

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– JUNE 13, 2018**  
**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:

___ Kathryn Brown	___ Lindsay Sterling
___ Jeremy Clough	___ Valeria Steverlynck
___ Candace deCsipkes	___ Madelyn Vertenten
___ Jennifer Galletta	___ Sarah Woodard
___ Naomi Ledbetter	___ Carter Jedrey-Irvin, Student Representative
___ John Morang	___ Benjamin Monahan-Morang, Student Representative
___ Michelle Ritcheson	

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of May 9, 2018 and May 23, 2018 as presented barring any errors or omissions.

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

5. Adjustments to the Agenda:

6. Good News & Recognition:

- A. Recognition of Retirees
- B. Report from Board's Student Representative

7. Public Comments:

8. Reports from Superintendent:

A. Items for Information

1. Resignations:

- David Watts, Director of Adult, Recreation and Community Programs (6/30/18)
- Katherine Nook Frost, DCS Ed Tech (5/25/18)
- Hannah Hebert, FMS Math Teacher (end of SY)
- Kathi Hardy, PES Kindergarten Teacher (end of SY)
- Hiram Sibley, DCS Assistant Principal (6/30/18)

2. Retirement – Carrie Donoghue, Occupational Therapist (end of SY) -

3. 2018-2019 Board of Directors Meeting Schedule

9. Administrator Reports:

A. Michelle Lickteig – Financial Statement

10. Board Comments and Committee Reports:
- A. Board Information Exchange and Agenda Requests
  - B. Strategic Communications Committee
  - C. Finance Committee
  - D. Policy Committee

11. Policy Review:
- A. Consideration and approval of the following Policies (2<sup>nd</sup> Read)
    - IKAB – Grading and Reporting System
    - IHCDA – Post-Secondary Enrollment Options
    - JL – Student Wellness

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

12. Unfinished Business:
- A. Move that the Computation and Declaration of Votes dated June 13, 2018 and attached hereto be approved.

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

- B. Move that the Computation and Declaration of Votes be entered upon the records of Regional School Unit No. 5.

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

- C. Move that a certified copy of the Computation and Declaration of Votes be sent to each of the Municipal Clerks within the Regional School Unit.

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

- D. Move that the Assessment Warrant and the Assessment Schedule and Notice of Installments prepared by the Treasurer for each member municipality of this Regional School Unit for fiscal year 2018-2019 be approved and be issued in form presented to this meeting; and that the Treasurer be authorized and directed to deliver to each member municipality its Assessment Warrant and its Assessment Schedule and Notice of Installments.

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

- E. Consideration and approval on additional FHS building construction projects.

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

- F. Consideration and approval to adopt the revised RSU5 Principal Evaluation Handbook.

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

G. Consideration and approval to enter into an Interlocal Agreement for the Greater Sebago Education Alliance Regional Service Center.

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

13. New Business:

A. Consideration and approval to authorize the Superintendent to hire staff between June 14, 2018 and the first Board meeting in September 2018.

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

14. Organizational Business (to take effect July 1, 2018):

A. Consideration of action to appoint a Chair for RSU No. 5 Board of Directors.

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

B. Consideration of action to appoint a Vice-Chair for RSU No. 5 Board of Directors.

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

C. Consideration and approval for Drummond Woodsum to act as the school attorney for the 2018-2019 school year.

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

D. Consideration and approval for Dr. Stephanie Phelps to act as the school physician for the 2018-2019 school year.

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

15. Personnel:

A. Consideration and approval to employ a 5<sup>th</sup> Grade Teacher at Durham Community School for the 2018-2019 School year.

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

B. Consideration and approval to employ a .2 Nurse at Morse Street School for the 2018-2019 school year.

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

16. Public Comments:

17. Executive Session:

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

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

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

18. Action as a Result of Executive Session:

19. Adjournment:

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

4.A.

RSU No. 5 Board of Directors Meeting  
Wednesday, May 9, 2018 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes

6:00 – 6:30 p.m. Dine and Discuss with Board members on FY19 Budget

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 13, 2018 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.

- 2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard. Also in attendance was Carter Jedrey-Irvin, student representative.

**MEMBERS ABSENT:** Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION OF MINUTES:**

**A. VOTED:** To approve the Minutes of April 25, 2018 as presented barring any errors or omissions. (Vertenten - Clough) (8 – 0). The student representative voted with the majority.

**5. ADJUSTMENTS TO THE AGENDA:**

Move Item 13. B. after 9.B.  
Table Items 12. A. and 14. E.

