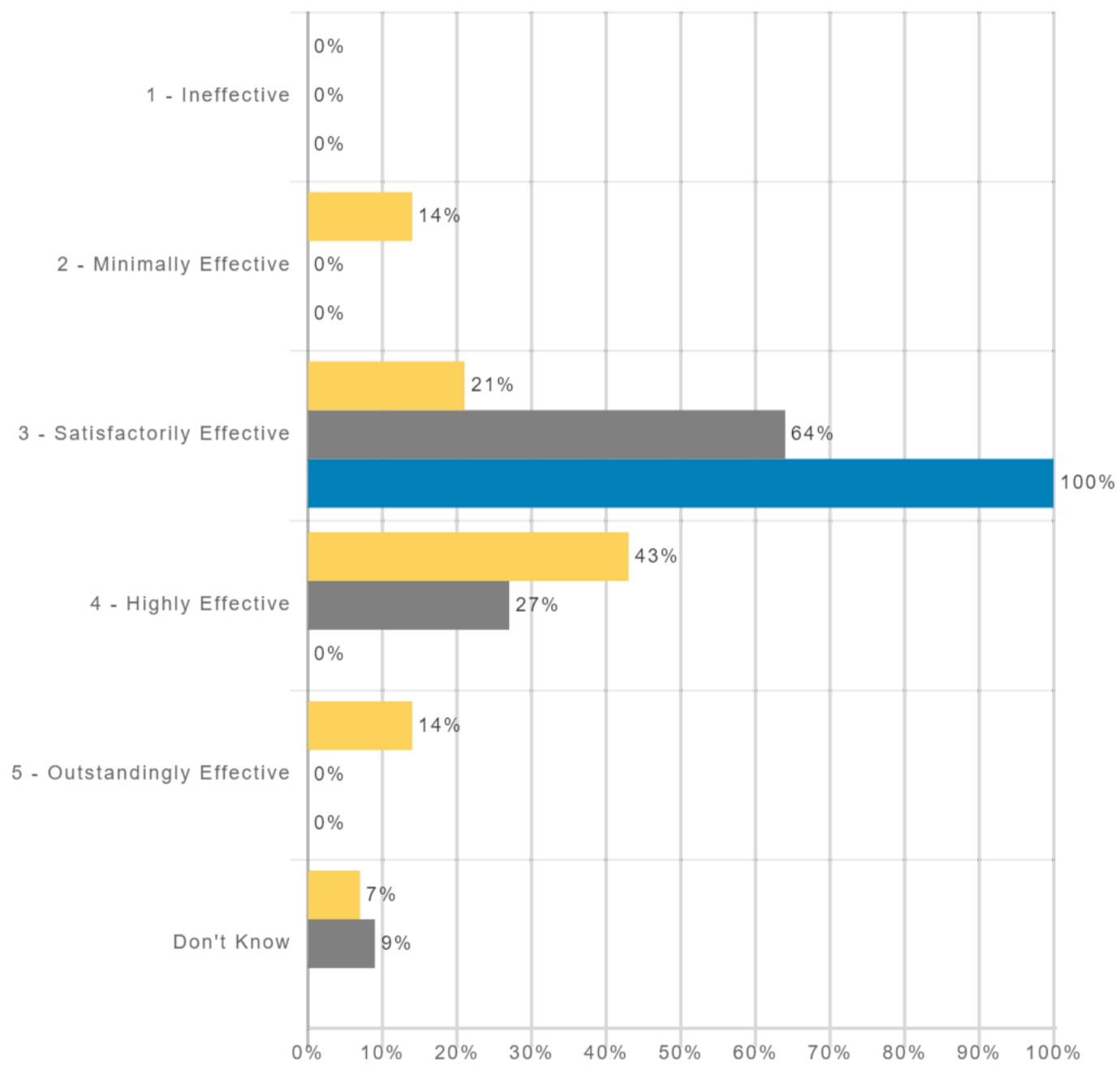
Teacher





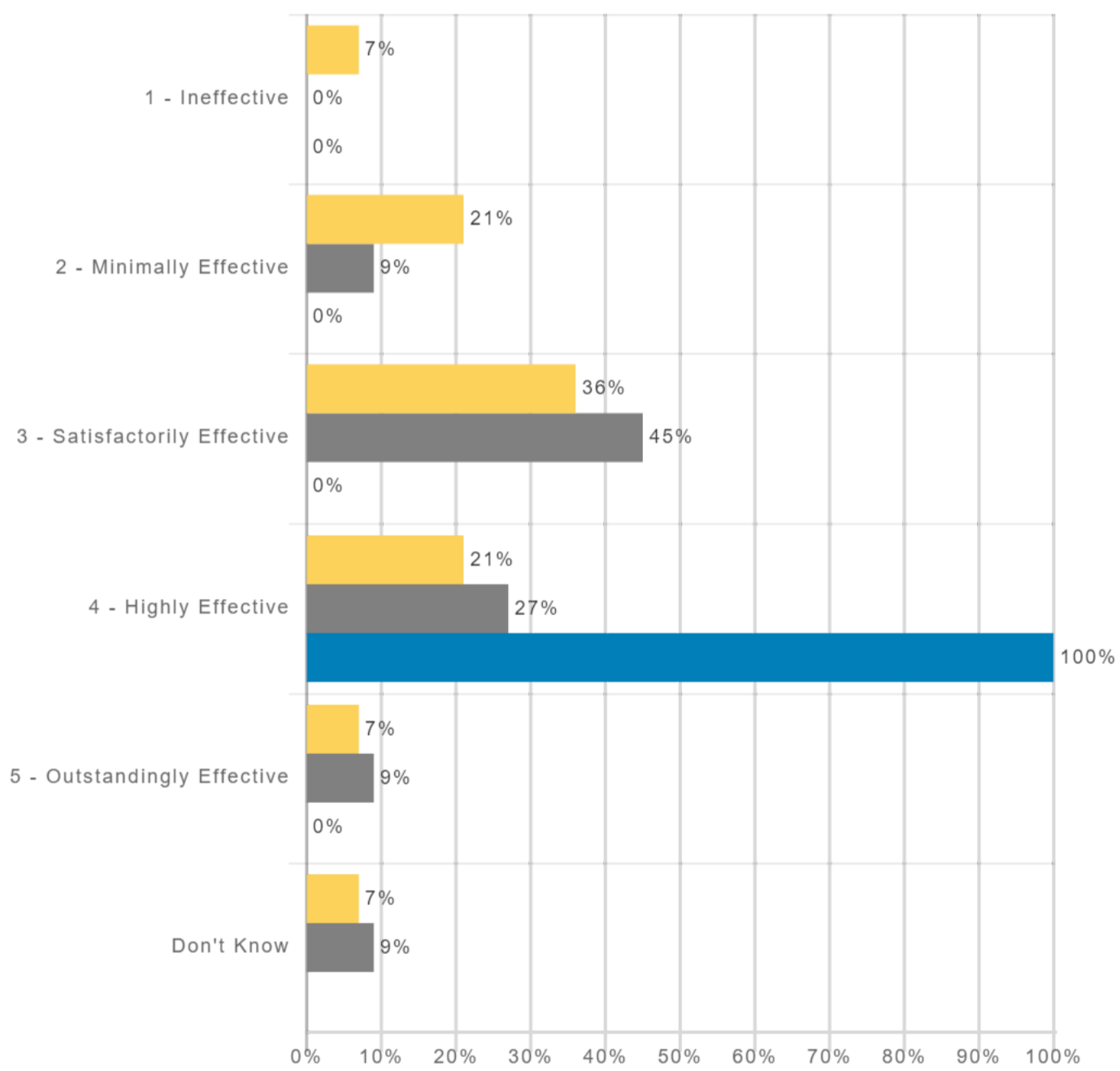
builds a culture of continuous improvement.

- Supervisor
- Principal
- Teacher



provides a positive environment in which student learning is the central focus.

- Supervisor
- Principal
- Teacher



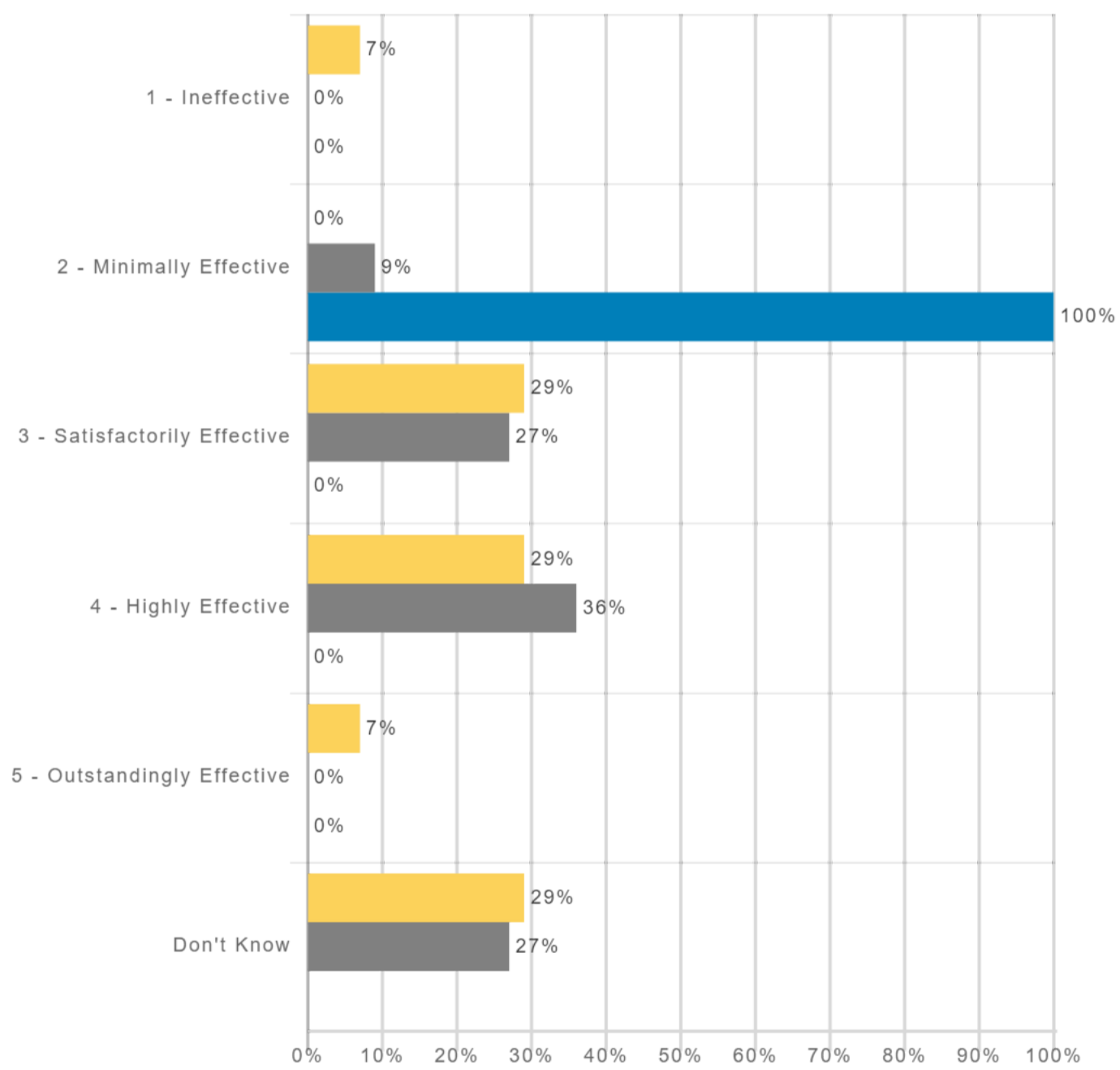
recognizes the contributions of diverse students when developing school culture.

Supervisor

Principal

Teacher



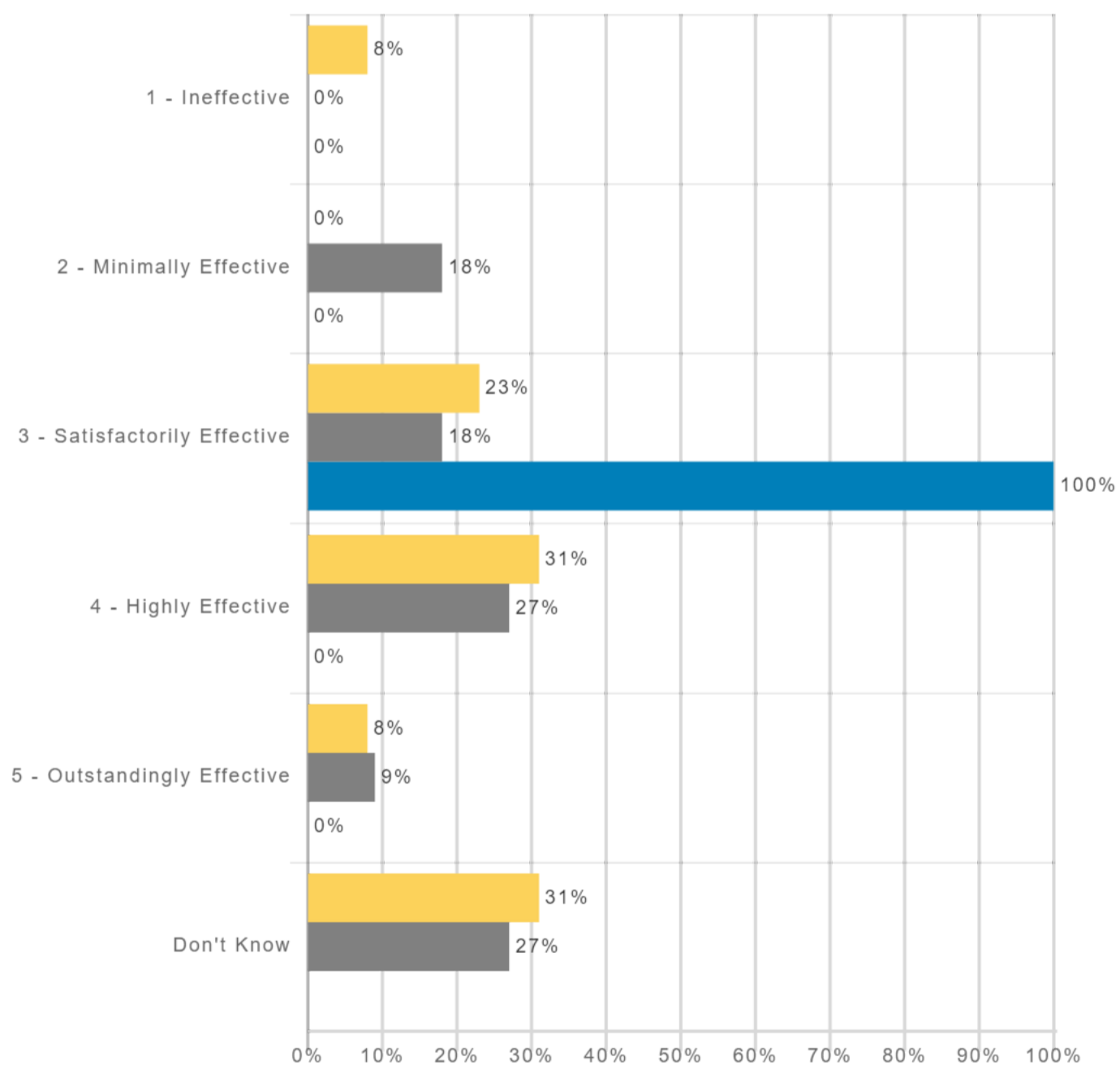


communicates with students about the aspects of a positive culture focused on learning.

Supervisor

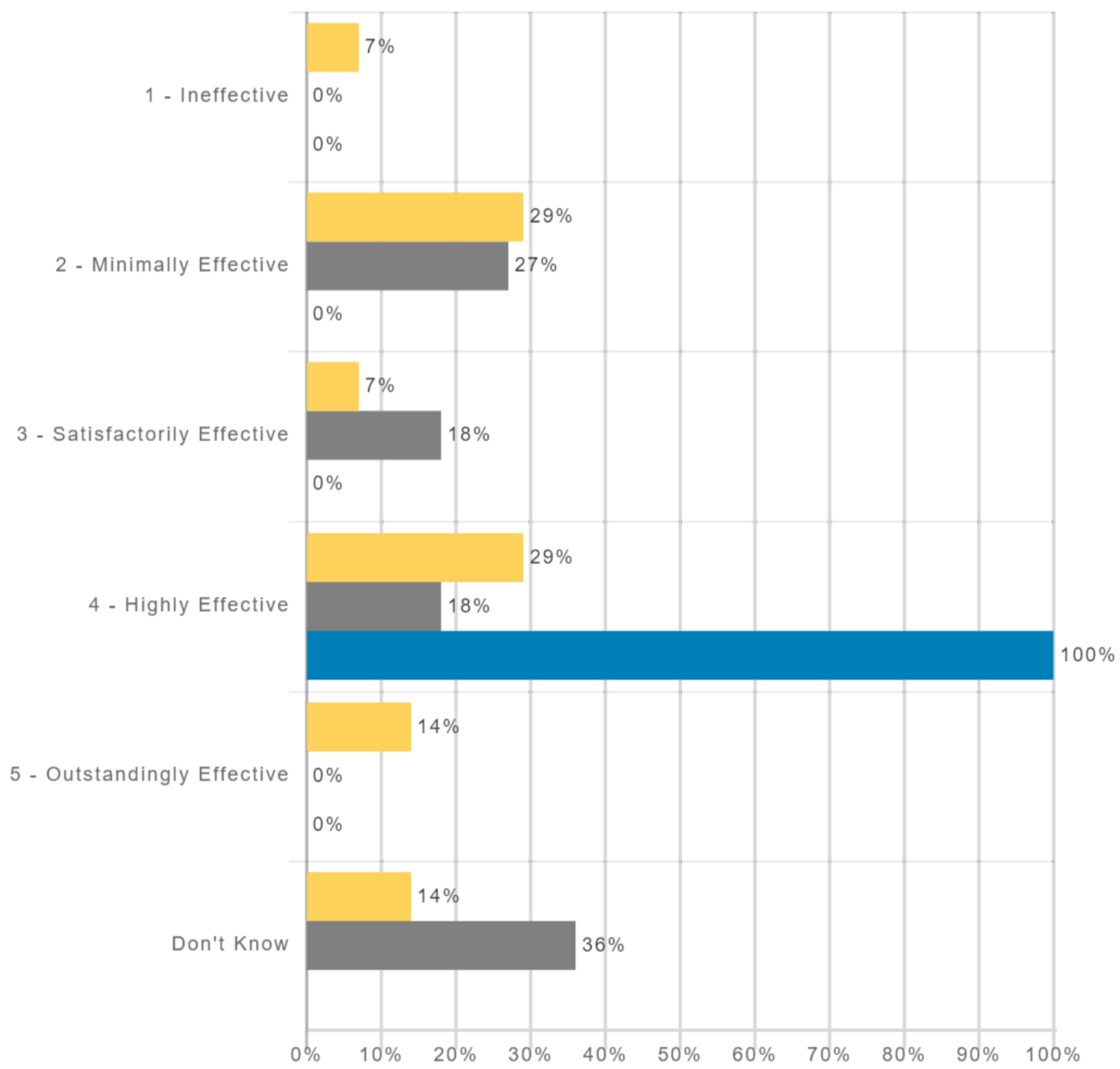
Principal

Teacher



monitors the school culture.

- Supervisor
- Principal
- Teacher

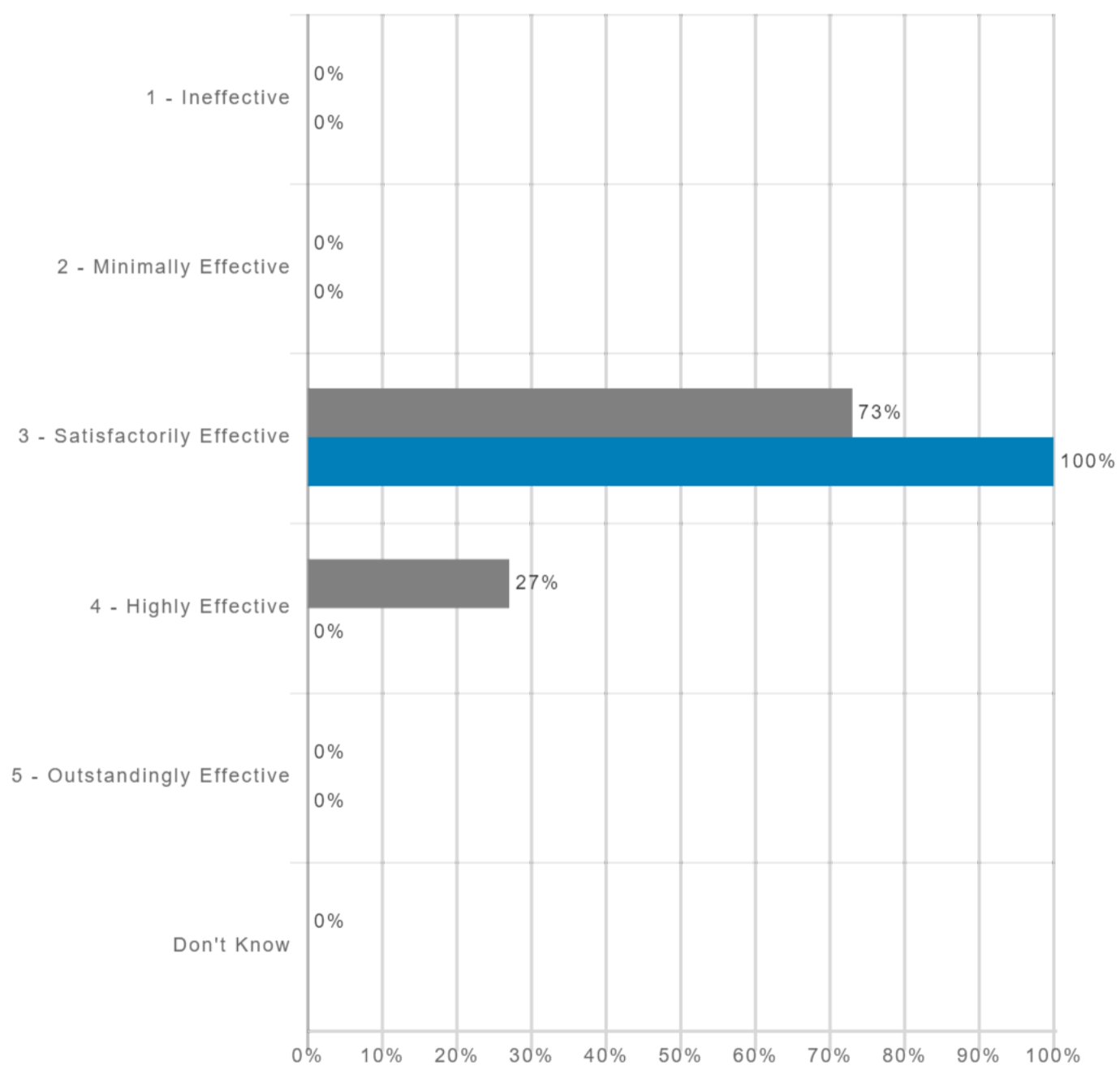


plans for a culture of shared responsibility for the social and academic learning of students.

Supervisor

Principal

Teacher

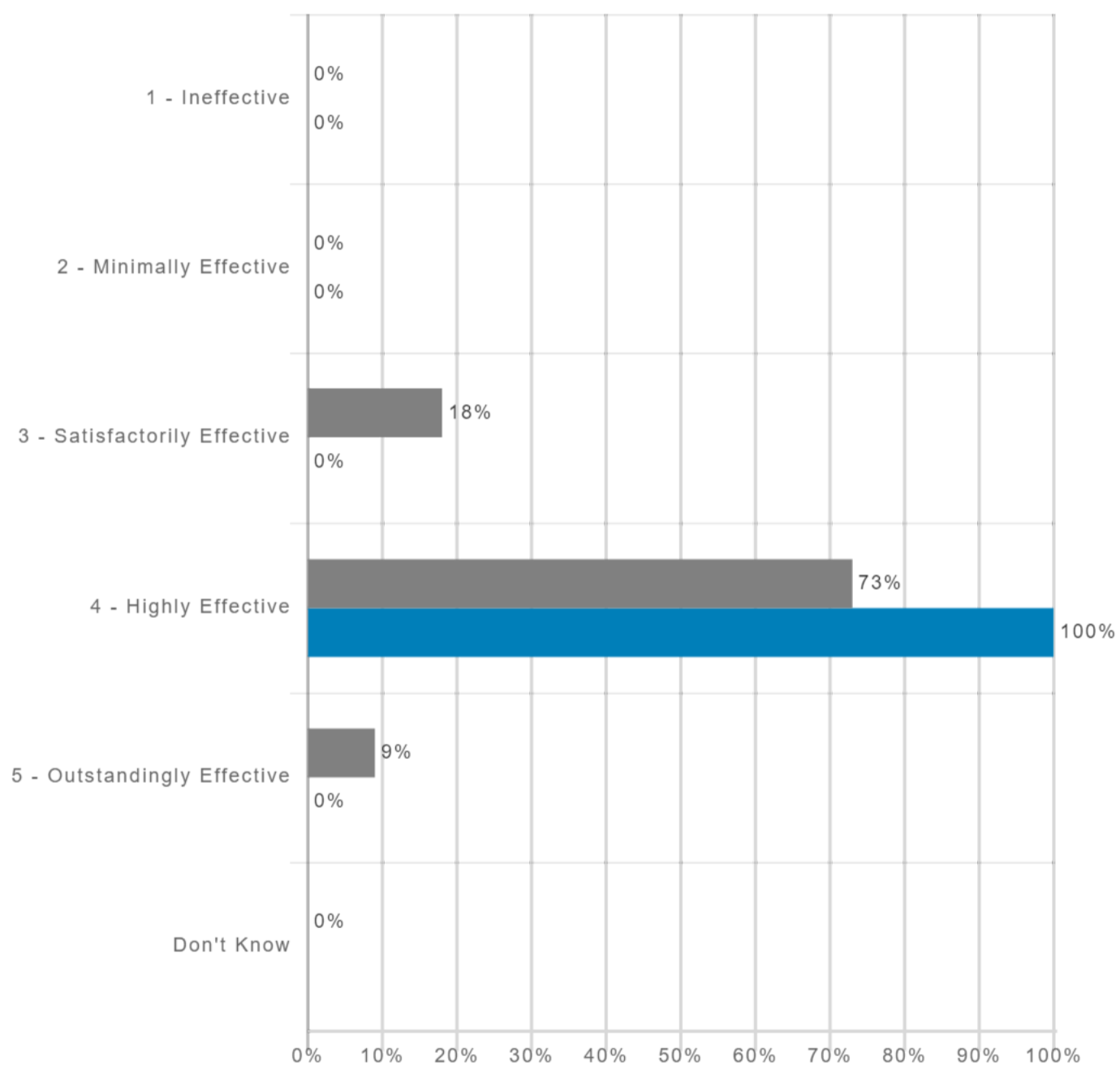


builds a school environment that is safe and orderly for all students.

Supervisor

Principal

Teacher

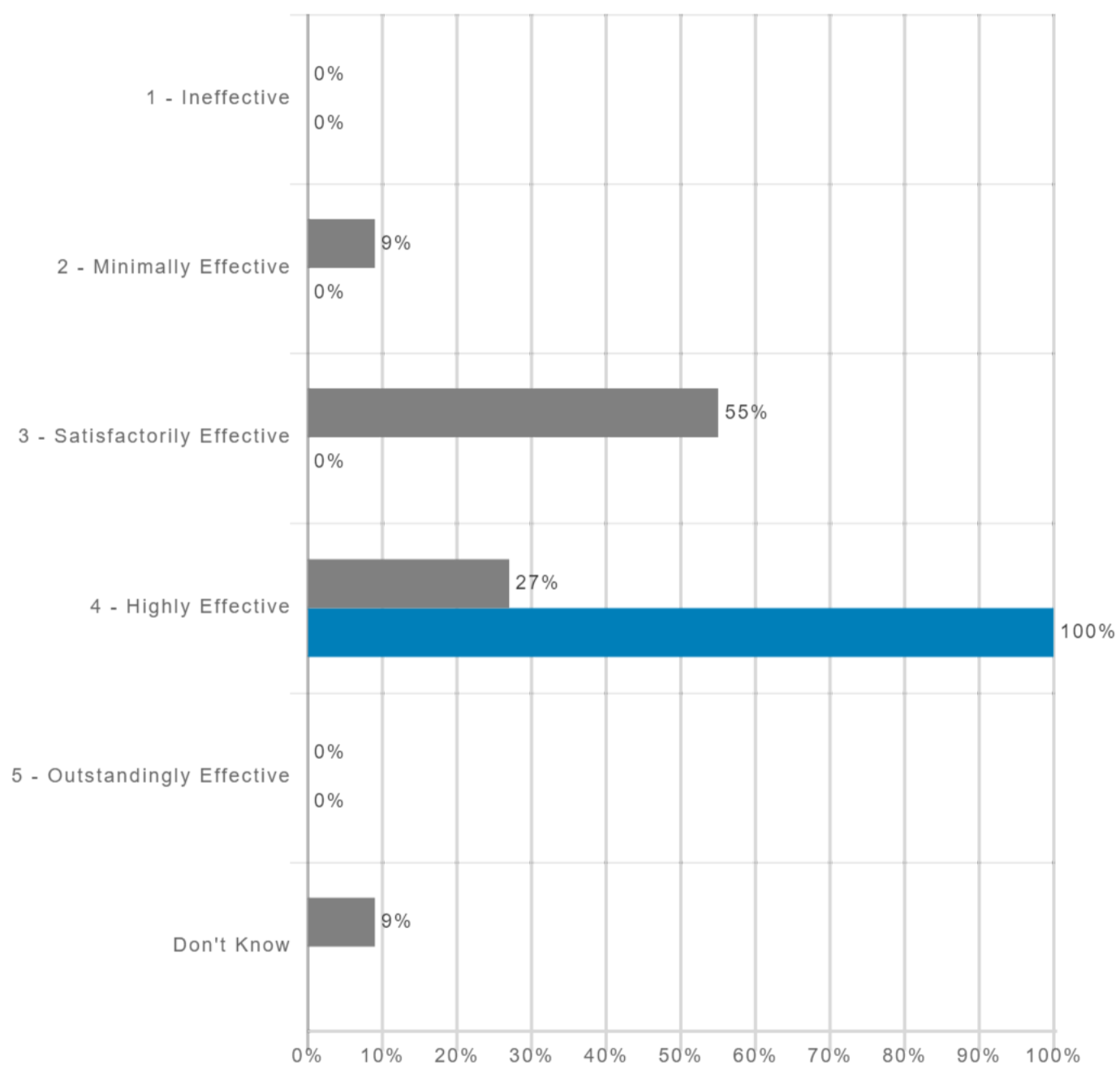


encourages collaboration among faculty that creates a culture of learning.

Supervisor

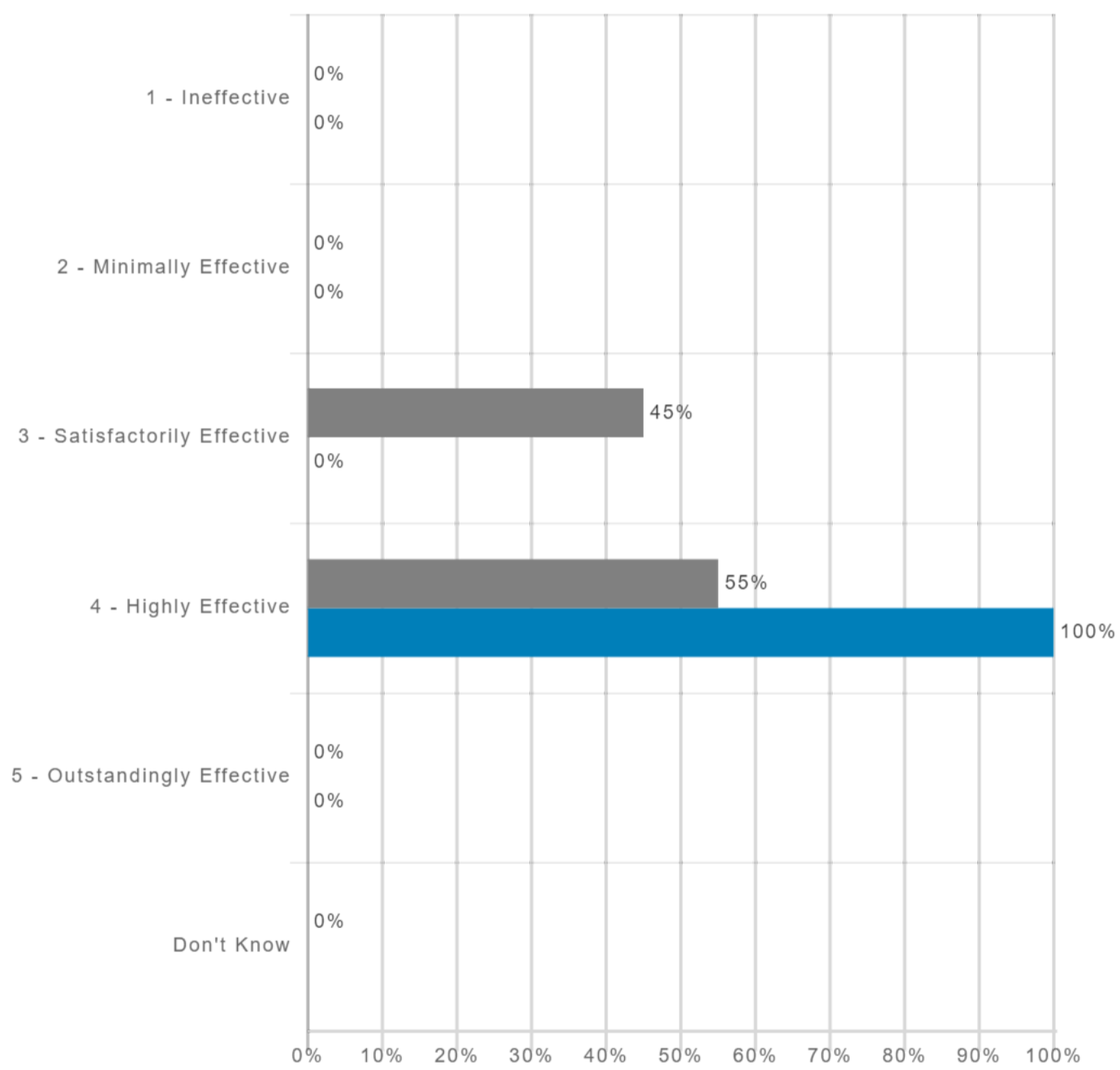
Principal

Teacher



promotes teacher behavior that is respectful of the diverse backgrounds of students.

