

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– JUNE 10, 2020**  
**FREEPORT HIGH SCHOOL - LIBRARY**  
**6:30 P.M. REGULAR SESSION**  
**AGENDA**

Due to COVID-19 and the need for social distancing, the meeting **WILL NOT BE PHYSICALLY OPEN TO THE PUBLIC**. As always, the meeting will be livestreamed on the RSU5 website under the top menu bar “Board and Policies” - Board Meeting Video (Youtube)  
<https://www.youtube.com/channel/UC97VXXLhRFRiSPv1wfo1ACA/>

In addition, you will have the opportunity to join the meeting live online remotely and provide comments during public comment. The link to the live video conference will be posted on the home page of the RSU5 website under “District News” before the start of the meeting.

1. Call to Order:  
The meeting was called to order at \_\_\_\_\_ p.m. by Chair Michelle Ritcheson
  
2. Attendance:

____ Kathryn Brown	____ Maura Pillsbury
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCsipkes	____ Valeria Steverlynck
____ Lindsey Furtney	____ Madelyn Vertenten
____ Jennifer Galletta	____ Liam Hornschild-Bear – Student Representative
____ Susana Hancock	
____ Elisabeth Munsen	
  
3. Pledge of Allegiance:
  
4. Consideration of Minutes:
  - A. Consideration and approval of the Minutes of May 27, 2020 as presented barring any errors or omissions.  

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
  
5. Adjustments to the Agenda:
  
6. Good News & Recognition:
  - A. Recognition of Retirees
  
7. Public Comments: (10 Minutes)
  
8. Reports from Superintendent: (10 Minutes)
  - A. Items for Information
    1. 2020-2021 Board of Directors Meeting Schedule
    2. Retirements & Resignations:
      - Laurie Allen - Classroom Teacher at MLS (effective at the end of the school year)
      - Becky Billings - Pre-K Teacher at MSS (effective at the end of the school year)
      - Ann Cromer - Director of Finance and Human Resources

9. Administrator Reports:  
A. Finance - Ann Cromer (3 Minutes)
10. Board Comments and Committee Reports:  
A. Board Information Exchange and Agenda Requests (10 Minutes)
11. Policy Review:  
A. Consideration and approval of the following Policies (2<sup>nd</sup> Read) (10 Minutes)  
BBA - Board of Directors Powers and Responsibilities  
IKF - Graduation Requirements  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
12. Unfinished Business: (30 Minutes)  
A. Work of the Cost Sharing Consultant - Board Discussion
13. New Business:  
A. Consideration and approval to authorize the Superintendent to hire staff between June 11, 2020 and the first Board meeting in September 2020. (3 Minutes)  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_  
  
B. Consideration and approval to revise the RSU5 Educator Professional Growth and Evaluation Handbook. (10 Minutes)  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
14. Personnel: (10 Minutes)  
A. Consideration and approval to hire a World Language Teacher at Freeport High School for the 2020-2021 School Year.  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_  
  
B. Consideration and approval to hire a .5 Time French Teacher at Freeport High School for the 2020-2021 School Year.  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_
15. Public Comments: (10 Minutes)
16. Executive Session:  
A. Consideration and approval to enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Support Staff Negotiations for RSU No. 5.  
  
Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_  
  
Time In: \_\_\_\_\_ Time Out: \_\_\_\_\_

17. **Action as a Result of Executive Session:**  
A. Consideration and approval to ratify the Coastal Education Association for Educational Support Professional Unit Bargaining Agreement July 1, 2020 – June 30, 2023.

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

18. **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: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_

Time In \_\_\_\_\_ Time Out \_\_\_\_\_

19. **Action as a Result of Executive Session:**  
20. **Adjournment:**

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

**RSU No. 5 Board of Directors Meeting  
Wednesday, May 27, 2020 – 6:30 p.m.  
Meeting Minutes  
The Meeting Was Held Remotely Using Zoom**

(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 June 10, 2020 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

**2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten

**MEMBERS EXCUSED:** None

Chair Ritcheson confirmed all members of the Board and public remotely attending the public proceedings were able to hear all members. Instructions on how to ask questions and the use of mute was explained.

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the Minutes of May 13, 2020. (Steverlynck - Pillsbury) (11 – 0)  
The student representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

To table Item #13.A.

**6. GOOD NEWS AND RECOGNITION:**

A. Report from Board's Student Representative – Liam Hornschild-Bear

**7. REPORTS FROM SUPERINTENDENT:**

Reports from Superintendent:

**A. Items for Information**

- District Happenings
- Resignations (effective at the end of the school year)
  - Jeanne Deschambeault - FHS Ed Tech
- FY21 Budget Update

**8. PUBLIC INPUT:**

A. Q & A on the FY21 Budget  
Marie Wendt, Pownal

**9. PUBLIC COMMENTS:**

None

**10. ADMINISTRATOR REPORTS:**

- A. Finance - Scott Vaitones
- B. RSU5 Facilities Study - Dennis Ouellette

**11. BOARD COMMENTS AND COMMITTEE REPORTS:**

**A. Board Information Exchange and Agenda Requests**

Maura Pillsbury reported Region 10 submitted an application to start an HVAC program. There is no change to their FY21 budget. Maura requested a workshop next year on equity and inclusion.

