REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– MAY 26, 2021
FREEPORT HIGH SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

Due to the public health emergency, Board members may participate in this meeting on a hybrid basis, with members having the option to attend in person or via remote participation, as authorized by 1 M.R.S.A. § 403-A. Members of the public may participate in this meeting in person or remotely.
https://networkmaine.zoom.us/j/88450943330 Webinar ID: 884 5094 3330
Join by telephone: 1 312 626 6799

1. Call to Order:
    The meeting was called to order at _____p.m. by Chair Michelle Ritcheson

2. Attendance:
    ___Jeremy Clough   ___Elisabeth Munsen
    ___Candace deCsipkes   ___Maura Pillsbury
    ___Lindsey Furtney   ___Michelle Ritcheson
    ___Jennifer Galletta   ___Valeria Steverlynck
    ___Susana Hancock   ___Madelyn Vertenten
    ___Angela King-Horne   ___Liam Hornschild-Bear – Student Representative
                                        ___Brady Grogan – Student Representative

3. Pledge of Allegiance:

4. Public Hearing:
    A. Consideration and approval to open the Public Hearing on the Proposed School Budget for FY22.

            Motion:_____2nd:_____Vote:_____

    B. Consideration and approval to close the Public Hearing on the Proposed School Budget for FY22.

            Motion:_____2nd:_____Vote:_____

5. Consideration of Minutes:
    A. Consideration and approval of the Minutes of May 12, 2021 as presented barring any errors or omissions.

            Motion:_____2nd:_____Vote:_____

6. Adjustments to the Agenda:

7. Good News & Recognition:
    A. Maine Music Educators Association Outstanding Administrator Award - Becky Foley
    B. Cumberland County Teacher of the Year - Paige Fournier
    C. Maine Principals' Association Principal Award - Liam Hornschild-Bear
    D. National Program of Excellence Award: Gold Level - FHS Yearbook
    E. National Cyber Scholar - Dena Arrison
    F. Report from Board's Student Representative

8.   Public Comments: (10 Minutes)
     Public comment will be taken in person and via Zoom (connection information below)
     https://networkmaine.zoom.us/j/88450943330 Webinar ID: 884 5094 3330
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9.   Reports from Superintendent: (10 Minutes)
     A. Items for Information
        1. District Happenings
        2. Resignations: Alexis Rog - FHS Guidance Counselor

10. Administrator Reports:
     A. Finance - Rick Kusturin (5 Minutes)

11. Board Comments and Committee Reports:
     A. Board Information Exchange and Agenda Requests (10 Minutes)
     B. Policy Committee (3 Minutes)

12. Policy Review: (15 Minutes)
     A. Consideration and approval of the following policies (2nd Read).
            1. GBP - Earned Paid Leave
            2. JICC - Student Conduct on School Buses
            3. JKE - Expulsion of Students
            4. JKE-R-Expulsion Guidelines (Expulsion Administrative Procedures new title)

        Motion:_____2nd:_____Vote:_____

     B. Consideration and approval of the following policies (1st Read).
            1. JKD - Suspension of Students
            2. JKF - Disciplinary Removal of Students with Disabilities

        Motion:_____2nd:_____Vote:_____

13. Unfinished Business:
     A. Discussion regarding potential additional subsidy for FY22. (30 Minutes)

14. New Business:
     A. Consideration and approval to revise the Principal Evaluation Handbook. (15 Minutes)

        Motion:_____2nd:_____Vote:_____

15. Personnel: (5 Minutes)
     A. Consideration and approval to employ a .6 Spanish Teacher at Freeport Middle School for the
     2021-2022 school year.

        Motion:_____2nd:_____Vote:_____

     B. Consideration and approval to employ an Art Teacher at Freeport Middle School for the 2021-
     2022 school year.

        Motion:_____2nd:_____Vote:_____

16. Public Comments: (10 Minutes)
    Public comment will be taken in person and via Zoom (connection information below)
    https://networkmaine.zoom.us/j/88450943330 Webinar ID: 884 5094 3330
    Join by telephone: 1 312 626 6799

17. Executive Session:
    A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A §
       405(6)(A) for the purpose of discussing the Superintendent's evaluation.

    Motion:_____2nd:_____Vote:_____

                Time In_____   Time Out_____

18. Adjournment:

    Motion:_____2nd:_____ Vote:_____Time:_____

REGIONAL SCHOOL UNIT NO. 5
SCHOOL BUDGET PUBLIC HEARING GUIDE

PUBLIC HEARING PART 1: PROPOSED SCHOOL BUDGET FOR FY 2021-2022

The School Board of the Regional School Unit has proposed a school operating budget for fiscal year 2021-2022. Pursuant to Order of the Governor, the budget meeting where these articles are presented will be conducted by a public hearing consisting of, both, remote and in-person participants. The budget recommended by the School Board consists of the following Articles 1 through 16. Together, these articles constitute the proposed school operating budget for fiscal year 2021-2022 to be presented to the voters as Article 1 at a budget referendum election scheduled for June 8th, 2021.

EXPENDITURES FOR THE 2021-2022 SCHOOL BUDGET

Proposed Expenditures by Cost Center

ARTICLE 1:	Regular Instruction	$	15,714,380.46
ARTICLE 2:	Special Education	$	4,781,322.85
ARTICLE 3:	Career and Technical Education	$	142,979.00
ARTICLE 4:	Other Instruction	$	902,450.58
ARTICLE 5:	Student and Staff Support	$	3,458,441.14
ARTICLE 6:	System Administration	$	1,067,818.68
ARTICLE 7:	School Administration	$	1,767,262.80
ARTICLE 8:	Transportation and Buses	$	1,187,344.61
ARTICLE 9:	Facilities Maintenance	$	5,077,269.55
ARTICLE 10:	Debt Service and Other Commitments	$	1,208,949.22
ARTICLE 11:	All Other Expenditures	$	294,645.00

STATE SUBSIDY AND LOCAL TAX REVENUES FOR THE 2021-2022 SCHOOL BUDGET

ARTICLE 12: The School Board recommends that the Regional School Unit appropriate the amounts set forth below for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and raise and assess the amounts set forth below as each municipality's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688.†
Recommended amounts set forth below:

Total Appropriated (by municipality):			Total Raised (and Regional School Unit assessments by municipality):		
Town of Durham	$	8,099,319.70	Town of Durham	$	3,313,918.33
Town of Freeport	$	12,708,631.92	Town of Freeport	$	13,691,358.33
Town of Pownal	$	2,319,077.32	Town of Pownal	$	2,033,328.33
Total Appropriated (sum of above)	$	23,127,028.94	Total Raised (sum of above)	$	19,038,604.99

State Mandated Explanation: "The Regional School Unit's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the Regional School Unit must raise and assess in order to receive the full amount of state dollars." † [Note: The above appropriations are determined in accordance with the Maine Revised Statutes, Title 20-A, section 15688(1); the amounts to be raised reflect the required local contribution in accordance with the RSU Reorganization Plan.]