**6. GOOD NEWS AND RECOGNITION:**

**A.** Report from Board's Student Representative – Carter Jedrey-Irvin reported on happenings at Freeport High School.

**7. PUBLIC COMMENT:**

From Freeport: Carol Grimm, Annette Knighton, Chris Grimm, Pam Barry-Santos and Kap Wallingford

**8. REPORTS FROM SUPERINTENDENT:**

**A.** Items for Information

1. Superintendent Foley provided an update on PBE.
2. Resignations – Shane Brady, Field Maintenance Worker

**9. ADMINISTRATOR REPORTS:**

- A.** Jen Gulko – NEASC Update
- B.** Cynthia Alexander – PEPG Update

**Item 13 B. was moved here**

13. B. Consideration and approval to adopt the revised RSU5 Principal Evaluation Handbook.

Amended motion by Sterling, seconded by Woodard: Add #7 to this page that at least a handful of teachers will fill out a survey of 10 appropriate standards from teacher's perspective to

provide it to the Superintendent. (0 - 8 Brown, Clough, Morang, Ritcheson, Sterling, Steverlynck, Vertenten, Woodard)

Motion made by Steverlynck, seconded by Vertenten to table this item. (8 - 0)

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

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

1. Dress Code – do we want a policy
2. PBE Workshop – late summer
3. Review PB handbooks

**B. Strategic Communications**

- Migration of Students & Exit Survey Update
- Satisfaction Survey Update
- Marketing Brochure

**C. Finance Committee**

**D. Policy Committee**

**11. POLICY REVIEW:**

**A. VOTED:** To approve the following Policies (1<sup>st</sup> Read) (Vertenten – Woodard) (8 - 0)

IKAB – Grading System – Reporting Student Proficiency

IHCDA – Post-Secondary Enrollment Options

JL – Student Wellness

**B. VOTED:** To approve the following Policy (2<sup>nd</sup> Read) (Vertenten – Woodard) (8 - 0)

JFC – Dropout Prevention – Student Withdrawal from School

**12. UNFINISHED BUSINESS:**

**A. Consideration and approval on additional FHS building construction projects. This item was tabled.**

**13. NEW BUSINESS:**

**A. VOTED:** To approve the Comprehensive Education Plan. (Steverlynck – Morang) (8 - 0)

**Item 13. B. was moved under 9. B.**

**C. Consideration and approval to enter into an Interlocal Agreement for the Greater Sebago Education Alliance Regional Service Center.**

Motion made by Steverlynck, seconded by Woodard to table this item. (8 - 0)

**VOTED:** To continue the meeting after 10:00 p.m. (Steverlynck – Vertenten) (7 - 0 - 1 Brown)

**14. PERSONNEL:**

**A.1. VOTED:** To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2018-2019 school year. (Steverlynck – Morang) (8 - 0)

Educators for 2<sup>nd</sup> Year Probationary Contracts:

Cathryn Bigley

Kate Cass

Amy Chaput

Sara Domingo

Jim Donoghue  
Emily Guyer  
Hannah Hebert  
Michelle Hill  
Bethany Jensen  
Amanda Martin  
Melissa Mills  
Megan Nealy  
Jacqueline Pawling  
Jennifer Rosado  
Natalie Safley  
Anders Samuelson  
Leslie Thibeault  
Danielle Vinci  
Stephanie Weeks  
Amy Wheeler  
Jennifer Winkler

**A.2. VOTED:** To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2018-2019 school year. (Clough – Vertenten) (8 – 0)

Educators for 3<sup>rd</sup> Year Probationary Contracts:

Carrie Begley  
Jan Bessey  
Beth Brewer  
Lindsay Carter  
Amanda Chisholm  
Kara Constantine  
Susan Deeves  
Heather Gilpin  
Rosemarie Lawrence  
Michael Lawson  
Sasha Levasseur  
Stephanie McSherry  
Jessica Montgomery  
Rachel Olson  
Jason Ouellette  
Elisabeth Pierce  
Chelsea Ray  
Melissa Shaw  
Kelli Wedgewood

**A.3. VOTED:** To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2018-2019 school year. (Woodard – Vertenten) (8 – 0)

Educators for 1<sup>st</sup> Year Continuing Contracts:

Rocco Abbatemarco  
Kelly Barton  
Laura Bubar  
Melinda Carr  
Jody Caulfield  
Amy Corcoran

Tatiana Green  
Matt Halpern  
Cynthia Hjorth  
Cynthia Kivler  
Rachel Lawson  
Sarah Mason  
Heidi McCarthy  
Shawn McKeown  
Stephanie Merrill  
Heidi Miller  
Cheryl Sleeper  
Anna Warren  
David Whiting