**B. Finance Committee**

**C. Strategic Communications**

**D. Policy Committee**

**12. POLICY REVIEW:**

**A. VOTED:** To approve the 1<sup>st</sup> Read of the following Policies. (Steverlynck – deCsipkes) (11 – 0)

The student representative voted with the majority.

BBA - Board of Directors Powers and Responsibilities

BEB - Board Member Use of Social Media

**B. VOTED:** To approve the 2<sup>nd</sup> Read of policy BHC - Board of Directors Communications with Staff (Vertenten – Munsen) (11 – 0) The student representative voted with the majority.

**C. VOTED:** To approve the 1<sup>st</sup> Read of Policy IKF - Graduation Requirements (Steverlynck – Munsen) (11 – 0) The student representative voted with the majority.

**13. UNFINISHED BUSINESS: This Item was Tabled**

**A.** That the Vote entitled, "Vote to Call and Approve the Warrants for the Budget Meeting and the Budget Validation Referendum and to Authorize the Notice of Amounts Adopted," be approved in form presented to this meeting and that a copy of said Vote be included with the minutes of this meeting.

**B. VOTED:** To revise the 2020-2021 School Calendar to change February 12, 2021 to a furlough day for staff and move the May 5, 2021 Early Release Day to October 8, 2020. (Steverlynck – Munsen) (11 – 0)

**14. NEW BUSINESS:**

None

**15. PERSONNEL:**

**A. B. & C. VOTED:** To employ the following individuals for the 2020-2021 school year. (Steverlynck – Furtney) (11 – 0)

Hannah Gottlieb - Morse Street School Kindergarten Teacher

Margaret Mountcastle - Mast Landing School .8 Art Teacher

Amy Goodwin - Durham Community School Special Education Teacher

**16. PUBLIC COMMENT:**

None

**17. EXECUTIVE SESSION:**

**A. 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. (Galletta – Vertenten) (10 – 0 Steverlynck was out of the room)

Time In: 9:29 p.m.

Time Out: 11:02 p.m.

**18. ACTION AS A RESULT OF EXECUTIVE SESSION:**

None

**19. ADJOURNMENT:**

**VOTED:** To adjourn at 11:03 p.m. (Galletta – Brown) (11 – 0)

  
\_\_\_\_\_  
Becky J. Foley, Superintendent of Schools



**RSU No. 5 Board of Directors Meeting Schedule  
2020-2021**

**Meetings typically begin at 6:30 p.m. in the High School Library**

August 26, 2020	Retreat
September 9, 2020	Business Meeting
September 23, 2020	Business Meeting at Morse Street School
October 14, 2020	Business Meeting at Mast Landing School
October 28, 2020	Business Meeting at Pownal Elementary School
November 4, 2020	Business Meeting at Freeport Middle School
November 18, 2020	Business Meeting at Durham Community School
December 9, 2020	Business Meeting
January 13, 2021	Business Meeting
January 27, 2021	Business Meeting and Superintendent's Recommended Budget
February 3, 2021*	Additional Meeting - Budget
February 10, 2021	Business Meeting and Budget
February 24, 2021	Business Meeting and Budget
March 10, 2021	Business Meeting and Budget
March 17, 2021*	Additional Meeting - Budget
March 24, 2021	Business Meeting and Board Adoption of Budget
April 14, 2021	Business Meeting at Durham Community School
April 28, 2021	Business Meeting at Pownal Elementary School
May 12, 2021	Business Meeting
May 26, 2021	Business Meeting and Annual Budget Meeting
June 9, 2021	Business Meeting

\*Dates changed/added to accommodate holidays, other conflicts and budget.

Board of Directors:

Item #9.A.