OTHER LOCAL TAX REVENUES FOR THE 2021-2022 SCHOOL BUDGET

ARTICLE 13: The School Board recommends that the Regional School Unit raise and appropriate **$126,381.00** for the annual payments on debt service previously approved by the Regional School Unit voters for non-state-funded school construction projects or non-state-funded portions of school construction projects in addition to the funds appropriated as the local share of the Regional School Unit's contribution to the total cost of funding public education from kindergarten to grade 12.

State Mandated Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the Regional School Unit's long-term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the Regional School Unit voters.

ARTICLE 14: The School Board recommends that the Regional School Unit raise and appropriate **$293,245.00** to transfer to the school nutrition program.

ARTICLE 15: The School Board recommends that the Regional School Unit raise and appropriate **$9,034,924.54** in additional local funds,† which exceeds the State's Essential Programs and Services allocation model by **$11,091,450.95** as required to fund the budget recommended by the School Board.

The School Board gives the following reasons for exceeding the State's Essential Programs and Services funding model by $11,091,450.95: The State's Essential Program and Services funding formula is a minimum model to support education in grades K-12. RSU No. 5 provides additional funds to support lower student/teacher ratios and additional co-curricular activities in addition to complete educational programs for all our students.

State Mandated Explanation: "The additional local funds are those locally raised funds over and above the Regional School Unit's local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state funded debt service that will help achieve the Regional School Unit budget for educational programs."

† *[Note: The additional local funds reflects the required local contribution in accordance with the RSU Reorganization Plan.]*

SUMMARY OF TOTAL 2021-2022 SCHOOL BUDGET

ARTICLE 16: The School Board recommends that the Regional School Unit authorize the School Board to expend **$35,602,863.89** for the fiscal year beginning July 1, 2021 and ending June 30, 2022 from the Regional School Unit's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act, non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools.

PUBLIC HEARING PART 2: REFERENDUM QUESTIONS

The following school budget and other articles will be submitted to referendum on June 8th, 2021:

Article 1: **School Budget.** Shall Regional School Unit No. 5 appropriate the sum of **$35,602,863.89** and raise the sum of **$28,493,155.53** for the 2021-2022 school budget?
School Board Recommends a "Yes" Vote.

VOTER INFORMATION FOR ARTICLE 1

The Regional School Unit No. 5 school budget submitted in this Article 1 totals **$35,602,863.89**. It includes locally raised funds in the amount of **$28,493,155.53**, to be assessed in shares to member municipalities in accordance with the RSU's cost sharing formula and state law. The locally raised amount exceeds the maximum state and local spending target by **$11,091,450.95**. This budget includes these cost centers and amounts:

Cost Center	Amount Appropriated
Regular Instruction	$ 15,714,380.46
Special Education	$ 4,781,322.85
Career and Technical Education	$ 142,979.00
Other Instruction	$ 902,450.58
Student and Staff Support	$ 3,458,441.14
System Administration	$ 1,067,818.68
School Administration	$ 1,767,262.80
Transportation and Buses	$ 1,187,344.61
Facilities Maintenance	$ 5,077,269.55
Debt Service and Other Commitments	$ 1,208,949.22
All Other Expenditures	$ 294,645.00
Summary of Total Authorized School Budget Expenditures:	**$ 35,602,863.89**

Article 2:   **RSU Adult Ed Program.** Shall the Regional School Unit appropriate **$209,492.00.00** for adult education and raise **$112,000.00** as the local share, with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and for the well-being of the adult education program? **School Board Recommends a "Yes" Vote.**

Article 3:   **Track and Field Capital Reserve Fund.** Shall the School Board be authorized to transfer **$35,000.00.00** from available fund balances to the Track and Field Capital Reserve Fund; and to expend said reserve funds only upon express authorization of the RSU voters? **School Board Recommends a "Yes" Vote.**

Article 4:   **Tennis Court Capital Reserve Fund.** Shall the School Board be authorized to transfer **$30,000.00** from available fund balances to the Tennis Court Capital Reserve Fund; and to expend said reserve funds only upon express authorization of the RSU voters? **School Board Recommends a "Yes" Vote.**

Article 5:   **CTE Region Budget.** Shall the regional career and technical education operating budget as approved by the cooperative board for the year beginning July 1, 2021 through June 30, 2022 be approved in the amount of **$3,335,638.00?** **School Board Recommends a "Yes" Vote.**

Article 6:   **CTE Capital Reserve Fund.** Shall Maine Region 10 Technical High School ("Region 10") authorize the Cooperative Board to transfer up to **$126,000.00** from undesignated fund balances to the Region 10 Capital Reserve Fund and delegate authority to the Cooperative Board to expend that sum with other balances accumulated in that Fund from time-to-time on such specific items or types of capital improvements or equipment as the Cooperative Board has determined to be needed by Region 10? **School Board Recommends a "Yes" Vote.**

RSU No. 5 Board of Directors Meeting
Wednesday, May 12, 2021 – 6:30 p.m.
Freeport High School - Cafeteria / Hybrid Remote Meeting
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the May 26, 2021 meeting).

1. **CALLED TO ORDER:**
   Vice-Chair Maura Pillsbury called the meeting to order at 6:33 p.m.

2. **MEMBERS PRESENT:** Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock (remote), Angela King-Horne, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson (remote), Valeria Steverlynck, Madelyn Vertenten, Brady Grogan, Student Representative (left at 7:30 p.m.)

   MEMBERS ABSENT: None

3. **PLEDGE OF ALLEGIANCE:**

4. **CONSIDERATION OF MINUTES:**
   A. VOTED: To approve the minutes of April 28, 2021. (Steverlynck – Munsen) (11 – 0) The student representative voted with the majority.

5. **ADJUSTMENTS TO THE AGENDA:**
   None

6. **GOOD NEWS AND RECOGNITION:**
   A. Report from Board's Student Representative - Brady Grogan

7. **PUBLIC COMMENT:**
   None

8. **REPORTS FROM SUPERINTENDENT:**
   A. Items for information
       1. District Happenings
       2. Resignations/Retirements (effective at the end of the school year)
           -Lori Medlen - Accounts Payable Coordinator
           -Erik Whitaker - FHS Math Teacher
           -Chris Kelly - FHS Ed Tech
           -Christina Petrulli - DCS Ed Tech
           - Kara Constantine - FHS Science Teacher
           -Cathy Britton - MLS Ed Tech (retirement)

9. **PUBLIC INPUT:**
   A. Public Input on the FY22 Budget
       None

10. **ADMINISTRATOR REPORTS:**
    None

11. **BOARD COMMENTS AND COMMITTEE REPORTS:**
    None

12. **POLICY REVIEW:**
    None

13. **UNFINISHED BUSINESS:**
    None

14. **NEW BUSINESS:**
    A. Equity Workshop - Karmen Rouland from MAEC
    B. VOTED To approve the Comprehensive Education Plan. (Steverlynck – Furtney) (11 – 0)

15. **PERSONNEL:**
    A. VOTED: To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue contracts for the 2021-2022 school year.
    (Munsen – Steverlynck) (11 – 0)

