



MCCPS Board of Trustees

Personnel Committee Meeting

Published on April 6, 2022 at 2:23 PM EDT

Date and Time

Monday April 11, 2022 at 7:00 PM EDT

Location

Personnel Committee Meetings

Join Zoom Meeting

<https://zoom.us/j/91462514433?pwd=RVA4VnBHeWo2TE4vTW1DTzRKd3Jhdz09>

Meeting ID: 914 6251 4433

Passcode: MCCPSper

17 Lime Street

Marblehead, Massachusetts

01945

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Call the Meeting to Order		Artie Sullivan	2 m
B. Record Attendance and Guests		Katie Sullivan	1 m
C. Accept Remote Participation	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 April 11, 2022.			
D. Approve Minutes	Approve Minutes	Katie Sullivan	5 m
Approve minutes for Personnel Committee Meeting on March 14, 2022			

	Purpose	Presenter	Time
II. Old Business			7:10 PM
Personnel Committee			
A. Discussion of HOS Goals to Evaluation Tool	Discuss	Artie Sullivan	20 m
B. Personnel Committee Membership & Schedule	Discuss	Artie Sullivan	2 m
Review the committee membership needs of the Personnel Committee. Identify potential candidates for membership on the committee and the upcoming schedule.			
C. POLICY REVIEW	Discuss	Artie Sullivan	5 m
CONTINUE DISCUSSIONS OF POLICY REVIEW AS PERTAIN TO SCOPE OF PERSONNEL COMMITTEE			
1. Links to Personnel Policies			
1. Marblehead - https://www.marbleheadschoools.org/district/mps-policy-manual			
1. Scroll down to section G - Personnel			
2. Salem Personnel - https://www.salemk12.org/cms/One.aspx?portalId=268138&pageId=537199			
III. New Business			7:37 PM
A. Personnel Committee Synopsis for Community	Discuss	Artie Sullivan	15 m
IV. Action Items			7:52 PM
A. Review Action Items from Meeting	FYI	Katie Sullivan	5 m
Review Action Items form meeting, including who is responsible, item to be completed and time frame for status report or completion.			
V. Closing Items			7:57 PM
A. 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 Personnel Committee Meeting on March 14, 2022



MCCPS Board of Trustees

Minutes

Personnel Committee Meeting

Date and Time

Monday March 14, 2022 at 7:00 PM

Location

Personnel Committee Meetings

Join Zoom Meeting

<https://zoom.us/j/91462514433?pwd=RVA4VnBHeWo2TE4vTW1DTzRKd3Jhdz09>

Meeting ID: 914 6251 4433

Passcode: MCCPSper

17 Lime Street

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Committee Members Present

Artie Sullivan (remote), Jen Stoddard (remote), John Steinberg (remote), Peter Cheney (remote), Peter Cohen (remote)

Committee Members Absent

Katie Sullivan

I. Opening Items

A. Call the Meeting to Order

B.

Record Attendance and Guests

C. Accept Remote Participation

John Steinberg made a motion to accept remote participation.

Peter Cohen seconded the motion.

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

Roll Call

Peter Cohen Aye
Artie Sullivan Aye
Peter Cheney Absent
Katie Sullivan Absent
Jen Stoddard Aye
John Steinberg Aye

D. Approve Minutes

Jen Stoddard made a motion to approve the minutes from Feb 7, 2022 Personnel Committee Meeting on 02-07-22.

Peter Cohen seconded the motion.

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

Roll Call

Jen Stoddard Aye
Katie Sullivan Absent
John Steinberg Aye
Artie Sullivan Aye
Peter Cheney Absent
Peter Cohen Aye

E. Approve Jan-22 Minutes

Artie Sullivan made a motion to approve the minutes from Jan-22 Personnel Committee Meeting on 01-10-22.

Peter Cohen seconded the motion.

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

Roll Call

Peter Cohen Aye
Jen Stoddard Aye
Katie Sullivan Absent
Artie Sullivan Aye
Peter Cheney Absent
John Steinberg Aye

F. Approve minutes, Dec-21

John Steinberg made a motion to approve the minutes from Dec-21 Personnel Committee Meeting on 12-14-21.

Peter Cohen seconded the motion.

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

Roll Call

Artie Sullivan Aye
Jen Stoddard Aye
Peter Cohen Aye
Katie Sullivan Absent
John Steinberg Aye
Peter Cheney Absent

II. Old Business

A. Discussion of internal survey instrument

- Discussion of the internal survey tool
- launch this year
- Katie to present to the faculty of March 30th.

B. Personnel Committee Membership & Schedule

C. POLICY REVIEW

III. New Business

A. Discussion of Annual HOS Goal Training to the Board

- Reach out to Katie to present
- Reorder pages so flows easier

B. Review of Salary Study presented to the Mar 1 Board meeting

IV. Closing Items

A. Adjourn Meeting

Peter Cheney made a motion to adjourn.

