

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY – APRIL 10, 2019
DURHAM COMMUNITY SCHOOL– CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA**

6:00-6:30 P.M. – DINE AND DISCUSS

This is an opportunity for community members to enjoy a meal with Board members and ask questions about the Board's FY20 Adopted Budget.

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

___ Kathryn Brown	___ Michelle Ritcheson
___ Jeremy Clough	___ Lindsay Sterling
___ Candace deCsipkes	___ Valeria Steverlynck
___ Jennifer Galletta	___ Madelyn Vertenten
___ Erica Giddinge	___ Clay Canterbury – Student Representative
___ John Morang	___ Rhea Fitzpatrick - Student Representative
___ Maura Pillsbury	
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of March 20, 2019 and March 27, 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)
 - B. MLS – 1st Place Math Team
 - C. FHS Latin 1 Team – 1st Place Certamen Award
 - D. FHS - Maine Disabilities Council – 1st and 2nd Place Art Awards
 - E. FHS – Maine Junior Duck Stamp Competition – Best in Show
 - F. FHS – Maine Donate Life Poster Design Competition Awards
 - G. Good News from Durham Community School – Will Pidden (10 Minutes)
7. Public Comments: (10 Minutes)
8. Reports from Superintendent:
NA
9. Administrator Reports:
NA
10. Board Comments and Committee Reports:
 - A. Migration of Students & Student Exit Survey

11. Policy Review:
NA

12. Unfinished Business: (5 Minutes)

- A. That the warrant for the Regional School Unit No. 5 (the "Regional School Unit") Budget Meeting presented to the meeting be approved and that a Regional School Unit budget meeting be called for May 22, 2019 for the purpose of voting on the annual budget for the Regional School Unit for the 2019-2020 fiscal year.

Motion: _____ 2nd: _____ Vote: _____

- B. That the Warrant and Notice of Election for the Regional School Unit Budget Validation Referendum presented to the meeting be approved, and that a Regional School Unit budget validation referendum be called for June 11, 2019 for the purpose of approving the budget adopted at the Regional School Unit budget meeting for the 2019-2020 fiscal year and considering whether to continue the budget validation referendum process.

Motion: _____ 2nd: _____ Vote: _____

- C. That the form of Notice of Amounts Adopted at Budget Meeting presented to this meeting be approved, and that the Superintendent of Schools of the Regional School Unit be authorized and directed to complete said Notice in accordance with the Regional School Unit budget meeting on May 22, 2019, and to cause copies of said Notice, as completed, to be delivered to the municipal clerks of each municipality of the Regional School Unit for posting at the polling places for the June 11, 2019 Regional School Unit budget validation referendum.

Motion: _____ 2nd: _____ Vote: _____

13. New Business:

- A. Consideration and approval of the Local Credentialing Committee Handbook. (15 Minutes)

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval of the Peer Mentor and Support Handbook. (15 Minutes)

Motion: _____ 2nd: _____ Vote: _____

14. Personnel:

- A. Consideration and approval to employ a .8 Time Assistant Principal for the 2019-2020 school year. (5 Minutes)

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

15. Public Comments: (10 Minutes)

16. Executive Session: (20 Minutes)

- 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 _____

17. Action as a Result of Executive Session:
NA

18. Adjournment:

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

School		Durham	Freeport	Pownal	Total
Acadia	Charter	0	0	0	0
Baxter Academy	Charter	9	7	2	18
Fiddlehead School of Arts & Science	Charter	9	0	0	9
Harpswell Coastal Academy	Charter	6	6	0	12
Maine Connections Academy	Charter	0	0	0	0
Maine Virtual Academy	Charter	0	0	0	0
Maine Academy of Natural Sciences	Charter	1	0	0	1
Homeschooled (includes Freedom Christian Academy)	Homeschooled	21	9	7	37
Fryeburg Academy	Private	0	0	0	0
NYA	Private	1	21	13	35
Waynflete	Private	0	18	4	22
Maine Coast Waldorf (previously Merriconeag Waldorf)	Private	19	85	12	116
Friends School of Portland	Private	1	4	2	7
Breakwater School	Private	2	2	0	4
Chop Point School	Private	0	0	0	0
Royal Academy	Private	1	0	0	1
L'Ecole Francaise Du Maine	Private	1	9	2	12
Hyde School	Private	0	0	1	1
Lincoln Academy	Private	1	0	0	1
Calvary Christian Academy	Private/Religious	0	0	0	0
Greater Portland Christian School	Private/Religious	2	2	2	6
Central Maine Christian Academy	Private/Religious	1	0	0	1
Lisbon Falls Christian Academy	Private/Religious	4	0	2	6
Pine Tree Academy	Private/Religious	3	16	0	19
Open Door Christian Academy	Private/Religious	6	0	0	6
Cheverus	Private/Religious	1	9	0	10
St. John's Catholic School	Private/Religious	4	2	0	6
St. Doms Academy	Private/Religious	4	0	0	4
Wiscasset Christian Academy	Private/Religious	0	1	0	1
Auburn School Department	Public	0	0	0	0
Brunswick School Department	Public	6	1	2	9
Falmouth School Department	Public	0	2	0	2
Lisbon School Department	Public	7	0	0	7
MSAD 15 Gray-New Gloucester	Public	3	0	0	3
MSAD 51 Cumberland/No. Yarmouth	Public	4	1	4	9
Yarmouth School Department	Public	0	13	0	13
RSU 17 Oxford Hills	Public	0	0	0	0
Morse High School	Public	0	0	0	0
Maine School of Science & Math	Public	0	1	0	1
Thornton Academy	Public	0	0	0	0
Total		117	209	53	379

*Information is from schools that are required to report in the DOE's Student Information System and private school notification per Title 20-A M.R.S.A 5001-A(3)(A)(2)