    1) Educators for 2nd Year Probationary Contracts:
       Susan Albertini
       Chelsea Baker
       Ben Boegehold
       Amy Goodwin
       Hannah Gottlieb
       Megan Kemna
       Kate Michaud
       Jacquelyn Mitchell
       Margaret Mountcastle
       Amy Nazzaro
       Lana O'Shea
       Sharon Pattershall
       Bill Ridge
       Julia Schwarz
       Ross Shaler
       Erika Skiff
       Aja Stephan
       William Wall

    2) Educators for 3rd Year Probationary Contracts:
       Margaret Armstrong
       Natalie Barrett
       Stacey Bilodeau
       Robert Borden
       Darren Carter
       Trevor Donoghue
       Talya Edlund
       Maureen Erskine
       Kelly Howard

Haley Lynch
Katherine Lynch
Lydia MacDonald
Hilary Massicotte
Julie McCabe
Samantha Medici
Nathaniel Menifield
Jillian Merrill
Jammie Murphy
Megan Murrow
Michelle Oliver
Kaley Petros
Benjamin Potvin
Kristopher Parkin

3) Educators for Continuing Contracts:
Erin Abbott
Scott Arrit
Meredith Brown
Anna Brown
Heidi Cook
Kate Dawson
Kate Friesland
Elizabeth Grace
Jessica Harriman
Caitlyn Hecox
Nicole Hewes
Bethany Howard
Elizabeth Jacobson
Diane Kew
Abigail Leavitt
Georgiana McAllister
Elicia Niemiec
Jill Palmer
Elizabeth Rankin
Emily Robinson
Nancy Rochat
Kimarie Soule
Tracy Tremblay
Lexie Triggiani

VOTED To employ the following teachers for the 2021-2022 School Year (Steverlynck – Vertenten) (11 – 0)

B. Amy Eisenhard as a Classroom Teacher at Morse Street School.
C. Amanda Sommi as a 7/8 Grade Science Teacher at Durham Community School.
D. Abby Skelton as a 1st Grade Teacher at Durham Community School.
E. Emily Schutt as a 4th Grade Teacher at Durham Community School.
F. Christine MacDonald as a .8 STEM/RTI Teacher at Mast Landing School year (one year only).
G. Jacob Willett as a Social Studies Teacher at Freeport High School.

16. **PUBLIC COMMENT:**
   None

17. **EXECUTIVE SESSION:**
   VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Steverlynck – Vertenten) (11 – 0)
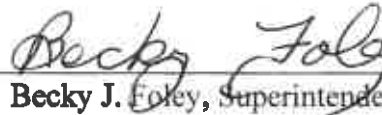
   Time In: 8:25 p.m.   Time Out: 10:05 p.m.

18. **ACTION AS A RESULT OF EXECUTIVE SESSION:**
   None

19. **ADJOURNMENT:**
   VOTED: To adjourn at 10:06 p.m. (Furtney – King-Horne) (11 – 0)

_____
Becky J. Foley, Superintendent of Schools

Budget Summary

	2021 Budget	2021 Budget Adj	April 2021 Expenses	2021 Expenses YTD	2021 Encumbrances YTD	Balances YTD	% Remaining
Art 1 - Reg Inst Total	15,104,655.00	-3,225.00	1,627,635.37	9,937,135.93	3,595,949.18	1,571,569.89	10%
Art 2 - Special Ed Total	4,688,560.00	0	506,781.23	3,000,360.28	1,121,389.03	566,810.69	12%
Art 3 - CTE	101,706.00	0	8,475.45	84,754.52	8,475.43	8,476.05	8%
Art 4 - Oth Inst Total	858,926.00	0	57,262.71	506,085.38	45,729.07	307,111.55	36%
Art 5 - Stu/Stf Sup Total	3,161,872.00	1,000.00	280,451.99	2,024,000.70	663,072.24	474,799.06	15%
Art 6 - Sys Admin Total	1,013,211.00	0	99,937.06	767,986.77	79,308.79	165,915.44	16%
Art 7 - Sch Admin Total	1,727,711.00	0	194,795.57	1,401,067.32	240,386.10	86,257.58	5%
Art 8 - Trans Total	1,473,419.00	0	146,923.91	912,667.50	536,548.06	24,203.44	2%
Art 9 - O&M Total	5,030,748.00	2,225.00	409,412.04	3,642,312.87	1,091,380.03	297,055.10	6%
Art 10 - Debt Svc Total	1,427,247.00	0	20,422.34	152,267.78	0	1,274,979.22	89%
Art 11 - All Oth Total	294,645.00	0	0	73,311.24	219,933.72	1,400.04	0%
1000 - GENERAL FUND Totals:	34,882,700.00	0	3,352,097.67	22,501,950.29	7,602,171.65	4,778,578.06	14%

Regional School Unit 5
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"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Becky Foley, Ph.D., Superintendent of Schools
Rick Kusturin, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

Policy Subcommittee Report

Committee: Policy
Zoom Meeting date: May 7, 2021
Chair: Candy deCsipkes
Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Lindsey Furtney, Cynthia Alexander
Absent: N/A
Guest: Erin Dow

Review/Revise Policies:

The following policy was revised per Board discussion and will be brought to the Board for 2nd read on May 26, 2021.

> JKE-R Expulsion Guidelines (Administrative Procedures)

The following policies were revised and will be brought to the Board for 1st read on May 26, 2021.

> JKD Suspension of Students
> JKF Disciplinary Removal of Student with Disabilities

The following policy was revised and will continue to be revised before being brought to the Board.

> JL Student Wellness

The next meeting will be held by Zoom on June 4, 2021 at 8:30 a.m.

Submitted by: Cynthia Alexander

Regional School Unit 5
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Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

TO: Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Angela King-Horne, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Liam Hornschild-Bear, Brady Grogan

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Rick Kusturin, Gayle Wolotsky, Anne-Marie Spizzuoco, Beth Daniels, Shawn McBean, Dorothy Curtis, Lisa Blier, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Nancy Decker, Alicia DeRoche, Kristy Johnson, Deborah Koval, Linda Pritchard, Tim Grivois, Tom McKibben, Treavor Bean, Jen Winkler

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment
DATE: May 12, 2021
RE: Review/Update of Policies

At the May 26, 2021 Board of Directors Meeting, the following policies will be on the agenda for 1st Read and 2nd Read:

2nd Read
GBP - Earned Paid Leave
JICC - Student Conduct on School Buses
JKE - Expulsion of Students
JKE-R - Expulsion Guidelines (new name Expulsion Administrative Procedures)

1st Read
JKD - Suspension of Students
JKF - Disciplinary Removal of Students with Disabilities

EARNED PAID LEAVE

RSU No. 5 will comply with all applicable provisions of Maine's Earned Paid Leave (EPL) law, which takes effect January 1, 2021, and with Maine Department of Labor rules governing EPL.

The Superintendent/designee shall be responsible for developing and implementing administrative procedures to implement use of EPL under this policy.

Notice of the EPL law will be posted in a visible location in each workplace.