- Supervisor
- Principal
- Teacher

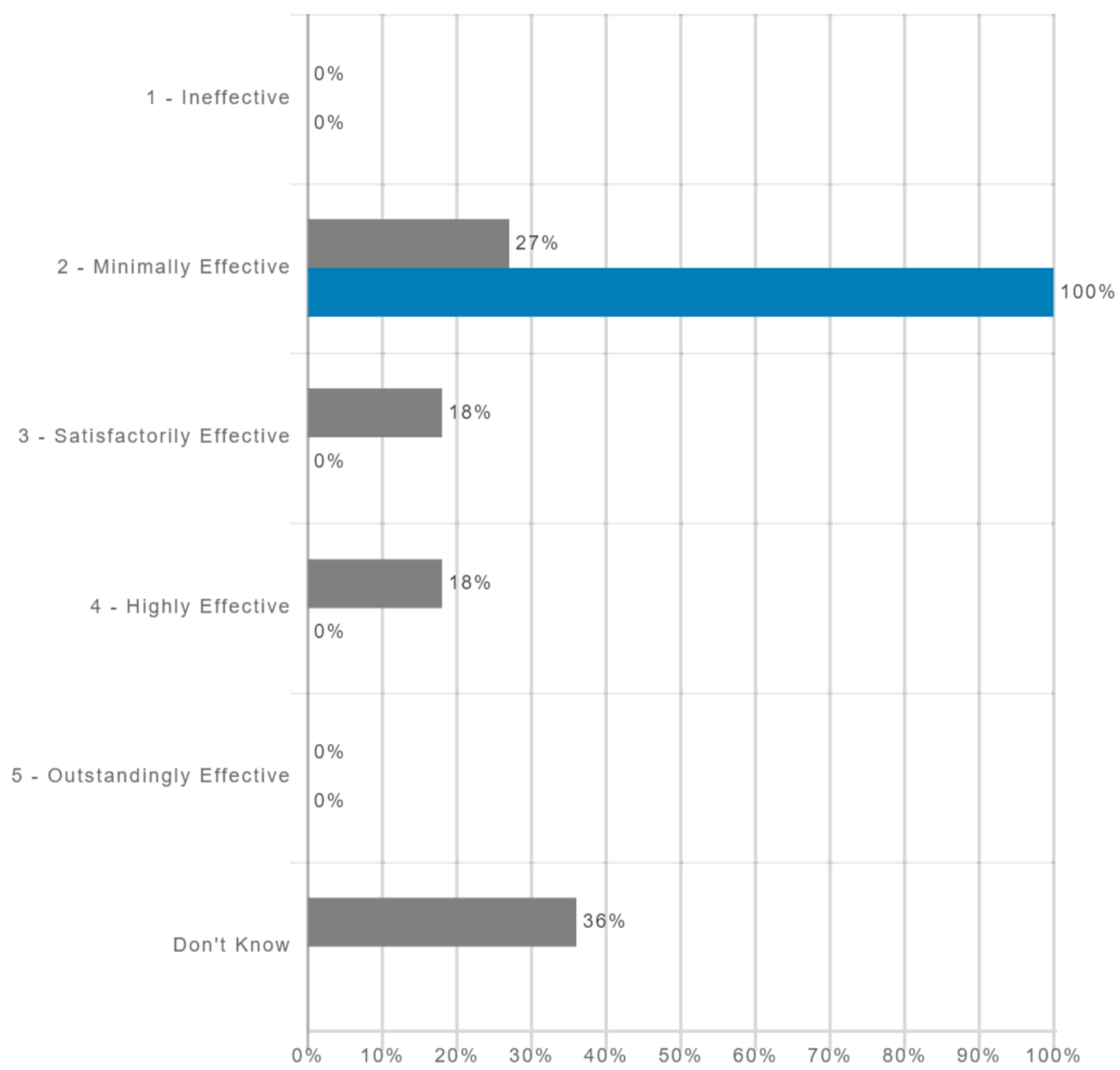


communicates with teachers about the aspects of a positive school environment focused on student learning.

Supervisor

Principal

Teacher



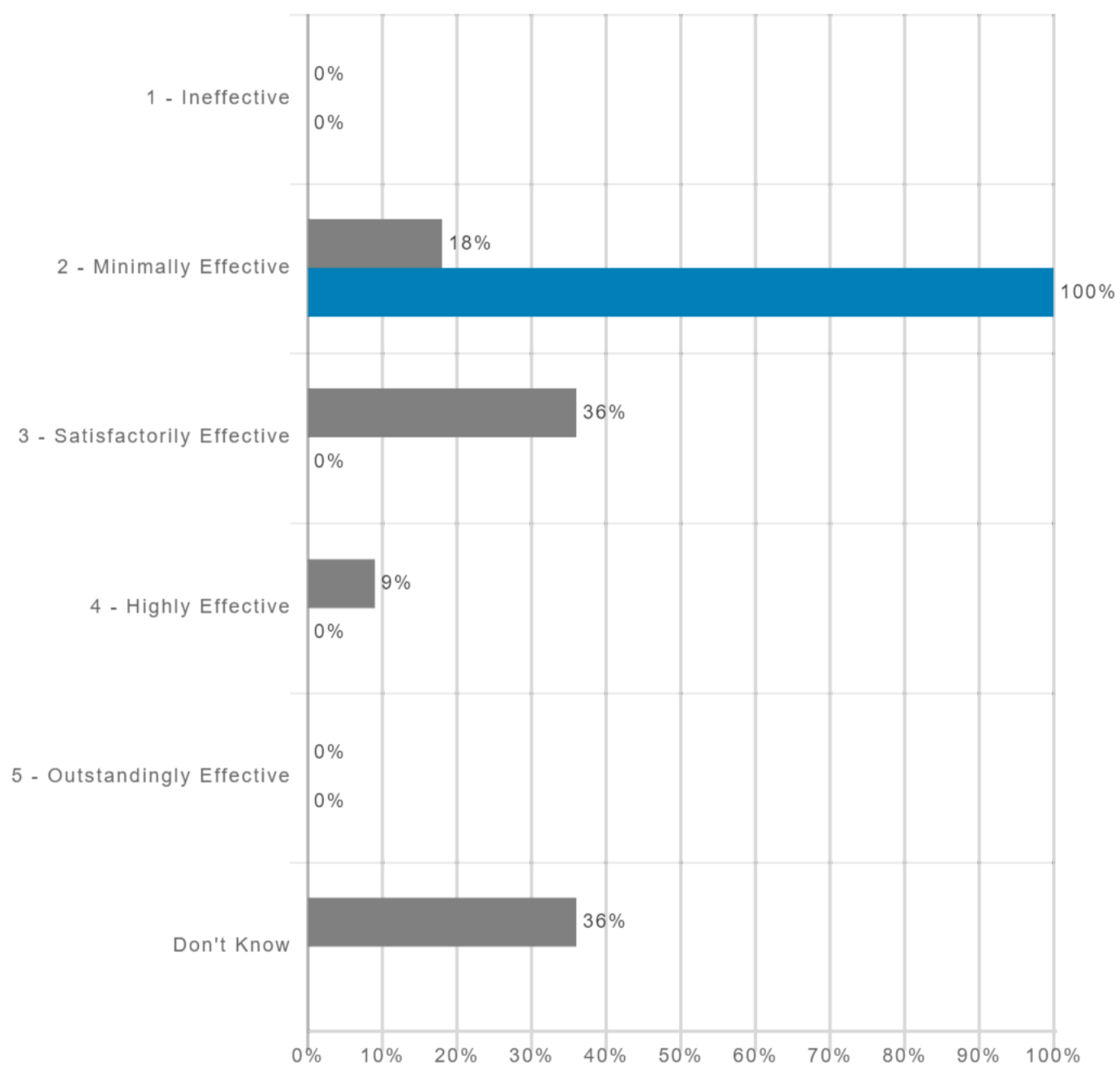
evaluates teachers' behaviors when monitoring the culture of learning.

Supervisor

Principal

Teacher





# Survey School Summary Report All Marblehead Charter

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### Question 1/12

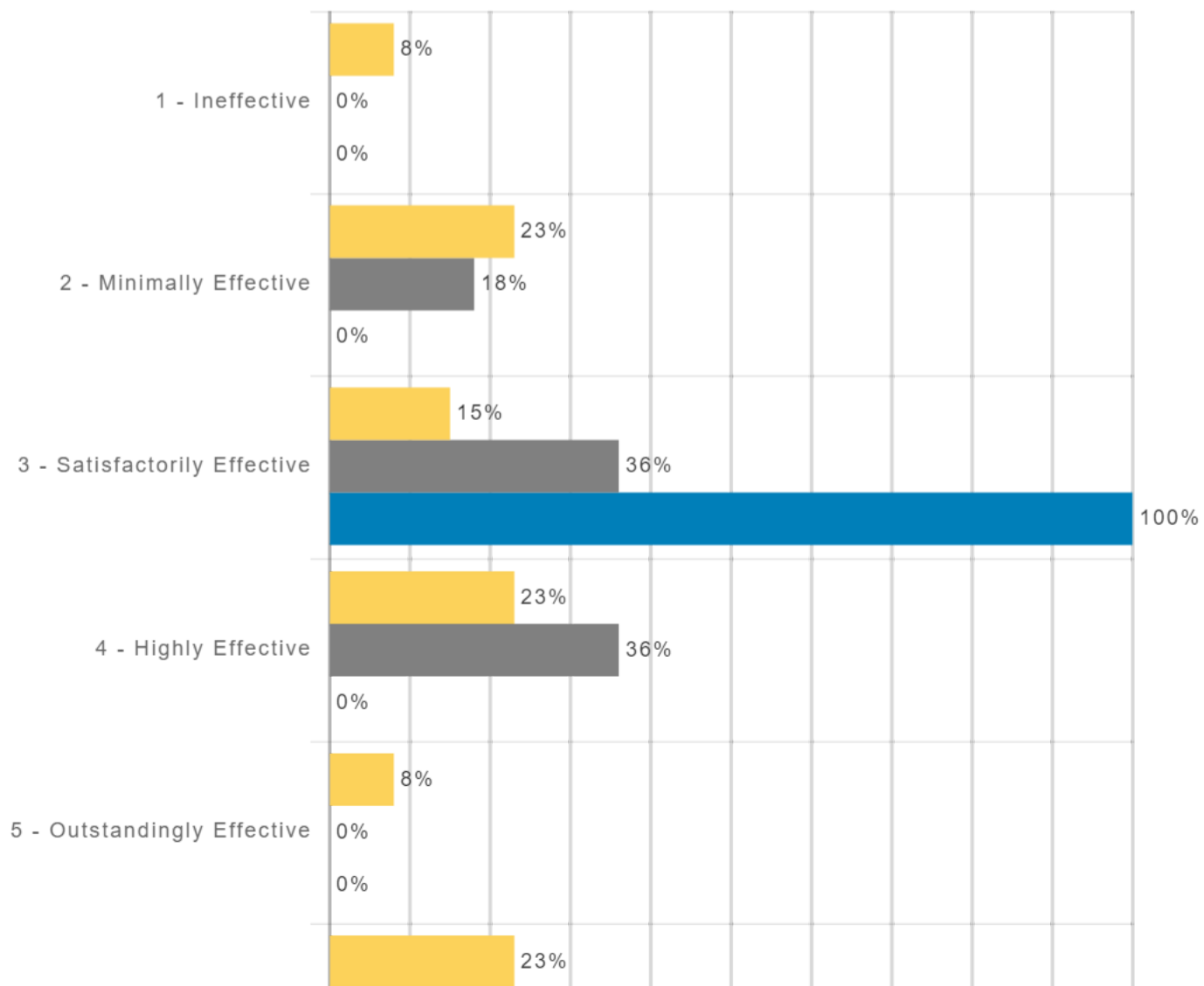
[View Question by Question](#)

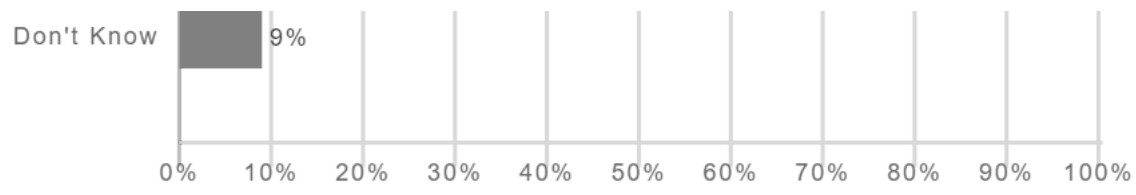
plans for the use of external community resources to promote academic and social learning goals.

Supervisor

Principal

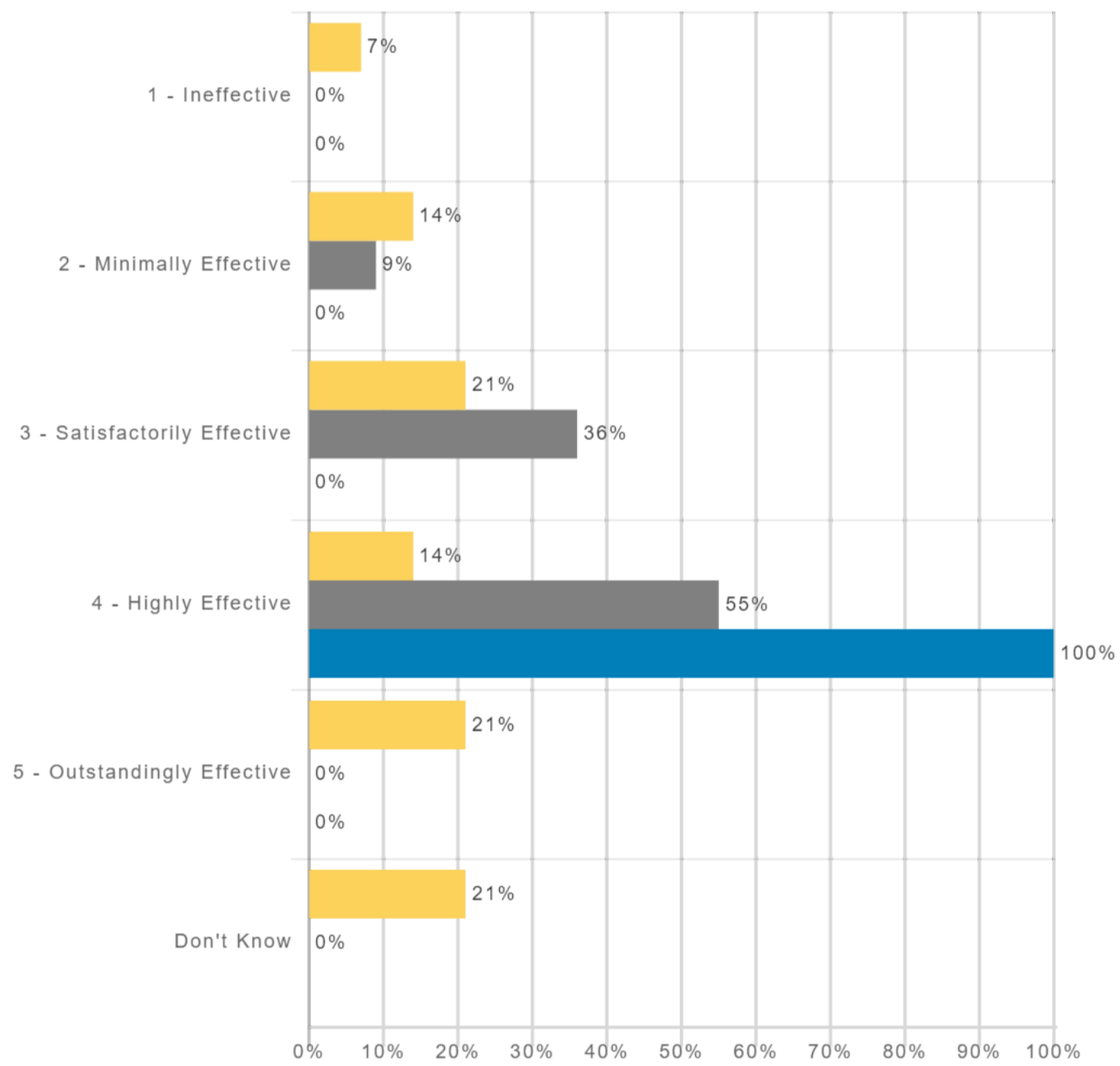
Teacher





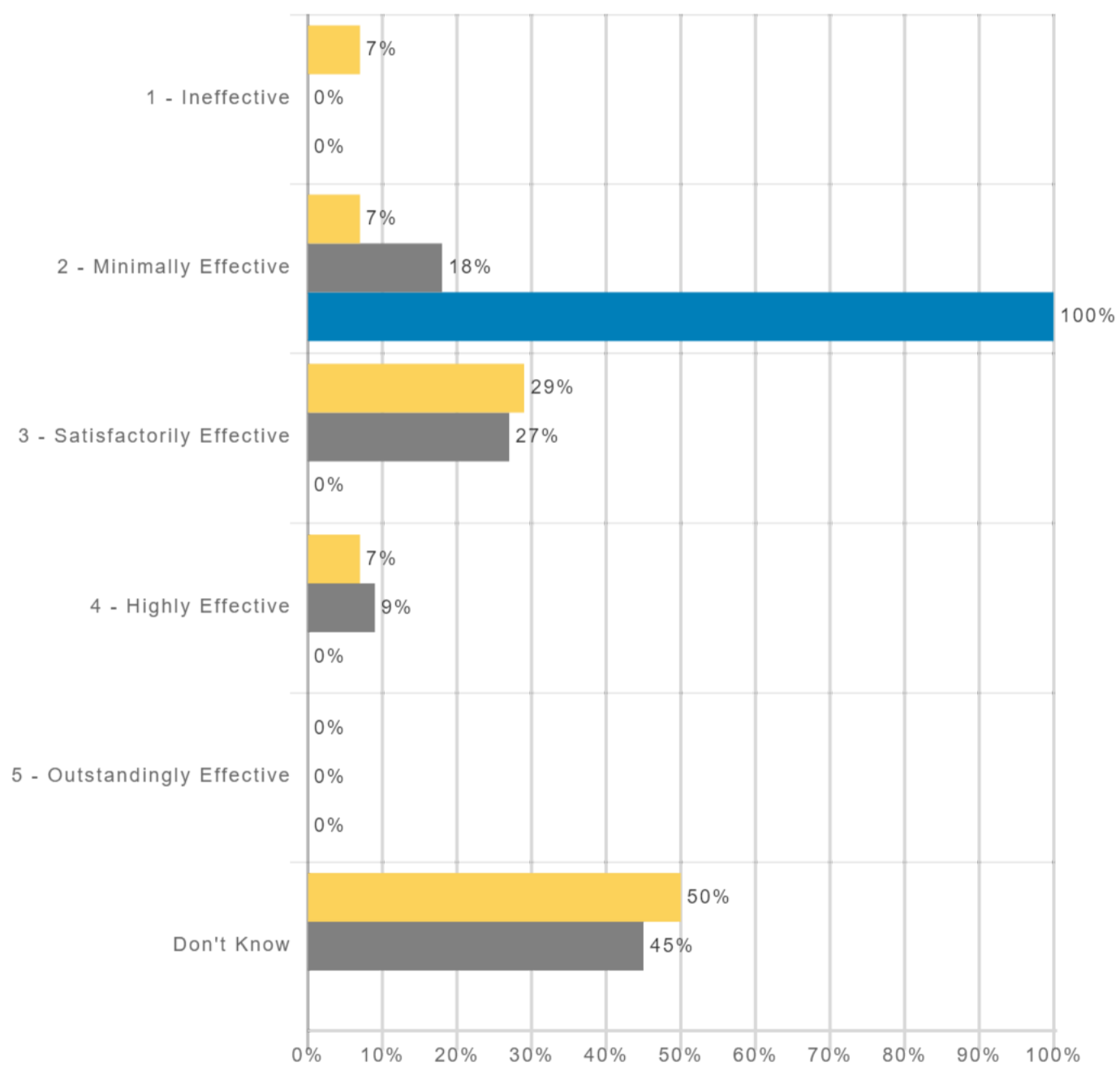
builds a positive, open relationship with the community.

- Supervisor
- Principal
- Teacher



supports teachers to work with community agencies on behalf of students.

- Supervisor
- Principal
- Teacher

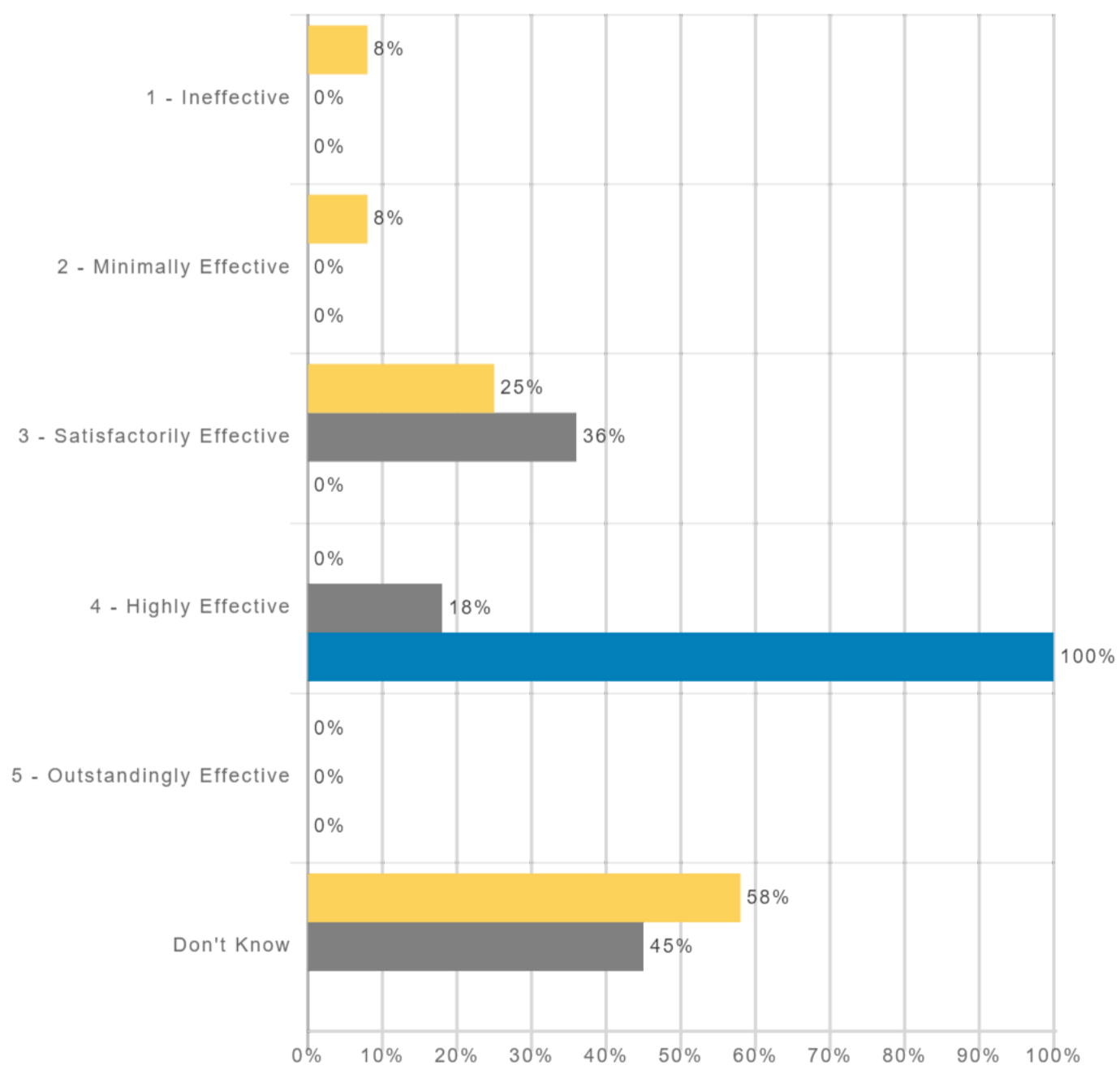


advocates for students in need of special services with the external community.

Supervisor

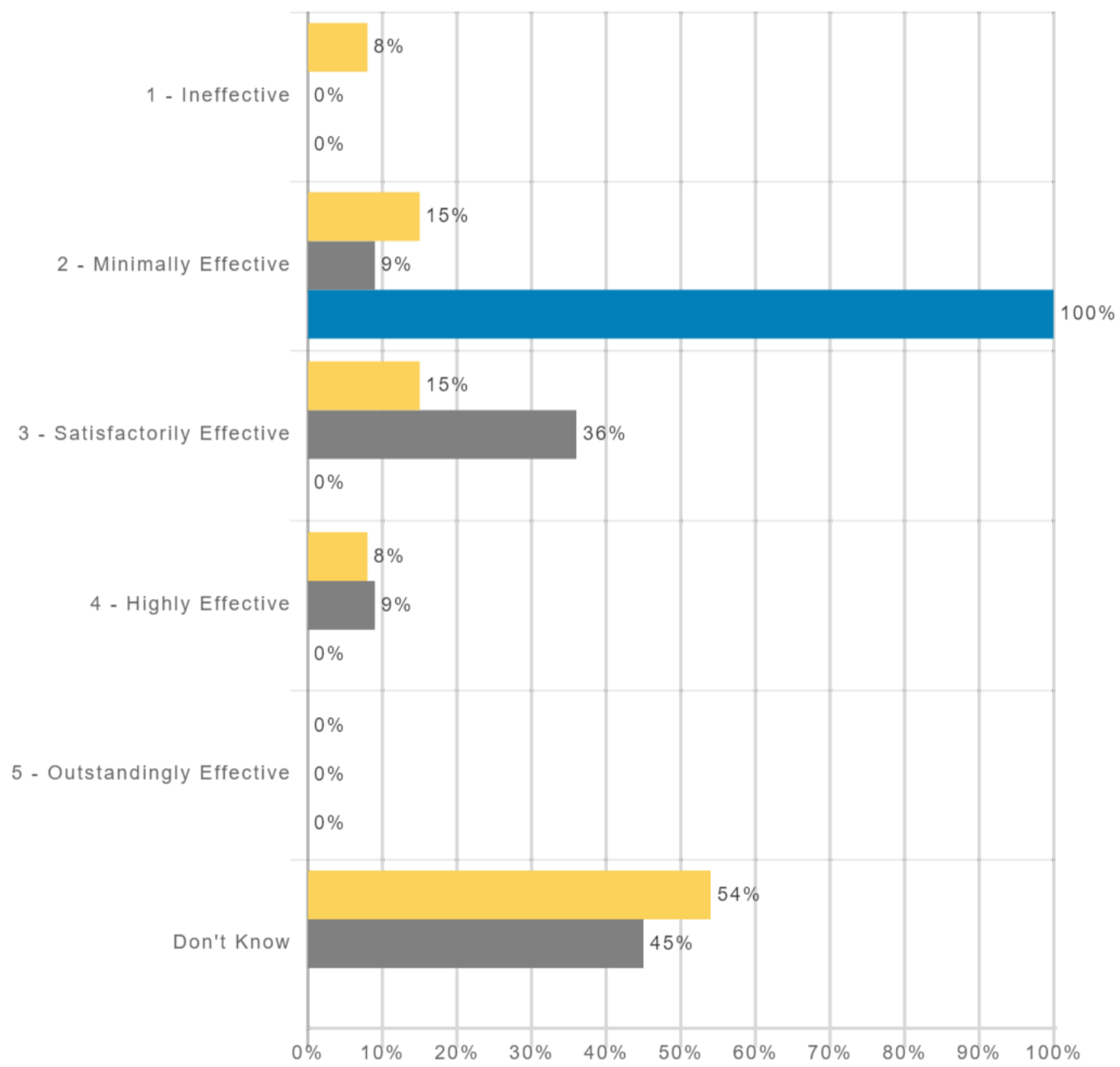
Principal

Teacher



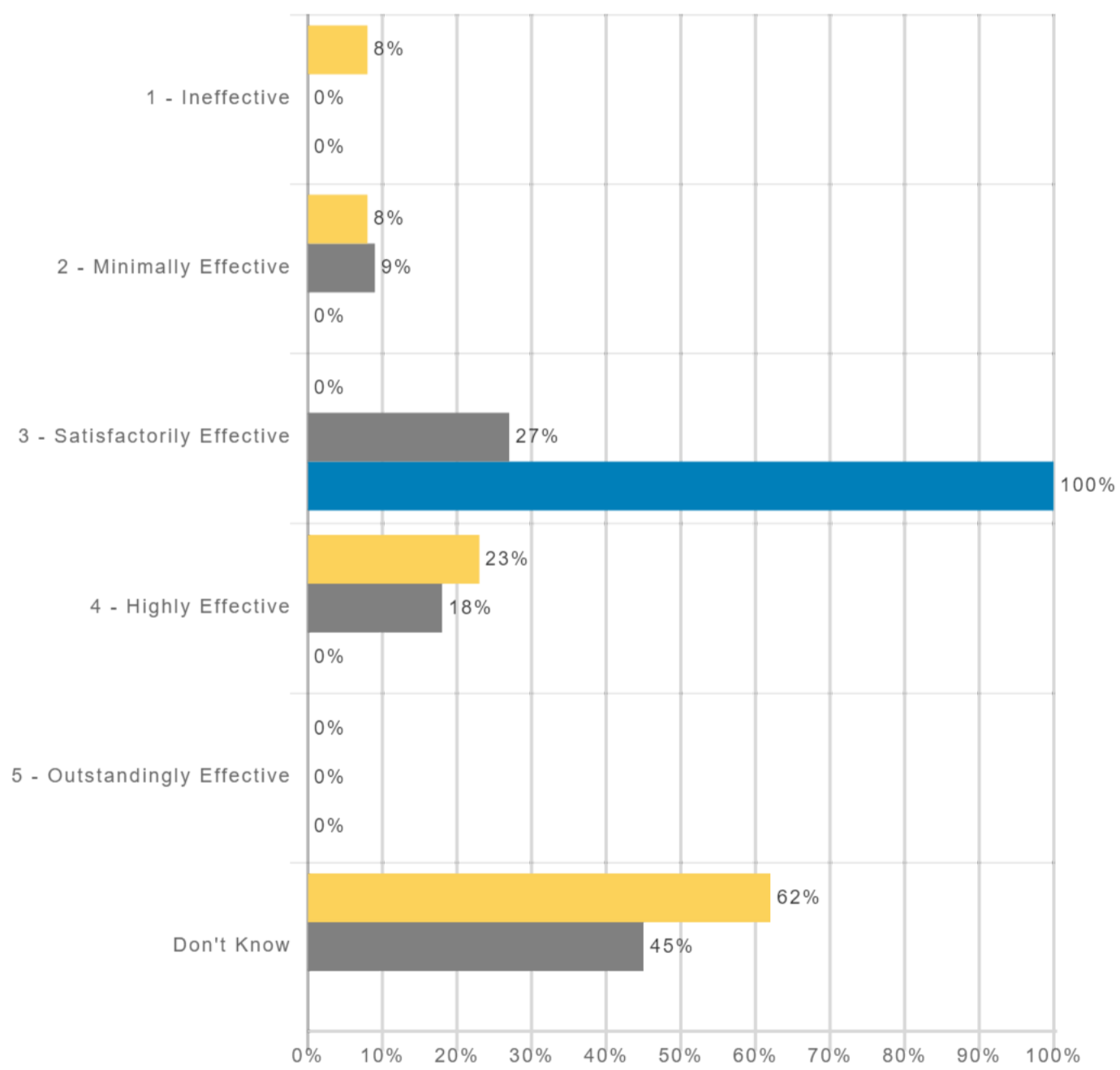
discusses the results of student achievement tests with parents.

- Supervisor
- Principal
- Teacher



analyzes data about parental involvement.