RSU5 Resident Students Attending Other Schools as of October 1, 2017

School		Durham	Freeport	Pownal	Total
Acadia	Charter	0	0	0	0
Baxter Academy	Charter	7	8	2	17
Fiddlehead School of Arts & Science	Charter	7	0	1	8
Harpswell Coastal Academy	Charter	4	5	0	9
Maine Connections Academy	Charter	0	1	0	1
Maine Virtual Academy	Charter	0	0	0	0
Homeschooled (includes Freedom Christian Academy)	Homeschooled	26	10	12	48
Fryeburg Academy	Private	0	0	0	0
NYA	Private	3	31	7	41
Waynflete	Private	1	16	3	20
Maine Coast Waldorf (previously Merriconeag Waldorf)	Private	20	82	12	114
Friends School of Portland	Private	0	4	0	4
Breakwater School	Private	0	2	0	2
Chop Point School	Private	0	3	0	3
Royal Academy	Private	2	1	0	3
L'Ecole Francaise Du Maine	Private	1	11	0	12
Hyde School	Private	0	0	1	1
The Maine Girls Academy (previously Catherine Mcauley)	Private	0	0	5	5
Calvary Christian Academy	Private/Religious	0	2	0	2
Greater Portland Christian School	Private/Religious	0	0	1	1
Central Maine Christian Academy	Private/Religious	1	0	0	1
Lisbon Falls Christian Academy	Private/Religious	3	0	2	5
Pine Tree Academy	Private/Religious	3	14	0	17
Open Door Christian Academy	Private/Religious	6	0	0	6
Cheverus	Private/Religious	0	9	0	9
St. John's Catholic School	Private/Religious	7	0	0	7
St. Doms Academy	Private/Religious	3	0	0	3
Wiscasset Christian Academy	Private/Religious	0	2	0	2
Auburn School Department	Public	1	0	0	1
Brunswick School Department	Public	7	5	0	12
Falmouth School Department	Public	3	1	0	4
Lisbon School Department	Public	2	2	0	4
MSAD15 Gray-New Gloucester	Public	3	0	0	3
MSAD 51 Cumberland/No. Yarmouth	Public	1	2	6	9
Yarmouth School Department	Public	0	11	2	13
RSU 17 Oxford Hills	Public	0	0	0	0
Morse High School	Public	0	0	0	0
Maine School of Science & Math	Public	1	1	0	2
Thornton Academy	Public	0	0	0	0
Total		112	223	54	389
*Information is from schools that are required to report in the DOE's Student Information System and private school notification per Title 20-A M.R.S.A 5001-A(3)(A)(2)					

129 Surveys Distributed

***Some respondents cited more than one reason.**

[illegible]

Item 12.A.

**WARRANT TO CALL
REGIONAL SCHOOL UNIT NO. 5 BUDGET MEETING
(20-A M.R.S. § 1485)**

TO: Kim Best, a resident of Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport and Pownal, State of Maine.

In the name of the State of Maine, you are hereby required to notify the voters of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport and Pownal, that a Regional School Unit Budget Meeting will be held at Freeport High School, 30 Holbrook Street, Freeport, Maine at 6:30 p.m. on May 22, 2019 for the purpose of determining the Budget Meeting Articles set forth below.

ARTICLE 1A: To elect a moderator to preside at the meeting.

ARTICLES 1 THROUGH 11
AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES

- ARTICLE 1:** To see what sum the Regional School Unit will be authorized to expend for Student and Staff Support.
School Board Recommends \$3,567,561.00
- ARTICLE 2:** To see what sum the Regional School Unit will be authorized to expend for School Administration.
School Board Recommends \$1,617,919.00
- ARTICLE 3:** To see what sum the Regional School Unit will be authorized to expend for Facilities Maintenance.
School Board Recommends \$4,820,001.00
- ARTICLE 4:** To see what sum the Regional School Unit will be authorized to expend for Career and Technical Education.
School Board Recommends \$99,419.00
- ARTICLE 5:** To see what sum the Regional School Unit will be authorized to expend for All Other Expenditures.
School Board Recommends \$269,645.00
- ARTICLE 6:** To see what sum the Regional School Unit will be authorized to expend for Regular Instruction.
School Board Recommends \$14,218,224.00
- ARTICLE 7:** To see what sum the Regional School Unit will be authorized to expend for Other Instruction.
School Board Recommends \$829,237.00
- ARTICLE 8:** To see what sum the Regional School Unit will be authorized to expend for System Administration.
School Board Recommends \$950,098.00

ARTICLE 9: To see what sum the Regional School Unit will be authorized to expend for Transportation and Buses.

School Board Recommends \$1,533,556.00

ARTICLE 10: To see what sum the Regional School Unit will be authorized to expend for Debt Service and Other Commitments.

School Board Recommends \$1,581,756.00

ARTICLE 11: To see what sum the Regional School Unit will be authorized to expend for Special Education.

School Board Recommends \$4,592,879.00

ARTICLES 12 THROUGH 15
RAISE FUNDS FOR THE PROPOSED SCHOOL BUDGET

ARTICLE 12: To see what sum the Regional School Unit will appropriate for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the Regional School Unit will raise and assess 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	\$ 7,896,780.56	Town of Durham	\$ 3,113,280.00
Town of Freeport	\$ 12,599,192.43	Town of Freeport	\$ 12,599,192.43
Town of Pownal	\$ 2,337,416.49	Town of Pownal	\$ 1,954,908.00
Total Appropriated (sum of above)	\$ 22,833,389.48	Total Raised (sum of above)	\$ 17,667,380.43

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.

ARTICLE 13: To see what sum the Regional School Unit will raise and appropriate 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.

School Board Recommends \$311,249.00

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: To see what sum the Regional School Unit will raise and appropriate to transfer to the school nutrition program.
School Board Recommends: \$268,245.00

ARTICLE 15: **(Written ballot required.)** To see what sum the Regional School Unit will raise and appropriate in additional local funds (**Recommend \$8,790,551.32**), which exceeds the State's Essential Programs and Services allocation model by (**Recommend \$8,790,551.32**) as required to fund the budget recommended by the School Board.

The School Board Recommends \$8,790,551.32, which exceeds the State's Essential Programs and Services allocation model by \$8,790,551.32. The School Board gives the following reasons for exceeding the State's Essential Programs and Services funding model: 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.

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.

ARTICLE 16 SUMMARIZES THE PROPOSED SCHOOL BUDGET

ARTICLE 16: To see what sum the Regional School Unit will authorize the School Board to expend for the fiscal year beginning July 1, 2019 and ending June 30, 2020 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.
School Board Recommends \$34,080,295.00

ARTICLE 17 AUTHORIZES EXPENDITURES OF GRANTS AND OTHER RECEIPTS

ARTICLE 17: In addition to amounts approved in the preceding articles, shall the School Board be authorized to expend such other sums as may be received from federal or state grants or programs or other sources during the fiscal year for school and other program purposes, provided that such grants, programs or other sources do not require the expenditure of other funds not previously appropriated?

ARTICLE 18 AUTHORIZES THE ADULT EDUCATION PROGRAM AND RAISES THE LOCAL SHARE

ARTICLE 18: To see if the Regional School Unit will appropriate **\$166,462.00** 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.

**ARTICLE 19 ESTABLISHES AND FUNDS
A TRACK AND FIELD CAPITAL RESERVE FUND**

ARTICLE 19: Shall the School Board be authorized to establish a Track and Field Capital Reserve Fund for future track and field maintenance, repairs, and replacement; and to transfer **\$35,000** 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?

**ARTICLE 20 AUTHORIZES THE REGION 10
CAREER AND TECHNICAL EDUCATION BUDGET**

ARTICLE 20: Shall the regional career and technical education operating budget as approved by the cooperative board for the year beginning July 1, 2019 through June 30, 2020 be approved in the amount of **\$2,646,348?**

**ARTICLE 21 AUTHORIZES A TRANSFER OF FUNDS TO
THE CAREER AND TECHNICAL REGION 10 CAPITAL RESERVE FUND**

ARTICLE 21: Shall the Cooperative Board of Maine Region 10 Technical High School ("Region 10") be authorized to transfer up to \$10,000 from undesignated fund balances to its Capital Reserve Fund; and shall the Cooperative Board be authorized 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 may determine to be needed by Region 10?

