

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY- DECEMBER 11, 2019
FREEPORT HIGH SCHOOL - LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA**

1. Call to Order:

The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. Attendance:

<input type="checkbox"/> Kathryn Brown	<input type="checkbox"/> Maura Pillsbury
<input type="checkbox"/> Jeremy Clough	<input type="checkbox"/> Michelle Ritcheson
<input type="checkbox"/> Candace deCsipkes	<input type="checkbox"/> Lindsay Sterling
<input type="checkbox"/> Lindsey Furtney	<input type="checkbox"/> Valeria Steverlynck
<input type="checkbox"/> Jennifer Galletta	<input type="checkbox"/> Madelyn Vertenten
<input type="checkbox"/> Elisabeth Munsen	<input type="checkbox"/> Rhea Fitzpatrick – Student Representative
	<input type="checkbox"/> Liam Hornschild-Bear – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of November 20, 2019 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:

A. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent:

A. Items for Information (10 Minutes)

1. District Happenings

9. Administrator Reports:

A. Instructional Support Report/Goal Review – Bonnie Violette (20 Minutes)

B. Restraint & Seclusion – Bonnie Violette (20 Minutes)

10. Board Comments and Committee Reports:

A. Board Information Exchange and Agenda Requests (10 Minutes)

B. Finance Committee (3 Minutes)

11. Policy Review:

A. Consideration and approval of the following Policy (2nd Read) (3 Minutes)

1. BBAB – Board of Directors Self-Evaluation

Motion: _____ 2nd: _____ Vote: _____

- 12. **Unfinished Business:**
 - A. **Workplace Satisfaction Survey Executive Summary (20 Minutes)**

- 13. **New Business:**
 - NA

- 14. **Personnel:**
 - NA

- 15. **Public Comments: (10 Minutes)**

- 16. **Adjournment:**

Motion: _____ 2nd: _____ Vote: _____ Time: _____

**RSU No. 5 Board of Directors Meeting
Wednesday, November 20, 2019 – 6:30 p.m.
Durham Community School - Cafeteria
Meeting Minutes**

Item # 4.A.

(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 December 11, 2019 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:33 p.m.

- 2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck, Madelyn Vertenten, Rhea Fitzpatrick, Student Representative
MEMBERS ABSENT: Lindsay Sterling

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of November 6, 2019. (Steverlynck - Munsen) (10 – 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 – Rhea Fitzpatrick
- B. Good News from Durham Community School – Will Pidden

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

- A. Items for Information
 - 1. District Happenings

9. ADMINISTRATOR REPORTS:

- A. Durham Community School Goal Review – Will Pidden
- B. Technology Report/Goal Review – Jim Grant
- C. Athletics Report/Goal Review – Craig Sickels
- D. Finance – Ann Cromer

10. BOARD COMMENTS AND COMMITTEE REPORTS:

- A. Board Information Exchange and Agenda Requests
 - Maura Pillsbury – Region Ten is starting the strategic planning process.
 - Valy Steverlynck – Requested a workshop on projected enrollment and building needs.
- B. Finance Committee
- C. Policy Committee

11. POLICY REVIEW:

A. VOTED: To approve the 1st Read of the following Policy (deCsipkes – Galletta) (10 – 0).
BBAB – Board of Directors Self-Evaluation.

B. VOTED: To approve the 2nd Read of the following Policy (Vertenten – deCsipkes) (10 – 0).
IMGA – Service Animals in Schools

12. UNFINISHED BUSINESS:

A. Cost Sharing – Concepts of Fairness

A motion was made by Steverlynck, seconded by Munsen to continue the meeting beyond 10:00 p.m.
(9 – 1 Brown)

B. Workplace Satisfaction Survey Executive Summary – This Item was Tabled

13. NEW BUSINESS:

None

14. PERSONNEL:

A. VOTED: To employ Michelle Oliver as a Special Education Teacher at Freeport Middle School
for the 2019-2020 school year. (Vertenten – deCsipkes) (10 – 0).

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 10:39 p.m. (Brown - Furtney) (10 – 0)


Becky J. Foley, Superintendent of Schools

Department of Instructional Support
December 11, 2019

Compliance: Last year the Department of Instructional Support started refining the goal-writing process to include heftier goals in students' Individual Educational Programs (IEPs). IEP goals are now written based on baseline data and students' projected growth during the academic year. Special educators use grade level assessments and monitoring tools to measure reading and math progress. These same tools are used to identify baseline achievement levels from which IEP goals are developed. Data is collected from multiple sources (NWEA, F&P, Dibels, and placement assessments) to monitor student achievement.