RSU #5	General Budget Report		5/31/20		2019-2020					
New Article #	Prior Article #	Description	2019-2020		Revised	Expenses	Expenses	Encumb	Balances	%
			Budget	Transfers	Budget	May 20	YTD	YTD	YTD	Remaining
Article 1	Article 6	Instruction K - 12	\$ 14,218,224	\$ -	\$ 14,218,224	\$ 1,018,076	\$ 10,721,617	\$ 35,068	\$ 3,461,539	24.35%
Article 2	Article 11	Special Education Services	\$ 4,592,878	\$ -	\$ 4,592,878	\$ 247,789	\$ 3,276,963	\$ 336	\$ 1,315,579	28.64%
Article 3	Article 4	Voc. E. Assessment	\$ 99,419	\$ -	\$ 99,419	\$ 8,284	\$ 91,134	\$ 8,284	\$ 1	0.00%
Article 4	Article 7	Co-Curr. & Athletics	\$ 829,237	\$ -	\$ 829,237	\$ 26,573	\$ 645,718	\$ 3,906	\$ 179,613	21.66%
Article 5	Article 1	Support Staff	\$ 3,567,564	\$ -	\$ 3,567,564	\$ 201,448	\$ 2,635,670	\$ 1,479	\$ 930,415	26.08%
Article 6	Article 8	District Administration	\$ 950,098	\$ -	\$ 950,098	\$ 66,348	\$ 783,807	\$ 7,321	\$ 158,970	16.73%
Article 7	Article 2	School Administration	\$ 1,617,920	\$ -	\$ 1,617,920	\$ 131,080	\$ 1,491,313	\$ -	\$ 126,607	7.83%
Article 8	Article 9	Transportation Services	\$ 1,533,555	\$ -	\$ 1,533,555	\$ 51,695	\$ 1,249,956	\$ 13,049	\$ 270,549	17.64%
Article 9	Article 3	Operation of Plant	\$ 4,819,999	\$ -	\$ 4,819,999	\$ 221,495	\$ 4,434,899	\$ 189,317	\$ 195,783	4.06%
Article 10	Article 10	Debt Services	\$ 1,581,756	\$ -	\$ 1,581,756	\$ -	\$ 1,394,008	\$ -	\$ 187,748	11.87%
Article 11	Article 5	School Nutrition/Crossing Guard	\$ 269,645	\$ -	\$ 269,645	\$ 22,354	\$ 245,891	\$ -	\$ 23,754	8.81%
		<b>Totals</b>	<b>\$ 34,080,295</b>	<b>\$ -</b>	<b>\$ 34,080,295</b>	<b>\$ 1,995,141</b>	<b>\$ 26,970,977</b>	<b>\$ 258,760</b>	<b>\$ 6,850,558</b>	<b>20.10%</b>

May % Spent  
May % remaining

Month #	% of 12	Payroll #	% of 26
11	91.67%	24	92.31%
	8.33%		7.69%

sv-06-01-2020



**Regional School Unit 5**  
Durham • Freeport • Pownal

Item # 11.A.

*"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."*

Becky Foley, Ph.D., Superintendent of Schools  
Ann Cromer, Director of Finance & Human Resources

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

**TO:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Susana Hancock, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Liam Hornschild-Bear

**CC:** Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Ann Cromer, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Nancy Decker, Alicia DeRoche

**FROM:** Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

**DATE:** June 2, 2020

**RE:** Review/Update of Policies

At the June 10, 2020 Board of Directors Meeting, the following policies will be on the agenda for 2<sup>nd</sup> Read.

2<sup>nd</sup> Read Policies

BBA - Board of Directors Powers and Responsibilities

IKF - Graduation Requirements

## **BOARD OF DIRECTORS POWERS AND RESPONSIBILITIES**

The Board of Directors, in partnership with the Superintendent, shall have overall responsibility for RSU No. 5 which includes general charge of all the public schools of this unit and shall exercise such other responsibilities as specifically provided by law.

The Board, in partnership with the Superintendent, is responsible for providing leadership to guide the mission and direction of RSU No. 5. Board members will act as stewards of RSU No. 5 to ensure dedication to and use of assets and resources for the benefit of all schools in the RSU No. 5 system. The Board ensures that all RSU No. 5 Board-sponsored or supported activities are consistent with ~~the Board's mission to promote educational excellence throughout the unit.~~ RSU No. 5's educational mission and vision.

The Board shall concern itself with questions of policy and objectives rather than with administrative details. The application of policies and objectives is an administrative task to be performed by the Superintendent and ~~his/her~~ staff, who shall be held responsible for the effective administration of board policies and objectives and supervision of the entire school system.

The Board, functioning within the framework of laws, court decisions, attorney generals' opinions, and similar mandates from the state and national levels of government, and recognizing the authority of the state, fulfills its duties:

- A. Sets and enacts policy;
- B. Selects, employs and evaluates the Superintendent;
- C. Provides for the planning, expansion, improvement, financing, construction and maintenance of the ~~physical plant~~ facilities and grounds of the school system;
- D. Prescribes the minimum standards needed for the efficient operation and improvement of the school system;
- E. Requires the establishment and maintenance of records, accounts, archives, management methods, and procedures incidental to the conduct of school business;
- F. Approves new programs and services as set forth in policy DO.
- G. Approves the budget, financial reports, audits, major expenditures, payment of obligations, and policies whereby the administration may formulate procedures, regulations, and other guides for the orderly accomplishment of business;

- H. Estimates the funds necessary from taxes for the operation, support, maintenance and improvement of the school system;
- I. ~~Adopts courses of study;~~ Approves Program of Studies;
- J. Provides staff and instructional materials aids;
- K. Reviews curriculum as set forth in policy IGA.
- L. Evaluates how effectively ~~the educational program to determine the effectiveness with which the schools are achieving the educational purposes of the district school system;~~
- M. Provides for the dissemination of information relating to the schools necessary for creating a well informed public;
- N. Approves/disapproves personnel nominations from the Superintendent and determines (where appropriate via collective bargaining) compensation and working conditions of all staff; and
- O. Monitors Oversees the activities of the Board sub-committees, and task forces, ~~and vested.~~ maintains awareness of relevant community groups.