Given under our hand this day, April 10, 2019 at Freeport, Maine.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant, attest:

Kim Best, Resident
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5

I certify that I have notified the voters of Regional School Unit No. 5 (the "Regional School Unit") of the time and place of the Regional School Unit budget meeting by posting an attested copy of the within warrant as follows:

	TIME(S)	DATE(S)	LOCATION(S)
Durham			
Freeport			
Pownal			

being at least seven days prior to the Regional School Unit budget meeting and being public and conspicuous places in each of said municipalities.

Dated: _____, 2019

Kim Best, Resident of
Regional School Unit No. 5

**WARRANT AND NOTICE OF ELECTION CALLING
REGIONAL SCHOOL UNIT NO. 5
BUDGET VALIDATION REFERENDUM
(20-A M.R.S. § 1486)**

TO: Kim Best, a resident Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective Municipal Officers. The Municipal Officers shall meet forthwith and countersign this warrant and notice of election. The Municipal Officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF DURHAM
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM
WARRANT AND NOTICE OF ELECTION**

Androscoggin County, ss.

State of Maine

TO: Shannon Plourde, Town Clerk of Durham: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

TO THE VOTERS OF DURHAM: You are hereby notified that a Regional School Unit budget validation referendum election will be held at Durham Community School, 654 Hallowell Road in the Town of Durham on Tuesday, June 11, 2019 for the purpose of determining the following articles:

Article 1A: To elect a moderator to preside at said meeting.

Article 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

Article 2: Do you wish to continue the budget validation referendum process in Regional School Unit No. 5 for an additional three years?

INFORMATIONAL NOTE ON ARTICLE 2:

A "YES" vote will require Regional School Unit No. 5 to continue to conduct a referendum to validate its annual school budget for the next three years.

A "NO" vote will discontinue the budget validation referendum for at least three years and provide instead that the annual school budget shall be finally adopted at a meeting of the voters of Regional School Unit No. 5.

The voting on Articles 1 and 2 shall be by secret ballot referendum. The polls will be opened immediately after election of the moderator following commencement of the meeting at 8:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 10, 2019 at Freeport, Maine.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of Election, attest:

Kim Best
Resident of
Regional School Unit No. 5

Countersigned this _____ day of _____, 2019 at Durham, Maine.

_____	_____
_____	_____

A majority of the Municipal Officers of Durham, Maine

A true copy of the Warrant and Notice of Election, attest:

Shannon Plourde, Municipal Clerk
Durham, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5
_____, 2019

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Durham, an attested copy of this warrant and notice of election, directing the Municipal Officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

Kim Best
Resident of
Regional School Unit No. 5

RETURN

Androscoggin County, ss.

State of Maine

TO: The Municipal Officers of the Town of Durham

I certify that I have notified the voters of the Town of Durham of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION OF POSTING</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Durham, Maine: _____, 2019

Shannon Plourde, Town Clerk
Durham, Maine

**WARRANT AND NOTICE OF ELECTION
CALLING REGIONAL SCHOOL UNIT NO. 5
BUDGET VALIDATION REFERENDUM
(20-A M.R.S. § 1486)**

TO: Kim Best, a resident Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective Municipal Officers. The Municipal Officers shall meet forthwith and countersign this warrant and notice of election. The Municipal Officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF FREEPORT
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Susan Nourse, Police Chief of Freeport: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

TO THE VOTERS OF FREEPORT: You are hereby notified that a Regional School Unit budget validation referendum election will be held at Freeport High School, 30 Holbrook Street in the Town of Freeport on Tuesday, June 11, 2019 for the purpose of determining the following articles:

- Article 1A: To elect a moderator to preside at said meeting.
- Article 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?
- Article 2: Do you wish to continue the budget validation referendum process in Regional School Unit No. 5 for an additional three years?

INFORMATIONAL NOTE ON ARTICLE 2:

A "YES" vote will require Regional School Unit No. 5 to continue to conduct a referendum to validate its annual school budget for the next three years.

A "NO" vote will discontinue the budget validation referendum for at least three years and provide instead that the annual school budget shall be finally adopted at a meeting of the voters of Regional School Unit No. 5.

The voting on Articles 1 and 2 shall be by secret ballot referendum. The polls will be opened immediately after election of the moderator following commencement of the meeting at 7:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 10, 2019 at Freeport, Maine.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of
Election, attest:

Kim Best
Resident of
Regional School Unit No. 5

Countersigned this _____ day of _____, 2019 at Freeport, Maine.

_____	_____
_____	_____
_____	_____

A majority of the Municipal Officers of Freeport, Maine

A true copy of the Warrant and Notice of
Election, attest:

Lynn Horr, Municipal Clerk
Freeport, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5
_____, 2019

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Freeport, an attested copy of this warrant and notice of election, directing the Municipal Officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

Kim Best
Resident of
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The Municipal Officers of the Town of Freeport

I certify that I have notified the voters of the Town of Freeport of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION OF POSTING</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Freeport, Maine: _____, 2019

Susan Nourse, Police Chief
Freeport, Maine

**WARRANT AND NOTICE OF ELECTION
CALLING REGIONAL SCHOOL UNIT NO. 5
BUDGET VALIDATION REFERENDUM
(20-A M.R.S. § 1486)**

TO: Kim Best, a resident Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective Municipal Officers. The Municipal Officers shall meet forthwith and countersign this warrant and notice of election. The Municipal Officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF POWNAL
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Kim Best, Resident of Pownal: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

TO THE VOTERS OF POWNAL: You are hereby notified that a Regional School Unit budget validation referendum election will be held at Mallet Hall, 429 Hallowell Road in the Town of Pownal on Tuesday, June 11, 2019 for the purpose of determining the following articles:

- Article 1A: To elect a moderator to preside at said meeting.
- Article 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?
- Article 2: Do you wish to continue the budget validation referendum process in Regional School Unit No. 5 for an additional three years?

INFORMATIONAL NOTE ON ARTICLE 2:

A "YES" vote will require Regional School Unit No. 5 to continue to conduct a referendum to validate its annual school budget for the next three years.

A "NO" vote will discontinue the budget validation referendum for at least three years and provide instead that the annual school budget shall be finally adopted at a meeting of the voters of Regional School Unit No. 5.

The voting on Articles 1 and 2 shall be by secret ballot referendum. The polls will be opened immediately after election of the moderator following commencement of the meeting at 8:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 10, 2019 at Freeport, Maine.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of Election, attest:

Kim Best
Resident of
Regional School Unit No. 5

Countersigned this _____ day of _____, 2019 at Pownal, Maine.

