



# MCCPS Board of Trustees

## Monthly Personnel Meeting

Published on March 11, 2021 at 8:39 AM EST

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### Date and Time

Tuesday March 16, 2021 at 7:00 PM EDT

### Location

Topic: Personnel Meeting

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

Join Zoom Meeting

<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. Call the Meeting to Order</b>		Artie Sullivan	2 m
<b>B. Record Attendance and Guests</b>		Katie Sullivan	1 m
<b>C. Accept Remote Participation</b>	Vote	Artie Sullivan	2 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 we make a motion to accept this Executive Order for this meeting of the Personnel Committee, on March 16, 2021.			
<b>D. Approve Minutes</b>	Approve Minutes	Katie Sullivan	5 m
Approve minutes for Monthly Personnel Meeting on February 9, 2021			

	Purpose	Presenter	Time
<b>II. Old Business</b>			<b>7:10 PM</b>
Personnel Committee			
<b>A.</b> Prepare Board Presentation for HOS Annual Evaluation	Vote	Artie Sullivan	30 m
<b>B.</b> Staffing Updates	Discuss	Peter Cohen	15 m
<b>C.</b> Review MCCPS Personnel Handbook	Discuss	Peter Cohen	30 m
<b>D.</b> Review of Student Parent Handbook	Discuss	Peter Cohen	10 m
<b>E.</b> Personnel Committee Membership	Discuss	Artie Sullivan	
Review the committee membership needs of the Personnel Committee. Identify potential candidates for membership on the committee.			
<b>F. POLICY REVIEW</b>	Discuss	Artie Sullivan	5 m
CONTINUE DISCUSSIONS OF POLICY REVIEW AS PERTAIN TO SCOPE OF PERSONNEL COMMITTEE			
<ol style="list-style-type: none"> <li>1. Links to Personnel Policies                             <ol style="list-style-type: none"> <li>1. Marblehead - <a href="https://www.marbleheadschoools.org/district/mps-policy-manual">https://www.marbleheadschoools.org/district/mps-policy-manual</a> <ol style="list-style-type: none"> <li>1. Scroll down to section G - Personnel</li> </ol> </li> <li>2. Salem Personnel - <a href="https://www.salemk12.org/cms/One.aspx?portalId=268138&amp;pageId=537199">https://www.salemk12.org/cms/One.aspx?portalId=268138&amp;pageId=537199</a></li> </ol> </li> </ol>			
<b>III. New Business</b>			
<b>IV. Action Items</b>			<b>8:40 PM</b>
<b>A.</b> Review Action Items from Meeting	FYI	Katie Sullivan	5 m
Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion.			
<b>V. Closing Items</b>			<b>8:45 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Artie Sullivan	5 m

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Monthly Personnel Meeting on February 9, 2021



## MCCPS Board of Trustees

### Minutes

#### Monthly Personnel Meeting

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##### **Date and Time**

Tuesday February 9, 2021 at 7:00 PM

##### **Location**

Topic: Personnel Meeting

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

Join Zoom Meeting

<https://us02web.zoom.us/j/3898394128?pwd=QndLYk9jVjcyNEJ5dXZGRWhnMDhSUT09>

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##### **Committee Members Present**

Artie Sullivan (remote), James Rogers (remote), John Steinberg (remote), Katie Sullivan (remote), Peter Cheney (remote)

##### **Committee Members Absent**

*None*

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

**A. Call the Meeting to Order**

**B. Record Attendance and Guests**

**C. Accept Remote Participation**

James Rogers made a motion to accept remote participation in light of the the ongoing Coronavirus outbreak, Gov. 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.

Peter Cheney seconded the motion.

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

#### **D. Approve Minutes**

James Rogers made a motion to approve the minutes from Monthly Personnel Meeting on 12-08-20.

Peter Cheney seconded the motion.

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

## **II. Old Business**

### **A. Prepare Board Presentation for HOS Annual Evaluation**

Part 2 of the HOS Evaluation Training Presentation will be March 30, 2012 to the Board of Trustees

Mid-cycle report: 1 still outstanding (10/11 received) as of now; 2 without comments, 1 without grading goals. Reports were shared with Peter Cohen.