- Supervisor
- Principal
- Teacher

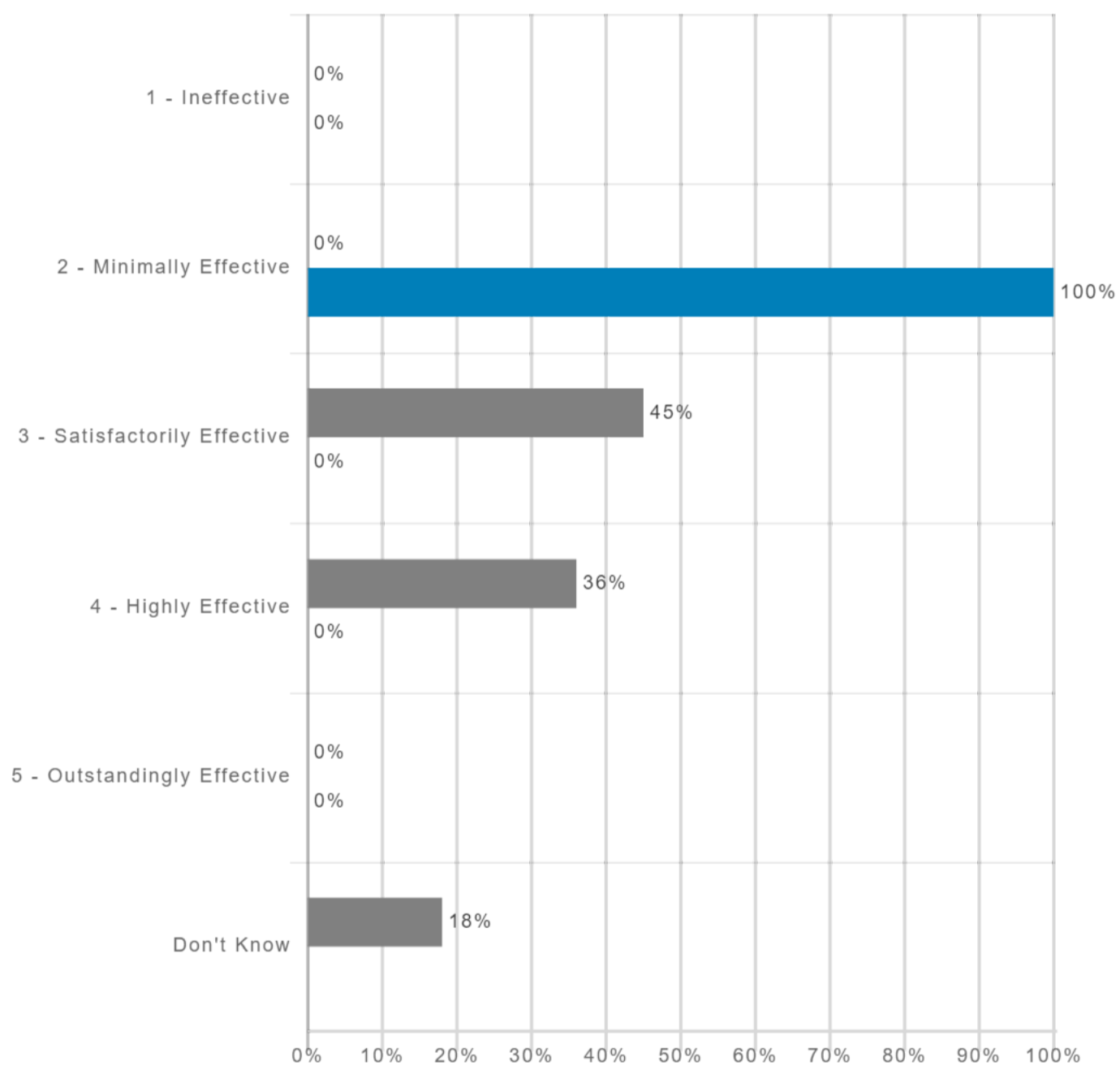


plans activities to engage families in student learning.

Supervisor

Principal

Teacher



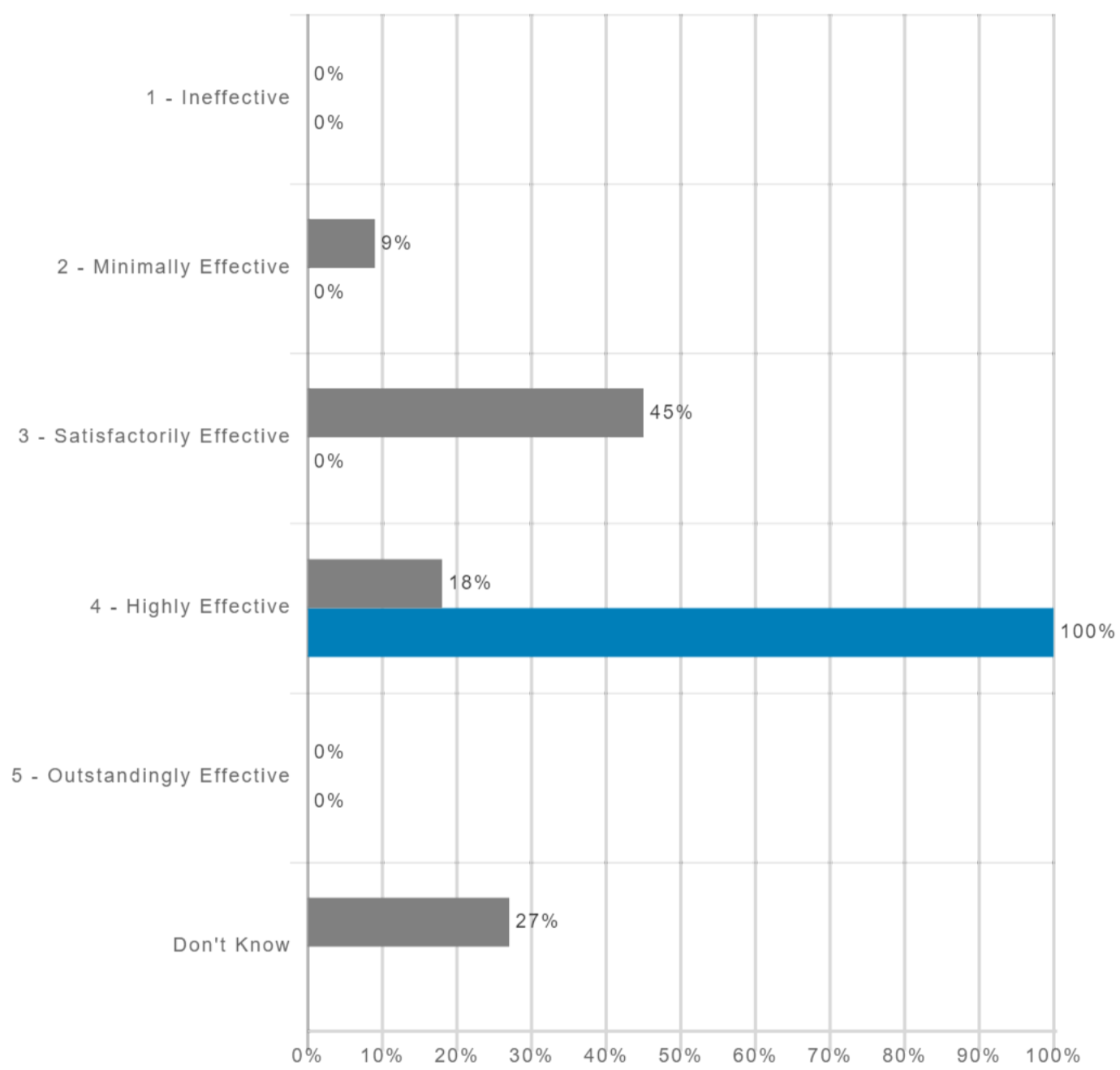
implements programs to help parents assist their children to be successful in school.

Supervisor

Principal

Teacher



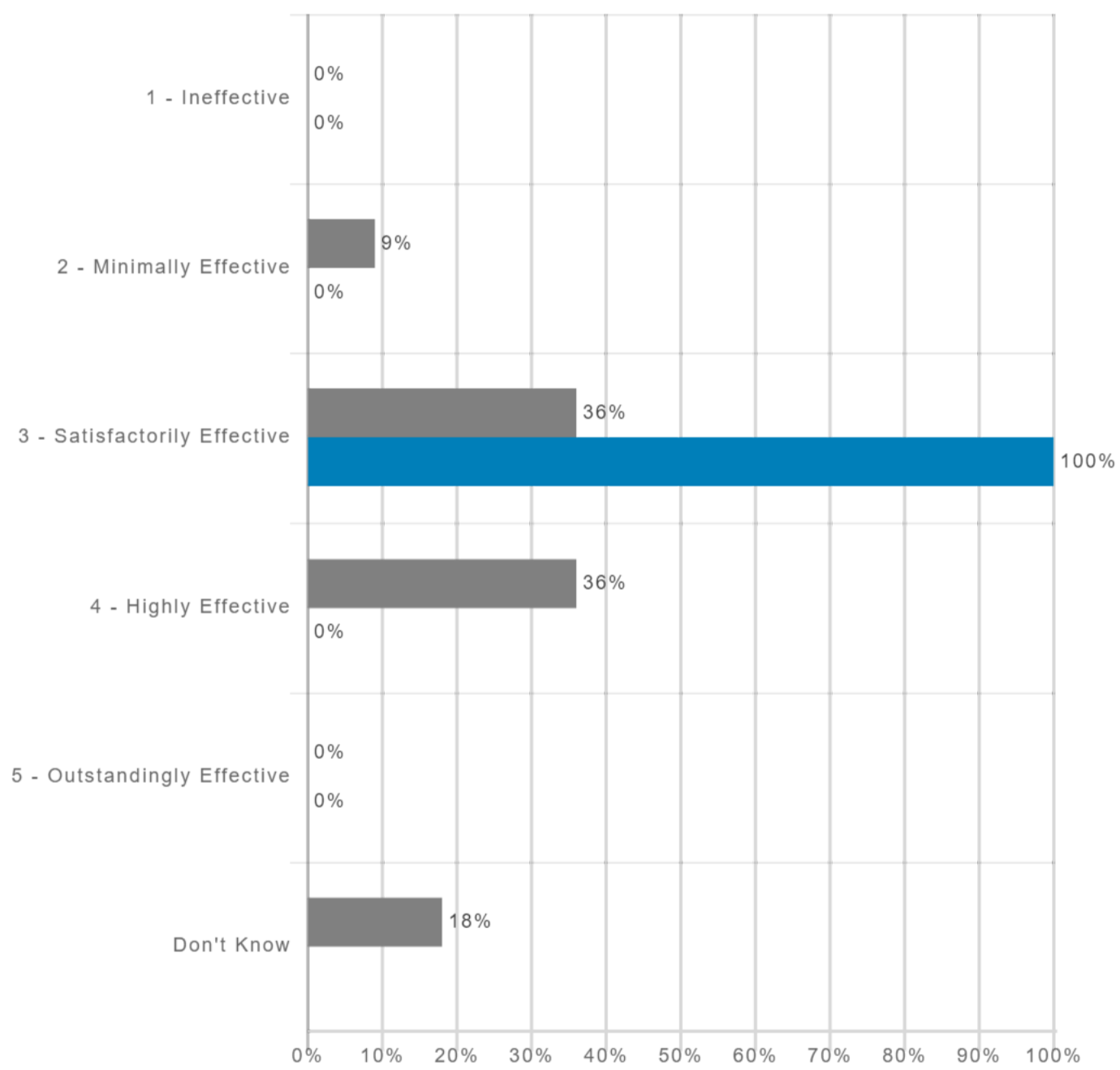


motivates teachers to be responsive to all families.

Supervisor

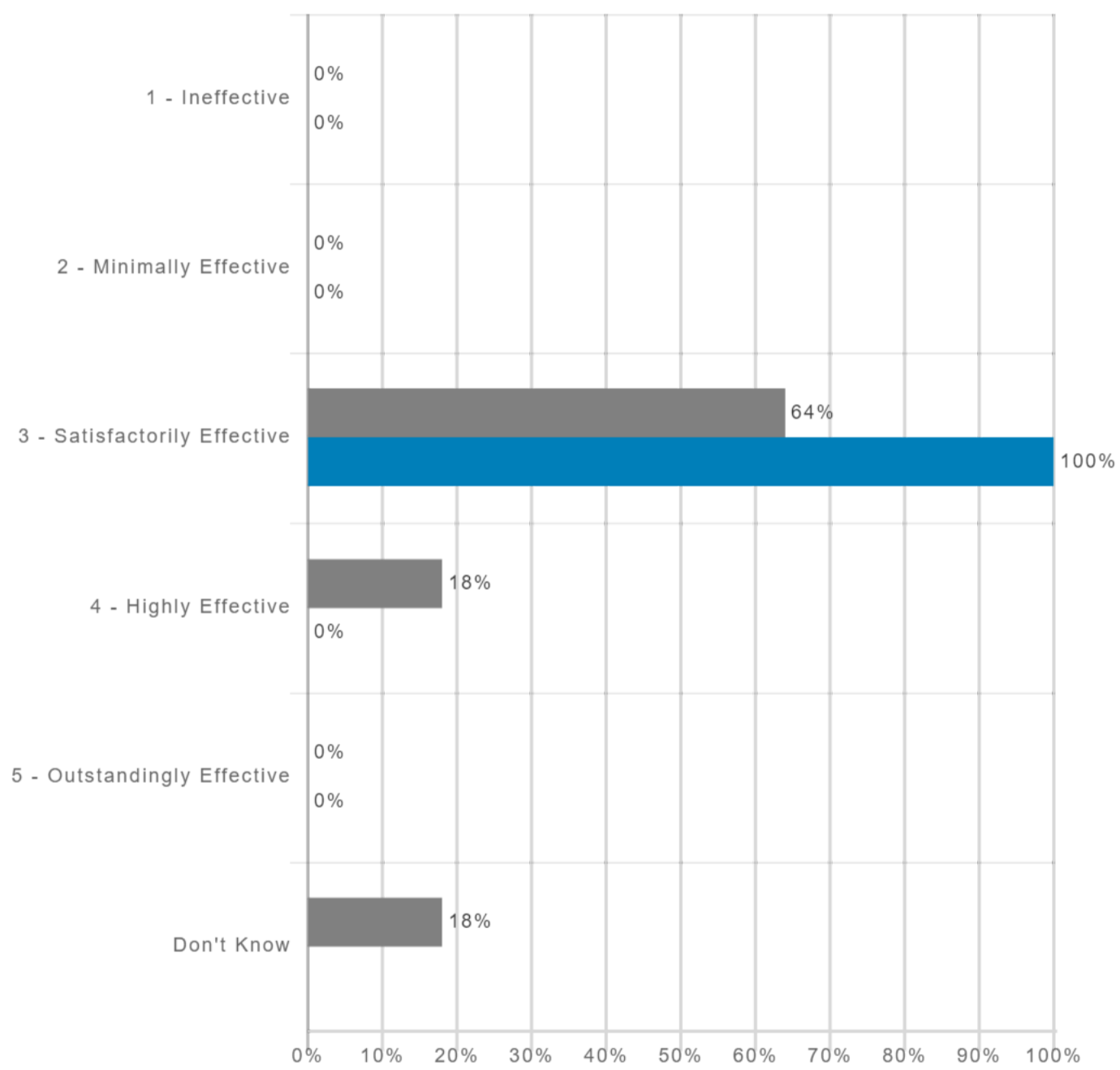
Principal

Teacher



advocates for social services needed by students and families.

- Supervisor
- Principal
- Teacher

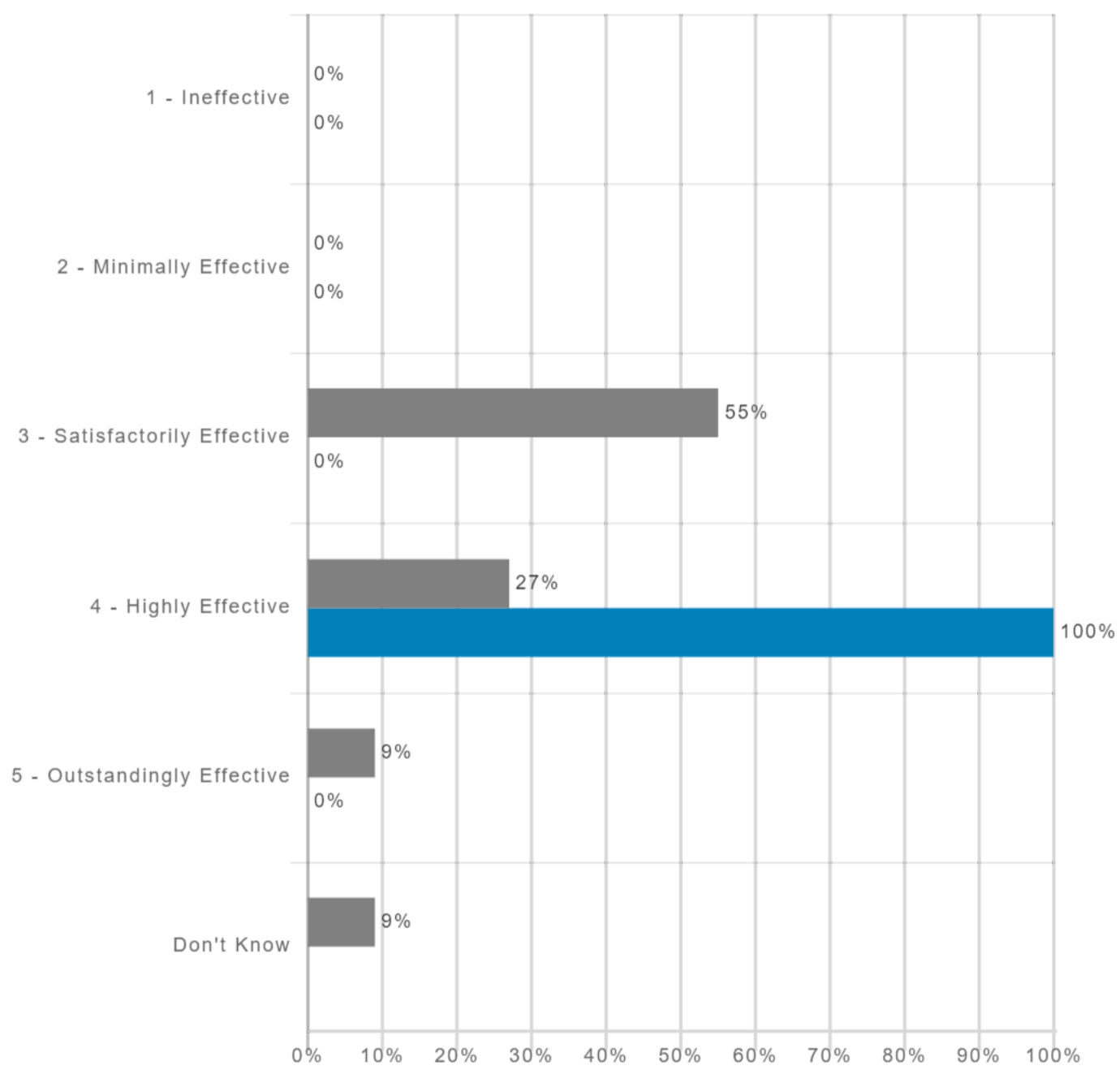


listens to families regarding the social and academic learning of their children.

Supervisor

Principal

Teacher

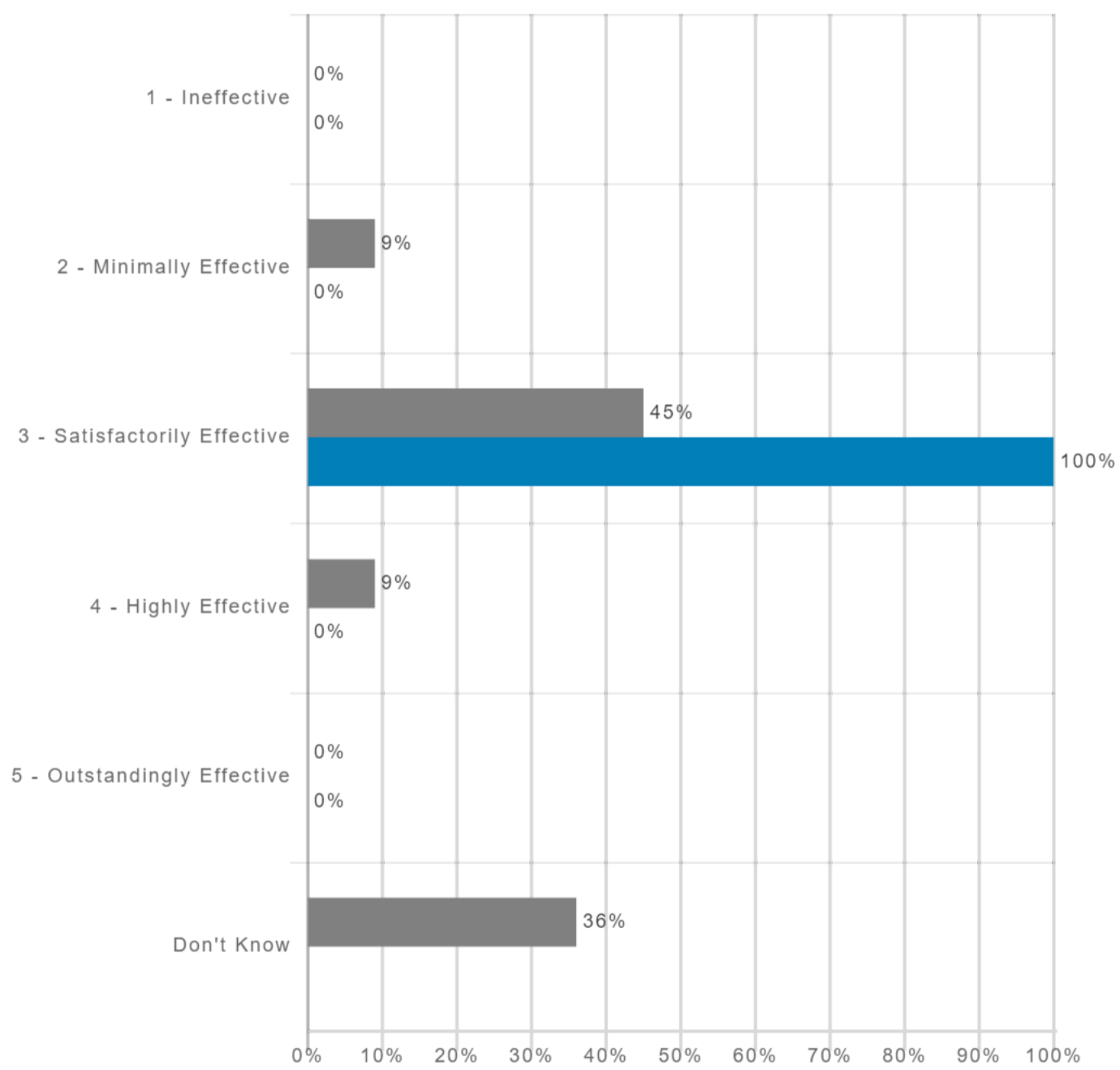


evaluates the effectiveness of its partnerships with the community in advancing academic and social

Supervisor

Principal

Teacher



# Survey School Summary Report All Marblehead Charter

## School List

Summary ▾

## Survey Period

20-21-Spring Administration (Marblehead) ▾

Reports Home

Reports List ▾

### Question 1/12

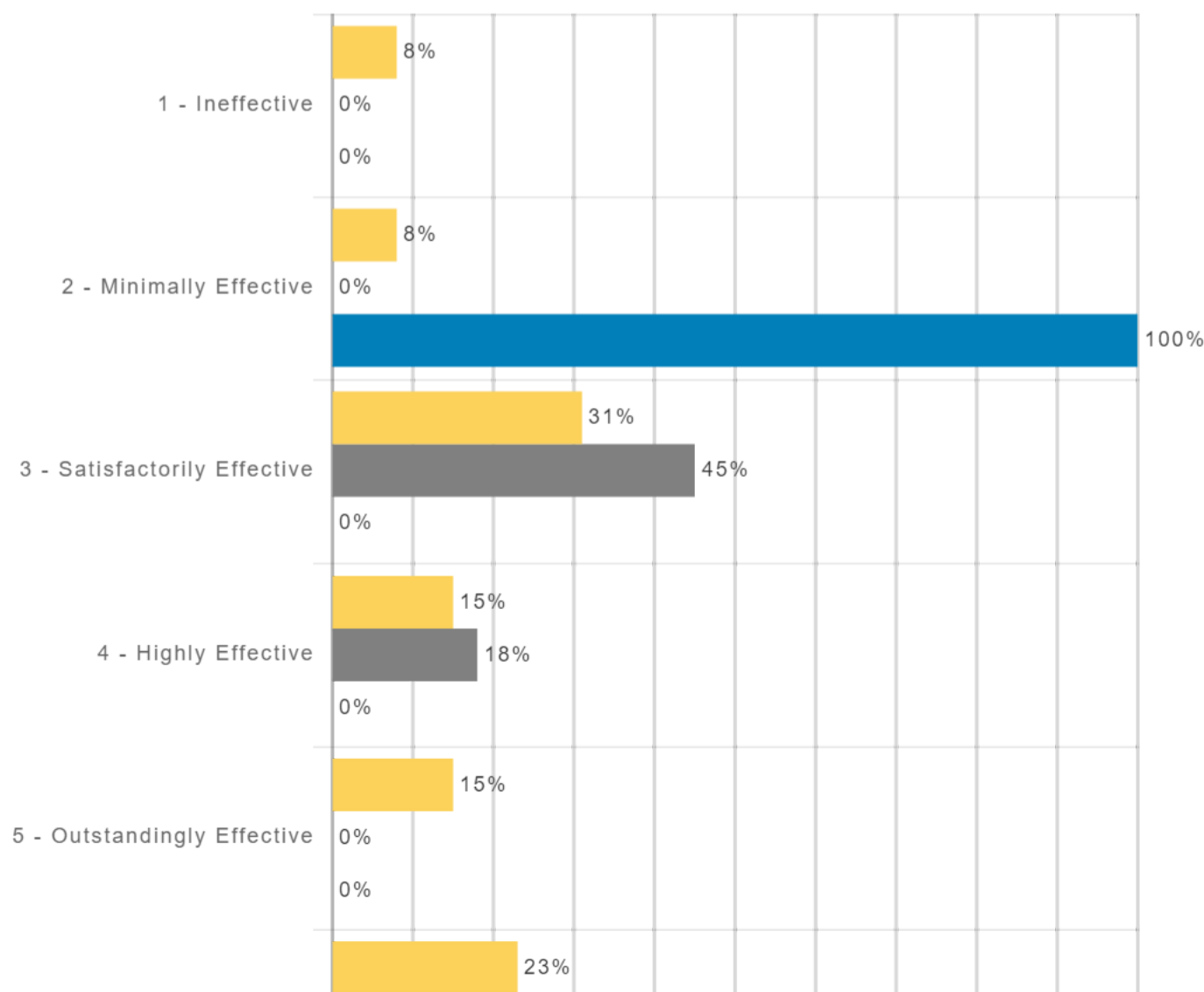
[View Question by Question](#)

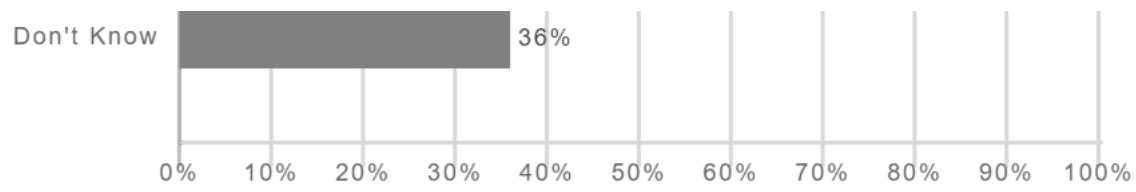
develops a plan that holds teachers accountable for having positive relationships with students.

Supervisor

Principal

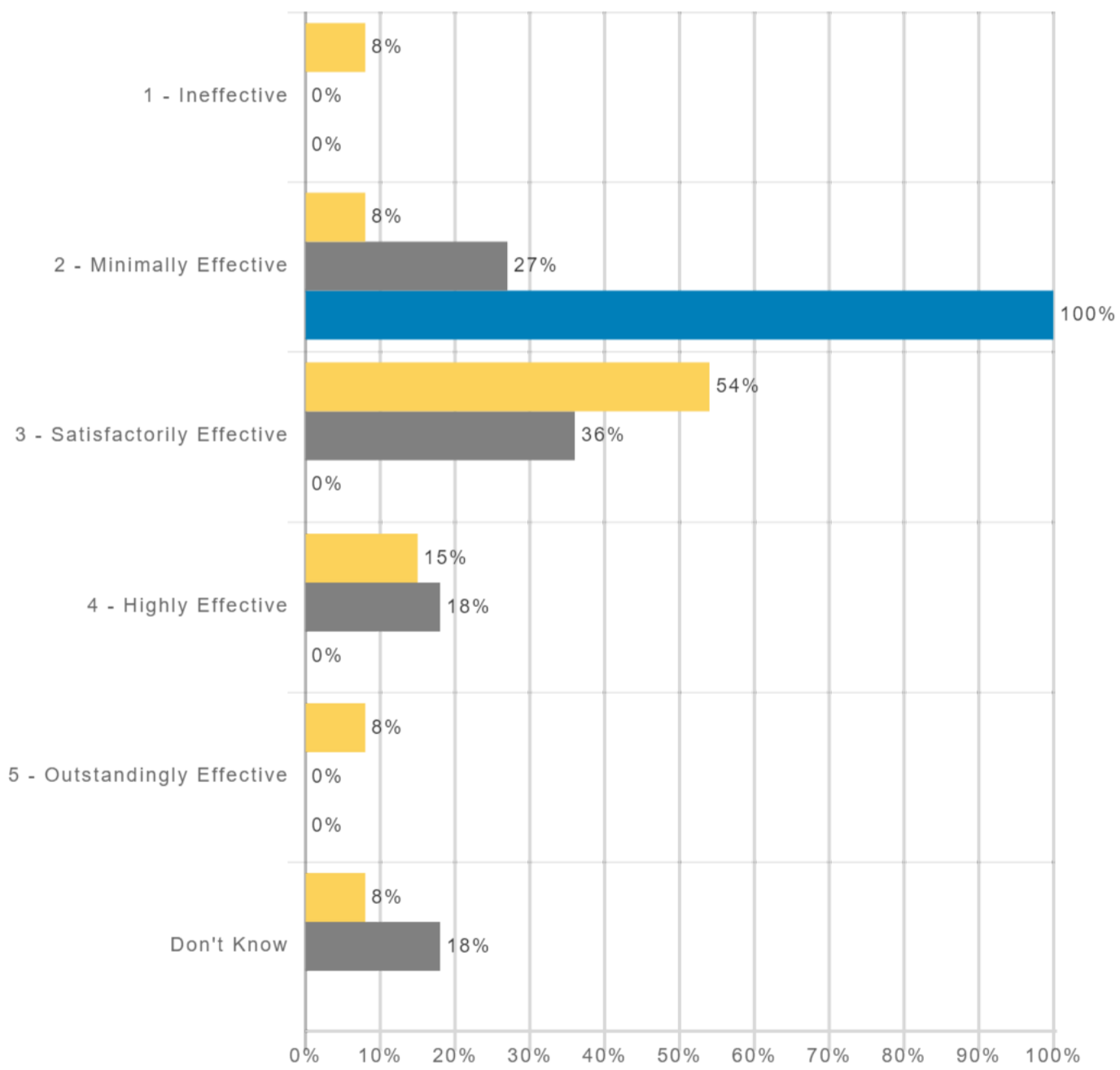
Teacher





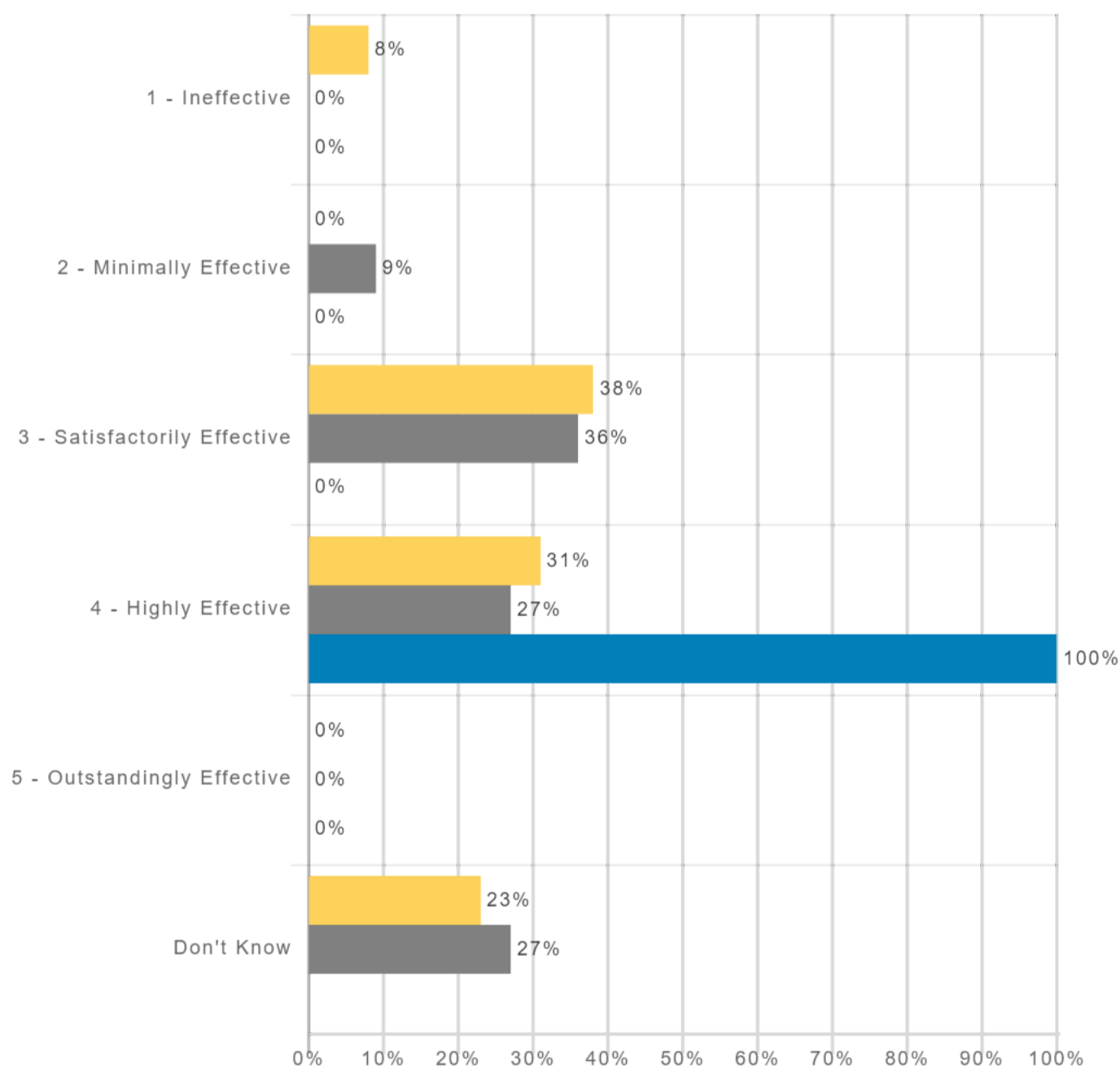
implements programs and practices to hold faculty accountable to reach the highest levels of performance.