**B. VOTED:** To employ Jessica Harriman as a Special Education Teacher at Freeport Middle School for the 2018-2019 school year. (Vertenten – Clough) (8 – 0)

**C. VOTED:** To employ Glenn Trinder as a Physical Education Teacher at Morse Street School for the 2018-2019 school year. (Clough – Vertenten) (8 – 0)

**D. VOTED:** To employ Christina Fellman as a Special Education Teacher at Mast Landing School for the 2018-2019 school year. (Steverlynck – Vertenten) (8 – 0)

**E.** Consideration and approval to employ a World Language Teacher at Freeport High School for the 2018-2019 School year. – **This item was tabled.**

**15. PUBLIC COMMENT:** None

**16. EXECUTIVE SESSION:**

**VOTED:** To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Educator and Support Staff Negotiations for RSU No. 5. (Steverlynck – Brown) (8 – 0)

Time In: 11:04 p.m. Time Out: 11:53 p.m.

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

**A. VOTED:** To ratify the Coastal Education Association Bargaining Agreement September 1, 2018 – August 31, 2021. (Steverlynck – Vertenten) (8 – 0)

**B. VOTED:** To ratify the Coastal Education Association For Educational Support Professional Unit Bargaining Agreement July 1, 2018 – June 30, 2020. (Woodard – Vertenten) (8 – 0)

**18. EXECUTIVE SESSION:**

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

**19. ADJOURNMENT:**

**VOTED:** To adjourn at 11:54 p.m. (Steverlynck – Sterling) (8– 0)

  
Becky J. Foley, Superintendent of Schools



RSU No. 5 Board of Directors Meeting  
Wednesday, May 23, 2018 – 5:15 p.m.  
Durham Community School - Gymnasium  
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 13, 2018 meeting).

**1. CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 5:20 p.m.

**2. MEMBERS PRESENT:** Kathryn Brown (arrived at 5:52 p.m.), Jeremy Clough (arrived at 5:48 p.m.), Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck (arrived at 5:40 p.m.), Madelyn Vertenten, Sarah Woodard. No Student Representative attended.

**3. PLEDGE OF ALLEGIANCE:**

**4. ADJUSTMENTS TO THE AGENDA:**

Item 5. B. was tabled.

**5. PERSONNEL:**

**A. VOTED:** To employ Bethany Howard as a Special Education Teacher at Durham Community School for the 2018-2019 school year. (Sterling – Vertenten) (8 – 0)

**B. Tabled**

**C. VOTED:** To employ Elizabeth Grace as a 2<sup>nd</sup> Grade Teacher at Pownal Elementary School for the 2018-2019 school year. (Ledbetter – Sterling) (8 – 0)

**D. VOTED:** To employ Diane Kew as an English Teacher at Freeport High School for the 2018-2019 school year. (Vertenten – Sterling) (8 – 0)

**E. VOTED:** To employ Katherine Friesland as an English Teacher at Freeport High School for the 2018-2019 school year. (Vertenten – Sterling) (8 – 0)

**6. EXECUTIVE SESSION:**

**A. VOTED:** To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Vertenten – Sterling) (8 – 0)

Time In: 5:24 p.m.

Time Out: 6:28 p.m.

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

No action taken.

**8. ADJOURNMENT:**

**VOTED:** To adjourn at 6:29 p.m. (Morang – Ledbetter) (11 – 0)

  
Becky J. Foley, Superintendent of Schools



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8.A.3.

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***RSU No. 5 Board of Directors Meeting Schedule  
2019-2019***

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

August 22, 2018	Retreat
September 12, 2018	Business Meeting
September 26, 2018	Business Meeting
October 10, 2018	Business Meeting
October 24, 2018	Business Meeting at Pownal Elementary School
November 14, 2018	Business Meeting
November 28, 2018	Business Meeting at Durham Community School
December 12, 2018	Business Meeting
January 9, 2019	Business Meeting
January 23, 2019	Business Meeting and Superintendent's Recommended Budget
February 6, 2019*	Additional Meeting - Budget
February 13, 2019	Business Meeting and Budget
February 27, 2019	Business Meeting and Budget
March 13, 2019	Business Meeting and Budget
March 20, 2019*	Additional Meeting and Board Adoption of Budget
March 27, 2019	Business Meeting
April 10, 2019	Business Meeting at Pownal Elementary School– Dine & Discuss
April 24, 2019	Business Meeting at Durham Community School – Dine & Discuss
May 8, 2019	Business Meeting – Dine & Discuss
May 22, 2019	Business Meeting and Annual Budget Meeting
June 12, 2019	Business Meeting

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

RSU No. 5 Board of Directors: \_\_\_\_\_

9.A.