Administrative procedures, including employee eligibility, use of leave, and employee notice requirements will be provided to employees in writing and/or through electronic communications, or other suitable means.

Legal Reference: 26 MRSA § 637
                     Maine Dep't of Labor Bureau of Labor Standards Rule Ch. X

Cross-Reference: GBN–Family and Medical Leave
                     GBO–Family Sick Leave

Adopted: _____

STUDENT CONDUCT ON SCHOOL BUSES

The law does not relieve parents/~~guardians~~ of students from the responsibility of supervision before the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus—and only at that time ~~does he/she~~ do they become the responsibility of the school system. Such responsibility ~~shall~~ ends when the child is delivered to an established bus stop at the close of the school day.

~~In view of the fact that a~~ The bus is considered an extension of the classroom, as such the Board requires children to conduct themselves ~~in~~ on the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not behave properly on a bus, such instances are to be brought to the attention of the building Principal by the bus driver. The building Principal will inform the parents/guardians immediately of the misconduct and request their cooperation in ~~checking~~ correcting the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the Principal in consultation with the Director of Transportation. In such cases, the parents/guardians of the children involved become responsible for seeing that their children get to and from school safely. The Principal may put a plan in place with the parents/guardians to ensure the child's successful return to the bus.

Legal Reference: 20-A MRSA Section 5401

Cross Reference: EEA - Student Transportation Services

Adopted: April 28, 2010
Reviewed: January 25, 2012
Reviewed: April 12, 2017

EXPULSION OF STUDENTS

No student shall be expelled from school except by action of the Board. Following a proper investigation of a student's behavior and due process proceedings conducted in accordance with 20-A MRSA § 1001(8)(A), the Board shall expel the student, if found necessary for the "peace and usefulness of the school", as provided in 20-A MRSA § 1001(9) and (9A). The Board also has the authority to readmit an expelled student on satisfactory evidence that the behavior which was the cause of the student being expelled will not likely recur.

Notice of Expulsion Hearing

Before any expulsion hearing, the Superintendent shall:

A. Attempt to communicate with the parents/guardians by phone.

B. Provide written notice in the parent/guardian's first language, by regular and certified mail, and email to the parents/guardians and the student informing them of:

1. The date, time and location of the hearing;

2. A description of the incident(s) that resulted in the expulsion hearing;

3. The student's and parents/guardians' right to review the school's records prior to the hearing;

4. A description of the hearing process, including the student's right to present and cross-examine witnesses and his/her their right to an attorney or other representation; and

5. An explanation of the consequences of an expulsion.

C. Invite the parents/guardians and the student to a meeting prior to the expulsion hearing to discuss the procedures of the hearing.

Expulsion Hearing
The hearing shall be in a properly called executive session and may also be attended by persons designated by the Superintendent to present information in the case. The Board shall reference the Nondiscrimination policy throughout the hearing and while considering the case.

Upon making a decision to expel a student, the Board may:

> A. Expel the student for a specific period of time not to exceed the total number of instructional days approved by the Board for the current year; or

> B. Expel the student for an unspecified period of time and authorize the Superintendent to provide the expelled student with a reentry plan, to be developed in accordance with 20-A MRSA § 1001(9-C), specifying the conditions that must be met in order for the student to be readmitted to school after the expulsion.

After the expulsion hearing, the Board shall provide written notice in the parent/guardian's first language of its decision to the parents/guardians and the student by certified mail.

Nothing in this policy shall prevent the Board from providing educational services in an alternative setting to a student who has been expelled.

Legal Reference: 20-A MRSA § 1001 (8-A), (9), (9A-9D)
                    1 MRSA § 405(6)(B)

Cross Reference: AC Nondiscrimination: Equal Opportunity and Affirmative Action
                    JKE-R – Expulsion of Students - Guidelines
                    JICIA – Weapons, Violence, and School Safety
                    JK – Student Discipline
                    JKD – Suspension of Students
                    JKF – Disciplinary Removal of Students with Disabilities

Adopted: March 24, 2010
Revised: November 28, 2012
Reviewed: September 27, 2017

EXPULSION ~~GUIDELINES~~ ADMINISTRATIVE PROCEDURES

I.   EXPULSION HEARING AND REENTRY GUIDELINES

The following steps constitute general guidelines for the conduct of an expulsion hearing. The guidelines may be adjusted to meet the flexible requirements of due process on a case-by-case basis, consistent with applicable laws.

A.   Procedures for Conduct of Board Hearing to Expel

1.   The Board shall reference the Nondiscrimation policy throughout the hearing and while considering the case.

~~1~~.2.   Any discussion, consideration or hearing by the School Board of suspension or expulsion of a student shall be in executive session.

~~3.~~ 3.   The Board shall be in a public meeting and vote to enter into executive session. Executive session requires a 3/5 affirmative vote of the members present and voting, and the vote must be recorded.

~~3.~~ 4   The parents/legal guardians, the student and legal counsel or other representative (if any) must be present for the hearing, except that the hearing may go forward if the parents/guardians and student have been provided prior written notice and failed to appear for the hearing. ==When applicable, an interpreter will be provided for English Language Learner students/parents.==

B.   Executive Session

1.   General Rules of Conduct

A.   The hearing officer (Board Chair/designee or Board attorney) will conduct the hearing.

B.   Witnesses shall be sequestered in response to a request by either party.

C. The hearing officer will state "no irrelevant or repetitious evidence will be allowed and no debate between the parties will be allowed."

D. The hearing officer will state that "all parties are expected to maintain the confidentiality of the proceeding."

E. The Board and student (at ~~his/her~~ their own expense) may be represented by legal counsel through each stage of the process.

II. PROCEDURES

A. The hearing officer will state for the record:

- Date of this hearing;
- Place of hearing;
- Time of hearing;
- Name of student;
- Those in attendance for the administration;
- Those in attendance for the student; and
- Those in attendance for the School Board.

B. The hearing officer will request from the Superintendent a copy of the hearing notice, read the hearing notice to the Board and include the notice in the record. If no person appears at the hearing on behalf of the parents/legal guardians or student, the hearing officer will request that the Superintendent confirm that the parents/guardians and student were provided notice of the hearing.

C. The Superintendent/designee, hereafter called "the administration," will make an opening statement that includes an overview of the evidence, ~~his/her~~ their recommendation, the reason(s) for the recommendation, and the legal basis for the recommended expulsion.

D. The hearing officer will inform the student and parents/legal guardians of their rights:

- To hear the evidence;
- To cross examine witnesses; and

To present witnesses and offer other relevant evidence.

E.   The hearing officer will ask if any member of the Board finds ~~him/herself~~ themselves in a possible conflict of interest situation ~~because he/she~~ they ~~know the student or parents/guardians to such an extent, or has~~ have ~~knowledge of the facts to such an extent,~~ that they could not impartially hear the facts and decide the issue on its merits. In such cases, the Board member should recuse themselves from the hearing entirely.

F.   All witnesses shall be sworn in by the hearing officer. Each witness raises ~~his/her~~ their right hand and is asked, "Do you solemnly affirm to tell the truth, the whole truth and nothing but the truth?"