- *Special education staff has continued using progress monitoring tools to identify baseline data and ongoing measurement of IEP goals.*
- *The focus of PLC meetings is on reviewing data related to students' IEP goals and making decisions about programs and service delivery.*
- *Special education has a score card with student NWEA and F&P data. The goal is for special education staff to use the data to examine student progress.*

Evaluation and Eligibility: Three instructional strategists and two school psychologists administer intellectual evaluations, achievement assessments, and behavior rating scales to students who are initially referred to special education or for triennial re-evaluations. The strategists and psychologists are instrumental in helping teachers and other staff to understand the ways that students' disabilities manifest in classrooms and offer strategies to address their needs. They meet regularly with Student Assistance Teams to suggest strategies to support students in the response to intervention (RtI) process.

- *Special education evaluations are completed on an ongoing basis.*
- *Instructional strategists and school psychologists assist the SATs in making recommendations to support students in the RtI process.*

Resource Classrooms and Inclusion: The majority of students with disabilities actively participate in general education classrooms. They learn skills and content along with their peers and receive specially designed instruction during intervention blocks. Being included with peers is beneficial – they are exposed to the general education content and included as active members of the classroom learning community.

- *Special education staff collaborate with regular education teachers to provide accommodations that make it easier for students with disabilities to access the curriculum. Teachers are encouraged to use accommodations for all students in the classroom.*
- *There is a greater emphasis on using technology to support students to access the curriculum. By using text to speech and speech to text students can access the curriculum even though their reading skills may be below grade level benchmarks.*
- *Moving forward, special education goals will focus on providing hands-on learning opportunities for students and encouraging them to apply what they learn in the classroom to real-world situations.*

Specialized Classrooms: Three specialized classrooms at the elementary level provide instruction and support to students with more significant disabilities. Two classrooms at Morse Street School address the needs of our youngest students. One classroom at Durham Community School offers instruction and intensive behavioral support to students in grades K-5. Freeport Middle School and Freeport High School each have two specialized classrooms to support the academic, adaptive, and behavioral needs of students. Most of the educational technicians who provide support to students in the specialized classrooms are certified as behavioral health professionals (BHPs). They receive ongoing professional development from special educators and school social workers. This level of training and oversight has been helpful in offering outstanding instruction and support to our students.

- *This year a specialized classroom was added at Mast Landing School to provide more intensive instruction and support to a small group of students. A new teacher was hired for the new specialized classroom.*
- *New teachers were hired for each of the three Choices classrooms – Durham Community School, Freeport Middle School, and Freeport High School. A new teacher was hired for one of the specialized classrooms at Morse Street School.*
- *Ongoing meetings are held with staff to ensure that classroom structures and expectations are clear. Predictable, consistent classroom routines, clear expectations, and targeted instruction, are critical in meeting the needs of students with more severe disabilities.*
- *Ongoing behavioral consultations and professional development are provided to staff in each specialized classroom.*

Structured Literacy Instruction: RSU5 partnered with the Children's Dyslexia Center (CDC) in Portland to provide professional development (PD) to elementary special education teachers and literacy interventionists. CDC staff offered PD and coaching to use a sequential, multi-sensory approach to teach reading.

- *Twelve staff participated the structured literacy (Orton-Gillingham) professional development and passed the criteria and qualifying exam to become certified by the International Multisensory Structured Language Education Council (IMSLEC).*
- *Staff has continued to provide OG instruction to students when appropriate.*

Ongoing Professional Development: A Board Certified Behavior Analyst (BCBA) shared effective techniques and behavior interventions with elementary teachers and staff during one professional development day last year.