- Supervisor
- Principal
- Teacher



provides expertise to make decisions about holding students accountable for their learning.

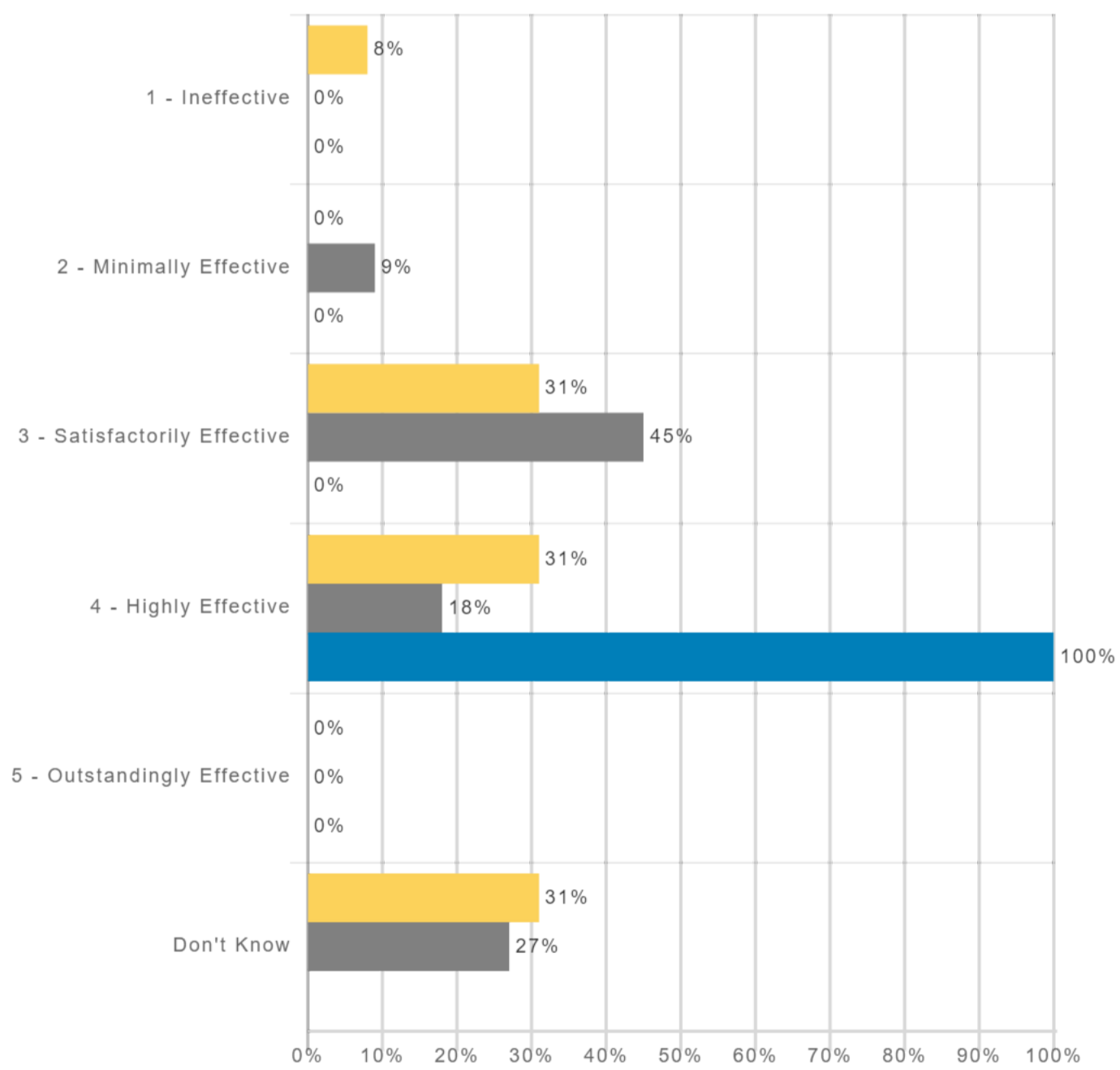
- Supervisor
- Principal
- Teacher



advocates for shared accountability by faculty for student academic and social learning.

- Supervisor
- Principal
- Teacher



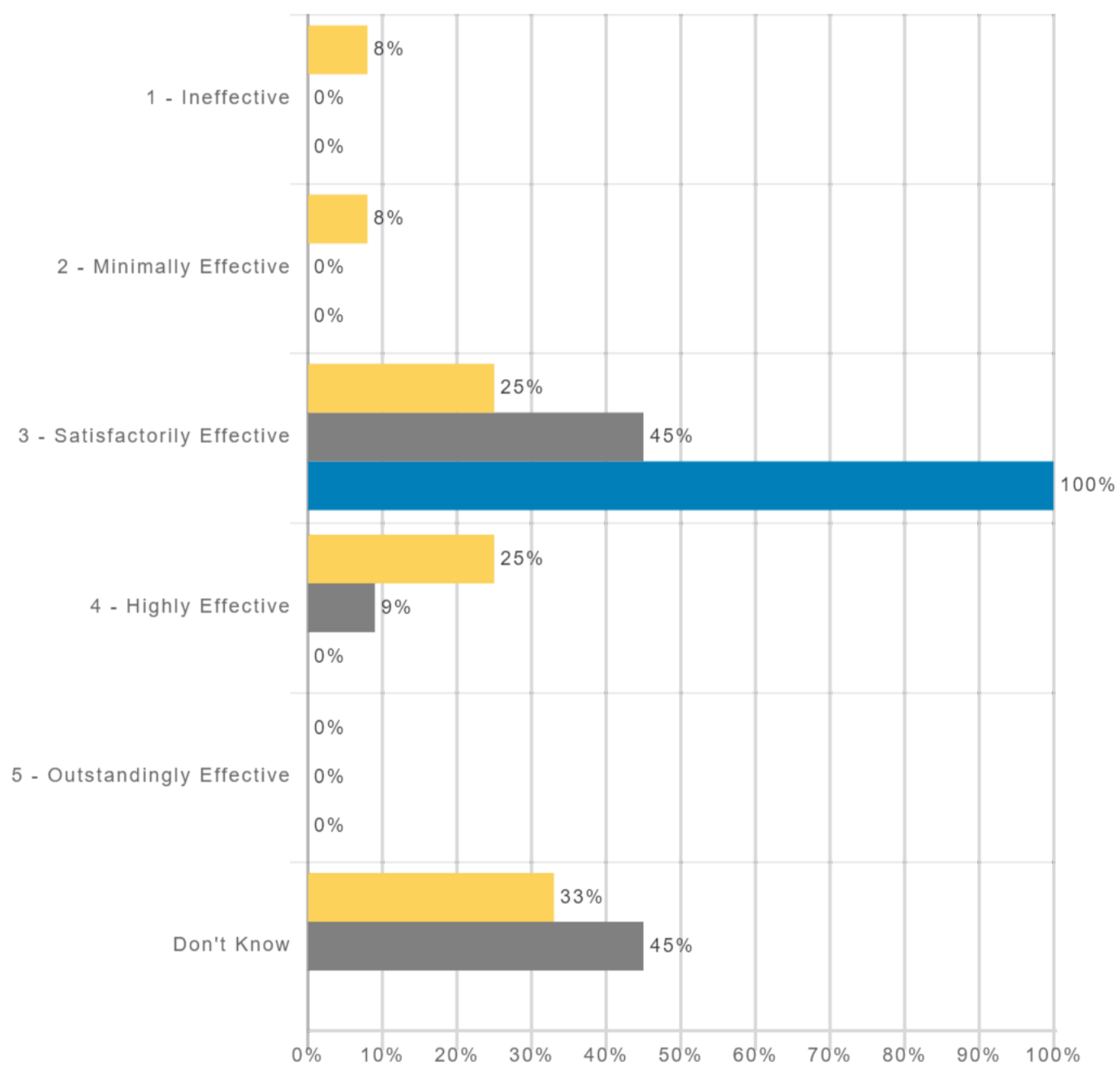


communicates to families the purpose and nature of its accountability programs.

Supervisor

Principal

Teacher

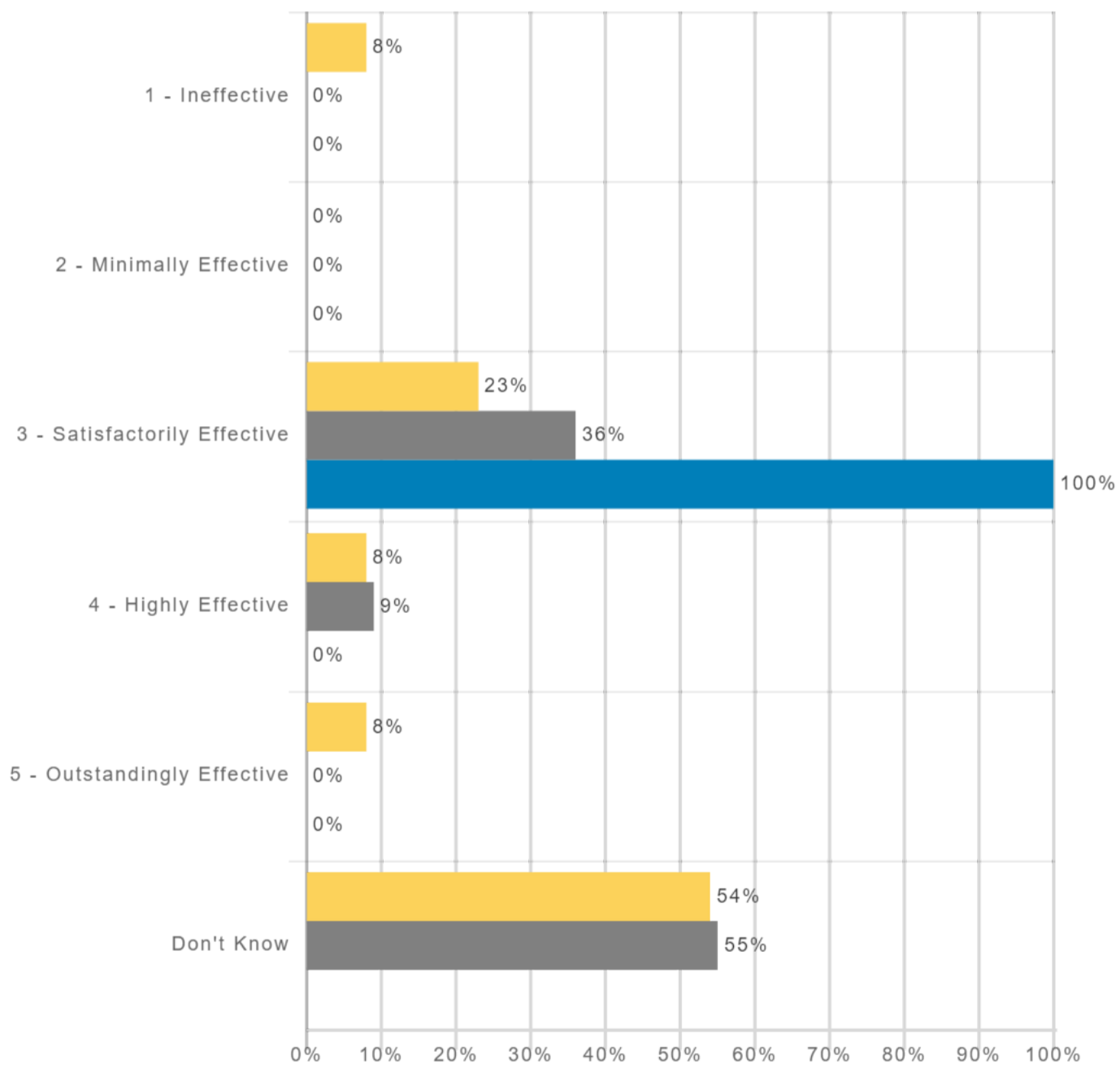


analyzes the influence of student accountability on achieving high standards of academic learning.

Supervisor

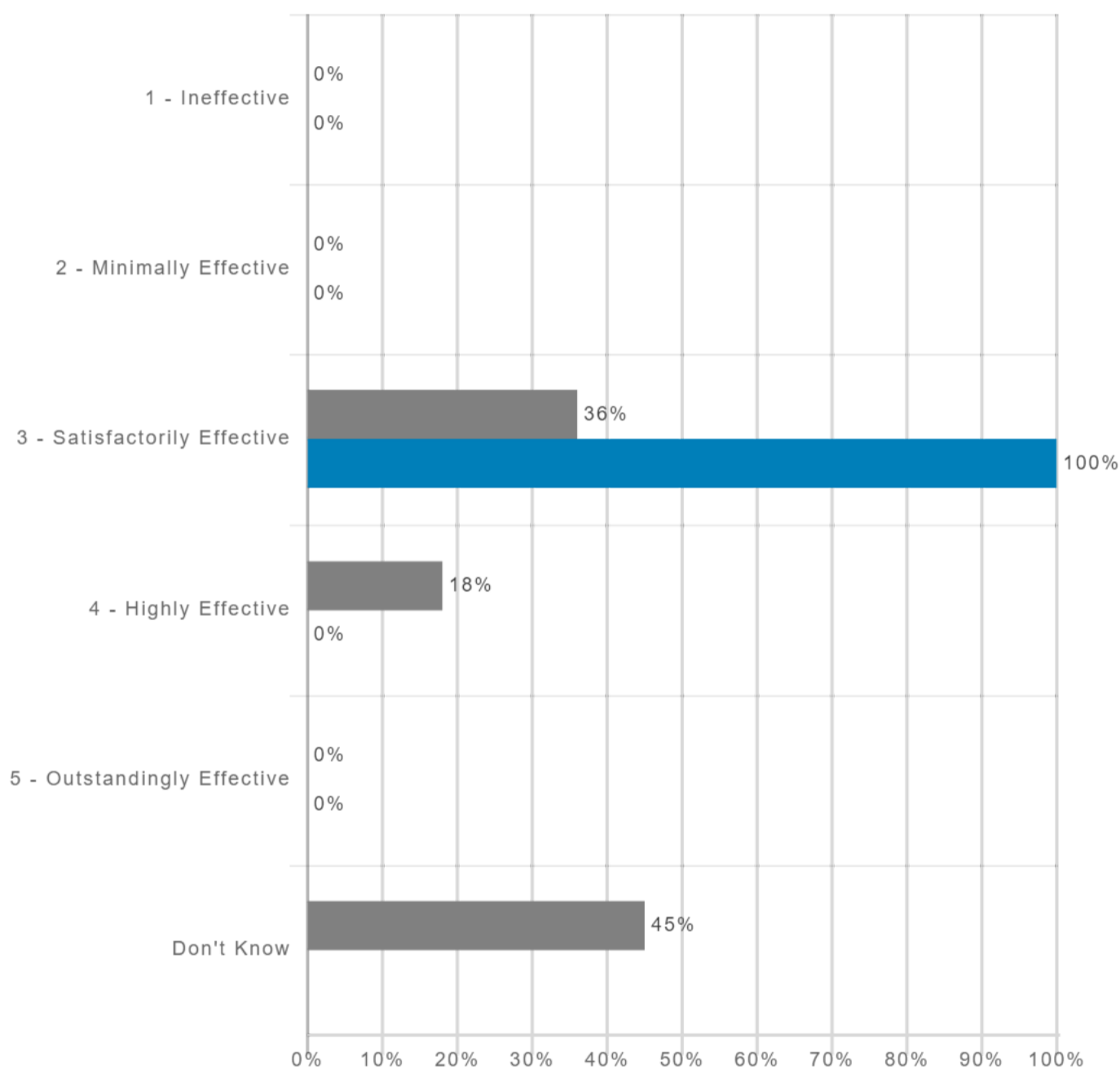
Principal

Teacher



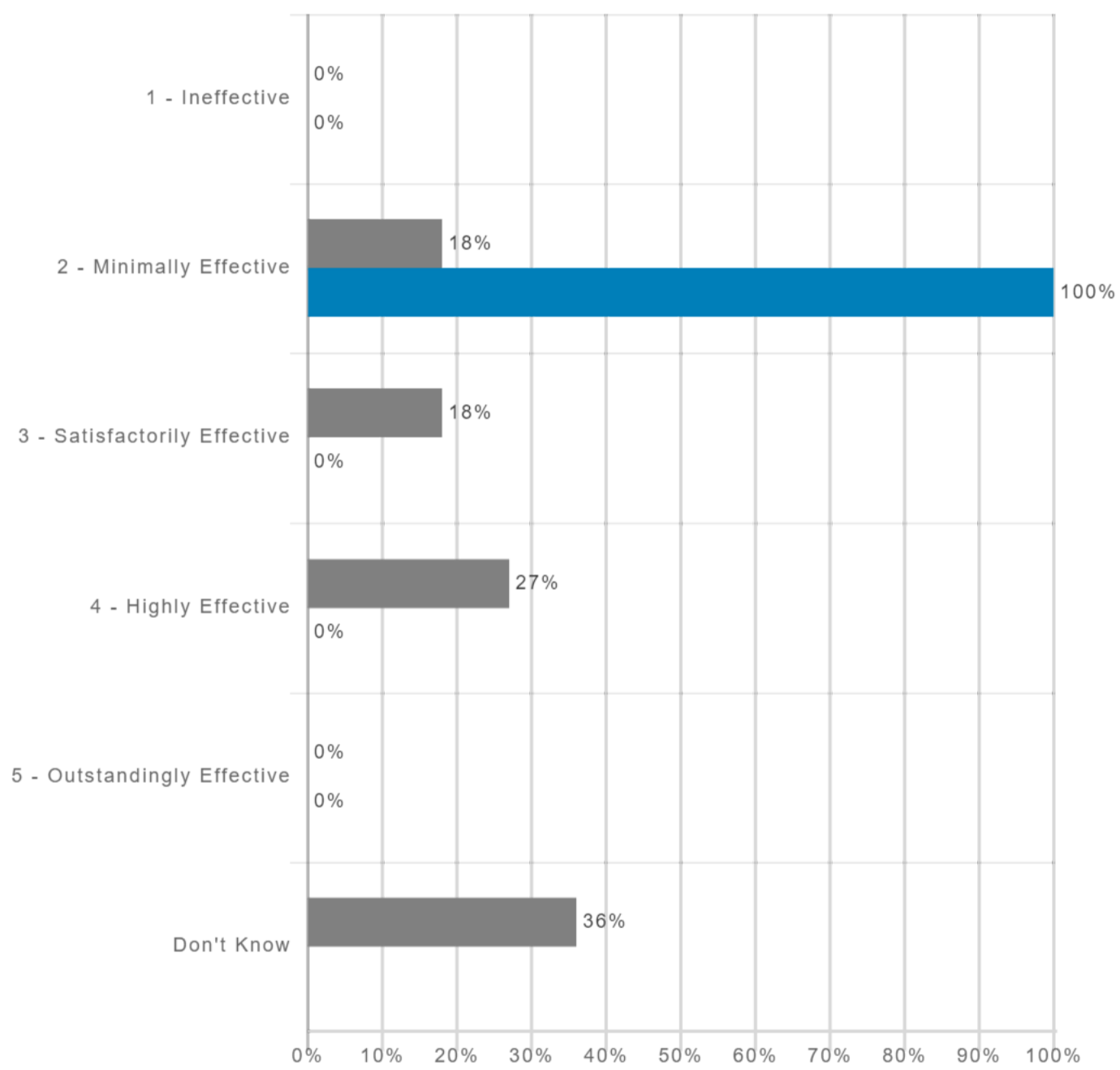
plans data collection to hold students accountable for academic and social learning.

- Supervisor
- Principal
- Teacher



implements programs and practices that hold the school accountable to families for the learning of their children.

- Supervisor
- Principal
- Teacher

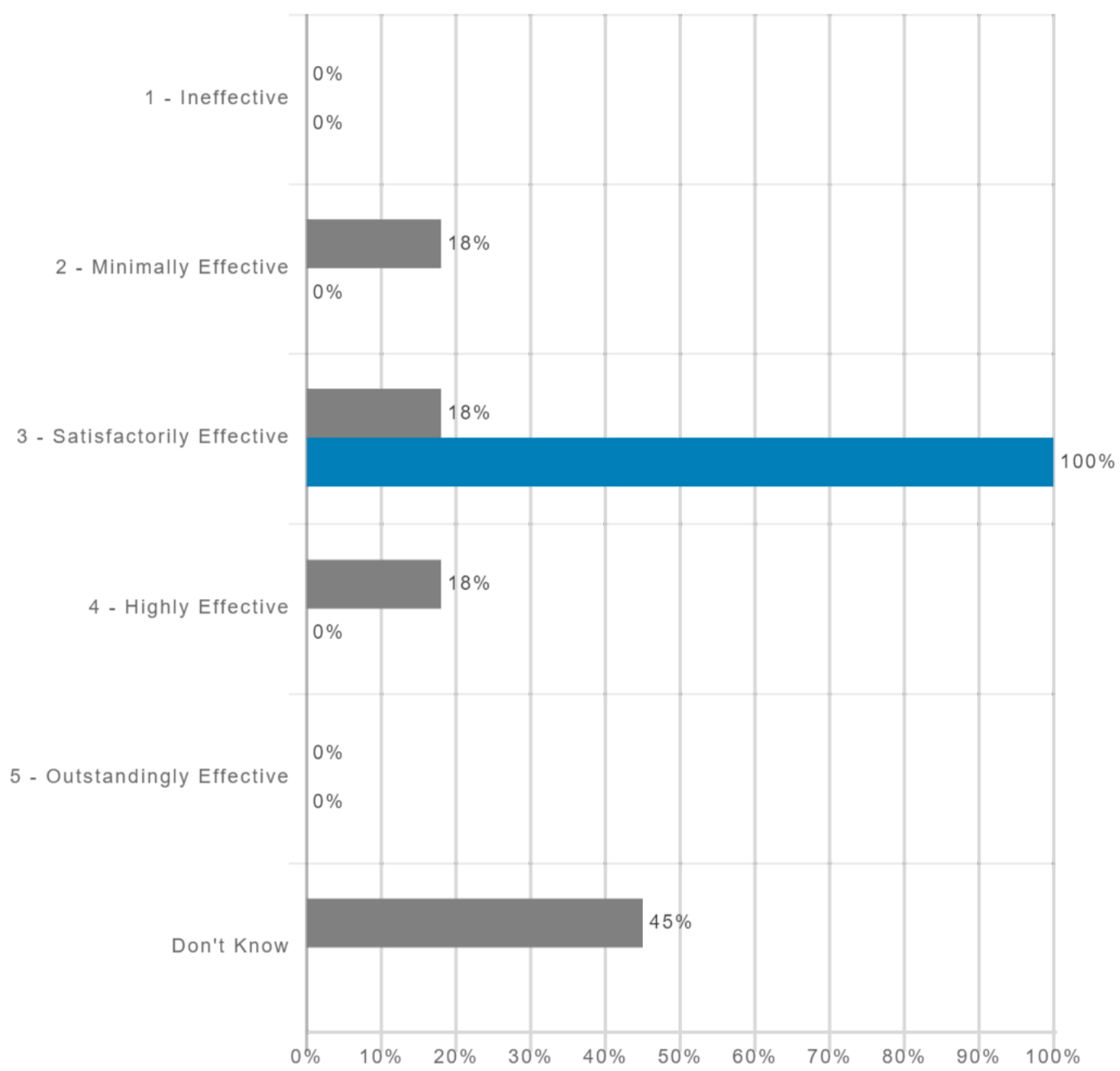


provides procedures that hold students accountable for their learning.

Supervisor

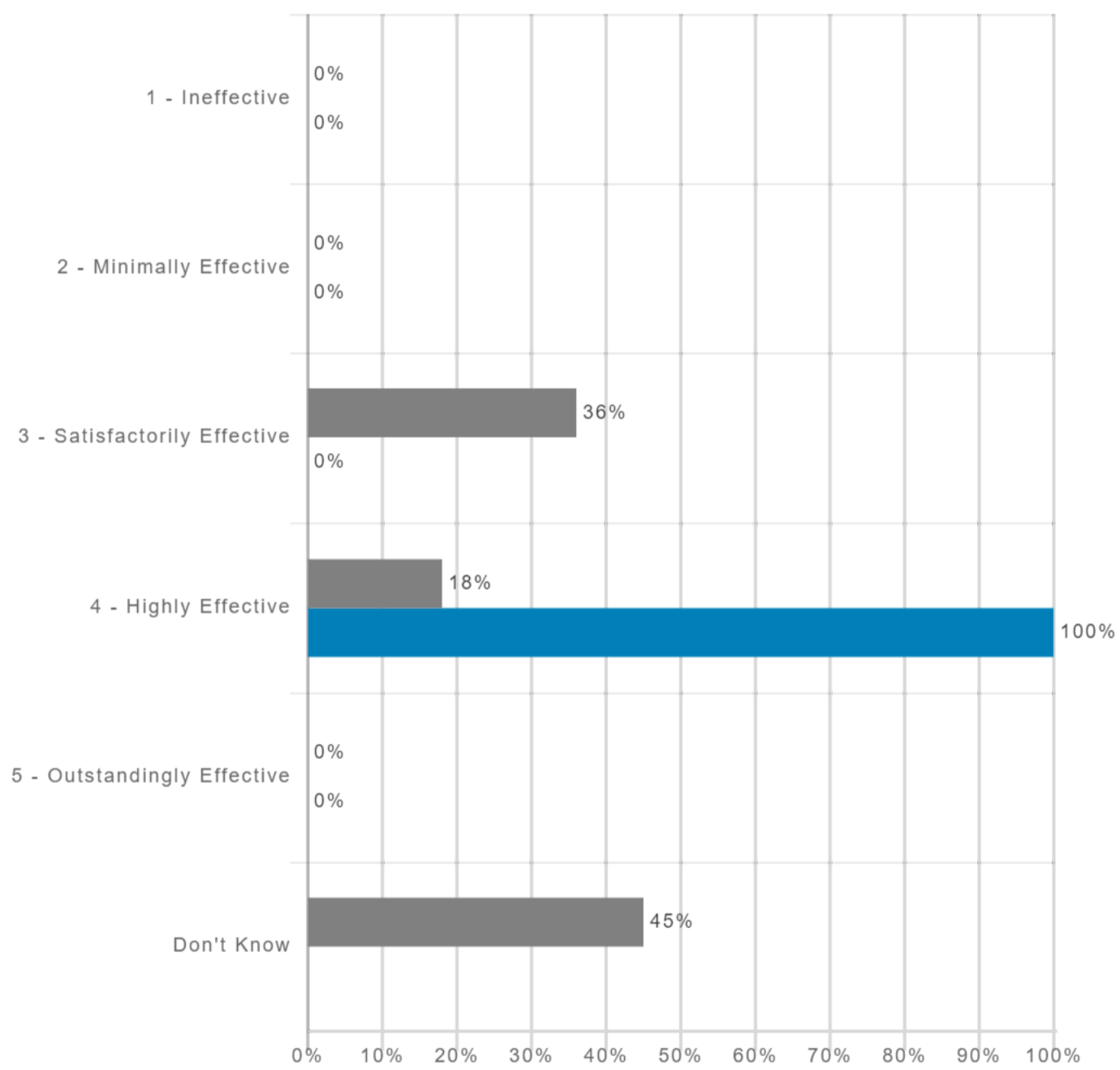
Principal

Teacher



promotes an accountability system that represents the diverse views of families and the community.

- Supervisor
- Principal
- Teacher

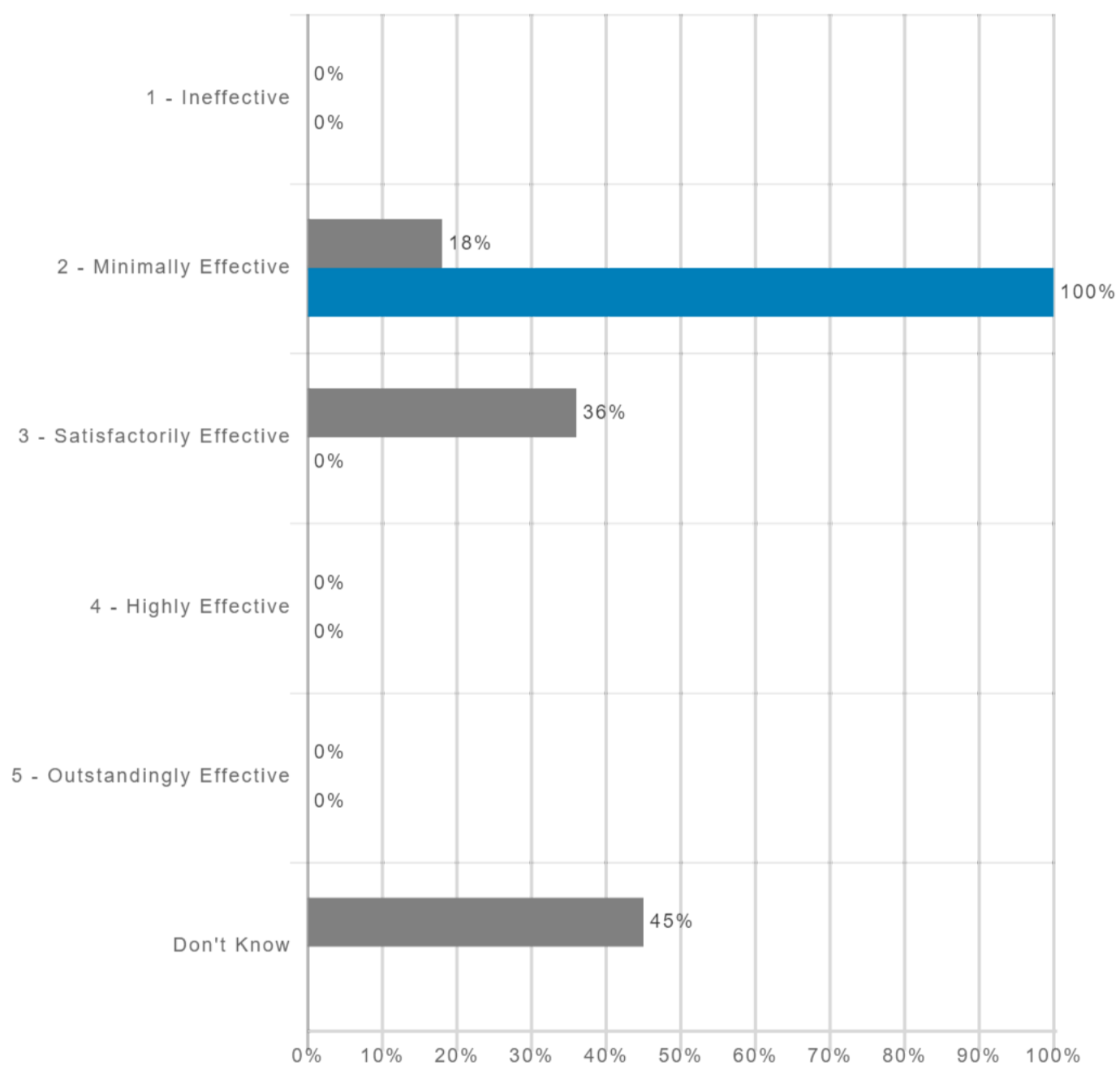


communicates with faculty the purpose and nature of its accountability programs.