G.   The administration calls its witnesses.

H.   After each witness has answered all questions put by the administration, then the student/designee (hereinafter, the student) may cross-examine. This should be limited to questions and not arguments with the witness.

I.   The administration may ask rebuttal questions after the student finishes questioning.

J.   Members of the Board may ask questions at the conclusion of the rebuttal.

K.   The student may then call ~~his/her~~ their own witnesses to testify, and the student may testify. All witnesses will be sworn in. The administration may cross-examine witnesses. The student may ask rebuttal questions. After the rebuttal questions, the Board may ask questions.

L.   When all the student's witnesses have completed testimony (including the student), the administration may call additional rebuttal witnesses who may be cross-examined.

M.   At the end of the testimony, the administration shall make a statement which should include its recommendations. The same may then be done by/for the student.

N.   The Board should then deliberate in executive session. The Superintendent, Board attorney, administration, the student charged, ~~his/her~~ their

parents/legal guardians, and the student's legal counsel may remain for deliberations. If the student and representatives elect not to be present during deliberations, the administration will also be excluded from deliberations, except that the Superintendent may remain to provide guidance to the Board if he/she was not directly involved in the investigation/presentation of evidence.

O.	The Board shall discuss whether the charges are more likely than not supported by the evidence presented. The Board may discuss and/or draft proposed finding of fact(s) concerning the charges prior to leaving the executive session.

P.	If the charges are more likely than not supported, the Board shall discuss whether an expulsion shall be for a specified period of time or for an indefinite period.

Q.	The Board shall then leave the executive session.

III.	PUBLIC SESSIONS

A.	In a public session, a member of the Board may make a motion to "expel a student and direct the Superintendent to provide the student and his/her their parents/guardians with the Board's findings of fact(s)." Following a second, the Board Chair should state the motion and the Board should vote. If no motion is made to expel, the student will return to school at the conclusion of the previously-imposed administrative suspension.

If the student is expelled, a member of the Board shall make a motion as to whether the expulsion shall be for a specified period of time or for an indefinite period. If the expulsion is for an indefinite period, the Board may authorize the Superintendent to develop a reentry plan for the student as described in Section IV below.

B.	The Superintendent is responsible for notifying the parents/legal guardians (and the student) of the Board's decision.

IV.	REENTRY PLAN GUIDELINES

If the Board expels a student for an indefinite period of time and authorizes the Superintendent to develop a reentry plan. The plan should focus on the rehabilitation and

education of the student. ~~Emphasis will be on accountability, making amends, and when~~ ~~appropriate, facilitating meetings between victims, offenders and other persons.~~ The following steps are required by law:

A. The Superintendent/designee shall develop the reentry plan in consultation with the student and ~~his/her~~ their parents/legal guardians to provide guidance that helps the student understand what they ~~he/she~~ must do to establish satisfactory evidence that the behavior that resulted in the expulsion will not likely recur.

B. The Superintendent/designee shall send a certified letter or hand-deliver a letter to the parents/legal guardians of the student, giving the date, time and location of a meeting to develop a reentry plan.

C. If the student and the student's parents/legal guardians do not attend the meeting, the reentry plan must be developed by the Superintendent/designee.

D. The reentry plan may require the student to take reasonable measures determined by the Superintendent that will help establish the student's readiness to return to school. Professional services determined to be necessary by the Superintendent must be provided at the expense of the student's parent/legal guardians and/or the student. (See policy JKF for requirements related to students with disabilities.)

E. The reentry plan must be provided to the parents/legal guardians and the student.

F. The Superintendent shall designate an appropriate school employee to review the student's progress with the reentry plan at one month, three months and six months after the initial reentry plan meeting, and at other times as determined necessary by the designated employee, in consultation with the Superintendent.

Legal Reference: 20-A MRSA §§ 1001 (8A), (9C)

Cross Reference: JKF – Disciplinary Removals of Students With Disabilities

Adopted: March 24, 2010
Revised: November 28, 2012
Reviewed: September 27, 2017

SUSPENSION OF STUDENTS

The Board delegates to the principals the authority to suspend disobedient and disorderly students for a period not to exceed ten (10) school days. Suspensions may be in-school or out-of-school at the discretion of the principal. ~~Suspensions longer than 10 days may be imposed by the Board.~~ The Board may impose suspensions longer than 10 days.

Prior to the suspension, except as hereinafter provided:

A.   The student shall be given oral or written notice of the charge(s) against ~~him/her~~ them;

B.   The student shall be given an explanation of the evidence forming the basis for the charge(s); and

C.   The student shall be given an opportunity to present ~~his/her~~ their version of the incident.

However, students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the instructional process may be immediately removed from school. In such cases, the notice of charges, explanation of evidence, and the student's opportunity to present ~~his/her~~ their version of the incident shall be arranged as soon as practicable, not to exceed five days, after removal of the student from school.

The student's parents/guardians shall be notified of any in-school or out-of-school suspension as soon as practicable by telephone (if possible) and by written notice sent by mail and by email if possible. A copy of the notice shall also be sent to the Superintendent.

Students are not allowed on school property during any out-of-school suspension except with the prior authorization of the principal or Superintendent. Students serving out-of-school suspensions shall not be permitted to participate in extracurricular activities.

Students shall be responsible for any schoolwork missed during their suspension. After readmittance, they shall be permitted to take tests, quizzes or any other form of evaluation affecting their grades.

Students assigned to in-school suspensions are expected to work on assignments from classroom teachers, remain in the in-school suspension location throughout the school day, and follow school expectations for conduct. Students serving in-school suspension shall not be permitted to participate in extracurricular activities.

Legal Reference: 20-A MRSA §§ 1001(9), (15-A)(D)

Cross Reference: JIC – Student Code of Conduct
                     JICIA – Weapons, Violence and School Safety
                     JICK - Bullying
                     JK - Student Discipline
                     JKE - Expulsion of Students
                     JKF – Suspension/Expulsion of Students with Disabilities

Adopted: March 24, 2010
Revised: March 13, 2013
Reviewed: January 23, 2019

DISCIPLINARY REMOVAL OF STUDENTS WITH DISABILITIES

When removing students with disabilities from their regular school programs, whether as a result of a suspension, an expulsion, or any other removal covered by state and federal special education laws, it shall be the policy of RSU No. 5 to comply fully with all applicable state and federal special education laws that govern such removals.

The Superintendent of Schools, in consultation with the Director of Instructional Support and other school administrators, ~~may~~ shall develop and promulgate procedures for implementing this policy, and may from time to time amend those procedures as necessary, and shall fully advise all students and parents/guardians of these procedures.