- *RSU5 has continued to contract with a BCBA to provide ongoing consultations to classroom staffs to assist with structuring classrooms and making recommendations to support individual students.*

**RSU5 Special Education Plan
(12.11.2019)**

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

**Objective 1.1: Strengthen and align social/emotional systems in order to build student confidence and independence in the least restrictive environment. (Grades PreK-12)
Increase opportunities for students to learn real-world skills and improve access to learning. (Grades 9-12)**

Strategic Objectives Objective 1.1 (PreK-12)	Action Strategies	Person Responsible	Progress Indicators
<p>1. Identify ways to increase and support student engagement in learning</p> <p>2. Identify students' strengths and interests</p> <p>3. Identify different pathways for learning based on students' strengths and interests</p> <p>4. Evaluate effectiveness of instruction based on data and student self-monitoring</p>	<p>1. Administer preference assessments to identify students' strengths and interests</p> <p>2. Develop meaningful learning pathways for students based on their strengths and interests</p> <p>3. Facilitate collaboration between general and special educators to create opportunities to support student engagement</p> <p>4. Analyze data to evaluate and monitor student engagement and participation in learning</p>	<p>Director of Instructional Support and staff</p>	<p>1. Completed student preference assessments (annually)</p> <p>2. Consistent use of language to support students based on their strengths and interests</p> <p>3. Sample of positive support plans</p> <p>4. Observation of different instructional approaches that engage students in learning based on strengths and interests</p> <p>5. Summary of analyzed data</p>

Strategic Objectives Objective 1.1 (9-12)	Action Strategies	Person Responsible	Progress Indicators
<p>1. Develop real-world learning opportunities in which students can apply new learning.</p> <p>2. Encourage students to design their learning</p> <p>3. Encourage students with disabilities to participate in extra-curricular activities</p> <p>4. Expose students to practical skills such as employment skills, budgeting</p> <p>5. Formalize technology instruction so that students can use technology as a learning tool</p> <p>6. Encourage general ed teachers to implement strategies to support all students</p> <p>7. Ensure that the curriculum is accessible to all students</p> <p>8. Evaluate effectiveness of strategies in supporting students to access the curriculum</p>	<p>1. Create & implement instructional approaches to support hands-on learning</p> <p>2. Develop and implement individual plans that consider student strengths and interests</p> <p>3. Create and implement opportunities for students to learn real-world practical skills</p> <p>4. Provide ongoing professional development to staff to use technology as a learning tool</p> <p>5. Provide ongoing professional development to facilitate the use of accommodations for all students</p> <p>6. Collect data to evaluate and monitor student engagement and participation in learning</p>	<p>Director of Instructional Support and staff</p>	<p>1. Classroom observations that use hands-on approaches</p> <p>2. Courses that teach real-world practical skills</p> <p>3. Classroom observations of students using technology</p> <p>4. Classroom observations of accommodations that are beneficial to all students</p> <p>5. Summary of analyzed data collection that evaluates and monitors student engagement and participation in learning</p>

Goal 1: RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.2: Ensure that student growth is measured and communicated in meaningful ways (PreK-12)

Strategic Objectives Objective 1.2 (PreK-12)	Action Strategies	Person Responsible	Progress Indicators
<p>1. Collect academic and functional data (including behavioral) consistently</p> <p>2. Review data monthly to monitor student progress</p> <p>3. Review data each trimester to determine instructional effectiveness</p> <p>4. Compile data each trimester to monitor student progress and growth longitudinally</p>	<p>1. Create a developmentally appropriate structure to address social-emotional learning for K-12</p> <p>2. Streamline the process for creating positive behavior support plans</p> <p>3. Establish a curriculum to develop social-emotional skills for students with disabilities in K-12</p> <p>4. Develop and implement a systematic way to collect data that measures students' social-emotional development</p>	<p>Director of Instructional Support and staff</p>	<p>1. Documented behavioral framework that can be shared with staff</p> <p>2. Consistent data collection that can be shared with staff as students move through the grades</p> <p>3. Common goals related to progress monitoring</p> <p>4. Documentation of transition meetings for students when moving between schools</p>

RESTRAINT AND SECLUSION RULES IN MAINE – 2013 REVISIONS

Maine's restraint and seclusion rules apply to all schools in Maine receiving public funding, to all employees, contractors and agents of Maine schools, and to all Maine students during any school activity. The key requirements of the rules, found in Chapter 33, are in this two-page summary.

Definition of Physical Restraint: An intervention that restricts a student's freedom of movement or normal access to his or her body, and includes physically moving a student who has not moved voluntarily. This is broad, but note the exceptions below!

