



MCCPS Board of Trustees

Monthly Board Meeting

Published on April 21, 2022 at 2:16 PM EDT

Date and Time

Monday April 25, 2022 at 7:00 PM EDT

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Record Attendance and Guests		Paul Baker	
B. Call the Meeting to Order		Artie Sullivan	
C. Accept Remote Participation	Vote	Artie Sullivan	3 m
<p>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 25, 2022.</p>			
D. Approve Minutes	Approve Minutes	Artie Sullivan	2 m
Approve minutes for Monthly Board Meeting on March 29, 2022			
E. Approve Minutes from DESE Visit	Approve Minutes	Artie Sullivan	3 m
Approve minutes for DESE Site visit - Meeting with Board Members on April 13, 2022			
II. Public Comment			7:08 PM
A. Public Comment	Discuss	Artie Sullivan	5 m

	Purpose	Presenter	Time
III. Review of Previous Meeting Action Items			7:13 PM

A. Review of Previous Meeting Action Items

Discuss Artie Sullivan

- Identify potential candidates for the Board – Goal is 3 new members for SY2021-2022.
- Areas that need representation on the board –
 - ■ Faculty
 - Development
 - Facilities

IV. Board Annual Items

A. Upcoming Meeting Agenda Items

FYI Artie Sullivan

- April – Presentation by HOS of Annual Goals, Budget Adoption
- May – HOS Annual Evaluation
- June – Annual Board Retreat
- July - Adopt Annual Report, by July 31, Adopt Annual Board Goals
- August – Adopt HOS Goals, Open Annual Board Self Assessment
- Sept – Review Annual Board Self Assessment, Approve Committee Memberships and Vice-Chairs
- Oct – Adoption of the Annual Audit (must be done by Oct 31), Presentation on HOS Evaluation Process by the Personnel Committee,
- Nov – MCAS Presentation
- Dec –
- Jan – HOS Mid-year review
- Feb - Adopt School Calander
- March – Set up Satisfaction Survey, Set Annual Board Retreat Date, Presentation of HOS Annual Evaluation Form

B. Board Goals for SY 2021-2022

Discuss Artie Sullivan

Goal-1 Board Communication

Foster a strong level of connectivity with faculty, parents, and community members.

- Advance general awareness of MCCPS board responsibilities and key activities through a diverse communications strategy that reaches all key stakeholder groups.
- Build and cultivate a more dynamic and interactive relationship with MCCPS faculty. To include strengthening access and building trust through regular events and activities.

Goal-2 Development

Establish a robust development strategy to support both short-term and long-term strategic goals of MCCPS and ensure the financial stability of the school.

- Leverage local community networks to support the realization of short-term infrastructure needs (e.g. roof repairs).
- Identify and foster new and innovative opportunities to support the realization of long-term strategic goals (e.g. MCCPS Strategic Plan).

Goal 3 Supporting Academic Excellence

Purpose Presenter Time

Support the continued Growth and Development of the educational experiences of our MCCPS Students.

- Adoption and Support the Implementation of the Criteria for Excellence.

V. HOS Report 7:13 PM

A. Monthly Report	FYI	Peter Cohen	15 m
-------------------	-----	-------------	------

VI. Other Business 7:28 PM

A. Presentation by HOS of Annual Goals	Discuss	Peter Cohen	30 m
--	---------	-------------	------

B. Presentation of Staff, Board and HOS Val-Ed and BoT surveys	Discuss	John Steinberg	15 m
--	---------	----------------	------

C. Presentation of SY 22-23 Budget	Vote	Rodolphe Herve	20 m
------------------------------------	------	----------------	------

D. Upcoming Board Calendar	Discuss	Artie Sullivan	15 m
----------------------------	---------	----------------	------

- Set Annual Board Retreat
- Upcoming meeting format
 - Online
 - In-Person/Hybrid

VII. Committee Updates 8:48 PM

A. Governance Committee	Discuss	Paul Baker	5 m
-------------------------	---------	------------	-----

B. Finance Committee	Discuss	Rudi Herve	10 m
----------------------	---------	------------	------

C. Personnel Committee	Discuss	Peter Cheney	
------------------------	---------	--------------	--

D. Academic Excellence	Discuss	Jessica Xiarhos	5 m
------------------------	---------	-----------------	-----

E. Development & Communications	Discuss	Ian Hunt	5 m
---------------------------------	---------	----------	-----

F. Strategic Plan Committee	Discuss	Peter Cohen	
-----------------------------	---------	-------------	--

G. Facilities Task Force	Discuss	William Rockwell	5 m
--------------------------	---------	------------------	-----

H. Covid/Pandemic Response Task Force	Discuss	NDack Toure	5 m
---------------------------------------	---------	-------------	-----

VIII. Public Comment 9:23 PM

A. Public Comment	Discuss	Richard Doron	5 m
-------------------	---------	---------------	-----

IX. Board Member Comments and Resolutions 9:28 PM

	Purpose	Presenter	Time
A. Board Member Comments and Resolutions	Discuss	Richard Doron	3 m

This is an opportunity for Board Member Comments and Resolutions

X. Closing Items

9:31 PM

A. Recap Action Items	Discuss	Paul Baker	2 m
------------------------------	---------	------------	-----

Clerk to review actions items, add any additional items discussed.

B. Meeting Evaluation	Discuss	Richard Doron	3 m
------------------------------	---------	---------------	-----

Discuss how meeting went, did we stay on topic, meet goals, etc.

C. Adjourn Meeting	Vote	Richard Doron	
---------------------------	------	---------------	--

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 29, 2022

DRAFT



MCCPS Board of Trustees

Minutes

Monthly Board Meeting

Date and Time

Tuesday March 29, 2022 at 7:00 PM

Location

MCCPS
17 Lime St
Marblehead, MA 01970

Trustees Present

Artie Sullivan (remote), Jessica Gelb (remote), Jessica Xiarhos (remote), NDack Toure (remote), Nick Santoro (remote), Paul Baker (remote), Peter Cheney (remote), Peter Cohen (remote), Richard Doron (remote), Rodolphe Herve (remote), Tim Wadlow (remote)

Trustees Absent

Ian Hunt, William Rockwell

Guests Present

Andrea Barlow (remote), Carol McEnaney (remote), Christopher Bruell (remote), Elizabeth Burns (remote), Jan Schuemann (remote), Katie Sullivan (remote)

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 29, 2022 at 7:03 PM.

C. Accept Remote Participation

Nick Santoro made a motion to accept remote participation.

Peter Cheney seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jessica Xiarhos	Aye
Peter Cheney	Aye
Peter Cohen	Aye
Tim Wadlow	Aye
NDack Toure	Aye
Ian Hunt	Absent
Artie Sullivan	Aye
Richard Doron	Aye
William Rockwell	Absent
Paul Baker	Aye
Rodolphe Herve	Aye
Jessica Gelb	Aye

D. Approve Minutes

Jessica Gelb made a motion to approve the minutes from Monthly Board Meeting on 03-01-22.

Rodolphe Herve seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jessica Xiarhos	Aye
William Rockwell	Absent
Rodolphe Herve	Aye
Jessica Gelb	Aye
Nick Santoro	Aye
Peter Cohen	Aye
NDack Toure	Aye
Peter Cheney	Aye
Richard Doron	Aye
Tim Wadlow	Aye
Paul Baker	Aye
Ian Hunt	Absent
Artie Sullivan	Aye

II. Public Comment

A. Public Comment

No comment from the audience at this time!

III. Student Presentations

A. Student Presentations

by 6th grader, Julie Schuemann...presented a fantastical shaped lantern!! Her most favorite part of school this year

IV. Review of Previous Meeting Action Items

A. Review of Previous Meeting Action Items

Artie went over previous meeting action items

V. Board Annual Items

A. Upcoming Meeting Agenda Items

Satisfaction survey, retreat, HoS goals tonight.

B. Board Goals for SY 2021-2022

Please see Agenda for ongoing Board goals and details.

VI. HOS Report

A. Monthly Report

See HoS report in agenda.

VII. Other Business

A. Presentation of Annual HOS Goals Evaluation

Katie Sullivan presented HoS evaluation process..wonderfully as always:)

B. Set up HOS Evaluation Tools Dates

VaLed/BoT tools open to Board this week. After some discussion it was agreed that Board members should aim to have assessments completed and back to Artie & Rick by 4/8/22

C. Upcoming Board Calendar

Retreat..6/4/22 or 6/18/22.. Artie will send out email.
Scheduled to run from 9am to 3pm.

With regard to future Board and committee meetings, we will stay remote until the deadline of July 15th.

Board will test out going hybrid for the May and June meetings in advance of the July 15th remote end date.

VIII. Committee Updates

A. Governance Committee

Paul shared that Governance had approved all outstanding minutes and posting them as approved. Introduced current 5th grade parent Chris Bruell as a possible Board member.

B. Finance Committee

Rick Doran presented finance update.
See Finance updates in packet for more info.

C. Personnel Committee

Artie... HoS evaluation tools for staff have been updated. Results will be shared out at the next meeting.

D.

Academic Excellence

Jess X presented update on committee work. Lots of adjustments from stake holders within the school. Adjustment to grading and progress. The Academic Excellence document is, in effect, a living document that will change from year to year to reflect the teaching climate within the school.

E. Development & Communications

Next meeting will be on 4/4/22. This will be the first meeting in a while due to work commitments of committee membership.

F. Strategic Plan Committee

In person parent meeting on Thursday 3/31 for community feedback and next week via zoom.

G. Facilities Task Force

Peter Cohen.. Roof for school part of building going out to tender currently between \$400K and \$500K.
Looking at repairs instead, not preferable but...
HVAC units being studied for life span...
Architects playing around with drawings

H. Covid/Pandemic Response Task Force

Met in early March..only one covid case since return to school on 2/25. No outbreak after exhibition even though masks are now optional.
Next meeting on 5/2/22 no meeting scheduled for April.
Artie...what have we learned from the last 2 years? Study and recommend actions for the future? NDack and the committee will come back at a later meeting with suggested recommendations.

IX. Public Comment

A. Public Comment

No comments at this time.

X. Board Member Comments and Resolutions

A. Board Member Comments and Resolutions

Items to mull ahead of the annual Board Retreat in June....
Election of board officers, Clerk and Chair as well as any changes/shuffling of Committee chairs
Navigator award... To whom shall we award the gesture of thanks this year?
Paul and Rudolphe recognized Andrea Barlows fabulous contributions to the school for her Grant Writing and the incredible amount of money she has garnered as a result of her work.
Artie praised the entire staff for another successful Exhibition, t'was super and well attended with favorable feedback.

XI. Closing Items

A.

Recap Action Items

B. Meeting Evaluation

COMPLETE THE HOS EVALUATIONS, IN FULL AND ON TIME!
Ended at 8:35pm..astounding work by all involved:)

C. Adjourn Meeting

Rodolphe Herve made a motion to adjourn the meeting.
Richard Doron seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jessica Xiarhos	Aye
Artie Sullivan	Aye
Tim Wadlow	Aye
Jessica Gelb	Aye
Richard Doron	Aye
Paul Baker	Aye
Peter Cheney	Aye
Nick Santoro	Aye
NDack Toure	Aye
Rodolphe Herve	Aye
Ian Hunt	Absent
William Rockwell	Absent
Peter Cohen	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:35 PM.

Respectfully Submitted,
Paul Baker

Cover Sheet

Approve Minutes from DESE Visit

Section: I. Opening Items
Item: E. Approve Minutes from DESE Visit
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for DESE Site visit - Meeting with Board Members on April 13, 2022

DRAFT



MCCPS Board of Trustees

Minutes

DESE Site visit - Meeting with Board Members

Date and Time

Wednesday April 13, 2022 at 8:30 AM

Location

MCCPS
17 Lime St
Marblehead, MA 01945

Trustees Present

Artie Sullivan, Ian Hunt (remote), Peter Cheney (remote), Tim Wadlow, William Rockwell (remote)

Trustees Absent

Jessica Gelb, Jessica Xiarhos, NDack Toure, Nick Santoro, Paul Baker, Peter Cohen, Richard Doron, Rodolphe Herve

Guests Present

Bernie Capitolin - DESE, Janice Pamphile - DESE

I. Opening Items**A. Record Attendance****B. Call the Meeting to Order**

Artie Sullivan called a meeting of the board of trustees of MCCPS Board of Trustees to order on Wednesday Apr 13, 2022 at 8:30 AM.

II. Board**A. DESE Mid-cycle meeting**

Discussion with DESE site visit team during Mid-Charter review. Topics Included

- Accomplishments
- Enrollment
- Measuring Student Success
- 3 Components of the Charter
- Role of the Board
- Succession Planning for HOS and Board
- Board Member Recruitment/Approval Process
- HOS Evaluation
- Strategic Plan
- Budget/Finance
- Accountability Plan

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 9:30 AM.

Respectfully Submitted,
Artie Sullivan

Cover Sheet

Monthly Report

Section: V. HOS Report
Item: A. Monthly Report
Purpose: FYI
Submitted by:
Related Material: HOS Report to Board of Trustees 4_25_22.pdf



HOS Report to the Board of Trustees

Submitted by Peter Cohen, Ed.D

Meeting Date: April 25, 2022

- **April 2022**
 - COVID19 Update
 - Less Masking Learning Environment
 - Four positive cases since February 25
 - Return of pre-COVID practices
 - One Lunch
 - Field Trips
 - Looking ahead: reenergize parent volunteers

- **Enrollment, Recruitment, Retention**
 - Current enrollment for 2021-2022 is 222 students.
 - FY22 Budget is based on 220 students enrolled.
 - FY23 Budget will be based on 224 students enrolled.
 - Intent to Return requests (April for more binding commitment)
 - Over 90% of students returning
 - Keeping an eye on numbers in upper grades

- **Progress Toward HoS Goals Update in slide deck shared in packet**

- **Other Updates**
 - **Mural** (Prep work in process, artist arrives May 2, \$6000 for backlot mural)
 - **Strategic Plan** (Low turnout at focus groups, faculty focus group May 4)
 - **Parent Survey** (Only 24 respondents)
 - **Staffing and Budget** (HR Manager, Dean of Students, Math Teacher, Endicott Fellows)
 - **Admin Team feedback survey** (Data in packet)
 - **Future of feedback surveys - ValEd concerns**

Cover Sheet

Presentation by HOS of Annual Goals

Section: VI. Other Business
Item: A. Presentation by HOS of Annual Goals
Purpose: Discuss
Submitted by:
Related Material:
Head of School Update April 2022.pdf
ParentSurvey2022.pdf
Staff Survey - Feedback for Prioncipal and Director of Student Services.pdf
Head of School Evaluation Year End Form, 2022.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 # 2	<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 # 1	<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 # 2	<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 # 1	<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 # 2	<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.
--	---

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 # 1	☒	☒	☒	☒
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 # 3	☒	☒	☒	☒
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.	☒	☒	☒	☒
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.		☒	☒	☒	☒
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.		☒	☒	☒	☒
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.		☒	☒	☒	☒
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner.		☒	☒	☒	☒
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.				

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

	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 # 1, 3	<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 # 1	<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 # 1, 3	<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.
---	---

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: _____ |

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 – IB, ID, IIA, IVC, IVD, IVE</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 - IA, IC, IE</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 – IIB, IVC, IVE</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:

Head of School Evidence for Evaluation

Peter Cohen, Ed.D. • 04.25.2022

Overview

Evidence for Evaluation

July 2021-April 2022

Progress Toward Goals

- Implement an Effective System for Observation, Feedback, and Evaluation of Teachers
- Implement the Criteria for Excellence & Portfolio System
- Communication

Progress Toward Standards

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

School Improvement Goal #1

Implement an Effective System for Observation, Feedback, and Evaluation of Teachers

Significant Progress

- The Teaching Force took steps forward in Year 2
 - Core group of General Ed and Special Ed Teachers met regularly
 - Themes for improvement identified each trimester
 - Collegiality and Team Cohesion
 - Student Engagement
 - Exhibition: Engaging Community, Empowering Students, Parent Involvement
 - Joint Lesson Design & Peer Collaboration increased
 - Lesson Visits were initiated
 - Good building year
 - Year 3: More structure (JLD) and Measures of Impact

Significant Progress

- Return of an Educator Evaluation System - Year 1
 - Primary Evaluator Assigned
 - Student Learning & Professional Practice Goals for all
 - Classroom Observations Completed
 - 360° Feedback system initiated
- HR Manager hired to help improve systems and processes
- Leaders (Principal & Director of Student Services) provided with survey data similar to HoS

Student Learning Goal #2

Implement the Criteria for Excellence & Portfolio System

Significant Progress

- Criteria for Excellence adjusted based on first year of implementation. Becoming a living document.
- Bridges between units of study and Exhibition projects and the Criteria for Excellence
- Parent presentation planned for May
- Student Portfolios in place at each grade level
 - Next step - work toward continuity from grade level to grade level
- Work is overseen by Department Chairs and Academic Excellence Committee
- Excellent example of Teacher-led, parent partnership
- Work began in January 2020. Slowed by pandemic.
- Clear next steps - portfolios, student-led conferences, capstone projects, clear measures to be established.

Professional Practice Goal #3

Communication

Significant Progress

- Individual meetings with staff in September and in March
 - Joined by additional school leader
 - HR Manager hired April - will join these meetings in the future
- Observed each classroom in response to Mid-Cycle feedback
- Will check in with each returning team member with employment agreements following budget approval
- More Faculty meetings this year
- Open and timely communication about issues impacting the whole school
 - Bullying, student behavior
 - Surveyed staff on staffing needs
 - Solicited feedback via surveys for leadership team

Attention Areas/Future Goals



- ★ ***Academic Excellence***
 - ***Criteria for Excellence***
- ★ ***Professional Development***
- ★ ***Re-engage Parent Community***
- ★ ***Strategic Plan***
 - ***Facilities - Academics - Culture***

Standards

Evidence of Proficiency in Standards I-IV

Standard I: Instructional Leadership

Curriculum:

- Working to establish Principal as Instructional Leader
- More work needed to implement systems of curriculum review
- Teaching Force leads to improved lesson design

Instruction:

- Classroom observations and expectations for teaching have been shared.
- More professional development and instructional support (coaching) is needed.

Assessment:

- Use of data tracking tool continued. iReady, MCAS, IXL, and Grades will be triangulated.
- Measuring progress toward skills in Criteria for Excellence is next

Evaluation:

- In progress. Major step forward this year.

Data Informed Decision Making:

- Use of data tracking tool continued. iReady, MCAS, IXL, and Grades

Standard II: Management & Operations

Environment:

- Classroom furniture, warehouse cleanout, new offices
- COVID health/safety protocols

Human Resources Management & Development:

- Leadership Team expanded for FY23 (Dean and HR)
- Principal on Improvement Plan for FY23

Scheduling & Management Information Systems:

- Leadership team has implemented continuous improvements to scheduling. Systems for enrollment, admissions, COVID have all been updated and implemented

Law, Ethics, and Policies:

- Maintain training and compliance with all regulations, policies, procedures

Fiscal Systems:

- The business manager has been outstanding. The school has returned to strong financial footing even during a pandemic. Grants have supplemented budget.

Standard III: Family & Community Engagement

Engagement:

- Gradually reopening access, as we move into each new phase of the pandemic. Must proactively return to co-op, where all parents give back and contribute in some way

Sharing Responsibility:

- Will continue to solicit feedback from the community through surveys and return of in-person meetings/coffees

Communication:

- Improved Website and use of social media to tell our story.
- Weekly newsletter with information and promotion of events and school happenings.

Family Concerns:

- Proactively inform parents of student concerns and work collaboratively to address these concerns.
- Addition of Dean will address communication from Admin

Standard IV: Professional Culture

Commitment to High Standards:

- Shared accountability through Teaching Force

Cultural Proficiency:

- Scrutiny of classroom materials/libraries, ESL and Special Ed procedures continuously updated

Communication:

- Regular communication with all key stakeholders.

Continuous Learning:

- More work needed to develop comprehensive plan for professional development and growth

Shared Vision:

- Building trust and buy-in for updated vision as we move to next phase of pandemic

Managing Conflict:

- Leadership during the COVID19 pandemic
- Steady leadership during unstable times

Accomplishments

1. Navigated challenges. Led with integrity
2. Communication & culture improved
3. Improving Leadership Team
4. Gradual return to “normal” (field trips, enrichment, community meeting, lunch, exhibition, graduation)
5. Pick Up/Drop Off, Lunch Service & Supervision
6. Murals
7. Grants
8. Steady leadership through challenging times

Next Steps...

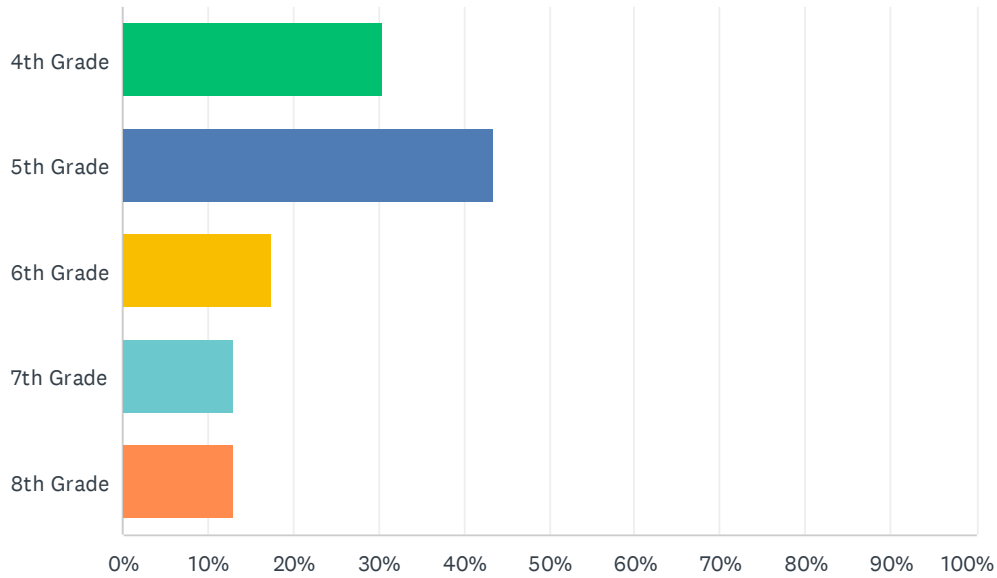
- Strategic Plan
- Goal Setting
- Professional Development Planning
- Facilities Upgrades
- Return to Service Learning (Food Pantry)
- Re-engage, re-energize parents as partners

Just the Facts

Facilities+Academics+Culture+Teamwork
=Success

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

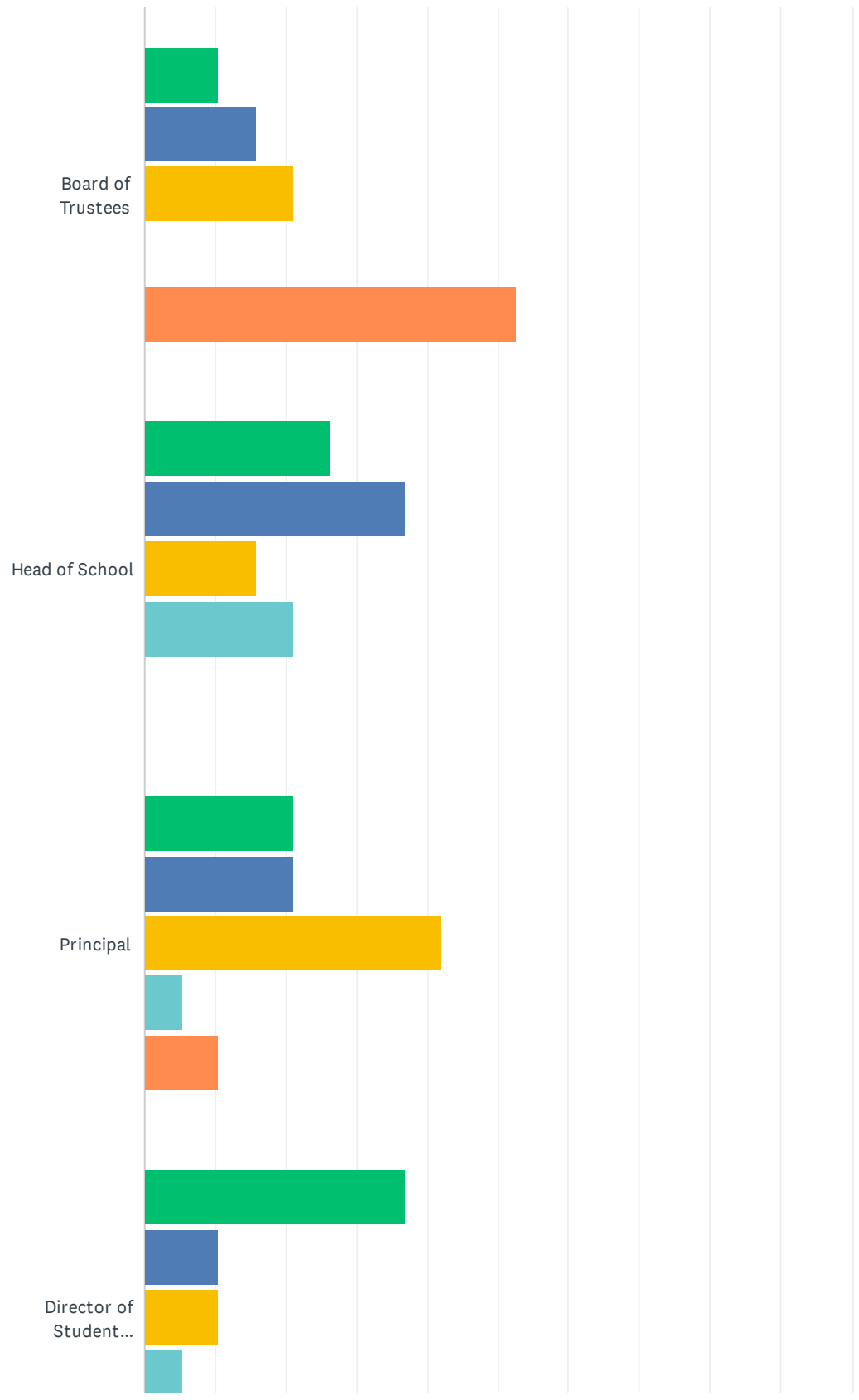
Answered: 23 Skipped: 1

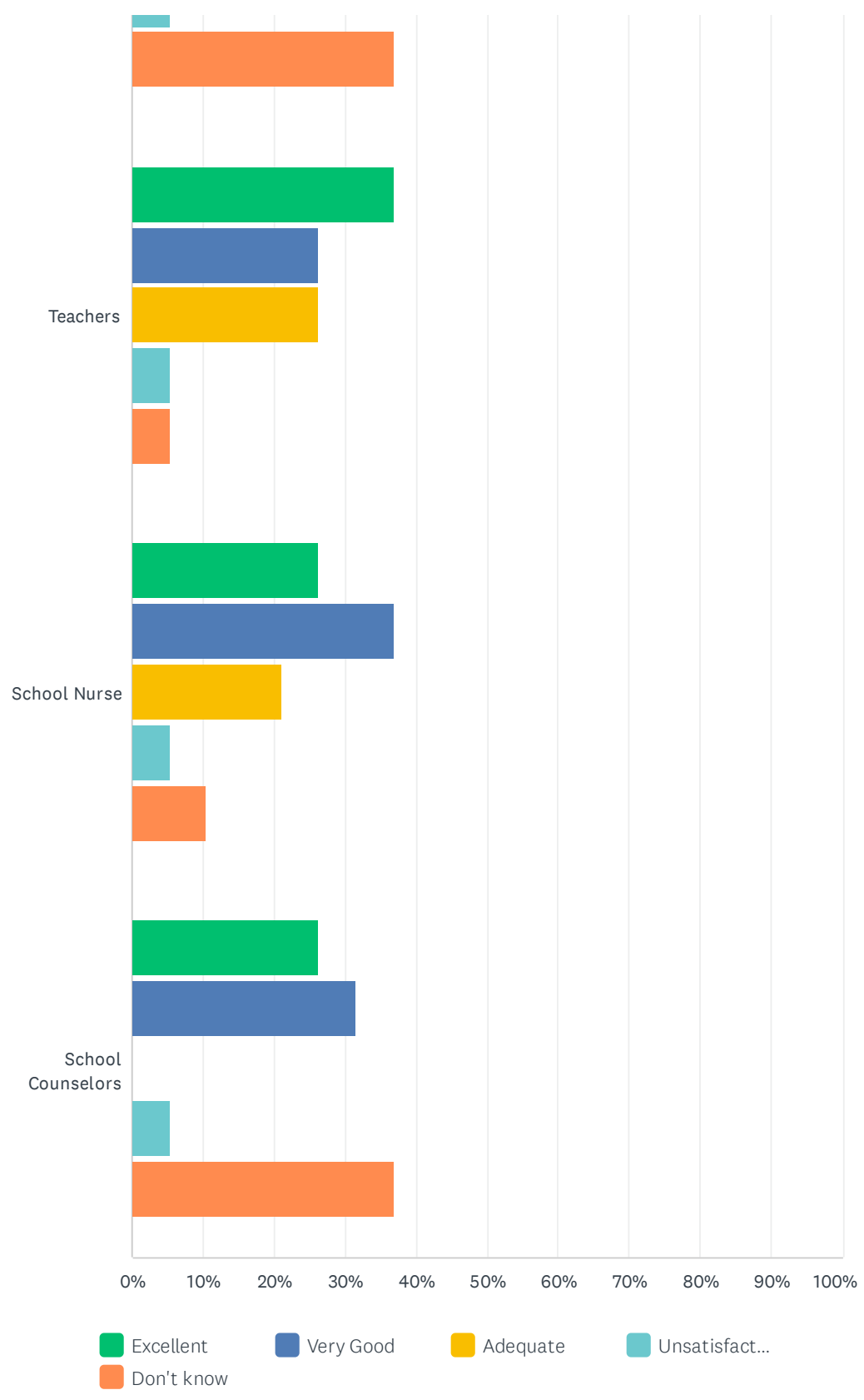


ANSWER CHOICES	RESPONSES
4th Grade	30.43% 7
5th Grade	43.48% 10
6th Grade	17.39% 4
7th Grade	13.04% 3
8th Grade	13.04% 3
Total Respondents: 23	