Legal Reference: Ch. 101 § XVII (Me. Dept. of Educ. Rules) (2007)
                     34 C.F.R. § 300.101, .530 -.536 (2006)

Adopted: June 24, 2009
Reviewed: March 24, 2010
Reviewed: March 13, 2013
Reviewed: September 26, 2018

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Principal Evaluation
Handbook
Revision Document

Table of Contents

Introduction: Based on Kim Marshall Principal Evaluation
Rubrics

1. These rubrics are organized around six domains covering all aspects of an administrator's job performance:
   - I. Diagnosis and Planning
   - II. Priority Management and Communication
   - III. Curriculum and Data
   - IV. Supervision, Evaluation, and Professional Development
   - V. Discipline and Parent Involvement
   - VI. Management and External Relations

The rubrics use a four-level rating scale with the following labels:
   - 4 – Highly Effective
   - 3 – Effective
   - 2 – Improvement Necessary
   - 1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into the evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs.

Evaluation Timeline/Workflow

Month	Activity/Actions
By September 30	Meet with the evaluator to review indicators previously discussed from prior cycle. Identify 1 -2 goals and enter into e-portfolio by 9.30.
September - April	Supervisor conducts walkthroughs and provides feedback.
September - June	Peer Review is completed.
By January 15	Principal completes mid-year reflection on goals in e-portfolio.
By June 30	Survey is conducted based on goals.
July - September	Goal Presentation. Summative. and Comments Principal meets with the evaluator to discuss overall rating and goal setting for the following year that is tied to evaluation standards.

Professional Practice Rubrics:
I. Diagnosis and Planning

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for future success.	Engages ~~Motivates~~ colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. ~~Mission~~ Goals	Widespread practices of the district mission statement and building goals are evident throughout the school.	School based goals align with the District mission/vision goals. ~~Gains staff and student buy-in to the district mission statement.~~	Distributes the district mission statement that few staff remember.	Does not share or follow the district mission statement.
e. Goal Setting Target	Gets strong staff commitment on a bold, ambitious long term student achievement target that aligns with the district mission and goals.	~~Builds staff support for a 3-4 year student achievement target.~~ Builds staff support for establishing long term measurable goals.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. ~~Theory~~	~~Facilitates staff ownership for a robust, research-based theory of action for improving achievement.~~	~~Can accurately articulate a convincing theory of action for improving achievement.~~	~~Accepts colleagues' current notions of how student achievement is improved.~~	~~Says that hard work improves achievement—but shows doubts that progress can be made.~~
f.g. Strategy	Collaboratively crafts a comprehensive, results-oriented action plan with annual goals.	Gets input and writes a comprehensive, measurable action plan for the current year.	Writes a non-specific, non-accountable action plan.	Recycles the previous year's non-specific,non-accountable action plan.
gh Support	Fosters a sense of urgency and ownership among stakeholders for achieving annual goals.	Builds support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Doesn't seek support for the annual plan, resulting in lack of awareness or ownership.

hi. **Enlisting**	Masterfully encourages resistant staff members who fear change and/or harbor low expectations.	~~Manages resistance, low expectations, and fear of change.~~ Effectively addresses resistance, low expectations, and fear of change.	Works on persuading resistant staff members with differing perspectives to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
ji. **Revision**	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

II. Priority Management and Communication

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. **Planning**	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but ~~is often distracted from them; there is no long-term planning.~~	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. **Communication**	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. **Outreach**	Frequently solicits feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback ~~and help~~.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. **Follow-Up**	Has a comprehensive system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. **Expectations**	Has staff buy-in on exactly what is expected for ~~management procedures and discipline:~~ building policies/procedures/practices.	Makes sure staff know what is expected for building policies/procedures/practices.	Periodically reminds teachers of building ~~policies on management procedures and discipline:~~ policies/procedures/practices.	~~Fails to or~~ is constantly reminding staff what they should be doing in ~~management and discipline~~ terms of policies/procedures/practices.
f. **Delegation**	~~Has highly competent people in all key roles and is able to entrust them with maximum responsibility.~~ Effectively delegates relevant tasks to ensure the leader is able to focus on the highest priority goals.	Delegates appropriate tasks to ~~competent~~ staff members and ~~checks on~~ monitors progress.	Doesn't delegate enough tasks that should be done by others.	Does almost everything themselves.

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	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting activities and crises.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork. delegating the rest.	Has a system for dealing with email, paperwork, and administrative chores.	Tries to stay on top of email, paperwork, and administrative chores but is often behind.	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Is able to balance personal and professional priorities and is able to interact in a highly effective manner with all stakeholders.	Is able to balance personal and professional priorities and is able to effectively interact with all stakeholders.	An imbalance of personal and professional priorities sometimes hinders one's ability to effectively interact with all stakeholders.	Inability to balance priorities negatively affects ability to interact with all stakeholders.
k. Attendance	Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance student learning.	Very good attendance which provides the opportunity to fully support student learning.	Moderate absences which may impact student learning. If there are extenuating circumstances, state below.	Many absences which may impact student learning. If there are extenuating circumstances, state below.

III. Curriculum and Data

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Ensures teachers are using district approved or national scope-and-sequence documents for curriculum direction with exemplars.	Ensures teachers are using district approved or national scope-and-sequence documents for curriculum direction.	Refers teachers to district approved or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to ensures they assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.

e. Formative	Ensures that high-quality, aligned, formative assessments are given by all teachers on a regular basis.	Ensures formative assessments to monitor student learning are given several times a year.	Suggests that teachers give formative assessments to check on student learning.	Doesn't insist formative assessment be used.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks Ensures that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective re-teaching, tutoring, and other interventions.	Asks Ensures teams follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

IV. Supervision, Evaluation and Professional Development

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas Understanding of Best Practices	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.

d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint an individual to chair meetings and file reports that may not always be focused or substantive.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units built from district learning objectives.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	~~Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.~~ Visits classrooms regularly and provides timely, actionable feedback.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. ~~Criticism~~ Feedback	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	~~Criticizes~~ Provides feedback to ~~struggling~~ teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
i. ~~Staff Support~~ Accountability	Provides high level support and/or dismisses all ineffective teachers, scrupulously following contractual requirements.	Provides support and/or dismisses most ineffective teachers, following contractual requirements.	Provides some support or tries to ~~dismiss~~ nonrenew ineffective teachers, but is stymied by procedural errors.	Does not initiate ~~dismissal~~ nonrenewal procedures or provide support, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

V. Discipline and Family Involvement

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.

c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	~~Celebrates~~ Praises student achievement and core value behaviors and works to build school spirit.	~~Praises well-behaved students and good grades.~~ Inconsistently celebrates student achievement and core value behaviors	Rarely ~~celebrates~~ Praises students and fails to build school pride.
d. Training	Ensures that staff are skilled in ~~proactive management~~ positive ~~discipline~~ and sensitive handling of student issues.	~~Organizes~~ workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	~~Reaches out to parents and tries to understand when they are critical.~~ Responds to parents only when concerns are raised	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Ensures that families receive regular information about learning expectations and specific ways that families can support student learning.	Ensures that information about grade-level learning expectations and about ways families can help at home is provided to families.	~~Sends home an annual list of grade-level learning expectations.~~ Information about grade-level learning expectations and about ways families can help at home is available to families but rarely referenced.	~~Does not send home the school's learning expectations.~~ Information about grade level expectations is not available or not referenced.
h. Conferences	Orchestrates productive parent/teacher conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher conferences.	Some effort to set up face-to-face parent/teacher conferences to occur.	Minimal effort to set up face-to-face parent/teacher conferences to occur.
i. Communication	Sends home frequent school communications and ~~has~~ gets all teachers sending substantive updates.	Sends home periodic school communication and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective interventions for all students ~~with inadequate home support.~~	Provides interventions for most students ~~whose parents do not provide adequate support.~~	Provides ad hoc, occasional support for students ~~who are not adequately supported at home.~~	Does not provide assistance for students ~~with inadequate home support.~~