RSU #5	General Budget Report	5/25/2018			2017-2018			
Article #	Description	2017-2018		Revised	Expenses	Encumb	Balances	%
		Budget	Transfers	Budget	YTD	YTD	YTD	Remaining
Article 1	Support Staff	\$ 3,137,663.00	\$ -	\$ 3,137,663.00	\$ 2,342,667.15	\$ 37,696.43	\$ 757,299.42	24.14%
Article 2	School Administration	\$ 1,537,853.00	\$ -	\$ 1,537,853.00	\$ 1,298,961.93	\$ 2,733.14	\$ 236,157.93	15.36%
Article 3	Operation of Plant	\$ 4,825,088.00	\$ -	\$ 4,825,088.00	\$ 4,077,671.18	\$ 172,466.04	\$ 574,950.78	11.92%
Article 4	Voc. E. Assessment	\$ 574,091.00	\$ -	\$ 574,091.00	\$ 478,414.40	\$ 95,682.86	\$ (6.26)	0.00%
Article 5	School Nutrition/Crossing Guard	\$ 374,829.00	\$ -	\$ 374,829.00	\$ 374,218.00	\$ -	\$ 611.00	0.16%
Article 6	Instruction K - 12	\$ 12,645,570.00	\$ -	\$ 12,645,570.00	\$ 9,060,811.77	\$ 61,866.82	\$ 3,522,891.41	27.86%
Article 7	Co-Curr. & Athletics	\$ 760,096.00	\$ -	\$ 760,096.00	\$ 563,899.98	\$ 10,692.88	\$ 185,503.14	24.41%
Article 8	District Administration	\$ 841,731.00	\$ -	\$ 841,731.00	\$ 702,158.95	\$ 5,688.77	\$ 133,883.28	15.91%
Article 9	Transportation Services	\$ 1,486,225.00	\$ -	\$ 1,486,225.00	\$ 1,218,692.83	\$ 22,358.85	\$ 245,173.32	16.50%
Article 10	Debt Services	\$ 1,644,542.00	\$ -	\$ 1,644,542.00	\$ 1,474,834.16	\$ 169,707.84	\$ -	0.00%
Article 11	Special Education Services	\$ 4,379,997.00	\$ -	\$ 4,379,997.00	\$ 3,225,527.17	\$ 1,780.35	\$ 1,152,689.48	26.32%
	<b>Totals</b>	<b>\$ 32,207,685.00</b>	<b>\$ -</b>	<b>\$ 32,207,685.00</b>	<b>\$ 24,817,857.52</b>	<b>\$ 580,673.98</b>	<b>\$ 6,809,153.50</b>	<b>21.14%</b>

6/13/2018



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### **Finance Subcommittee Report**

**Date:** May 24, 2018

**Committee:** Finance Committee

**Chair:** Kate Brown

**In attendance:** Kate Brown, Michelle Ritcheson, Michelle Lickteig

**Guests:**

**Meeting Date:** May 9, 2018

#### **Agenda Items and Discussion:**

##### **Review Finance Policies**

The Finance Committee reviewed all policies that fall under D – Fiscal Management.

Michelle L. is to look into DFF Student Activities to change the wording about gate receipts. The Committee would like the Track & Field gate receipts to be put into a separate fund to help with future repairs and maintenance for the Track & Field. Michelle L. is to also verify that senior accounts that have unexpended funds after five years are truly being used for scholarships.

Michelle L. is to look into DID Inventories to make sure annual inventories are actually being performed. This policy may need rewording.

There was some discussion on whether to change the amount in DJ Bidding/Purchasing Requirements from \$10,000 to something higher. The figure \$50,000 was suggested. This policy will be updated with the new figure.

All other policies did not seem to need any changes.

##### **Next Meeting:**

June 13, 2018 at 5:00p at Central Office

Submitted by: Michelle Lickteig, Director of Finance



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### **Policy Subcommittee Report**

Committee: Policy

Meeting date: May 18, 2018

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

Guests for part of the meeting: Maddy Vertenten, Lindsay Sterling, Becky Foley

#### **Agenda Items and Discussion:**

##### **Review/Revise Policies:**

*The following policy was reviewed with no changes recommended.*

JEA            Compulsory Attendance

*The following policies were discussed and revised as directed from the Board after 1<sup>st</sup> read and will be brought to the Board for 2<sup>nd</sup> read on June 13, 2018.*

IKAB            Grading System- Reporting Student Proficiency

The last meeting of FY19 will be held on, June 1, 2018 at 8:30 a.m.