- **Exception for Physical Escorts:** The temporary touching or holding of a student for the purpose of getting the student to move to another location, including getting the student to stand in order to be escorted.
- **Exception for Fights:** A physical restraint does not include a brief period of physical contact necessary to break up a fight.
- **Other Exceptions:** There are other exceptions for physical prompts, holding a student to comfort him or her, momentary deflections of bodily movements, and the use of seat belts and harnesses as intended.

Use of Physical Restraint: School officials can use physical restraint ONLY when there is a risk of physical injury or harm to that student or to others, and only if less restrictive interventions are deemed inappropriate.

- There is a risk of physical injury or harm when the student has the means to cause that harm, and a reasonable person would conclude that steps are needed to protect the student or others from that harm.
- Physical "injury or harm" does not mean serious injury or harm. Physical restraint can be justified to prevent any physical injury or harm at all, as long as a reasonable person would act to stop that injury or harm. The restraint should be at the lowest level that is likely to prevent the injury.
- Physical restraints cannot be used to protect property, or to punish, or for staff convenience, or to educate, or with the intention of causing pain. They can be used only to prevent the risk physical injury or harm.

Prohibited Types of Physical Restraint: Even when there is a risk of physical injury or harm, schools and school officials can NEVER use the following types of intervention.

- Physical restraint that restricts the free movement of the diaphragm, chest, or airway, thereby interrupting normal speech or breathing.
- Any "aversive procedure," including interventions likely to cause physical and/or emotional trauma, infliction of bodily pain, use of sprays, fumes, extreme exercise, costumes or signs.

School Resource Officers and Law Enforcement: Restraints used by school resource officers and law enforcement officers in the course of their duties are NOT covered by these rules.

Definition of Seclusion: Seclusion is the involuntary confinement of a student alone in a room or clearly defined area from which the student is physically prevented from leaving. It is not a timeout. Instead:

- The student has to be in the room or clearly defined area alone for there to be a seclusion.
- The student has to be physically prevented from leaving for there to be a seclusion.

- When the seclusion is in a room, the door to that room cannot be locked.
- School staff must continuously monitor a student in seclusion.

Use of Seclusion: School officials can use seclusion ONLY when there is a risk of physical injury or harm to that student or to others, as discussed above.

Length of Physical Restraints and/or Seclusions: Physical restraints/seclusions must be continuously monitored by those involved in them and must be stopped when the student no longer presents a risk of physical injury. If a physical restraint/seclusion extends more than 10 minutes, an administrator or designee must determine whether continuing that intervention is warranted, and if the intervention continues, must make that determination every subsequent 10 minutes.

Staff Involved in Physical Restraints and/or Seclusions: There must be at least two staff for a physical restraint, unless for safety reasons you cannot wait for a second adult. There must be at least one staff in every seclusion. Physical restraint/seclusion must be implemented by staff certified in a state-approved training program unless untrained staff must intervene because of an emergency, and trained staff are summoned. There must be a “sufficient” number of persons trained in your school.

Reporting and Follow Up Duties for Physical Restraints and/or Seclusions: Schools must undertake the following actions for every incident of physical restraint or seclusion (an “incident” will include all actions from when a child first poses a risk, until the child calms down and returns to regular programming):

- By the **end of the school day** of the incident, notify the parents and notify the administrator or designee of the physical restraint or seclusion.
- Within **2 school days**, fill out an incident report on the proper school form, and provide that written report to the administrator or designee.
- Within **2 school days**, hold a debriefing meeting with involved staff to review the incident. This should occur the next school if there is serious bodily injury or death.
- Within **2 school days**, hold debriefing meeting with the student to review the incident.
- Within **7 calendar days**, provide the parents with the written incident report that staff prepared.
- **After the debriefing**, staff must develop and implement a written plan for response and de-escalation of the student in future incidents.

Team Meeting Duty: After the first three incidents of physical restraint or seclusion in the school year, the school must hold a team meeting within **10 school days** to discuss the incident. If the student is in special education or 504, the meeting must involve the student’s disability team. If the student is not in special education or 504, the team meeting must include the parent, a teacher, the person involved in the restraint, and an administrator or designee. The team that is meeting must:

- Review the student’s IEP or 504 plan if applicable, and in any event consider the need to conduct an FBA or/develop a BIP or amend an existing one.
- If the student is not in special education or 504, the team must consider whether is referral to special education is warranted.