VI. Management and External Relations

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards

a. Strategies	Consistently is up-to-date on research based strategies that boost student learning.	Identifies effective research based strategies to improve student learning.	Explores research based strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some technical flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises Ensures orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises Ensures student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems. There are frequent problems with student, entry, dismissal, or common spaces.
d. Custodians	Collaborates with Director of Facilities in leading staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Collaborates with Director of Facilities in supervising staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates opportunities to support staff compliance and training.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel, and gets them excited motivates them to contribute to about the school's mission.	Builds relationships with district and external staffers to help with paperwork and process enlist their active support.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

k. Feedback	Actively seeks out feedback, gathers documentation and suggestions from key stakeholders and uses them to improve performance.	Listens thoughtfully to other viewpoints, gathers documentation, and responds constructively to suggestions and criticism.	Inconsistently heeds feedback of stakeholders.	Dismisses feedback and suggestions for improvement.

Self-Reflection/Assessment

Each fall, in conjunction with the superintendent, the principal will identify 1 or 2 indicators as an area of focus for goal setting. At the end of the year, the principal will reflect on the successes and challenges of meeting the goals. Possible points of emphasis are action plans, professional development, work with teachers, students, parents or community members, use of data, surveys, data you are proud of, results of the action plan and why.

Peer Review

During the year, the principal accesses formative feedback through a self-selected peer review. Peer feedback is for professional growth purposes only and is not calculated into the summative effectiveness rating. A brief reflection will be included in each principal's e-portfolio.

Surveys

- The focus of the survey will be on meaningful goals that are individualized and targeted to a specific goal or target group.
- The evaluator and the principal will decide together what data to collect and from whom and in what manner.
- The evaluation of a principal is the responsibility of the superintendent and is part of a confidential personnel file. Board Policy: GCOC

Summative Evaluation Worksheet Page

Name:_____   School Year : _____

Evaluator: _____   Position/School:_____

RATINGS ON INDIVIDUAL RUBRICS:

A. Diagnosis and Planning:

    Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

B. Priority Management and Communication:

    Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

C. Curriculum and Data:

    Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

D. Supervision, Evaluation, and Professional Development:

    Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

E. Discipline and Parent Involvement:

    Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

F. Management and External Relations:

    Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4)   Effective (3)   Improvement Necessary (2)   Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth Discussion

Student growth measures rating: _____

Overall rating (see matrix- Appendix A):   _____

Evaluator comments:

Administrator comments:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

APPENDIX A: Decision Matrix

Decision Matrix
Summative Performance Rating Matrix

Professional Practice	Student Growth →			
	0 – 40 Ineffective 1	41-69 Needs Improvement 2	70 – 84 Effective 3	85 – 100 Highly Effective 4
Ineffective 1	Ineffective	Ineffective	Review	Review
Needs Improvement 2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
Effective 3	Review	Effective	Effective	Effective
Highly Effective 4	Review	Effective	Highly Effective	Highly Effective

APPENDIX B: SLO CALCULATION EXAMPLE

Calculate the SLOs of educators in your building who are in their in their summative year and probationary educators in years 2 and 3:

Example:

Teachers with Summatives and Probationary Teachers	SLO 1 MEA Math	SLO 2 NWEA Math	SLO 3 MEA ELA	SLO 4 NWEA ELA
1. Mrs. Doubtfire	Yes	Yes	Yes	No
2. Mrs. Robinson	No	Yes	Yes	No
3. Ms. Muffet	Yes	Yes	No	Yes
4. Mr. Roboto	No	Yes	Yes	Yes
5. Dr. DoLittle	No	Yes	Yes	Yes
6. Mr. MaGoo	Yes	Yes	Yes	No

Determine the % of educator SLOs where student growth was at or above the expected growth.

Total SLOs = 24
Made Growth 17/24 = 71%

Use the growth ratings to determine the effectiveness score:
Effective score of 3

RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Principal Evaluation
Handbook
<mark>Revision Document in</mark>
<mark>finished version</mark>

Revised: 2017-2018
Board Approved: June 13, 2018
Board Approved:

Table of Contents

Introduction: Based on Kim Marshall Principal Evaluation
Rubrics

1. These rubrics are organized around six domains covering all aspects of an administrator's job performance:
    I. Diagnosis and Planning
    II. Priority Management and Communication
    III. Curriculum and Data
    IV. Supervision, Evaluation, and Professional Development
    V. Discipline and Parent Involvement
    VI. Management and External Relations

The rubrics use a four-level rating scale with the following labels:
    4 – Highly Effective
    3 – Effective
    2 – Improvement Necessary
    1 – Does Not Meet Standards

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.

3. The *Effective* level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Improvement Necessary* indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the *Does Not Meet Standards* level is clearly unacceptable and will lead to dismissal if it is not improved immediately.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into the evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.

6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs.

Evaluation Timeline/Workflow

Month	Activity/Actions
By September 30	Meet with the evaluator to review indicators previously discussed from prior cycle. Identify 1 -2 goals and enter into e-portfolio by 9.30.
September - April	Supervisor conducts walkthroughs and provides feedback.
September - June	Peer Review is completed.
By January 15	Principal completes mid-year reflection on goals in e-portfolio.
By June 30	Survey is conducted based on goals.
July - September	Goal Presentation, Summative, and Comments Principal meets with the evaluator to discuss overall rating and goal setting for the following year that is tied to evaluation standards.

Professional Practice Rubrics:
I. Diagnosis and Planning

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for future success.	Engages colleagues by comparing students' current achievement with rigorous expectations.	Presents data without a vision or a vision without data.	Bemoans students' low achievement and shows fatalism about bringing about significant change.
d. Goals	Widespread practices of the district mission statement and building goals are evident throughout the school.	School based goals align with the District mission/vision goals.	Distributes the district mission statement that few staff remember.	Does not share or follow the district mission statement.
e. Goal Setting	Gets strong staff commitment on a bold, ambitious long term student achievement target that aligns with the district mission and goals.	Builds staff support for establishing long term measurable goals.	Expresses confidence that student achievement will improve each year through hard work.	Takes one year at a time and does not provide an achievement target.
f. Strategy	Collaboratively crafts a comprehensive, results-oriented action plan with annual goals.	Gets input and writes a comprehensive, measurable action plan for the current year.	Writes a non-specific, non-accountable action plan.	Recycles the previous year's non-specific, non-accountable action plan.
g. Support	Fosters a sense of urgency and ownership among stakeholders for achieving annual goals.	Builds support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Doesn't seek support for the annual plan, resulting in lack of awareness or ownership.
h. Enlisting	Masterfully encourages resistant staff members who fear change and/or harbor low expectations.	Effectively addresses resistance, low expectations, and fear of change.	Works on persuading resistant staff members with differing perspectives to get on board with the plan.	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.
i. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