Legal Reference: 20A MRSA § 100 1

Cross Reference: AD Educational Mission and Vision  
DO Approval for New Programs  
IGA Curriculum Development and Adoption

Adopted: July 8, 2009  
Revised: October 28, 2009  
Reviewed: January 26, 2011  
Reviewed: December 18, 2013  
Revised:

## GRADUATION REQUIREMENTS

Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal. Having some flexibility with credit requirements allows students to pursue unique and alternative pathways for learning. Learning is personalized to challenge students and explore their passions. Students choose from a variety of diverse and engaging experiences, including opportunities for active, experiential, real-world learning.

The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year, and as soon as practicable when there is any change in State-imposed standards that must be met before students may be awarded a high school diploma. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection and will also be included in every edition of the high school student handbook.

The school unit's instructional program is aligned with the standards of Maine's system of Learning Results. A diploma from Freeport High School signifies that the graduate has completed the requirements described in Maine law and Board policy and that they are ready to enter a postsecondary educational program or a career as a clear and effective communicator, a self-directed and life-long learner, a creative and practical problem solver, a responsible and involved citizen and an informed and integrative thinker.

Students earn credits toward graduation through successful completion of courses/ learning experiences as specified in this policy.

The Board has approved the following schedule of minimum requirements for graduation, which includes requirements specified by the State of Maine.

The Board expects the Superintendent/designee to inform students and parents/guardians as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.

Students must be enrolled in a minimum of the equivalent of six full credits or integrated equivalents in each of their high school years.

### I. ACADEMIC REQUIREMENTS FOR AN RSU No. 5 DIPLOMA

The student must successfully complete a minimum of 20 full year courses/learning experiences.

- A. Total course requirements include the 11 credits set forth in 20-A MRSA §4722(2), 1.5 credits set forth in DOE rule chapter 127.7.0, and an additional 7.5 credits. They are specified below.
1. English/language arts – 4 credits
  2. Mathematics – 4 credits
  3. Social studies and history, including American history, government, civics, and personal finance – 3 credits
  4. Science, including at least one year each of Earth Science, Biology and a physical science – 3 credits
  5. Fine arts, which may include art, music, forensics or drama – 1 credit
  6. Physical education - 1 credit
  7. Health - .5 credit
  8. World Language - 1 credit \*
  9. Electives - 2.5 credits

\*May apply for a waiver to substitute with an elective credit for special circumstances. Must have sound rationale, administrative, World Language department and parent approval as part of the waiver process.

- B. The student must demonstrate computer skills according to the RSU No. 5 standards for computer literacy, proficiency, and performance.
- C. The remaining courses/learning experiences may be selected by the student based on his/her interest, satisfaction of course prerequisites, and requirements of the field that they plan to enter upon graduation.

## II. MULTIPLE PATHWAYS: ALTERNATIVE METHODS OF EARNING CREDITS

Students may also opt to earn credits toward a high school diploma through multiple additional pathways including:

Early college/dual enrollment courses

Career and technical education programming

Online/virtual learning

Apprenticeships, internships, and/or field work

Community service

Exchange programs

Independent study

Alternative education

Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own educational offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a written plan detailing how the student will demonstrate achievement toward the graduation credit. The plan must be approved by the Guidance Counselor, and/or Principal.

### III. STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

All secondary students must achieve the content standards of the parameters for essential instruction of the system of Learning Results and graduation requirements established pursuant to Maine law. A student with a disability, as defined in 20-A MRSA § 7001(1-B) who satisfies the local diploma requirements in the manner specified by the student's IEP must be awarded a high school diploma.

### IV. STUDENTS IN DUAL ENROLLMENT CAREER AND TECHNICAL EDUCATION PROGRAMS

A secondary student who has satisfactorily completed their junior and senior years in a dual enrollment career and technical education program formed pursuant to 20-A MRSA §6971-6975 may be eligible to receive a high school diploma from Freeport High School.

### V. ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM FREEPORT HIGH SCHOOL

#### A. Transfer Students

For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards of the system of Learning Results, the Freeport High School principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

**B. Home-Schooled Students**

For previously home-schooled students wishing to receive a diploma from Freeport High School, the principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements. A home-schooled student must have been enrolled for 2 semesters as a full-time student and be currently enrolled at Freeport High School in order to receive a Freeport High School diploma.

**C. Delayed Awarding of Diplomas**

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

**D. Early Awarding of Diplomas**

A student who has met the State's and the Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

**E. Middle School Student Earning High School Credit**

Middle School students successfully completing high school level courses offered at a high school and taught by high school staff or through a program approved by a high school administration in consultation with the appropriate department head will be given one (1) credit for each class toward graduation.

**E. Extended Study**

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's IEP.

**G. Participation in Graduation Ceremony**

A student must complete all Board requirements for a high school diploma in order to participate in graduation exercises.