Local Complaint Process: Schools must maintain a local complaint process for parents to submit complaints about compliance with this rule. Parents unhappy with that process can file a complaint with the Maine Department of Education.

Notification and Training: Schools must provide annual overview and awareness information to all staff and providers regarding the new rules, and must provide an annual notice to parents about this rule, and about any local policies or procedures on physical restraint and seclusion, and about the local complaint process.



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Finance Subcommittee Report

Date: November 20, 2019

Committee: Finance Committee

Chair: Kate Brown

In attendance: Kate Brown, Michelle Ritcheson, Jeremy Clough, Becky Foley, Ann Cromer

Guests: Marjorie Hall of Berry Talbot Royer CPAs

Meeting Date: November 20, 2019

Agenda Items and Discussion:

Presentation from auditor of the draft FY19 Audited Financial Statements:

The auditor presented the draft financial statements and discussed selected statements in more detail. She highlighted the financial statement changes related to the implementation of Statement No. 75 of the Government Accounting Standards Board (GASB) which changes how postemployment benefits other than pensions are reported. The Committee questioned the remaining balance in the Freeport High School Renovation Fund and Ann will work with Becky to confirm what has been spent and investigate the probable transfer required to the General Fund. The auditor agreed to look at the FY20 Town Assessments to make sure they looked appropriate.

Continuation of cost sharing formula discussion:

The Committee considered the format for the cost sharing discussion in the upcoming School Board meeting and decided to focus the discussion on how the Members conceptualize fairness.

Next Meeting:

December 4, 2019, 5:00 pm at Central Office

Submitted by: Ann Cromer, Director of Finance

Regional School Unit No. 5

17 West St, Freeport, ME 04032 Telephone: 865-0928x25 E-mail: cromera@rsu5.org



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Item # 11.A.

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, 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: December 2, 2019

RE: Review/Update of Policies

At the December 11, 2019 Board of Directors Meeting, the following policy will be on the agenda for 2nd Read. The policy is attached.

2nd Read Policy

1. BBAB – RSU No. 5 Board of Directors Self-Evaluation

Regional School Unit No. 5

17 West St., Freeport, ME 04032 Telephone: 865-0928x5 E-mail: mcmanusg@rsu5.org

BOARD OF DIRECTORS SELF-EVALUATION

Annually in August, Board members will complete a self-evaluation and submit to the Board Chair for compilation. The Board will review the compiled results at a meeting in August or September. The results will be used by the Board as part of its annual goal setting and planning for the year. Consistent with the Freedom of Access Act, the Board's self-evaluation will be held in open session. The Board encourages all of its members to attend. The Superintendent is expected to participate in the process.

During self-evaluation, the Board will evaluate itself as a whole. The self-evaluation should emphasize areas of strength as well as those identified for improvement. Board members are encouraged to use the evaluation process as an opportunity to reflect on their own personal contributions.

The Board will select an evaluation instrument that includes a reasonable number of criteria or performance indicators by which to appraise the Board's functioning and effectiveness. The areas to consider during the self-evaluation may include but are not limited to:

- A. Board "visioning," strategic planning, and long-range planning skills and processes;
- B. Board meeting management, conduct, and decision-making processes;
- C. Policy development and implementation;
- D. Fiscal oversight and resource allocation;
- E. Oversight of curriculum and instruction;
- F. Monitoring of student achievement;
- G. Board subcommittee structure, responsibilities, and processes;
- H. Board member development;
- I. New Board member orientation;
- J. Board-Superintendent relations;
- K. Board-community relations and communications;

A different instrument may be used from year to year, but must be agreed upon by a majority of the Board.

Cross Reference: BBAB-E Board of Directors Self-Evaluation Instrument

Adopted: February 24, 2010

Revised: January 26, 2011

Revised: December 18, 2013

Revised:

BOARD OF DIRECTORS SELF-EVALUATION INSTRUMENT

Introduction

The Board of Directors Evaluation System is based upon the National School Boards Association Standards of Practice.

There are five key standards of Board leadership incorporated into this model:

- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

Timeline

Month	
End of July	Distribution of evaluation (electronically)
July/August	Individual board members complete the self-evaluation electronically for compilation by the Board Chair or designee.
August/September	Board reviews compiled results. Results will be used by the Board as part of its annual goal setting and planning for the year.