II. Priority Management and Communication

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but there is no long-term planning.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
d. Follow-Up	Has a comprehensive system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has staff buy-in on exactly what is expected for building policies/procedures/practices	Makes sure staff know what is expected for building policies/procedures/practices.	Periodically reminds teachers of building policies/procedures/practices.	Fails to or is constantly reminding staff what they should be doing in terms of policies/ procedures/practices.
f. Delegation	Effectively delegates relevant tasks to ensure the leader is able to focus on the highest priority goals.	Delegates appropriate tasks to staff members and monitors progress.	Doesn't delegate enough tasks that should be done by others.	Does almost everything themselves.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting activities and crises.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork.	Has a system for dealing with email, paperwork, and administrative chores.	Tries to stay on top of email, paperwork, and administrative chores but is often behind.	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Is able to balance personal and professional priorities and is able to interact in a highly effective manner with all stakeholders.	Is able to balance personal and professional priorities and is able to effectively interact with all stakeholders.	An imbalance of personal and professional priorities sometimes hinders one's ability to effectively interact with all stakeholders.	Inability to balance priorities negatively affects ability to interact with all stakeholders.
k. Attendance	Perfect or near perfect attendance which provides the opportunity to fully support	Very good attendance which provides the opportunity to fully support student learning.	Moderate absences which may impact student learning. If there are extenuating circumstances, state below.	Many absences which may impact student learning. If there are extenuating circumstances, state below.

		and/or enhance student learning.		

III. Curriculum and Data

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. **Expectations**	Ensures teachers are using district approved or national scope-and-sequence documents for curriculum direction with exemplars.	Ensures teachers are using district approved or national scope-and-sequence documents for curriculum direction.	Refers teachers to district approved or national scope-and-sequence documents for curriculum direction.	Leaves teachers without clear direction on student learning outcomes for each grade level.
b. **Baselines**	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and ensures they assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. **Targets**	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. **Materials**	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. **Formative**	Ensures that high-quality, aligned, formative assessments are given by all teachers on a regular basis.	Ensures formative assessments to monitor student learning are given several times a year.	Suggests that teachers give formative assessments to check on student learning.	Doesn't insist formative assessment be used.
f. **Analysis**	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. **Causes**	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks Ensures that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. **Follow-Up**	Gets teams invested in following up assessments with effective re-teaching, tutoring, and other interventions.	Asks Ensures teams follow up each interim assessment with reteaching and remediation.	Suggests that teachers use interim assessment data to help struggling students.	Does not provide time or leadership for follow-up after tests.
i. **Monitoring**	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.

j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

IV. Supervision, Evaluation and Professional Development

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Understanding of Best Practices	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint an individual to chair meetings and file reports that may not always be focused or substantive.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units built from district learning objectives.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lessons or unit plans.
g. Evaluation	Visits classrooms regularly and provides timely, actionable feedback.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Feedback	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Provides feedback to struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.

i. Accountability	Provides high level support and/or dismisses all ineffective teachers, scrupulously following contractual requirements.	Provides support and/or dismisses most ineffective teachers, following contractual requirements.	Provides some support or tries to nonrenew ineffective teachers, but is stymied by procedural errors.	Does not initiate nonrenewal procedures or provide support, despite evidence that some teachers are ineffective.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

V. Discipline and Family Involvement

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. Celebration	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Celebrates student achievement and core value behaviors and works to build school spirit.	Inconsistently celebrates student achievement and core value behaviors.	Rarely celebrates students and fails to build school pride.
d. Training	Ensures that staff are skilled in proactive management and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
e. Support	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Responds to parents only when concerns are raised.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. Curriculum	Ensures that families receive regular information about learning expectations and specific ways that families can support student learning.	Ensures that information about grade-level learning expectations and about ways families can help at home is provided to families.	Information about grade-level learning expectations and about ways families can help at home is available to families but rarely referenced.	Information about grade level expectations is not available or not referenced.

b. Conferences	Orchestrates productive parent/teacher conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher conferences.	Some effort to set up face-to-face parent/teacher conferences to occur.	Minimal effort to set up face-to-face parent/ teacher conferences to occur.
i. Communication	Sends home frequent school communications and has all teachers sending substantive updates.	Sends home periodic school communication and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. Safety-net	Provides effective interventions for all students.	Provides interventions for most students.	Provides ad hoc, occasional support for students.	Does not provide assistance for students.

VI. Management and External Relations

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Strategies	Consistently is up-to-date on research based strategies that boost student learning.	Identifies effective research based strategies to improve student learning.	Explores research based strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some technical flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Ensures orderly student entry, dismissal, meals, class transitions, and recesses.	Ensures student entry, dismissal, transitions, and meal times.	There are frequent problems with student entry, dismissal, or common spaces.
d. Custodians	Collaborates with the Director of Facilities in leading staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Collaborates with the Director of Facilities in supervising staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.

g. **Budget**	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. **Compliance**	Fulfills all compliance and reporting requirements and creates opportunities to support staff compliance and training.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. **Relationships**	Builds strong relationships with key district and external personnel, and motivates them to contribute to the school's mission.	Builds relationships with district and external staffers to enlist their active support.	Is professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.
j. **Resources**	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.
k. **Feedback**	Actively seeks out feedback, gathers documentation and suggestions from key stakeholders and uses them to improve performance.	Listens thoughtfully to other viewpoints, gathers documentation, and responds constructively to suggestions and criticism.	Inconsistently heeds feedback of stakeholders.	Dismisses feedback and suggestions for improvement.

Self-Reflection/Assessment

Each fall, in conjunction with the superintendent, the principal will identify 1 or 2 indicators as an area of focus for goal setting. At the end of the year, the principal will reflect on the successes and challenges of meeting the goals. Possible points of emphasis are action plans, professional development, work with teachers, students, parents or community members, use of data, surveys, data you are proud of, results of the action plan and why.

Peer Review

During the year, the principal accesses formative feedback through a self-selected peer review. Peer feedback is for professional growth purposes only and is not calculated into the summative effectiveness rating. A brief reflection will be included in each principal's e-portfolio.

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- The focus of the survey will be on meaningful goals that are individualized and targeted to a specific goal or target group.
- The evaluator and the principal will decide together what data to collect and from whom and in what manner.
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Summative Evaluation Worksheet Page

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Evaluator: _____   Position/School:_____

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  A. Diagnosis and Planning:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

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C. Curriculum and Data:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

D. Supervision, Evaluation, and Professional Development:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

E. Discipline and Parent Involvement:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

F. Management and External Relations:

Highly Effective   Effective   Improvement Necessary   Does Not Meet Standards

Professional Practice Overall Rating

Highly Effective (4)   Effective (3)   Improvement Necessary (2)   Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth Discussion:

Evaluator comments:

Administrator comments:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)