**H. Honors and Awards at Graduation**

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands, which will identify

those graduating seniors who at the end of the 7<sup>th</sup> semester have a Grade Point Average of:

Summa Cum Laude (with distinction): a minimum GPA of 95.5

Summa Cum Laude (with highest honors): a minimum GPA of 92.5

Magna Cum Laude (with great honors): a minimum GPA of 88.5

Cum Laude (with honors): a minimum GPA of 84.5

Veterans of World War II, the Korean Conflict and Vietnam War Era

The School Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or in the Armed Forces during the Vietnam era (February 28, 1961-May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209  
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: IHCDA – Post-Secondary Enrollment Options  
IKFB- Graduation Exercises

Adopted: February 24, 2010

Revised: December 14, 2011

Revised: June 11, 2014

Revised: January 13, 2016

Revised: June 14, 2017

Revised:

Item # 13.B.

# **RSU 5 Educator Professional Growth and Evaluation Handbook**

**Board Approved: June 14, 2017**

**Revised:**

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## APPENDICES

(Appendices may be revised prior to the beginning of each new school year based on user feedback.)

Appendix A: Educator Evaluation Rubrics

Appendix B: Sample E-portfolio

Appendix C: Professional Practice Summary Page, ~~Student Growth Summary Page~~

Appendix D: Directed Growth Plan Template

Appendix E: List of Educators with Role Specific Rubrics

~~List of Educators who will not create an SLO~~

~~Appendix F: RSU5 SLO Handbook, Examples of Common Student Growth Strategies~~

## Introduction

The Professional Growth and Evaluation System steering committee continues to work to develop an evaluation plan for RSU5 that emphasizes professional growth and continuous improvement while meeting the requirements of Maine law. For next year the committee recommends the return to a 3-year cycle with some modifications and additions, intended to make the model more efficient, transparent, and valuable for educators.

The model continues to include the Marshall rubrics to guide goal setting and for framing discussions between evaluator and educator. Additions to the model include Student Growth Measures- Review and Peer Review Feedback activities that meet the requirements set forth by the Maine DOE.

## The Steering Committee

### Updated list

#### Steering Committee Members

~~Gandace deGeipkes, Board Member (Steering Comm does not include Stakeholder members)~~

Nancy Drolet, Educator

Hank Ogilby, Educator

Jessica Sturges, Educator

Gayle Wolotsky, Educator

Sarah Mason, Educator

Jen Winkler, Educator

Kelly Fitz-Randolph, Educator

Beth Daniels, Educator

Cynthia Alexander, Asst. Superintendent

Becky Foley, Superintendent

Will Pidden, Administrator

Lisa Demick, Administrator

Emily Grimm, Administrator

# Evaluation Cycle and Timeline

## Yearly Cycle for Probationary Educators

Staff years **1-3.2**(Probationary): *\*timeline is for each year for the first **3.2** years*

TIMELINE	TEACHER ACTION	ADMIN ACTION
Spring/Sept.	<ul style="list-style-type: none"> <li>• Professional Practice goal creation (can be based on spring self-assessment on rubric)</li> <li>• Identify student growth measure(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Goal discussion/feedback, approval</li> </ul>
Sept.-April	<ul style="list-style-type: none"> <li>• Post-observation meetings with admin after administrator mini-observations</li> <li>• Minimum of 1 peer feedback session with written self-reflection (after feedback is shared)</li> </ul>	<ul style="list-style-type: none"> <li>• 6-8 mini observations w/ debrief and written feedback.</li> </ul>
By Jan 31	<ul style="list-style-type: none"> <li>• Mid-year written goal reflection</li> </ul>	<ul style="list-style-type: none"> <li>• (feedback/support on goal reflection if requested)</li> </ul>
By April 1	<ul style="list-style-type: none"> <li>• Submit goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator)</li> <li>• Complete <del>GLE</del> process <u>Student Growth Review</u></li> </ul>	
By May 1		<ul style="list-style-type: none"> <li>• Summative Evaluation</li> <li>• Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/<del>GLE</del> <u>student growth review</u></li> </ul>

## RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK

In the year 2016- 2017 educators in RSU5 were assigned to a year within the 3-year cycle to begin the evaluation process. The educator's year in the cycle is indicated in their e-portfolio.

### RSU5 Professional Growth and Evaluation 3 year cycle

#### **Staff Years 4+ 3+**

#### **Years 1 and 2 of 3 Year Cycle**

<b>TIMELINE</b>	<b>TEACHER ACTION</b>	<b>ADMIN ACTION</b>
Spring/Sept.	<ul style="list-style-type: none"> <li>Professional Practice goal creation (can be based on spring self-assessment on rubric)</li> <li>Identify student growth measure(s)</li> </ul>	<ul style="list-style-type: none"> <li>Goal discussion/feedback, approval</li> </ul>
Sept.-May	<ul style="list-style-type: none"> <li>Minimum of 1 peer feedback session with written self-reflection (after feedback is shared)</li> <li>Post-observation meetings with admin after administrator mini-observations</li> </ul>	<ul style="list-style-type: none"> <li>4-5 mini observations w/ debrief and written notes for principal review at end of year meeting</li> </ul>
Jan. 31	<ul style="list-style-type: none"> <li>Written mid-year goal reflection</li> </ul>	<ul style="list-style-type: none"> <li>(feedback/support on goal reflection, if requested)</li> </ul>
Between April 15 - June 7	<ul style="list-style-type: none"> <li>Goal reflection and self-assessment on rubric (in preparation for formative meeting with administrator) submitted prior to May 15.</li> <li>Complete <del>GLE process</del> <u>Student Growth Review</u></li> </ul>	<ul style="list-style-type: none"> <li>Formative rating on rubric</li> <li>Formative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/<u>student growth review</u>, written notes in e-portfolio</li> </ul>