Submitted by: Cynthia Alexander



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**Policy Subcommittee Report**

**Committee:** Policy

**Meeting date:** June 1, 2018

**Chair:** Candy deCsipkes

**Committee Members in attendance:** Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

**Agenda Items and Discussion:**

The Policy Committee determined the policies to be review during the 2018-2019 school year.

The next meeting will be held in September 2018.

Submitted by: Cynthia Alexander

Regional School Unit No. 5

17 West St., Freeport, ME 04032 Telephone: 865-0928x5



TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard, Benjamin Morang, Carter Jedrey-Irvin

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Laurie Allen, Crystal Boucher

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

DATE: June 6, 2018

RE: Review/Update of Policies

At the June 13, 2018 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 2<sup>nd</sup> Read. The policies are attached.

1<sup>st</sup> Read Policies

IKAB – Grading and Reporting System  
IHCDA – Post-Secondary Enrollment Options  
JL – Student Wellness

The following policy was reviewed with no recommended revisions and require no Board action.  
JEA – Compulsory Attendance

## **GRADING AND REPORTING SYSTEM-REPORTING STUDENT PROFICIENCY**

The purpose of RSU No. 5's grading and reporting system is to provide ~~students and parents with~~ timely information concerning student progress toward, and achievement of, proficiency or better in the content areas of Maine's system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents/guardians will be informed at regular intervals of their academic progress through reporting and other written/digital means.

~~For the Classes of 2018, 2019 and 2020; At the high school level, reports cards to parents will indicate the numeric grade achievement level on a 0-100 scale. For the class of 2025 and beyond, the proficiency levels 1-4 will be used at the high school.~~

~~For the Classes of 2021 and beyond, PreK-8 report cards to parents will indicate the proficiency achievement level within the various content areas upon which the grades are based.~~

In PreK-8, Grades will be reported by level and descriptions of achievement of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency achievement:

<u>Proficiency Level</u>	<u>Proficiency Description PK-5</u>	<u>Proficiency 6-12</u>
4	Extending	Exceeds the Standards
3	Achieving	Meets the Standards
2	Developing	Partially Meets Standards
1	Beginning	Does Not Meet Standards

<u>Achievement Level</u>	<u>Description</u>
4	<u>Distinguished</u>
3	<u>Proficient</u>
2	<u>Developing</u>
1	<u>Beginning</u>



Schools may report in finer increments in between the proficiency levels.

Standards and ~~proficiency~~ achievement indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of ~~proficiency~~ progress.

~~For pre-K-grade 5 students,~~ The Board encourages narratives and other forms of reporting as well as ~~proficiency~~ achievement levels in order to make student progress more readily understandable to parents.

For grades 6-12, reporting will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the ~~proficiency~~ achievement level.

Grade point average will be included in the final reporting ~~cards~~ of the year in grades 9-12.

For the class of 2021 and beyond, at all levels, "Habits of Work" will be reported separately from academic ~~proficiency~~ progress.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The principal or designee will provide written notification to students and parents by February 15 if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Cross Reference:     IK — Student Achievement/Evaluation of Student Achievement  
                               IKC — Transcripts and Academic Achievement  
                               IKE — Promotion, Retention and Acceleration  
                               IKF— Graduation Requirements  
                               ILA — Student Assessment/Local Assessment System

Adopted: February 24, 2010

Reviewed: December 12, 2012

Revised: May 24, 2017

Revised:

## POST-SECONDARY ENROLLMENT OPTIONS

The intent of this policy is to establish the requirements for student enrollment in post-secondary courses taken before high school graduation in RSU No. 5.

### Eligible Institutions

Students may take courses at eligible post-secondary institutions within Maine, which include the University of Maine System, the ~~Vocational Technical~~ Community College System and Maine Maritime Academy.

Students may be allowed to take courses at private colleges or other institutions at their own expense.

### Student Eligibility Requirements

A student may take no more than ~~one~~ two courses per semester and ~~two~~ four courses per academic year.

A student must meet the following criteria prior to enrolling in a post-secondary course:

- A. Have a minimum of a “B” average as defined by RSU No. 5 in his/her courses overall;
- B. Meet the course admission standards of the eligible institution;
- C. Provide evidence of parent/guardian approval for taking the course; and
- D. Obtain approval from the principal and guidance counselor. The student must meet with his/her guidance counselor to develop a plan describing how the course will help the student meet graduation requirements in order to obtain approval.