A majority of the Municipal Officers of Pownal, Maine

A true copy of the Warrant and Notice of Election, attest:

Melissa Henes, Municipal Clerk
Pownal, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5
_____, 2019

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Pownal, an attested copy of this warrant and notice of election, directing the Municipal Officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

Kim Best
Resident of
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The Municipal Officers of the Town of Pownal

I certify that I have notified the voters of the Town of Pownal of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION OF POSTING</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Pownal, Maine: _____, 2019

Kim Best, Resident
Pownal, Maine

**NOTICE OF AMOUNTS ADOPTED AT BUDGET MEETING
REGIONAL SCHOOL UNIT NO. 5
INFORMATION FOR VOTERS AT BUDGET VALIDATION REFERENDUM**

TO: Municipal Clerks of the Towns of Durham, Freeport and Pownal, State of Maine

In the name of the State of Maine and pursuant to 20-A M.R.S. § 1486(2) you are hereby directed to display this Notice of Amounts Adopted at Budget Meeting at the polling places within your respective municipalities to assist the voters of Regional School Unit No. 5 (the "Regional School Unit") in voting at the budget validation referendum to be held on June 11, 2019, for the purpose of determining if the Regional School Unit budget for the 2019-2020 fiscal year that was adopted at the Regional School Unit budget meeting on May 22, 2019, should be approved.

Cost Center Summary Budget Category	Amount Recommended by School Board	Amount Approved by Voters at Budget Meeting¹
Student and Staff Support	\$ 3,567,561	
School Administration	\$ 1,617,919	
Facilities Maintenance	\$ 4,820,001	
Career and Technical Education	\$ 99,419	
All Other Expenditures	\$ 269,645	
Regular Instruction	\$ 14,218,224	
Other Instruction	\$ 829,237	
System Administration	\$ 950,098	
Transportation and Buses	\$ 1,533,556	
Debt Service and Other Commitments	\$ 1,581,756	
Special Education	\$ 4,592,879	
Summary of Total Authorized General Fund Expenditures:	\$ 34,080,295	\$

¹Amounts to be completed by Superintendent of Schools under authority of the School Board.

The amount approved at the Regional School Unit budget meeting includes locally raised funds that exceed the maximum state and local spending target pursuant to 20-A M.R.S. § 15671-A(5).

A majority of the School Board of Regional School Unit No. 5

Dated: _____, 2019

Becky Foley, Superintendent of Schools
Regional School Unit No. 5

RSU5 Local Credentialing Committee Handbook

Approved by the RSU No. 5 Board of Directors:

RSU5: Local Credentialing Committee (LCC) Plan

I. This plan will be in effect beginning July 1, 2019.

II. Scope of the Support System:

The support system will be for the schools that comprise RSU5: Durham Community School, Morse Street School, Mast Landing School, Freeport Middle School, Freeport High School and Pownal Elementary School.

III. Efficient Management, Structure and Responsibilities:

The RSU5 LCC will function as the governance body of the support system. The LCC will be composed of teacher representative(s) from each building in the RSU. These representatives will serve for a period of one year.

- Durham Community School 1 Representative
- Morse Street School 1 Representative
- Mast Landing School 1 Representative
- Freeport Middle School 1 Representative
- Freeport High School 2 Representatives
- Pownal Elementary School .5 Representative

(In future years, any adjustments to the number of representatives above would need to be requested through the Stipend Committee first and then approved through the budget process.)

The members (teachers) of the LCC will be elected yearly by the teaching staffs at each of the schools. People interested in serving on the committee will submit their names to the building administrator by the 15th of April. All names submitted at each school will be placed on each school's ballot. A vote will be taken by the second Friday in May. Votes will be tallied by the Principal and the top name from each school in the RSU will be submitted to the Superintendent. In order to be considered for membership on the LCC, a person must have at least three years of experience in education and hold a professional certificate. In the event of a tie vote, a runoff election will be held. If a vacancy occurs during the school year, an election will be held to fill the vacancy.

The Superintendent will appoint one administrator from the RSU to the LCC. The LCC may not include school board members from RSU5.

The term of office will be from the second Friday in May of the year of the election to the second Friday in May of the following year. Committee members finishing their terms will remain as non-voting members of the committee through the month of June in order to provide a smooth transition.

Election of Officers- At the June meeting the newly elected members of the committee will elect a chairperson and one communication/recording secretary.

Chairperson of the LCC- prepares the agenda, conducts the meeting, signs all necessary documents and acts as the liaison between the Credentialing Committee, Mentor Chair, Maine Department of Education (MDOE) certification office, and the Superintendent/designee of RSU5.

Communication/Recording Secretary- keeps minutes of all meetings; answers communications as directed by the Chairperson.

Building Representative- maintains and secures staff files at individual schools.

Meetings - The full Local Credentialing Committee will meet monthly on a day and time decided by the committee.

Roles and Responsibilities:

The Local Credentialing Committee is responsible for approving Professional Growth Plans prior to implementation and verifying completion of the approved plan. The LCC Chairperson will provide the Commissioner of the Maine Department of Education with certification recommendations.

All staff serving on the credentialing committee must have completed at least one five year renewal cycle. Each member must have at least three years of teaching experience in RSU 5.

Attends all monthly meetings of the LCC and is timely with bringing forth educator files.

Recommendation to the Commissioner-

The final recommendation of the Certification Committee regarding a teacher's eligibility for certification shall be submitted to the Department of Education in the format required by Department of Education Certification rules Chapter 115. This document is available from the Local Credentialing Committee.

Certification recommendations will be made within the online certification system once the LCC has verified completion of renewal requirements. If the educator has not met the requirements for renewal of certification, the LCC will notify the state, and the superintendent/designee that the teacher is not recommended for renewal.

Once the educator has been recommended for renewal, it is the educator's responsibility to complete the online requirements and make the recertification fee payment. After certification has been approved, the educator must provide a copy of their certification to the Human Resources office and their building LCC representative.

Note: Ed Techs will continue to be certified through the MDOE certification office.

VII. LCC Communication

Members of the LCC will be responsible for communicating certification information to and from their building/constituency.

Records regarding the entire certification process will be kept in the certification file at each school. These records are available to members of the LCC, the candidate, and the Superintendent of Schools.

VIII. Mentors (Refer to the Peer Mentor and Support Handbook for more information.)

Mentors will be matched to all educators who are new to the district. The Superintendent/designee will request that the Mentor Chair present a list of potential mentors to him/her prior to August 1st for appointment as a mentor.

Mentors will be nominated to the Board of Directors by the Superintendent from among the pool of educators who are mentor trained and who express a desire to serve.

The Mentor Chair and administrators will thoughtfully match mentors with mentees by taking into account building location, subject area and grade level as much as possible. If the administrator is unable to find a qualified mentor, the administrator will notify the Mentor Chair who will work with the Superintendent/designee to identify a mentor.

Mentor responsibilities are outlined in the RSU5 Peer Mentor and Support Handbook.

To be eligible to mentor, teachers must

- Hold a Maine professional teaching certificate,
- Have a summative evaluation score of effective or higher,
- Have at least three years of teaching experience,
- Employ sound educational practice in the classroom,
- Be committed to collaborative practices, and
- Be a skillful communicator able to adapt to different communication styles.