#### **Year 3 of 3 Year Cycle**

<b>TIMELINE</b>	<b>TEACHER ACTION</b>	<b>ADMIN ACTION</b>
Spring/Sept.	<ul style="list-style-type: none"> <li>Professional Practice goal creation (can be based on spring self-assessment on rubric)</li> <li>Identify student growth measure(s)</li> </ul>	<ul style="list-style-type: none"> <li>Goal discussion/feedback, approval</li> </ul>
Sept.-May	<ul style="list-style-type: none"> <li>Minimum of 1 peer feedback session with written self-reflection (after feedback is shared)</li> <li>Post-observation meetings with admin after administrator mini-observations</li> </ul>	<ul style="list-style-type: none"> <li>4-5 mini observations w/ debrief and written feedback</li> </ul>
By Jan. 31	<ul style="list-style-type: none"> <li>Written mid-year goal reflection</li> </ul>	<ul style="list-style-type: none"> <li>(feedback/support on goal reflection, if requested)</li> </ul>

## RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK

Between April 15 - June 7	<ul style="list-style-type: none"><li>● Goal reflection and self-assessment on rubric (in preparation for summative meeting with administrator) submitted prior to May 15.</li><li>● Complete <del>SLO process</del> <u>Student Growth Review</u></li></ul>	<ul style="list-style-type: none"><li>● Summative evaluation</li><li>● Summative meeting to discuss admin assessment and teacher self-assessment on rubric and goals/<u>student growth review and complete Summative Effectiveness Rating</u></li></ul>
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## The Model

On an annual basis, educators engage in all components of the process: **Professional Practice, Professional Growth, Student Growth Measures (SLOs) Review** and **Peer Feedback**. In year three of the cycle a continuing contract educator will receive a **Summative Effectiveness Rating**. Probationary educators will receive a summative evaluation annually. Educators who are placed on a Directed Growth Plan will be on an annual review cycle if growth targets are not met within the first year's timeline.

## Professional Practice

Observation of professional practice, the educator's work in the classroom, is the predominant component of the system. The Teacher Evaluation Rubrics, derived from the Kim Marshall Rubrics, serve as the basis for evaluating professional practices. These rubrics are focused on classroom teacher practices and do not address the specific roles of all professional staff. RSU5 has developed the following professional educator rubrics.

- Classroom Teacher Rubrics
- Guidance Counselor Rubrics
- Library Media Specialist Rubrics
- Math Strategist, Literacy Strategist, and Instructional Coach Rubrics
- Nurse Rubrics
- Occupational Therapist and Physical Therapist Rubrics
- School Psychologist Rubrics
- Social Work Rubrics
- Special Education Teacher Rubric
- Special Education Instructional Strategist Rubrics
- Speech Clinician Rubrics

## The Process

The evaluator will conduct four to five mini-observations each year. After each mini-observation, the evaluator and educator will meet to have a short dialogue about the professional practices seen during the mini-observation. The post-observation meeting should ideally occur within two school days after an observation. The evaluator will enter brief observations, comments and/or questions in the educator's shared e-portfolio ideally within a week. The educator may add comments or initiate dialogue at any time, before or after the conversation.

At the annual review with their evaluator, the educator will complete a self-assessment using the Marshall rubrics. For Years 1 and 2 of the cycle, the evaluator will write a brief year-end summary, to be entered in the educator's e-portfolio. The evaluator may make recommendations for goal setting.

In Year 3 of the cycle, the evaluator will determine the summative effectiveness rating using the data collected in the educator's e-portfolio in the current cycle. ~~and SLO data.~~ A copy of the rubrics and Summative Effectiveness Rating sheet will be put in the educator's personnel file in the Central Office.

Classroom instruction is the predominant source for mini-observations. Other potential sources for mini-observations may include:

Teacher websites

IEP meetings

PD days

Review of portfolios

Planning meetings (lesson plans; short-term and long-term)

Attendance at parent conferences

PLC meetings

Evidence of parent communication (newsletters)

## Professional Growth

Each year educators will identify one or two goals from the individual indicators within the six domains of the Marshall Rubrics. These goals should address areas of need, and may also be identified with the input of the building administrator. Educators will enter the goal statement into their shared e-portfolio by September 30th each year. Educators will complete a mid-year reflection on their goal progress by January 31st and a year-end reflection by May 15. Evidence of meeting the goal will be demonstrated through the professional practice mini-observations.

## **Student Growth Measures Review**

**Student growth** is one measure in a multiple-measure **evaluation** system. The inclusion of **student growth** data in a formative **evaluation** strives to provide for a more complete understanding of the impact of instructional and professional practices teachers deploy over the course of a school year. There are many types of data that support student learning including academic and demographic information, as well as information from assessments, teacher observations, and student work. The primary objective of examining student growth is to reflect on the impact of our instructional practices and to use those reflections to refine our practices.