Supervisor

Principal

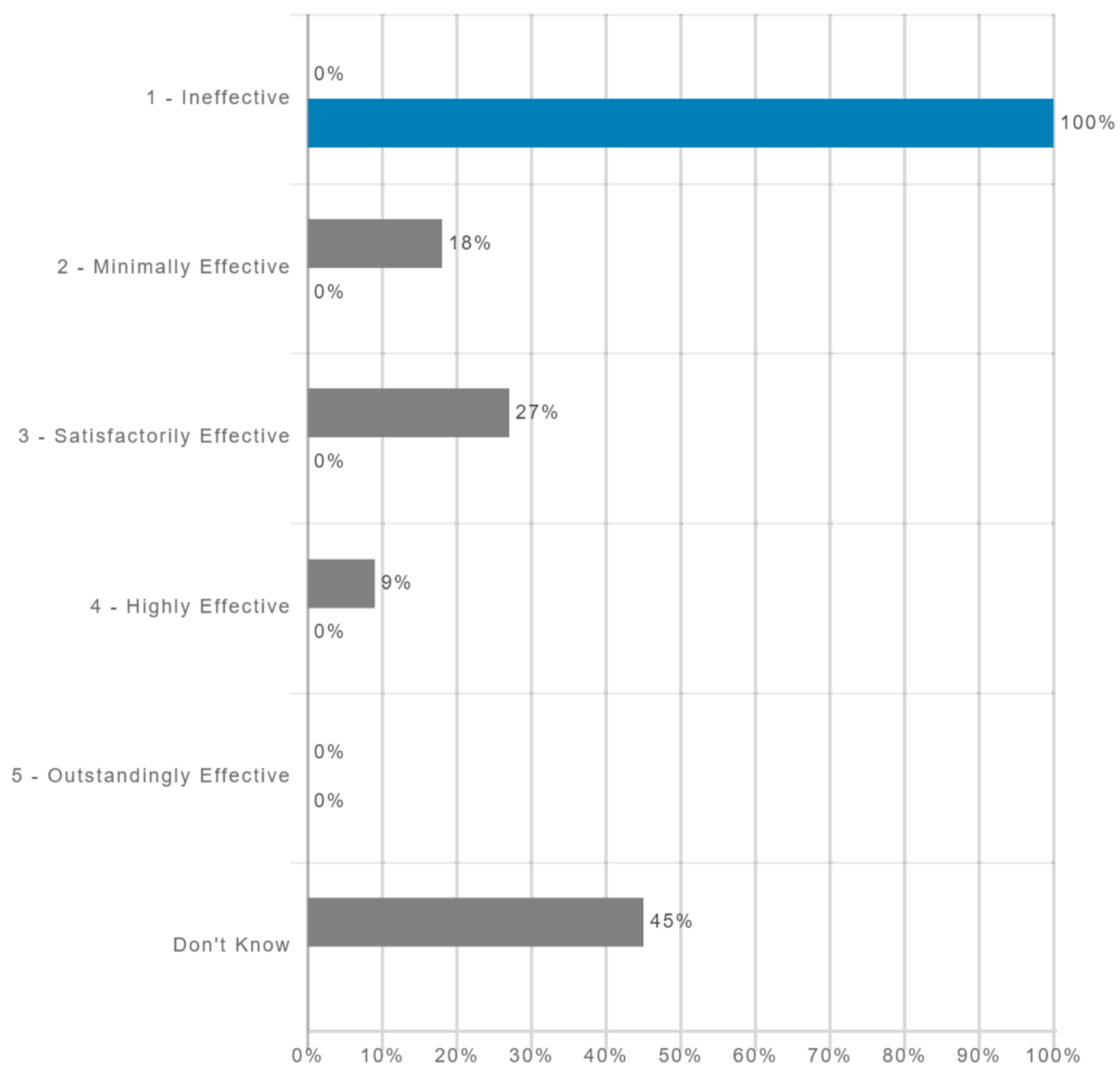
Teacher



analyzes the influence of faculty evaluations on student learning.

- Supervisor
- Principal
- Teacher

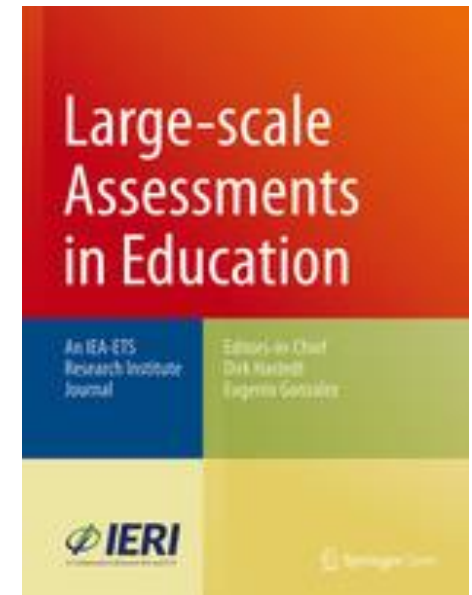
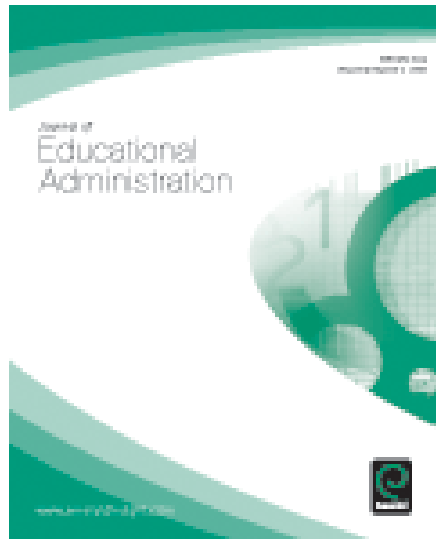
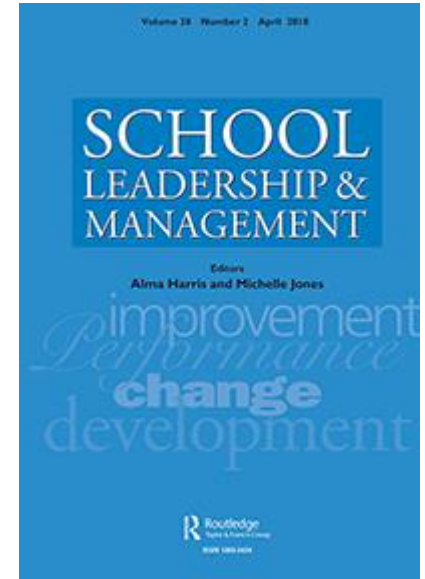
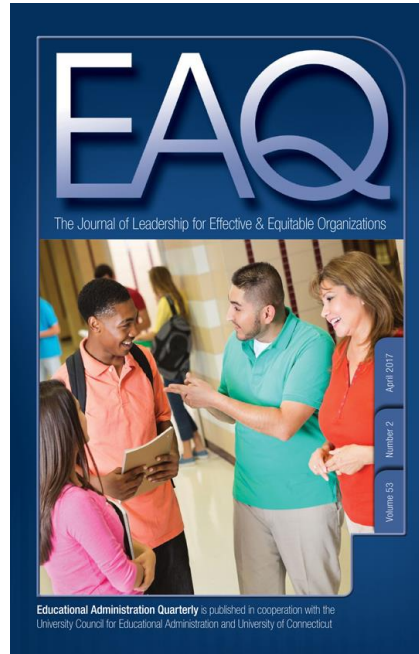




# 2021 Personnel Committee

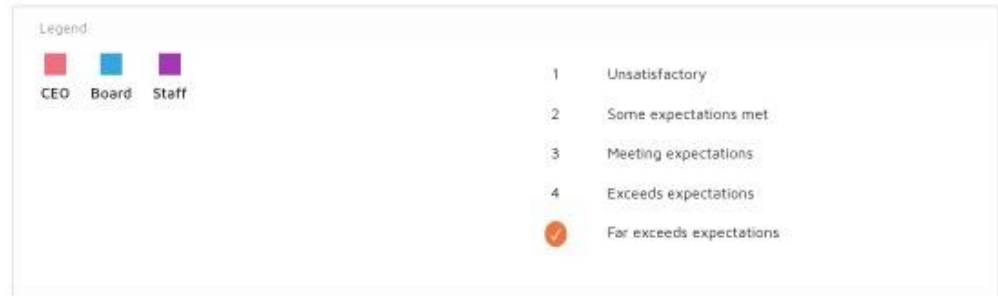
## Surveys

Board on Track (CEO Evaluation)  
Val-Ed (Leadership in Education)



# Board on Track Survey

## Summary



**Demonstrating Integrity**



**Cultivating a Culture of Excellence**



**Driving Academic Excellence/Student Performance**



**Leading the Educational Program**



**Developing and Leading Staff**

# BOT survey

The staff members' happiness and morale

Their perceptions of the school as a workplace and community

The effectiveness of investments the school has made in professional development or staff time and attention

# Ranking

## 53 Questions on 13 topics

Overall Leadership and Performance

Partnering with the Board

Actively Promoting the Organization and Ensuring Adequate Resources

Building and Maintaining Family Satisfaction

Cultivating a Culture of Excellence

Demonstrating Integrity

Developing and Leading Staff

Driving Academic Excellence/Student Performance

Engaging the Community

Ensuring Adequate Facilities

Leading the Educational Program

Managing Financial Performance

Managing Organizational Compliance and Administration

Overall Leadership and Performance

Partnering with the Board

# Ranking

53 Questions on 13 topics

- 1 — Unsatisfactory
- 2 — Some expectations met
- 3 — Meeting expectations
- 4 — Exceeds expectations
- 5 — Far exceeds expectations

# Ranking

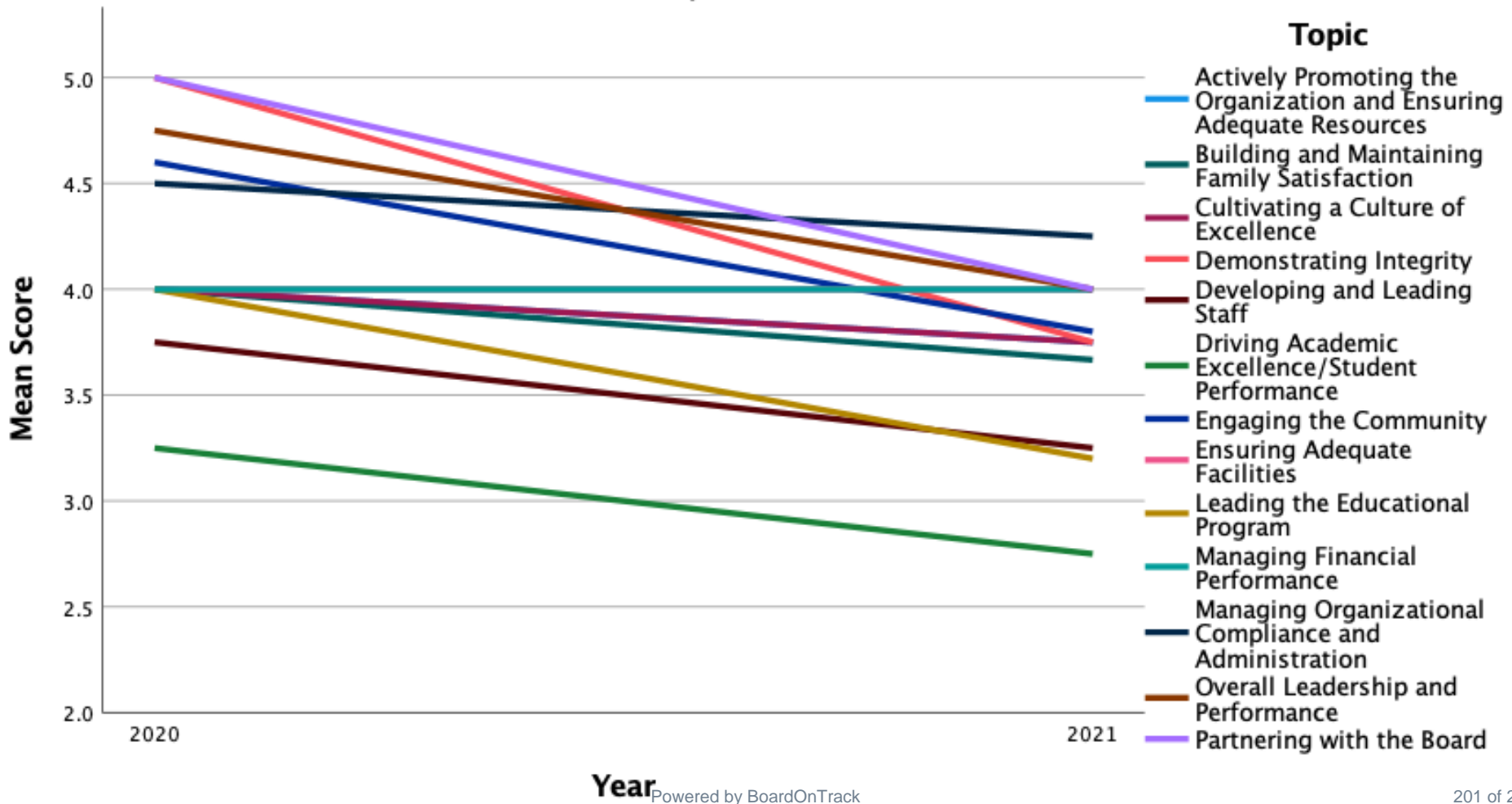
	Board			Staff	
	Respond	Mean Score		Respond	mean Score
2020	75%	4.2		75%	3.7
2021	100%	3.7		86%	3.3



# BOT: Board by topic

**Multiple Line Mean of Score by Year by Topic**

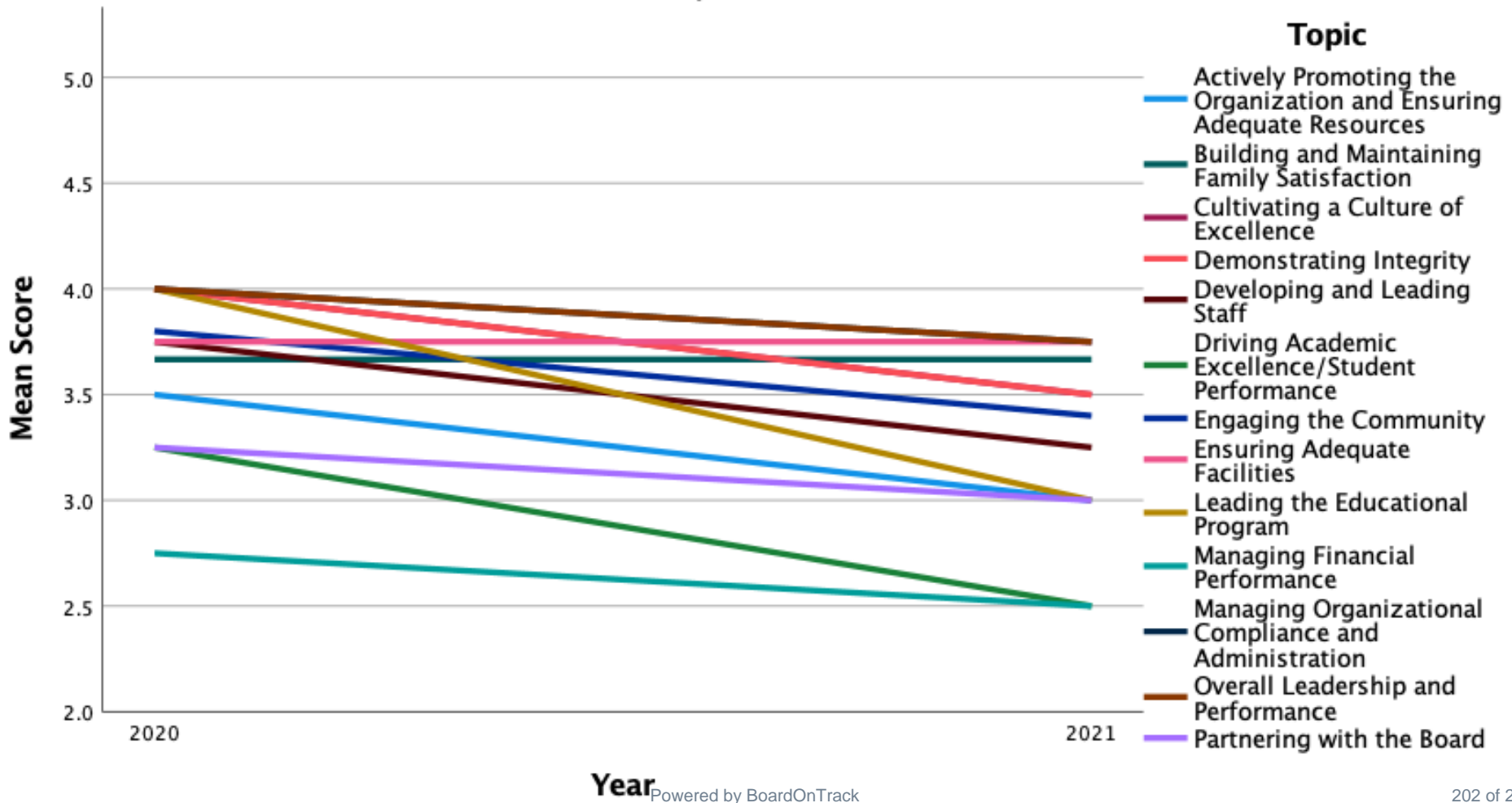
Respondent: Board



# BOT: Staff by topic

**Multiple Line Mean of Score by Year by Topic**

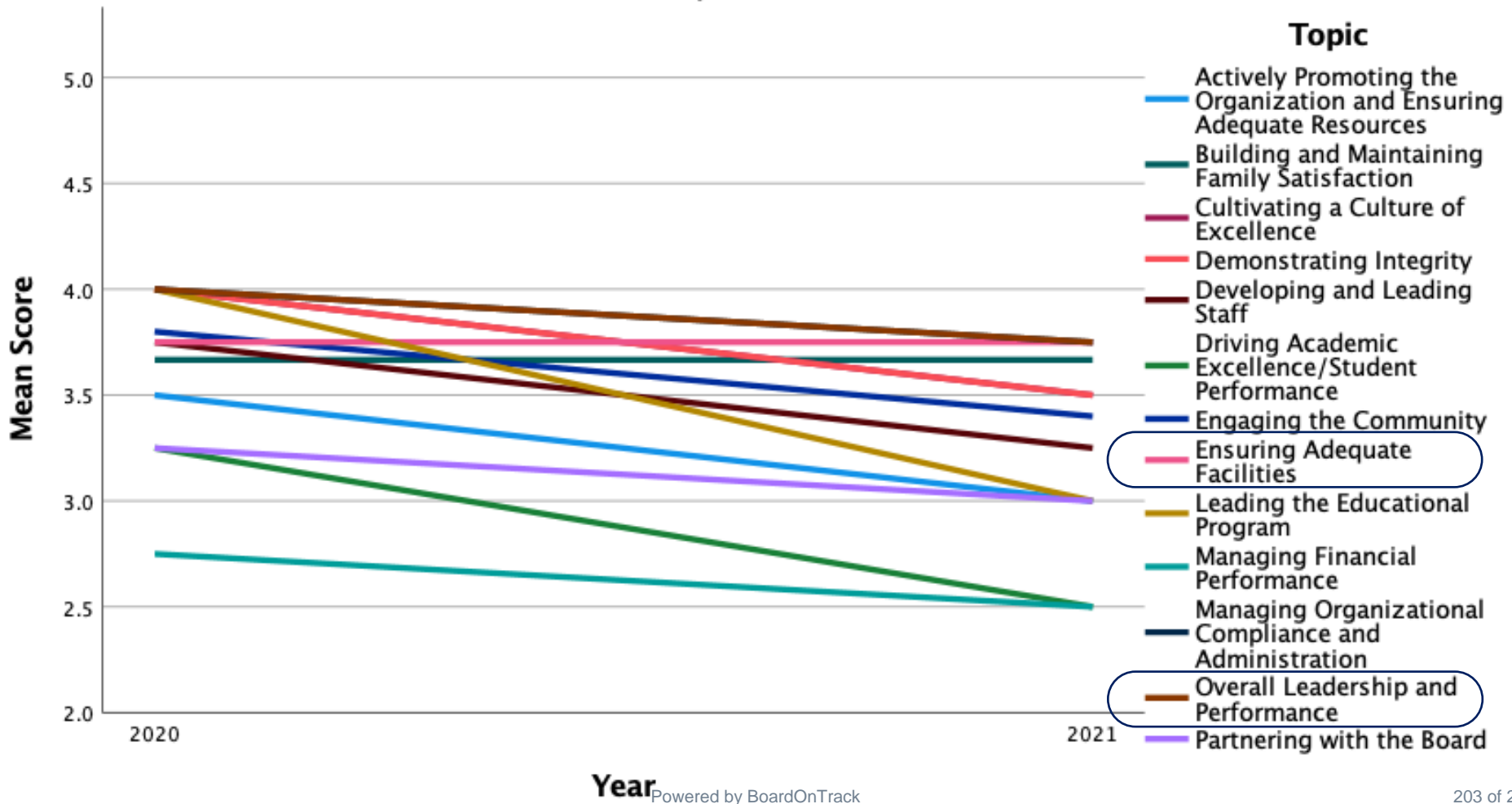
Respondent: Staff



# BOT: Staff by topic

**Multiple Line Mean of Score by Year by Topic**

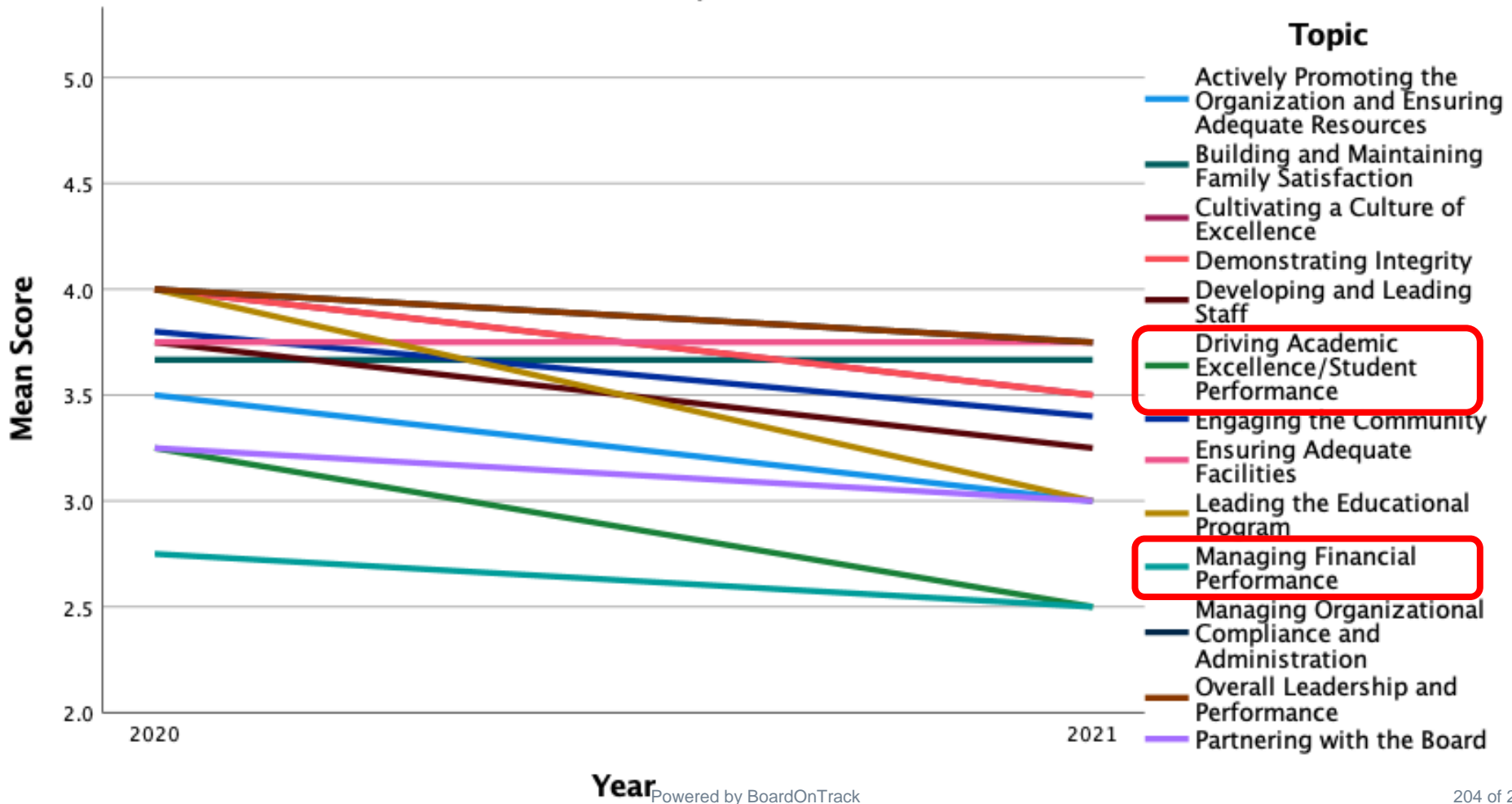
Respondent: Staff



# BOT: Staff by topic

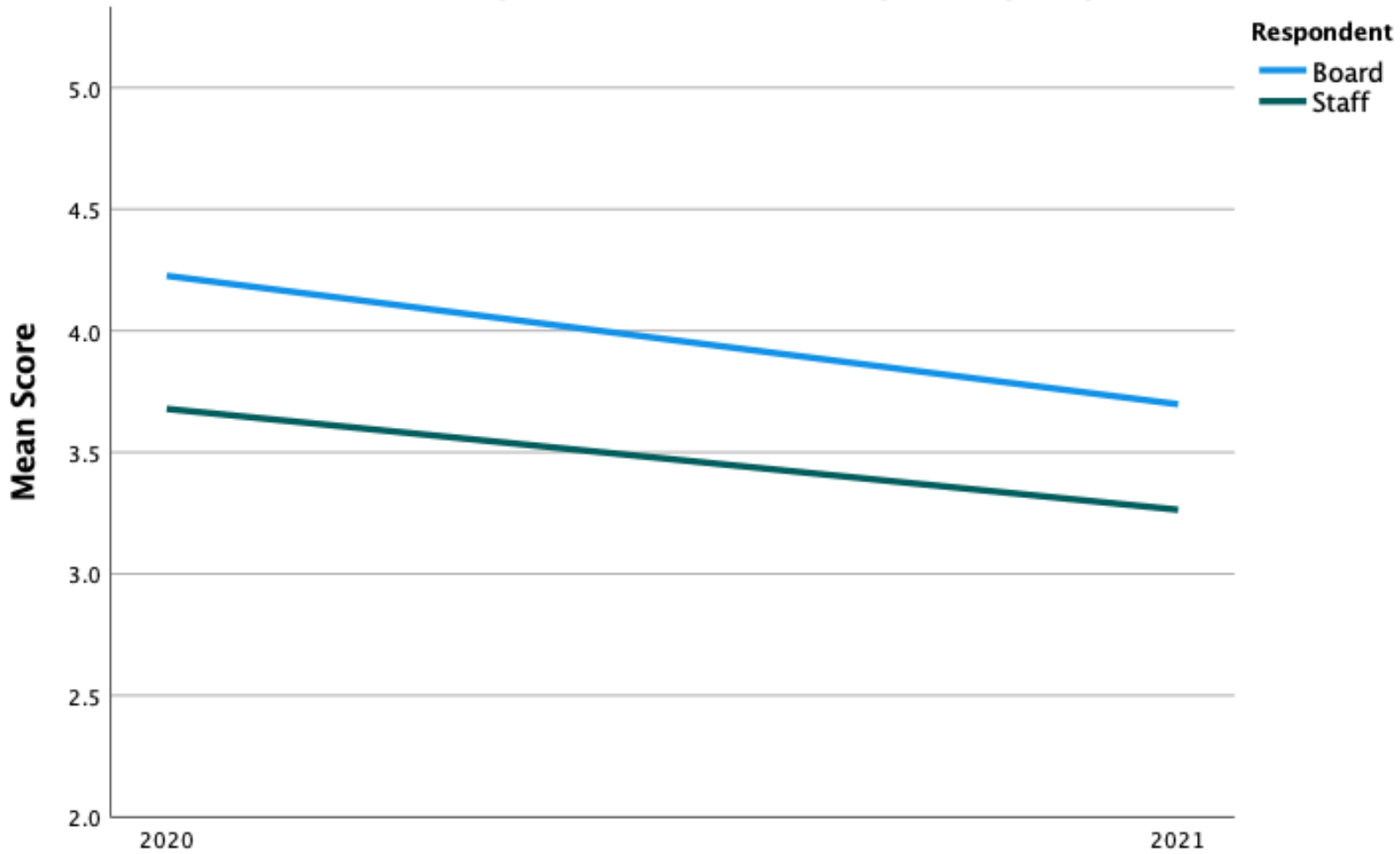
**Multiple Line Mean of Score by Year by Topic**

Respondent: Staff



# BOT: Staff & Board

Multiple Line Mean of Score by Year by Respondent





# VANDERBILT ASSESSMENT of LEADERSHIP in EDUCATION

SURVEY FOR: ANTONIETTA SIMONIS at SUNT QUIDEM VOLUPTATIBUS ILLO

High Standards for Student Learning (0/6)



1 of 7

## High Standards for Student Learning (0/6)

36 Questions Remaining

### High Standards for Student Learning

Completed: 0 of 6

#### Sources of Evidence

Check Key Sources of Evidence

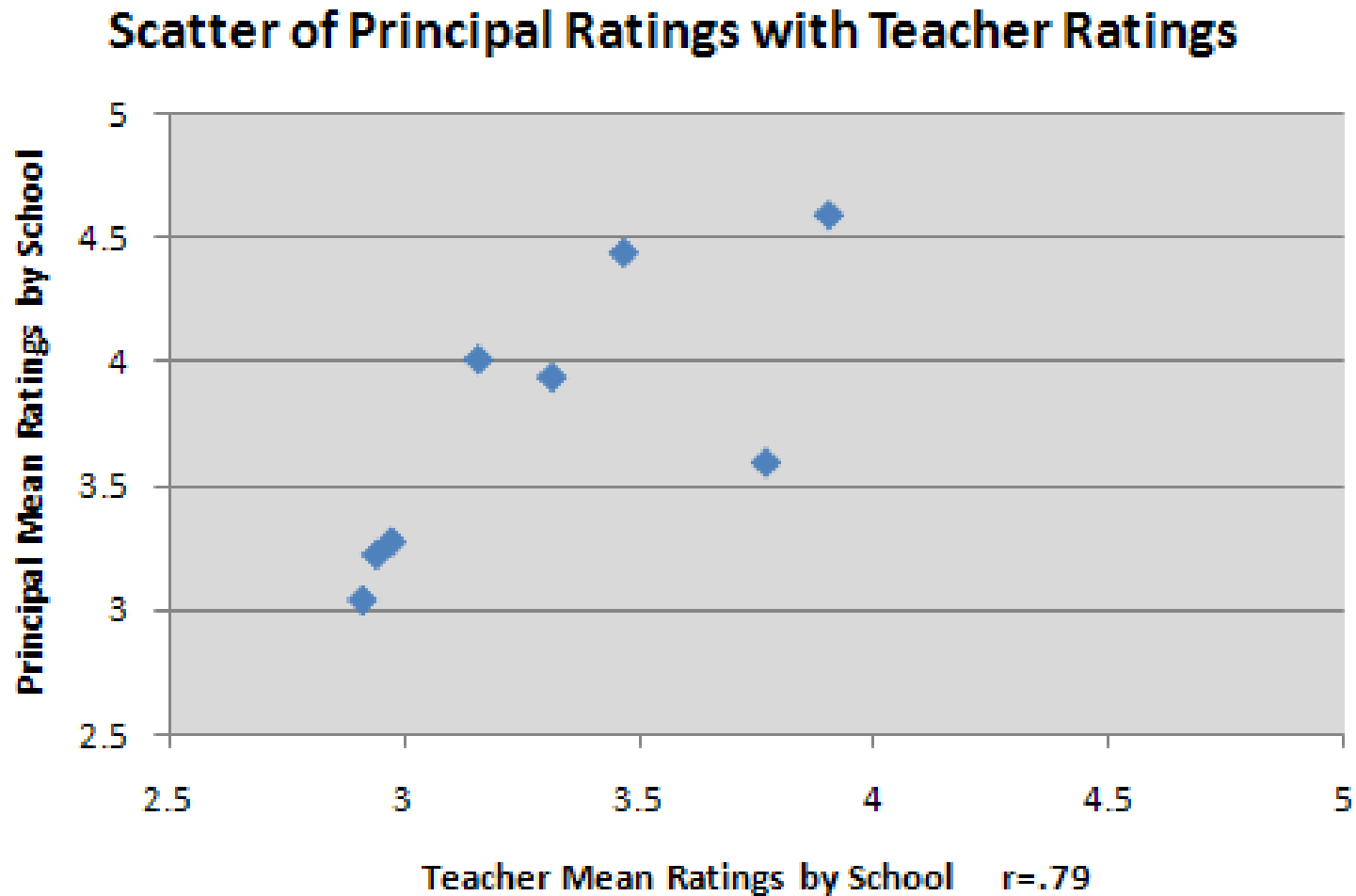
#### Effectiveness Rating

Choose one to indicate level of effectiveness or check 'Don't Know'