IX. Professional Renewal Plans

Development of Professional Growth Plan

Professional and Conditional educators will develop a Plan for Professional Certification. **This plan should be built around their goals that are aligned to the Marshall Rubrics and is presented to the LCC Chairperson for approval at least three years prior to the expiration of the teacher's certificate.** In the plan, the teacher describes what activities s/he will undertake to renew certification. Candidates must submit evidence of 90 hours of professional growth credits aligned with their Professional Growth Plan developed using the Marshall Rubrics (link to website page) to the LCC no later than May 1st of the year they renew their certificate.

See the professional growth credits section of the RSU5 certification plan for examples of activities for professional growth.

End of Year LCC Reflection- An annual reflection of the Support System process will be made. At the September meeting, this reflection will be used by the LCC to make recommendations for program improvement or revision.

PROFESSIONAL GROWTH PLAN CREDITS (PGC)

All professional growth credits must have prior approval by the LCC.

Educators must have 90 hours or the equivalent of 6 Professional Growth Credits aligned with their Professional Growth goals. Stipended positions are not eligible for certification hours.

EXAMPLES of possible PGC activities

- 1 college credit = 15 hours = 1 PGC
- 1.5 recertification credit (C.E.U.) = 1 PGC
- 15 hours in-service training/seminars = 15 hours = 1 PGC
- 15 hours of non-paid committee work = 15 hours = 1 PGC
- 15 hours of independent study = 15 hours = 1 PGC
- 8 weeks supervising a student intern = 15 hours = 1 PGC

This plan was written by a subcommittee of the current certification committee with the committees endorsement. The draft was reviewed by Emily Gribben, Educator Effectiveness Coordinator from MDOE, at a meeting with the subcommittee on January 14, 2019 for feedback. Small revisions were made and brought back to the full Certification Committee for review on February 7, 2019.

RSU No. 5 Peer Mentor and Support Handbook

Approved by the RSU No. 5 Board of Directors:

Rationale

Chapter 180: Performance Evaluation and Professional Growth Systems establishes standards and procedures for implementation of performance evaluation and professional growth systems (PEPG systems) for educators, as required in Chapter 508 of Title 20-A of the *Maine Revised Statutes*. It defines terms, identifies professional practice standards for use in PEPG systems, establishes criteria that must be met by student learning and growth measures used in a PEPG system and requires involvement of educators in implementation of systems. The rule establishes a Peer Mentor and Support Program that must be in place to support staff in their professional plan.

Your Guide to a Career as an Educator in RSU No. 5

Welcome to **RSU No. 5** and to your new position as one of our highly valued professional educators! The profession of teaching can be both challenging and rewarding, and we wish you all the best as you begin your journey in our school system.

Our Peer Mentor and Support Handbook is designed to guide teachers. This handbook provides an overview of our program process and a framework for the requirements. Please read it carefully to assure that you understand the contents.

Shortly after being hired, you will be assigned a mentor who will be meeting with you regularly to support and guide you as you are introduced to your school and all its nuances: the people, the learners, its goals and mission. Think of yourself and your mentor as a teaching/learning team, one that will share challenges and successes during the year. It is expected that mentoring teams will find the year working together a mutually powerful learning experience that leads to greatly improved teaching practice and professional learning.

Take special care to plan the first few days and weeks in the classroom, which research tells us are crucial to the success of the rest of the year for you and your learners. The planning can be an exciting opportunity to get to know your colleagues and school. Reach out to those in your school for guidance in this important period.

We have high expectations for educators in RSU No. 5 schools. We expect great results for our learners and know that achieving these results often hinges on whether or not we can provide them with exemplary teachers. Therefore, we place high value on every staff member's professional growth. Beginning teachers, in particular, receive a great amount of support for professional growth. Our goal of wanting high-quality teachers for our learners requires that we observe and provide you with feedback that will help improve your performance. Sometimes it can be stressful; but please keep in mind that these observations and reflections are designed to inform you about areas in which you do well, as well as areas in which you need to learn and grow.

Professional Support

Your Supervisor's Role as Evaluator

Your first three years as a teacher in one of our schools is the probationary period in which you must demonstrate that you have the skills and ability to be part of our teaching team. You must demonstrate that you are an effective teacher able to engage and inspire your learners to grow. In addition, you must show that you are a valuable member of your school team/community. Your administrator(s) will make several observations during your first three years. It is these observations, the evaluative feedback, your resulting response, your growth plan progress, and your SLO completion that will give the administration the evidence needed in order to recommend you for a continuing contract after your probationary period.

Your Mentor's Role

In response to Maine's PEPG Systems law, RSU No. 5 schools assign mentors to all new teachers. Your mentor has been formally trained in the Maine's Mentor Modules. To be eligible to mentor, teachers must

1. Hold a Maine professional teaching certificate,
2. Have a summative evaluation score of effective or higher,
3. Have at least three years of teaching experience,
4. Employ sound educational practice in the classroom,
5. Be committed to collaborative practices, and
6. Be a skillful communicator able to adapt to different communication styles.

As your RSU No. 5 experience begins, your mentor is required to meet with you regularly in getting acculturated with our school and help you get grounded in the work of the profession. Your mentor is also required to make formal observations of your instructional performance and give you feedback that will help you improve and grow as an educator. Your mentor does not evaluate you for the purpose of recommending or not recommending you for a continuing contract—that is the role of building administrators/supervisors.

Peer Mentor and Support Program Overview

Each year we welcome new educators in our schools. They come with many talents, skills, and dreams of positively impacting the lives of our learners. Serving our learners well as they grow academically, socially, and emotionally is the primary focus of our school community. Our mission is “To inspire and support every learner by challenging minds, building character, sparking creativity and nurturing passions.” Providing all teachers with the support they need to meet this challenge is critical to our success with this mission.

RSU No. 5 schools are dedicated to the success of all members of our school community—learners and educators. In order to support our new teachers and contribute to the enhancement of learning, we have developed this comprehensive program that engages new and veteran teachers in collegial and professional growth.

What Is the Mission of the Peer Mentor and Support Program?

The purpose of the RSU No. 5 Peer Mentor and Support Program is to provide support for teachers. As a result of this program, we will enhance the collegial environment in our schools and facilitate ongoing professional growth for educators. This process embeds the required Peer Review component of the PEPG System.

What are the Goals of the Peer Mentor and Support Program?

- To strengthen teaching performance and student achievement;
- To integrate new educators into the culture and climate of our schools and school system;
- To assist beginning educators as they manage the challenges of starting out in this profession, such as making a positive impact on the lives of their learners and recognizing the professional responsibilities of working in a school and with colleagues;
- To guide the professional development of educators through reflection on their practices and on learning in order to help them develop and refine their teaching styles; and
- To encourage educator leadership.