John Steinberg seconded the motion.

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

Roll Call

John Steinberg Aye
Jen Stoddard Aye
Peter Cohen Aye
Peter Cheney Aye

Roll Call

Artie Sullivan Aye

Katie Sullivan Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:40 PM.

Respectfully Submitted,
Artie Sullivan

Documents used during the meeting

- REVISED 2.7.222022_MCCPS_teacher_satisfaction_survey.docx

Coversheet

Discussion of HOS Goals to Evaluation Tool

Section: II. Old Business
Item: A. Discussion of HOS Goals to Evaluation Tool
Purpose: Discuss
Submitted by:
Related Material: Head of School Evaluation Year End Form, 2022 template.docx

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

Head of School: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Performance on Standards (Complete pages 1-5 first; then check one box for each standard.)

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
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: 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. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: 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. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: 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. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard I (Circle one.)	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
<i>Check one box for each indicator and circle the overall standard rating.</i>				
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. Goal #	☒	☒	☒	☒
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. Goal #	☒	☒	☒	☒
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. Goal #	☒	☒	☒	☒
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. Permanent Goal	☒	☒	☒	☒
II-E. Fiscal Systems: Develops a budget that supports the school’s vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources. Permanent Goal	☒	☒	☒	☒
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:

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

Head of School Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, and community. Goal #	☒	☒	☒	☒
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Goal #	☒	☒	☒	☒
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Goal #	☒	☒	☒	☒
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. Goal #	☒	☒	☒	☒

Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.
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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
- Participation rates and other data about school family engagement activities
- Evidence of community support and/or engagement
- Sample school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant Board presentations and minutes
- Other: _____

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
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: 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"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: 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. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: 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. Permanent Goal, Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (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:

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

Head of School Performance Goals – Step 2

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
1	<p>Leadership & Administrative Team Development: Implement an Effective System for Observation, Feedback, and Evaluation of Teachers.</p> <p>The Head of School 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. Simultaneously, a system for educators to receive feedback from supervisors will be implemented.</p> <p>Key Actions:</p> <p>2021: Re-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 peer observations. The Teaching Force program will also allow administrators and teachers to identify areas of focus for the evaluations/observations.</p> <p>2021-2022: Develop a formal system for teachers to receive regular feedback from supervisors leading to both formative and summative evaluations. The Principal, Director of Student Services, and Head of School will each be assigned members of the staff for whom they are the primary evaluator. We will calibrate and collaborate to ensure an equitable evaluation process.</p> <p>2022: 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.</p> <p>Standard –</p>	☒	☒	☒	☒	☒

School Improvement					
2	<p>Define Criteria for Excellence & Measures of Learning: Implement the Criteria for Excellence & Portfolio System</p> <p>The Criteria for Excellence document is now complete. During the 2021-2022 school year teachers will integrate the skills across lessons/units of study and monitor progress of students. Students will also self-monitor or track their growth and progress toward acquiring these skills. This work will be facilitated by the Academic Excellence Committee and the Principal with oversight by the Head of School. Department Chairs will use the Criteria document as the primary area of accountability and focus for the work across grade levels.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. Throughout the school year, there will be coordination of the work of the Academic Excellence Committee with the instructional leaders in the school 2. Next steps will include the development of rubrics/assessments aligned with the Criteria for Excellence document. 3. Throughout the fall we will train faculty, staff, parents, and students on the Criteria of Excellence and this will lead to effective student portfolios and student-led conferences. <p>Standard -</p>	✉	✉	✉	✉
Professional Practice					

<p style="text-align: center;">3</p>	<p>Communications & Marketing: Communication</p> <p>The Head of School will establish and maintain productive relationships with all employees.</p> <p>Key Actions:</p> <ol style="list-style-type: none"> 1. The Head of School will meet individually with each employee by September 30 to check in and learn more about one another. 2. The Head of School will meet individually with each employee during the months of February and March to both provide and receive feedback on job performance to date. 3. The Head of School will meet individually with each employee in May to review employment agreements and negotiate salary for the next year. 4. The Head of School will plan opportunities for team building activities periodically throughout the school year <p>Standard –</p>	✉	✉	✉	✉	✉

Permanent						
<p style="text-align: center;">Standard II-D</p>	<p>Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines.</p>	✉	✉	✉	✉	✉
<p style="text-align: center;">Standard II-E</p>	<p>Fiscal Systems: Develops a budget that supports the school’s vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.</p>	✉	✉	✉	✉	✉
<p style="text-align: center;">Standard IV-E</p>	<p>Shared Vision: 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.</p>	✉	✉	✉	✉	✉

Step 3: 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

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	☒	☒	☒	☒
Standard II: Management and Operations	☒	☒	☒	☒
Standard III: Family and Community Engagement	☒	☒	☒	☒
Standard IV: Professional Culture	☒	☒	☒	☒

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

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

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:

