



DATE POSTED:

Town Clerk Use Only

MEETING NOTICE

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20
Active Relative to certain COVID-19 measures adopted during the state of emergency

Marblehead School Committee

Name of Board or Committee

Address: Zoom Conference join via the web link or Dial in

Link:

<https://us06web.zoom.us/j/81954860919?pwd=dGRyTkYxcitaa01uNXNvV0s4UkNzZz09>

Meeting ID: 819 5486 0919

Passcode: 343421

Dial in Phone # (415) 762-9988 with ID and follow prompts

Thursday	October	7th	2021	7:00pm
Day of Week	Month	Date	Year	Time

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

THIS AGENDA IS SUBJECT TO CHANGE

- I. Initial Business and Public Comment
 - a. Call to Order
 - b. Commendations
 - c. Student Representative-Yasen Colon
 - d. Public Comment

- II. Consent Action and Agenda Items
 - a. Minutes- 4/1/2021 and 4/8/2021

- III. Superintendent Report
 - a. Planning for Success Technology Update-Stephen Kwiatek
 - b. Superintendent District Updates
 - c. Superintendent 2021-2022 School Year Goals (Vote)

- IV. Finance and Organizational Support
 - a. FY21 Closeout
 - b. COVID expenditures and Elementary and Secondary School Emergency Relief Fund
ESSER III update
 - c. Schedules (Vote)

- V. School Committee Communication and/or Discussion Items
 - a. COVID Mitigation Protocols
 - b. School Committee Evaluations and Goals
 - c. Subcommittee and Liaisons Updates

- VI. Closing Business
 - a. New Business
 - b. Correspondence
 - c. Adjournment

Chairperson Sarah Gold

Posted by Lisa Dimier
Date 10/5/2021



MARBLEHEAD
PUBLIC SCHOOLS

Office of the Superintendent
Dr. John J. Buckey
9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140 x16
fax: 781.639.3149

Memo To: MPS School Committee

From: John J. Buckey

Re: Updates

Date: October 6, 2021

1. Dashboard ***II-A-1, II-A-4***
2. Automated reminders ***III-D-1, IV-C-1***
3. Brown School Opening - Oct 13 day one, [Oct 17 Ribbon Cutting](#), Oct 19 Open House
III-A-1, III-A-2
4. Safety Committee - Wednesday, October 13 11:30 ***II-A-1, II-A-2, II-A-4***
 - 4.1. Chief King, Chief Gilland, Robert White, Brian Ota, Mandy Murphy, Michelle Carlson, Matt Fox, Sarah Fox, TBD
5. Wellness Committee - Friday, October 15 11:30 ***II-A-3, II-A-4***
 - 5.1. Deanna McMahon, Amy Amico, Lynsey Page, Sarah Gold, BOH Rep., TBD
6. ARPA funds ***II-E-1***
7. Director of Human Resources - Cassie Bruner ***II-B-1***

Marblehead Public Schools

PfS - Technology

Our strategic goal is to provide students and staff with the necessary technology and support to promote successful student outcomes.

This year we are focusing on:

- Developing and implementing a comprehensive long-term technology plan.
- Creating and adding technology supports for staff using our technology integration specialist.



Developing and implementing a comprehensive long-term technology plan.

- Create a district wide technology committee
 - Committee will have a member from each of these groups. Technology department staff, principals, teachers, and a community member.
- Review current technology
 - Student devices at each school
 - Computer labs
 - Devices
 - Software
 - WiFi
- Create Multi-Year Goals
 - Replacement Cycles
 - Upgrades
 - Review new technologies



Create and add technology supports for staff using our technology integration specialist

- Working with our new integration specialist create opportunities and PD for staff to enhance their classroom lessons using technology.
- Provide an online learning environment for staff to find available district technology solutions, software and websites.
- Allow staff to schedule individual time to meet with our integration specialist to lesson plan and co-teach lessons.



John Buckey SMART Goals School Year 2021-2022

Based on
The Massachusetts Model System for Educator Evaluation
[Superintendent Rubric](#)

GOAL 1A **District Improvement**

During the 2021-22 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by surveys and other outreach efforts.

GOAL 1B **District Improvement**

During the 2021-22 school year, I will collaborate with the leadership team and educators to strengthen our practices with a focus on diversity, equity and inclusion. This work will include an examination of district policies, practices, and procedures in order to best support the increasingly diverse needs of our students and families.

GOAL 2 **Professional Practice**

During the 2021-22 school year, I will continue to foster strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. This will strengthen me in my role as an effective district leader.

Goal 3 **Student Learning**

During the 2021-22 school year, I will lead the educators of the Marblehead Public Schools to address the academic, social-emotional and behavioral health needs of each of our students through a comprehensive multi-tiered system of support (MTSS) framework of data, systems and practices. This work will be done through the five specific focus areas as outlined in our Planning for Success. I will support curriculum alignment and effective instructional practice to address these areas by engaging in regularly scheduled school visits where I will observe classrooms with principals so that we can support and better align the evaluation process to help ensure teachers have the tools and resources to provide students with the highest quality of instruction.

Goal 1A
District Improvement Goal
Focus Area: Visibility & Communication

Supported by Standards and Indicators of [Effective Superintendent Leadership Rubric](#)
 1-E-2 Plans & Goals
 III-A-1 Family Engagement
 III-A-2 Community Engagement
 III-C-1 Two-way Communication
 III-C-2 Culturally Proficient Communication

ACTION ITEM	ESTIMATED TIMELINE	ANTICIPATED OUTCOME/EVIDENCE
1. Conduct “Superintendent Coffee and Conversation” at various locations in the schools and community.	Monthly coffees held at different buildings focused on specific topics or free conversations about district initiatives outlined in PfS.	Provide a forum for families and community members to discuss issues facing the school district. Calendar of dates.
2. Work with the Chair to create a School Committee meeting calendar that includes relevant topics related to teaching and learning activities.	Bi-weekly meetings with the Chair and Lisa Dimier to develop agendas.	Focused meetings that address teaching and learning across the District and attend to and focus on the governance issues tasked to the Committee, primarily budget and policy.
4. Increase visibility in all schools in the district	Scheduled weekly visits to all five buildings.	Connections and relationships with staff and students.
5. Enhance all current district communication modes including newsletters, the website, Blackboard Connect messages, and Twitter accounts.	Ongoing - daily, weekly, monthly, quarterly.	Families/community learn about the work of the superintendent and the District and have more in-depth knowledge of district goals and initiatives through Planning for Success.

<p>6. Provide timely information on district initiatives, programs, schedules and events, as well as provide quick response to relevant external events.</p>	<p>Ongoing</p>	<p>Families and the community are informed with accurate facts and information.</p>
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Goal 1B
District Improvement Goal
Focus Area: Equity

Supported by Standards and Indicators of [Effective Superintendent Leadership Rubric](#)
 II-B-1 Recruitment and Hiring Strategies
 III-C-2 Culturally Proficient Communication
 III-A-1 Family Engagement
 IV-B-1 Policies and Practices

ACTION ITEM	ESTIMATED TIMELINE	ANTICIPATED OUTCOME/EVIDENCE
Provide leadership and teacher training on examining and aligning curricula and resources through an equity lens	October 2021-June 2022 Weekly meetings PD days	Professional Development Plan Equity and Diversity Committee
Partner with external organizations and consultants to provide curricula, resources, and professional development to MPS educators on topics such as MTSS, identity, social justice, diversity, and equity	Ongoing	
Further engage the Equity and Diversity Committee in examining the results of the Equity Audit and creating authentic opportunities for integration within the community	October 2021 to June 2022	Equity and Diversity Committee meetings The Equity Process Recommendations Community engagement
Collaborate with our Principals and Directors on recruiting, hiring and supporting a diverse staff and providing coaching for teachers and principals	Ongoing	Greater outreach Job Fairs Recruitment materials
Develop, expand, and improve programming with METCO students,	Weekly meetings with Deandra Williams	More robust programming, including opportunities for the community to be

families, and host-families, teachers, staff, and administrators by creating opportunities for authentic integration

engaged with and supporting our Boston students and families.

Goal 2
Professional Practice Goal
Focus Area: Leadership Development

Supported by Standards and Indicators of [Effective Superintendent Leadership Rubric](#)

I-E-1 Knowledge and Use of Data

I-E-2 School and District Goals

II-B-2 Induction, Professional Development and Career Growth Strategies

IV-D-2 Continuous Learning of Administration

ACTION ITEM	ESTIMATED TIMELINE	ANTICIPATED OUTCOME/EVIDENCE
Participate in year two of the three-year New Superintendent Induction Program launched in 2010 by the Department of Elementary and Secondary Education (DESE) and Massachusetts Association School Superintendents (MASS) in collaboration with the Massachusetts Association of School Committees	August 2021-June 2022	Monthly NSIP meetings with cohort Monthly meetings with coach
Improve communication with key stakeholders by further developing our new website and Blackboard communication system.	September 2021-June 2022	Feedback on communication and outreach
Examine district needs as established through Planning for Success and develop a coherent, widely understood	On-going	Finished PfS plan, prioritize initiatives, action

<p>strategy to identify priorities and align budgetary resources to meet those.</p>		
<p>Work effectively with School Committee on budget, facilities planning and other important system goals and priorities</p>	<p>On-going</p>	<p>Collaborative and aligned approach to PfS initiatives and how they impact the budget.</p>
<p>With Directors and Principals the Superintendent in collaboration with the budget subcommittee will develop a needs based FY23 budget that is approved by the School Committee and Finance Committee.</p>	<p>Early Fall through Town Meeting</p>	<p>A budget that fulfills the PfS identified initiatives and provides educators what they need to deliver a high quality education complete with all needed supports and resources.</p>

Goal 3
Student Learning Goal
Focus Areas: Curriculum Alignment, MTSS & Educator Evaluation

Supported by Standards and Indicators of [Effective Superintendent Leadership Rubric](#)
 I-B-3 Diverse Learner's Needs
 I-D-4 Alignment Review
 I-D-2 Observations and Feedback
 II-C-2 Time for Collaboration
 IV-D-2 Continuous Learning of Administration

ACTION ITEM	ESTIMATED TIMELINE	ANTICIPATED OUTCOME/EVIDENCE
1. Work with Central Office Administrators, Principals, and Directors to address the focus areas as developed through Planning for Success.	Ongoing - actions plans for 21-22 and beyond	Year one initiatives and actions plans are prioritized and implemented, approved by the School Committee and have budget implications clearly articulated.
2. Align teaching and learning PreK-12 with our MTSS framework to ensure all students meet or exceed academic and social/emotional learning expectations.	Ongoing	Pfs initiative completed Aligned teaching MTSS framework implemented
3. Focus District Leadership Team meetings on improving instructional practices through supervision and evaluation, looking at and analyzing data, and using protocols to solve dilemmas regarding practices.	Monthly	Data informed decision making protocol Examples of decisions made using district data
4. Conduct District Leadership Team walkthroughs once a month at a different school each month.	Ongoing	Walkthrough logs Teacher feedback Aligned practice

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MARBLEHEAD
PUBLIC SCHOOLS

9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140
fax: 781.639.3149

MEMORANDUM

TO: Marblehead School Committee
FROM: Michelle Cresta, Assistant Superintendent for Finance & Operations
DATE: September 20, 2021
RE: FY21 Year-end Close

We are in the process of closing of our books for fiscal year 2021. We are working with the town's finance department to make some final year-end adjustments. All of the figures mentioned in this memo have taken the pending adjustments into consideration. Once all figures are finalized, I will update you with the final figures and a final FY21 General Fund Expenditure Report.

Of our total FY21 general fund operating budget of \$40,521,000, we spent a total of \$40,461,420. We expect to turn back a balance of \$59,580 to the Town. These figures are still preliminary. We were able to prepay special education out of district tuitions in the amount of \$150,000 and reduce some of the reliance of revolving funds during the height of the pandemic. In addition, we are trying to build up the balance in the Circuit Breaker account which should be higher than it is so that it can absorb any unanticipated special education costs.

The following is a summary listing of our current revolving fund balances as of June 30, 2021. A more detailed summary of each fund is attached.

(Foreign) Tuition Revolving	\$ 153,664
Guidance Revolving	\$ 19,196
Special Education Revolving	\$ 132,447
Building Rent Revolving	\$ 67,585
Industrial Arts Revolving	\$ 13,068
Kindergarten & Preschool Tuition Revolving	\$ 245,004
Athletic Revolving	\$ 4,648
Lost Book Revolving	\$ 1,635
Fine Arts Revolving	\$ 3,456
School Lunch Revolving	\$ 151,452
Circuit Breaker (Special Education)	\$ 251,483
TOTAL	\$ 1,071,177

Revolving Fund Report

Preliminary Year-end Figures as 6/30/21

USER FEE REVOLVING

Balance Forward	19,804
Receipts:	
Student Activity Fees incl. Athletics	174,255
Bus Fees	-
Total Receipts	174,255
Expenses:	
Coaches	56,325
Advisor Stipends	107,428
Fringe (Medicare tax)	2,228
Transportation	-
Supplies, Materials & Services	538
Total Expenses	166,519
Ending Balance	27,539

(FOREIGN) TUITION REVOLVING

Balance Forward	81,601
Receipts:	
Tuition	107,000
Total Receipts	107,000
Expenses:	
Contracted Services	27,802
Instructional Supplies & Materials	7,135
Total Expenses	34,937
Ending Balance	153,664

GUIDANCE REVOLVING

Balance Forward	14,597
Receipts:	
Receipts	9,226
Total Receipts	9,226
Expenses:	
Supplies, Materials & Services	4,627
Total Expenses	4,627
Ending Balance	19,196

SPED TUITION REVOLVING

Balance Forward	75,597
Receipts:	
Tuition	745,807
Total Receipts	745,807
Expenses:	
Support	-
Fringe	-
Supplies, materials, & Services	-
Dues	10,000
Tuition	678,957
Total Expenses	688,957
Ending Balance	132,447

BUILDING RENT REVOLVING

Balance Forward	82,409
Receipts:	
Building Use	100
Total Receipts	100
Expenses:	
Support	17,827
Custodial OT	-
Fringe	89
Supplies & Materials	301
Contracted Services	(3,293)
Equipment	-
Total Expenses	14,924
Ending Balance	67,585

INDUSTRIAL ARTS REVOLVING

Balance Forward	13,068
Total Receipts	-
Total Expenses	-
Ending Balance	13,068

KINDERGARTEN/PRESCHOOL REVOLVING

Balance Forward	241,910
Receipts:	
Tuitions	3,138
Total Receipts	3,138
Expenses:	
Salaries	-
Fringe	-
Contracted Services	-
Supplies	44
Total Expenses	44
Ending Balance	245,004

ATHLETIC (GATE) REVOLVING

Balance Forward	26,353
Receipts:	
Gate Receipts	33
Total Receipts	33
Expenses:	
Salaries	2,590
Contracted Services & Supplies	19,149
Total Expenses	21,739
Ending Balance	4,648

LOST BOOKS REVOLVING

Balance Forward	1,604
Receipts:	
Lost Book Fees	31
Total Receipts	31
Expenses:	
Contracted Services	-
Supplies & Materials	-
Total Expenses	-
Ending Balance	1,635

FINE ARTS REVOLVING

Balance Forward	3,654
Receipts:	
Fees	-
Total Receipts	-
Expenses:	
Contracted Services	-
Supplies & Materials	198
Total Expenses	198
Ending Balance	3,456

SCHOOL LUNCH REVOLVING

Balance Forward	90,259
Receipts:	
Sale of Meals	(512)
Catering/Vending Receipts	3,049
Federal Receipts	277,469
State Receipts	5,762
Transfer from General Fund	-
Total Receipts	285,768
Expenses:	
Payroll	23,458
Fringe Benefits	94,374
Supplies, Materials, & Services	106,742
Total Expenses	224,575
Ending Balance	151,452

CIRCUIT BREAKER

Balance Forward	83,689
Receipts:	
State Receipts	1,432,059
Total Receipts	1,432,059
Expenses:	
Tuition	1,264,266
Total Expenses	1,264,266
Ending Balance	251,483

COVID FUNDING STATUS REPORT AS OF 6/20/2021

COVID-19 Estimated Expenditures

	Paid	Encumbered	Add'l Avail	Total
Cleaning Supplies (includes hand sanitizer)	\$ 253,983	\$ 5,000	\$ -	\$ 258,983
Communications & Website	\$ 15,226	\$ -	\$ -	\$ 15,226
Custodial Temporary Staffing	\$ 255,733	\$ 10,149	\$ -	\$ 265,882
Facility Costs (includes plexiglass, dividers, tents, window repairs)	\$ 107,589	\$ 25,000	\$ -	\$ 132,589
HVAC Assessment, Air Quality Testing, & Air Purifiers	\$ 106,166	\$ 77,995	\$ -	\$ 184,161
PPE	\$ 108,426	\$ 13,800	\$ -	\$ 122,226
Remote Learning	\$ 48,238	\$ -	\$ -	\$ 48,238
Signage (mask wearing, directional, social distancing)	\$ 15,969	\$ -	\$ -	\$ 15,969
Storage Trailers	\$ 13,160	\$ -	\$ -	\$ 13,160
Student Desks / Staff Mobile Carts	\$ 53,363	\$ -	\$ -	\$ 53,363
Student Services	\$ 90,906	\$ 7,361	\$ -	\$ 98,267
Substitute Teachers	\$ -	\$ -	\$ -	\$ -
Supplies	\$ 4,263	\$ -	\$ -	\$ 4,263
Technology - Hardware	\$ 522,034	\$ 120,175	\$ -	\$ 642,209
Technology - Software	\$ 138,861	\$ 35,000	\$ -	\$ 173,861
Technology - Services	\$ 16,142	\$ (4,855)	\$ -	\$ 11,287
Revenue Short-fall (Tuition Revolving Fund)	\$ -	\$ 34,776	\$ -	\$ 34,776
Revenue Short-fall (Food Service Fund)	\$ 100,000	\$ -	\$ -	\$ 100,000
To be Determined	\$ -	\$ -	\$ 997,739	\$ 997,739
TOTAL	\$ 1,850,060	\$ 324,401	\$ 997,739	\$ 3,172,200

COVID-19 Estimated Funding

Funding Source	Amount	Expiration Date
1) Budget Line within School Department's Operating Budget	\$ 168,699	FY21 Operating Budget, exp 6/30/21
2) State Coronavirus Prevention Fund	\$ 98,175	Expires 6/30/21
3) Coronavirus Relief Fund - Municipal Program (Allocation from Town)	\$ 1,000,000	Expires 12/31/21
4) School Reopening Grant (CvRF grant)	\$ 653,175	Expires 12/31/21
5) Elementary & Secondary Schools Emergency Relief Grant (ESSER I grant)	\$ 91,612	Expires 9/30/22
6) Elementary & Secondary Schools Emergency Relief Grant (ESSER II grant)	\$ 364,464	Expires 9/30/23
7) Elementary & Secondary Schools Emergency Relief Grant (ESSER III grant)	\$ 796,075	Expires 9/30/24
TOTAL	\$ 3,172,200	



MARBLEHEAD
PUBLIC SCHOOLS

Business Office
9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140
fax: 781.639.3149

MEMORANDUM

TO: Marblehead School Committee
FROM: Michelle Cresta
DATE: October 5, 2021
RE: Schedule of Bills for Approval

Included in this packet is the following Schedules of Bills for your consideration. The schedules and invoices have been uploaded to the shared drive and the required signatures have been obtained for each schedule.

Schedule	Amount	FY
21342	\$ 128,192.25	FY22
21377	\$ 54,243.42	FY22
21379	\$ 15,371.27	FY22
TOTAL	\$ 197,806.94	

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$197,806.94.



MARBLEHEAD PUBLIC SCHOOLS

Marblehead School Committee
9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140 x10114
email:schoolcommittee@marbleheadschoools.org

Sarah Gold
Chairman

Meagan Taylor
Vice Chairman

Sarah Fox
Committee Member

David Harris Jr.
Committee Member

Emily Barron
Secretary

Strategic Plan

The School Committee will actively work with the Superintendent to develop a comprehensive Strategic Plan that will lay out the mission and vision for the future of the Marblehead Public Schools.

Before the end of the 20/21 school year we will:

- Engage an external facilitator to help guide this process.
- Work with the Superintendent to create an advisory group made up of key District and Town stakeholders.
- Develop a timeline for the advisory group with the intention of presenting and approving the new District Strategic Plan at the start of the 2021/2022 school year.

Facilities

Develop a long term comprehensive facilities master plan making sure funding is properly budgeted to accomplish facilities goals outlined. Perform bi-annual assessment to determine if adequate progress is being made in line with the facilities master plan.

Budget

Determine the financial priorities for FY22 through a defined schedule of sessions with administrative staff.

Develop a budget that supports the educational needs of the district.

Collaborate with school administration and town representatives to agree on the FY22 budget that is presented to the community and passed at town meeting in May.

Provide oversight of FY21 budget via regular meetings with administrative staff.

Work with district administration to start to identify a long-term budget goals wish list

SCHOOL COMMITTEE SELF-EVALUATION

The Massachusetts Association of School Committees has developed this package to serve as a guide to members who wish to conduct a self-evaluation. The guide is more of a process than an instrument. Self-evaluation by the school committee can yield significant insights and improvement in the total operation of the committee. It can also demonstrate to the entire organization the committee's affirmation of, and commitment to, improvement and accountability in the continuing implementation of Education Reform.

The Education Reform Act of 1993 strengthened the requirement for accountability in the delivery of education to our students. To that end, the law now calls for the superintendent of schools to "cause the evaluation" of every employee in the school system.

But who is to evaluate the school committee, if not the school committee itself? While it is true that as individuals, members of the committee are "evaluated" when they stand for re-election or reappointment there is no prescribed agency, no prescribed vehicle for the school committee, as a body, to be evaluated-except by the body itself!

Why do a self-evaluation? While there are many potential benefits, there are two essential questions that could be answered. They are:

- 1. Is the committee doing the right things?**
- 2. Are the "right things" being done the "right way"?**

BENEFITS OF SCHOOL COMMITTEE SELF-EVALUATION

1. To help the public understand that the schools are being managed as effectively and efficiently as possible.
2. To help the committee understand where it is and where it is going so that the committee is in a stronger position to communicate these facts and exercise leadership within the school system and the community.
3. By evaluating and reassessing its goals and reviewing its primary responsibilities, the committee sets an example for others within the system.
4. Concern for the committee's own performance demonstrates to the community that the committee is an accountable, business like entity, intent upon doing the best possible job.
5. To help the committee have a better understanding of its roles and responsibilities and a yardstick for how well it is fulfilling those duties.
6. To help the committee members develop a better working relationship among themselves and between the members and the superintendent.
7. To help the committee to identify where to put its energy and effort in the future.
8. To help the committee clarify its mission and set committee goals.
9. To solve intra-committee problems that are interfering with the ability of the committee to conduct school business.
10. To increase the effectiveness of committee meetings.
11. To help committee members appreciate each others strengths.
12. To help the committee appreciate it's strengths.
13. To set standards for committee conduct and operations.
14. To define the role of the committee's officers.

15. To help the committee prepare for an effective superintendent evaluation process.

16. To bring the individual members together as a team.

THE PROCESS FOR CONDUCTING A SELF-EVALUATION

The process for performing a self-evaluation is a three-step process:

1. Planning the evaluation

2. Completing the evaluation

3. Processing the data.

Planning the evaluation requires the committee to reach agreement on areas of evaluation. This can include, but is certainly not limited to, the following areas of concern:

- governance
- operations
- member relations
- committee/superintendent relations
- strategic planning
- community relations
- fiscal management
- conduct of school committee meetings.

At this point it is important to note that while the process for the evaluation of the superintendent calls for clear, measurable goals; the committee need not restrict itself to that specifically for this process. Much of what the committee needs to address are the more subjective and *qualitative* factors in areas such as group dynamics that are such an integral part of a school committee's effectiveness.

Once the committee has met (with or without the help of a facilitator) to decide on what categories will be incorporated into the evaluation, they can begin to choose the *descriptors* within each category. This important step may involve a considerable amount of discussion. Try not to "split hairs" and have too many variations of the same point. Later in the process, you should recognize that one of the key benefits of self-evaluation is the actual discussion among committee members as you review the results. Once you have settled on the categories and descriptors, you are ready to complete the self-evaluation.

When establishing a deadline for completing the evaluation, it is important to give each member enough time so they won't feel rushed. It is common for each evaluation to be anonymous. Designate someone to collect the forms and do a composite scoring.

Processing the data can often be more effective when the committee uses a facilitator. Many of the issues and examples that will be used by members in the discussion can involve personalities and interpersonal dynamics and an objective non-member can be an invaluable aid in keeping the dialogue on-track and focused.

Remember that a key benefit, apart from the "report card" that results from the processing of data, is the enlightening (and non-threatening) discussion of issues that would never have been "agenda items" on their own. To this end, try and choose a setting that is comfortable and informal. While the meeting must be an open meeting, it must be set up for the benefit of committee members to have an honest and productive dialogue. Limit the discussion to the participants.

There are two ways to look at the scoring. The most obvious way is to find the areas where there is strong agreement. If there is strong agreement that improvement is needed in a particular area, then this should become part of your new "action plan." If there is agreement that something is working, then keep up the good work!

The other way to view the scoring is to look for areas where there is no strong agreement. If half the committee believes the committee does a great job on the budget, and half the committee believes that there is room for

improvement, then an area for discussion has been identified. It is in these discussions that members can learn about each other, find ways to reach common ground, and develop a plan to move forward together. The most important thing is not to let the report hang in the air-use it to develop your own "professional development plan" for the school committee. Ask your facilitator or one of your members to draft a synopsis of your discussion, and initiate plans to put into action the ideas generated in the process, or to develop a plan for the committee to receive training.

MASC EVALUATION TOOL

Scoring is done as follows:

1-Strongly agree

2-Agree

3-Disagree

4-Don't know

Descriptors

Governance

The school committee is a governing body, charged with setting the educational goals and objectives for the school system, adopting policies that enable the administration to achieve these goals and objectives, adopting a budget to provide necessary resources, the hiring and evaluation of the superintendent, and the ongoing review and evaluation of the school system's performance in fulfilling its mission.

- | | |
|---|-------------|
| 1. The committee's policies are clear and up-to-date. | <u>1.6</u> |
| 2. The committee has adopted a mission statement. | <u>1.75</u> |
| 3. The committee regularly evaluates its progress relative to the goals and objectives that have been adopted. | <u>2.5</u> |
| 4. The committee refrains from involvement in the administration of the school system. | <u>2.4</u> |
| 5. The committee members take part in educational workshops and conferences to help them make informed decisions. | <u>2.9</u> |

Operations

Any group or team functions best when the norms, rules and dynamics are spelled out, easily understood, and agreed upon. Aside from certain Massachusetts General Laws and Robert's Rules of Order, the school committee generally develops its own ways of doing things. City charters and town by-laws may also provide direction for the committee. The more that is discussed up front, the smoother the process for making decisions can be.

- | | |
|---|------------|
| 1. Roles of committee officers are defined in committee policy and understood by all members. | <u>2.8</u> |
| 2. New members receive introductory training and orientation when they join the committee. | <u>1.8</u> |
| 3. Procedures and protocols for committee operations are published and understood. | <u>1.7</u> |

Member Relations

Group dynamics and teamwork are an extremely important part of school committee success. Members can have strong opinions on issues yet still remain open-minded and willing to work out differences. How committee members treat each other goes a long way in affecting the ultimate success of the committee as a whole and as

individuals.

1. Members treat each other with courtesy and respect. _____ 2.25 _____
2. All members are encouraged to voice opinions and take positions on issues. _____ 1.8 _____
3. Members respect the will of the majority and support decisions once they are made. _____ 2.125 _____
4. Members share pertinent information with each other to prevent surprises and promote informed decision making. _____ 2.625 _____
5. Members "do their homework" and come prepared to make decisions. _____ 2.3 _____
6. Members understand the role of the individual as part of the whole group. _____ 1.8 _____

Committee/Superintendent Relations

The superintendent is a critical member of the management team, implementing school committee policies and leading the school system in the direction set by the school committee. The relationship between the committee and the superintendent is an area that deserves the utmost attention and care.

1. The committee regularly evaluates the superintendent using a mutually agreed-upon process. _____ 1.6 _____
2. The types and frequency of communications are agreed to in advance. _____ 1.6 _____
3. The superintendent is accessible to committee members. _____ 1.2 _____
4. Committee members contact the superintendent when seeking information. _____ 1.4 _____
5. The superintendent informs the committee of major personnel decisions _____ 2.4 _____
6. The superintendent and committee treat each other with mutual respect and professionalism. _____ 1.8 _____
7. Both the committee and the superintendent operate on a "no-surprises" model. _____ 2 _____

Strategic Planning and Fiscal Management

The school committee is accountable to the community for the responsible management of the school system's finances. It is also responsible for providing the resources necessary to enable the school system to perform its mission. Solid planning is needed to maximize short-term and long-term allocation of resources.