Trained RSU No. 5 mentors are at the heart of the program. All mentors have been trained in the Maine Mentor Model and are well versed in the needs of

- Beginning educators,
- Active listening and questioning skills,
- Cognitive coaching,
- Techniques for collecting data in the classroom,
- Educators' developmental stages, and
- The nature of the mentoring and coaching relationship.

All active mentors are required to attend four mentor support meetings per year during their tenure as mentors. This forum provides support for their continued growth as mentors.

Who Receives a Mentor?

All educators new to RSU No. 5 receive a mentor. Those who are brand new to education will receive a second year of mentoring. A second year for all other educators will be at the discretion of the building administrator. (See Appendix J)

What Kind of Support Is Available for Mentors?

In addition to providing support for new educators, RSU No. 5 provides support for the mentors who are engaged in the important work of supporting and shaping teachers. Active mentors will participate in four support meetings each year during their mentoring term. The mentor chair will plan and facilitate these support meetings as needed. The purpose is to provide time for mentors to practice mentoring skills and strategies. Mentors may seek advice from members of the mentoring support group.

How Are Mentors Matched with Educators?

The Assistant Superintendent ensures that the Mentor Chair and administrators thoughtfully match mentors and educators by taking into account subject area, grade level, and philosophy as much as possible.

Role of Assistant Superintendent

- Ensures all new educators in RSU No. 5 have a mentor;
- Ensures mentors and/or educators are notified of New Educator Induction meetings/training sessions as applicable;
- Ensures *Mentor Appointment Agreement* for each mentor is completed, and that a copy is sent to the Superintendent's office, and another is kept for school records;
- Ensures mentees are supported in visiting other classrooms;
- Acquaints administrators with the contents of this handbook;
- Provides budgetary support (stipend) for the Peer Mentor and Support Program;
- Promotes training for new mentors; and
- Ensures the Mentor Chair collects and maintains a file of *Mentor Time Records* from all mentors.

Role of Mentor Chair

Communication

- Provides administrators with a list of mentor trained educators and availability;
- Collaborates with administrators on mentor assignments;
- Be available to meet and consult throughout the school year, as needed;
- Mediates differences between mentor and newly hired educator, as needed;
- Advocates for Peer Mentor and Support Program; and
- Ensures mentors understand their responsibilities outlined in this handbook.

Documentation

- Collects and maintains a file of *Mentor Time Records* from all mentors.

Professional Development

- Plans for and trains new mentors; and
- Plans and holds four Mentor Support Group meetings per school year.

Role of Mentor

Communication

- Meets with educator regularly with a predetermined agenda;
- Familiarizes educator with both the school and RSU No. 5 procedures and goals;
- Familiarizes self and mentee with the RSU No. 5 evaluation process;
- Familiarizes self and mentee with the RSU No. 5 Strategic Plan;
- Provides emotional support;
- Problem-solves with educator; and
- Arranges time, if appropriate, for educator to visit other classrooms during the school year.

Documentation (forms in appendix)

- Uses *Mentor Anecdotal Record* to complete documentation of meeting agenda and activities;
- Uses *Mentor Time Record* to document meetings and time spent on mentor responsibilities.

- Performs a minimum of 3 formal observations and provides written feedback;
- Guides educator through Professional Growth Plan for recertification;
- Submits requested documentation; and
- Submits *End-of-Year Mentor Survey*.

Professional Development

- Coordinates network of support and resources for newly hired educator; and
- Meets with Mentor Support Group four times per year.

Role of Newly Hired Educator

Communication

- Advocates needs to mentor;
- Meets with mentor regularly with a predetermined agenda; and
- Is responsive to communication.

Documentation

- Maintains a professional portfolio for recertification (certificates, contact hours, courses taken);
- Writes *Professional Growth Plan* based on the adopted Marshall Rubrics (with assistance from mentor); and
- Assists mentor in completing *End-of-Year Mentor Survey*

Professional Development

- Develops knowledge and familiarity with Marshall Rubrics; and
- Participates in observations.

Confidentiality

The relationship between the new educator and the mentor is characterized by support and trust and is formative in nature. The mentor should remember that the role does not involve evaluation for the purpose of retaining the teacher in a particular district. Consequently, information shared between the mentee and the mentor is considered strictly confidential. Information shared in the mentoring relationship is not to be shared with anyone except the Mentor Chair without the explicit knowledge and consent of the mentee.

The mentor may believe that the mentee would benefit from certain resources or increased support from the administrator or another teacher because of challenges that the new educator is facing. A mentee may actually be better served when these individuals are, on occasion, included in discussions of issues related to instructional practice. **The mentor must have the consent of the mentee to share this information.** The only exception to the confidentiality agreement occurs when the mentor is given information that he/she is legally obligated to report to his/her supervisor because Maine law has been violated.

Protocol for Changing Mentors

If the fall *Newly Hired Educator and Mentor Match Survey* or other evidence indicates that a problem exists, the Mentor Chair will facilitate a meeting between the mentee and the mentor to attempt to resolve issues between them and to improve their effectiveness as a team. The mentee may request to have an administrator participate in the meeting as well. This will be followed by a trial period of two months during which they will continue to work together.

If the match is ended at this point, a replacement mentor will be chosen in order to give the beginning teacher continued support during this critical period.

Timelines

In August/Early September

Mentor and Newly Hired Educator

- Meet during New Educator Induction day in August to determine newly hired educator needs.

Assistant Superintendent

- Ensure that mentors are selected for newly hired educators;
- Ensure all active mentors for the current school year have completed the *Mentor Appointment Agreement*; and
- Communicate revisions to the *Peer Mentor and Support Program Handbook*.

Mentor Chair

- Meet with Assistant Superintendent to review mentor assignments and schedule dates for Mentor Support meetings.

In September

Mentor and Newly Hired Educator

- Begin meetings (with agenda).
- (Mentor) document meetings on *Mentor Anecdotal Record*
- Conduct a “drop in,” informal observation to identify issues that may need to be discussed early in the school year (e.g., classroom routines, classroom management, etc.)—no written observation required.

Mentor Chair

- Hold *Professional Growth Plan* Workshop for mentors and newly hired educators.

Local Credentialing Committee (LCC)

- Document mentor appointments in LCC minutes.

In October

Mentor and Newly Hired Educator

- Continue meetings (with agenda).
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) document meetings on *Mentor Time Record* (turn in copy to the Mentor Chair).
- (Newly Hired Educator) complete *Beginning Teacher and Mentor Match Survey* and send to the Assistant Superintendent.
- (Mentor) conduct 1st formal observation using the *Observation Form* and file a copy with your mentoring documents.

Mentor Chair

- Facilitate Mentor Support Group meeting.
- Remind mentors and newly hired educators that the Professional Growth Plan is due by October 15.
- Meet with teams as needed to mediate any mismatch issues surfaced by the *Mentor/Newly Hired Teacher Match Survey*. (Mentee may request to have an administrator present.)

Mentor and Newly Hired Educator

- (Mentor) Submits mentee's *Professional Growth Plan* to Local Credentialing Committee building rep by October 15.
- (Mentee) Submits *Professional Growth Plan* to mentor prior to October 15.

In November

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*
- (Mentor) conduct drop-in/walk-through observations when able.

In December

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) conduct drop-in/walk-through observations when able.

In January

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) document meetings on *Mentor Time Record* and turn in to Mentor Chair.
- (Mentor) make 2nd formal observation of mentee using the *Observation Form* and file a copy with your mentoring documents—this observation could be used to provide evidence of their Professional Growth Goals if desired by mentee.

In February

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (Mentor) conduct drop-in/walk-through observations when able.

In March

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) make 3rd formal observation of mentee using the *Observation Form* and file a copy with your mentoring documents— this observation could be used to provide evidence of their Professional Growth Goals if desired by mentee.
- (Mentor) document meetings on *Mentor Time Record* and turn in to Mentor Chair.

In April

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- Document completion of Professional Growth Plan to submit to building administrator(s)/supervisor by April 1.

In May

Mentor and Newly Hired Educator

- Continue meetings with agenda.
- (Mentor) document meetings on *Mentor Anecdotal Record*.
- (1st-year mentors) submit observations to Local Credentialing Committee.
- (2nd-year mentors) submit observations to Local Credentialing Committee.

In June

Mentor and Newly Hired Educator

- (Mentor) document meetings on *Mentor Time Record*.
- (Mentor) complete *End-of-Year Mentor Survey* and send to Asst. Superintendent.
- (Mentor) submit all *Mentor Time Records* to Mentor Chair

Mentor Chair

- Facilitate Mentor Support Group meeting
- Meet to debrief and revise program guidelines, if necessary.

APPENDICES

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

Appendix A: Observation Form- (3 times per year)

(Attach additional sheets if enough space is not provided).

Newly Hired Educator: _____ Mentor: _____

Grade/Subject Observed: _____ Observation #: _____

Date of Pre-conference:	
Date of Observation:	
Date of Post-conference:	

Focus of Observation (established during Pre-conference):

Data Collection Tool(s):

Elements from Marshall Rubrics observed during the observation:

Newly hired educator and mentor follow-up (next steps?):

Mentor's Signature

Date

Newly Hired Educator's Signature

Date

Reminder: Do not include any confidential material on this form.

Appendix B: Suggested Monthly Discussion Points

August/September

- ◆ Establishment of Mentor-Mentee relationship
 - Peer Mentor and Support Program Handbook/process, including appendices of forms that need to be completed
 - Mentee's background; perceived strengths and challenges
 - Purpose of informal drop-in observation by mentor
- ◆ Review Building Level Expectations
 - Discipline
 - Duties
 - Supplies
 - Lunch procedure
- ◆ Machines (copier, laminator)
- ◆ Building procedures
 - Building access codes
 - Fire drills/emergencies
 - Health services available (e.g., nurse, social worker) and procedures for health referrals
 - PLCs
 - Common Time/Study hall procedures
 - RTI A and B
 - Assistance Team process
 - PowerSchool/Attendance / Grading/Empower
 - Absences/Substitutes
- ◆ Classroom management
 - Expectations
 - Class lists

- Seating plans
- Substitute folders
- Supervision of Ed Techs
- Forms
- ◆ Phone Tree
- ◆ District/school forms
- ◆ Website
- ◆ Special Services
 - IEP's
 - 504's
 - GT
 - ESL
- ◆ Policies (Target Solutions)
 - Internet Use
- ◆ Testing/Assessment Timeline
- ◆ Effective Teaching
- ◆ Technology
 - Technology support
 - Saving to server
- ◆ Professional Growth Plans
- ◆ SLOs

October

- ◆ School handbook
- ◆ Assemblies
- ◆ Holidays and impact on learning
- ◆ Picture day
- ◆ Progress reports
- ◆ Parental contacts/conferences
- ◆ Curriculum
- ◆ PSAT testing (high school)
- ◆ 1st formal observation
- ◆ Newly Hired Educator and Mentor Match Survey
- ◆ Professional Growth Plan and Initial SLO review
- ◆ Data meetings

November

- ◆ Scoring
- ◆ Trimester report cards (K-8)
- ◆ Conferences
- ◆ Visit another teacher (as needed)
- ◆ Snowdays
- ◆ Analyzing and Using Data
- ◆ Data collection tools

December

- ◆ Holidays and impact on learning
- ◆ Sensitivity to cultural diversity

January

- ◆ Budgeting process
- ◆ Semester report cards (9-12)
- ◆ Effective Teaching (check-in)
- ◆ 2nd formal observation

February

- ◆ Trimester Progress Reports
- ◆ Preparation for spring testing (Assessment Timeline)
- ◆ Communication with parents
- ◆ Visiting a classroom/teacher (as needed)

March

- ◆ Trimester report cards (K-8)
- ◆ Curriculum
- ◆ Referrals for special ed
- ◆ Spring testing
- ◆ 3rd formal observation

April

- ◆ Professional Growth Plan evidence
- ◆ Transition meetings

May

- ◆ Testing –Assessment Timeline
- ◆ Transitions (Grades 2, 5, and 8)
- ◆ Inventories

June

- ◆ End-of-Year Mentor Survey
- ◆ Report cards (K-12)
- ◆ Summer programming
- ◆ Closing up classrooms
- ◆ End-of-year paperwork

Appendix C: Mentor Anecdotal Record

Month	Essence of Discussion
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Date:</i>	
<i>Beginning Time:</i>	
<i>Ending Time:</i>	
<i>Comments:</i>	

Appendix C: Sample

Date and Standards	Essence of Discussion
4/5/10 9:20-10:05	We are planning a unit on immigration to do in May. Today we looked at the Learning Results and district curriculum to see where our idea fits into the big picture. Also discussed some of her challenging learners and ways to accommodate them. ____ is having problems completing assignments. Seems as if he can't read the directions. Met during free period. Discussed importance of maintaining daily journal.
4/12/10 3:00-3:45	Met after school but too exhausted to accomplish much. Had our pre-conference for math class observation tomorrow. I will watch an introductory multiplication lesson See attached notes. Learner ____ needs to have directions repeated when he returns to his seat.
	<i>Vacation Week!</i>
4/22/10 11:00-12:00	Jane and I met during lunch today. We discussed learner ____ who is giving her fits about staying on task. We brainstormed ways that might help him with his work. She is going to try having another learner read the directions with him. Talked about gathering resources for the next unit she is planning to do. Next time we meet we will look at ways to introduce the unit.
4/29/10 2:45-4:00	We had to meet after school this time. We are always so tired it seems that we don't get much done. Next time we are going to get together before school. Brainstormed some ways to start the unit on immigration. Decided to send home a survey to find out what countries learners families immigrated from to the United States. The problem learner is having trouble keeping track of his pencil. Brainstormed some ways to keep him in pencils.
<p>Comments:</p> <p>Jane is gaining confidence in her ability to plan interesting, and engaging lessons for her mix of learners. She now offers more ideas than I can. We'll continue to work on adapting lessons for the diversity of learners she has in her classroom. We are planning to attend the April 30th social studies conference being held at the university.</p>	