~~Student growth or student learning outcomes (SLO) will constitute 20% of will contribute to the final summative effectiveness rating. The RSU5 SLO Handbook provides the guidelines and templates for educators developing SLOs. (See Appendix)~~

~~Not all professional educators are in roles for which student growth measures must be developed. For a list of roles that do not require student growth measures see Appendix.~~

As an essential professional practice in RSU 5, reflection on student growth is part of educators' ongoing work. To guide this, the following elements are essential:

- Where possible, use existing common assessment to reflect on student growth
- Timely collaborative analysis (within a school month of receipt of the growth data)
- Educator and evaluator reflection meeting occurs annually (minimum of once/year)
  - Meeting(s) documented in e-portfolio, with one counting towards formal observations
  - Educator summarizes reflections from meeting in e-portfolio
- Growth data analysis informs educator's goal setting documented in the e-portfolio

## **Peer Feedback**

Annually an educator will either observe in a colleague's classroom or invite a colleague to observe their classroom. The purpose will be for sharing, reflection, and improving practice. Educators will be responsible for providing documentation of a peer observation in their e-portfolio. In lieu of a classroom observation, peer feedback may include, but is not limited to, review of portfolios and other evidence offered to demonstrate an educator's performance.

Scheduling these opportunities will require flexibility and support from administrators and PLC members. Peer feedback is for professional growth purposes only.

## Summative Effectiveness Rating

~~The summative effectiveness rating will be determined using a decision matrix. The weighting is 80% on professional practices and growth, and 20% on student growth (SLOs). During the year-end review meeting in Year 3, the evaluator will use the Summative Effectiveness Rating sheet for documentation, to document the educator's rating. These educators whose roles do not require an SLO are based 100% on the Professional Practice.~~

Using the Marshall Rubrics, the evaluator determines the educator's professional practice and growth rating. With data from 3 years of observations, student growth reviews, and goal setting, the evaluator provides a rating for each of the six domains, weighted evenly. Rubrics have been tailored for various job descriptions, but they all include some of the following: Planning and Preparation for Learning; Classroom Management; Delivery of Instruction; Monitoring, Assessment, and Follow-Up; Family and Community Outreach; and Professional Responsibilities. A final rating is determined based on an average of the ratings in each domain.

~~The four-level rating scale is "4-Highly Effective," "3-Effective," "2-Improvement Necessary," "1-Does Not Meet Standards."~~

~~The evaluator will apply the decision matrix together with professional practice rating and the SLO rating to determine whether an educator is Highly Effective, Effective, Needs Improvement, or Ineffective.~~

(moved here from the last page):

The rubrics use a four-level rating scale:

- 4 – *Highly Effective* – Master teacher performance that meets very demanding criteria
- 3 – *Effective* – Solid, expected professional performance; teachers should feel good about scoring at this level
- 2 – *Improvement Necessary* – Performance is mediocre; no teacher should be content to remain at this level
- 1 – *Does Not Meet Standards* – Unacceptable performance leading to an improvement plan, intensive support, and, if improvement isn't made within a reasonable amount of time, dismissal

**Note:** Under Chapter 180, two summative ratings of ineffective (Does Not Meet) may lead to dismissal.

These rubrics aim to provide a shared definition of the work teachers do with students and colleagues. To gather the information needed to fill out the rubrics at the end of a school year, evaluators make frequent, short, unannounced classroom visits (at least four to five per teacher per year); have a face-to-face coaching conversation after each one; regularly observe teachers

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in team meetings and other settings. The rubrics should not be used as checklists during classroom visits or in post-observation conferences – their comprehensive scope and evaluative tone are likely to hamper thoughtful observation and effective coaching. Rather, the rubrics should inform teachers' work and evaluators' observations throughout the year and serve as a memory prompt and structuring protocol when it's time to evaluate the year's work.

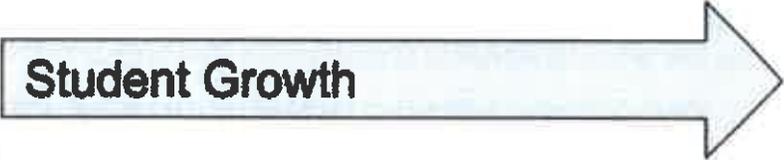
~~The rubrics should be used formally at two points: (a) As school opens, teachers self-assess, meet with their evaluators, and set 1-2 improvement goals; (b) At the end of the year, teacher and evaluator repeat this process and reach closure on the year's ratings.~~

~~The rubrics synthesize extensive research based on classroom and professional practices that affect children's learning. Although student achievement is not evaluated by the rubrics, it's reasonable to assume that in a well-run school (positive climate, professional working conditions, aligned curriculum, etc.) the more Effective and Highly Effective ratings a teacher has, the better students will do.~~

Adapted from Marshall, K. *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2nd edition, 2013,).