PART I: Standards of Leadership

These standards are rated using the following scale:

4 - Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few Boards are expected to demonstrate Exemplary performance on more than a small number of targets.

3 - Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced Boards and the goal for new Boards performing at the basic level. Proficient Boards demonstrate acceptable leadership practice and meet or make progress on all outcome targets.

2 - Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

1 - Does Not Meet ratings indicate performance that is unacceptably low on one or more standards and makes little or no progress. Ratings of *ineffective* are always cause for concern.

Standard 1: Vision, Leadership & Accountability

Descriptor: The Board of Directors commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Possible Data Sources:

- Alignment with District vision and mission statement
- Adherence to Standards of Ethics
- Established goals
- Board agendas
- Board presentations
- Board retreats
- Board communications
- Annual evaluation of the Superintendent
- Board self evaluation

Rating for Standard 1: Vision, Leadership & Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
B. The Board develops annual District goals in alignment with the District vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.				
C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				
E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

Comments:

Standard 2: Board Governance & Policy

Descriptor: The Board of Directors works effectively as a team and collaborates with the Superintendent, exhibits a shared understanding of Board and Superintendent roles, maintains a set of Board operating procedures, and leads/governs the District through policy.

Possible Data Sources:

- Date and agenda of annual orientation
- Policy review and updates
- Board policy manual
- Board orientation materials
- Attendance and state-mandated trainings

Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.				
B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.				
C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.				
D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.				
E. Board members publicly support the decision of the majority and speak with a unified voice.				
F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.				

Comments:

Standard 3: Communication & Community Relations

Descriptor: The Board of Directors effectively communicates with the Superintendent and the local community, represents community interests and values, and ensures District information and decisions are communicated to the community.

Possible Data Sources:

- Communication policies or procedures
- Schedules or invitations to community forums
- Reports or presentations on programs that demonstrate community partnerships
- Legislative meetings. Letters or advocacy efforts
- Newsletters and website
- Survey results

Rating for Standard 3: Communication & Community Relations

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.				
B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.				
C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.				
D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.				
E. The Board is an advocate for the District's interests with legislators and other elected officials.				

Comments:

Standard 4: Fiscal Resources, Staff Recruitment & Environment

Descriptor: The Board of Directors oversees the fiscal conditions of the District, aligns resources to meet District goals, ensures appropriate policies for staff recruitment and retention, supports district wide learning and promotes conditions for health and safety.

Possible Data Sources:

- Process for budget development and adoption
- Communication materials, website, newsletters
- Facilities plan and schedule for updates
- Audit report
- Policy on recruitment and hiring
- Professional development plans

Rating for Standard 4: Fiscal Resources, Staff Recruitment & Environment

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.				
B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.				
C. The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.				
E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

Comments:

Standard 5: Ethical Leadership

Descriptor: The Board of Directors promotes the success of all students and staff, and conducts District business in a fair, respectful and responsible manner.

Possible Data Sources:

- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

Rating for Standard 5: Ethical Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. Board members are able to speak their minds without fear of being ostracized.				
B. Board handles conflict openly and constructively.				
C. Board members actively promote the belief in the success of all students in the district.				
D. Board members act as conscientious role models and exhibit professionalism.				
E. Board members exercise authority only as a board as a whole and recognize that no individual board member has authority to take individual action on behalf of the Board.				
F. Board members avoid conflicts of interest and appropriately disclose if one arises.				
G. Board has adopted and annually reaffirms its code of ethics.				

Comments:

Board of Directors Self-Evaluation**Annual Evaluation Rating Form**

Standards	SUMMATIVE SCORE			
Standard 1: Vision, Leadership and Accountability	4	3	2	1
Standard 2: Board Governance and Policy	4	3	2	1
Standard 3: Communications and Community Relations	4	3	2	1
Standard 4: Fiscal Resources, Staff Recruitment & Environment	4	3	2	1
Standard 5: Ethical Leadership	4	3	2	1
ANNUAL EVALUATION SCORE	4	3	2	1

Approved:

Executive Summary of Workplace Satisfaction Survey
(Completed by Staff spring of 2019)

RSU 5 Satisfaction Survey 2018-2019
(Percent that are somewhat, quite, or extremely positive)