Appendix D: Mentoring Meeting Tips

Recommended Materials:

- *RSU No. 5 Local Credentialing Committee Plan (2019)*
- *Peer Mentoring and Support Handbook*
- *Maine Learning Results: Parameters for Essential Instruction (2007)*
- *Mentor Anecdotal Record*
- Curriculum resources
- School handbook
- Calendars and planners
- Books or online tools that recommend protocols for meetings

Important Reminders:

- Meet regularly. (Regularly scheduled meetings are more effective and show “intentionality.”)
- Model professionalism and take responsibility for making sure meetings are focused on the Professional Growth Plan and Marshall Rubrics.
- Use your communication/listening/questioning skills.
- Begin your meetings with a brief check-in (e.g., How are things going? Is there anything I should know before we get started?)
- Use your *Mentor Anecdotal Records* to review where you have been and to decide where you are going.
- Listen to and help problem solve complaints for a short period of time, but don’t encourage “venting” at each meeting.
- Take responsibility to move the meetings to a higher level (use the *Marshall Rubrics* as a guide).
- Try to avoid personal stories and personal biases.
- Share professional readings and professional development information.
- Always end your meetings with closure, a review of progress, and your next meeting time.
- Provide hope, perspective, and encouragement.
- Document your meeting.

Appendix E: Mentor Time Record

(Submit copies at end of October, January, March, June to the Mentor Chair)

Month	Total Time This Week
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<i>Date:</i>	
<i>Meeting Start Time:</i>	
<i>Meeting End Time:</i>	
<div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <i>Mentor Signature:</i> _____ <i>DATE:</i> _____ </div> <div style="display: flex; justify-content: space-between;"> <i>Mentee Signature:</i> _____ <i>DATE:</i> _____ </div>	

Appendix F: Certification Recommendation Form

As a mentor, I have completed all of my observations of my mentee and provided appropriate support throughout the process.

Signature of Mentor

Date

As a new educator, I have completed the requirements outlined by the Maine Department of Education.

Signature of New Educator

Date

Certification Support System Recommendation:

I, _____, _____,
(Name) (Position)

recommend that the following certification action be taken by the Maine Department of Education:

Staff member: _____

School: DCS PES MSS
(Circle one.) MLS FMS FHS

FROM

TO

____ Conditional

____ Professional

____ Professional

____ Other _____

For the endorsement:

____ Completion of pre-approved courses, CEUs, contact hours

____ Receipt of passing test scores

____ Completion of other requirements: _____

____ Extenuating circumstances which necessitate additional time to complete requirements

NOTES:

Signature of Local Credentialing Committee Chair

Date

(Submit this form to the RSU No. 5 Local Credentialing Committee Chairperson by May 1st.)

Appendix G: Newly Hired Educator and Mentor Match Survey

In late October, beginning educators complete this survey and **return it to the Assistant Superintendent**. This information is confidential, and will only be shared with permission of the newly hired teacher.

Date: _____

1. Please circle the rating that best represents the support you have received from your mentor.

1 (low) 2 3 4 5 (high)

Please briefly explain your response:

2. Please rate (circle) the degree of match between you and your mentor.

 1 (low) 2 3 4 5 (high)

Please briefly explain your response:

3. Please indicate your name only if there is a need for confidential conference on your mentoring relationship.

Name: _____

Date: _____

*Please return this survey to the Assistant Superintendent.
Thank you very much for your input.*

Appendix H: End-of-Year Mentor Survey
RSU No. 5's Peer Mentor and Support Program

Mentor: _____

Date: _____

Newly Hired Educator: _____

Year 1 Year 2 (circle one)

Please answer the following questions with as much detail as possible. We will use the information you provide to help in planning for the next year of the Peer Mentor and Support Program. It will be treated in strict confidentiality for program planning only. Thank you for your time and commitment! **Please return to the Assistant Superintendent.**

1. Was your mentee:

in the same building? YES NO

content area? YES NO

grade level? YES NO

2. How helpful do you think you were to your mentee?

3. What are the areas in which your mentee needed the most help this year?

4. What are the areas in which your mentee continues to need the most support?

5. What positive impact has this year's work with your mentee had in your teaching practice and learner achievement?

6. From your perspective, what are some ongoing challenges to supporting new educators in our system?

7. What improvements to our Mentor and Peer Support Program would help you support new educators more effectively?

*****May be sent out through Google Forms**

***Please return this survey to the Assistant Superintendent.
Thank you very much for your input.***

Appendix I: Mentor Appointment Agreement

Educator's Name (Mentor): _____

Thank you for your willingness to serve as a mentor for a newly hired educator in RSU No. 5. You have been appointed as a mentor for _____ who will be teaching at _____. Mentor duties are outlined in ***RSU No. 5's Peer Mentor and Support Handbook***.

This appointment will begin on _____ and will end on _____.

Your compensation will be \$_____ providing that you fulfill the responsibilities outlined in the ***RSU No. 5's Peer Mentor and Support Handbook*** including all required mentor support meetings.

This appointment is subject to termination by the Superintendent of Schools at his/her discretion on 14 calendar days' notice or payment in lieu thereof.

This appointment will be void unless the original copy of this agreement, duly executed by the appointee, is received in the Office of the Superintendent of Schools on or before _____.

Signature of Appointee

Date

Signature of Superintendent

Date

Please return to the Office of the Superintendent. Thank you.

Appendix J: Peer Mentor and Support Program Expectations

Certification and Level of Experience of New Hire	Length of Time with Mentor	Yearly Observations	Focus of Professional Growth Plan	Professional Growth Plan
Provisional, Conditional, or Professional educators with previous experience and an already existing plan that are new to RSU5.	1 year	3	Use previous plan from prior district if approved through RSU5's LCC. Educator must provide acceptable evidence of plan completion. Otherwise, develop new plan based on need using the Marshall Rubrics.	Mentees develop and share plan with mentor. All plans will be for one year plans.
Conditional for Regular Education and brand new to education.	2 years	3	Develop plan based on need using the Marshall Rubrics. Start with Classroom Management and Lesson Planning if needed.	
Conditional in Special Education in Year 2 or 3 of Conditional.	1-2 years*	3	Develop plan based on need using the Marshall Rubrics for your area.	
Conditional in Special Education in Year 1 of Conditional after 7.14.18	1 year	3	*Mentor Provided by Maine Alternative Certification and Mentoring Program through MDOE.	
Non-classroom: Guidance, Instructional Coaches or Strategists, ESL, Social Worker, and others (if not professional) with less than three years experience in this position.	1- 2 years	3 (observations can be defined differently)	Develop plan based on need using the Marshall Rubrics for your area.	
Non-classroom: Guidance, Instructional Coaches or Strategists, ESL Social Worker, and others (if professional) with more than three years experience	1 year	3	Develop plan based on need using the Marshall Rubrics for your area.	