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

Answered: 19 Skipped: 5



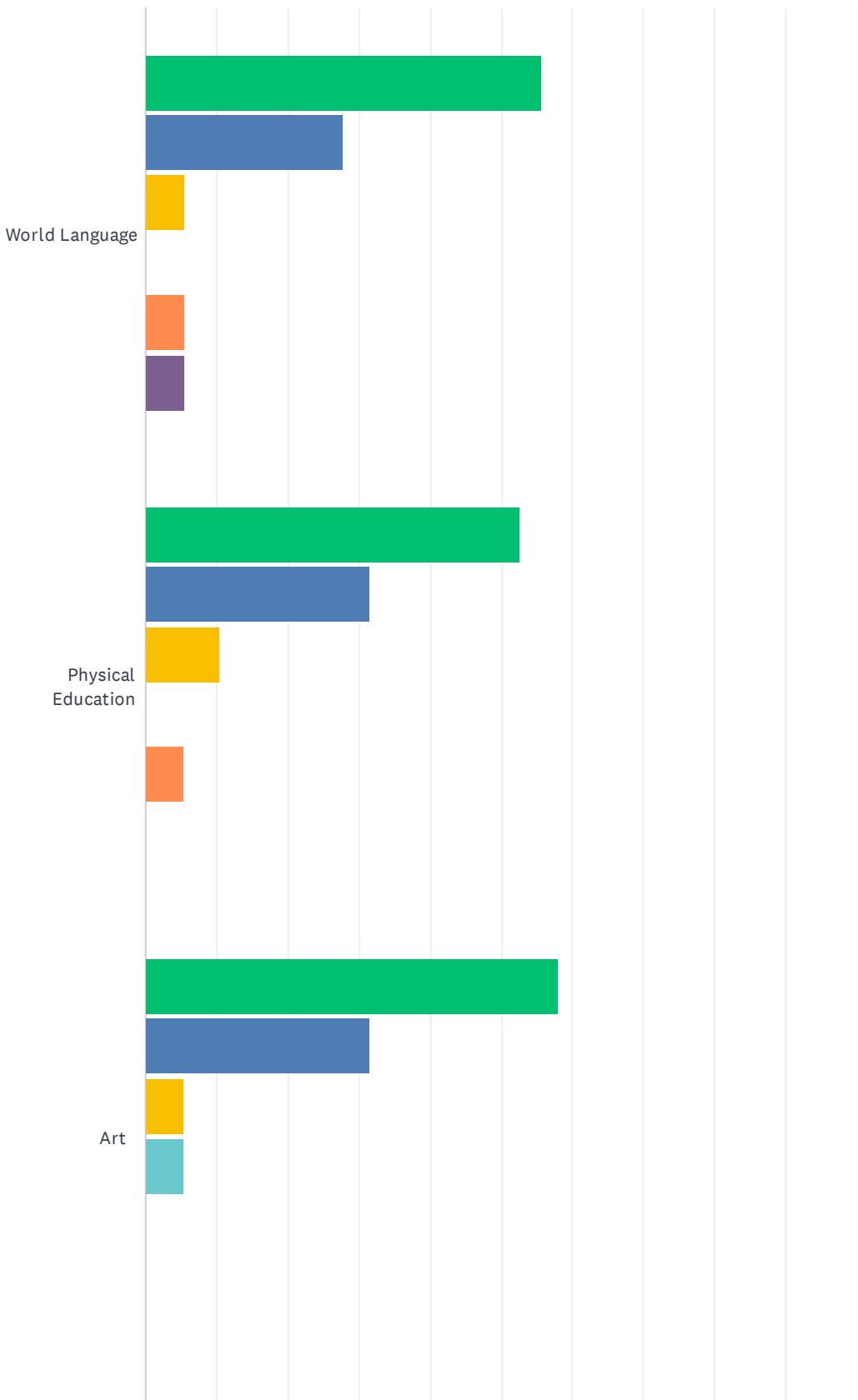


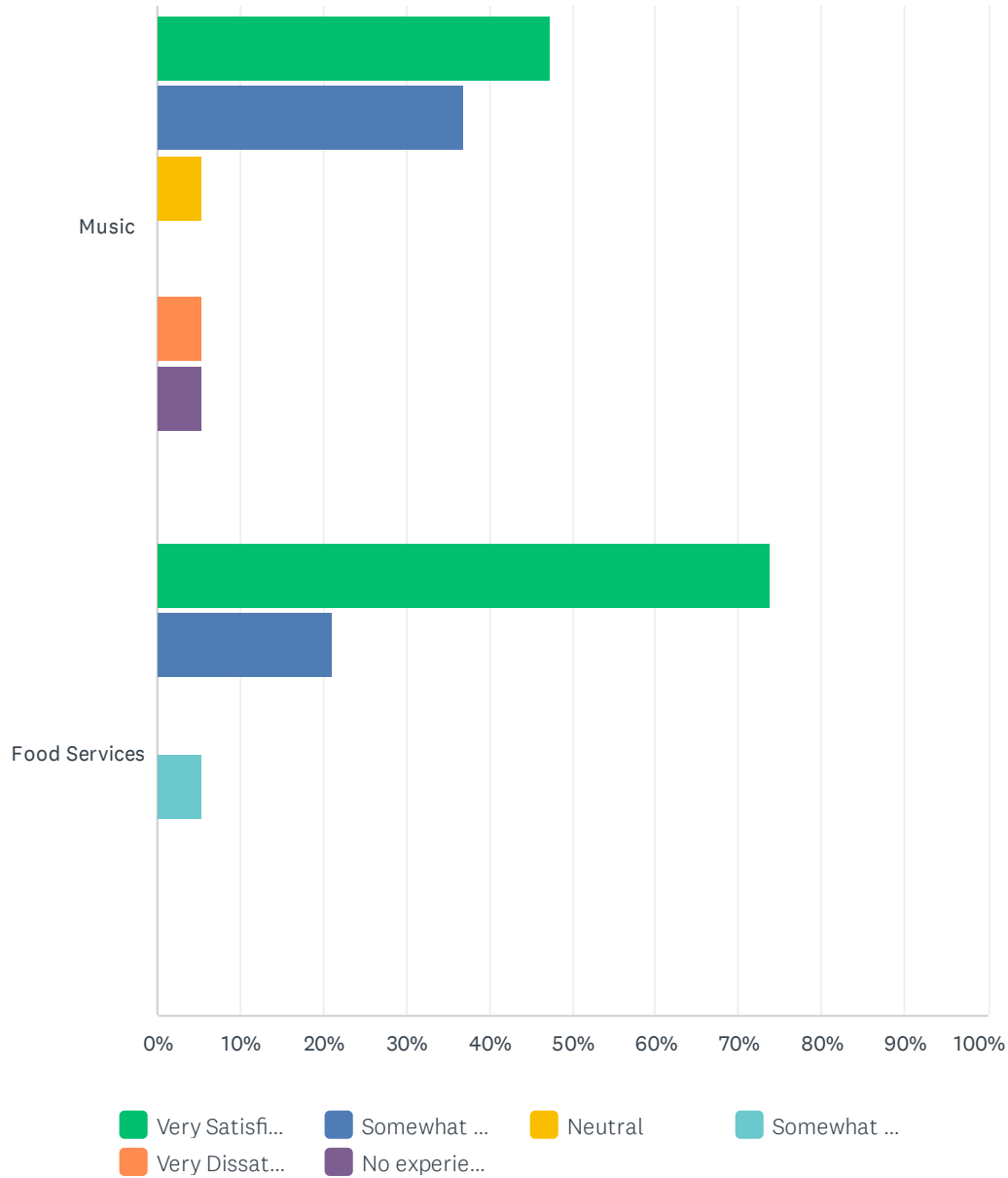
	EXCELLENT	VERY GOOD	ADEQUATE	UNSATISFACTORY	DON'T KNOW	TOTAL
Board of Trustees	10.53% 2	15.79% 3	21.05% 4	0.00% 0	52.63% 10	19
Head of School	26.32% 5	36.84% 7	15.79% 3	21.05% 4	0.00% 0	19
Principal	21.05% 4	21.05% 4	42.11% 8	5.26% 1	10.53% 2	19
Director of Student Services (Special Education)	36.84% 7	10.53% 2	10.53% 2	5.26% 1	36.84% 7	19
Teachers	36.84% 7	26.32% 5	26.32% 5	5.26% 1	5.26% 1	19
School Nurse	26.32% 5	36.84% 7	21.05% 4	5.26% 1	10.53% 2	19
School Counselors	26.32% 5	31.58% 6	0.00% 0	5.26% 1	36.84% 7	19

#	COMMENTS	DATE
1	Something should have been done about the child who touched others in 6th grade. No one was notified and I truly feel as though it was just swept under the rug. If there was an alternative to this school and if my child's friends weren't there I would have pulled him in a heartbeat.	4/15/2022 7:34 AM
2	I don't think the Board has as much visibility as it should within the parent community, hence my comments. I am also concerned about how behavioral issues have been addressed, many of which did not resolve the problem and resulted in students leaving for another school. This is clearly not a desired result. I do really appreciate all the teachers do, especially their weekly newsletter. I also really appreciate the care they take to listen to students who, at this age, tend to be more emotional and need to find someone they can trust.	4/14/2022 8:47 PM
3	I don't have much interaction with Board of Trustees, so it's hard to rate it, but I think the school is doing an excellent job!	4/14/2022 10:55 AM
4	Keep up the good work.	4/9/2022 6:13 PM
5	Emails going out to parents for volunteering/donations come off as accusatory, non inviting, uninspired. It could go through a HR tone edit.	4/7/2022 10:19 AM
6	Ms. Lodgen is a fantastic teacher and created a dynamic and interactive curriculum throughout the school year. My child thrived in math and science thanks yo her dedication. I was incredibly disappointed in Ms.Hale's curriculum, my child spent most of year doing worksheets, and watching videos on line. There was very little direct teaching and minimal interactive group work amongst the students. Most curriculum appeared to have been printed from on line websites.	3/31/2022 7:21 PM
7	Mrs Stoddard has been very difficult this year. We have had her before and she was great. But she had been picking on students, negatively comparing them to their peers and siblings and physically taking their belongings out of frustration when they aren't given a warning. Both my children and their friends have commented a multitude of times on how sour she has become. She even admitted to making my child cry. I don't know what happened. She used to be amazing. I'm shocked at the change.	3/31/2022 6:15 PM

Q3 Please indicate your level of satisfaction with the following:

Answered: 19 Skipped: 5





	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
World Language	55.56% 10	27.78% 5	5.56% 1	0.00% 0	5.56% 1	5.56% 1	18
Physical Education	52.63% 10	31.58% 6	10.53% 2	0.00% 0	5.26% 1	0.00% 0	19
Art	57.89% 11	31.58% 6	5.26% 1	5.26% 1	0.00% 0	0.00% 0	19
Music	47.37% 9	36.84% 7	5.26% 1	0.00% 0	5.26% 1	5.26% 1	19
Food Services	73.68% 14	21.05% 4	0.00% 0	5.26% 1	0.00% 0	0.00% 0	19

#	*FOR SOMEWHAT DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	My daughter is very creative and talented in art. She dislikes both art and music at Charter.	4/14/2022 12:21 PM

2	I wish he came home with more artwork, but the pieces they do are wonderful!	4/14/2022 10:57 AM
3	Would like less unhealthy options for food	4/8/2022 8:37 PM
4	The physical education program was significantly different this year. Mr. Kelleher's gym class is basically putting out some equipment and the kids do free play. There is very rarely any organized activity or game, or interaction with him, which is a huge contrast to previous years.	3/31/2022 7:26 PM
5	4th grade doesn't have world language anymore to my knowledge	3/31/2022 5:01 PM
6	Our student has remarked how the food at school is not the same it used to be. This past year she has gotten a hummus plate everyday and has commented on how she misses the feel of home cooked meals at school.	3/31/2022 4:57 PM

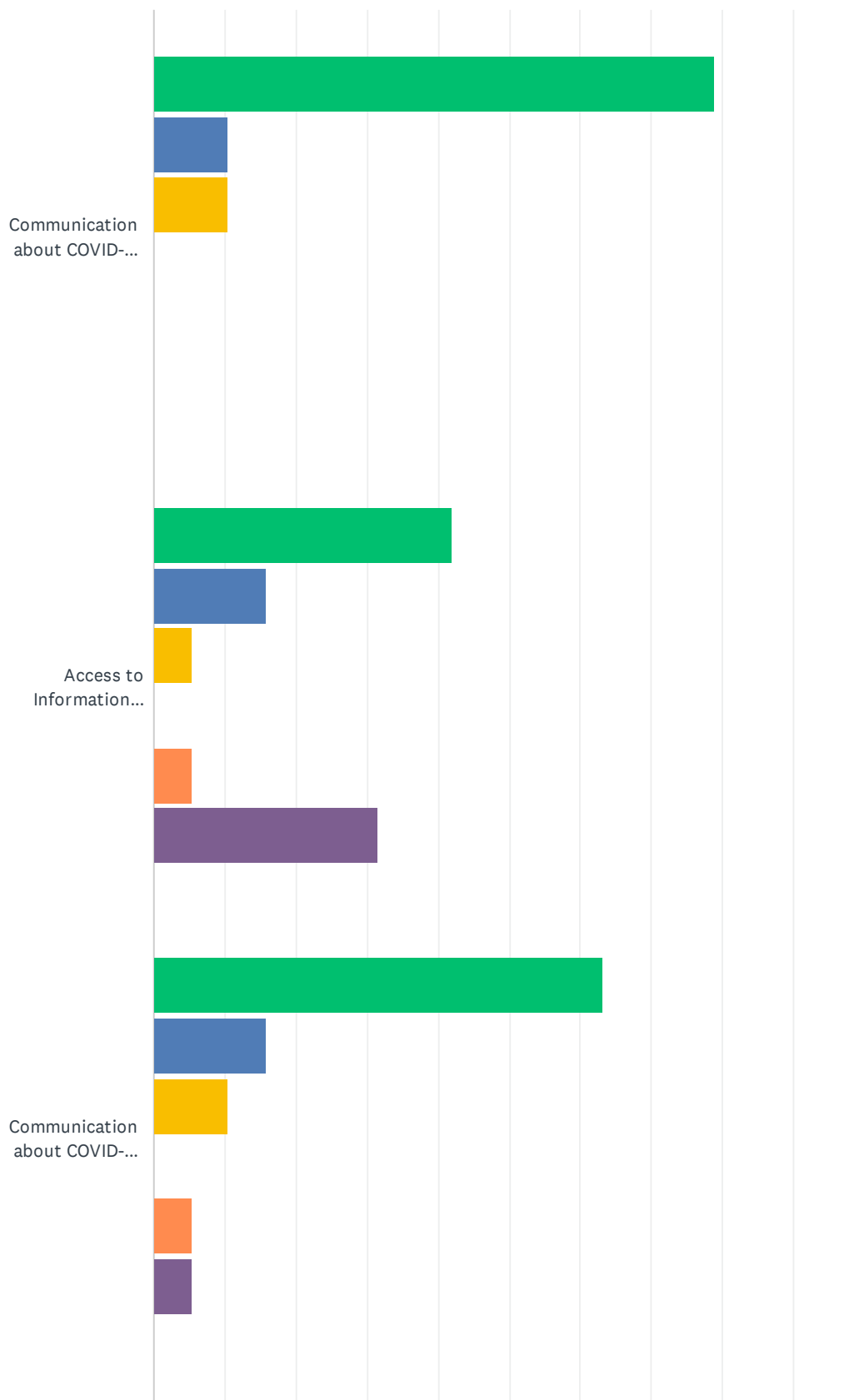
Q4 Please share feedback on this year's Exhibitions (November & March). What worked well? What could be improved? What ideas do you have for future exhibitions?

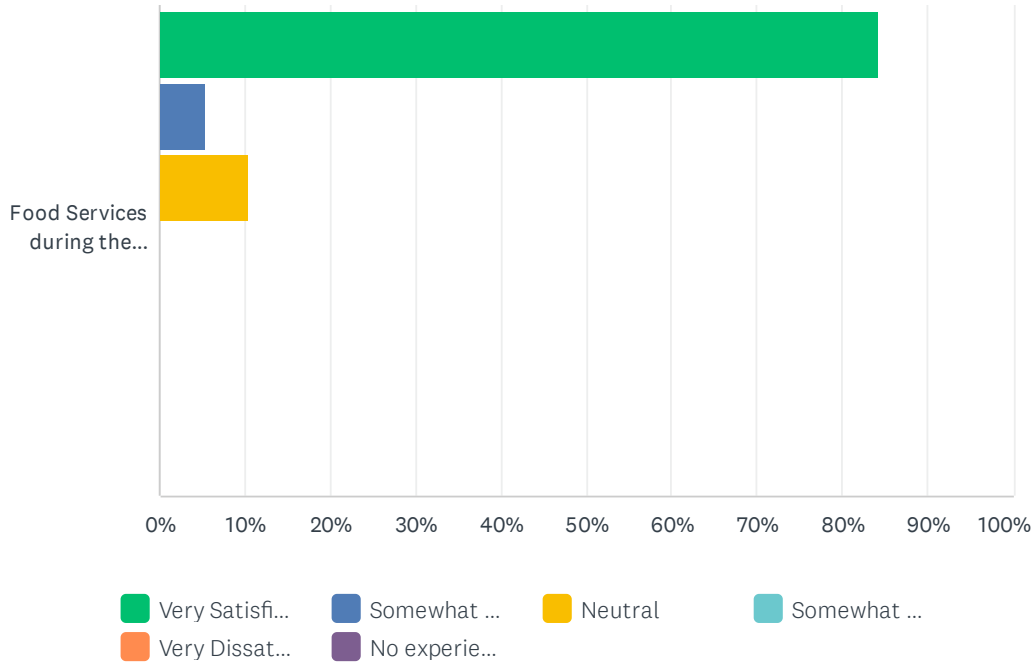
Answered: 16 Skipped: 8

#	RESPONSES	DATE
1	Fine	4/15/2022 7:35 AM
2	I think having it in phases really helped with traffic flow and should continue, regardless of COVID. It may be helpful to give a quick update from the head of school so parents know what's going on.	4/14/2022 8:48 PM
3	I think it's been great to be back in person. I would love a little more time to explore the rest of the schools work and perhaps flop the blue & gold sections time so that one isn't always at 5pm.	4/14/2022 10:57 AM
4	It was great to see the student projects, but as in past years, there was no opening presentation from the School Admin. Without this opening and closing remarks it felt unorganized, and missed an opportunity to celebrate our community. Having everyone together is a key component to creating community. The community aspect is fading at Charter.	4/14/2022 10:43 AM
5	We liked the fact that there were staggered times so the school wasn't overly crowded!	4/12/2022 1:14 PM
6	Neutral	4/9/2022 6:15 PM
7	They are a little chaotic and could use more set up. The poetry cafe was great	4/8/2022 8:37 PM
8	I thought both exhibitions were great. It was nice having the students spread out among 2 classrooms and different times so it didn't get too crowded. The poetry reading in March and musical performances in November were fun.	4/7/2022 5:12 PM
9	I would have appreciated more structure by teachers a) to help students set up and to transition to different rooms as exhibition continued, and b) to provide parents guidance in their role to help showcase student learning. As is, parents just wandered around without any introduction by teachers, leaving both parents and students to wonder if exhibition had even started. A little communication goes a long way.	4/7/2022 10:25 AM
10	A bit chaotic.	4/7/2022 10:20 AM
11	It would have been helpful to have alternated the "late" times so that the same families did not have the later time slot two terms in a row. It becomes a challenge for families with little children.	4/7/2022 10:10 AM
12	Ms. Lodgen's 'construction project' that she did with the students was amazing and my child's favorite projects of all the years they have been at Charter.	3/31/2022 7:26 PM
13	The stacking of times was brilliant for traffic control!	3/31/2022 6:16 PM
14	I felt the November exhibition was fairly well organized and flowed nicely between individual work presentations and group activities (e.g. whole-class singing in the gym, etc.). In March, everything seemed much more ad hoc... wasn't sure of any intended schedule and would've liked more admin and student presentations to the larger group.	3/31/2022 5:04 PM
15	Timed entry worked well. The teachers could put less pressure on the students to be perfect.	3/31/2022 5:01 PM
16	It was great to have the different grades come at different times as it wasn't as packed	3/31/2022 4:57 PM

Q5 Please indicate your level of satisfaction with the following:

Answered: 19 Skipped: 5





	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
Communication about COVID-19 Protocols (Masks, At-Home Tests)	78.95% 15	10.53% 2	10.53% 2	0.00% 0	0.00% 0	0.00% 0	19
Access to Information when forced to Isolate or Quarantine	42.11% 8	15.79% 3	5.26% 1	0.00% 0	5.26% 1	31.58% 6	19
Communication about COVID-19 cases/close contacts	63.16% 12	15.79% 3	10.53% 2	0.00% 0	5.26% 1	5.26% 1	19
Food Services during the pandemic	84.21% 16	5.26% 1	10.53% 2	0.00% 0	0.00% 0	0.00% 0	19

#	*FOR SOMEWHAT DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	The school offered NO help accessing class work during forced close-contact quarantine, leading to further isolation and the need to catch up upon return. Healthy kids at home should have been able to access classroom instruction remotely. There also was NO information provided by teachers as to what these kids were supposed to do to stay with the class while they were at home. There also was NO information regarding when the close contact occurred that would have helped alleviate unweeded stress.	4/7/2022 10:35 AM

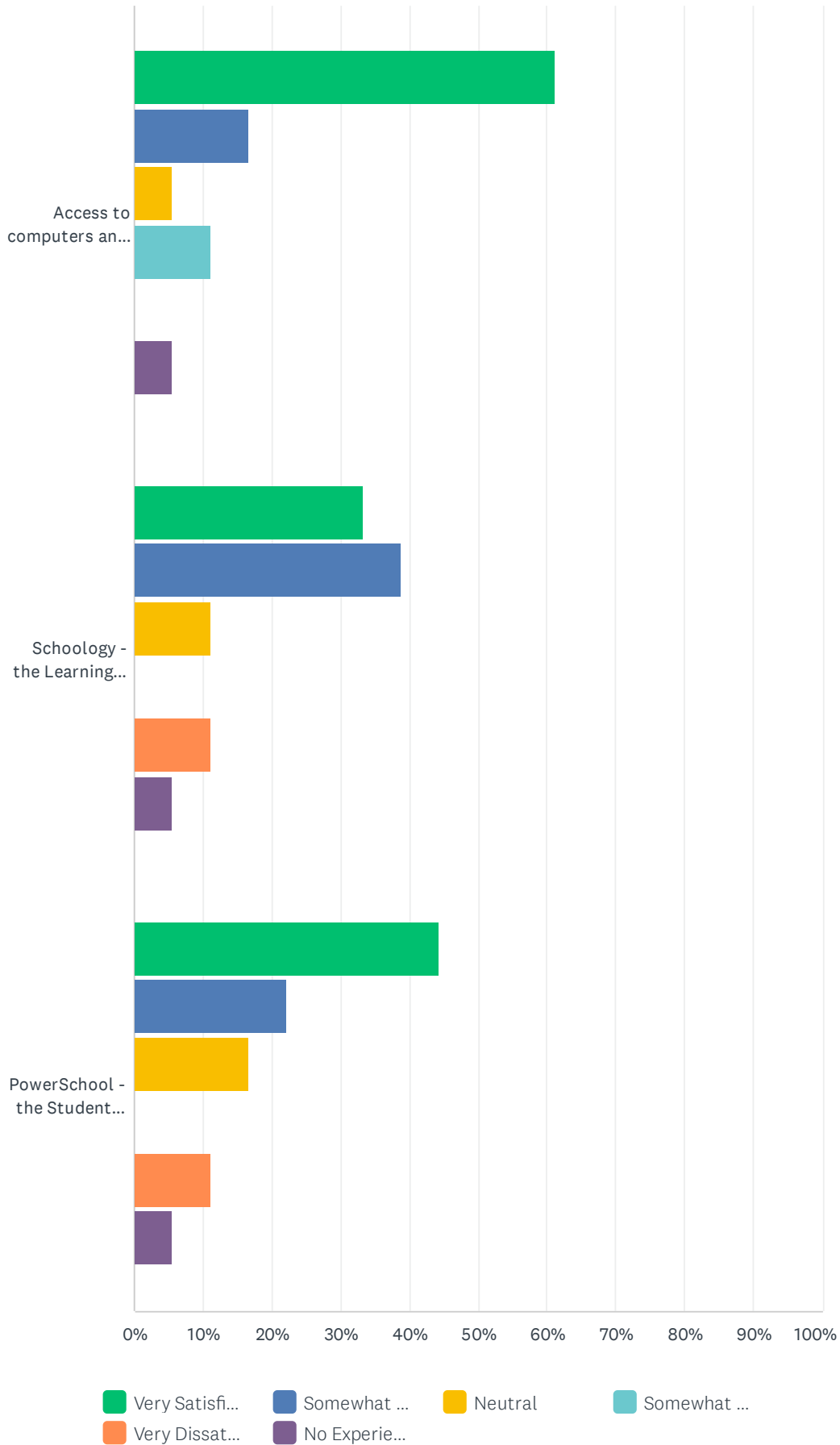
Q6 What other feedback can you share about what went well and what was a challenge during this school year (September 2021-Now).

Answered: 10 Skipped: 14

#	RESPONSES	DATE
1	Terrible lack of punishment and rehabilitation for children who touch others	4/15/2022 7:36 AM
2	I don't think some of the behavioral issues, some of which were likely related to COVID and transitioning back to in-person learning, we well addressed. In fact, I think there is room for significant improvement there. This aside, I wish there were better options for remote learning if students had to stay home due to COVID exposure or illness. It was challenging for students to keep up if they had to miss school for several days in a row, especially if this happened multiple times.	4/14/2022 8:50 PM
3	I think the entire school has done a magnificent job under challenging circumstances. If there's any way to raise the teachers pay so that we can have less turnover that would be wonderful!	4/14/2022 10:58 AM
4	The challenge is getting caught up on the curriculum.	4/9/2022 6:19 PM
5	Really appreciate the open communication and quick decision making	4/8/2022 8:38 PM
6	Food services and Scratch Kitchen are amazing! The weekly communications from Head of School and biweekly emails from the school nurse are very helpful. The Head of School has always been very responsive and it's great seeing him and other staff at pickup and drop off. My student has had great interactions with not just her grade teachers but many other grades. It's nice to know that she is getting to know other upper grade teachers and building a rapport with them now.	4/7/2022 5:21 PM
7	I can tell that the teachers truly do care about their students. But I can also tell that the teachers are worn out and were unable to give their best, just when the kids needed them. (One notable exception: Eric Roberts, who went above and beyond each and everyday for students.) Teachers also repeatedly failed to effectively communicate with parents, leaving families confused as to expectations at school. Finally, Charter needs to figure out a better way to communicate with families, as it often communicates too much on things that don't matter all that much while leaving out key details that do matter. For example, the school will remind everyone about the date of a dance, but not include the time. Similarly, we will be told the importance of turning in a form, but the form is not accessible from the communication that was given. Make it simpler and more direct. If you are going to have a bake sale, say when, where, why, and how. When you leave things out, it just adds stress to everyone's lives when the date comes and no one knows where to look for the key details.	4/7/2022 10:35 AM
8	I think it would be helpful to have some kind of communication from the principal, it is unclear what his role is at the school. No spelling bee offered for students without any explanation to parents or students was also very disappointing.	3/31/2022 7:28 PM
9	Didn't hear much about close contacts or school COVID stats. Not sure that matter a whole lot, but wasn't sure where things stood on any given day.	3/31/2022 5:06 PM
10	Mask wearing was stressful for my student	3/31/2022 5:02 PM

Q7 Please indicate your level of satisfaction with the following:

Answered: 18 Skipped: 6

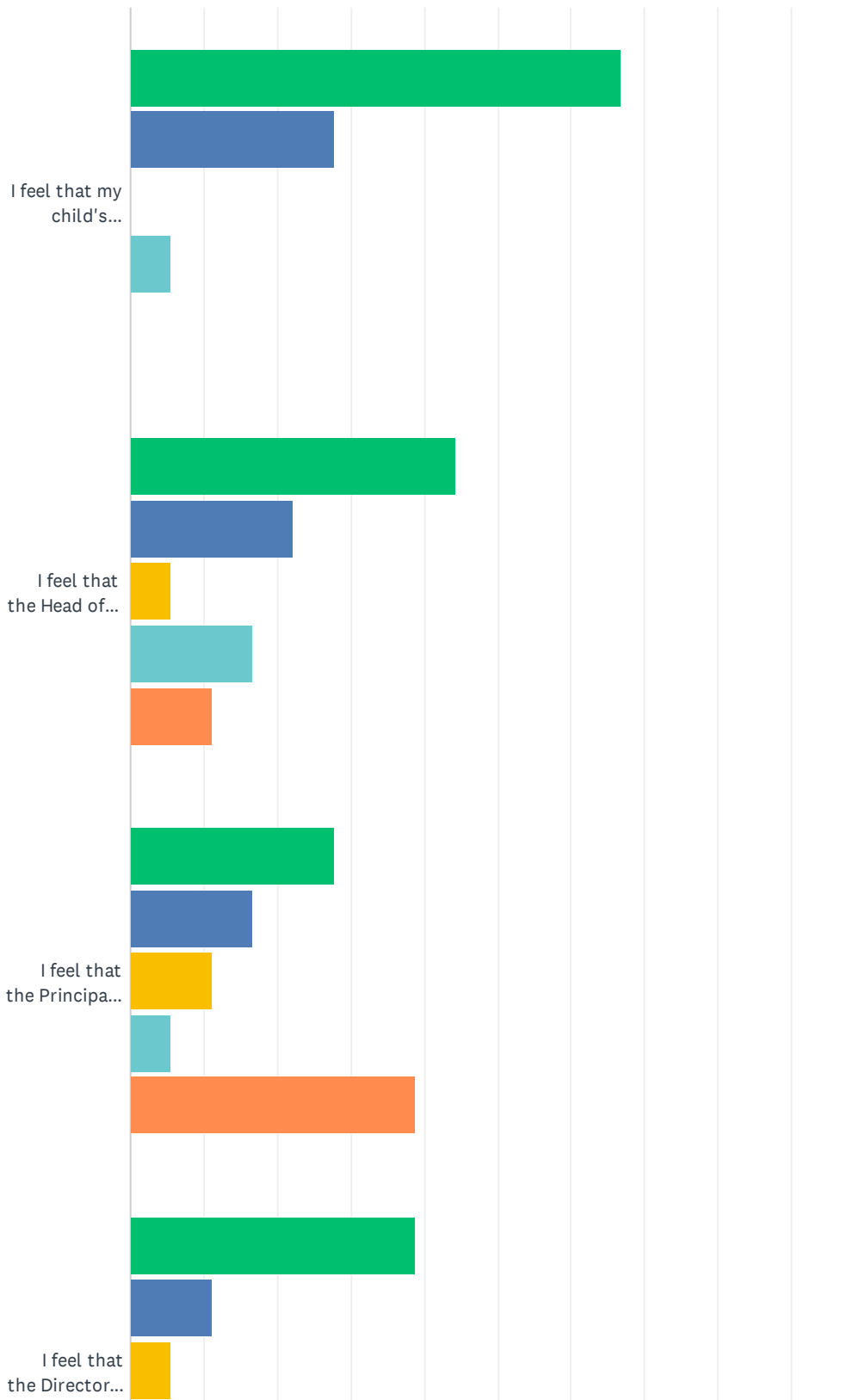


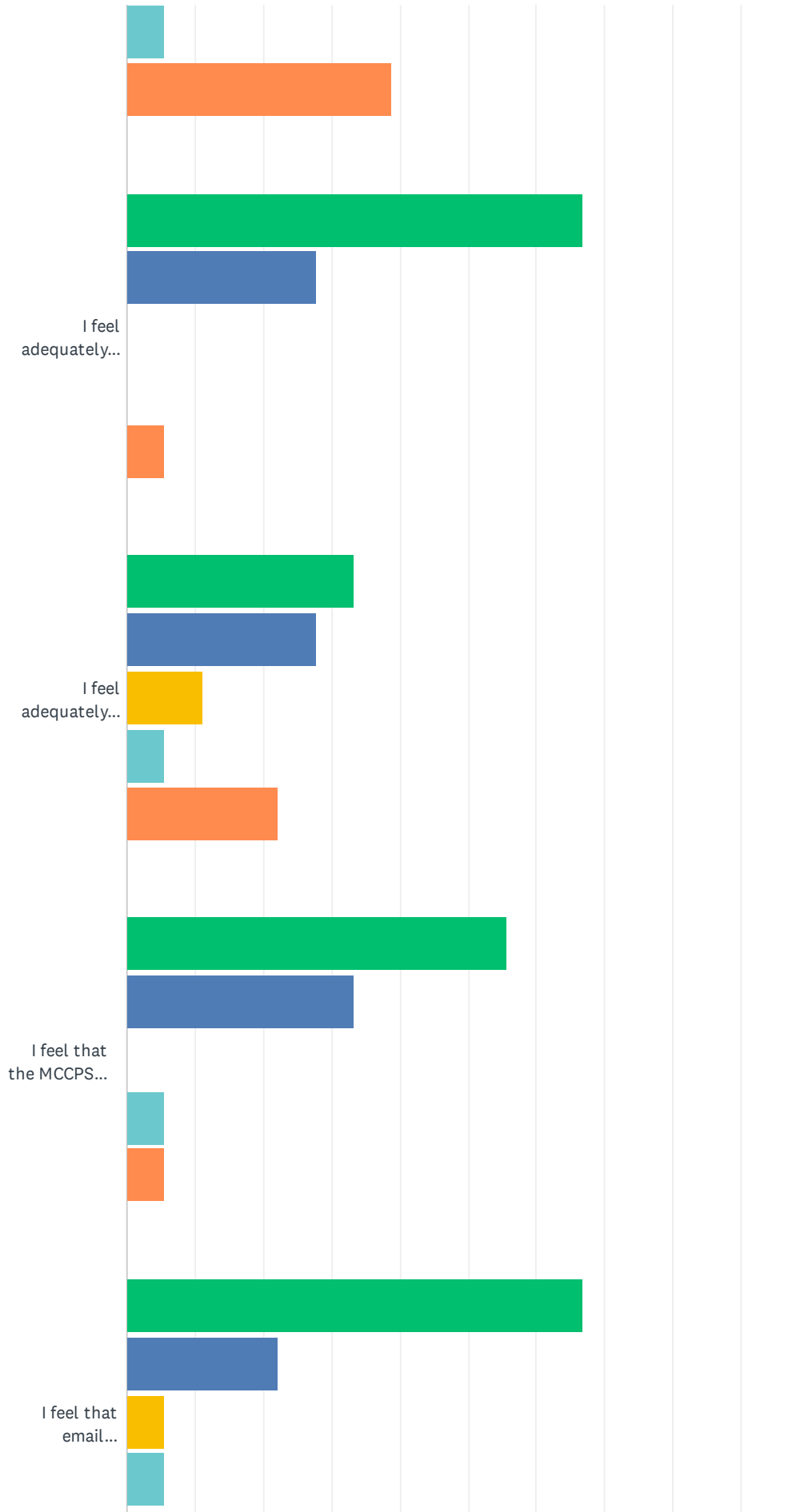
	VERY SATISFIED	SOMEWHAT SATISFIED	NEUTRAL	SOMEWHAT DISSATISFIED*	VERY DISSATISFIED*	NO EXPERIENCE	TOTAL
Access to computers and technology in the school	61.11% 11	16.67% 3	5.56% 1	11.11% 2	0.00% 0	5.56% 1	18
Schoology - the Learning Management System	33.33% 6	38.89% 7	11.11% 2	0.00% 0	11.11% 2	5.56% 1	18
PowerSchool - the Student Information System	44.44% 8	22.22% 4	16.67% 3	0.00% 0	11.11% 2	5.56% 1	18