	A1 Overall, how positive is the working environment at your school?	A2 How positive are the attitudes of your colleagues?	A3 Would you recommend your school as a workplace for someone seeking employment?	B1 How supported do you feel in your professional growth in your role?	B2 How useful are the professional development opportunities offered to you?	C1 How positive is the influence of the school leaders on the quality of your school?	C2 How effective are the communication structures in your school?	C3 Does staff feedback impact decision making at your school?	D1 How effective is your school's evaluation system in helping you improve?	E1 How effective are the structures in your school that support the social-emotional needs of all students?	E2 How effective are the structures in your school that support the academic learning needs of all students?	F1 How often do you feel you have adequate material resources to support your students' learning?
PES Teacher (13 Resp. - 59%)	100	100	92	85	69	100	100	100	85	100	100	100
PES Ed Techs (2 Resp. - 40%)	100	100	100	100	100	100	100	100	100	100	100	100
DCS Teacher (34 Resp.- 68%)	74	77	62	71	80	71	71	68	88	65	77	100
DCS Ed Techs (8 Resp. - 73%)	87	87	75	75	75	100	100	50	75	100	100	100
MSS Teacher (19 Resp. - 51%)	95	89	84	95	100	89	89	89	89	100	100	95
MSS Ed Techs (7 Resp. - 54%)	100	100	86	100	100	100	100	86	86	100	100	86
MLS Teacher (24 Resp. - 71%)	92	96	92	92	79	91	79	87	79	71	87	100
MLS Ed Techs (3 Resp. - 75%)	67	67	67	67	100	100	67	67	100	67	100	100
FMS Teacher (25 Resp.- 60%)	92	92	88	84	68	92	80	88	64	84	92	100
FMS Ed Techs (12 Resp. - 92%)	100	100	100	91	73	100	100	100	91	91	91	82
FHS Teacher (43 Resp. - 73%)	84	88	76	75	47	72	72	72	49	84	98	79
FHS Ed Techs (6 Resp. - 50%)	100	100	100	83	83	100	83	100	83	100	100	100

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On the question (F2), “which of the following factors most influence your satisfaction in the workplace,” all schools and subgroups rated colleagues, leadership, and culture as most important, but sometimes in varying order. The only exception to this were the ed techs at the high school who chose salary, culture, and colleagues as their top three factors influencing their satisfaction .

Summary of Individual Schools:

PES:

Overall Strengths:

- Overall, responses were positive in all categories.

Opportunities for Growth

- Creating professional development opportunities that are useful (31% report not at all useful or slightly useful).

DCS:

Overall Strengths:

- Resources, professional development, and the evaluation system were strengths.

Opportunities for Growth:

- Creating a workplace that others would recommend for employment (38% reported that they would sometimes recommend)
- Creating more opportunities for staff feedback to impact decision making at the school (32% report that staff feedback almost never or once in a while impacts decision making).

MSS:

Overall Strengths:

- Staff were very satisfied with their Professional Development opportunities.
- Staff were very satisfied with their social emotional and academic supports provided to the students.

Opportunities for Growth:

- Creating a workplace that others would recommend for employment (16% reported that they would sometimes recommend).

MLS:

Overall Strengths:

- Staff reported that the attitudes of colleagues is very positive, and that there is a positive working environment.

Opportunities for Growth:

- Staff reported that there are not enough structures that support the social-emotional needs of all students (29% reported as inadequate or needs to improve).

FMS:

Overall Strengths:

- Staff reported that the attitudes of colleagues is very positive, and that there is a positive working environment.
- Staff reported on the positive influence of school leaders.

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Opportunities for Growth:

- Staff reported their evaluation system not being effective in helping them to improve (36% reported that it is not at all effective or slightly effective).
- Creating professional development opportunities that are useful (32% reported that it is not at all useful or slightly useful).

EHS:

Overall Strengths:

- Staff reported that the attitudes of colleagues are very positive.

Opportunities for Growth:

- Staff reported their evaluation system not being effective in helping them to improve (51% reported that it is not at all effective or slightly effective).
- Creating professional development opportunities that are useful (53% reported that it is not at all useful or slightly useful).

Districtwide:

- Overall there was a positive response to there being effective structures in the schools to support the academic learning of all students.
- Overall all schools feel they have adequate material resources to support learning for students.

The data will be used by principals and their leadership teams to reflect on the survey responses and determine action steps needed to strengthen their schools.