*How effective is the principal at ensuring the school...*

	Reports From Others	Personal Observation	School Documents	School Projects or Activities	Other Sources	No Evidence	Ineffective	Minimally Effective	Satisfactorily Effective	Highly Effective	Outstandingly Effective	Don't Know	
Planning	plans targets of faculty performance that emphasize improvement in student learning.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing	creates expectations that faculty maintain high standards for student learning.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting	encourages students to successfully achieve rigorous goals for student learning.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locating	challenges low expectations for special needs students.						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# For Val-Ed HOS and teachers - mean effectiveness score



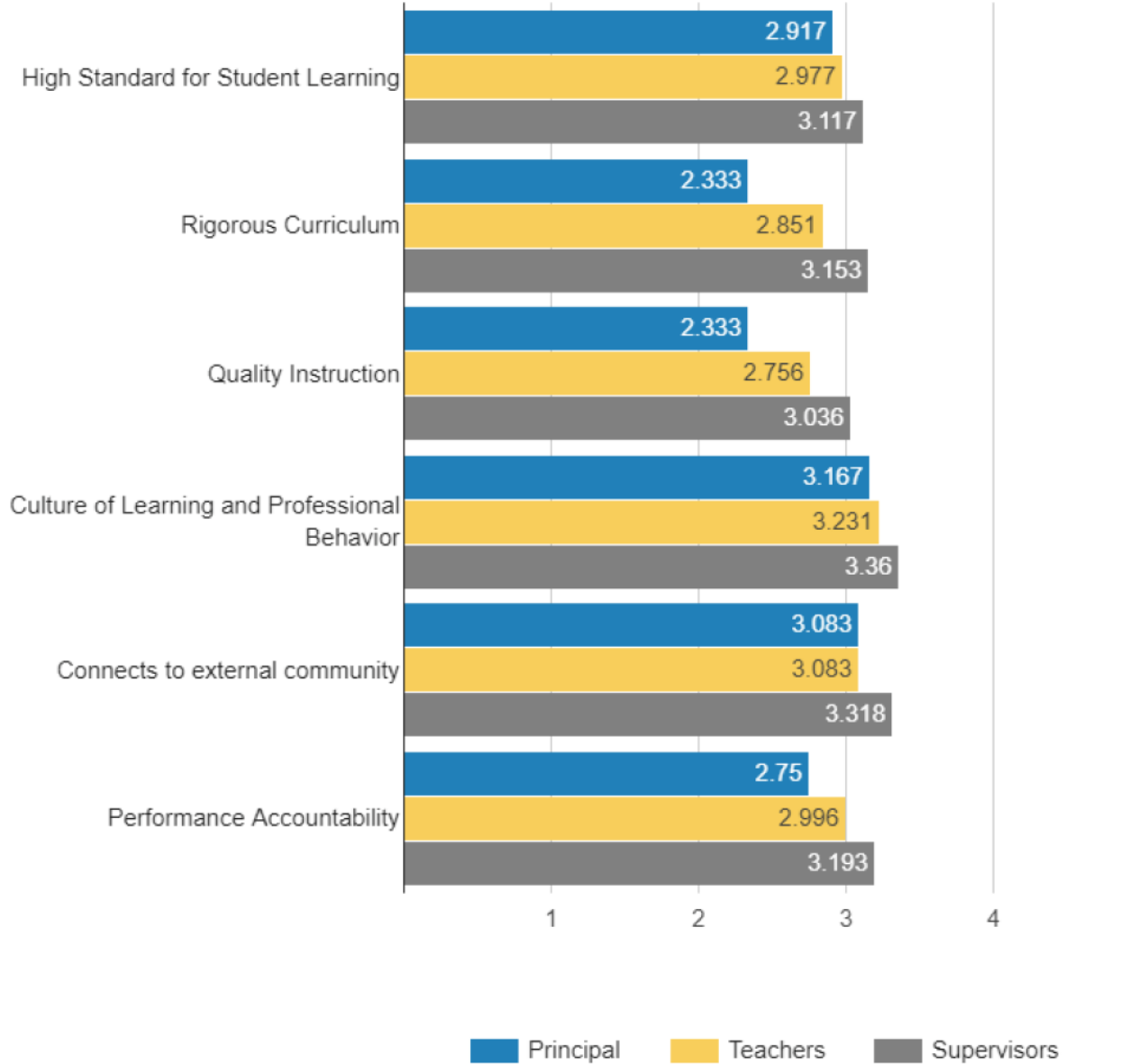
- From the Val-Ed handbook

# Response Rate

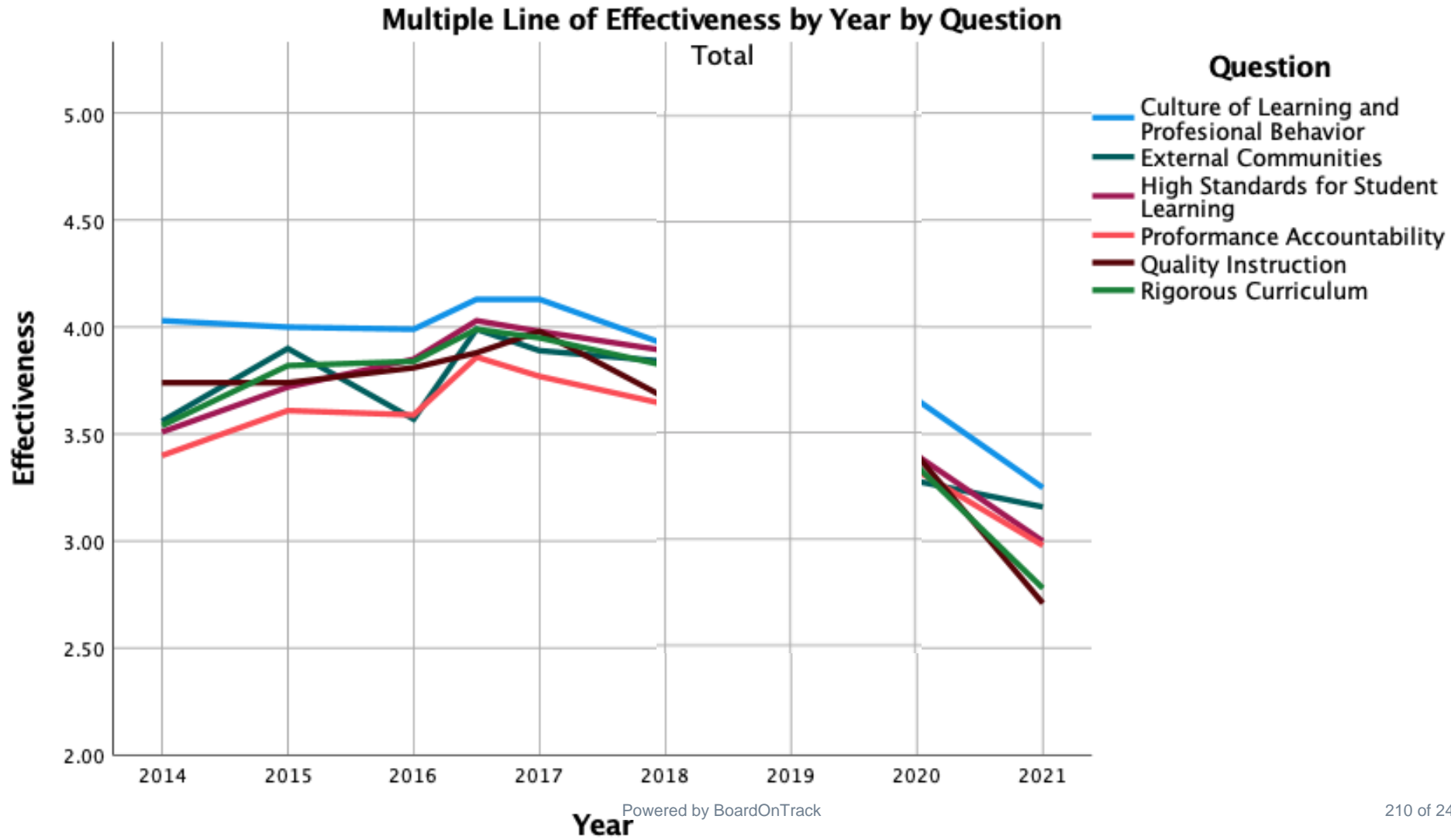
<b>Respondent Groups</b>	<b>Possible Respondents</b>	<b>Actual Respondents</b>	<b>Percent Responding</b>
<b>Principal</b>	<b>1</b>	<b>1</b>	<b>100.00</b>
<b>Teachers</b>	<b>43</b>	<b>30</b>	<b>69.77</b>
<b>Supervisors</b>	<b>12</b>	<b>11</b>	<b>91.67</b>



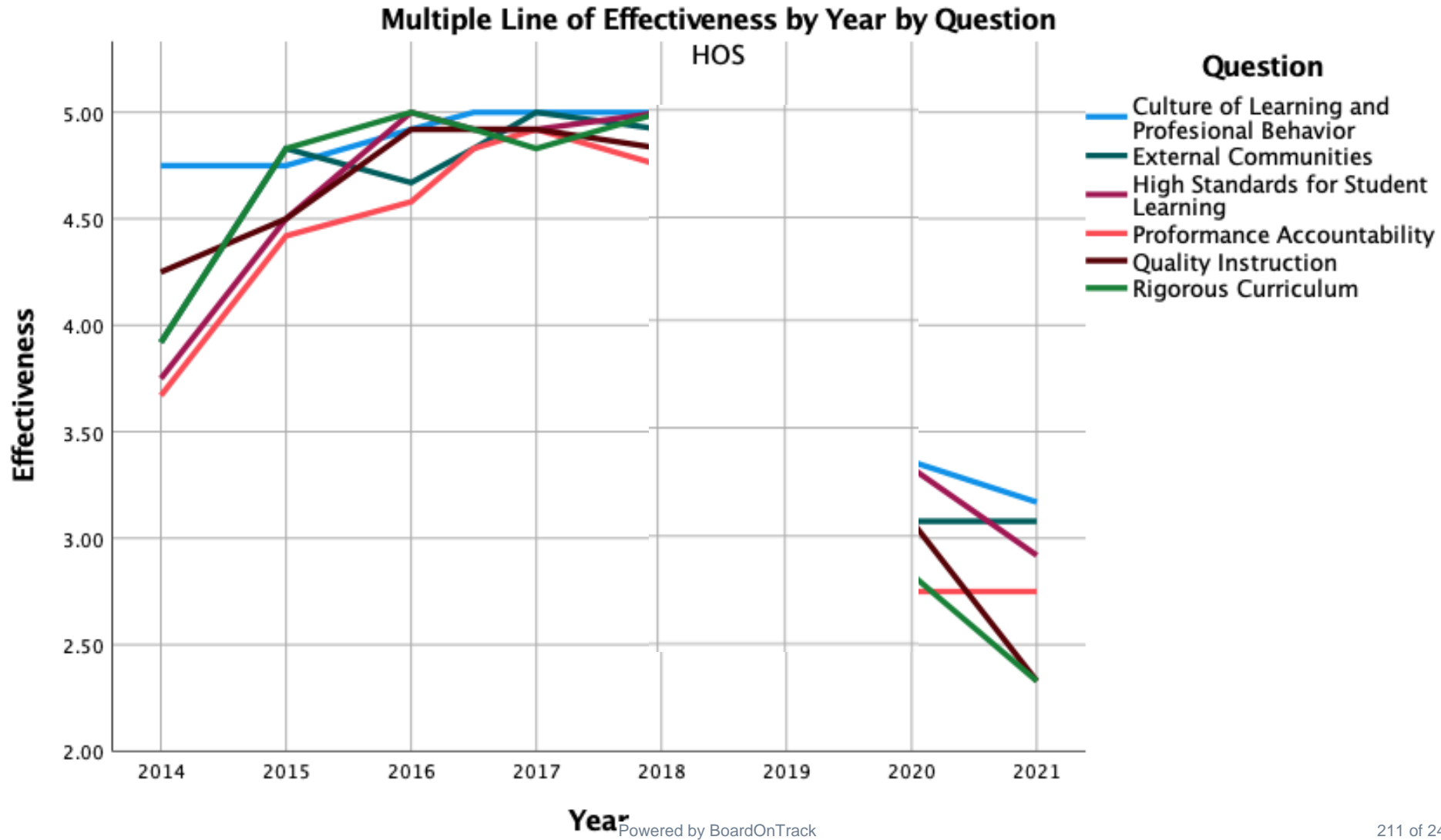
### Effectiveness Ratings Across Core Components



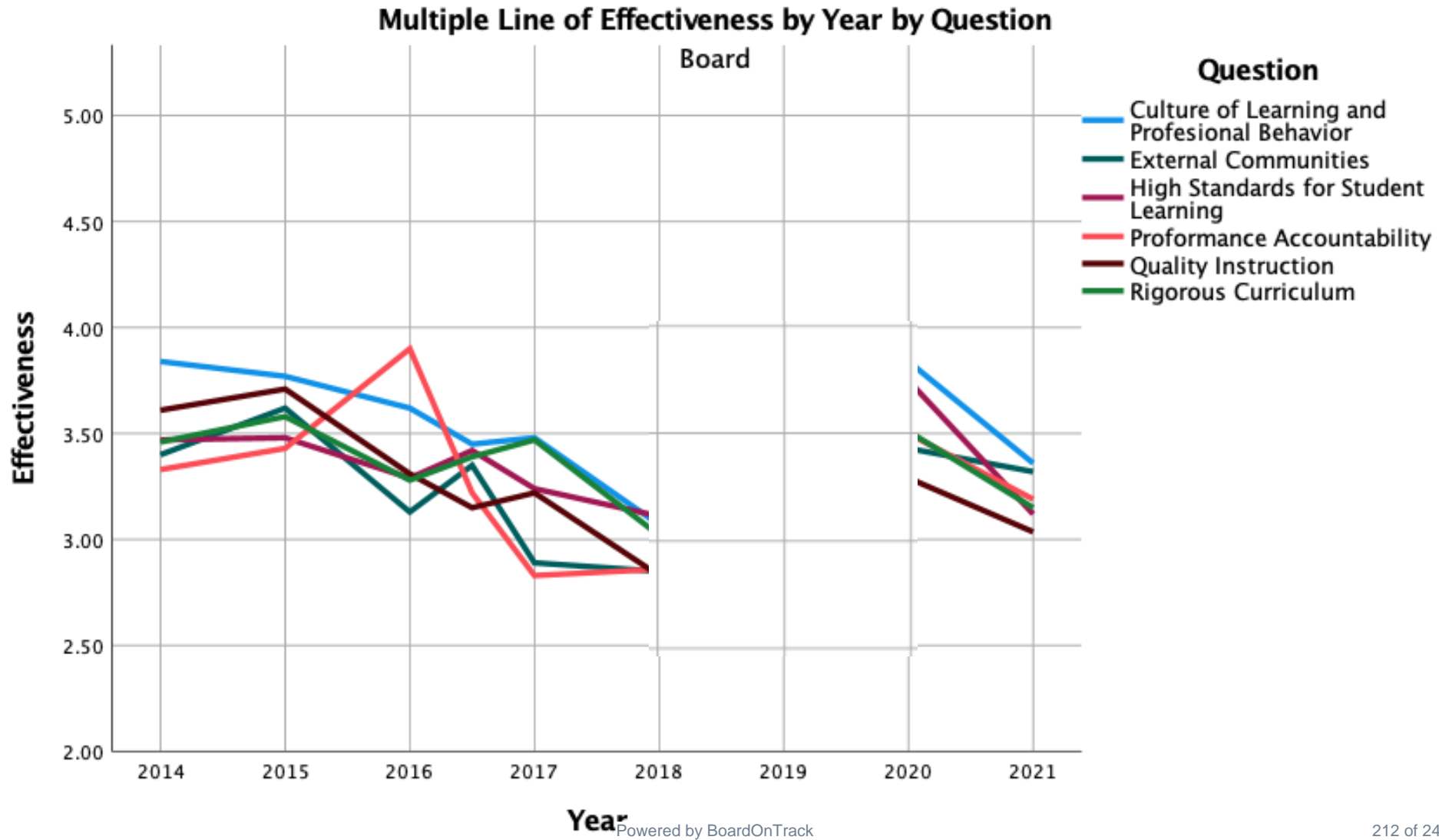
# Total by Question



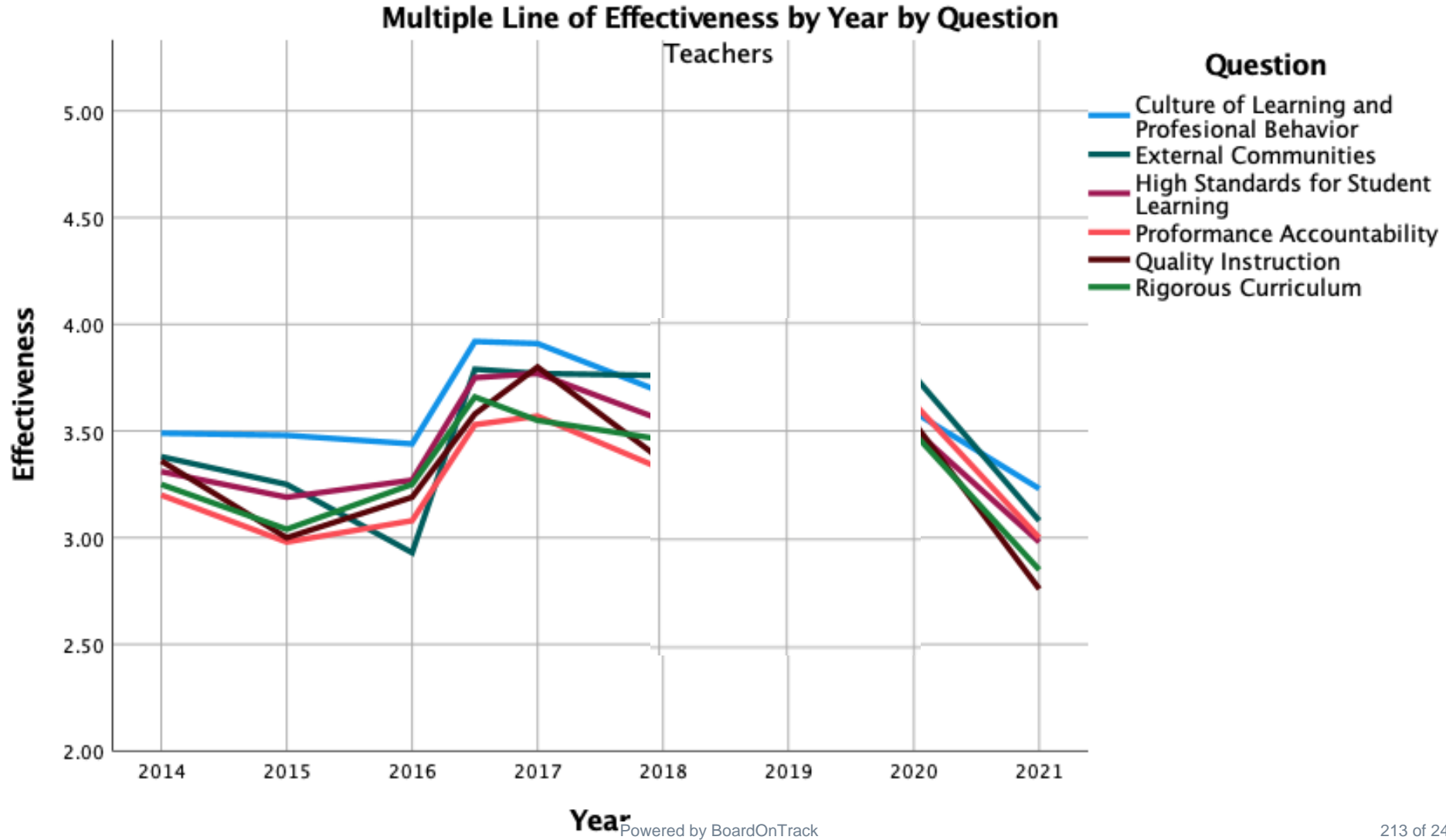
# HOS by Question



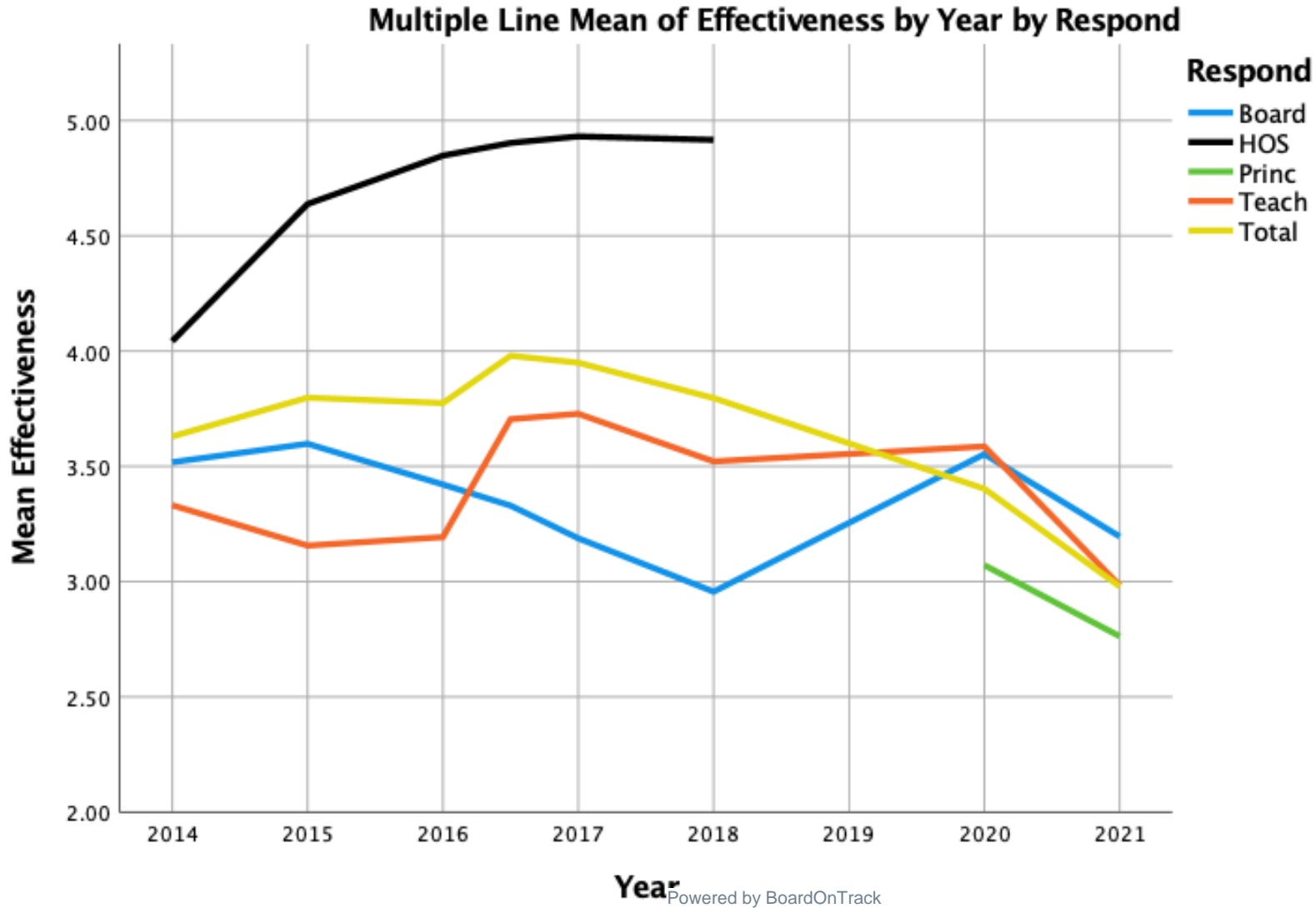
# Board by Question



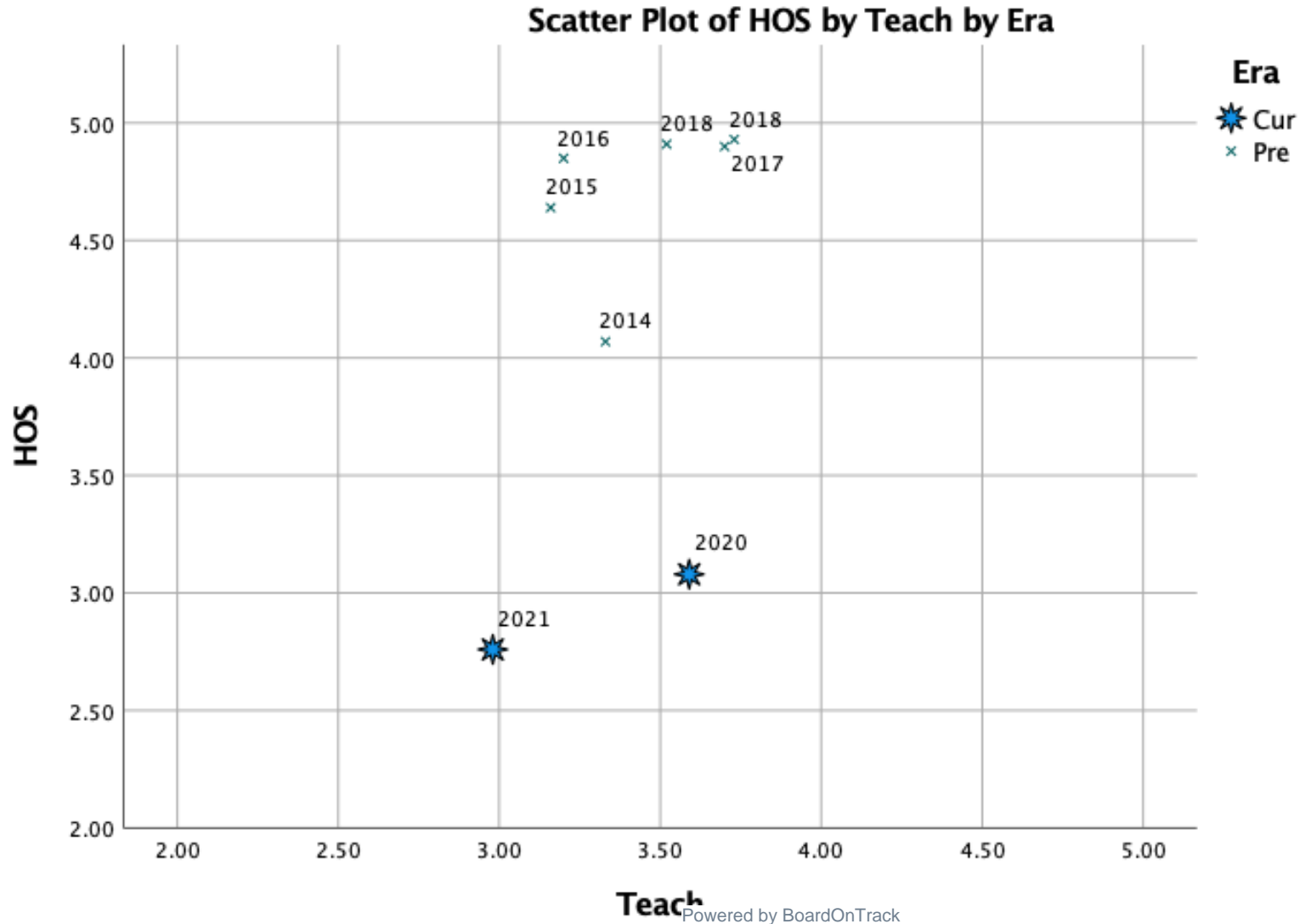
# Staff by Question



# Respondent over time



# HOS and Teachers – mean effectiveness score



## 2021 matrix

## Key Processes

Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.04	3.05	3.05	3.17	2.86	2.94
Rigorous Curriculum	2.93	2.94	2.94	3.06	2.75	2.82
Quality Instruction	2.89	2.90	2.91	3.02	2.72	2.79
Culture of Learning & Professional Behavior	3.16	3.18	3.18	3.29	2.99	3.06
Connection of External Communities	3.12	3.13	3.13	3.25	2.94	3.02
Performance Accountability	3.03	3.04	3.04	3.16	2.85	2.92



## 2021 matrix

## Key Processes

Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.04	3.05	3.05	3.17	2.86	2.94
Rigorous Curriculum	2.93	2.94	2.94	3.06	2.75	2.82
Quality Instruction	2.89	2.90	2.91	3.02	2.72	2.79
Culture of Learning & Professional Behavior	3.16	3.18	3.18	3.29	2.99	3.06
Connection of External Communities	3.12	3.13	3.13	3.25	2.94	3.02
Performance Accountability	3.03	3.04	3.04	3.16	2.85	2.92



# VALED Leadership Report

Principal: Peter Cohen

20-21 Spring Administration (Marblehead)

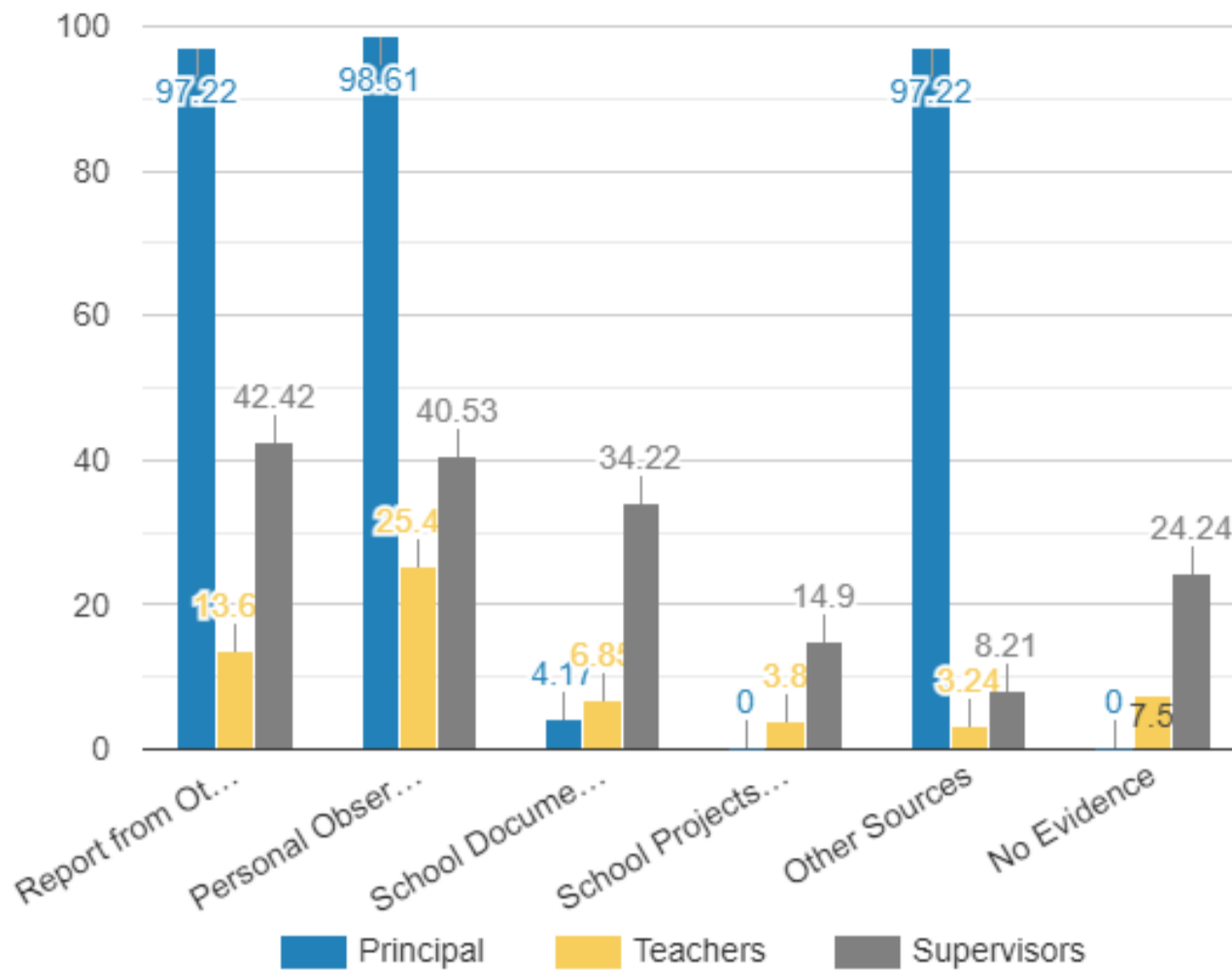
## Response Summary

Respondent Groups	Possible Respondents	Actual Respondents	Percent Responding
Principal	1	1	100.00
Teachers	43	30	69.77
Supervisors	12	11	91.67

## Evidence Summary

Evidence Used	Reports from Others	Personal Observation	School Documents	School Projects/Activities	Other Source	No Evidence
Principal	70 (97.22%)	71 (98.61%)	3 (4.17%)	0 (0%)	70 (97.22%)	0 (0%)
Teachers	147 (13.61%)	275 (25.46%)	74 (6.85%)	41 (3.80%)	35 (3.24%)	81 (7.50%)
Supervisors	336 (42.42%)	321 (40.53%)	271 (34.22%)	118 (14.90%)	65 (8.21%)	192 (24.24%)

## Evidence Chart



## VALED Leadership Report

Principal: Peter Cohen 20-21 Spring Administration (Marblehead)

## Scores

## Overall Effectiveness Score

Mean Score	Performance Level	Percentile Rank
<b>3.00</b>	<b>Below Basic</b>	<b>5</b>