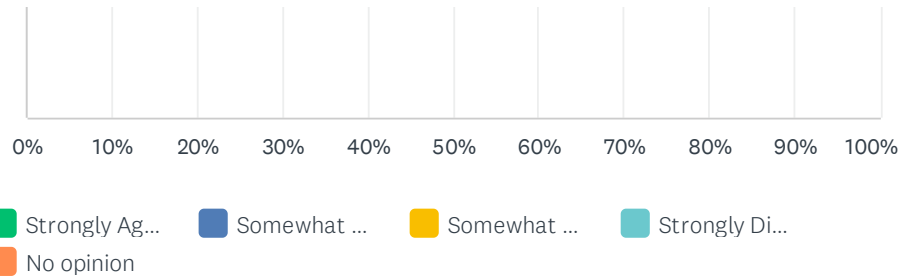
#	* FOR SOMEWHAT DISSATISFIED OR VERY DISSATISFIED, PLEASE EXPLAIN YOUR RESPONSE	DATE
1	Sometimes these programs can be difficult to navigate. I don't personally have any interaction with the tech at school so can't really make an informed comment.	4/14/2022 10:59 AM
2	Less use/access to scratch in the classroom it's becoming a distraction	4/8/2022 8:39 PM
3	Schoology is difficult to navigate and will not let me see both of my children. PowerSchool is similarly unhelpful. Additionally, teachers do not keep assignments and grades up to date on Schoology, making it hard for parents to even find out in real time what is missing.	4/7/2022 10:37 AM
4	My children wish their was a library and more actual books.	4/7/2022 10:21 AM
5	Unfortunate that 4th grader can't get a chromebook to do her homework in homework club. Defeats the purpose	3/31/2022 6:17 PM
6	I just think there's so much more that could be done in integrating tech into the curriculum without overwhelming it with tech.	3/31/2022 5:06 PM
7	These are not set up in a user friendly way and parents were never explained what the expectations are for these systems	3/31/2022 5:03 PM

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

Answered: 18 Skipped: 6





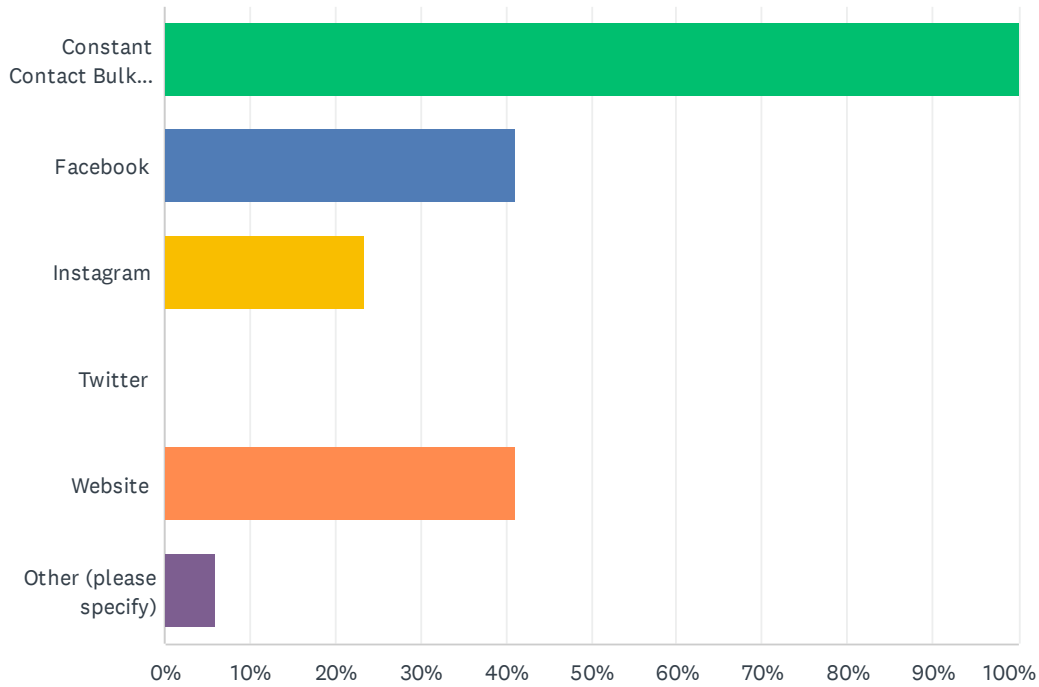


	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE*	STRONGLY DISAGREE*	NO OPINION	TOTAL
I feel that my child's teachers are responsive to my concerns	66.67% 12	27.78% 5	0.00% 0	5.56% 1	0.00% 0	18
I feel that the Head of School is responsive to my concerns	44.44% 8	22.22% 4	5.56% 1	16.67% 3	11.11% 2	18
I feel that the Principal is responsive to my concerns	27.78% 5	16.67% 3	11.11% 2	5.56% 1	38.89% 7	18
I feel that the Director of Student Services is responsive to my concerns	38.89% 7	11.11% 2	5.56% 1	5.56% 1	38.89% 7	18
I feel adequately informed about PTO activities	66.67% 12	27.78% 5	0.00% 0	0.00% 0	5.56% 1	18
I feel adequately informed about the Board of Trustees activities	33.33% 6	27.78% 5	11.11% 2	5.56% 1	22.22% 4	18
I feel that the MCCPS website is helpful	55.56% 10	33.33% 6	0.00% 0	5.56% 1	5.56% 1	18
I feel that email communication for MCCPS is helpful	66.67% 12	22.22% 4	5.56% 1	5.56% 1	0.00% 0	18

#	*FOR SOMEWHAT DISAGREE OR STRONGLY DISAGREE, PLEASE EXPLAIN YOUR RESPONSE.	DATE
1	Already explained lack of accountability for students who touch others	4/15/2022 7:37 AM
2	I don't really feel like I hear from the Board of Trustees, and don't frequently use the website, but it's useful when I do.	4/14/2022 11:00 AM
3	The Head or School and Director of Student Services could benefit from continued education. This would help them to be better informed on proper procedure as it relates to IEP responsibilities, law and transparency to families and the Board.	4/14/2022 10:50 AM
4	Aside from monthly meetings not sure what else the board of trustees does	4/8/2022 8:40 PM
5	Charter needs to streamline communications that actually include all the 5Ws and the How. I also have no idea what the trustees do for the school. The charter website is only useful to find out the school lunch menu.	4/7/2022 10:39 AM
6	We felt issues of our kids being bullied and accused of bullying have been over reacted too, or not dealt with at the same level when it was another child doing the bullying.	4/7/2022 10:26 AM
7	The regular emails and updates from MCCPS are terrific and help so much.	4/7/2022 10:13 AM
8	As a parent of a 4th grader who did not have prior students at this school, I feel like I am never in the loop about anything. For example, it was never mentioned to parents that we would need to rent an instrument for the final trimester until we were told yesterday we had 13 days to do so. Last week parents were not informed of play tryout cancellation until they had already dropped students off for the day. When I email my student's teacher, she does not email me back. These are just the 3 most recent cases that have frustrated us as parents.	3/31/2022 5:07 PM

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

Answered: 17 Skipped: 7



ANSWER CHOICES	RESPONSES
Constant Contact Bulk Emails	100.00% 17
Facebook	41.18% 7
Instagram	23.53% 4
Twitter	0.00% 0
Website	41.18% 7
Other (please specify)	5.88% 1
Total Respondents: 17	

#	OTHER (PLEASE SPECIFY)	DATE
1	phone / discussions	4/14/2022 11:01 AM

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

Answered: 5 Skipped: 19

#	RESPONSES	DATE
1	It's been wonderful and we're very grateful!	4/14/2022 11:01 AM
2	We've been very impressed with the school overall!	4/12/2022 1:15 PM
3	We love charter. Would like to see more investments in the facilities (get rid and of the institutional blue paint) and for the school to bring in a grant writer to secure additional funding	4/8/2022 8:45 PM
4	Charter excels at focusing on the individual needs of each student but often over promises and does not effectively communicate.	4/7/2022 10:43 AM
5	We are dis-satisfied with our experience and the utter lack of communication about our individual student. It does not seem like good behavior is recognized, only bad behavior. The school does not feel like a community at all. The way pickup and drop off is handled basically guarantees parents will not be able to interact with each other.	3/31/2022 5:10 PM

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

Answered: 6 Skipped: 18

#	RESPONSES	DATE
1	Better visibility for the school in order to raise awareness, especially for grants and fundraising.	4/14/2022 8:52 PM
2	Better use of the space/renovate. Raise teachers salaries.	4/14/2022 11:01 AM
3	Try to have less teacher turnover.	4/9/2022 6:23 PM
4	Facilities upgrades and fundraising	4/8/2022 8:45 PM
5	My chief concern is that my student is being challenged at school academically. I think the focus should be on academic excellence and enhancing the art, music, theatre, and language programs (they set the school apart from others). A theatre space is very much needed.	4/7/2022 5:25 PM
6	Focusing on the social, emotional, and academic needs of current students. More rigorous class work is necessary to keep students engaged and to keep students in the school. The current focus on students of the future is felt by current students who will be long gone.	4/7/2022 10:43 AM

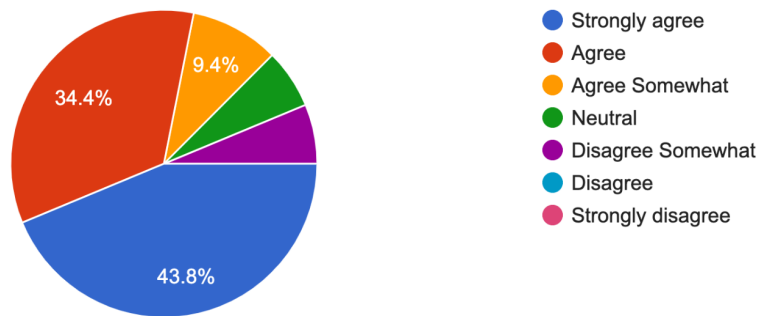
32 Respondents (For some statemen only 31 people completed)

- 1 person = 3.1%
- 2 = 6.3%
- 3 = 9.7%
- 4 = 12.5%
- 5 = 15.6%
- 8 = 25%
- 16 = 50%

PRINCIPAL

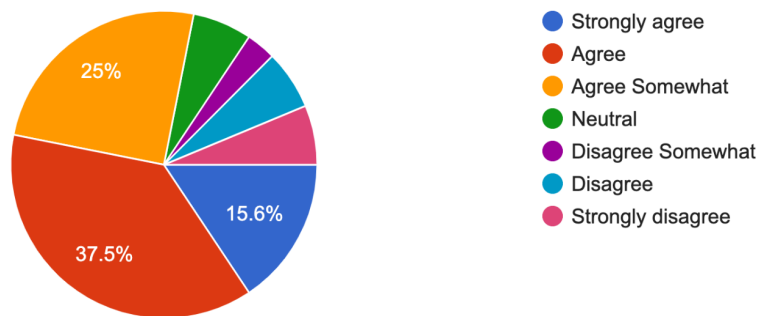
I am comfortable offering constructive feedback and providing input to the Principal.

32 responses



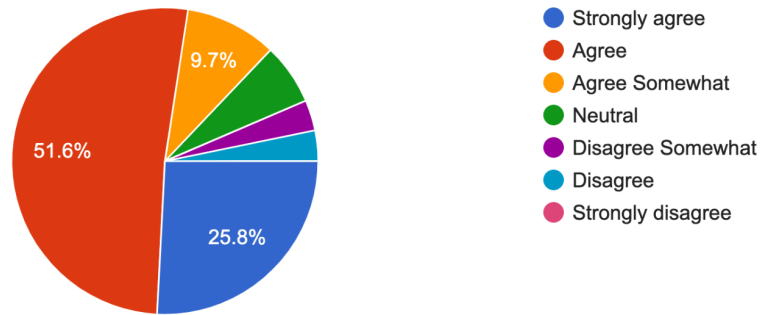
The Principal provides useful and effective feedback about my performance.

32 responses



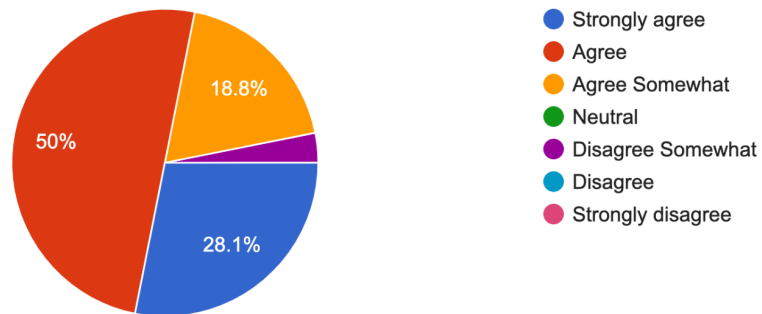
The Principal works to build a positive work environment for the faculty and staff.

31 responses



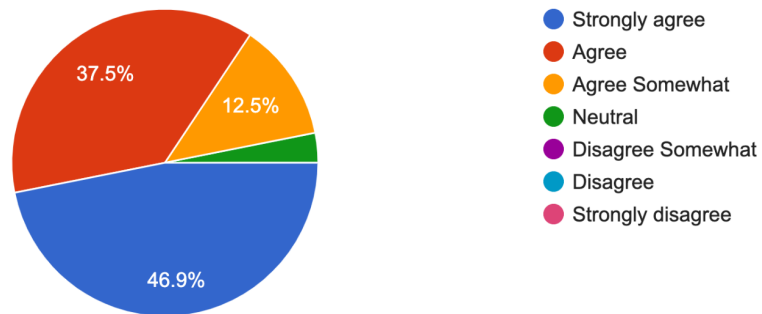
When I have concerns, the Principal listens to me and is helpful in addressing the problem.

32 responses



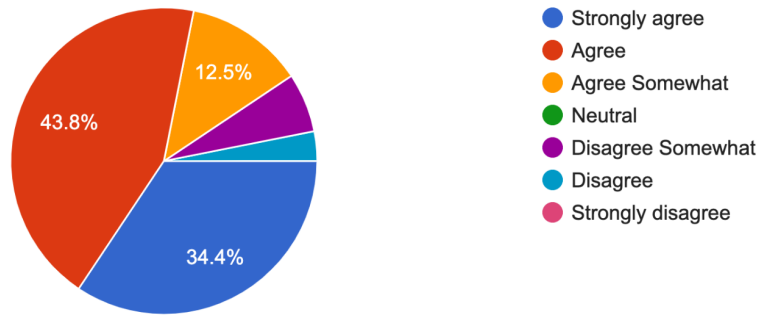
I trust the Principal to deal with me fairly.

32 responses



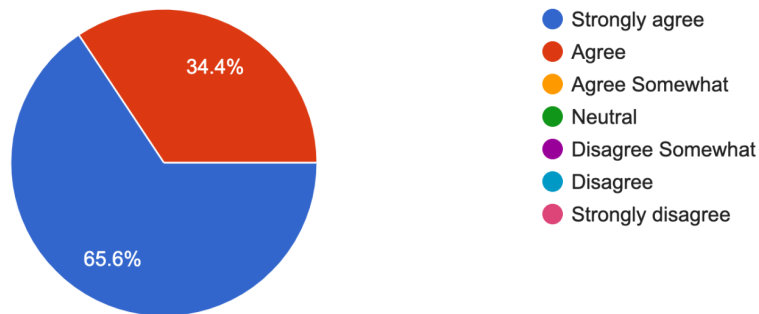
I have sufficient access to the Principal.

32 responses



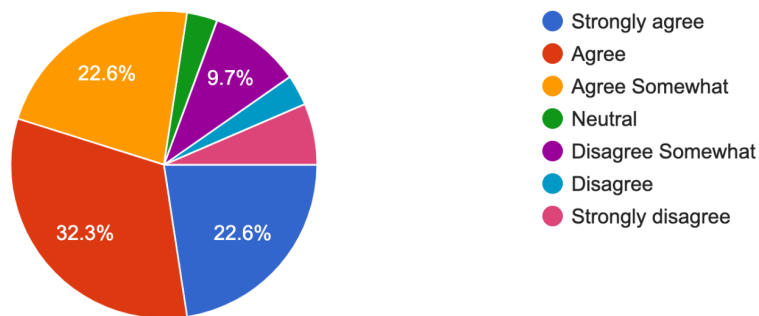
The Principal treats me with respect and dignity.

32 responses



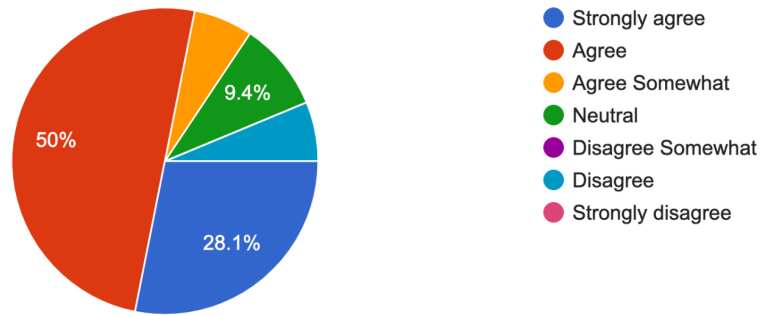
The Principal is dependable and predictable in word and action.

31 responses



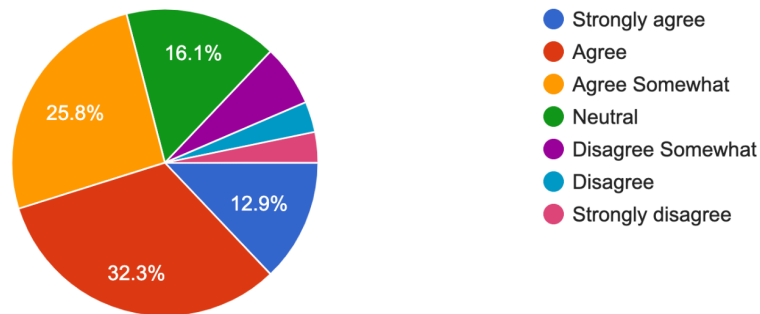
The Principal supports me when there are parental/student concerns.

32 responses



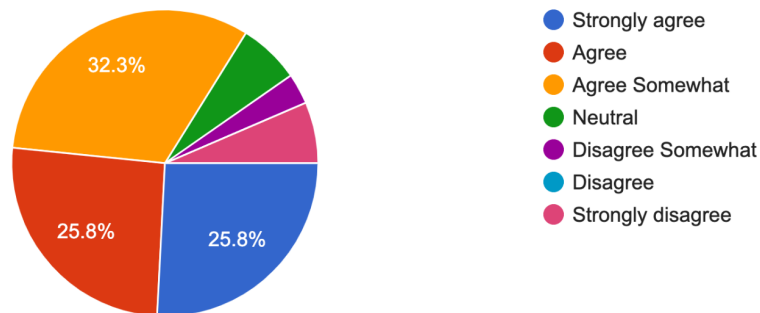
The Principal communicates effectively with me about student discipline.

31 responses



The Principal communicates effectively and in a timely manner when I have questions or request support.

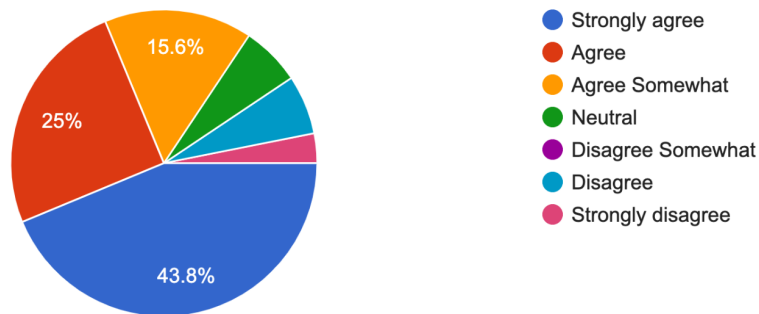
31 responses



DIRECTOR OF STUDENT SERVICES

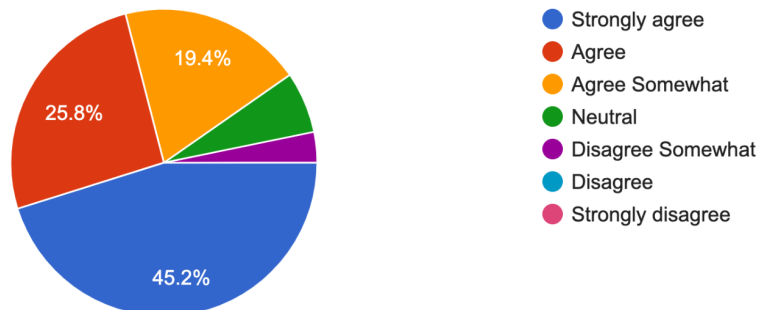
I am comfortable offering constructive feedback and providing input to the Director of Student Services.

32 responses



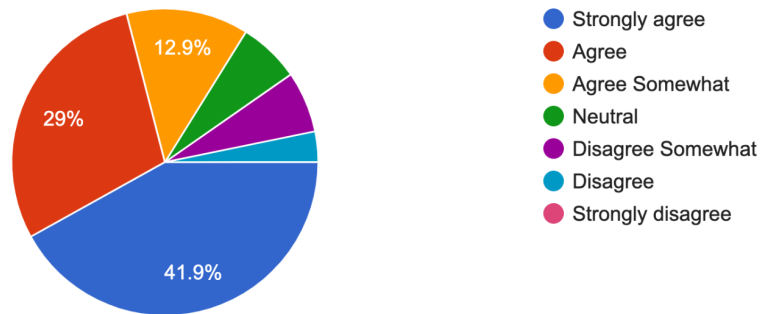
The Director of Student Services provides useful and effective feedback about my performance.

31 responses



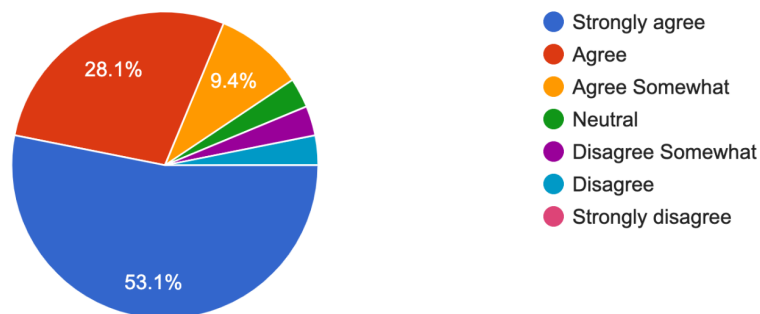
The Director of Student Services works to build a positive work environment for the faculty and staff.

31 responses



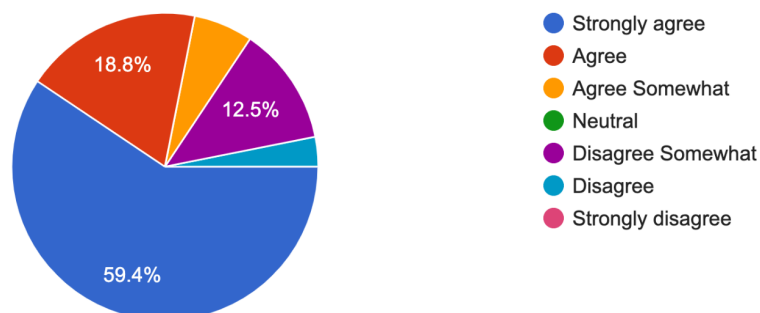
When I have concerns, the Director of Student Services listens to me and is helpful in addressing the problem.

32 responses



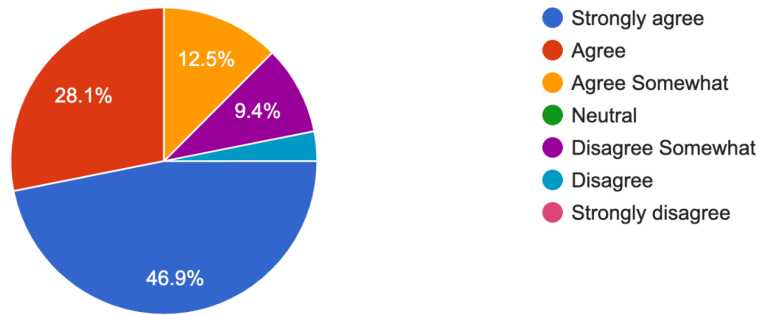
I trust the Director of Student Services to deal with me fairly.

32 responses



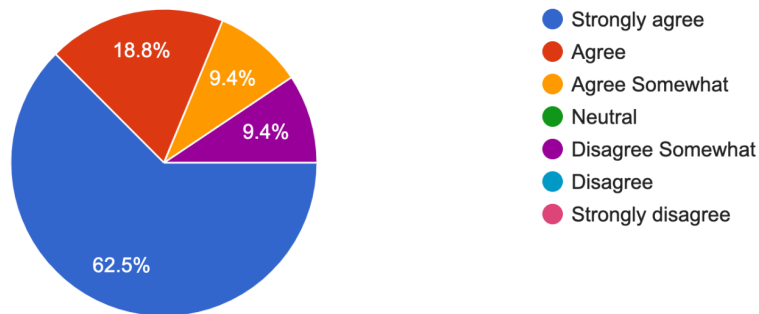
I have sufficient access to the Director of Student Services.

32 responses



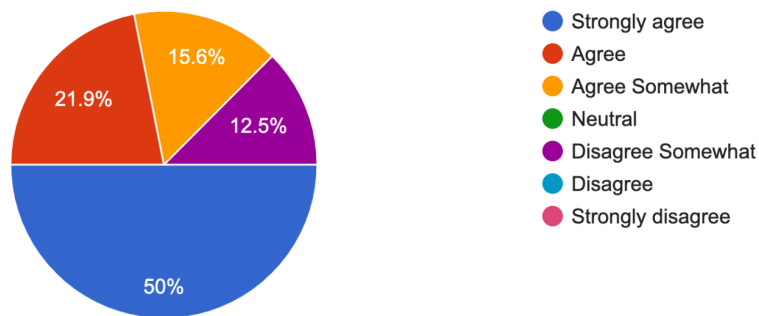
The Director of Student Services treats me with respect and dignity.

32 responses



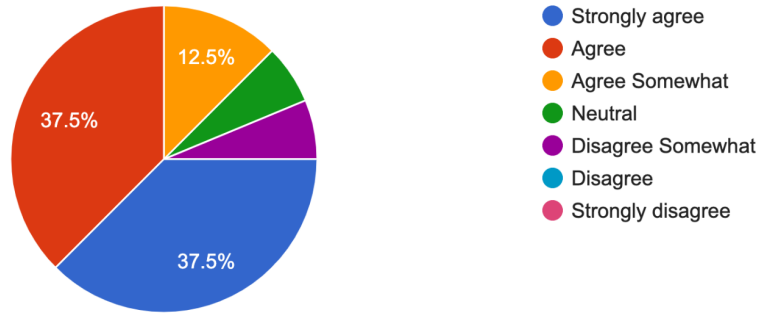
The Director of Student Services is dependable and predictable in word and action.

32 responses



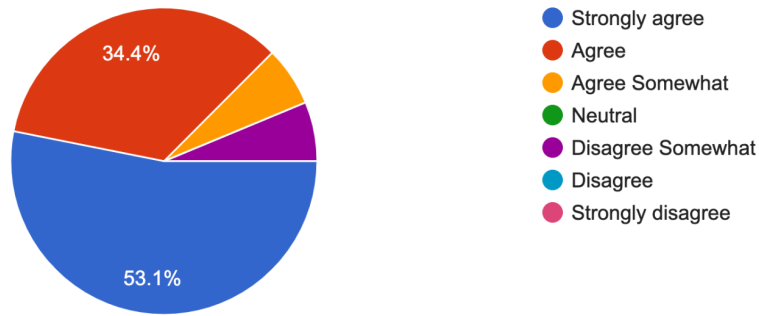
The Director of Student Services supports me when there are parental/student concerns.

32 responses



The Director of Student Services communicates effectively and in a timely manner when I have questions or request support.