Peter Cohen will do a draft of tying his HOS goals to the Standards and Indicators for our next committee meeting.

This Committee will meet on March 16th unless Exhibition activities are that week, preventing Peter Cohen from attending. Then we will do March 8th.

The Val-Ed and Board on Track will be launched in April and John Steinberg will assist with the result reports.

### **B. Review MCCPS Personnel Handbook**

Peter and James have reviewed the Faculty Handbook and noted the remaining places for clarification for this year and next. Document has been shared with this committee.

### **C. Review of Student Parent Handbook**

Peter and James have reviewed the Faculty Handbook and noted the remaining places for clarification for this year and next. This is a longer document with several attached policies. We still need to look carefully through the policies. Most notable is the Conflict/Grievance Policy which needs to be looked at by this committee.

### **D. Personnel Committee Membership**

No new members as of yet.

## **E. POLICY REVIEW**

Grievance Policy to be added to our list

## **III. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:08 PM.

Respectfully Submitted,  
Katie Sullivan

# Coversheet

## Prepare Board Presentation for HOS Annual Evaluation

**Section:** II. Old Business  
**Item:** A. Prepare Board Presentation for HOS Annual Evaluation  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Standards to HOS Goals.docx  
Head of School Evaluation Year End Form, 2021 template.docx

This will get us started with aligning the HoS Goals to Standards/Indicators:

Goal 1: Leadership & Admin Team Development

Standards/Indicators:

IIB - Human Resources Management & Development

IIC - Scheduling & Management Information Systems

IVE - Shared Vision

Goal 2: Criteria for Excellence & Measures of Learning

Standards/Indicators:

IA - Curriculum

IC - Assessment

IE - Data-Informed Decision Making

Goal 3: Communication & Marketing

Standards/Indicators:

IIIA - Engagement

IIIB - Sharing Responsibility

IIIC - Communication

IIID - Family Concerns

Goal 4: Instructional Development for Teachers

Standards/Indicators:

IB - Instruction

ID - Evaluation

IIA - Environment

IVC - Communication

IVD - Continuous Learning

IVE - Shared Vision



## End-of-Cycle Summative Evaluation Report: Head of School

Head of School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Name

Signature

Date

### Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

### Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

#### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new Heads of School, performance is on track to achieve proficiency within three years.

**Proficient** = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

**Exemplary** = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

Indicators	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## End-of-Cycle Summative Evaluation Report: Head of School

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Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are required in support of any rating other than Proficient.

**Comments:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Head of School Performance Goals**

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Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.  
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	<p><b>Leadership &amp; Administrative Team Development:</b> Throughout FY21 (July 2020-June 2021) the Leadership and Admin Teams will work collaboratively to ensure that all leadership and administrative tasks are executed effectively and efficiently.</p> <p>Key Actions :</p> <ol style="list-style-type: none"> <li>By October 19, establish systems for effective teamwork. This will include: (a) Regular meeting schedule for both teams, (b) Meeting protocols that include advanced agenda input and sharing, (c) Established norms for meetings</li> <li>By October 19, roles and responsibilities will be more clearly defined, including job descriptions that will be drafted and revised throughout the school year.</li> </ol> <p>Develop systems for internal communications including a flow chart for the faculty &amp; staff to know the first point of contact for any issue.</p> <p>Standard –</p>	☒	☒	☒	☒	☒
<b>School Improvement</b>						
2	<p><b>Define Criteria for Excellence &amp; Measures of Learning:</b> By early fall, the Criteria for Excellence document will be drafted with input from each department. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School.</p> <p><b>Key Actions :</b></p> <ol style="list-style-type: none"> <li>Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school</li> <li>Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document.</li> <li>Throughout the late summer we will train faculty, staff, parents, and students on the utilization of new technology platforms that will strengthen our remote learning instruction and lead to effective student portfolios, and student-led conferences.</li> <li>By January 1, we will have an updated design plan for Exhibitions of student learning.</li> </ol> <p>Standard -</p>	☒	☒	☒	☒	☒