Standard Error of Measurement: .05%

## Summary of Core Components Score

	Mean Score	Performance Level	Percentile Rank
<b>High Standard for Student Learning</b>	<b>3.00</b>	<b>Below Basic</b>	<b>4.5</b>
<b>Rigorous Curriculum</b>	<b>2.78</b>	<b>Below Basic</b>	<b>2.2</b>
<b>Quality Instruction</b>	<b>2.71</b>	<b>Below Basic</b>	<b>-</b>
<b>Culture of Learning and Professional Behavior</b>	<b>3.25</b>	<b>Below Basic</b>	<b>10</b>
<b>Connects to external community</b>	<b>3.16</b>	<b>Below Basic</b>	<b>21.4</b>
<b>Performance Accountability</b>	<b>2.98</b>	<b>Below Basic</b>	<b>10</b>

## Summary of Key Processes Scores

	Mean Score	Performance Level	Percentile Rank
<b>Planning</b>	<b>3.07</b>	<b>Below Basic</b>	<b>7.7</b>
<b>Implementing</b>	<b>3.10</b>	<b>Below Basic</b>	<b>10.9</b>
<b>Supporting</b>	<b>3.10</b>	<b>Below Basic</b>	<b>4.5</b>
<b>Advocating</b>	<b>3.33</b>	<b>Basic</b>	<b>25</b>
<b>Communicating</b>	<b>2.72</b>	<b>Below Basic</b>	<b>0.4</b>
<b>Monitoring</b>	<b>2.87</b>	<b>Below Basic</b>	<b>3.1</b>

## Core Components Total Effectiveness

Principal	Teacher	Supervisor
<b>2.76</b>	<b>2.98</b>	<b>3.20</b>

## Key Processes Total Effectiveness

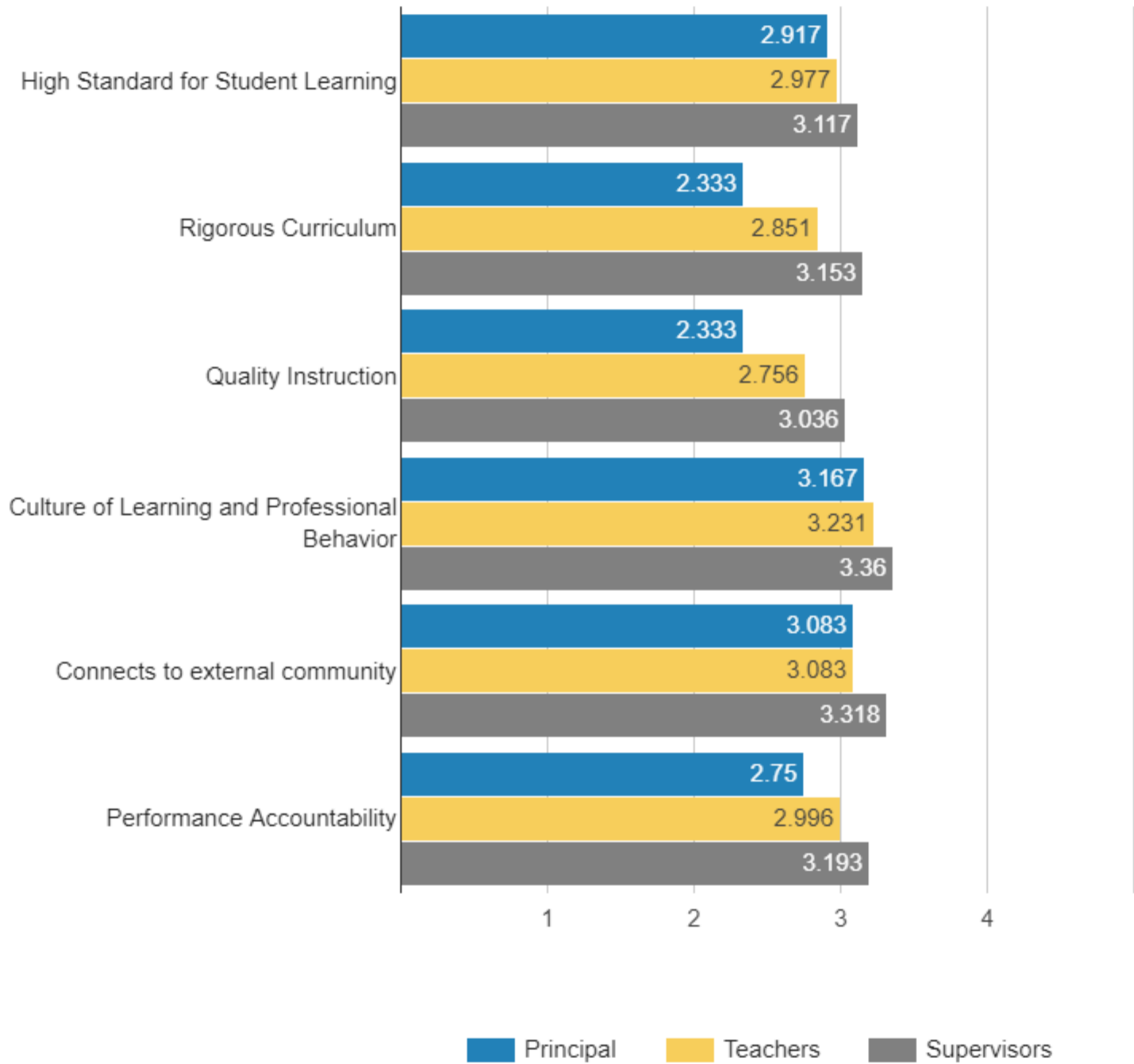
Principal	Teacher	Supervisor
<b>2.82</b>	<b>3.03</b>	<b>3.25</b>

### VALED Leadership Report

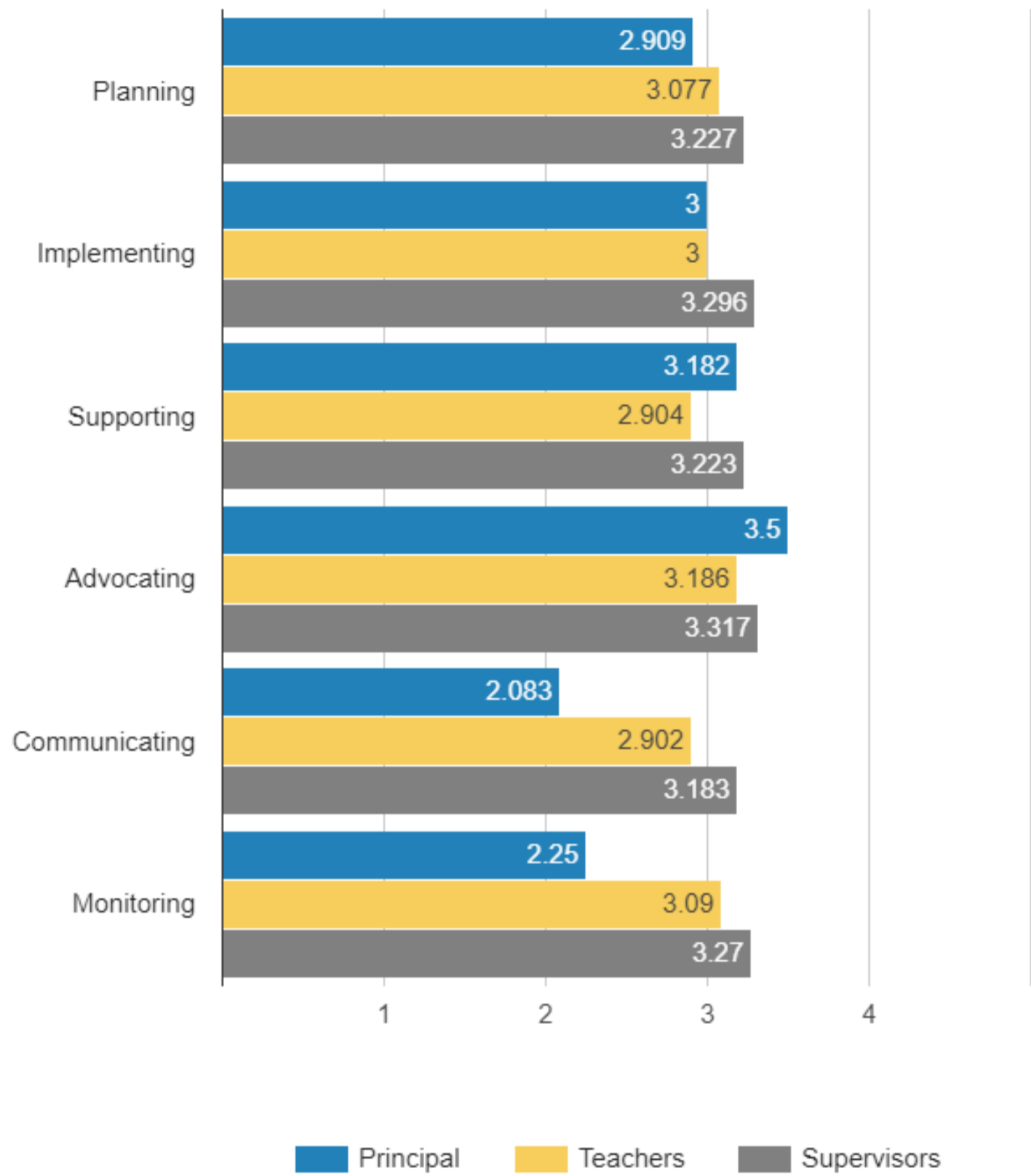
Principal: Peter Cohen 20-21 Spring Administration (Marblehead)

# Assessment Profile and Respondent Comparisons

#### Effectiveness Ratings Across Core Components



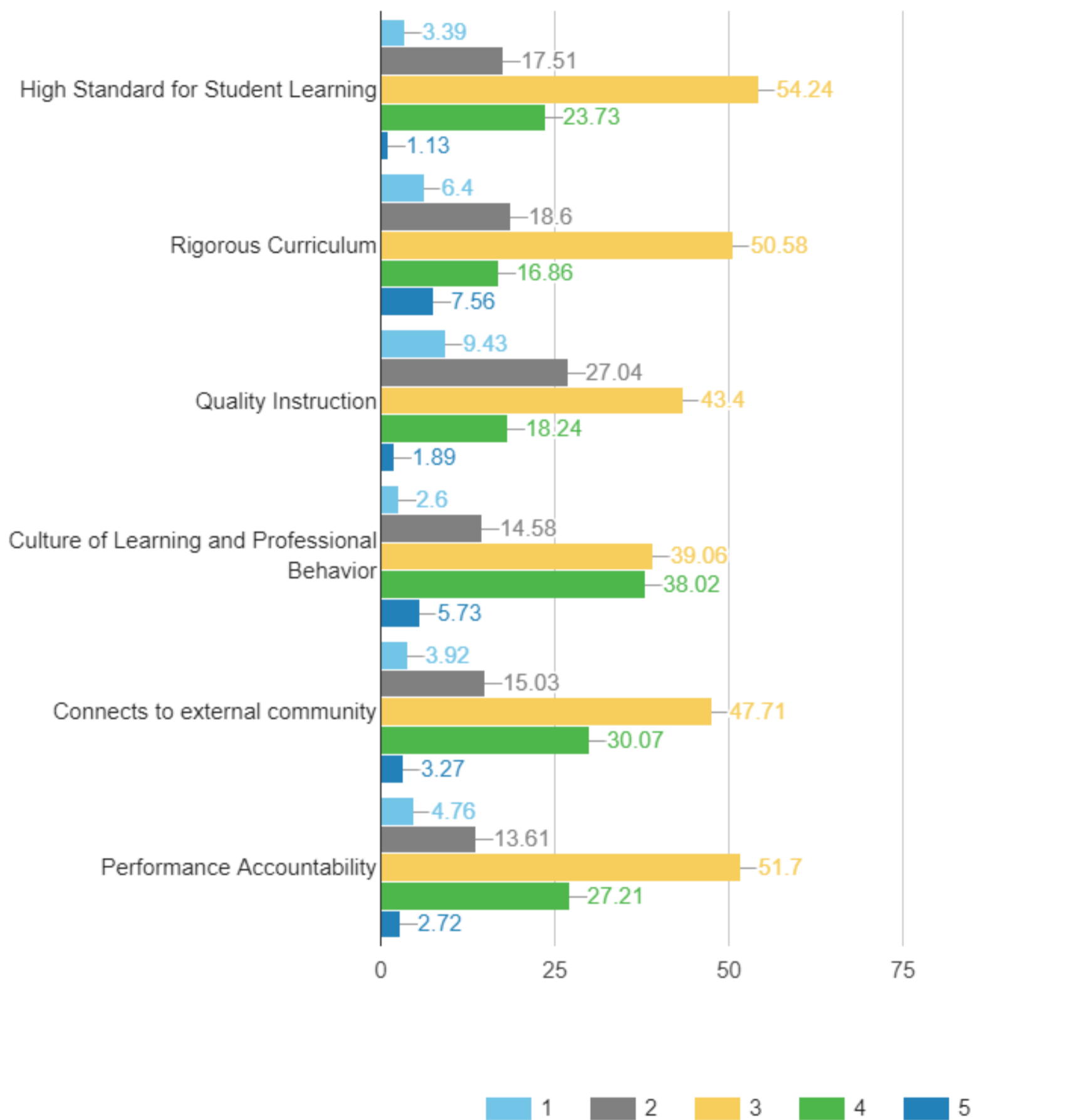
### Effectiveness Ratings Across Key Processes



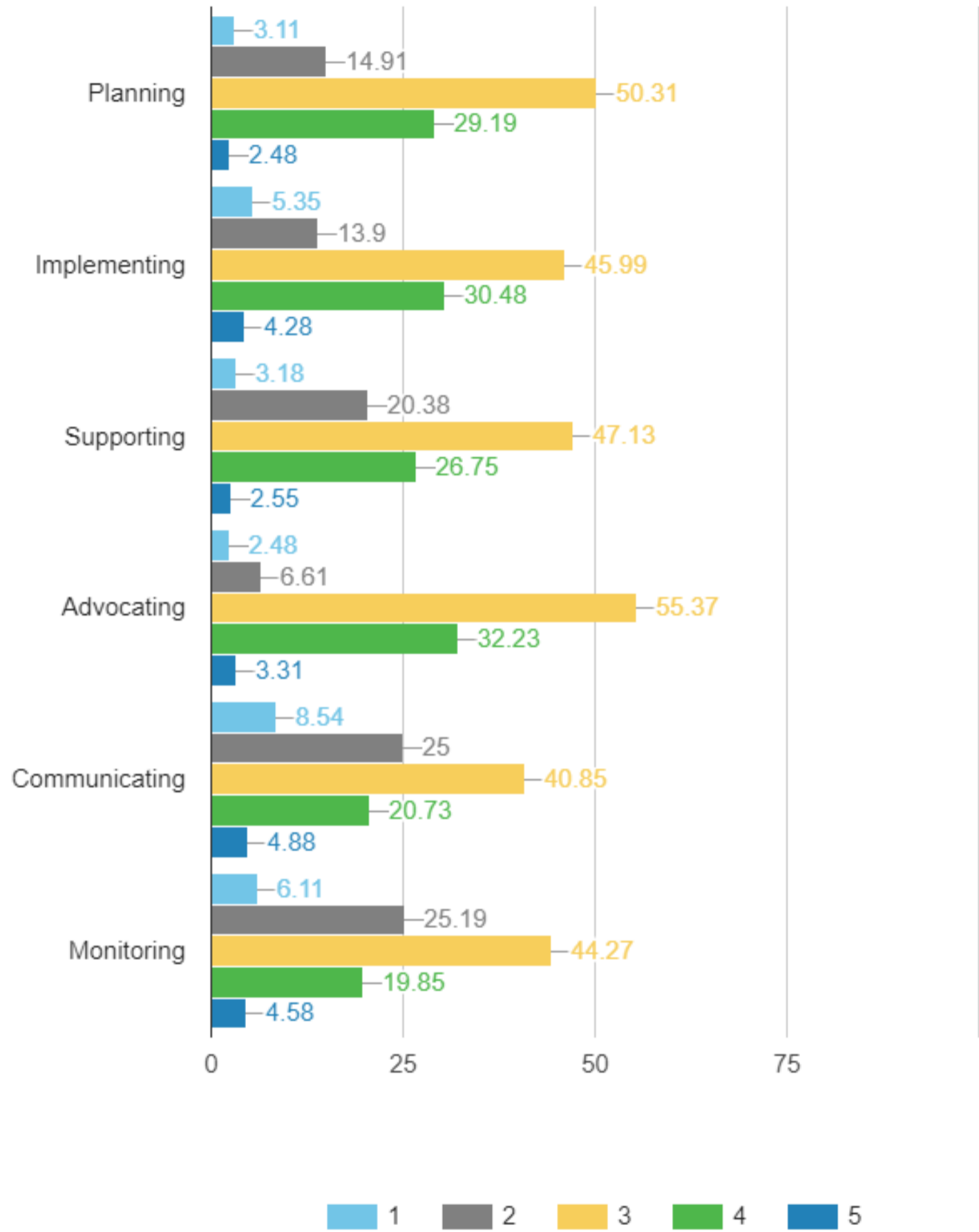
### VALED Leadership Report

Principal: Peter Cohen 20-21 Spring Administration (Marblehead)

#### Core Components Rating Distribution



### Key Processes Rating Distribution





**VALED Leadership Report****Principal: Peter Cohen 20-21 Spring Administration (Marblehead)****Score Matrix**

<b>Core Components</b>	<b>Key Processes</b>					
	<b>Planning</b>	<b>Implementing</b>	<b>Supporting</b>	<b>Advocating</b>	<b>Communicating</b>	<b>Monitoring</b>
<b>High Standards for Student Learning</b>	<b>3.04</b>	<b>3.05</b>	<b>3.05</b>	<b>3.17</b>	<b>2.86</b>	<b>2.94</b>
<b>Rigorous Curriculum</b>	<b>2.93</b>	<b>2.94</b>	<b>2.94</b>	<b>3.06</b>	<b>2.75</b>	<b>2.82</b>
<b>Quality Instruction</b>	<b>2.89</b>	<b>2.90</b>	<b>2.91</b>	<b>3.02</b>	<b>2.72</b>	<b>2.79</b>
<b>Culture of Learning &amp; Professional Behavior</b>	<b>3.16</b>	<b>3.18</b>	<b>3.18</b>	<b>3.29</b>	<b>2.99</b>	<b>3.06</b>
<b>Connection of External Communities</b>	<b>3.12</b>	<b>3.13</b>	<b>3.13</b>	<b>3.25</b>	<b>2.94</b>	<b>3.02</b>
<b>Performance Accountability</b>	<b>3.03</b>	<b>3.04</b>	<b>3.04</b>	<b>3.16</b>	<b>2.85</b>	<b>2.92</b>

Survey: VAL-ED Teacher/Instructional Staff Survey (B) - Marblehead; Administration: 20-21 Spring Administration (Marblehead)



## About the VAL-ED

The Vanderbilt Assessment of Leadership in Education (VALED) is conceptually and theoretically grounded and its resulting scores are reliable and valid for purposes of evaluating learning-centered leadership. The VAL-ED uses 360 degree feedback from teachers, principals, and supervisors. The content focuses on learning centered leadership behaviors that influence teachers and staff, and in turn are related to increases in student achievement.

The VAL-ED Assessment is of leadership behaviors, not knowledge, dispositions, or personal characteristics of leadership. The VAL-ED requires respondents to identify evidence on which they are basing their assessment of principal behaviors. The psychometric properties of the VAL-ED are clearly documented. Information on norms, standards, and uses is available through a comprehensive technical manual.

## Purpose of the Assessment

The Vanderbilt Assessment of Leadership in Education is designed to provide a summary of effectiveness of a principal's learning-centered leadership behaviors during the current school year. A comprehensive picture of the principal includes input from teachers, the principal's supervisor and his or her own self-report.

The VAL-ED focuses on leadership behaviors defined by six core components and six key processes known to influence student achievement:

### Core Components

- High Standards for Student Learning
- Rigorous Curriculum
- Quality Instruction
- Culture of Learning & Professional Behavior
- Connections to External Communities
- Performance Accountability

### Key Processes

- Planning
- Implementing
- Supporting
- Advocating
- Communicating
- Monitoring

Respondents to the VAL-ED were asked: How effective the principal is at ensuring the school carries out specific actions that affect core components of learning-centered leadership. The effectiveness ratings, based on evidence, range from 1 (ineffective) to 5 (outstandingly effective) for each of the leadership behaviors.

This VAL-ED report addresses the questions of:

- (1) who responded?
- (2) what evidence was used to evaluate the principal?
- (3) what do the results say about the principal's current leadership behaviors?



The results are interpreted against both norm-referenced and standards-referenced criteria that highlight areas of strength and possible areas for improvement. A leadership development plan can be developed based on these results.

The VAL-ED provides technically sound scores when used as designed, however, it is recommended that it be used along with other information when making important evaluative decisions.

## Who Responded and What Evidence Did They Use?

### Response Rates

A response rate of greater than or equal to 75% is high, 50% to 74% is moderate, and below 50% is low. When response rates are low, resulting scores should be interpreted with caution.

### Sources of Evidence

Ratings of a principal's behaviors should be based on evidence that is recent, relevant and representative. Evidence comes in many forms (e.g., observations of behavior, review of documents that record leadership actions and communications with people who have directly observed the principal's behavior). After reflecting on a sample of evidence, respondents' effectiveness ratings of leadership behaviors are behaviorally-anchored and more accurate.

The graphs summarize each type of evidence used as a basis for effectiveness ratings of the leadership behaviors. The bars display the sources of evidence for each item used by the principal and all teacher and supervisor respondents in the school. Percentages are based on number of items for which a source of evidence was checked; these percentages need not sum to 100 across sources.

## What are the Results of the Assessment?

VAL-ED provides a total score across all respondents as well as separately by respondent group. The scores from the teachers are based on the average across all teacher respondents. The total score, core component, and key process effectiveness ratings are interpreted against a national representative sample that included principals, supervisors, and teachers, providing a percentile rank. The results are also interpreted against a set of performance standards ranging from Below Basic to Distinguished. The scores associated with performance levels were determined by a national panel of principals, supervisors and teachers.

Below Basic (1.00 - 3.28)	Basic (3.29 - 3.59)	Proficient (3.60 - 3.99)	Distinguished (4.00 - 5.00)
A leader at the <u>below basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.	A leader at the <u>basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and that result in acceptable value-added to student achievement and social learning for some sub-groups of students, but not all.	A <u>proficient</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are likely to influence teachers positively and result in acceptable value-added to student achievement and social learning for all students.	A <u>distinguished</u> leader exhibits learning-centered leadership behaviors at levels of effectiveness that are virtually certain to influence teachers positively and result in strong value-added to student achievement and social learning for all students.



### **Overview of Assessment Results**

The Principal's Overall Total Effectiveness score is based on the averaged ratings of all respondents. Remember, this score is based on a 5-point effectiveness scale where 1=Ineffective; 2=Minimally Effective; 3=Satisfactorily Effective; 4=Highly Effective; 5=Outstandingly Effective. The Performance Level and national Percentile Rank for this score are documented in the table.

### **Assessment Profile and Respondent Comparisons**

The principal's relative strengths and areas for development can be determined by comparing scores for each of the 6 Core Components and 6 Key Processes across different respondent groups. The graphs present a visual summary of the results. They show the Mean Effectiveness associated with each Core Component and Key Process.

First, examine the profiles as recorded by each of the three respondent groups. These scores can be interpreted by (a) Comparisons among Core Components and Key Processes (b) Examination of scores among respondent groups (c) Comparisons to the mean effectiveness scale (d) Distribution of ratings among teachers

The ratings for a core component are based on twelve items. The higher the ratings, the more effective the leadership behaviors of the principal. When there are large differences between respondent groups, the focus should be on the results for each respondent group rather than the overall effectiveness score.

The ratings of the six Key Processes are based on twelve items that focus on a given Key Process. Again, the higher the score, the more effective the leadership behaviors of the principal.

### **Using Results to Plan for Professional Growth**

The Matrix Report provides an integrated summary of the principal's relative strengths and areas for growth based on the mean item scores for the intersection of Core Components by Key Processes across the three respondent groups.

Cells that are green represent areas of behavior that are 'proficient' (3.60 - 3.99) or 'distinguished' (4.00 - 5.00).

Cells that are yellow represent areas of behavior that are 'basic' (3.29 - 3.59).

Cells that are red represent areas of behavior that are 'below basic' (1.00 - 3.28).

# Cover Sheet

## Presentation of Budget for SY21-22

<b>Section:</b>	VII. Other Business
<b>Item:</b>	C. Presentation of Budget for SY21-22
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	FY22 Proposed Operating Budget.pdf

MCCPS FY22 budget worksheet				4/16/21	
	At 12/31/2020		FY21		
	Total	% of budget	Budget	FY22 V 4.0	
<b>Income</b>					
4005 STATE ALLOCATION	\$1,626,365.00	52.70%	\$3,086,096	\$3,548,600	215 * \$16,130 (2/3/21 DESE)
4040 INVESTMENT INCOME	\$95.53				
4041 Int Inc	\$30.35				
<b>Total 4040 INVESTMENT INCOME</b>	\$125.88	125.90%	\$100	\$100	
4050 OTHER INCOME	\$3,000.00	150.00%	\$2,000	\$3,000	
4051 17 Lime Rent	\$11,599.67	53.30%	\$21,750	\$21,750	
4056 Homework Club	\$1,289.50	12.90%	\$10,000	?	see expense line
<b>Total 4050 OTHER INCOME</b>	\$15,889.17				
4055 STUDENT SUCCESS FUND	\$18,231.93	101.30%	\$18,000	\$18,000	
4060 CONTRIBUTIONS	\$250.00				
4080 REIMBURSEMENTS	\$2,860.42	143.00%	\$2,000	\$2,000	
4085 MEDICARE REIMB.	\$0.00		\$5,000	\$0	Andrea & I decided to skip this program in FY21 will revisit for FY22
4090 FUNDRAISING	\$717.40				
4092 Events	\$4,406.94				
<b>Total 4090 FUNDRAISING</b>	\$5,124.34	11.40%	\$45,000	\$50,000	net
<b>Total Income</b>	\$1,668,846.74		\$3,189,946	\$3,643,450	
<b>Gross Profit</b>	\$1,668,846.74		\$3,189,946	\$3,643,450	
<b>Expenses</b>					
5000 PERSONNEL - SALARIES	\$1,091,279.85	51%	\$2,140,701	\$2,458,648	from other tab
<b>Payroll Taxes</b>					
5115 Soc Sec	\$19,715.13				
5116 Medicare	\$15,509.30				
5117 Unemployment	\$5,886.78				
5118 MAPML	\$4,238.46				
5120 Work Comp	\$10,652.00				
<b>Total Payroll Taxes</b>	\$56,001.67	50.00%	\$112,000	\$118,000	
<b>Total 5000 PERSONNEL</b>	\$1,147,281.52		\$2,252,701	\$2,576,648	
<b>5140 BENEFITS</b>					
5141 Health	\$134,803.64				
Reimb	\$110.28				
<b>Total 5141 Health</b>	\$134,913.92				
5142 Dental	\$16,745.95				
5143 Life & Disability	\$3,906.61				
<b>Total 5140 BENEFITS</b>	\$155,566.48	37.60%	\$413,835	\$438,665	Est +8% for health, actual in early April
5150 STAFF DEVELOPMENT	\$9,363.15	124.80%	\$7,500	\$10,000	MPCSA membership = \$7K
New Line - Teaching Force	\$10,000.00		\$10,000	\$20,000	stipends?
5160 SEARCH COSTS	\$1,822.83	107.20%	\$1,700	\$1,825	
5170 SUBSTITUTE	\$14,297.00				
<b>5200 DIRECT STUDENT SUPPORT</b>					
5202 Furnishings	\$392.85	39.30%	\$1,000	\$5,000	Increased to meet CDC spacing guidelines
5203 Student Success Fund	\$3,715.49	24.30%	\$15,300	\$15,300	
5210 Teachers supplies	\$1,679.97	33.60%	\$5,000	\$5,000	
5211 Instructional Equipment	\$7,122.66	49.50%	\$14,400	\$15,000	
5215 Curriculum supplies	\$664.15	13.30%	\$5,000	\$5,000	
5220 Student supplies	\$287.85	5.80%	\$5,000	\$5,000	
5221 SPED supplies	\$444.34	29.60%	\$1,500	\$1,500	
5222 SPED Services	\$0.00		\$1,500		grants
5240 Computer Support	\$2,068.99	103.40%	\$2,000	\$2,000	
5241 Technology - Hardware	\$797.63	16.00%	\$5,000	\$5,000	
5242 Technology-Software	\$3,598.88	179.90%	\$2,000	\$2,000	
5250 Nursing supplies	\$258.91	17.30%	\$1,500	\$1,500	
5255 Homework Club	\$433.28	6.70%	\$6,500	?	see revenue
<b>Total 5200 DIRECT STUDENT SUPPORT</b>	\$21,465.00	32.67%	\$65,700	\$62,300	
<b>5300 OCCUPANCY</b>					
5320 Maintenance	\$22,457.48				
5324 plow	\$1,220.00				
<b>Total 5320 Maintenance</b>	\$23,677.48	59.20%	\$40,000	\$45,000	
5330 CustSvc	\$11,560.00	38.50%	\$30,000	\$0	convert to salary (\$30K?)
5340 CustSupplies	\$920.04	18.40%	\$5,000	\$5,000	
5351 Utilities	\$17,641.18	41.80%	\$42,250	\$55,000	increase for phone system, 24/7 electric (HAVC)

<b>Total 5300 OCCUPANCY</b>	\$53,798.70		\$117,250	\$105,000	
5329 Covid-19	\$1,119.97				
<b>5400 OFFICE &amp; ADMIN</b>					
5405 FundraisingExp	\$836.25				
5407 Events	\$1,451.70				
<b>Total 5405 FundraisingExp</b>	\$2,287.95	38.10%	\$6,000	\$5,000	10% of gross?
5410 Supplies	\$2,174.57	43.50%	\$5,000	\$5,000	
<b>New line - Cap Ex</b>				\$13,000	Admin HVAC
<b>New line - Professional Services</b>				\$10,000	Related to building renovation
5430 Accounting	\$17,038.76	94.70%	\$18,000	\$20,000	
5431 Legal	\$2,623.71	26.20%	\$10,000	\$10,000	let's hope this is max
5435 Marketing	\$4,525.00	45.30%	\$10,000	\$5,000	reduced
5440 PayrollSvc	\$3,276.49	59.60%	\$5,500	\$5,500	
5450 Print & Copy	\$0.00		\$1,200	\$1,200	
5460 Postage	\$2,268.26	64.80%	\$3,500	\$3,500	
5470 General Liability Insurance	\$15,015.04	50.10%	\$30,000	\$32,000	
5480 Board	\$7,962.00	113.70%	\$7,000	\$8,500	Board on Track, ValEd, award
5486 HoS Discretionary	\$125.00	8.30%	\$1,500	\$1,500	
5487 Admissions	\$1,151.77	76.80%	\$1,500	\$6,500	\$1500 + \$5K for postcard project
5492 Mortgage Interest	\$61,852.26	51.40%	\$120,423	\$116,994	
5497 Bank Chrg	\$280.31	28.00%	\$1,000	\$1,000	
<b>Total 5400 OFFICE &amp; ADMIN</b>	\$120,581.12	54.65%	\$220,623	\$244,694	
<b>6100 Depreciation</b>	\$47,334.00	49.80%	\$95,000	\$95,000	Have to update the schedule
<b>Total Expenses</b>	\$1,557,212.80		\$3,174,309	\$3,554,132	
<b>Net Operating Income</b>	\$111,633.94		\$15,637.00	\$89,318.50	
			(TF - \$10,000)		
				\$3,554,132	Total expenses
				\$3,293,370	\$15,318 x 215 (PPE at 2/21)
				\$3,386,220	Total revenue
				-\$167,912	Delta using current PPE
				\$3,523,140	230 x \$15,318
				\$3,709,900	230 x \$16,130
<b>NOTES</b>					
<u>New expenses</u>					
Peter can discuss changes in personnel				Bring custodial onboard?	DBS = \$33,600
					If no Covid Marblehead Youth Basketball should return (\$2.5K)
<u>Non personnel</u>					
Fiber optic svc	\$1,548	\$129/mo			
Phones	\$12,115	\$1,009.60/mo est			FY22 mortgage expense as per amort schedule
Teaching Force	\$20,000	year 2		Prin	\$106,082.29
Teaching Force stipends	in salaries			Int	\$116,994.11
Admissions postcards?		Approx \$5K			\$223,076.40
Summer expenses?					\$224,430.00 actual (\$18,702 x 12)
<u>Anticipated increases to existing</u>					\$1,353.60 diff
Health insurance	+5-8%	Tufts rate due 4/1/21			
Dental	+3% ?				FY22 is the last year of a 5 year purchase of 4/5 math program
					Ellen is on it
Increase in utilities					Admin HVAC needs to be repalced at \$12K
					Expect more FY22 grant funding - we are moving the latest for \$85K into FY22
					Do we need to fund a line item for building renovations? (engineers, surveys & schematics, preliminary architect?)