### Exceptions to Eligibility Requirements

A student enrolled in grade 11 or 12 who does not meet the “B” average in his/her courses overall is eligible to take a post-secondary course provided that he/she:

- A. Has been assessed and received a recommendation to take the course from the school administration; and
- B. Has been approved for participation in the course by the eligible institution.

## **Awarding of Credits**

The eligible institution shall grant full credit to any student who successfully completes a course.

High school graduation credit will be awarded based on the following criteria:

A. The course must meet for a minimum of one semester.

B. The course must meet any applicable standards.

C. The student must earn a passing grade in the course, which will be documented as a P for Pass on the high school transcript.

D. Attendance must satisfy the instructor's requirements.

If the above criteria are met, the student shall receive high school credit as determined by the guidance department based on the number of actual hours. The high school transcript will reflect a passing grade as a P for Pass, and a failing grade as an F. Neither will be calculated in the student's GPA. Both the high school and the college transcripts from any course taken will be shared with the post- secondary institutions.

## **Financial Assistance**

- A. The Maine Department of Education shall pay applicable tuition costs for any student enrolled in a course under this policy if the eligible institution requires tuition payment.
- B. The student and his/her parent/guardian are responsible for paying for all textbooks, course fees and transportation costs.

## **School Unit Reporting Requirements**

The Superintendent shall ensure that information concerning post-secondary enrollment options is made available to parents and students.

Legal Reference: 20-A MRSA § 4771 et seq.

Adopted: July 8, 2009  
Reviewed: November 28, 2012

## STUDENT WELLNESS

The Board recognizes that student wellness and good nutrition are related to students' physical and psychological well-being and their readiness to learn. The Board is committed to providing a school environment that supports student wellness, healthy food choices, nutrition education, and regular physical activity. The Board believes that students who learn and practice healthy lifestyles in their formative years may be more likely to be conscious of the importance of good nutrition and exercise as adults, practice healthy habits, and reduce their risk of obesity, diabetes and other chronic diseases.

### Nutrition Standards

The school unit will ensure that meals provided by its Food Services Program ~~meets or exceeds~~ the nutrition standards established by the National School Lunch Program, the School Breakfast Program, and other applicable Federal child nutrition programs.

Other foods and beverages sold or available to students during the school day ("competitive foods") will meet ~~the~~ the federal Smart Snacks guidelines.

### Water

To promote hydration, free, safe, unflavored drinking water will be available to students throughout the school day, including mealtimes, at every school.

### Nutrition Education

Nutrition education will be integrated into the instructional program through the health education program and/or the curriculum as aligned with the content standards of Maine's system of Learning Results. Nutrition education should focus on skills students need to adopt and maintain healthy eating behaviors. Students should receive consistent nutrition messages throughout the schools, including classrooms, cafeteria, and school-home communications.

### Nutrition Promotion

Schools will support healthful eating by students and encourage parents/guardians to provide healthy meals for their children by providing consistent nutrition messages and information and by cooperation with other agencies and organizations.

### Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA standards for school nutrition professionals.

### **Physical Activity**

The school unit will strive to provide all students developmentally appropriate opportunities for physical activity through physical education classes, recess periods for elementary school students, and extracurricular activities (clubs, intramural and interscholastic athletics). School programs are intended to build and maintain physical fitness and to promote healthy lifestyles. The schools should encourage parents to support their children's participation in physical activities, including available before- and after-school programs.

### **Other School-Based Wellness Activities**

The schools, with prior approval of the Superintendent/designee, may implement other appropriate programs that support consistent wellness messages and promote healthy eating and physical activity.

The Board delegates to the Superintendent/designees the responsibility for developing regulations or guidelines for "healthy celebrations" (refreshments served at parties or celebrations during the school day), and the use of food as rewards in the instructional program.

The school unit may develop programs that encourage staff to learn and engage in healthy lifestyle practices.

### **Leadership**

The Superintendent/designee shall be responsible for the oversight of development and implementation of the wellness policy in the schools. This includes ensuring that the school unit evaluates its schools' compliance with the wellness policy and progress in attaining wellness goals and making required information available to the public.

The evaluation process must include a comparison of the wellness plan with model local wellness policies, and it may include surveys or solicitation of input from students, parents, staff, and school administrators, including suggestions for improvement in specific areas.

### **Annual Notification of Policy**

The school unit will annually inform families and the public of basic information about the wellness policy, including its content, any updates, and implementation status. This information will be made available on the school unit's website. It will include the contact information for the person coordinating the wellness committee as well as information about opportunities for the public to get involved with the wellness committee.