32 responses



Cover Sheet

Presentation of Staff, Board and HOS Val-Ed and BoT surveys

Section: VI. Other Business
Item: B. Presentation of Staff, Board and HOS Val-Ed and BoT surveys
Purpose: Discuss
Submitted by:
Related Material: VALED Leadership Report_Peter Cohen_04.19.22[265779].pdf
BOT, Report, 21-22.pdf
VAL-Ed BoT UK 2022.pdf

-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]
-  [Redacted]

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

Crisis Management through this phase of the pandemic. Trending toward full enrollment. Excellent new hires, overall. Budget is in excellent shape with support/leadership from business manager and director of student services.

Board Members

2 years of covid. Hired some good staff. Hiring [redacted] was a stroke of genius:). Staying positive in the face of some truly dubious flack from some families and former staff.

The past two years have been very tumultuous with Covid, and I think he has lead the organization well through those challenges. In a crises you need a strong and decisive leader, and Peter has filled that roll well.

Dr. Cohen has done an excellent job at leading MCCPS during a pandemic. He has done at great job at putting the building needs as a top priority and has begun to clean out the debris from the back of the building and from the warehouse. He has continued to hire a strong staff to meet the needs of the learners. Dr. Cohen attends every board meeting and is well prepared.

The CEO worked tirelessly on raising funds for the mural. student enrollment was also phenomenal at the beginning of the year.

Leading through the pandemic.

- Collaboration with BOT and active presence in school's priorities/goals - Willingness to confront tough issues (such as staff/faculty pay restructuring) - Strong vision for the school as a whole and focus on improving via data

Continuing to successfully navigate the Covid environment and getting the school closer to full enrollment.

Transitioning student life from remote to in-person. Navigating the complexities of bringing high quality educational experience for students in a COVID impacted environment.

1. Communications and Marketing 2. Staff development 3. Facility plan development

Direct Reports

Survived

he makes himself available

I've only been here since [REDACTED], so I am still new to this community and getting to know on more personal levels my co-workers and superiors. However, in the short time that I've been here, I think one major strength of Dr. Cohen's is that he really tries to make time for every member of the MCCPS community and he wants to listen to and support us, as best as possible and in keeping with the mission and goals of MCCPS. I would also say that he makes himself seen, which garners respect from staff and students alike. I've worked in many schools, where the principal or dean keeps to their office area and/or only does the occasional observation or walkabout. However, Dr. Cohen is outside every morning and every afternoon greeting students, staff, and families. He always has a smile on his face and he attends every community meeting and regularly pops into classrooms to just say hi or check-in. It may seem like a small, insignificant thing, but the students see him and they see him caring and that is so important in building trust.

good delegation of tasks to knowledgeable staff

Staff who have left have created an opportunity for new staff to be hired at MCCPS. The positive energy and willingness of the new staff are moving MCCPS closer to it's original mission.

Well-spoken, handles most parent interactions with grace. Speaks up for employees.

Back to full exhibition

Peter's ability to keep calm under pressure is a huge strength of his. He is always able to present in a professional manner and diffuse contentious situations. Peter also is able to bring challenging topics into a group forum in order to stifle rumors, gossip, and open the door for questions to be asked of him.

I think he has done a good job welcoming a large number of new staff members this year. He has dealt with staffing shortages along the way and planning for the best solutions to problems that occur along the way.

Mural? Getting us back full time/in person/regular school year

Peter has shown a strength in his ability to respond to feedback from staff. He addresses issues with staff in a meeting or email to everyone, and opens up the conversation for staff to provide concerns or feedback. He has also shown a lot of resilience to negative parent feedback. As the head of school, the majority of parent concerns with the school end up coming back to him, and he has handled them all professionally with the families, while keeping staff as updated as possible while maintaining confidentiality.

Great communication with teachers and parents. Excellent job of taking feedback and making effective changes immediately.

Hiring an HR person and Dean. These roles are the missing pieces of the puzzle.

I am not re [REDACTED] does from day-to-day. It seems like alot of responsibilities mentioned above are [REDACTED]. I am unsure how to answer this question

-Listening to parents who are anxious about quicker or slower re-opening pace and not pushing that stress onto teachers. -Advancing the payscale for teachers to try to meet competitive market rates - Quiet, non-judgmental acceptance of the differences among teachers strategies and the importance of investing in long term teacher training and development of teaching skills. -

Community outreach continues to be a strength.

dealing with the pandemic

The Head of School has accomplished transitioning back into a more "normal" school year without hybrid and online learning. He has developed programs and ways for staff to collaborate and plan together. He has shown strength in communication with the staff.

Getting us through covid mask mandates. He showed us that he is there for the entire staff when we were feeling down about everything happening. He has been in the classroom a lot this year which makes me feel like he really cares and that he is available to us when we need it.

The CEO has helped with enrollment, restoring community routines that were upheaved by covid, working to balance out the pay scale (this year was one of the few years that the salary was raised more than 1%), and creating important PD.

5% pay rise Fundraising for mural

As we entered the post-covid reality Peter did his best to set up the students, teachers and organization to succeed. He added a school psychologist, support FTEs, adjusted the daily schedule to both provide more common planning time as well as ease up on the workload. His continued restructuring of admin will continue to provide needed support for the teaching staff. Many of his new hires were excellent. He brought back Enrichment, focused on the social/emotional/mental health needs of everyone in the building and got Exhibitions back on track.

Strong leadership skills.

Solid leadership through Covid Effective family communication Professional development success

Getting the school back on track post COVID.

n/a

Peter appears to be putting in the time. Getting the Mural Project up and running is a huge accomplishment. Moving forward with the plans for the warehouse are as well. I also think continually committing to teach force is a strength as well. Too often, programs like that show up and disappear and I think we just haven't finished integrating Teach Force yet, so we shouldn't give it up.

The restoration of the school building. His commitment to certain students with behavioral needs. His consistent communication about Covid-19 protocols and the status of the mask mandate.

Addressing the roof problems

Peter is great at communicating with parents and the community and partnering with organizations. He also connected me with a great program to use with my students.

Being able to get the school back to normal since the pandemic.

-keeping families updated regularly with the happenings in the school -allowing for the faculty to have the time to meet when issues arise that need discussion -understands the needs of the faculty based on the flow of the calendar -continuing to address the salary structure for staff

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

CEO 

Bring back more community events and opportunities for parents to be at the school. Increase fundraising efforts. Move forward with next steps in educator evaluation, Teaching Force for collaboration, and assessing student progress toward the skills in our Criteria for Excellence.

Board Members 

Concentrate on full enrollment and retaining those that do enroll. There will always be ebbs and flows but the less ebbing away over the course of the year the better. Concentrate on staff satisfaction and professional development. Concentrate on fundraising and meaningful family engagement.

Now that Peter has a 5 year contract, I'd like to see him putting some effort into the long term success of the school. Building maintenance and upgrades are a big one, but at the same time I don't like how much of the budget goes to servicing the debt. The "competition" from public schools has only stepped up as they upgrade to newer schools. I feel the short term success of the school is in a good place, but I have concerns about the 10 year picture. I'd like to see him operate the school in a fiscally conservative way to free up cash to pay down debt or fund necessary improvements

Continue maintaining positive relationships with the staff, families, and community members. This is an area that Dr. Cohen is working on developing and fine tuning. Additionally, continue to train the staff on RTI models and behavior difficulties. Lastly, continue to reach out to the larger community to develop strong relationships as the school begins to get ready for a capital campaign.

Hire an HR manager as soon as possible Find a more efficient and ethical way to communicate with staff Set key performance indicators to justify staff salary increase/decrease

Transition to "Normal School Operations" Improve Instruction, and recruit high-level teaching staff Reinvalidate the "Project-Based Learning"

- Now that our primary focus is ensuring students' health/safety related to COVID-19, renew focus on the students' day-to-day education to improve standardized test scores - Find ways to maximize faculty/staff retention - Determine fundraising strategies for upcoming facilities improvements

Focus on Academic Excellence, Retain/attract strong teachers, Prep the student body better for state exams

Fund raising for school renovations and space build out; building an effective staff talent and development strategy; continuing positive trajectory of student enrollment numbers.

1. Coordinate work with Academic Excellence Committee. 2. Establish and maintain a positive relationship with staff to insure retention. 3. Work to enhance communications and marketing.

Direct Reports 

1. Increase sub pool

Find more money in the budget Fix the roof

I think that one thing the CEO could consider for next year is allowing teachers more say in professional development. Maybe they already have a say and I'm not aware because I'm so new, but if teachers (including learning specialists) had more of a voice in the PDs being offered and provided, then there would be more engagement and excitement. This is not just an MCCPS thing. Every school district I've ever worked at has gone with similar PDs and it gets boring and pointless. I see MCCPS almost as a teaching school (like a teaching hospital). There are many young teachers that start here as learning specialists or student teachers and then go on to bigger school districts. There is a real opportunity for us to stand out amongst other districts in the strategies and pedagogy being taught here. I e teaching force and would like to see more done with it. No offense to anyone who chose [REDACTED] (because how would you have known) but I have now had the Ready, Do, Done training in 4 districts. I've heard her speak so many times, I could've taught it here at MCCPS and saved a lot of money... I'd also really like to see a more universal policy or standard for discipline. I realize with COVID, there are gaps in students' social/emotional skill-building. However, there have been a few instances this year that just make it clear that there needs to be a clearer, more efficient method for addressing behaviors that go against our school rules and mission. I'm all for restorative justice when it works, but as a [REDACTED] her, it felt very confusing and frustrating when a student would act out and upon referral to the [REDACTED] or Dr. Cohen, would show up later that day or the next, like nothing had happened or no consequences had been given. This isn't to say that negative behaviors weren't/aren't being addressed, but it doesn't seem as though there are any standard guidelines for the community at large. It seems very much that the rules change based on teacher, grade level, and support needs, which for the overall student population, sends a distorted message of what is allowed and what isn't.

improve teacher relationships/ trust offer competitive/ realistic salary prioritize relevant PDs

Continue to work towards finding the right, qualified people for the positions at MCCPS.

Watch tone. Let go of employees who do not live up to expectations after not showing improvement. Write proper job descriptions free from the phrase "other tasks deemed by HOS", because that is too vague.

Take a closer look at the inclusion model Clearly define the type of students that can succeed at MCCPS (academically, socially, etc.) - market to those populations Review and revise the recruitment and acceptance process

1. Be more involved in the day-to-day processes of the school (e.g., going to one consultation of each grade level per month to gain an informal view of what is going on). 2. Support his staff more through communication and accountability 3. Make sure we are operating as a school and not on a business model (e.g., the customer is not always right, parents should be heard but not catered to)

1. I think substitute teachers should be hired because there are many times where it is tough to find coverage. 2. Stronger communication with all staff members 3. Continue to follow the mission of the school and ensure all staff and students do the same.

Make a solid salary scale that honors the work of teachers who have experience and those who strive to make MCCPS a better place. Recognize the varied needs of grade levels and support those work.

- Provide the same trainings for all staff, not just teachers - Ensure adequate staffing numbers so that all staff are able to have planning time - More straightforward feedback for what teachers can improve, specifically HOW they can do this

More social emotional learning, more feedback for teachers and learning specialists, clear expectations and job descriptions

1. appreciation of teachers 2. prioritize money going back into the classroom, instead of hiring additional administrative roles or mural projects. Extra hands in the classroom would be more helpful for teachers, in example a substitute that takes the burden off of us when we are sick and need coverage, or an additional learning specialist that floats around the school as needed. 3. Communication

Take more care when it comes to writing emails to faculty. Avoid talking negatively about others to colleagues. It's none of our business.

-More dynamic PD. [REDACTED] have been effective and useful for improving methodology but I miss PD that inspires, especially with new staff I would like to see us revisit the interlacing of project based learning. -Building maintenance & upgrades -Classroom space for Spanish/French and small group meeting/instruction

1. Reach out to staff and recognize where their areas of experience/expertise may help. Rely on and trust more staff members outside of administration to help the organization achieve it's mission. 2. Work to support and retain those who make the organization great. 3. Work to support the community that we advertise and take pride in

taking care of building, filling in vacant positions, more PD, better use of PD and meeting time

The Head of School should have more PD opportunities, more straightforward and fair discipline policies with real consequences, and create a more positive working environment.

Better scheduling for indoor recess. It can be confusing sometimes. There should be more people trained in safety care training.

1. Continue to fundraise for big projects like the warehouse 2. Continue to support essential habits through programs like Winter Olympics. Create and support a behavior program including organizing clear discipline protocols. 3. Continue to work on making sure that all classes have enough staff in order to support all student needs. Continue to retain teachers by helping teacher salaries, including making sure the school does not add too many "top heavy" positions.

Community building for staff and students. Consistent implementation of fair and equitable discipline for students. Adequate staff support in the classroom.

Integrating the Dean of Students, realigning the social studies and math curricula & getting the roof fixed.

Work on teacher retention.

Seek more funding Be more present in classes and provide feedback Ask teachers for input mor often

Finalize future design/build out and future strategic plans; source funding for the replacement of the older (lower) roofing system

n/a

Continue with Teach Force. Hire quality employees. Build relationships with his employees.

Ensure teachers have standards of measuring academic success. Hire a person for HR. Not having a neutral liaison to communicate between the CEO and staff has left the CEO able to retaliate and treat staff unfairly for their feedback and questions. The CEO should work on building rapport with the student body and make his time more meaningful when he visits the classrooms.

1. Hire and retain high-level professionals, strengthen relationships with and amongst faculty, and provide useful PD 2. Development and fundraising for meaningful and impactful school changes 3. Make use of the seasoned teachers to help guide (or return) the school to the tenets of our Charter; seek input from faculty on decisions that directly affect them

1.) Start treating the staff as the customer and believing in the well versed staff, and utilizing the staff for problem solving the school's issues. 2.) Create a work environment that is kind, educational and respectful 3.) Understanding and recognizing the extremely different and varying needs of each grade, to then provide adequate support (which means hiring learning specialists) and giving more support to grade levels that need it.

Peter should prioritize relationships with teachers and backing up the teachers. Peter should also either not accept such a huge percentage of students on 504s and IEPs, or, hire more special education teachers to support those students.

-make sure each teacher is qualified for the jobs they are offered -provide for sufficient funding for classroom materials -increase the opportunity for teachers to have input into major (and minor) decisions- input, not final say

• expand the school • add/fix building

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

CEO 

Facilities upgrades are essential and VERY expensive. We must find remedies.

Board Members 

Fundraising, fundraising, fundraising! Maintaining and improving the building. Strategic Planning. Committee and Board membership.

Finding board members are that are able to bring time, energy and talents to improving the school. The roof repair, kitchen upgrades and constraints of the current debt are going to need to be managed carefully. These potentially necessary upgrades are big decisions. The annual process of evaluatin hiring teachers and receiving salaries is important, but this seems like a an area that Peter understands well and is focused on.

1. Beginning a capital campaign to secure funds for a large renovation project along with replacing the roof and the HVAC system is a big obstacle that he will need to lead. 2. With a lot of turnover in the past 2 years, it will be important for Dr. Cohen to maintain the staff he has hired. 3. There have been many behavior difficulties throughout the student body. It is important for Dr. Cohen to get a handle on the behaviors and find creative ways to address them.

The CEO did a good job this year reaching the 230 student enrollment but lost some students during the school year. A challenge this coming might be working more on student retention.

Maintaining Full Enrollment Recruiting high-level teaching staff Staff Morale

- FUNDRAISING

Building renovations / expansions costs will be significant. Fundraising to support this will be tremendously challenging - but also a essential. Recommend phased approach to this work. Additionally, ongoing challenges of supporting staff development / salaries will continue to impact the schools ability to retain top talent and hamper community spirit amongst staff.

*1.Continue to increase enrollment numbers 2.Planning and financing school facilities projects
3.Warehouse section of school build out*

Direct Reports 

Mental health

PARENTS are tough and getting tough

There are 2 challenges that I see in the years ahead, that should be addressed sooner rather than later: 1. The discipline policy for MCCPS as a whole. As I mentioned before, it feels like there isn't a clear-cut set of school rules or guidelines that students and staff know about. It would be helpful, going forward, if the staff can work together to create behavior norms and expectations that apply to EVERYONE, no matter the age, grade, or IEP/504 status. 2. This may seem insignificant, but the technology at our school is a challenge. The A/V system in the community room is terrible. It's hard to hear presentations or announcements. The video doesn't always work, the sound doesn't always work and it m meetings frustrating and boring for the students when they have to sit there waiting for

to get everything working properly. Also, the speakers in the 8th-grade classrooms (and maybe others that I am unaware of) don't work, so when the main office or administrators are making announcements, you can't hear them. In addition to the struggles with the school-wide A/V systems, the Chromebooks that are meant for student use are not great. Many of them are broken, missing keys, are slow to load, etc. Now, don't get me wrong, I realize much of the physical damage is probably due to students mistreating them. However, as someone who likes to use technology and sees the educational benefits in it, I think it would behoove the school to get devices for all of the students and stop allowing the use of personal devices. Personal devices can be pre-loaded with games, social media, and other applications/software that are inappropriate for learning. By providing students with a school-issued device, then we as staff have a bit more control over misuse and then no student feels like they are better or worse for having or not having their own fancy device. Additionally, there are devices that would be easier and more durable (and possibly cheaper) that could also be loaded with some great educational tools, like Garageband for music and Book Creator. Just a thought, but seriously, the overall technology in this school could use a 21st century upgrade.

retention of students. formulation appropriate and effective bullying protocols and approving new curriculum to align with state standards.

The school principal is negatively impacting the school from moving for [REDACTED] been made at the grade level, administration level and state level about the [REDACTED]. He does not respond to emails, follow up on bully [REDACTED] pond to student discipline issues or observe and provide feedback to staff. The lack of an [REDACTED] at MCCPS has created a huge problem with bullying, behaviors, parent and student trust, and staff improvement. Unfortuna [REDACTED] ter seems to take the "fall" for this and parents see him doing the job that should be done by the [REDACTED].

Hiring/retaining quality staff. Lack of support from [REDACTED]. Need new roof.

Staffing

Moving forward, MCCPS has the potential for greatness. We need to find a way to work together in cohesion, increase communication, and rewrite our culture. Rewriting our culture means improving discipline procedures, supporting our students in a social-emotional capacity, and promoting positive behavior/excellence at our school. Another part of rewriting our culture is through increased communication and trust between staff and Peter. I am optimistic that all of this is possible!

I think a big challenge this year is the behaviors of students after being remote for so long. The school needs to continue to push students to be successful and important members of the community. Hopefully by the fall this won't be as big of an issue.

He needs to improve staff morale and connect with his staff. Talk to staff, make personal connections, show that you value them.

- Students struggling from the fallout of COVID and missing school is still catching up to them including academic, social, emotional, and behavioral concerns.

Financial situation toward physical plant maintenance and upgrades. to add classroom and small group meeting spaces. Retaining quality staff Marketing the school in a truthful way so that families who apply are aware of the expectations at a project based school

Social emotional learning post pandemic.

I think the behavior of students will be a big problem next year. We need a clear and concise code of conduct for the children, and someone to follow up with students/parents. I also think the Social emotional needs of incoming students and current students is a big problem this year, and will continue to increase in the years ahead. More counselors and a Social Emotional program for the students should be a priority, and will take a lot of stress off of the classroom teachers. Lastly, I believe a Professional development on classroom management would be helpful for myself and a lot of teachers.

trust

Communication/connections and positive relationships with staff outside of administration. It will also be important to recognize the true needs of all students in our community, and provide the staff with appropriate resources to support them.

condition of building, creating a positive work environment for staff and faculty

Elevating academic standards and expectations for all students, maintenance of building, cleaning and organization of classrooms and building, hiring staff with more experience and more commitment to the school, maintaining staff for the entire school year.

There seem to be more behavioral students coming in and I believe we need more training on how to handle these students in the classroom.

1. The building facilities and cost associated 2. Student behavior, discipline, and management accordingly 3. Continuing to try to improve communication

Reach and maintain full enrollment. Fundraising. Exterior improvements are great but we need a new roof.

We need to regain the true sense of community that is the soul of this school.

Losing staff members and not hiring new ones.

Salary increase Working space increase Breaks and support for teachers

Retention of key educational staff members.

n/a

I think the bullying situation is a huge challenge.

With COVID mostly behind us, the challenge is going to be to return to pre-pandemic behavioral and academic expectations.

Making up for the gap in education caused by the pandemic. Focus on creating a reading comprehension and a math problem-solving program for supporting students academic skills. The organization has been having difficulty saving face with all the staff we lost during this school year. Many students have demonstrated anxiety over staff leaving the organization and have asked teachers if they are leaving or if other teachers are leaving.

Retaining qualified staff

I am worried, again, about the high number of students on 504s and IEPs who do not receive enough support and the harmful effects on the teachers who try to support them.

-fundraising -teacher supervision, evaluation, qualifications

Making sure tasks and projects get done on time to keep the school going.

How often do you interact with the CEO?

#	Board Members	Senior Staff
Daily	0	14
Once or twice a week	4	7
Once or twice a month	6	4
Once or twice a quarter	1	2
Hardly ever	0	1

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

Board Members 

Despite some tough behavioral issues within the older grades this past year I think that Peter has dealt clearly, openly and honestly with all involved and included Board members on any correspondence when he deemed it necessary. The same can be said of his dealings with any disgruntled outgoing staff members.

There have been some instances this year in respect to dissatisfied parents and teachers and Dr. Cohen admitted his mistakes but could have handled the situations in a more timely and respectful matter.

staff have complained about being forced to leave by the CEO's behavior towards them. Because I do not know the outcome of those complains, it's difficult for me to agree or disagree to this question.

Continue to work on curriculum design, community relations, parent involvement and staff development.

Direct Reports

Tone is very often aggressive in emails.

My interactions with Dr. Cohen have always been friendly, helpful, and productive. He is honest, fair and since I started in September, I have felt heard and supported by him and all of the administration. For instance, he was very receptive to my feedback regarding the yearbook and has been helpful and patient with me, as I am new to the advisory position and have sought him out a few times for advice.

Not spoken to as an adult or professional Conversations are often redirected to how HE feels

I think he is very straightforward when interacting with the staff during staff meetings.

The CEO has always been straightforward and treated me with respect. I believe the CEO does his best to operate in a straightforward, honest, and ethical manner, but the demands of the position have put him in situations that have made that challenging. I have witnessed an incident where the CEO could have de-escalated a situation with a parent by taking more accountability. I have read an email to another staff member in which criticism, while justified, was less constructive than it could have been.

Peter has made comments to staff that are designed to redirection but can be seen as unkind.

Peter was very upfront and honest with me when we had a contract meeting about how the school finances and pay raises work. When I have had problems in the early year with a student being "afraid" of him as an authority figure, Peter has gone out of his way to build a relationship with that student so that they no longer feel that, which supports the value of "community" that is upheld at MCCPS.

Peter has been an excellent 'face' of the school...he is honest and open which minimizes misunderstandings and allows folks to all deal with the same information. He has been very open about personnel changes, his vision for the school and his desire to empower the faculty as much as possible.

Peter's interactions with me are positive. He listens to constructive criticism and when he disagrees, explains himself. Is willing to make changes when discussions warrant.

CEO's heart is in the right place. He doesn't always think everything through prior to taking action or communicating.

It often feels that while verbally ownership and responsibility is taken, blame is simultaneously shifted onto others. Timely corrective action does not always occur until a situation is already developed/urgently needs to be addressed.

I have always been treated kind compassionately when dealing with the HOS. I have never seen him treat anyone unjust.

Provides backhanded compliments and talks down to staff in an accusatory tone. Makes accusations based on gossip that he has heard from other staff members.

Peter often deals with conflict in a roundabout way, addressing the staff as a whole instead of the specific staff member who is apart of the conflict. Also, when there is a conflict involving a parent Peter does not back up the staff and often takes the side of the parent.

The HOS and Student Services Director are extremely accusatory when it comes any student/teacher/parent conflict. They assume what is happening, and base their responses on their opinions, instead of actual facts. They think the worst of their staff and accuse staff of not doing their jobs when in fact most staff members are going above and beyond their job description.

Cultivating a Culture of Excellence

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

CEO

4



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

Board Members

We all know that Peter, as well as all of our staff have endured an extremely tough three years. Peter has worked hard, in unison with FinCom, to raise salaries whilst also dealing with under-enrollment and has made good strides to this point. It will be a major achievement if, as is hoped, the school can manage a 5% raise for all staff and faculty for the upcoming academic year. Peter is definitely committed to MCCPS, as exemplified by his desire for a new five year contract. Communication with Board and families is higher and better than at any time in my time associated with school. Peter has spent time attempting to "fix" in three years that which was broken over a longer period of time and will not be completed overnight. Strides in the right direction are happening.

Dr. Cohen is committed to MCCPS. He attends all board meetings and is a proactive member of the community.

Make working on staff development and long term planning a priority.

Direct Reports

Open to listening to quality improvement suggestions & best practice

I appreciate how honest Dr. Cohen is with the faculty, staff, and himself in regards to not only positive feedback, but when we, as individuals or a whole community, find areas of weakness and he provides constructive criticism that only helps us improve.

Sometimes, procedural choices are made that are questionable. I am not sure if this is because Peter is not aware of all of the moving parts behind the scenes - maybe a lack of communication from staff and Peter is where this breakdown occurs. However, there have been staffing decisions (to keep, move, or let go), challenging issues with students and families, and general changes to school procedures. These cases have all shown themselves, and Peter's reasoning on them sometimes does not align with the supporting facts of these issues.

When I was having an issue with a few students during class he was quick to help and resolve the issues.

The notion that hard work is the key for staff to achieve excellence is alarming. I think that all of the employees at the school work too hard as it is, and that systems and process are necessary to protect them from burnout without sacrificing quality of delivery are the more important to achieving long term, sustainable excellence.

Peter ensures that all students take a public speaking course, and present at every exhibition, which provides them with student achievement and college preparation. Peter puts a big emphasis on the Criteria for Excellence, and using this to guide our lessons. He also encourages students to use the core values, and ensures that staff are rewarding students for showing these skills. Peter reaches out via email to communicate effectively and ensure he is reaching every staff member.

I think Peter genuinely wants to make the school culture stronger but he tried to do it with a top down approach. He does not utilize teacher leadership.

Peter keeps the focus of activity on the students - as individuals and as a whole. He has tried to put in a system of supports so the teaching faculty can pay attention to what goes on in their classrooms rather than distractions from learning. He often speaks directly to the students so they also understand their complete education is the entire purpose of this work.

Communication feels very top-down, and does not always trickle down effectively. There is a growing gap between administration and the rest of the staff, as well as sufficient knowledge of the people, processes, programs and how they are run/their true value or lack of value.

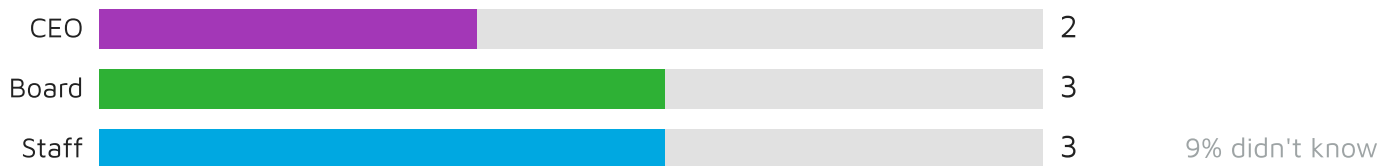
He has been helping me move forward in my education.

Peter says with his words what he wants us to be as a school but does not always take action to accomplish those goals.

Communication with administration continues to be very poor between staff and HOS and between staff and Student Services Director. They say they are transparent and want staff coming to them, however if staff does reach out, their words will be held against them in the future. It remains a very hostile working environment for many staff members and many staff members do not feel safe being able to speak freely or advocate for the best interests of their students as it will also be used against them.

Driving Academic Excellence and Student Performance

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

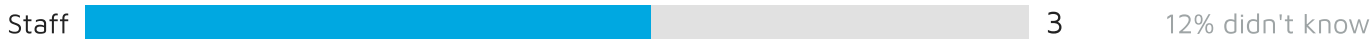


The organization creates, maintains and regularly revises systems and processes to drive student achievement.

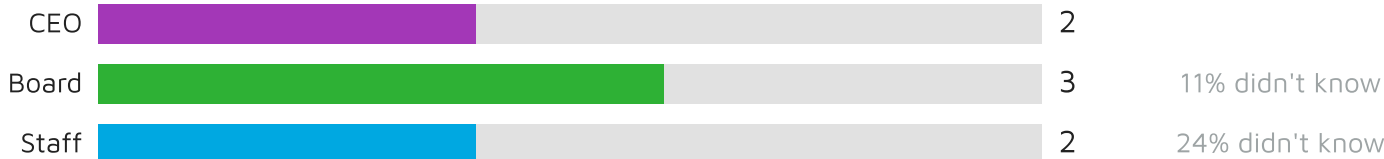


The organization has met or exceeded agreed upon goals set for increasing student performance.





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.



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



Staff  3 12% 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  4
 Board  4
 Staff  3 6% didn't know

Additional Comments or Examples

Board Members 

As a Board member, this is a difficult subject to comment upon. I would be better able to answer this question if I had the faculty/staff survey results in hand first. Many new teachers and staff have joined the school. Of the 44 current staff, only 11 were employed at MCCPS in 2013 when I first became involved with the school.

It would be helpful to know what types of assessments are occurring on a regular basis. The strength of MCCPS is project based learning and presentations at the exhibitions three times a year. Additionally, there is an academic excellence committee as part of the Board. Do we have data driven assessments to drive student learning? A strength of MCCPS is that there are two teachers in each classroom (including a special ed. teacher.)

Continue working on closing the achievement gap and using the Academic Excellence Committee with instructional leaders in the school.

Direct Reports 

Not to say that this is any one person's fault, I think the last 2 years have been exhausting and challenging, to say the least; however, I feel as though our staffing needs are struggling. I know that many candidates have been interviewed for various open positions, but there are days when it feels as though everyone, including Dr. Cohen, is running flat out and it still isn't enough. A permanent building substitute (or 2) could alleviate some of the extra responsibilities community members are being asked to carry.

Inclusion could be improved with co-teaching model (not currently used now) MCCPS accepts students that need significant support but won't provide the staffing or structure to truly support them

I feel like all of these roles and choices have been placed into another administrator's jurisdiction (Matt Cronin). From what I have observed, Peter is aware of the work being done for exhibition projects and making sure we stay to the school's mission in that respect. However, I have not observed him to be knowledgeable about the day-to-day classroom activities. The majority of the wide-range data collection is processed by Matt Cronin and the issues of our special education population are also handled by Matt Cronin (as well as Andrea Barlow). I think if Peter attended our grade-level consultations (maybe one for each grade per month) he would learn so much about our students and the issues that staff is tackling at each grade level.

I think he has chosen a great team of teachers that follow an effective curriculum to keep their students on track for their grade level.

Peter is very supportive of Special Education staff, and encourages the co-teaching model to ensure that all students are being reached. Data is expected from special education staff to lead decisions related to learning and teaching. The CEO could improve by ensuring that all staff, including learning specialists and general education teachers, are knowledgeable on special education services, and related differences. It would be helpful to make sure that learning specialists are present at all PD and TeachForce opportunities, rather than just teachers.

Peter has added targeted FTEs in order to support the effective delivery of the curriculum and to help special student populations.