1. A long term, strategic plan exists and is regularly reviewed. _____ 3 _____
2. All constituencies of the school district are involved in the strategic planning process. _____ 1.6 _____
3. The budget process is documented and published. _____ 1.8 _____
4. Budgets are developed based on needs, from the "bottom-up." _____ 2.6 _____
5. The committee, as a group, presents and advocates the budget to the community. _____ 2.2 _____
6. The committee receives regular reports with budget and financial status for the school system. _____ 1.2 _____

Community Relations

The school committee is the chief advocate for students in the community. As such, it needs to strive for a positive relationship between the community and the school system. The perception of the school system's quality impacts nearly all facets of the system, and is an integral component of school committee success in advocacy.

1. The committee has a public relations plan for the school system. _____ 3 _____
2. The committee encourages the inclusion of community members in as much decision making as possible. _____ 1.4 _____
3. The committee works cooperatively with other branches of municipal government. _____ 1.2 _____
4. The school system regularly reports its own progress and accomplishments. _____ 1.8 _____

Conduct of Meetings

The quality of school committee meetings affects not only the quality of committee decisions and committee credibility, but also the level of confidence the community has in the committee. School committee decisions can be made only at these meetings, which often provide the public its only "window" into the school system. The meeting agenda is planned jointly by the committee chairman and the superintendent, and must be adhered to by the committee.

1. Committee members receive sufficient information far enough in advance to prepare for meetings. _____ 2.4 _____
2. Public input is welcomed, and is done according to an established policy. _____ 1.4 _____
3. Full and sufficient debate is allowed. _____ 1.3 _____

- | | |
|--|------------|
| 4. Discussion is focused on issues, not personalities. | <u>2</u> |
| 5. The physical setting is conducive to productive discussion and decision making. | <u>2.2</u> |
| 6. Meetings are frequent enough to prevent overcrowded agendas. | <u>1.8</u> |

MASC School Committee Self-evaluation

Descriptors								
<u>Scoring: 1- Strongly Agree , 2- Agree , 3 - Disagree, 4- Don't know</u>								
<u>Governance</u>							Average	
1		1	2	2	2	1	1.6	
2		1- in process	1	2	3	1	1.75	
3		2 in process	3	2	3	2	2.5	
4		3	2	2	3	2	2.4	
5		3	3	3	2.5	3	2.9	
<u>Operations</u>								
1		2	4	2	3	3	2.8	
3		1	2	3	2	1	1.8	
3		1	3	1	2.5	1	1.7	
<u>Member Relations</u>								
1			3	2	2	2	2.25	
2		1	4	2	1	1	1.8	
3		2 some do some	2	2	2.5	2	2.125	
4		2 some do some	4	3	2.5	1	2.625	
5		2	3	2	2.5	2	2.3	
6		1	2	2	2	2	1.8	
<u>Committee / Super Relations</u>								
1		2	2	2	1	1	1.6	
2		1	3	2	1	1	1.6	
3		1	2	1	1	1	1.2	
4		1	2	1	2	1	1.4	
5		3	3	2	2	2	2.4	
6		2	2	2	2	1	1.8	
7		1	3	3	2	1	2	
<u>Strategic plan Fiscal Management</u>								

1		3	3	3	3	3	3	3
2		1	3	1	1	2		1.6
3		1	3	3	1	1		1.8
4		1	4	3	2	3		2.6
5		3	3	2	2	1		2.2
6		1	2	1	1	1		1.2
<u>Community Relations</u>								
1		3	3	3	3	3		3
2		1	3	1	1	1		1.4
3		1	2	1	1	1		1.2
4		3	2	1	1	2		1.8
<u>Conduct of Meetings</u>								
1		3	3	3	2	1		2.4
2		1	3	1	1	1		1.4
3		1	2.5	1	1	1		1.3
4		1	3	3	2	1		2
5		2	2	3	3	1		2.2
6		2	3	2	1	1		1.8