Professional Practice					
3	<p><b>Communications &amp; Marketing:</b> During FY21 the school website will be redesigned and a new logo/branding will be completed. Additionally, as part of the recruitment process, mailings will go out to families across the sending districts in the area in advance of events such as open houses and the enrollment lottery. A robust social media presence will be in place.</p> <p>Key Actions :</p> <ol style="list-style-type: none"> <li>1. During the month of August, our internal communications team will work with a consultant to both rebrand (new logo) and upgrade our website that will become the hub of information it is intended to be for parents and interested community members.</li> <li>2. By January 1 we will work with other marketing consultants to create and distribute marketing materials including postcards and flyers to potential families in an effort to strengthen our recruitment efforts.</li> <li>3. By the end of May 2021 we will have a strategic plan for the use of social media in our school as a medium to promote and celebrate what we do at MCCPS</li> </ol> <p>Standard –</p>	✉	✉	✉	✉
Student Improvement					

4	<p><b>Effective Instructional Professional Development for Teachers - a multi-year goal;</b> The Head of School and the Principal will work with consultants with experience in the Dutch system of “Leerkracht” (Teaching Force). This work will ground our efforts to improve teaching and learning by providing teachers with a system for giving and receiving feedback on lesson planning and implementation.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> <li>1. Year One: Introduce, train, and initiate the Teaching Force protocols with a select group of teachers and teacher-leaders. This work will include the development of a schedule that prioritizes time for teachers to work collaboratively in support of one another for lesson design and eventually peer observations.</li> <li>2. Year One: During the time of COVID-19 we will focus our attention on developing and training every teacher on effective delivery of instruction in a remote setting so that we can be fully prepared for effective teaching &amp; learning in either a remote or in-person learning environment.</li> <li>3. Year Two: Once we are fully back to in-person learning for all, we will develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations.</li> <li>4. Year Three: The integration of the peer feedback system (Teaching Force) and the more formal, evaluative feedback will be meshed together to create our fully realized system for providing educators with the information they need to continuously improve.</li> </ol>	☒	☒	☒	☒	☒
<b>Standard –</b>						

<b>Permanent</b>						
<b>Standard II-D</b>	<b>Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines.	☒	☒	☒	☒	☒
<b>Standard II-E</b>	<b>Fiscal Systems:</b> Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.	☒	☒	☒	☒	☒
<b>Standard IV-E</b>	<b>Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	☒	☒	☒	☒	☒

Comments:

## Head of School Performance Rating for Standard I: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all Heads of School and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state and school assessment results and growth data—to inform school goals and improve organizational performance, educator effectiveness, and student learning. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I (Circle one.)</b>	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for all ratings other than Proficient):**

**Examples of evidence Head of School might provide:**

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of school assessment data
- Sample of school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant Board meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: \_\_\_\_\_

## Head of School Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. <b>Other Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. <b>Permanent Goal</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources. <b>Permanent Goal</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard II**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for all ratings other than Proficient):**

**Examples of evidence Head of School might provide:**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report                                  | <input type="checkbox"/> Analysis of student feedback   | <input type="checkbox"/> Analysis and/or samples of leadership team(s) schedule/agendas/materials |
| <input type="checkbox"/> Budget analyses and monitoring reports                 | <input type="checkbox"/> Analysis of staff feedback   | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> Budget presentations and related materials             | <input type="checkbox"/> Analysis of safety and crisis plan elements and/or incidence reports |   |
| <input type="checkbox"/> External reviews and audits                            | <input type="checkbox"/> Relevant Board meeting agendas/minutes/materials                     |   |
| <input type="checkbox"/> Staff attendance, hiring, retention, and other HR data |   |   |





## Head of School Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. <b>Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. <b>Permanent Goal, Goal #</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community. <b>Other Evidence</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard IV</b> ( Circle one . )	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (required for overall ratings other than Proficient)**

Examples of evidence Head of School might provide:

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report                             | <input type="checkbox"/> School visit protocol and sample follow-up reports     | <input type="checkbox"/> Board meeting agendas/materials                    |
| <input type="checkbox"/> School improvement plans and reports              | <input type="checkbox"/> Presentations/materials for community/parent meetings  | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data                   | <input type="checkbox"/> Analysis of staff feedback                             | <input type="checkbox"/> Analysis of staff feedback                         |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of Head of School/administrator practice goals | <input type="checkbox"/> Other: _____                                       |