### Decision Matrix

#### Summative Performance Rating Matrix

	 Student Growth			
	<del>0-40</del> Ineffective 1	<del>41-69</del> Needs Improvement 2	<del>70-84</del> Effective 3	<del>85-100</del> Highly Effective 4

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 Professional Practice	<b>Ineffective 1</b>	Ineffective	Ineffective	Review	Review
	<b>Needs Improvement 2</b>	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	<b>Effective 3</b>	Review	Effective	Effective	Effective
	<b>Highly Effective 4</b>	Review	Effective	Highly Effective	Highly Effective

### Process for Review Rating

~~In most cases the component ratings generate a clear summative rating. When a significant disparity exists between the professional practice rating and the student growth rating, an evaluator does not assign a summative rating until a review is conducted and the disparity is resolved.~~

~~The review includes, but is not limited to, an investigation and consideration of all evidence related to:~~

- ~~◆ The accuracy of the scoring process;~~
- ~~◆ The accuracy of the evaluator's judgments;~~
- ~~◆ The appropriateness of the assessments used to ensure student growth;~~
- ~~◆ The students included in the calculation of the student growth measure; and~~
- ~~◆ The appropriateness of the student growth target.~~

~~A second evaluator is brought in to confer and calibrate with the original evaluator. A decision will be made on the final rating of either needs improvement or effective.~~

## Professional Learning Community (PLC)

This model presupposes that all RSU5 educators are members of a Professional Learning Community (PLC) and that during the school year members will have time during their scheduled meetings to focus on their PEPG (PG&E) work.

## Professional Development for Educators

Time will be dedicated at the beginning of the school year, before students return, for all educators to review the PEPG (PG&E) plan and to learn about updates so that all educators understand the expectations for the year. Regularly scheduled time throughout the year will be provided for peer review feedback, collaboration to look at student data, and reflection during weekly PLC meetings, monthly staff meetings, and district PD days.

All educators new to RSU5 will be introduced to the PEPG (PG&E) plan during New Educator Orientation Induction, prior to the start of the school year. Training throughout the year will include:

- The Marshall Rubrics
- The educator's e-Portfolio (which includes the observation, student growth review goal setting, and self-reflection templates)
- ~~Overview of SLO writing and examples~~
- Assignment to a Professional Learning Community (PLC)

## Training of Evaluators

Evaluators will calibrate the use of the evaluation tool on an annual basis. This may include, but is not limited to:

- Paired observations
- Observing video lessons and scoring
- Training in utilizing the Kim Marshall rubrics

## Directed Growth Plan

The Directed Growth Plan is for continuing contract educators who need improvement and/or who may benefit from more support in meeting the RSU5 Professional Teaching Standards. Being placed on a Directed Growth Plan does not necessarily mean the educator is being considered for termination. This plan provides a good-faith effort to support and guide the

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educator to effectively meet the standards set forth in the RSU5 Professional Growth and Evaluation System.

### **Purpose**

The purpose of the Directed Growth Plan is to:

- Enable a continuing contract educator to receive assistance in any of the RSU5 Professional Teaching Standards.
- Provide a structured process for a continuing contract educator, who by the determination of the administrator, needs improvement and/or may benefit from more support.
- Provide due process for administrative action.

The Directed Growth Plan is intended to provide the best possible likelihood for professional improvement. This more structured supervision is characterized by recognition on the part of the administrator that the educator needs assistance with one or more of the RSU5 Professional Teaching Standards. This process may be initiated at any time throughout the year. It will be clear at the end of the initial timeline whether the educator will continue on a Directed Growth Plan into a second year.

### **Process**

The administrator shall provide a written identification of the problem and expectations for improvement in performance based on classroom observations and/or other identified problem areas with colleagues, students, or parents, using the Marshall rubrics as the reference point for effectiveness. The written statement shall be discussed with the educator within five (5) days of its receipt.

### **Directed Growth Plan**

The administrator and educator will develop a written Directed Growth Plan that will assist the educator in improving the identified problem area(s) using the Marshall rubrics as a guide.

This plan will include:

- Specific measurable goals relating to areas needing improvement
- Action steps/strategies for resolution of concerns. Possible action steps include analysis of student growth data, attendance at professional development workshops, visiting classrooms, working with strategists and/or coaches.
- Resources needed to accomplish goals
- Timeline for completion
- Evidence

Mini-observations and follow-up conversations will continue throughout the process. Progress toward meeting the goals as outlined within the plan will be monitored and documented. While the educator is on a Directed Growth Plan, another building administrator will conduct a

## RSU5 PROFESSIONAL GROWTH AND EVALUATION HANDBOOK

minimum of two mini-observations with follow-up conversations. Comments will be added into the educator's e-portfolio. The second administrator who is trained in observations may or may not work in the same building and will be mutually agreed upon by the supervising administrator and educator. If agreement is not possible, the superintendent will determine the second administrator based on input from both parties. The primary administrator maintains responsibility for assessing progress toward the Directed Growth Plan goals.

If the goals are met at the completion of the timeline, the educator will no longer be on a Directed Growth Plan. If there is evidence of significant progress in meeting the goals by the end of the initial deadline, the timeline may be extended. If there is no progress on meeting the goals, the educator's summative rating will be ineffective. Next steps will be determined in meeting with administration.