There is not enough involvement to ensure how well/effectively student needs are met, or how daily instructional decisions are made other than on the very surface. Staffing/structure does not support special student populations effectively/equal to the general education program, nor does this seem to be a priority.

He is in the classroom daily to ensure everything is running smoothly

I'm not sure that all curriculum is documented in all areas but I do know it is being worked on with Peter's urging. Our support staffing looks good on paper but the qualifications of some of that staff concern me.

Does not provide standards or expectations for the organization to use performance data. The structure and staffing does not promote a cohesive process to enable the success of special student populations. Case loads of specialists and staff are unbalanced. Not enough opportunity to plan modifications and accommodations for special student populations with grade level teams.

Peter has given us time to assess students with standardized tests and review and discuss the data as a team. However, he has never discussed curriculum and is unaware of the curriculum I am using. Again, he also does not consider how we can provide more support for special student populations.

As a school, the HOS and Student Services Director are not providing or hiring personal required in order to address the unbalanced needs that varies from grade level to grade level.

Developing and Leading Staff

Attract and select high performing staff and leadership.



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

Board Members

I believe that, for the most part, Peter has done well in attracting decent staff during a difficult 3 years. A lot of senior staff had already moved on before Peter joined the school and some of the less stellar "square" hires that had been squeezed in to "round" holes/positions have been replaced. Attracting and keeping high calibre staff is always tough but hopefully the greater parity in salaries will aid in this endeavour.

There has been an exceptional amount of turnover in the past year with some very unhappy teachers. It will be important to see how the next few years are maintained.

Encourage Peter to invest in growth and development of staff and his leadership team through empowering others to lead and direct key strategic priorities (e.g. delegate to others - including attending committee and board meetings / presentations).

I believe that the Head of School has a productive relationship with all employees. New hires seem to have added to the delivery of quality instruction.

Direct Reports

Dr. Cohen, I believe, is doing the best he can, with a national teacher shortage (the great resignation as it's being called), to create a working environment that allows staff members to feel supported and continually develop and grow in our own learning. Are we a perfect system? No, but find me one that is. I am one of 20? new hires, so that is a lot of new faces for more senior staff to get to know and build relationships with (not to put it all on the veterans, it's a 2-way street). I will say that this is the 1st school that I've worked in where I actually feel like the administration genuinely cares about their teachers.

Keeps employees that are not qualified/certified for positions. Keeps employees who consistently fail to meet expectations. Employees who fail to meet expectations show no improvement. Employees do not feel in the loop. Employees do not feel supported. Employees feel undervalued. Staff move on because of compensation and aggressive tone of emails.

Staff often stretched and overworked

The majority of the staff here at charter are strong and passionate about teaching and the school's mission. The dynamic of staff with students, their colleagues, or family of students has been tested at

times. Peter's choices on these situations have not always been easy to follow. I am uncertain on whether this could be due to a lack of communication and transparency between staff and Peter.

I think he has selected a strong staff and ensures that all members are actively engaged in the school.

teaching force was a joke, wish Peter would acknowledge that Again, he tried to lead staff, but Peter struggles with personal connections. Peter does not seem to value the long tenure of staff.

Department meetings weekly, along with Teach Force weekly, allows staff to spend time getting to know each other and support each other in their teaching. New staff have mentor lunches and mentor meetings weekly. Peter often enters the classroom to give feedback to teachers. When I have reached out with concerns about behavioral procedures, Peter has worked with the principal to make a plan so all grades are on the same page.

I do not feel that highly effective staff members are always felt connected to the community. It does not make one feel committed to a long tenure and recommend working at this school to others. Many amazing teachers are not recognized by admin and made to feel unseen and unappreciated, whereas other teachers who are unable to do their job are promoted.

Even in this difficult environment (pandemic) Peter has been able to attract quality teachers & staff. I believe Andrea is a true MVP considering where her department was and where it is now - all credit to Peter for hiring her. It's too early to judge him on retention at this point.

Actions tend to speak louder than words, and many top/high performers have not been retained, and others do not feel valued to the point where retention is guaranteed. There are some situations where underqualified/ineffective staff are inappropriately assigned, and other situations where overqualified staff are not being used effectively/appropriately for the benefit of the school, nor do they feel that they are actively engaged/connected to the organization due to not being included or consulted. There is a gap in what administration views as effective or necessary vs. what other staff members may see from a different perspective.

He talks to us saying what he likes about the classroom and gives suggestions when improvement is needed.

I believe the vast majority of the staff is qualified and participates fully in every aspect of our school. I continue to be concerned about the qualifications of some of the hires and think education and certification needs to match the jobs they hold. Peter works hard to maintain staff and has worked to

improve salaries. However, benefits and salary still do not match other district schools= especially benefits such as a sick bank.

Underqualified or toxic staff have been hired in the passed. In some cases, this could have been prevented. One reason it would be hard to recommend working at the school to others is that most teachers I know expect a pay scale, and are put off by the insecurity that negotiating your pay annually creates. I wonder how many qualified teachers don't work here because of this.

Weekly professional development is not thoughtful or productive. There is very little structure and it does not utilize staff time well. Peter undermines the staff in front of students and does not show or tell staff that he values their efforts and work.

There are some exceptional staff and some unexceptional staff that were hired this year. Most of the unexceptional staff have left. Peter has also spoken of the improvements he wants to make, but doesn't seem to follow through to make sure those improvements occur.

It is common knowledge that the staff feel undervalued, not appreciated, and not supported. Reasons why there has been such a high turn over of our amazing staff is due to poor leadership, not because of money or the school. It concerns me that the board has not addressed this very significant problem and it is shocking that the board is not implementing exit interviews based on the high turn over numbers. You would think they would want to understand the reasons for the mass departures. Honestly, shame on everyone, because most staff members are highly qualified educators, that want the absolute best for their students.

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.



Staff  4 6% didn't know

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

CEO  5 ★

Board  4

Staff  4

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

CEO  4

Board  4

Staff  3 6% didn't know

Additional Comments or Examples

Board Members 

Again Peter, is dealing with a decrepit and aging building but has done a great job of keeping it functional despite a continued lack of funds. The enrollment push has been vigorous and we are moving back towards 230 but still not there despite these efforts. I think that the lottery drawing should be live each year to generate hype and excitement.

This is Dr. Cohen's strength. He is well aware of compliance issues and keeps MCCPS in good standing.

Continue to work with the State Charter School Association and using Board on Track program.

Direct Reports 

I definitely believe that Dr. Cohen has the students' and staffs' best interests at heart. There are some things regarding behavior management and discipline that I'd like to find more efficient solutions for that could create a better, safer learning environment for everyone. However, I haven't brought that up with any administration members and I also don't think that policy changes should or do fall on just one person. Decisions like discipline strategies should be a community discussion.

Peter does the best he can to keep enrollment up and keep staff supported.

With Covid mandates in particular he ensured that our school followed along with what the state was doing.

I do not believe the admission process has been handled appropriately. Many students have been admitted to this school where their needs are too high for what our school can take on. I think there needs to be a better vetting policy when being admitted to this school.

We have successfully completed a charter renewal, Coordinated Program Review and several audits during Peter's tenure. He has vastly improved the admissions process by investing resources as needed, moved to a dedicated Admissions Coordinator and increased the public visibility of the school on the greater North Shore.

I do not know much about the laws.

Held a meeting with staff and made an inappropriate joke that all the staff should have noticed he did not name a staff member by name when explaining an update.

From what I have heard we have surpassed the number of legal students from cities such as Lynn and Salem, although I cannot confirm this. Also, we bring in a very high number of students on IEPs and 504s and, as previously stated, do not provide enough support for them. This causes teachers, especially in grades 4 and 5, to be overloaded and burnt out.

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

Board Members

Would like to have seen parent satisfaction surveys before answering this one. I think that despite great work, and fabulous communication, there has been a lack of "real" connection between families and the school. Covid has caused this and I think it will take a while to regain parental buy-in on a community level and get them truly involved in the school, volunteering on committees, the Board or PTO events.

Since we have been in COVID for 2 years, the organization has not been able to have families participate as frequently as in the past. This is an area that MCCPS needs to bring back for the next school year. There have been many behavioral problems that this student body has presented. MCCPS may need additional supports like smaller classes (opening up another classroom per grade) additional staffing to support students with behavior difficulties, and more staff training to deal with these difficulties. There is an area that should continue to be addressed.

Direct Reports

High attrition rates this term. Some having to do with CEO directly.

Peter always makes time for families to express their concerns with him. This year has been especially trying, but it seems to be due to a lack of communication between Peter and staff.

The concerns of families are often taken into consideration specifically about the weekly emails sent home. He ensured that the staff had a conversation about how the emails can have a more concrete format across grade levels.

Sometimes the concerns expressed by parents and families are taken without background knowledge of what happened in the classroom. Students are not always relaying the correct information to their parents, and then when that is taken to Peter, the events are untrue and the teacher's side is not taken into account.

Requires grade level peek at the weeks, and sends out weekly updates to families. Family members are always invited to Community Meetings, especially if their child is presenting. This appears to make parents feel as if they have control in their child's education.

Weekly email updates, community forums, SEPAC meetings and an open door policy have increased the level of school to home communication. Peter has insisted that each grade regularly communicates directly with parents/guardians. Peter was a driving force behind the new phone system which has improved communications as well.

I feel that parents only come in for exhibition and that we could have more activities involving parents in the future.

When parents of the students need answers I cannot give, he comes in and helps to explain things to the parents.

Frequent email communications.

Peter has said rude comments about a student in front of the student and refused to apologize. Even when the parents asked for an apology. Peter has made mistakes when handling incidents and refuses to apologize to families and staff.

Peter prioritizes parent satisfaction, perhaps over teacher satisfaction. He provides events such as exhibition and community meeting for parents to be involved in, and responds to their concerns such as lack of class newsletters. He had the teachers collaborate to send these letters on the same day so that parents would be satisfied.

Even during the pandemic, Peter has worked to include parents in meetings to share information both on Zoom and in person. I am not aware of parent survey results. Peter always makes himself available to parents to talk about a wide variety of concerns and questions.

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.



Additional Comments or Examples

Board Members

Peter, together with FinCom, has done stellar work with limited funds and kept us afloat during difficult times.

This is another one of Dr. Cohen's strengths. He is well aware of what the institution needs in order to keep it running!

Continue working with Finance Committee to maintain the financial stability of the school.

Direct Reports

I don't know CEO's role in this.

Have full confidence in the [REDACTED]

He was very open with the budget for next year in personal conversations with each staff member.

Peter is trying to improve salaries. He is more focused on new hires being retained for good salaries than acknowledging people who have been at the school awhile.

I am unsure what Peter does day to day, but from my understanding, the above responsibilities fall under Jeff.

I work closely with Peter on all of this and he clearly understands the balance between the bottom line and what we need to do to move the organization forward. Within these constraints he has addressed long-standing salary issues, expanded crucial head count, significantly upgraded the facility, supplemented the curriculum across all disciplines and kept the school in the black. You really can't ask for more, especially during a multi-year pandemic.

It does not always seem that financial priorities are lining up with the organizations mission, or the true needs of the school at a given time.

I do not know anything about the finances.

The school did not need an expensive mural.

I don't know how Peter handles finances; I assumed [REDACTED] handled them on his own.

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

Board Members

Peter does a good job of promoting the school, especially via social media. [REDACTED] done stellar work in successful grant writing Adequate resources are another matter, development/fundraising has been poor this year with no major fundraising event planned to date.

Dr. Cohen is actively trying to hire an HR/development coordinator to raise funds for MCCPS. This is an area of need for MCCPS as it will have a capital campaign to support building maintenance issues to occur in the next few years.

Continue moving forward with the Administrative Team in this area.

Direct Reports 

Prefers in-house operations over supporting the local community businesses.

He always has the school in mind when it comes to fundraising and supporting the mission of the school.

I don't have a clear understanding of how much support Peter gets from the Board on these issues. I do know he has been the driving force behind much of the fundraising since he's been here, including the year-end auction, Giving Tuesdays, the Student Success Fund and this year he has raised thousands for the mural project.

I don't know much about the outside organizations.

Peter speaks with the board consistently and shares his findings with the staff. He also partners with organizations such as "My Brother's Table" and other charities.

The smooth operation of the Development Committee has been a challenge despite Peter's efforts to promote an effective committee. Peter supports the staff in pursuit of grants and other sources of funds. He is a member of Rotary which helps bring our name and mission into the local business community.


Ensuring Adequate Facilities

Oversee necessary facilities planning and make recommendations to the Board.



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



Staff  3 9% didn't know

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

CEO  3
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.

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

Additional Comments or Examples

Board Members 

We all know that the building is desperately in need of funding to fix a decade or so of deferred maintenance. This in no fault of the HoS, we are muddling through.

While there are lots of problems with the facilities, these were inherited by Dr. Cohen and he is working hard to improve them.

Dr. Cohen is working hard to create a more pleasing physical environment for the staff and students. He cleaned out the yard from debris and has cleaned out the warehouse area. He is working on putting together a capital campaign for further necessary upgrades.

Continue what we are doing in this area.

Direct Reports 

Cleaning company is subpar

While I think the school needs some work, he has been proactive in having people come to look at the roof and raising money for a new mural outside.

After a large snowstorm, the fire department had to issue a warning to clear the steps from being out of compliance with a safety exit. I do not believe this promotes a safe environment. The physical environment does not reflect the organization's mission- there are no small classrooms or workspaces to provide students with pull out services, or a room to speak with a student privately (for behavior, emotional episode). This thus means teachers have to do small groups in the community room that is full of distractions and is not a private place to work. Other people from the admin team are given offices when they do not need a private office. The roof of the building frequently leaks, in the classroom, hallways and kitchen whenever it rains. I am concerned about health and safety reasons (slipping, etc.). I am unsure why the priority is to raise money for a mural outside the classroom when there have been several other problems with the schools physical building that should be taken priority.

Currently doing a lot of work to improve the physical environment at MCCPS. Got a grant for a mural that uses positive words, which matches with the values of MCCPS.

Again, given the challenges of covid, remote/hybrid learning and the typical challenges associated with having 200+ children in the building we have made remarkable strides under Peter's leadership & direction. Updated paint schemes throughout the building, investment in our rooftop HVAC units, bathroom upgrades and the office suite buildout have all significantly improved the physical plant.

I don't know about the maintenance.

The rooms are not cleaned frequently enough or thoroughly enough.

Consistently provides updates on the work that is being done on the school.

Peter shares building updates with us and ensures that the building is clean. However, there have been two separate small fires that occurred that a teacher had to put out.

Peter has seen to a complete do-over of our facility without the capital campaign that is going to allow a complete renovation. Walls have been painted, rooms cleared of unnecessary clutter and space has been made available for small group and individual meetings with students.

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

Board Members 

Peter willingly and openly shares information with the Board and is not reticent in voicing his concerns, wants and needs.

Dr. Cohen is invested in keeping a strong relationship with the Board. He attends every meeting and is very committed to listening to feedback.

Excellent working relationship with the Board.

Direct Reports 

Information flows between staff and board monitored CEO is the gatekeeper but the information is heavily filtered/skewed

Peter should talk about his involvement with the board more at staff meetings so we can know what has been happening behind the scenes.

At our faculty meetings he often updates us with what the board has discussed and has teachers on the board share information with us all.

Often reaches out to staff with board updates and offers multiple opportunities for teachers to join boards.

Other board members are usually the ones to communicate about board meetings.

We get a monthly email about the meetings with the board to keep us up to date.

Again, Peter shares frequently about his involvement with the board through both email and verbal updates.

Peter works well with the board, keeping them updated on what is happening in the school. He has a clear vision of where the school should be going and has solicited help from different stakeholders to ensure success.

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

Board Members 

Peter has done well in this regard. He is always responsive to concerns and seems to have built a decent professional network on which to draw and share information .

Dr. Cohen has been working on creating an alumni list to try to recruite former graduates to support Charter. PTO has done a lot to connect with local restaurants to support eachother. Continuing to build relationships in the committee with support MCCPS'S overall mission.

Always reaching out to various organizations to network for the benefit of the school.

Direct Reports 

I think he has done a good job with promoting fundraisers to support the school this year. From the student success fund to the mural fundraisers I think there has been a great outcome.

Has brought in members of the community, including a police officer and veterans, to talk with the students during community meeting. Multiple fundraisers have been done this year to support both the school and other outside concerns (Ukraine).

I do not know much about any of this.

See above.

We still need to work on the fundraising end of things and what is the most effective way to achieve that goal. Peter has a good relationship with local officials and is in constant contact with DESE officials.

Overall Leadership and Performance

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



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.

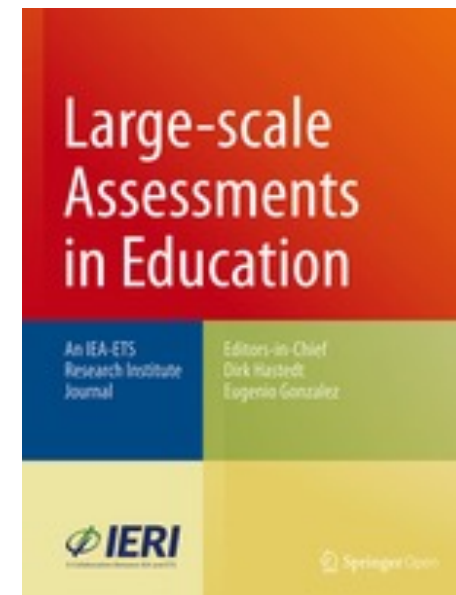
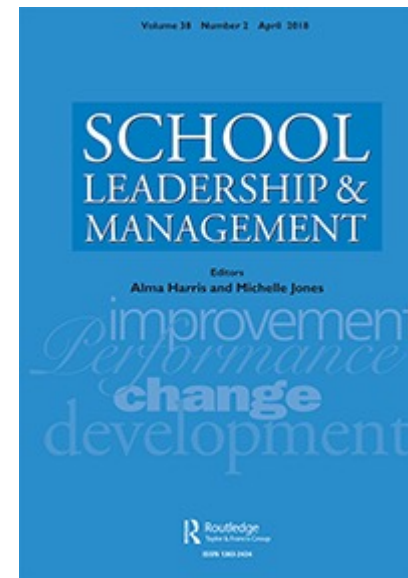
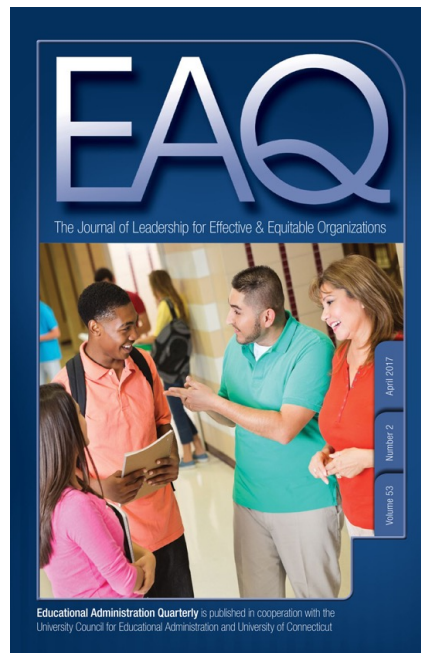


Oversee well-being of the entire organization by fostering positive and productive relationships across the organization and community.



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

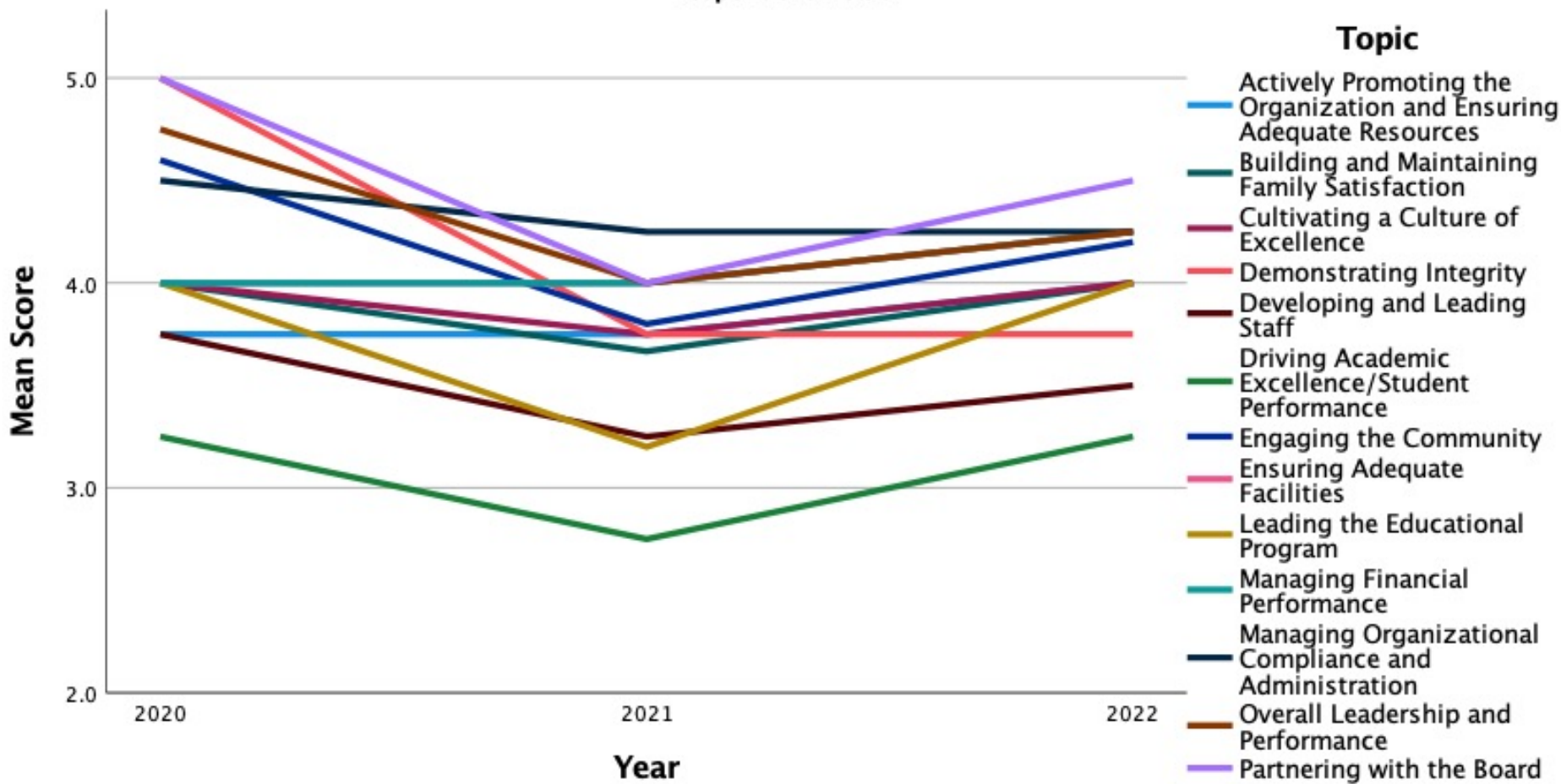
Ranking

Year	Board			Staff	
	Respond	Mean Score		Respond	Mean Score
2020	75%	4.2		75%	3.7
2021	100%	3.7		86%	3.3
2022	90%	4.0		76%	3.5