# Cover Sheet

## Finance Committee

<b>Section:</b>	VIII. Committee Updates
<b>Item:</b>	B. Finance Committee
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	March_FinCom_notes.pdf Mar 2021 Financial.pdf



# **Marblehead Community Charter Public School**

## **Financial Results As of March 31, 2021**



**Prepared and reviewed by:**  
**Jeff Barry - MCCPS Business Manager ([jbarry@marbleheadcharter.com](mailto:jbarry@marbleheadcharter.com))**  
**Rodolphe Hervé - MCCPS Treasurer ([rherve@marbleheadcharter.com](mailto:rherve@marbleheadcharter.com))**

## MCCPS

### Balance Sheet Standard

As of March 31, 2021

	As of Mar 31, 2021	As of Mar 31, 2020 (PY)	Increase / (Decrease)	%age
<b>ASSETS</b>				
<b>Current Assets</b>				
<b>Checking/Savings</b>				
1073 — EBSB Payroll (8947)	11,741	15,893	(4,152)	-26.1%
1072 — EBSB Operating (8934)	470,950	428,612	42,339	9.9%
1010 — Charter Hall (8202)	2,670	2,670	0	0.0%
1040 — Petty Cash (4534)	1,286	1,320	(34)	-2.6%
1070 — Checking (4542)	78,331	118,892	(40,561)	-34.1%
1085 — PayPal	496	7,015	(6,519)	-92.9%
1090 — FoodService (5077)	4,802	4,993	(191)	-3.8%
<b>Total Checking/Savings</b>	<b>570,276</b>	<b>579,395</b>	<b>(9,119)</b>	<b>-1.6%</b>
<b>Accounts Receivable</b>				
1200 — Accounts Receivable	0	0	0	
1201 — Grants Receivable	0	0	0	
<b>Total Accounts Receivable</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Other Current Assets</b>				
1310 — Prepaid Expense	0	0	0	
1210 — State Allocation Receivable	0	0	0	
<b>Total Other Current Assets</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Total Current Assets</b>	<b>570,276</b>	<b>579,395</b>	<b>(9,119)</b>	<b>-1.6%</b>
<b>Fixed Assets</b>				
1532 — 17 Lime Street				
1533 — Land - 17 Lime Street	687,400	687,400	0	0.0%
1532 — 17 Lime Street - Other	3,562,600	3,562,600	0	0.0%
<b>Total 1532 — 17 Lime Street</b>	<b>4,250,000</b>	<b>4,250,000</b>	<b>0</b>	<b>0.0%</b>
1530 — Building Improvements	45,684	33,184	12,500	37.7%
1531 — Fixed Assets	66,648	66,648	0	0.0%
1599 — Accumulated Depreciation	(686,595)	(592,715)	(93,880)	15.8%
<b>Total Fixed Assets</b>	<b>3,675,737</b>	<b>3,757,118</b>	<b>(81,380)</b>	<b>-2.2%</b>
<b>TOTAL ASSETS</b>	<b>4,246,013</b>	<b>4,336,513</b>	<b>(90,499)</b>	<b>-2.1%</b>
<b>LIABILITIES &amp; EQUITY</b>				
<b>Liabilities</b>				
<b>Current Liabilities</b>				
<b>Accounts Payable</b>				
2000 — Accounts Payable	(31,312)	0	(31,312)	
2010 — Accounts Payable FS	0	0	0	
<b>Total Accounts Payable</b>	<b>(31,312)</b>	<b>0</b>	<b>(31,312)</b>	
<b>Other Current Liabilities</b>				
2110 — Accrued Payroll	126,125	0	126,125	NA
2110-25 — Payroll Liabilities	560	(1,578)	2,138	-135.5%
2110-30 403B	(200)	17,545	(17,745)	-101.1%
2111 — Accrued Payroll Taxes	3,479	5	3,474	NA
2160-25 — MTRB Liability	16,299	12,846	3,453	26.9%
2190-25 — Payroll Clearing Account	4,692	(13,297)	17,990	-135.3%
2230 — Accrued Expenses	81,691	40,979	40,712	99.3%
<b>Total Other Current Liabilities</b>	<b>232,645</b>	<b>56,499</b>	<b>176,146</b>	<b>311.8%</b>
<b>Total Current Liabilities</b>	<b>201,334</b>	<b>56,499</b>	<b>144,834</b>	<b>256.3%</b>
<b>Long Term Liabilities</b>				
2613 — East Boston Savings Bank	3,642,884	3,744,375	(101,492)	-2.7%
<b>Total Long Term Liabilities</b>	<b>3,642,884</b>	<b>3,744,375</b>	<b>(101,492)</b>	<b>-2.7%</b>
<b>Total Liabilities</b>	<b>3,844,217</b>	<b>3,800,875</b>	<b>43,343</b>	<b>1.1%</b>
<b>Equity</b>				
3000 — Opening Bal Equity	(295)	(295)	0	0.0%
3900 — Retained Earnings	353,926	268,096	85,830	32.0%
<b>Net Income</b>	<b>48,165</b>	<b>267,837</b>	<b>(219,672)</b>	<b>-82.0%</b>
<b>Total Equity</b>	<b>401,796</b>	<b>535,638</b>	<b>(133,842)</b>	<b>-25.0%</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>4,246,013</b>	<b>4,336,513</b>	<b>(90,499)</b>	<b>-2.1%</b>

**MCCPS**  
**Profit and Loss Prev Year Compariso**  
 July 2020 - March 2021

	Accrual Basis				# months YTD	9	
	Jul 2020 - Mar 2021	Jul 2019 - Mar 2020 (PY)	Increase / (Decrease)	%age	Budget	Over / (Under)	%age
<b>Ordinary Income/Expense</b>							
<b>Income</b>							
4005 — STATE ALLOCATION	2,405,727	2,365,967	39,760	1.7%	2,314,571	91,156	3.9%
4040 — INVESTMENT INCOME	184	90	94	104.7%	75	109	144.8%
4050 — OTHER INCOME	21,515	29,944	(8,429)	NA	25,313	(3,798)	-15.0%
4055 — STUDENT SUCCESS FUND	18,232	16,371	1,861	NA	13,500	4,732	35.1%
4057 — VACATION PROGRAMMING	0	7,250	(7,250)	-100.0%	0	0	NA
4060 — CONTRIBUTIONS (MCEF)	759	0	759	NA	0	759	NA
4070 — PRIVATE GRANTS			0	NA	0	0	NA
4080 — REIMBURSEMENTS	7,011	1,155	5,856	NA	1,500	5,511	367.4%
4085 — MEDICARE REIMB.		2,347	(2,347)	NA	3,750	(3,750)	-100.0%
4090 — FUNDRAISING	5,270	20,120	(14,850)	NA	33,750	(28,480)	-84.4%
<b>Total Income</b>	<b>2,458,698</b>	<b>2,443,304</b>	<b>15,394</b>	<b>0.6%</b>	<b>2,392,459</b>	<b>66,239</b>	<b>2.8%</b>
<b>Gross Profit</b>	<b>2,458,698</b>	<b>2,443,304</b>	<b>15,394</b>	<b>0.6%</b>	<b>2,392,459</b>	<b>66,239</b>	<b>2.8%</b>
<b>Expense</b>							
5000 — PERSONNEL	1,726,884	1,546,229	180,655	11.7%	1,689,526	37,358	2.2%
5140 — BENEFITS	229,673	267,506	(37,832)	-14.1%	310,376	(80,703)	-26.0%
5150 — STAFF DEVELOPMENT	9,031	8,854	176	NA	5,625	3,406	60.5%
5160 — SEARCH COSTS	1,823	1,688	135	NA	1,275	548	43.0%
5170 — SUBSTITUTE	13,255	231	13,023	NA	0	13,255	NA
5200 — DIRECT STUDENT SUPPORT	27,667	57,455	(29,788)	-51.8%	49,275	(21,608)	-43.9%
5270 — SCHOOL LUNCH EXP							
5300 — OCCUPANCY	90,979	72,996	17,983	24.6%	87,938	3,042	3.5%
5400 — OFFICE & ADMIN	170,216	163,263	6,952	4.3%	165,467	4,748	2.9%
6100 — Depreciation	71,001	71,788	(787)	-1.1%	71,250	(249)	-0.3%
5329 — COVID19	1,120	0	1,120	NA	0	1,120	NA
<b>Total Expense</b>	<b>2,341,648</b>	<b>2,190,010</b>	<b>151,638</b>	<b>6.9%</b>	<b>2,380,732</b>	<b>(39,084)</b>	<b>-1.6%</b>
<b>Net Ordinary Income</b>	<b>117,050</b>	<b>253,295</b>	<b>(136,245)</b>	<b>-53.8%</b>	<b>11,727</b>	<b>105,323</b>	<b>898.1%</b>
<b>Net Income</b>	<b>117,050</b>	<b>253,295</b>	<b>(136,245)</b>	<b>-53.8%</b>	<b>11,727</b>	<b>105,323</b>	<b>898.1%</b>

**MCCPS**  
**Profit and Loss Standard**  
 July 2020 - March 2021

	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Total
<b>Income</b>										
4005 STATE ALLOCATION	252,162	252,162	287,354	287,354	287,354	259,979	259,979	259,979	259,404	2,405,727
4040 INVESTMENT INCOME	10	13	27	23	14	9	8	15	20	138
4041 Int Inc	4	8	10	4	3	2	7	6	2	46
<b>Total 4040 INVESTMENT INCOME</b>	<b>14</b>	<b>21</b>	<b>37</b>	<b>27</b>	<b>17</b>	<b>11</b>	<b>15</b>	<b>21</b>	<b>22</b>	<b>184</b>
4050 OTHER INCOME	3,000									3,000
4051 17 Lime Rent	1,522	2,800	1,425	1,338	2,046	2,469	1,750	1,588	1,300	16,237
4054 Misc. Inc.							518	213	257	988
4056 Homework Club		466			824					1,290
<b>Total 4050 OTHER INCOME</b>	<b>4,522</b>	<b>3,266</b>	<b>1,425</b>	<b>1,338</b>	<b>2,870</b>	<b>2,469</b>	<b>2,268</b>	<b>1,801</b>	<b>1,557</b>	<b>21,515</b>
4055 STUDENT SUCCESS FUND		600	14,962		1,599	1,070				18,232
4060 CONTRIBUTIONS				250				509		759
4080 REIMBURSEMENTS	156	90	1,788	826			1,826		2,324	7,011
4090 FUNDRAISING				236	138	343		146		863
4092 Events				4,407						4,407
<b>Total 4090 FUNDRAISING</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,643</b>	<b>138</b>	<b>343</b>	<b>0</b>	<b>146</b>	<b>0</b>	<b>5,270</b>
<b>Total Income</b>	<b>256,854</b>	<b>256,139</b>	<b>305,567</b>	<b>296,037</b>	<b>291,449</b>	<b>262,802</b>	<b>264,088</b>	<b>262,456</b>	<b>263,307</b>	<b>2,458,698</b>
<b>Gross Profit</b>	<b>256,854</b>	<b>256,139</b>	<b>305,567</b>	<b>296,037</b>	<b>291,449</b>	<b>262,802</b>	<b>264,088</b>	<b>262,456</b>	<b>263,307</b>	<b>2,458,698</b>
<b>Expenses</b>										<b>0</b>
<b>5000 PERSONNEL</b>										<b>0</b>
Total Payroll Taxes	10,984	8,193	9,407	9,272	9,204	8,942	9,964	9,990	10,298	86,254
<b>Total 5000 PERSONNEL</b>	<b>182,844</b>	<b>173,316</b>	<b>195,144</b>	<b>197,465</b>	<b>195,740</b>	<b>202,772</b>	<b>199,451</b>	<b>189,291</b>	<b>190,860</b>	<b>1,726,884</b>
<b>5140 BENEFITS</b>										<b>0</b>
5141 Health	18,782	21,802	20,948	25,446	26,321	21,504	22,412	22,211	24,593	204,020
Reimb						110				110
<b>Total 5141 Health</b>	<b>18,782</b>	<b>21,802</b>	<b>20,948</b>	<b>25,446</b>	<b>26,321</b>	<b>21,614</b>	<b>22,412</b>	<b>22,211</b>	<b>24,593</b>	<b>204,130</b>
5142 Dental	2,196	2,242	2,445	2,238	436	2,314	4,129	(759)	3,997	19,237
5143 Life & Disability			1,933			1,974	1,211	630	558	6,306
<b>Total 5140 BENEFITS</b>	<b>20,978</b>	<b>24,044</b>	<b>25,325</b>	<b>27,684</b>	<b>26,757</b>	<b>25,903</b>	<b>27,752</b>	<b>22,062</b>	<b>29,148</b>	<b>229,673</b>
5150 STAFF DEVELOPMENT		504		1,630	6,066	164		500	168	9,031
5160 SEARCH COSTS	1,823									1,823
5170 SUBSTITUTE		1,560	6,740		5,445	552	158		(1,200)	13,255
<b>5200 DIRECT STUDENT SUPPORT</b>										<b>0</b>
5202 Furnishings				100	172	121		81	120	594
5203 Student Success Fund		1,491		492	1,732				250	3,965
5210 Teachers supplies		194	183	853	111	340	41	10	110	1,841
5211 Instructional Equipment	1,221	1,221	1,019	404	2,240	1,019	1,019	1,019	1,019	10,178
5215 Curriculum supplies		239	107	218	16	84	255	410	225	1,555
5220 Student supplies		7	175		83	23	81	141	71	581
5221 SPED supplies			418			26	196	73	137	850
5222 SPED Services								87		87
5240 Computer Support			2,029	40				128	29	2,226
5241 Technology - Hardware	507			291						798
5242 Technology-Software			3,599						318	3,917
5250 Nursing supplies					259				162	421
5255 Homework Club	72	72	72	72	72	72	72	74	74	654
<b>Total 5200 DIRECT STUDENT SUPPORT</b>	<b>1,800</b>	<b>3,224</b>	<b>7,602</b>	<b>2,470</b>	<b>4,685</b>	<b>1,685</b>	<b>1,664</b>	<b>2,023</b>	<b>2,514</b>	<b>27,667</b>

**MCCPS**  
**Profit and Loss Standard**  
**July 2020 - March 2021**

	Jul 2020	Aug 2020	Sep 2020	Oct 2020	Nov 2020	Dec 2020	Jan 2021	Feb 2021	Mar 2021	Total
5300 OCCUPANCY										0
5320 Maintenance	6,622	1,373	6,082	2,776	2,230	3,315	1,136	3,223	2,163	28,920
5324 plow						1,220	805	1,555		3,580
<b>Total 5320 Maintenance</b>	<b>6,622</b>	<b>1,373</b>	<b>6,082</b>	<b>2,776</b>	<b>2,230</b>	<b>4,535</b>	<b>1,941</b>	<b>4,778</b>	<b>2,163</b>	<b>32,500</b>
5330 CustSvc	650	650	1,860	2,580	3,020	2,800	2,800	2,800		17,160
5340 CustSupplies	275		315		330		301		274	1,495
5351 Utilities										0
5352 Electric	182	439	2,417	2,112	1,082	1,983	4,293	2,424	2,573	17,506
5353 Gas			382	200	812	977	2,123	2,184	2,115	8,793
5354 Water				1,406	1,376	2,278		703	2,673	8,436
5355 Communications	48	574	48	575	48	575	48	48	3,127	5,089
<b>Total 5351 Utilities</b>	<b>230</b>	<b>1,014</b>	<b>2,847</b>	<b>4,292</b>	<b>3,317</b>	<b>5,812</b>	<b>6,464</b>	<b>5,359</b>	<b>10,489</b>	<b>39,825</b>
<b>Total 5300 OCCUPANCY</b>	<b>7,777</b>	<b>3,036</b>	<b>11,104</b>	<b>9,648</b>	<b>8,897</b>	<b>13,147</b>	<b>11,506</b>	<b>12,938</b>	<b>12,926</b>	<b>90,979</b>
5329 Covid-19	413	67	218	422						1,120
5400 OFFICE & ADMIN										0
5405 FundraisingExp			596	240						836
5407 Events				125	1,327					1,452
<b>Total 5405 FundraisingExp</b>	<b>0</b>	<b>0</b>	<b>596</b>	<b>365</b>	<b>1,327</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,288</b>
5410 Supplies	66	565	389	260	445	450	288	328	375	3,165
5430 Accounting	440	1,950	3,530	2,400	8,644	74	2,469	501	74	20,084
5431 Legal		55	99	1,550	640	280		35		2,659
5435 Marketing				750	3,775			60	165	4,750
5440 PayrollSvc	1,109	437	775	54	446	455	455	464	464	4,659
5450 Printing&Copy								1,200		1,200
5460 Postage	879	697	240	48	404		1,047	379	17	3,711
5470 General Liability Insurance		5,005	2,503	2,503	2,503	2,503	2,503	2,503	2,502	22,523
5480 Board			450	7,512						7,962
5486 HoS Discretionary			125							125
5487 Admissions					895	257		3,320		4,472
5492 Mortgage Interest	10,197	10,513	10,490	10,129	10,442	10,082	10,394	10,371	9,346	91,963
5497 Bank Chrg	61	50	48	69	52	54	51	42	227	655
<b>Total 5400 OFFICE &amp; ADMIN</b>	<b>12,753</b>	<b>19,271</b>	<b>19,245</b>	<b>25,639</b>	<b>29,572</b>	<b>14,156</b>	<b>17,207</b>	<b>19,202</b>	<b>13,171</b>	<b>170,216</b>
6100 Depreciation	7,889	7,889	7,889	7,889	7,889	7,889	7,889	7,889	7,889	71,001
<b>Total Expenses</b>	<b>236,276</b>	<b>232,912</b>	<b>273,267</b>	<b>272,846</b>	<b>285,051</b>	<b>266,267</b>	<b>265,628</b>	<b>253,925</b>	<b>255,475</b>	<b>2,341,648</b>
<b>Net Operating Income</b>	<b>20,578</b>	<b>23,227</b>	<b>32,299</b>	<b>23,190</b>	<b>6,399</b>	<b>(3,465)</b>	<b>(1,540)</b>	<b>8,531</b>	<b>7,832</b>	<b>117,050</b>
<b>Net Income</b>	<b>20,578</b>	<b>23,227</b>	<b>32,299</b>	<b>23,190</b>	<b>6,399</b>	<b>(3,465)</b>	<b>(1,540)</b>	<b>8,531</b>	<b>7,832</b>	<b>117,050</b>

**MCCPS - Profit and Loss by Class  
July 2020 - March 2021**

	01 - General Fund	20 - School Lunch	21 - Student Activities	22 - Athletics	23 - Nature's Classroom	Total 21 - Student Activities	90 Federal Grants	102 - CvRF School Reopening	113 - ESSER Emergency	114 - Summer Learning	140 - Title 2	215 - Covid Prevention	240 - Sped 94-142	274 - Targeted SPED	305 - Title 1	309 - Title 4	534 - Covid 19 relief	Total 90 Federal Grants	92 Private Grants	94-FMPSGrant	95-PTO Reimb.	98 - MCEF	Total 92 Private Grants	Not Specified	TOTAL
<b>Income</b>																									
4005 STATE ALLOCATION	2,405,727					0												0					0		2,405,727
4010 FEDERAL & STATE GRANTS						0		30,600	14,817	6,097		575	3,800	5,621	656	6,996	5,784	4,000	78,946				0		78,946
4020 SCHOOL LUNCH		55,086				0													0				0		55,086
4030 STUDENT ACTIVITIES					2,600	2,600													0				0		2,600
4040 INVESTMENT INCOME	184					0													0				0		184
4050 OTHER INCOME	21,515					0													0				0		21,515
4055 STUDENT SUCCESS FUND	18,232					0													0				0		18,232
4060 CONTRIBUTIONS	759					0													0				0		759
4070 PRIVATE GRANTS						0													0	2,388			2,388		2,388
4080 REIMBURSEMENTS	7,011					0													0		1,921		1,921		8,932
4090 FUNDRAISING	5,270					0													0				0		5,270
<b>Total Income</b>	<b>2,458,698</b>	<b>55,086</b>	<b>0</b>	<b>0</b>	<b>2,600</b>	<b>2,600</b>	<b>0</b>	<b>30,600</b>	<b>14,817</b>	<b>6,097</b>	<b>575</b>	<b>3,800</b>	<b>5,621</b>	<b>656</b>	<b>6,996</b>	<b>5,784</b>	<b>4,000</b>	<b>78,946</b>	<b>0</b>	<b>2,388</b>	<b>1,921</b>	<b>0</b>	<b>4,309</b>	<b>0</b>	<b>2,599,639</b>
<b>Gross Profit</b>	<b>2,458,698</b>	<b>55,086</b>	<b>0</b>	<b>0</b>	<b>2,600</b>	<b>2,600</b>	<b>0</b>	<b>30,600</b>	<b>14,817</b>	<b>6,097</b>	<b>575</b>	<b>3,800</b>	<b>5,621</b>	<b>656</b>	<b>6,996</b>	<b>5,784</b>	<b>4,000</b>	<b>78,946</b>	<b>0</b>	<b>2,388</b>	<b>1,921</b>	<b>0</b>	<b>4,309</b>	<b>0</b>	<b>2,599,639</b>
<b>Expenses</b>																									
5000 PERSONNEL	1,726,884	21,758				0		10,481		5,919				1,600	11,430		5,000	34,430					0		1,783,072
5140 BENEFITS	229,673					0												0					0		229,673
5150 STAFF DEVELOPMENT	9,031					0							5,850				1,000	6,850	2,000	2,000			2,000		17,880
5180 SEARCH COSTS	1,823					0												0					0		1,823
5170 SUBSTITUTE	13,255					0			1,200									1,200					0		14,455
5200 DIRECT STUDENT SUPPORT	27,667					0	2,214	10,436			4,347		33,832	2,338	1,789	12,469		67,425	3,178			3,178			98,270
5261 STUDENT ACTIVITY				350	3,210	3,560												0					0		3,560
5270 SCHOOL LUNCH EXP		25,389				0												0			2,286		2,286		27,674
5300 OCCUPANCY	90,979					0		30,600	10,666									41,266					0		132,245
5329 Covid-19	1,120					0												0					0		1,120
5400 OFFICE & ADMIN	170,216	52				0												0			146	287	432		170,700
6100 Depreciation	71,001					0												0					0		71,001
<b>Total Expenses</b>	<b>2,341,648</b>	<b>47,199</b>	<b>0</b>	<b>350</b>	<b>3,210</b>	<b>3,560</b>	<b>2,214</b>	<b>41,081</b>	<b>21,102</b>	<b>7,119</b>	<b>10,197</b>	<b>0</b>	<b>33,832</b>	<b>3,938</b>	<b>13,219</b>	<b>12,469</b>	<b>6,000</b>	<b>151,171</b>	<b>0</b>	<b>5,178</b>	<b>2,431</b>	<b>287</b>	<b>7,896</b>	<b>0</b>	<b>2,551,474</b>
<b>Net Operating Income</b>	<b>117,050</b>	<b>7,887</b>	<b>0</b>	<b>-350</b>	<b>-610</b>	<b>-960</b>	<b>-2,214</b>	<b>-10,481</b>	<b>-6,285</b>	<b>-1,022</b>	<b>-9,622</b>	<b>3,800</b>	<b>-28,211</b>	<b>-3,282</b>	<b>-6,223</b>	<b>-6,685</b>	<b>-2,000</b>	<b>-72,225</b>	<b>0</b>	<b>-2,790</b>	<b>-510</b>	<b>-287</b>	<b>-3,587</b>	<b>0</b>	<b>48,165</b>
<b>Net Income</b>	<b>117,050</b>	<b>7,887</b>	<b>0</b>	<b>-350</b>	<b>-610</b>	<b>-960</b>	<b>-2,214</b>	<b>-10,481</b>	<b>-6,285</b>	<b>-1,022</b>	<b>-9,622</b>	<b>3,800</b>	<b>-28,211</b>	<b>-3,282</b>	<b>-6,223</b>	<b>-6,685</b>	<b>-2,000</b>	<b>-72,225</b>	<b>0</b>	<b>-2,790</b>	<b>-510</b>	<b>-287</b>	<b>-3,587</b>	<b>0</b>	<b>48,165</b>

# MCCPS

## Financial Ratios

As of March 31, 2021

# months YTD

9

<b>Debt Service Coverage Ratio</b>	<b>1.27</b>
<b>Days of Cash</b>	<b>69</b>
<b>LUNA (liquid unrestricted net assets)</b>	<b>2.19</b>

<b>Debt Service Coverage Ratio</b>	
Standard monthly payment (Principal and Interest)	10,218
Net operating Income YTD	117,050
Annualized based on YTD results	156,066
Calculated Debt Service Ratio	1.27

<b>Days Cash</b>	
Cash on Hand	570,276
Operating Expense YTD	2,341,648
Annualized	3,122,197
Noncash expense	71,001
Depreciation YTD	
Annualized	94,668
Days Cash	69

<b>Liquid Unrestricted Net Assets</b>	
Unrestricted Net Assets	4,246,013
Fixed Assets	3,675,737
Liquid Unrestricted NA	570,276
Expense (YTD)	2,341,648
Monthly	260,183
LUNA	2.19

# MCCPS

## FY21 Operating Budget worksheet

### APPROVED BUDGET

#### Ordinary Income/Expense Income

4057 — VACATION PROGRAMMING 0 actual

4005 — STATE ALLOCATION 3,086,095

Total 4040 — INVESTMENT INCOME 100

#### 4050 — OTHER INCOME

4051 — 17 Lime Rent 21,750

4054 — Misc. Inc. 1,500

4056 — Homework Club 10,000

4050 — OTHER INCOME - Other 500

Total 4050 — OTHER INCOME 33,750

4055 — STUDENT SUCCESS FUND 18,000

4080 — REIMBURSEMENTS 2,000

4085 — MEDICARE REIMB. 5,000

Total 4090 — FUNDRAISING 45,000

Total Income 3,189,945

#### Gross Profit

#### Expense

#### 5000 — PERSONNEL

5089 — Fellows 0

5088 — Vactaion Programming 0 actual

#### 5100 - PAYROLL TAX

Fam/Medical Leave (new tax) 5,000

5120 — Work Comp 17,000

5117 — Unemployment 13,000

5116 — Medicare 35,000

5115 — Soc Sec 42,000

Total 5100 - Payroll Taxes 112,000

Salaries worksheet - update above 2,140,701

Total 5000 — PERSONNEL 2,252,701

#### 5140 — BENEFITS

5141 — Health 373,774

5142 — Dental 25,661

5143 — Life & Disability 14,400

Total 5140 — BENEFITS 413,835

5150 — STAFF DEVELOPMENT 7,500 MCPSA m

5160 — SEARCH COSTS 1,700 SchoolSpi

#### 5200 — DIRECT STUDENT SUPPORT

5255 — Homework Club 6,500

5202 — Furnishings 1,000 reduced

5203 — Student Success Fund 15,300

5210 — Teachers supplies 5,000

5211 — Instructional Equipment 14,400

5215 — Curriculum supplies 5,000



## MCCPS FY21 Operating Budget worksheet

	APPROVED BUDGET	
5220 — Student supplies	5,000	
5221 — SPED supplies	1,500	
5222 — SPED Services	1,500	
5240 — Computer Support	2,000	
5241 — Technology - Hardware	5,000	
5242 — Technology-Software	2,000	
5250 — Nursing supplies	1,500	
5290 — Vacation Programming	0	actual
<b>Total 5200 — DIRECT STUDENT SUPPORT</b>	<b>65,700</b>	
<b>5300 — OCCUPANCY</b>		
<b>Total 5320 — Maintenance</b>	<b>40,000</b>	
5330 — CustSvc	30,000	
5340 — CustSupplies	5,000	
5351 — Utilities		
5352 — Electric	30,000	
5354 — Water	8,500	
5355 — Communications	3,750	
<b>Total 5351 — Utilities</b>	<b>42,250</b>	
<b>Total 5300 — OCCUPANCY</b>	<b>117,250</b>	
<b>5400 — OFFICE &amp; ADMIN</b>		
5492 — Mortgage Interest	120,423	
5405 — FundraisingExp		
5407 — Events		
5408 — Musical		
5405 — FundraisingExp - Other		
<b>Total 5405 — FundraisingExp</b>	<b>6,000</b>	
5410 — Supplies	5,000	
5430 — Accounting	18,000	
5431 — Legal	10,000	
<b>5435 - Marketing</b>	<b>10,000</b>	New item
5440 — PayrollSvc	5,500	
5450 — Printing&Copy	1,200	
5460 — Postage	3,500	
5470 — General Liability Insurance	30,000	
5480 — Board	7,000	
5486 — HoS Discretionary	1,500	
5487 — Admissions	1,500	
5497 — Bank Chrg	1,000	
<b>Total 5400 — OFFICE &amp; ADMIN</b>	<b>220,623</b>	
6100 — Depreciation	95,000	
<b>Total Expense</b>	<b>3,174,309</b>	
<b>Net Ordinary Income</b>	<b>15,636</b>	

### FinCom notes March 2021

The March tuition check came in at \$259,979, reflecting 208 students. At press time our FY21 population is 213.

The DESE updated FY21 tuition:

Projected FY21 at 9/14/20 - \$3,386,711 (based on 222 students)

FY21 at 12/18/20 - \$3,186,245 (based on 208)

**FY21 at 3/23/21 - \$3,183,944 (based on 208)**

The difference of \$2,301 is negligible, so at this point we're in good shape.

There have been no updates from DESE on FY22 projections...Katherine projects 230 students for FY22 (at 4/9/21).

**MCEF:** Susan can update on the recent MCEF activities and development efforts.

FY22 updates after February finance discussion (below).

### February 2021 notes

#### Revenue

We are awaiting details on a second round of ESSR grant funding in the amount of \$85,841, \$10,000 of which is earmarked for mental health services. The first round of this funding amounted to \$20K. **Update: We will be moving this grant into FY22**

As previously discussed I have been making journal entries to expense grants, thus reducing some budgeted expenses, especially in personnel. This process will continue as we are reimbursed thru the state grant system.

#### **4080 - Reimbursements**

You may recall we suffered water damage as a result of the new HVAC unit installation. I worked with our insurer (Hanover) and submitted a claim. The adjustor came back with damages totaling \$3,803.45, minus the deductible of \$2,500, netting a payment of \$1,303.45. We rec'd a separate check for \$607.72 for contents coverage.  
Total = \$1,911.17.

To date we have spent \$1,521.81 on repairs. I have attached a copy of my discussion with Hanover regarding the deductible.

This revenue line includes an additional payment not related the insurance claim.

## Expenses

5067 – Stipends: another round of Teaching Force stipends. These will be rolled into salaries as appropriate in FY22.

5170 – Substitute: reduction due to grant journal entry

5355 – Communications: the first appearance of the new phone bill (prorated for a month plus here). The regular monthly bill is \$1,109.78 of which \$146.68 is state and federal fees - which we can't avoid - that's almost 14% of the bill.

5330 – Custodial: we have replaced our janitorial service for the remainder of the school year. There will be a slight uptick in this expense for the final quarter. I will eventually pay the former service their final invoice.

**The FY22 budget** – much of this is a repeat from February

Work continues on the FY22 budget...a draft is included for discussion.

On 3 Feb the DESE published the first estimate of FY22 tuition. It has us listed for \$3,709,805 based on 230 students. Avg = \$16,129.59. While these numbers aren't worth the paper they are written on, the recent federal Covid bill should go a long way to limiting the financial impact of the pandemic. We are also waiting to see what grants come out of this legislation.

Peter can walk us through his vision for Personnel.

I will get our health insurance renewal the first week of April so I'm using the maximum expected increase of 8% in the budget. While Delta dental has not increased for 3 years but I'm projecting a 3% increase in the line item. These figures are also driven by actual enrollment. **Update: at 4/7/21 I was told by the rep that we'd have the Tufts number "early next week" (w/o 4/12). There will be no increase in the delta rates.**

Projecting an increase in utilities to account for the HVAC system running 24/7, new phone system

We expect to bring on a second shift, part time custodian and eliminate the Custodial Service line item.

We reduced the Marketing line item in anticipation of hiring a PT person

There is a new line for the replacement of the Admin HAVC unit

There is a new line item for Professional Services related to the renovation of the facility

Additional notes at the bottom of the worksheet

Good Morning John,

Now that you have resolved the above claim, I would like to check on the subrogation process against the HVAC contractor. Would you please let me know who at Hanover will be handling this.

Thank you,

Deanna M. Bullock, AIC, CSRM  
Commercial Claims Manager  
**FRED C. CHURCH, INC.**

\*\*\*\*

The note from our subro department which is in the visible file notes,

“Insured sent an email to John expressing he wanted to be made whole with deductible. He submitted estimate of loss even lower than \$5K. I did forward to John Cronin advising with this amount, we cannot prove an HVAC defect without an expert being retained and it is not cost effective to do so. I also advised John that I closed subro.”

Feel free to reach out with any questions,

John Cronin  
Field Adjuster Property Claims  
The Hanover Insurance Group

\*\*\*\*

OK, thanks.

So if our claim was larger in value, it'd be worth Hanover spending more to get 100% of the money from the contractor, but since it's a small claim I get to eat the deductible even though I'm the injured party?

Jeffrey Barry

\*\*\*

Jeff,

Unfortunately your policy carries a deductible, and that must be applied to any claim you file under that policy.

Had you gone through the contractor's liability insurance, you would not have had a deductible, but a lot of times 3<sup>rd</sup> party claims are paid at ACV instead of RCV – so you'd be short in that regard as well.

If The Hanover (or any other carrier) spent money chasing subrogation on claims that are not cost effective, everyone's premiums would be higher than they already are to make up for those costs.

Thank you, I hope this helps.

John Cronin  
Field Adjuster Property Claims