### **Triennial Progress Assessments**

Every three years, the Director of School Nutrition will:

Assess extent to which the school unit's schools are in compliance with the wellness policy;

Assess the extent to which the school unit's wellness policy compares to model wellness policies; and

Provide a description of the progress made in attaining the goals of the school unit's wellness policy.

The school unit's wellness committee will update the wellness policy based on the results of the triennial assessment and/or as:

The school unit's priorities change;

Community needs change;

Wellness goals are met;

New evidence-based health science emerges; or

New or updated Federal or State regulations are issued.

### **Parent Communications**

The school unit will inform parents of improvements that have been made to school meal standards; availability of child nutrition programs and how to apply; the school unit's meal charging policy; and a list of healthy celebration party ideas (including a list of foods and beverages that meet the Smart Snacks standards).

### **Food and Beverage Marketing in Schools**

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks standards. Food and beverage marketing includes but is not limited to:

Brand names, logos or tags, except those that are present as labels on the food or beverage product or its container;

Displays, such as vending machine exteriors;

Corporate brands logos, names or trademarks on school equipment such as message boards or scoreboards;

Corporate brands, logos, names or trademarks on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment;

Corporate brands, logos, names or trademarks on posters, book covers, or school supplies distributed or offered by the school unit; or

Advertisements in school publications or school mailings; or on product coupons or free samples.

Corporate brand names, logos and trademarks for *companies* that market products that comply with the USDA Smart Snacks in School nutrition standards will not be prohibited solely because they offer some noncompliant food or beverage items in their product line.

Nothing in this policy shall require immediate replacement of scoreboards or other durable equipment. When reviewing existing contracts or replacing these items over time when necessary and/or financially feasible, decisions should reflect the marketing considerations articulated in this policy.

#### **Appointment and Role of the Wellness Committee**

The Board shall appoint a district-wide Wellness Committee comprised of at least one of each of the following:

- A. Board member;
- B. School administrator;
- C. Food Services Director/designee;
- D. Student representative;
- E. Parent representative; and/or
- F. Community representative.

The Wellness Committee may also include:

- A. School nurse and/or other school health professional;
- B. Physical education teacher;
- C. Guidance counselor;
- D. Social worker;
- E. Community organization or agency representative;

F. Other staff, as designated by the Board; and/or

G. Other persons, as designated by the Board.

The Wellness Committee shall serve as an advisory committee in regard to student wellness issues and will be responsible for making recommendations related to the wellness policy, wellness goals, administrative or school regulations and practices, or raising awareness of student health issues.

With the prior approval of the Superintendent/designee, the Wellness Committee may survey parents, students and the community and/or conduct focus groups or community forums.

The Wellness Committee shall provide periodic reports to the Superintendent/ designee and, as requested, to the Board.

### **Wellness Goals**

The Board has identified the following goals associated with student wellness:

#### **Goals for Nutrition Education**

The schools will provide nutrition education that focuses on the skills students need to adopt and maintain healthy eating behaviors.

The schools' nutrition education will be provided in a sequential, comprehensive health education program aligned with the content standards of the Maine system of Learning Results.

Nutrition education will be integrated into other subjects as appropriate to complement, not replace, the health education program.

The school unit will provide foods that meet or exceed the federal nutrition standards, adequate time for students to obtain food and eat, lunch scheduled at appropriate hours of the day, adequate space to eat, and a clean and safe meal environment.

Appropriate professional development will be provided for food services staff.

#### **Goals for Nutrition Promotion**

School unit staff will cooperate with agencies and community organizations to provide opportunities for nutrition-related student projects and learning experiences.

Consistent nutrition messages will be disseminated throughout the school unit in the classroom, the cafeteria, and school-home communications.



Administrators and staff will be encouraged to model nutritious food choices and eating habits.

Schools will encourage parents/guardians to provide healthy meals and snacks for their children through take-home materials or other means.

Students will have access to clean and safe drinking water throughout the school day and during school activities.

Schools will promote consumption of water as an essential element in maintaining overall health and wellness.

### **Goals for Physical Activity**

The physical education program will provide students with the knowledge and skills needed to be physically fit and take part in healthful physical activity on a regular basis.

Students will develop motor skills and apply them to enhance their coordination and physical performance.

Students will demonstrate responsible personal and social behaviors in physical activity settings.

The physical education curriculum will be aligned with the content standards of the Maine system of Learning Results.

Physical education classes will keep all students involved in purposeful activity for a majority of the class period.

Physical education classes will provide opportunity to learn for students of all abilities.

The schools will provide a physical and social environment that encourages safe and enjoyable physical activity and fosters the development of a positive attitude toward health and fitness.