BOT: Board by topic

Simple Line Mean of Score by Year by Topic

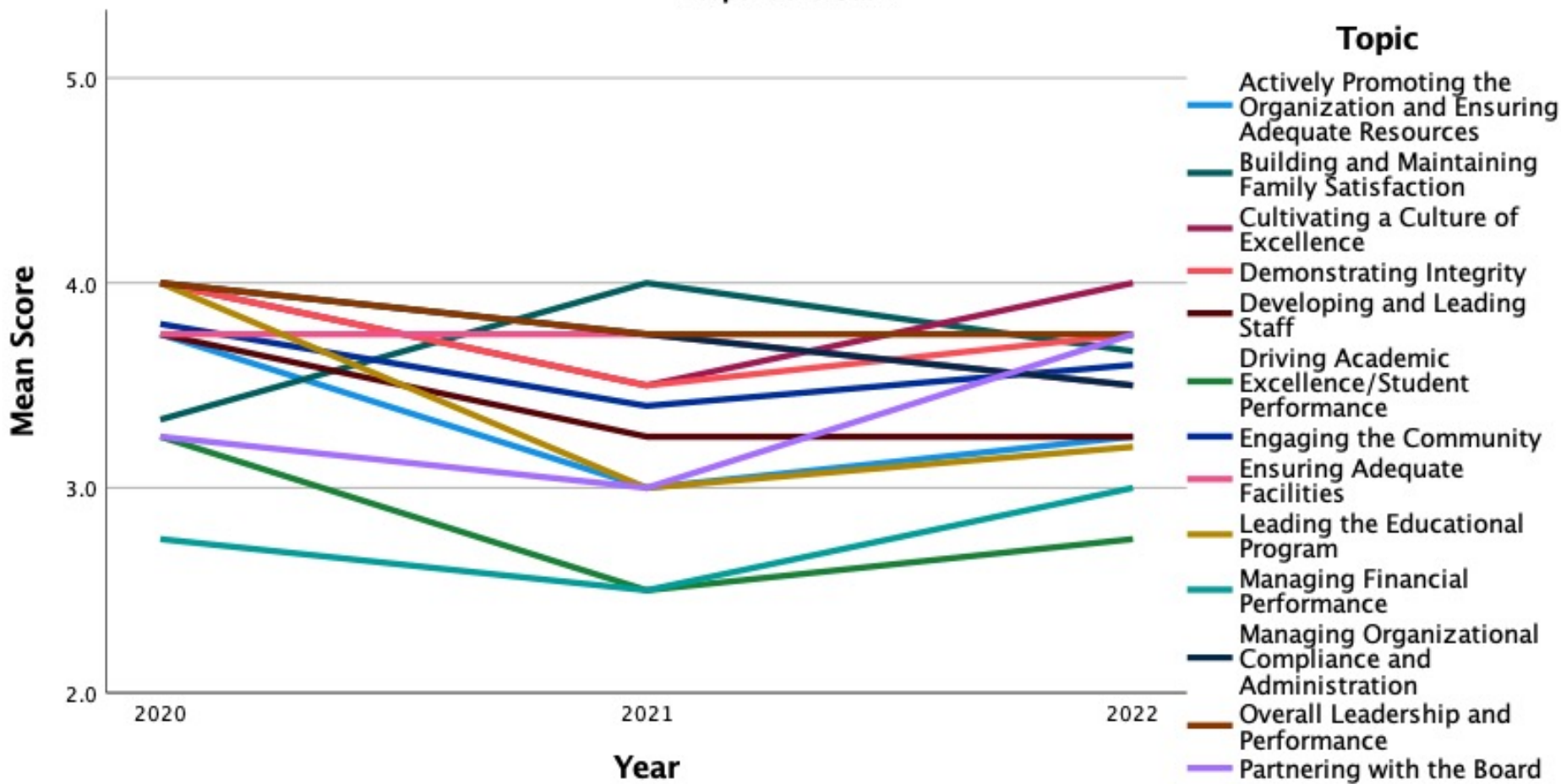
Respondent: Board



BOT: Staff by topic

Simple Line Mean of Score by Year by Topic

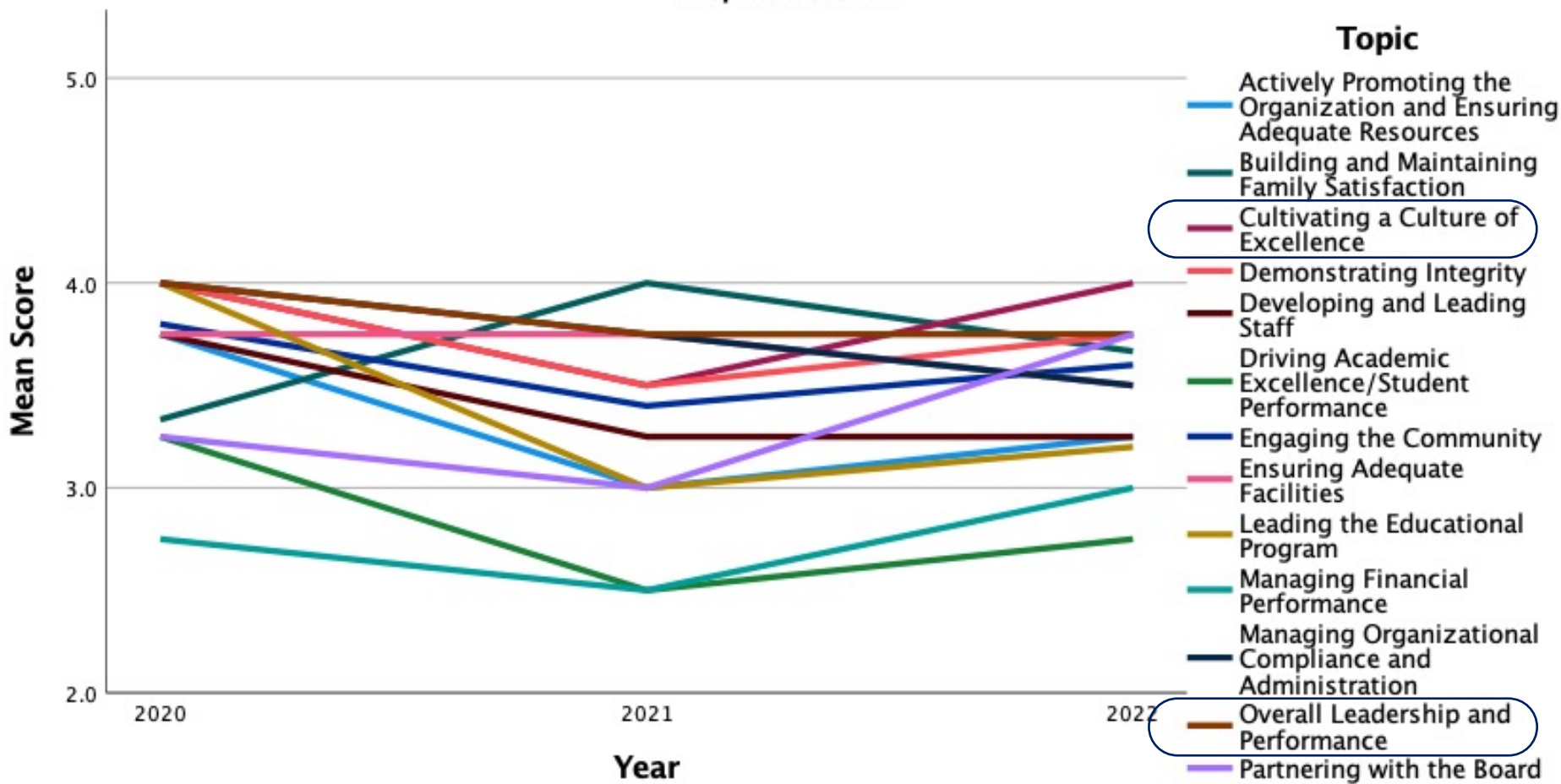
Respondent: Staff



BOT: Staff by topic

Simple Line Mean of Score by Year by Topic

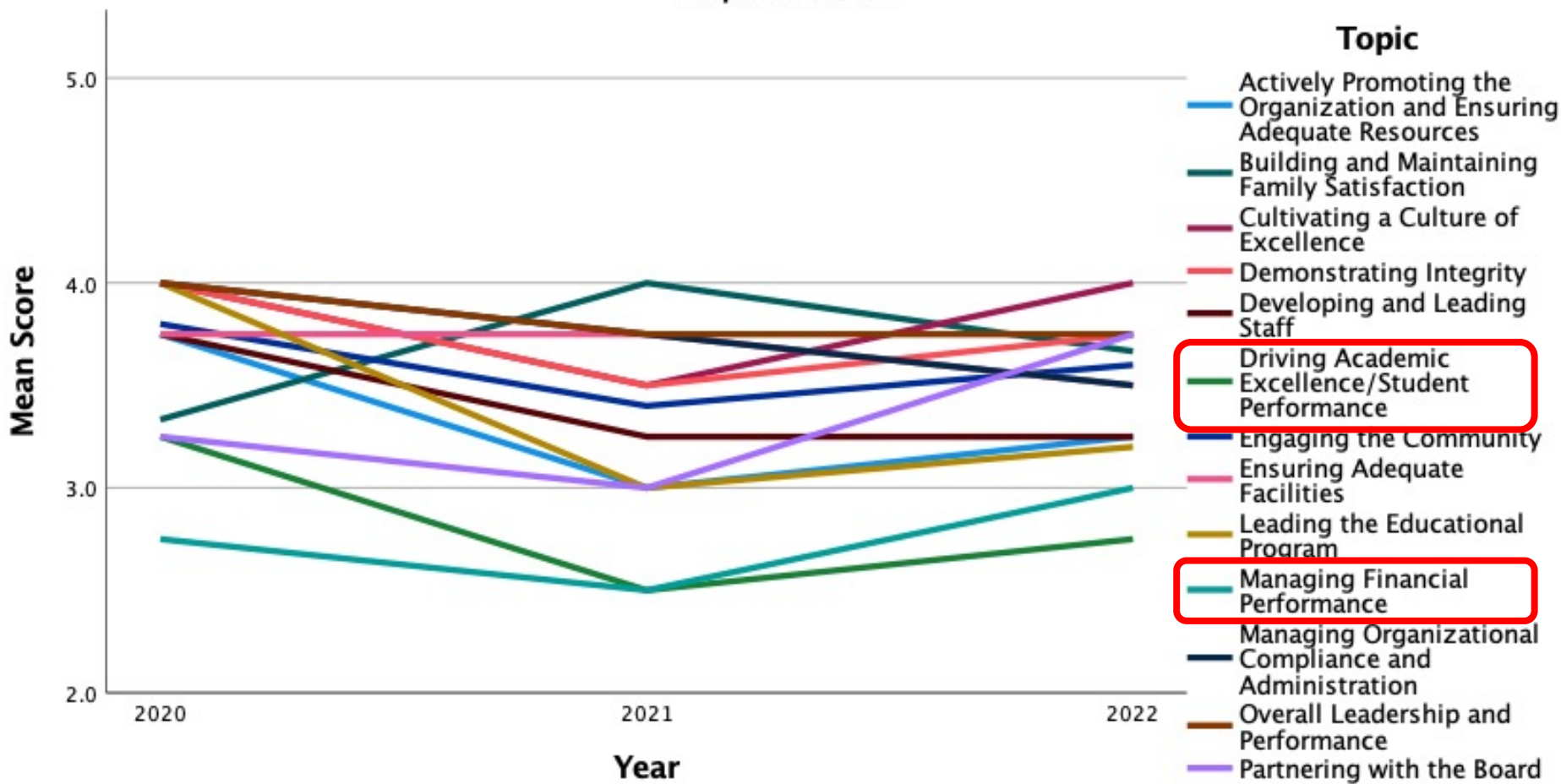
Respondent: Staff



BOT: Staff by topic

Simple Line Mean of Score by Year by Topic

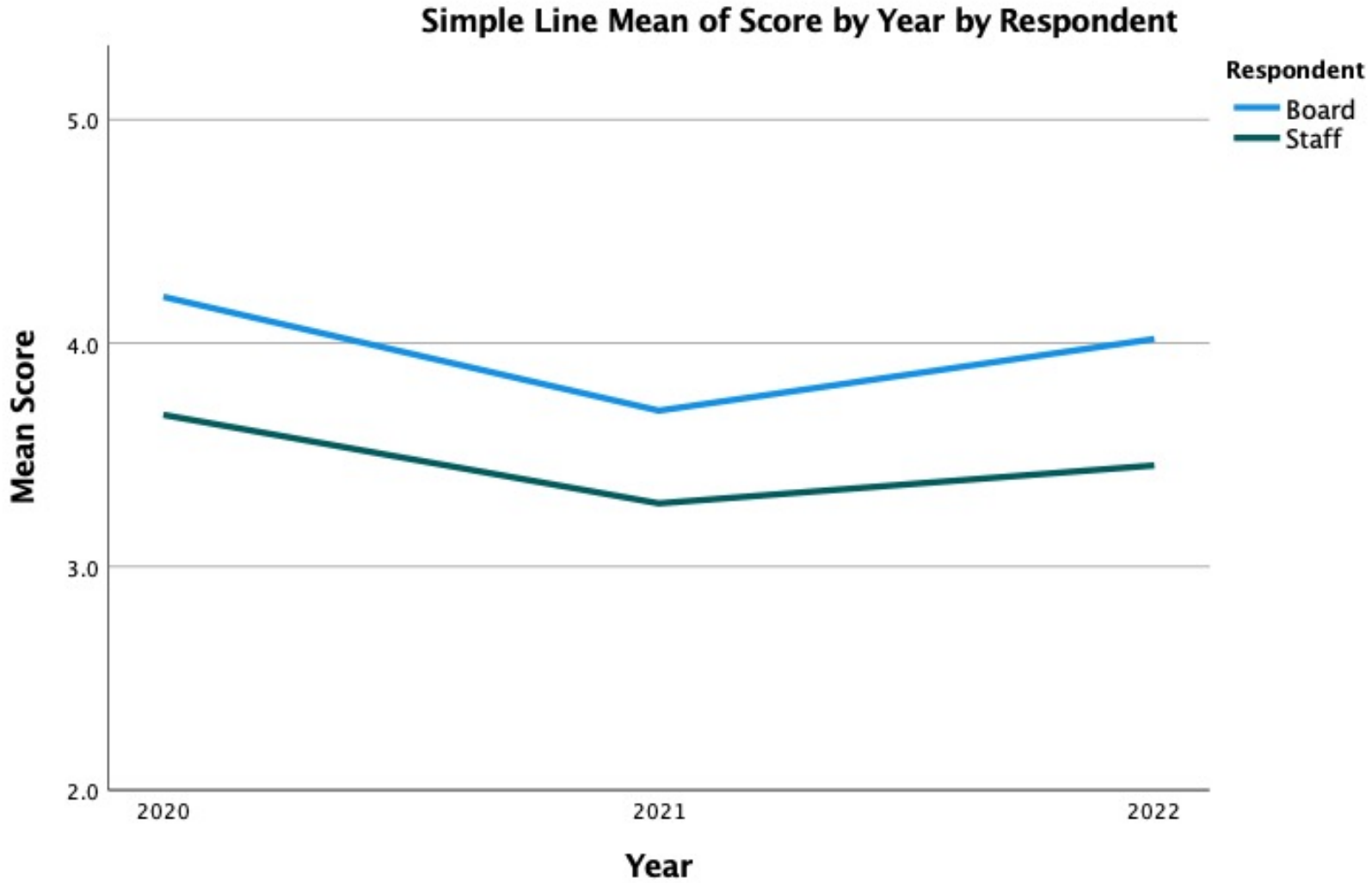
Respondent: Staff



Total Table (means)

TOPIC	2020		2021		2022	
	Board	Staff	Board	Staff	Board	Staff
Actively Promoting the Organization and Ensuring Adequate Resources	3.8	3.8	3.8	3.0	4.0	3.3
Building and Maintaining Family Satisfaction	4.0	3.3	3.7	4.0	4.0	3.7
Cultivating a Culture of Excellence	4.0	4.0	3.8	3.5	4.0	4.0
Demonstrating Integrity	5.0	4.0	3.8	3.5	3.8	3.8
Developing and Leading Staff	3.8	3.8	3.3	3.3	3.5	3.3
Driving Academic Excellence/Student Performance	3.3	3.3	2.8	2.5	3.3	2.8
Engaging the Community	4.6	3.8	3.8	3.4	4.2	3.6
Ensuring Adequate Facilities	4.0	3.8	4.0	3.8	4.3	3.5
Leading the Educational Program	4.0	4.0	3.2	3.0	4.0	3.2
Managing Financial Performance	4.0	2.8	4.0	2.5	4.3	3.0
Managing Organizational Compliance and Administration	4.5	4.0	4.3	3.8	4.3	3.5
Overall Leadership and Performance	4.8	4.0	4.0	3.8	4.3	3.8
Partnering with the Board	5.0	3.3	4.0	3.0	4.5	3.8
	4.2	3.7	3.7	3.3	4.0	3.5

BOT: Staff & Board





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

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

Sources of Evidence Check Key Sources of Evidence						Effectiveness Rating Choose one to indicate level of effectiveness or check 'Don't Know'					
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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
						1	2	3	4	5	

Planning

plans targets of faculty performance that emphasize improvement in student learning.

Implementing

creates expectations that faculty maintain high standards for student learning.

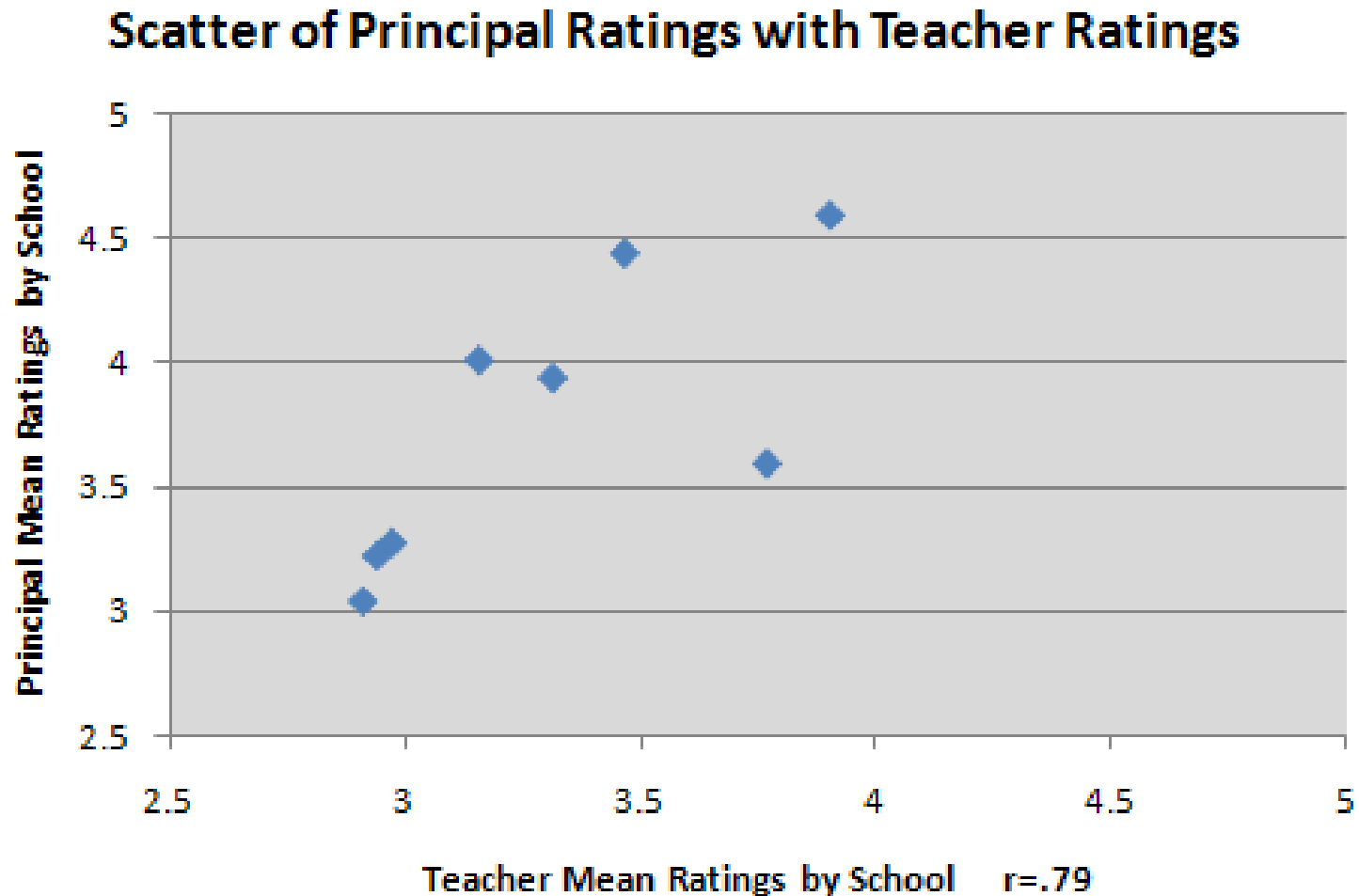
Supporting

encourages students to successfully achieve rigorous goals for student learning.

Evaluating

challenges low expectations for special needs students.

For Val-Ed HOS and teachers - mean effectiveness score



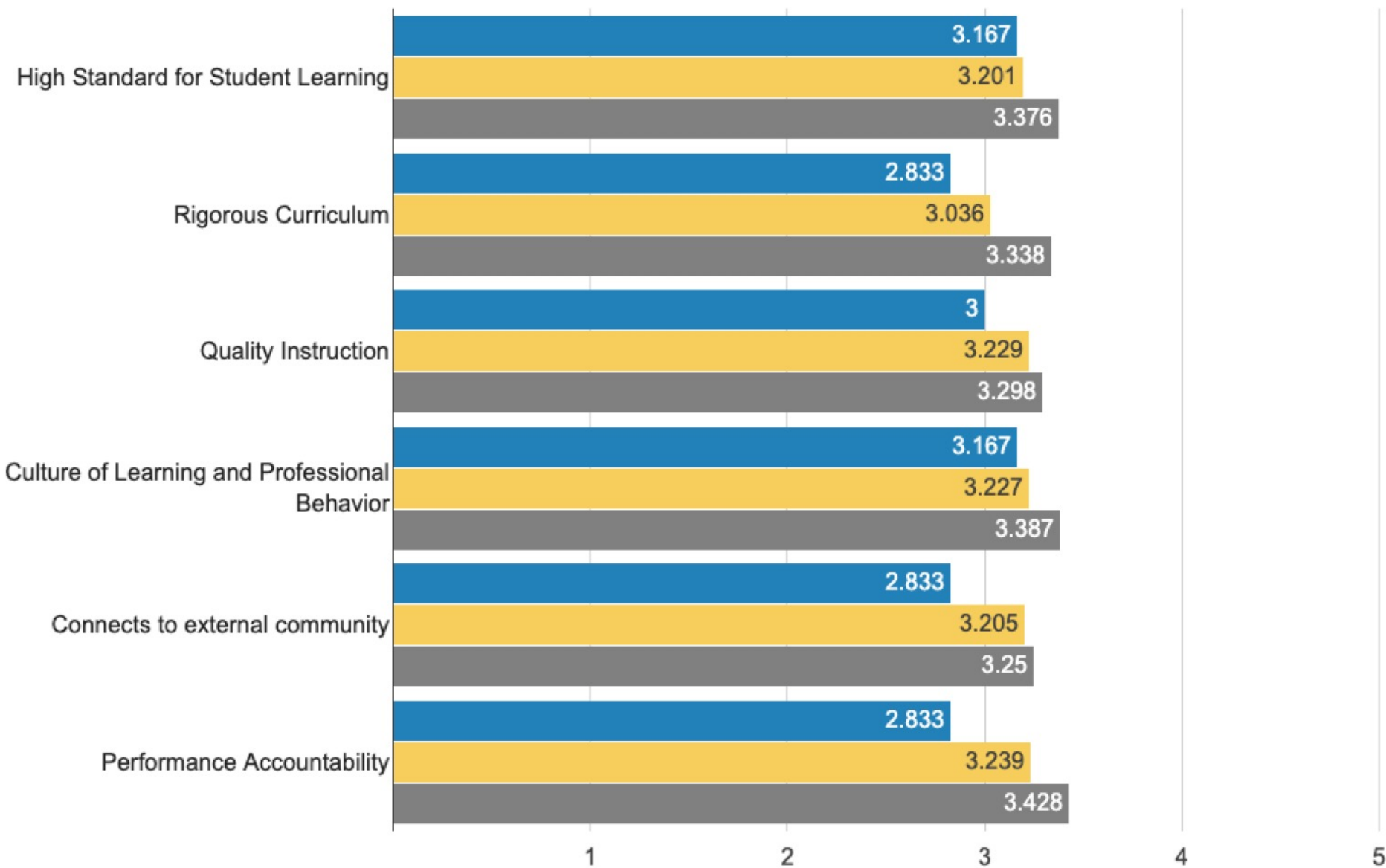
- From the Val-Ed handbook

Response Rate

Respondent Groups	Possible Respondents	Actual Respondents	Percent Responding
Principal	1	1	100.00
Teachers	42	27	64.29
Supervisors	12	9	75.00

Scoring

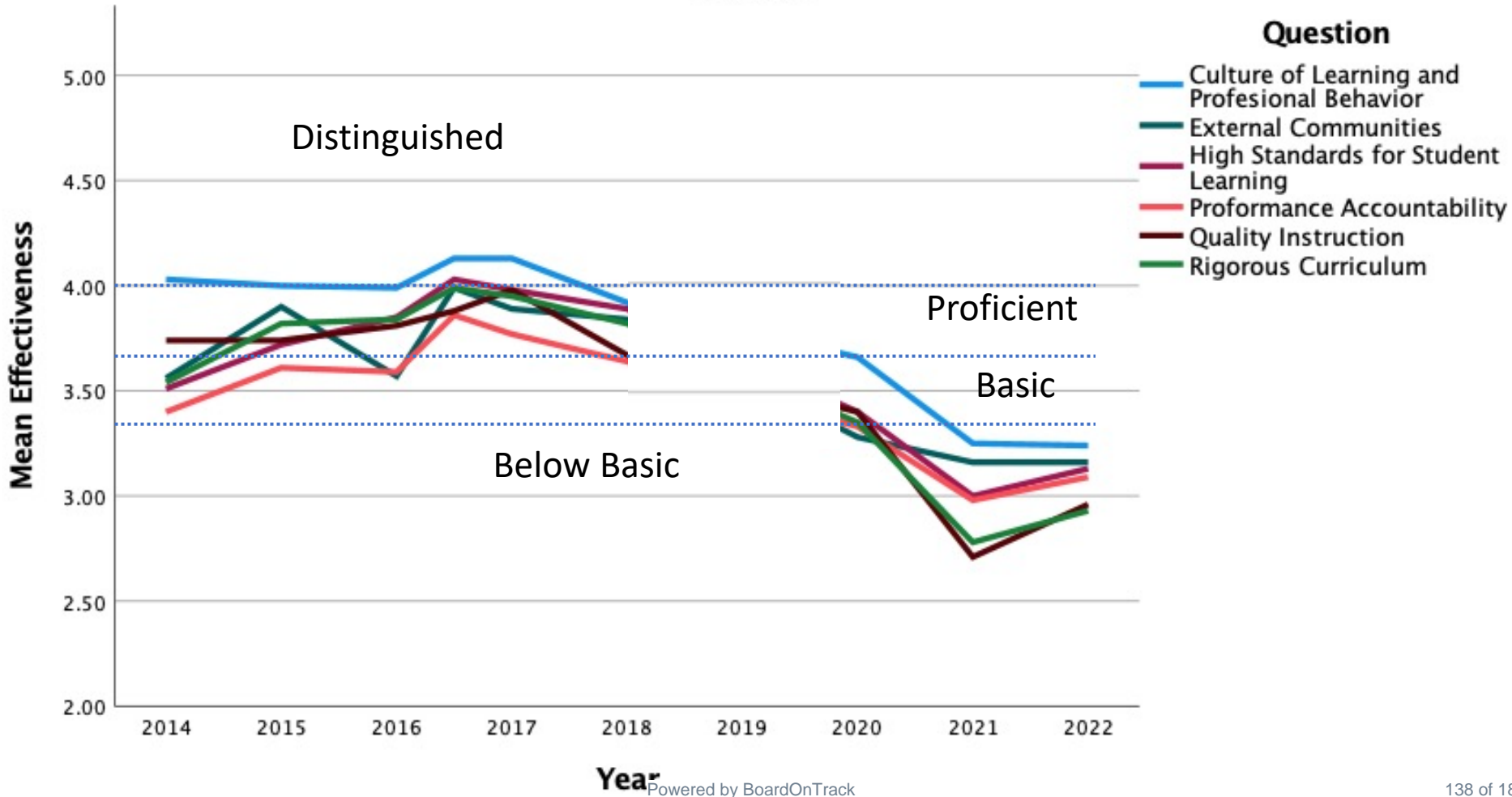
Below Basic (1.00 - 3.28)	Basic (3.29 - 3.59)	Proficient (3.60 - 3.99)	Distinguished (4.00 - 5.00)
<p>A leader at the <u>below basic</u> level of proficiency exhibits learning-centered leadership behaviors at levels of effectiveness that are unlikely to influence teachers positively nor result in acceptable value-added to student achievement and social learning for students.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>



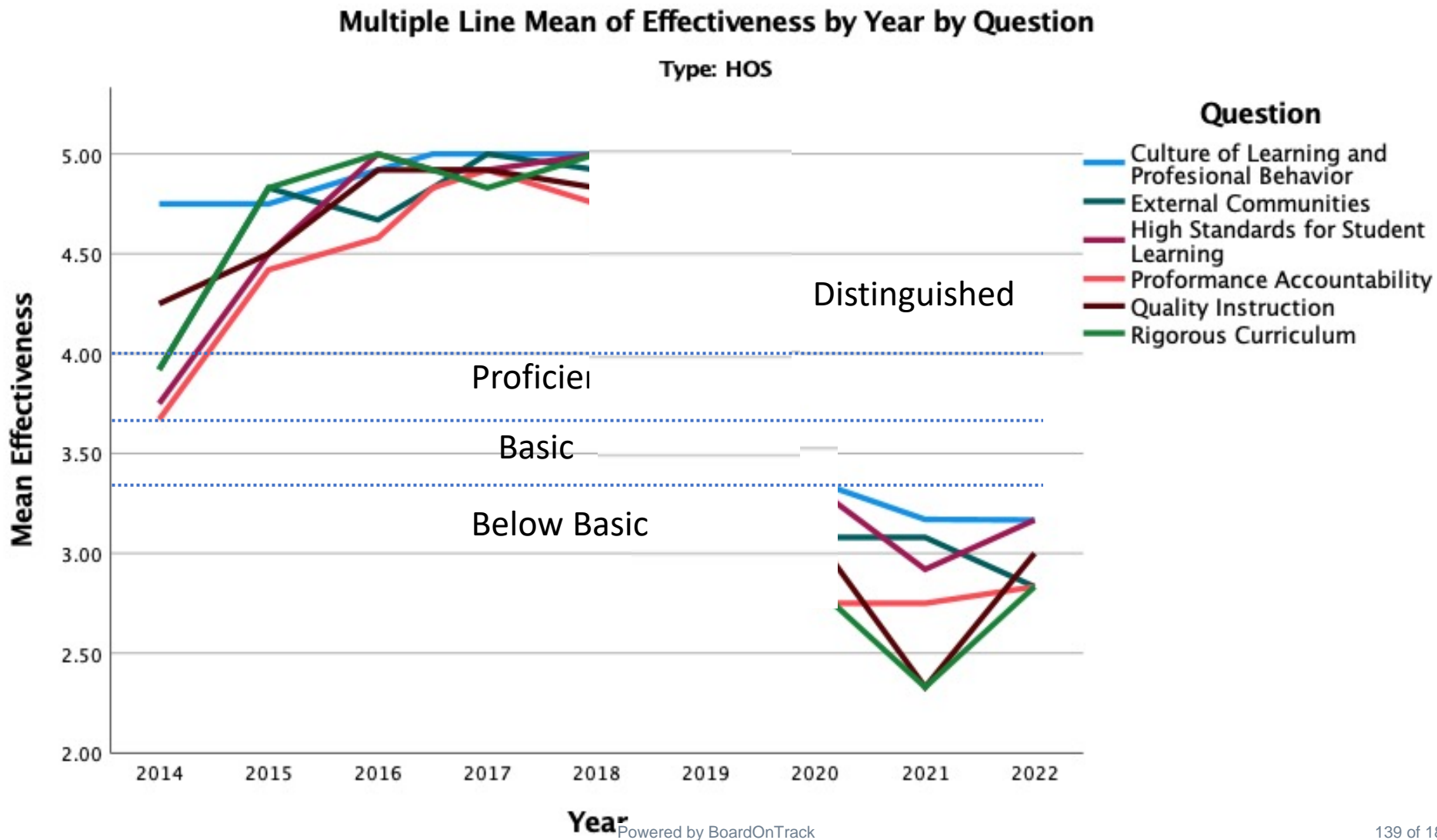
Total by Question

Multiple Line Mean of Effectiveness by Year by Question

Type: Total



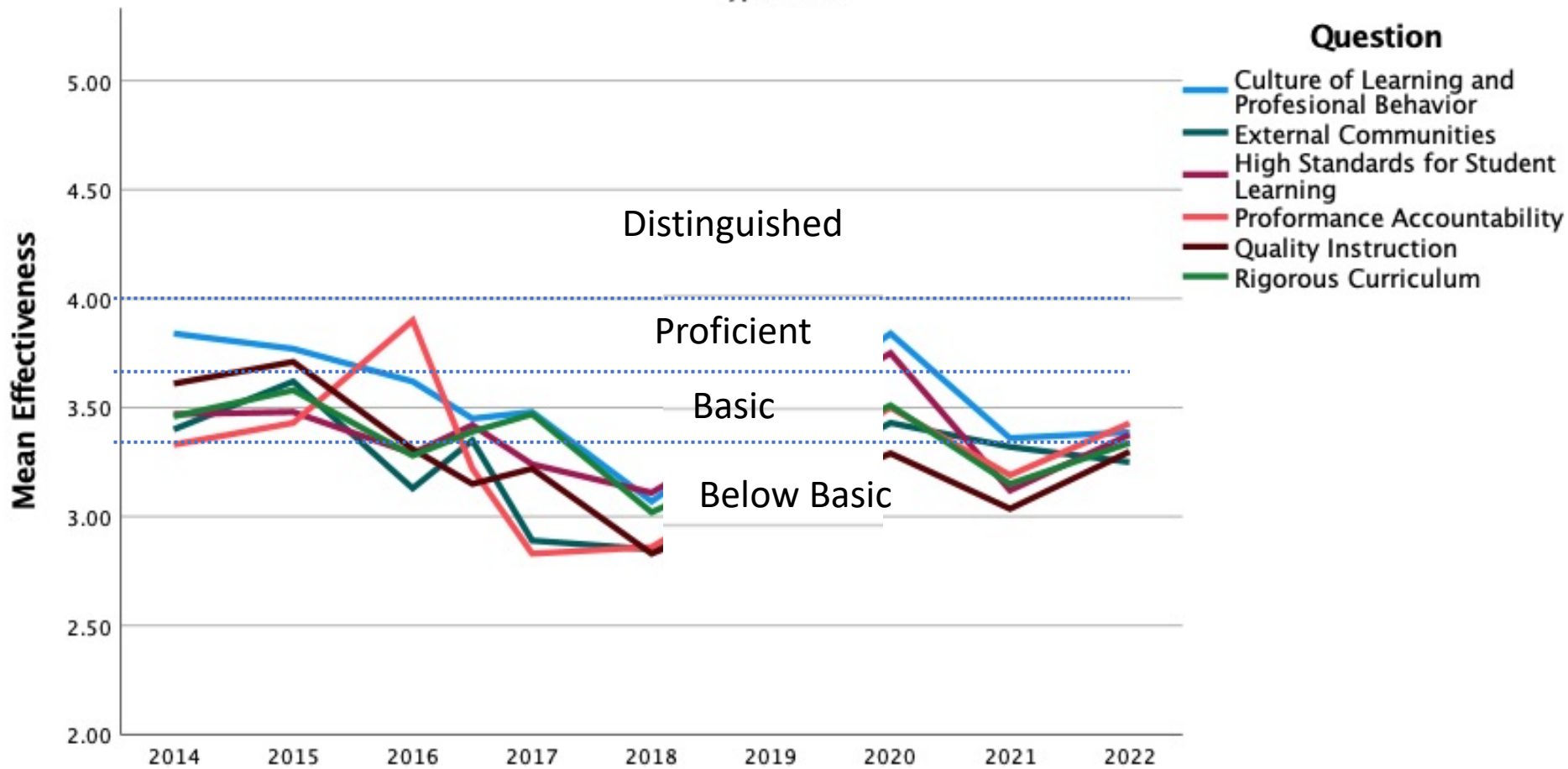
HOS by Question



Board by Question

Multiple Line Mean of Effectiveness by Year by Question

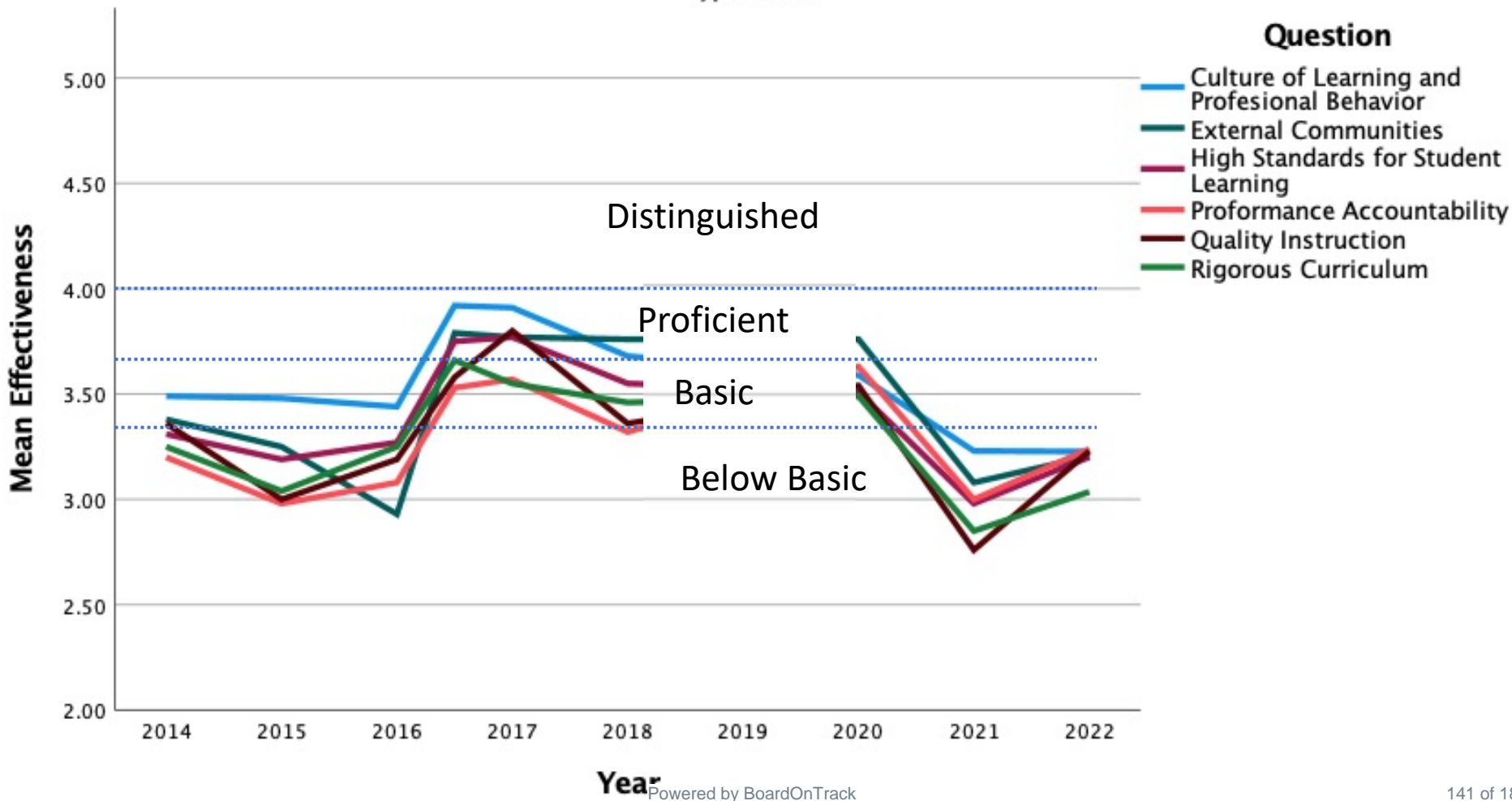
Type: Board



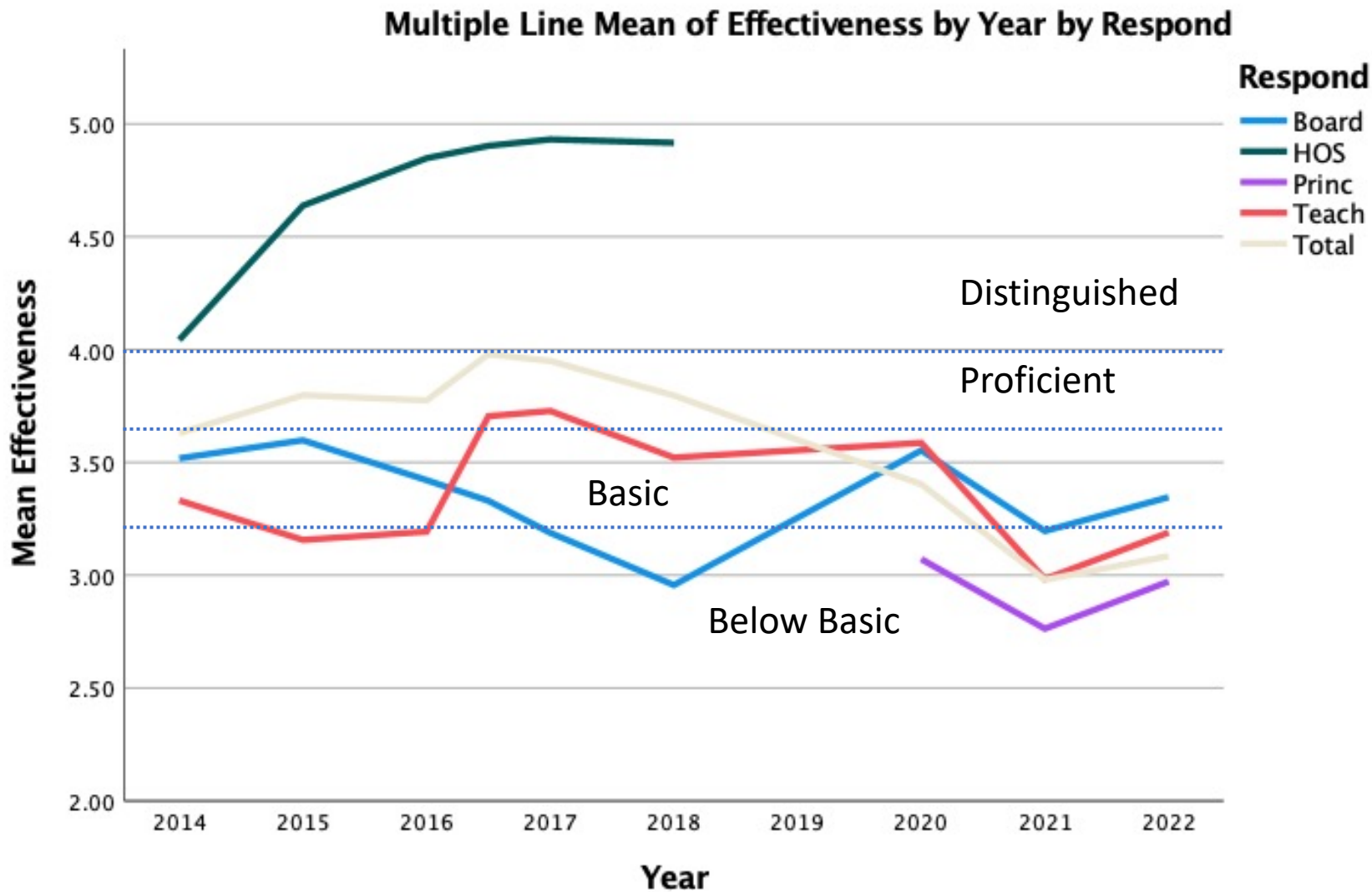
Teachers by Question

Multiple Line Mean of Effectiveness by Year by Question

Type: Teach

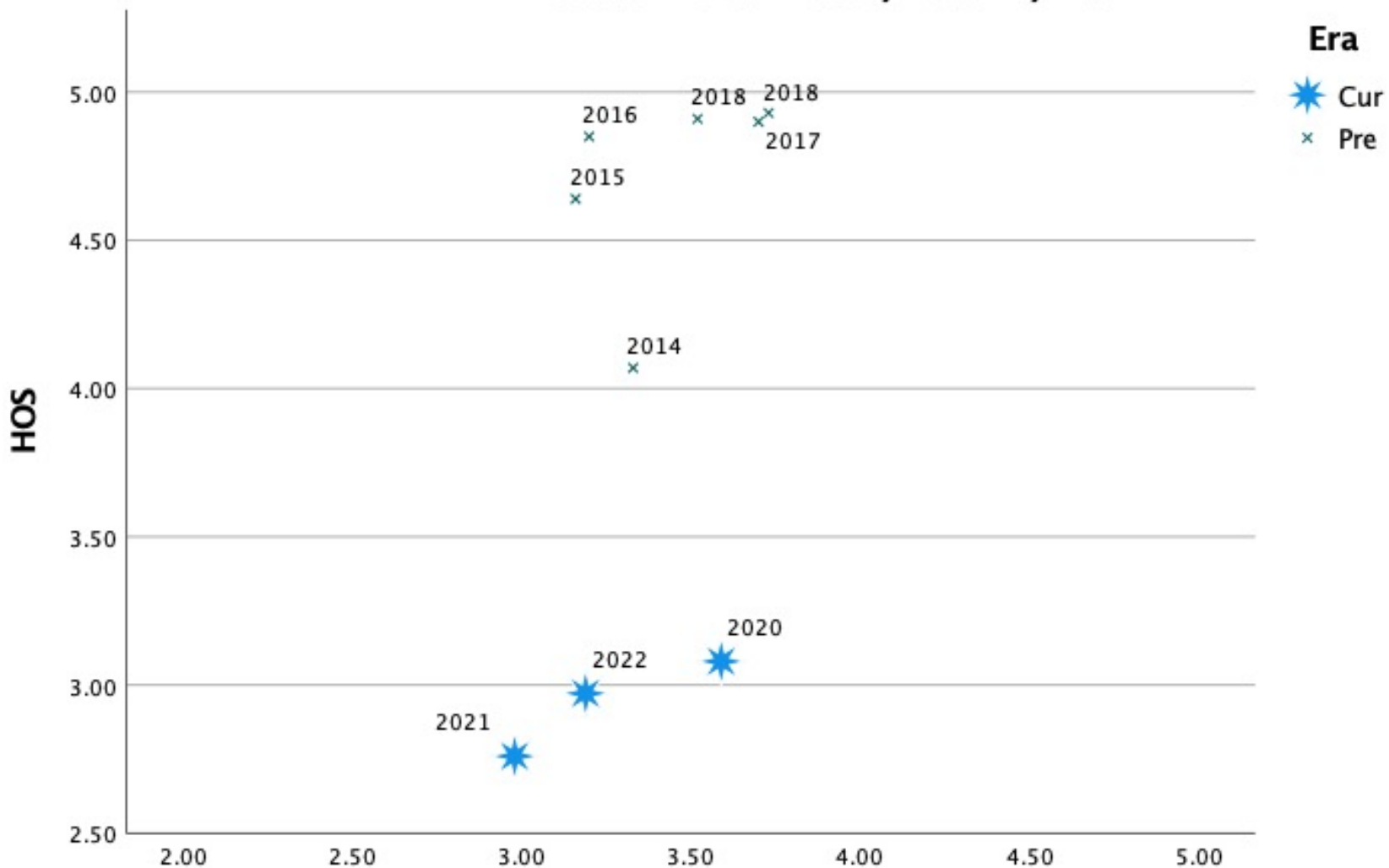


Respondent over time



HOS and Teachers – mean effectiveness score

Scatter Plot of HOS by Teach by Era



2022 matrix

Key Processes

Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.11	3.13	3.17	3.21	3.07	3.03
Rigorous Curriculum	3.01	3.03	3.07	3.11	2.97	2.94
Quality Instruction	3.02	3.04	3.08	3.12	2.98	2.95
Culture of Learning & Professional Behavior	3.17	3.18	3.22	3.27	3.12	3.09
Connection of External Communities	3.12	3.14	3.18	3.22	3.08	3.05
Performance Accountability	3.09	3.11	3.15	3.19	3.05	3.01

2022 matrix

Key Processes						
Core Components	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.11	3.13	3.17	3.21	3.07	3.03
Rigorous Curriculum	3.01	3.03	3.07	3.11	2.97	2.94
Quality Instruction	3.02	3.04	3.08	3.12	2.98	2.95
Culture of Learning & Professional Behavior	3.17	3.18	3.22	3.27	3.12	3.09
Connection of External Communities	3.12	3.14	3.18	3.22	3.08	3.05
Performance Accountability	3.09	3.11	3.15	3.19	3.05	3.01

Teacher Satisfaction Survey

- Based on Embeier's (University of Kansas) work
 - augmented by the Personnel Committee to be more appropriate for the unique situation at MCCPS
 - Includes faculty and staff feedback to Personnel committee on questions
-
- EBMEIER, H.H. 2003. How supervision influences teacher efficacy and commitment: An investigation of a path model. *Journal of Curriculum and Supervision* 18: 110-141.

Teacher Satisfaction survey

Series of statements

- For example

“I am able to make all of the important decisions about how and what I teach.”

- Teachers asked if:

- Agree strongly
- Agree
- Agree somewhat
- Neutral
- Disagree somewhat
- Disagree
- Disagree strongly

Scoring of Teacher satisfaction survey

3	Agree strongly
2	Agree
1	Agree somewhat
0	Neutral
-1	Disagree somewhat
-2	Disagree
-3	Disagree strongly

- Does not matter how you weight strong feelings – results are still the same
- Using this scale, the mean is 1.16
 - A little more than Agree somewhat

Question	Mean	Median	SD
The workload is adequately balanced among the faculty members of this school.	-0.58	-1	1.78
Crises at the school are due to unforeseeable events, not poor planning.	0.48	0	1.45
I am currently involved in making decisions at the SCHOOL level that affect my teaching.	0.51	0	1.45
I am comfortable offering constructive feedback and providing input to the Head of School.	0.53	1	1.83
The Head of School is dependable and predictable in word and action.	0.68	1	1.64
The Head of School treats teachers as leaders.	0.70	1	1.54
There is effective communication during crisis.	0.70	1	1.71
The Head of School provides useful and effective feedback about my performance.	0.73	1	1.72
The Head of School works to build a positive work environment for the faculty and staff.	0.73	1	1.57
Working conditions in this school are good.	0.75	1	1.53
I am satisfied with the amount of work I am expected to do.	0.79	1	1.44
I trust the Head of School to deal with me fairly.	0.93	1	1.64
Teachers are empowered to make decisions that affect the school, when appropriate.	0.93	1	1.44
I have input into the decisions that affect me directly in this school.	0.98	1	1.67
When I have concerns, the Head of School listens to me and is helpful in addressing the problem.	0.98	1	1.59
Collaboration is important to the Head of School.	1.00	1	1.65
The Head of School develops a culture in which faculty/staff is reflective about their practice.	1.10	1	1.46
The Head of School supports me when there are parental/student concerns.	1.13	2	1.52
The Head of School assures that plans for the safety and needs of the students are developed and executed.	1.13	2	1.44
I am currently involved in making decisions at the DEPARTMENT level that affect my teaching.	1.23	2	1.56
The Head of School treats me with respect and dignity.	1.44	2	1.43
I am currently involved in making decisions at the GRADE level that affect my teaching.	1.45	2	1.48
I am able to make all of the important decisions about how and what I teach.	1.54	2	1.25
I can count on the Head of School to support me if I want to try something new.	1.65	2	1.21
The Head of School supports innovative approaches to instruction.	1.65	2	1.14
The social contact between students and faculty is friendly.	1.67	2	1.13
I have sufficient access to the Head of School.	1.78	2	1.33
The teachers are empowered to make decisions that affect the classroom, when appropriate.	1.80	2	1.22
I have control over the teaching methods I use and the curriculum I teach.	1.85	2	1.18
The Head of School has honest discussions with me about contract renewal and the MCCPS pay scale.	1.85	2	1.23
Faculty members are friendly to one another.	2.00	2	0.82
I generally get excellent ideas from fellow staff members.	2.05	2	0.96
I believe in the goals and objectives of this school.	2.10	3	1.17

Lowest scored questions

- “The workload is adequately balanced among the faculty members of this school.”
 - Mean score -0.56 (Median -1) Disagree somewhat
- Crises at the school are due to unforeseeable events, not poor planning.
 - Mean score 0.46 (Median 0) Neutral
- I am currently involved in making decisions at the SCHOOL level that affect my teaching.
 - Mean score 0.51(median 0) Neutral

Highest scored questions

- “I believe in the goals and objectives of this school.”
 - Mean score 2.1 (median 3) Strongly agree
- “I generally get excellent ideas from fellow staff members.”
 - Mean score 2.05 (median 2) Agree
- “Faculty members are friendly to one another.”
 - Mean scores 2.0 (median 2) Agree

Teachers Satisfaction survey

- Most disagreement (widest range of answers)

I am comfortable offering constructive feedback and providing input to the Head of School.	0.53	1	1.83
The workload is adequately balanced among the faculty members of this school.	-0.58	-1	1.78
The Head of School provides useful and effective feedback about my performance.	0.73	1	1.72
There is effective communication during crisis.	0.70	1	1.71
I have input into the decisions that affect me directly in this school.	0.98	1	1.67

- Most consistent (narrowest range of answers)

Faculty members are friendly to one another.	2.00	2	0.82
I generally get excellent ideas from fellow staff members.	2.05	2	0.96
The social contact between students and faculty is friendly.	1.67	2	1.13
The Head of School supports innovative approaches to instruction.	1.65	2	1.14
I believe in the goals and objectives of this school.	2.10	3	1.17

Divided into groups

- Teacher Empowerment
- HOS relationship with Building
- Teacher relationship with Building
- Teacher relationship with HOS

Teacher Satisfaction

- Empowerment

I am currently involved in making decisions at the SCHOOL level that affect my teaching.	0.51
Teachers are empowered to make decisions that affect the school, when appropriate.	0.93
I have input into the decisions that affect me directly in this school.	0.98
I am currently involved in making decisions at the DEPARTMENT level that affect my teaching.	1.23
I am currently involved in making decisions at the GRADE level that affect my teaching.	1.45
I am able to make all of the important decisions about how and what I teach.	1.54
The teachers are empowered to make decisions that affect the classroom, when appropriate.	1.80
I have control over the teaching methods I use and the curriculum I teach.	1.85

Teacher Satisfaction

- HOS and Building

Crises at the school are due to unforeseeable events, not poor planning.	0.48
The Head of School is dependable and predictable in word and action.	0.68
The Head of School treats teachers as leaders.	0.70
Working conditions in this school are good.	0.75
Collaboration is important to the Head of School.	1.00
The Head of School develops a culture in which faculty/staff is reflective about their practice.	1.10
The Head of School assures that plans for the safety and needs of the students are developed a	1.13
The Head of School supports innovative approaches to instruction.	1.65

Teacher Satisfaction

- Relationship with Building

The workload is adequately balanced among the faculty members of this school.	-0.58
There is effective communication during crisis.	0.70
I am satisfied with the amount of work I am expected to do.	0.79
The social contact between students and faculty is friendly.	1.67
Faculty members are friendly to one another.	2.00
I generally get excellent ideas from fellow staff members.	2.05
I believe in the goals and objectives of this school.	2.10

Teacher Satisfaction

- Relationship with HOS

I am comfortable offering constructive feedback and providing input to the Head of School.	0.53
The Head of School provides useful and effective feedback about my performance.	0.73
The Head of School works to build a positive work environment for the faculty and staff.	0.73
I trust the Head of School to deal with me fairly.	0.93
When I have concerns, the Head of School listens to me and is helpful in addressing the problem.	0.98
The Head of School supports me when there are parental/student concerns.	1.13
The Head of School treats me with respect and dignity.	1.44
I can count on the Head of School to support me if I want to try something new.	1.65
I have sufficient access to the Head of School.	1.78
The Head of School has honest discussions with me about contract renewal and the MCCPS pay	1.85

Teacher Satisfaction survey

- Topic results

Topic	Mean	Median	SD
HOS and Building	0.93	1	1.51
Relationship with HOS	1.17	2	1.57
Relationship with Building	1.25	2	1.61
Empowerment	1.28	2	1.47

- The difference between the “Empowerment” and “HOS and Building” scores is significant



VALED Leadership Report

Principal: Peter Cohen
21-22 Spring Survey

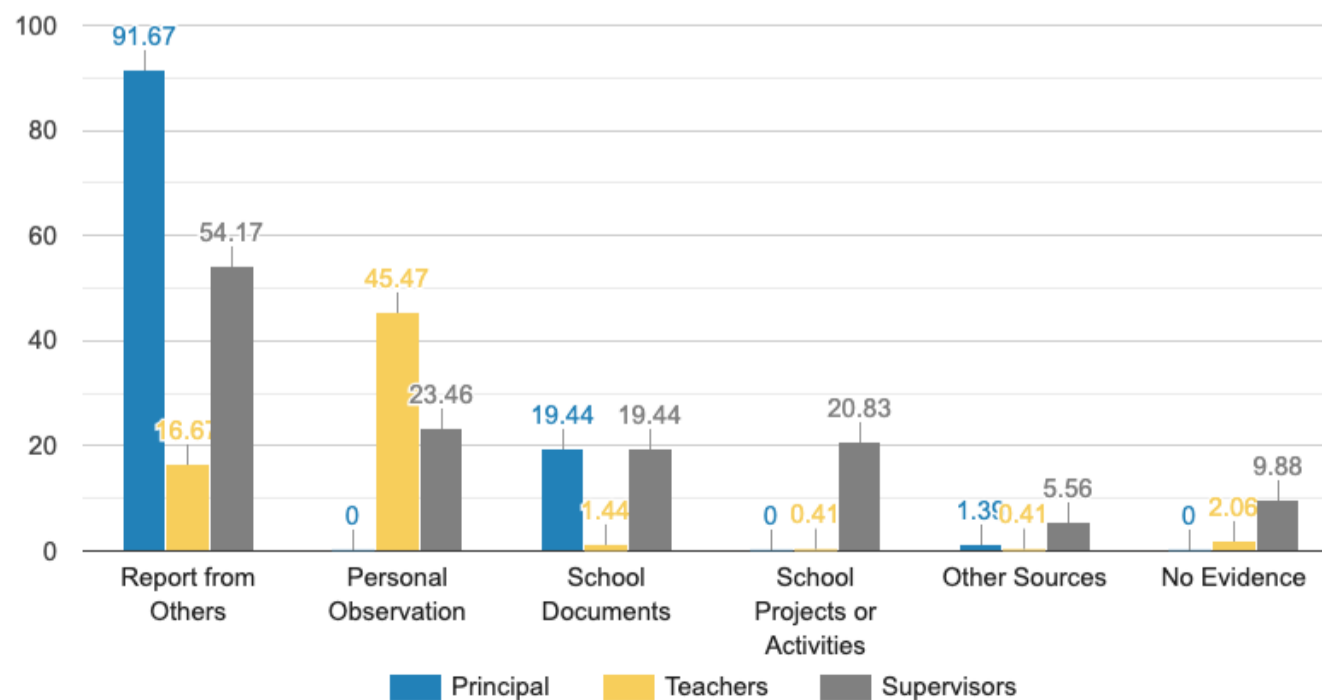
Response Summary

Respondent Groups	Possible Respondents	Actual Respondents	Percent Responding
Principal	1	1	100.00
Teachers	42	27	64.29
Supervisors	12	9	75.00

Evidence Summary

Evidence Used	Reports from Others	Personal Observation	School Documents	School Projects/Activities	Other Source	No Evidence
Principal	66 (91.67%)	0 (0%)	14 (19.44%)	0 (0%)	1 (1.39%)	0 (0%)
Teachers	162 (16.67%)	442 (45.47%)	14 (1.44%)	4 (0.41%)	4 (0.41%)	20 (2.06%)
Supervisors	351 (54.17%)	152 (23.46%)	126 (19.44%)	135 (20.83%)	36 (5.56%)	64 (9.88%)

Evidence Chart



VALED Leadership Report

Principal: Peter Cohen 21-22 Spring Survey

Scores

Overall Effectiveness Score		
Mean Score	Performance Level	Percentile Rank
3.09	Below Basic	7.7
Standard Error of Measurement: .05%		

Summary of Core Components Score			
	Mean Score	Performance Level	Percentile Rank
High Standard for Student Learning	3.13	Below Basic	6.3
Rigorous Curriculum	2.93	Below Basic	5.4
Quality Instruction	2.96	Below Basic	1.8
Culture of Learning and Professional Behavior	3.24	Below Basic	8.6
Connects to external community	3.16	Below Basic	20.9
Performance Accountability	3.09	Below Basic	14.1

Summary of Key Processes Scores			
	Mean Score	Performance Level	Percentile Rank
Planning	3.09	Below Basic	8.6
Implementing	3.12	Below Basic	10.9
Supporting	3.20	Below Basic	6.8
Advocating	3.29	Below Basic	20.5
Communicating	3.00	Below Basic	5.9
Monitoring	2.94	Below Basic	4.5

Core Components Total Effectiveness		
Principal	Teacher	Supervisor
2.97	3.19	3.35

Key Processes Total Effectiveness		
Principal	Teacher	Supervisor
2.97	3.19	3.35

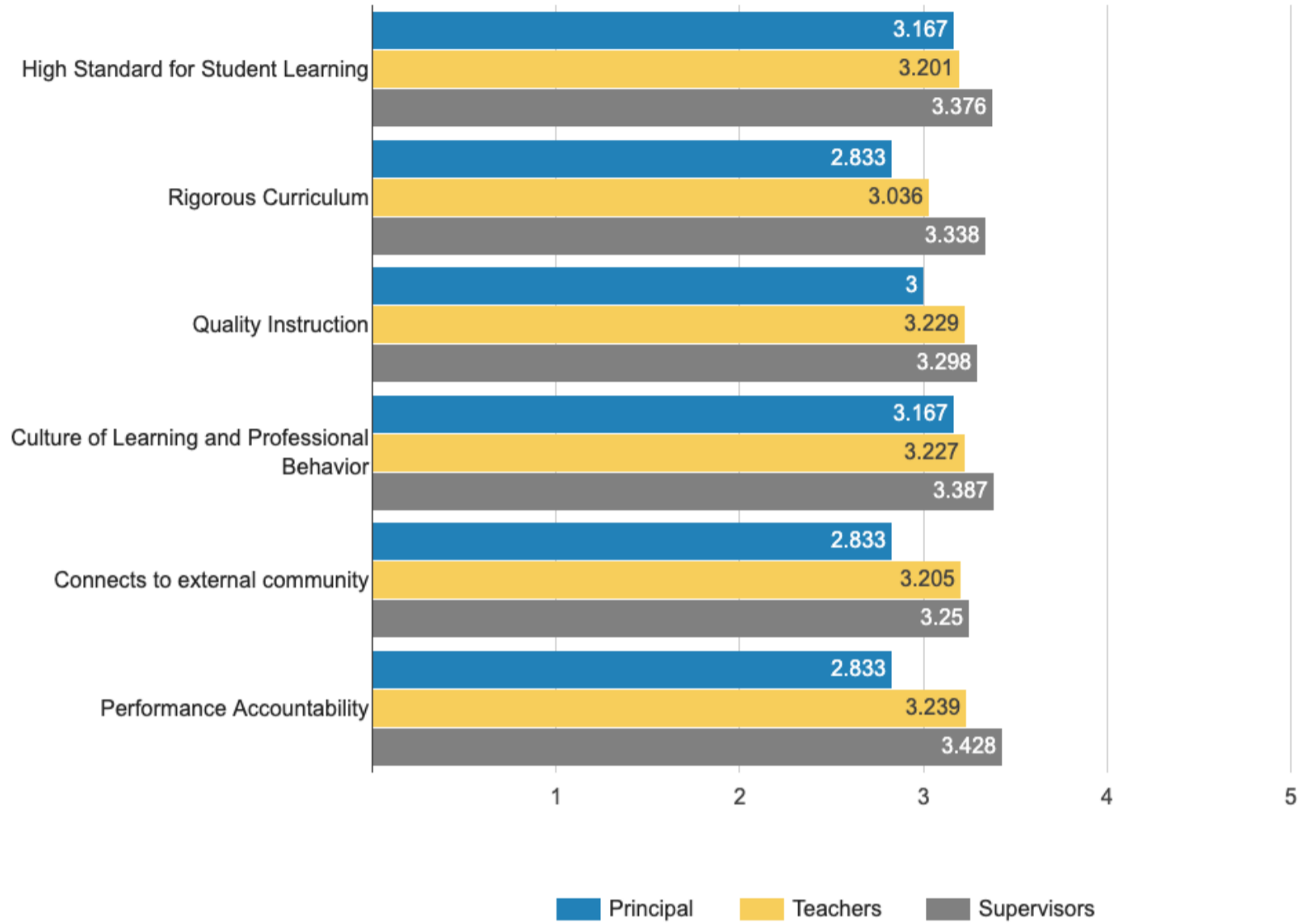
Total Effectiveness Score by Respondent Group		
Principal	Teacher	Supervisor
2.97	3.19	3.35

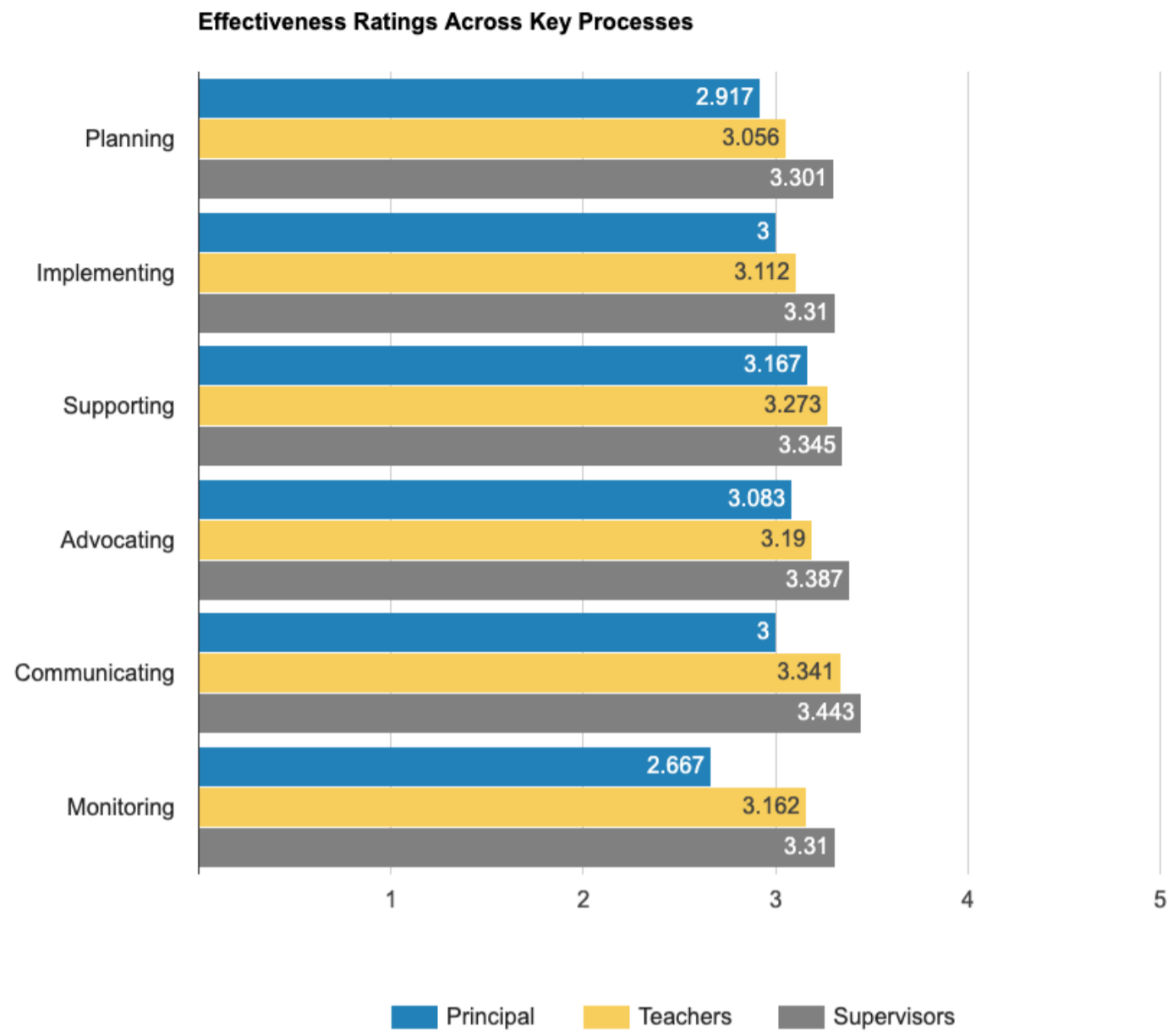
VALED Leadership Report

Principal: Peter Cohen 21-22 Spring Survey

Assessment Profile and Respondent Comparisons

Effectiveness Ratings Across Core Components

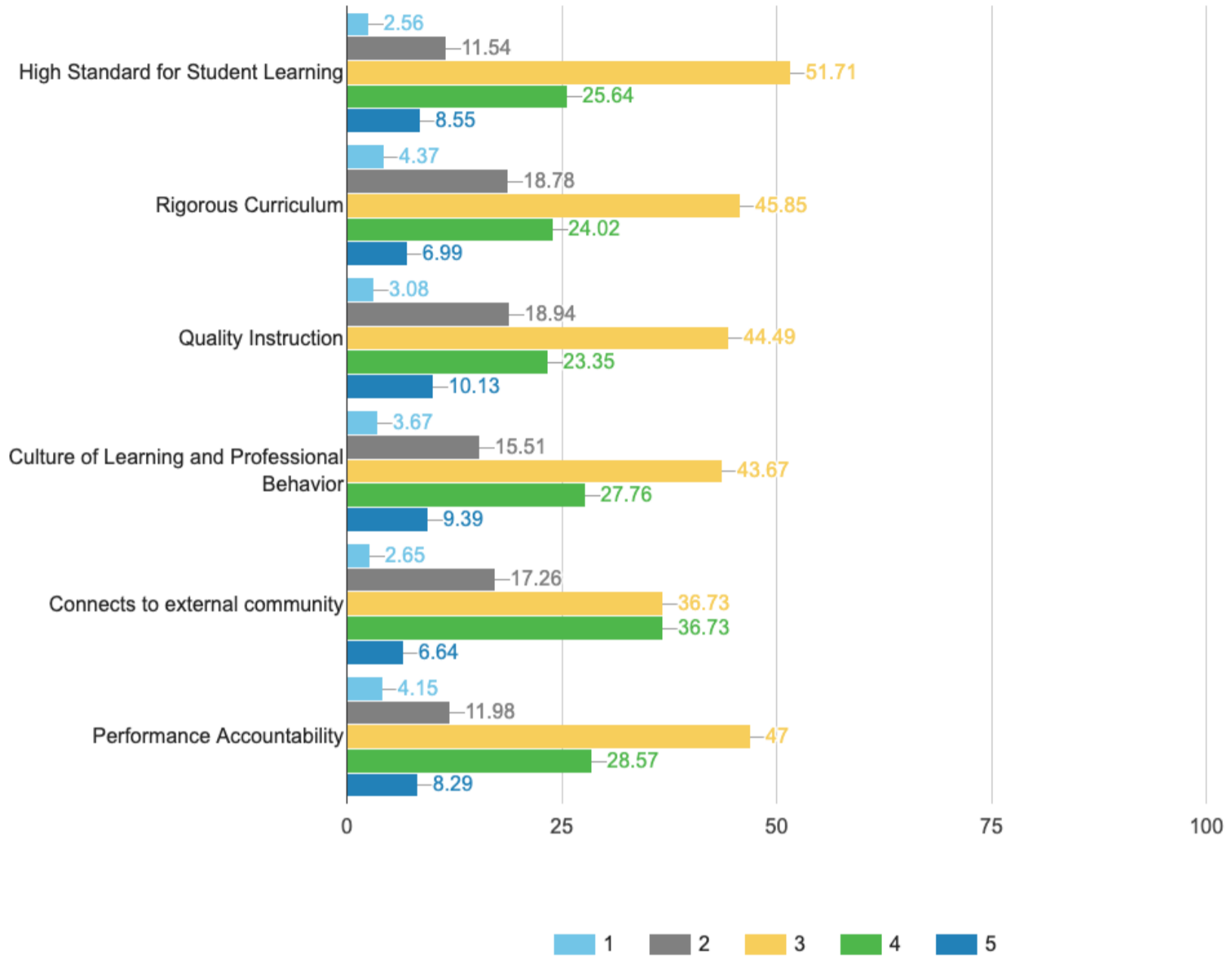




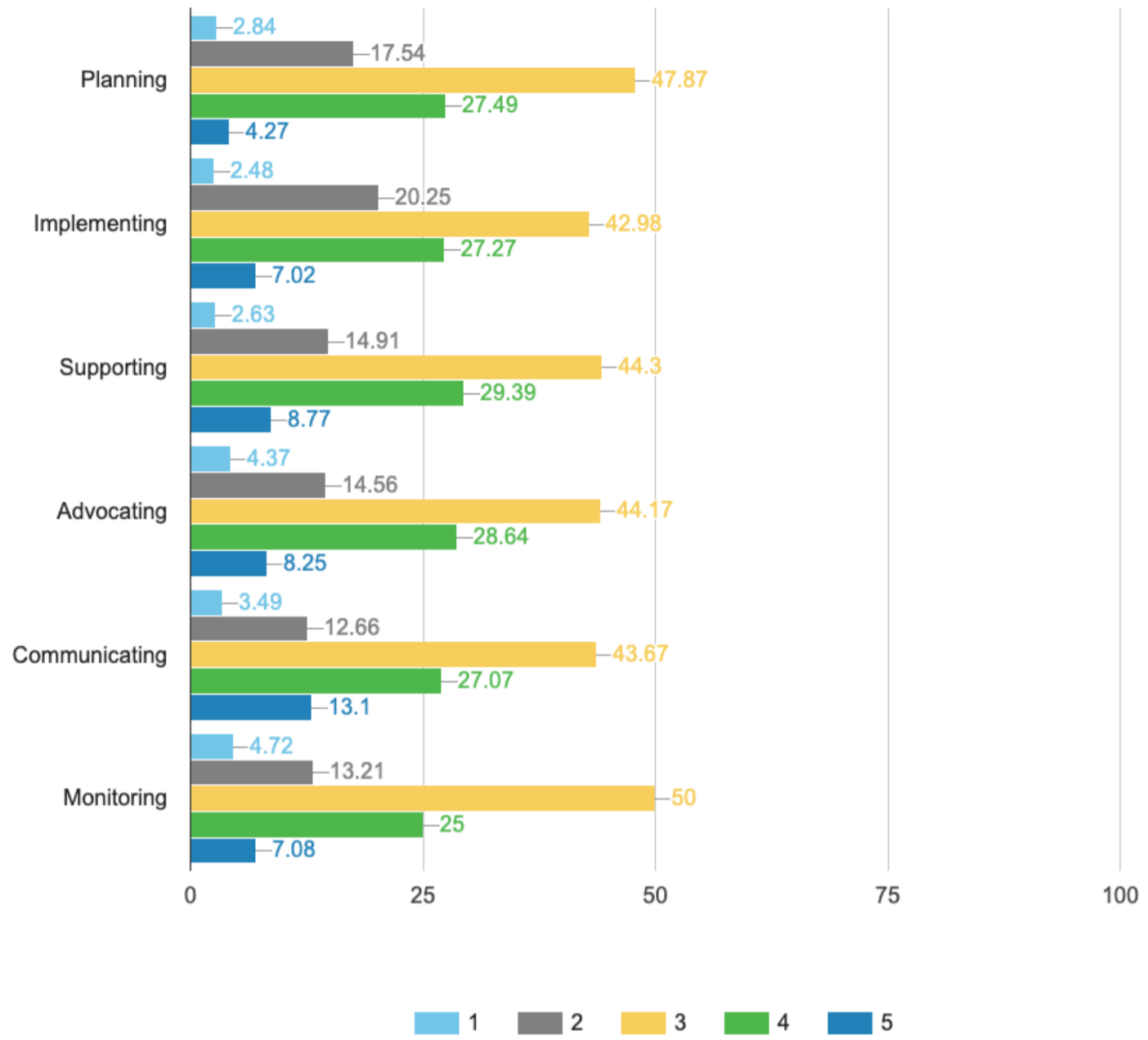
VALED Leadership Report

Principal: Peter Cohen 21-22 Spring Survey

Core Components Rating Distribution



Key Processes Rating Distribution



VALED Leadership Report

Principal: Peter Cohen 21-22 Spring Survey

Score Matrix

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	3.11	3.13	3.17	3.21	3.07	3.03
Rigorous Curriculum	3.01	3.03	3.07	3.11	2.97	2.94
Quality Instruction	3.02	3.04	3.08	3.12	2.98	2.95
Culture of Learning & Professional Behavior	3.17	3.18	3.22	3.27	3.12	3.09
Connection of External Communities	3.12	3.14	3.18	3.22	3.08	3.05
Performance Accountability	3.09	3.11	3.15	3.19	3.05	3.01

Survey: VAL-ED Supervisor (A)- Marblehead Community Charter; Administration: 21-22 Spring Survey

Cover Sheet

Presentation of SY 22-23 Budget

Section:	VI. Other Business
Item:	C. Presentation of SY 22-23 Budget
Purpose:	Vote
Submitted by:	
Related Material:	Prposed Budget, FY22-23.pdf

		MCCPS FY23 budget	3/31/22
	FY22		FY23
	Budget		Proposed
Income		Income	
4005 STATE ALLOCATION	\$3,548,600	4005 STATE ALLOCATION	\$3,730,272
4040 INVESTMENT INCOME	\$100	4040 INVESTMENT INCOME	\$100
4050 OTHER INCOME	\$3,000	4050 OTHER INCOME	\$3,000
4051 17 Lime Rent	\$21,750	4051 17 Lime Rent	\$21,750
4054 MISC INCOME		4054 MISC INCOME	\$0
4056 Homework Club	\$0	4056 Homework Club	\$10,000
Total 4050 OTHER INCOME		Total 4050 OTHER INCOME	
4055 STUDENT SUCCESS FUND	\$18,000	4055 STUDENT SUCCESS FUND	\$21,562
4060 CONTRIBUTIONS		4060 CONTRIBUTIONS	\$0
4080 REIMBURSEMENTS	\$2,000	4080 REIMBURSEMENTS	\$10,000
4085 MEDICARE REIMB.	\$0	4085 MEDICARE REIMB.	\$2,500
4090 FUNDRAISING	\$50,000	4090 FUNDRAISING	\$50,000
4092 Events		4092 Events	
4094 Musical		4094 Musical	
Total 4090 FUNDRAISING	\$50,000	Total 4090 FUNDRAISING	
Total Income	\$3,693,450	Total Income	\$3,849,184
Expenses		Expenses	
5000 PERSONNEL - SALARIES	\$2,458,648	5000 PERSONNEL - SALARIES	\$2,588,221
Payroll Taxes		Payroll Taxes	
5115 Soc Sec		5115 Soc Sec	
5116 Medicare		5116 Medicare	
5117 Unemployment		5117 Unemployment	
5118 MAPML		5118 MAPML	
5120 Work Comp		5120 Work Comp	
Total Payroll Taxes	\$118,000	Total Payroll Taxes	\$122,000
Total 5000 PERSONNEL	\$2,576,648	Total 5000 PERSONNEL	\$2,710,221
5140 BENEFITS		5140 BENEFITS	
5141 Health		5141 Health	\$468,000
5142 Dental		5142 Dental	\$13,000
5143 Life & Disability		5143 Life & Disability	\$5,000
5144 Vision		5144 Vision	
Total 5140 BENEFITS	\$438,665	Total 5140 BENEFITS	\$486,000
5150 STAFF DEVELOPMENT	\$10,000	5150 STAFF DEVELOPMENT	\$15,000
New Line - Teaching Force	\$20,000	New Line - Teaching Force	\$0
5160 SEARCH COSTS	\$1,825	5160 SEARCH COSTS	\$2,000

5170 SUBSTITUTE	0	5170 SUBSTITUTE	\$1,500
5200 DIRECT STUDENT SUPPORT		5200 DIRECT STUDENT SUPPORT	
5202 Furnishings	\$5,000	5202 Furnishings	\$5,000
5203 Student Success Fund	\$15,300	5203 Student Success Fund	\$21,562
5210 Teachers supplies	\$5,000	5210 Teachers supplies	\$5,000
5211 Instructional Equipment	\$15,000	5211 Instructional Equipment	\$15,000
5215 Curriculum supplies	\$5,000	5215 Curriculum supplies	\$5,000
5220 Student supplies	\$5,000	5220 Student supplies	\$5,000
5221 SPED supplies	\$1,500	5221 SPED supplies	\$1,500
5222 SPED Services	\$0	5222 SPED Services	\$1,500
5240 Computer Support	\$2,000	5240 Computer Support	\$2,000
5241 Technology - Hardware	\$5,000	5241 Technology - Hardware	\$5,000
5242 Technology-Software	\$2,000	5242 Technology-Software	\$2,000
5250 Nursing supplies	\$1,500	5250 Nursing supplies	\$1,500
5255 Homework Club	\$0	5255 Homework Club	\$5,000
5260 Enrichment		5260 Enrichment	\$5,000
Total 5200 DIRECT STUDENT SUPP	\$62,300	Total 5200 DIRECT STUDENT SUPP	\$80,062
5300 OCCUPANCY		5300 OCCUPANCY	
5320 Maintenance		5320 Maintenance	\$52,500
5324 plow			
Total 5320 Maintenance	\$45,000		
5330 CustSvc	\$0	5330 CustSvc	\$35,000
5340 CustSupplies	\$5,000	5340 CustSupplies	\$5,000
5351 Utilities	\$55,000	5351 Utilities	\$60,000
Total 5300 OCCUPANCY	\$105,000	Total 5300 OCCUPANCY	\$152,500
5400 OFFICE & ADMIN		5400 OFFICE & ADMIN	
5405 FundraisingExp		5405 FundraisingExp	\$2,500
Total 5405 FundraisingExp	\$5,000		
5410 Supplies	\$5,000	5410 Supplies	\$5,000
New line - Cap Ex			
New line - Professional Services		Professional Services	\$10,000
5430 Accounting	\$20,000	5430 Accounting	\$25,000
5431 Legal	\$10,000	5431 Legal	\$10,000
5435 Marketing	\$10,000	5435 Marketing	\$5,000
5440 PayrollSvc	\$5,500	5440 PayrollSvc	\$5,500
5450 Print & Copy	\$1,200	5450 Print & Copy	\$1,200
5460 Postage	\$3,500	5460 Postage	\$3,500
5470 General Liability Insurance	\$32,000	5470 General Liability Insurance	\$32,000
5480 Board	\$8,500	5480 Board	\$8,500
5486 HoS Discretionary	\$1,500	5486 HoS Discretionary	\$1,500

5487 Admissions	\$6,500	5487 Admissions	\$6,500
5492 Mortgage Interest	\$116,994	5492 Mortgage Interest	\$113,451
5497 Bank Chrg	\$1,000	5497 Bank Chrg	\$1,000
Total 5400 OFFICE & ADMIN	\$226,694	Total 5400 OFFICE & ADMIN	\$230,651
6100 Depreciation	\$95,000	6100 Depreciation	\$95,000
Total Expenses	\$3,516,132	Total Expenses	\$3,772,934
Net Operating Income	\$177,318.00	Net Operating Income	\$76,250

Cover Sheet

Governance Committee

Section: VII. Committee Updates
Item: A. Governance Committee
Purpose: Discuss
Submitted by:
Related Material: Board Member Self-Assessment Brainstorm.docx

Board Member Self-Assessment (tentative)

Contributions

A typical board member contributes 8-10 hours per month including (BoardOnTrack):

- Attending a month board meeting (2 hours)
- Participating on a board committee (2 hours)
- Reading materials, preparing for meetings (1 hour)
- Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)
- Have I regularly attended board and committee meetings in accordance with the absenteeism policy?
- Do I prepare for and participate in board meetings and committee meetings?
- Have I made a meaningful contribution to the goals of my committee(s)?
- How many school events have I attended this current academic year?
- How many hours per month would I say I contribute?

BOT and Organization Material Operations

- Do I believe in the mission, vision, and values of the Board of Trustees?
- Have I read and understand the organization's goals and objectives for the current year?
- Have I read the MCCPS By-laws?
- Have I read the MCCPS Charter?
- Have I read the MCCPS policies posted on the school's website?
- Have I been trained on and understand "Open Meeting Law"?
- Have I read and understood how the organization's budget contributes to the goals of the school?

Outreach

- Have I asked anyone to consider joining the BoT or a committee?
- Do I feel at ease sharing information about, and promoting our school?
- Have I had an opportunity to meet and interact with any school staff other than those currently serving on the board/committees?
- Have I had an opportunity to meet and interact with families of students enrolled at MCCPS, other than those serving on the Board/or Committees?
- Are you involved in, or support any charitable efforts within the community, including efforts within MCCPS?
- Have I actively participated in any fundraising activities this year?

Cover Sheet

Finance Committee

Section: VII. Committee Updates
Item: B. Finance Committee
Purpose: Discuss
Submitted by:
Related Material: Fin Rpt, Mar-22.pdf
Mar-22.pdf

FinCom notes March 2022

The March check from the Commonwealth was \$317,326, up slightly from the previous few months. At press time the enrollment was 222...Peter can update on enrollment and admissions for next year.

We have not heard anything further on the potential disbursement of additional federal or state Covid dollars.

Kimberly Ginsberg, our new HR Manager, will start after April break. Kim has the exact skill set we have been searching for and we expect her to significantly improve our HR policies, procedures and record keeping. Peter can update on other personnel moves.

Revenue

Covid payroll reimbursement: we rec'd the \$10,881 in payroll reimbursement that I applied for as mentioned last month.

We rec'd a refund of \$11,292 for some payroll taxes from 2021.

Expenses

- We settled on of two long-term debts from the Enrichment program (\$5K to Salem School of Glass)
- We made the first payment of \$6,000 to the mural artist (\$20K)*

Grant updates

The DESE has approved the materials for the \$31,400 Accelerating Literacy grant. This grant ends on 6/30/22 so you will see it shortly in the All Classes.

Ellen Lodgen and others have been awarded a grant for math materials that will happen during FY23.

FY23 Budget discussion

Other notes

Rockland Trust line of credit

Still waiting to hear from the bank.

Marblehead Community Charter Public School

Financial Results As of March 31, 2022



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

MCCPS

Balance Sheet Comparison

As of March 31, 2022

	As of Mar 31, 2022	As of Mar 31, 2021 (PY)	Increase / (Decrease)	%age
ASSETS				
Current Assets				
Checking/Savings				
1073 — EBSB Payroll (8947)	63,590	11,741	51,849	441.6%
1072 — EBSB Operating (8934)	715,080	471,972	243,108	51.5%
1010 — Charter Hall (8202)	0	2,670	(2,670)	-100.0%
1040 — Petty Cash (4534)	2,329	1,713	616	36.0%
1070 — Checking (4542)	52,455	78,350	(25,895)	-33.1%
1085 — PayPal	13,279	496	12,783	2576.0%
1090 — FoodService (5077)	44,945	4,802	40,144	836.0%
1074 Board Restricted (0623)	105,000		105,000	
Total Checking/Savings	996,679	571,743	424,935	74.3%
Accounts Receivable				
1200 — Accounts Receivable	10,289	0	10,289	
1201 — Grants Receivable	30,001	0	30,001	
Total Accounts Receivable	40,290	0	40,290	
Other Current Assets				
1310 — Prepaid Expense	0	0	0	
1210 — State Allocation Receivable	0	0	0	
Total Other Current Assets	0	0	0	
Total Current Assets	1,036,968	571,743	465,225	81.4%
Fixed Assets				
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%
Total 1532 — 17 Lime Street	4,250,000	4,250,000	0	0.0%
1530 — Building Improvements	124,665	76,284	48,380	63.4%
1531 — Fixed Assets	66,648	66,648	0	0.0%
1599 — Accumulated Depreciation	(790,139)	(686,595)	(103,544)	15.1%
Total Fixed Assets	3,651,174	3,706,337	(55,164)	-1.5%
TOTAL ASSETS	4,688,142	4,278,081	410,061	9.6%
LIABILITIES & EQUITY				
Liabilities				
Current Liabilities				
Accounts Payable				
2000 — Accounts Payable	29,057	(30,443)	59,500	-195.4%
2010 — Accounts Payable FS	0	0	0	
Total Accounts Payable	29,057	(30,443)	59,500	-195.4%
Other Current Liabilities				
2110 — Accrued Payroll	119,140	0	119,140	NA
2110-25 — Payroll Liabilities	(6,274)	0	(6,274)	#DIV/0!
2110-30 403B	(200)	(200)	0	NA
2111 — Accrued Payroll Taxes	5	5	0	NA
2160-25 — MTRB Liability	16,815	16,299	516	3.2%
2190-25 — Payroll Clearing Account	(11,075)	5,193	(16,268)	-313.3%
2230 — Accrued Expenses	39,898	81,691	(41,793)	-51.2%
2200 — Deferred Revenue	0	0		
Total Other Current Liabilities	158,309	102,988	55,321	53.7%
Total Current Liabilities	187,365	72,545	114,821	158.3%
Long Term Liabilities				
2613 — East Boston Savings Bank	3,539,170	3,642,884	(103,713)	-2.8%
Total Long Term Liabilities	3,539,170	3,642,884	(103,713)	-2.8%
Total Liabilities	3,726,536	3,715,428	11,107	0.3%
Equity				
3000 — Opening Bal Equity	(295)	(295)	0	0.0%
3900 — Retained Earnings	499,286	353,926	145,360	41.1%
Net Income	462,615	209,021	253,594	121.3%
Total Equity	961,606	562,652	398,954	70.9%
TOTAL LIABILITIES & EQUITY	4,688,142	4,278,081	410,061	9.6%

MCCPS
Profit and Loss Prev Year Comparison
 July 2021 - March 2022

	Accrual Basis				# months YTD 9		
	Jul 2021 - Mar 2022	Jul 2020 - Mar 2021 (PY)	Increase / (Decrease)	%age	Budget	Over / (Under)	%age
Ordinary Income/Expense							
Income							
4005 — STATE ALLOCATION	2,796,752	2,405,727	391,025	16.3%	2,661,450	135,302	5.1%
4040 — INVESTMENT INCOME	194	203	(8)	-4.2%	75	119	158.9%
4050 — OTHER INCOME	35,528	21,515	14,013	65.1%	18,563	16,965	91.4%
4055 — STUDENT SUCCESS FUND	21,762	18,032	3,730	NA	13,500	8,262	61.2%
4057 — VACATION PROGRAMMING			0	NA	0	0	NA
4060 — CONTRIBUTIONS (MCEF)		759	(759)	NA	0	0	NA
4070 — PRIVATE GRANTS			0	NA	0	0	NA
4080 — REIMBURSEMENTS	22,501	7,011	15,490	220.9%	1,500	21,001	1400.1%
4085 — MEDICARE REIMB.			0	NA	0	0	#DIV/0!
4090 — FUNDRAISING	13,971	5,270	8,701	NA	37,500	(23,529)	-62.7%
Total Income	2,896,208	2,458,517	437,691	17.8%	2,732,588	163,620	6.0%
Gross Profit	2,896,208	2,458,517	437,691	17.8%	2,732,588	163,620	6.0%
Expense							
5000 — PERSONNEL	1,753,780	1,596,641	157,139	9.8%	1,932,486	(178,706)	-9.2%
5140 — BENEFITS	244,738	229,673	15,065	6.6%	328,999	(84,261)	-25.6%
5150 — STAFF DEVELOPMENT	14,697	8,685	6,011	69.2%	22,500	(7,803)	-34.7%
5160 — SEARCH COSTS		1,823	(1,823)	-100.0%	1,369	(1,369)	-100.0%
5170 — SUBSTITUTE	1,915	15,353	(13,438)	-87.5%	0	1,915	NA
5200 — DIRECT STUDENT SUPPORT	54,474	28,465	26,009	91.4%	46,725	7,749	16.6%
5300 — OCCUPANCY	122,672	94,560	28,112	29.7%	78,750	43,922	55.8%
5400 — OFFICE & ADMIN	179,965	170,391	9,575	5.6%	183,521	(3,555)	-1.9%
6100 — Depreciation	77,421	71,001	6,420	9.0%	71,250	6,171	8.7%
5329 — COVID19		0	0	NA	0	0	NA
Total Expense	2,449,662	2,216,592	233,070	10.5%	2,665,599	(215,937)	-8.1%
Net Ordinary Income	446,546	241,925	204,621	84.6%	66,989	379,558	566.6%
Net Income	446,546	241,925	204,621	84.6%	66,989	379,558	566.6%

MCCPS
Profit and Loss Standard
July 2021 - March 2022

	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Total
Income										
4005 STATE ALLOCATION	305,762	305,762	305,762	305,762	305,762	316,872	316,872	316,872	317,326	2,796,762
4010 FEDERAL & STATE GRANTS							5,500			5,500
4040 INVESTMENT INCOME	16	62	27	19	18	24	19	10		194
4050 OTHER INCOME		5,305	5,375	3,007	4,050	6,868	2,334	4,135	4,455	35,528
4055 STUDENT SUCCESS FUND		771	7,035	13,510	246		150		50	21,762
4080 REIMBURSEMENTS				10,273				133	12,095	22,501
4090 FUNDRAISING				3,739	3,748	3,175	2,280		1,029	13,971
Total Income	305,778	311,900	318,199	336,310	313,824	326,939	327,154	321,150	334,954	2,896,208
Gross Profit	305,778	311,900	318,199	336,310	313,824	326,939	327,154	321,150	334,954	2,896,208
Expenses										
5000 PERSONNEL	92,137	170,545	240,070	211,992	216,365	219,366	197,570	213,120	192,616	1,753,780
5140 BENEFITS	25,510	20,235	29,478	34,831	34,184	26,566	24,830	24,597	24,507	244,738
5150 STAFF DEVELOPMENT		2,936	20,068	7,484	-19,130		1,909		1,430	14,697
5170 SUBSTITUTE		360			100			1,263	193	1,915
5200 DIRECT STUDENT SUPPORT	7,753	3,212	6,568	3,299	4,703	5,339	5,867	6,542	11,189	54,474
5300 OCCUPANCY	6,621	21,814	38,963	12,586	-17,632	10,941	13,687	18,764	16,927	122,672
5400 OFFICE & ADMIN	11,448	17,829	26,278	14,900	16,562	20,128	24,192	26,145	22,485	179,965
6100 Depreciation	7,889	7,889	7,889	8,959	8,959	8,959	8,959	8,959	8,959	77,421
Total Expenses	151,358	244,821	369,313	294,051	244,112	291,299	277,014	299,389	278,304	2,449,662
Net Operating Income	154,420	67,079	-51,114	42,259	69,712	35,641	50,141	21,761	56,650	446,546
Net Income	154,420	67,079	-51,114	42,259	69,712	35,641	50,141	21,761	56,650	446,546

MCCPS - Profit and Loss by Class
July 2021 - March 2022

	01 - General Fund	20 - School Lunch	21 - Student Activities	22 - Athletics	23 - Nature's Classroom	24 - Project Adventure	25 - Field Trips	27 - DC trip	Total 21 - Student Activities	90 Federal Grants	115 - ESSER II	119 - ESSER III 140 - Title 2	240 - Sped 94-142	252 - AmRescue IDEA	258 - SPED Transition	274 - Targeted SPED 305 - Title 1 309 - Title 4	437 - Summer Reimbursement	Total 90 Federal Grants	92 Private Grants	94 - FMPSGrant	Total 92 Private Grants	TOTAL				
Income																										
4005 STATE ALLOCATION	2,796,752								0									0				2,796,752				
4010 FEDERAL & STATE GRANTS	5,500								0	3,140	56,363	20,000	368	22,727	11,263	5,081	2,666	7,426	13,900	14,201	157,135	162,635				
4020 SCHOOL LUNCH		127,165							0									0				127,165				
4030 STUDENT ACTIVITIES				11,727	3,513	4,715	155		20,110									0				20,110				
4040 INVESTMENT INCOME	194	2							0									0				197				
4050 OTHER INCOME	35,628								0									0				35,628				
4055 STUDENT SUCCESS FUND	21,762								0									0				21,762				
4070 PRIVATE GRANTS									0									0	1,800		1,800	1,800				
4080 REIMBURSEMENTS	22,501								0									0				22,501				
4090 FUNDRAISING	13,971								0									0				13,971				
Total Income	2,896,208	127,167	0	11,727	3,513	4,715	155	0	20,110	3,140	56,363	20,000	368	22,727	11,263	5,081	2,666	7,426	13,900	14,201	157,135	1,800	0	1,800	3,202,420	
Gross Profit	2,896,208	127,167	0	11,727	3,513	4,715	155	0	20,110	3,140	56,363	20,000	368	22,727	11,263	5,081	2,666	7,426	13,900	14,201	157,135	1,800	0	1,800	3,202,420	
Expenses																										
5000 PERSONNEL	1,753,780	26,606		5,500					5,500		42,409			47,083	11,263			12,825		14,201	127,781				1,913,667	
5140 BENEFITS	244,738								0									0			0				244,738	
5190 STAFF DEVELOPMENT	14,697								0		20,000							0			20,000	3,967			38,664	
5170 SUBSTITUTE	1,915								0									0			0				1,915	
5200 DIRECT STUDENT SUPPORT	54,474								0	5,447	16,183		1,950					5,678	7,204		36,462	3,340			94,276	
5261 STUDENT ACTIVITY				5,211	1,973	9,030	3,507	2,160	21,880									0			0				21,880	
5270 SCHOOL LUNCH EXP		40,927							0									0			0				40,927	
5300 OCCUPANCY	122,672								0		3,680							3,680			0				126,352	
5400 OFFICE & ADMIN	179,965								0									0			0					179,965
6100 Depreciation	77,421								0									0			0					77,421
Total Expenses	2,449,662	67,533	0	10,711	1,973	9,030	3,507	2,160	27,380	5,447	62,272	20,000	0	49,033	11,263	0	0	18,503	7,204	14,201	187,923	0	7,307	7,307	2,739,805	
Net Operating Income	446,546	59,634	0	1,016	1,540	-4,315	-3,352	-2,160	-7,270	-2,307	-9,909	0	368	-26,306	0	5,081	2,666	-11,077	6,696	0	-30,788	1,800	-7,307	-6,507	462,615	
Net Income	446,546	59,634	0	1,016	1,540	-4,315	-3,352	-2,160	-7,270	-2,307	-9,909	0	368	-26,306	0	5,081	2,666	-11,077	6,696	0	-30,788	1,800	-7,307	-6,507	462,615	

MCCPS

Financial Ratios

As of March 31, 2022

months YTD

9

Debt Service Coverage Ratio	4.95
Days of Cash	115
LUNA (liquid unrestricted net assets)	3.81

Debt Service Coverage Ratio	
Standard monthly payment (Principal and Interest)	10,018
Net operating Income YTD	446,546
Annualized based on YTD results	595,395
Calculated Debt Service Ratio	4.95

Days Cash	
Cash on Hand	996,679
Operating Expense YTD	2,449,662
Annualized	3,266,216
Noncash expense	77,421
Depreciation YTD	
Annualized	103,228
Days Cash	115

Liquid Unrestricted Net Assets	
Unrestricted Net Assets	4,688,142
Fixed Assets	3,651,174
Liquid Unrestricted NA	1,036,968
Expense (YTD)	2,449,662
Monthly	272,185
LUNA	3.81

MCCPS

FY21 Operating Budget worksheet

APPROVED BUDGET

2020-2021

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**

New line - Teaching Force

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	
		2020-2021	
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
Total 5200 — DIRECT STUDENT SUPPORT		65,700	
5300 — OCCUPANCY			
Total 5320 — Maintenance		40,000	
5330 — CustSvc		30,000	
5340 — CustSupplies		5,000	
5351 — Utilities			
5352 — Electric		30,000	
5354 — Water		8,500	
5355 — Communications		3,750	
Total 5351 — Utilities		42,250	
Total 5300 — OCCUPANCY		117,250	
5400 — OFFICE & ADMIN			
5492 — Mortgage Interest		120,423	
5405 — FundraisingExp			
5407 — Events			
5408 — Musical			
5405 — FundraisingExp - Other			
Total 5405 — FundraisingExp		6,000	
5410 — Supplies		5,000	
5430 — Accounting		18,000	
5431 — Legal		10,000	
5435 - Marketing		10,000	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	
	New Line Capex		
	New Line Professional Services		
Total 5400 — OFFICE & ADMIN		220,623	
6100 — Depreciation		95,000	
Total Expense		3,174,309	
Net Ordinary Income		15,636	