The schools will provide facilities adequate to implement the physical education curriculum for the number of students served.

Schools will promote efforts to provide opportunities for students to engage in age-appropriate activities on most days of the week in both school and community settings.

The schools will provide opportunities for physical activity through a variety of before-and/or after-school programs including, but not limited to, intramural sports, interscholastic athletics and physical activity clubs.

Appropriate professional development will be provided for physical education staff and other staff involved in the delivery of such programs.

### **Goals for Other School-Based Activities**

Goals of the wellness policy will be considered when planning school or classroom parties, celebrations or events.

Parents will be encouraged to provide nutritionally sound snacks from home and food for classroom parties or events.

Schools will encourage maximum participation in school meal programs.

Schools will encourage parents and students to take advantage of developmentally appropriate community-based after-school programs that emphasize physical activity.

The schools will encourage parents to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

As feasible, school physical activity facilities will be made available after school hours for student, parent and community use to encourage participation in physical activity.

School administrators, staff, parents, students and community members will be encouraged to serve as role models in practicing healthy eating and being physically active, both in the school environment and at home.

Student organizations will be encouraged to engage in fundraising projects that are supportive of healthy eating and student wellness.

School-based marketing of foods and beverages, such as through advertisements in school publications, school buildings, athletic fields, and other areas accessible to students should support the goals of the wellness policy.

The schools are encouraged to cooperate with agencies and community organizations to support programs that contribute to good nutrition and physical activity.

Legal Reference: 42 U.S.C. § 1751 (Healthy, Hunger-Free Kids Act)  
7 CFR Parts 210 and 220

Adopted: July 8, 2009  
Revised: November 28, 2012  
Revised: \_\_\_\_\_

12.A

REGIONAL SCHOOL UNIT NO. 5  
COMPUTATION AND DECLARATION OF VOTES

The total number of votes cast in all of the municipalities within Regional School Unit No. 5 (the "Regional School Unit") in the affirmative and in the negative on Question 1 of the Warrant and Notice of Election of the Regional School Unit Budget Validation Referendum held June 12, 2018, relating to the adoption of the Regional School Unit's 2018-2019 budget is as follows:

QUESTION 1:	AFFIRMATIVE	NEGATIVE
Town of Durham:	_____	_____
Town of Freeport:	_____	_____
Town of Pownal:	_____	_____
TOTAL:	_____	_____

The School Board hereby declares that said Question has \_\_\_\_\_  
(write "passed" or "failed")

Dated: \_\_\_\_\_, 2018

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

A true copy, attest: \_\_\_\_\_  
Becky J. Foley, Secretary



Durham • Freeport • Pownal

12.D.

To: Dr. Becky Foley, Superintendent

From: Michelle Lickteig, Director of Finance & Human Resources

Date: June 6, 2018

RE: RSU5 Town Assessment Warrants

The amount of each member town's assessment has been determined for the 2018-2019 school year based on the budget before the voters at the upcoming June 12, 2018 Budget Validation Referendum. If the budget is approved by the voters the Board is required to approve and sign the warrants and then to direct the Treasurer to issue the assessments to each member town. There is a motion on the agenda for the Board's consideration. A copy of the Assessment Warrant and Assessment Schedule and Notice of Installments are attached for review. Please feel free to contact me with any questions.

STATE OF MAINE  
WARRANT FOR ASSESSMENT OF REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5  
17 West Street  
Freeport, ME 04032

To the Assessor(s) of the Town of Durham, in the County of Androscoggin:

Under and by virtue of the provisions of sections 1451-1512 of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU"), organized in pursuance thereof, hereby issues its warrant for the assessment of taxes on the Town of Durham (the "Town") for the year covering the period of July 1, 2018 to June 30, 2019.

WHEREAS, the citizens of the RSU, at the Budget Meeting held on May 23, 2018, voted that the sum of Thirty-Two Million Nine Hundred Forty-Six Thousand Twenty-Five Dollars and Zero Cents (\$32,946,025) should be approved as the total budget for the RSU, for the period July 1, 2018 to June 30, 2019, plus the sum of One Hundred Twelve Thousand Dollars and Zero Cents (\$112,000) for Adult Education, and at the Budget Validation Referendum held on June 12, 2018 voted to approve the budget adopted at the Budget Meeting;

WHEREAS, the School Board has determined that the total budget of Thirty-Two Million Nine Hundred Forty-Six Thousand Twenty-Five Dollars and Zero Cents (\$32,946,025), plus the sum of One Hundred Twelve Thousand Dollars and Zero Cents (\$112,000) for Adult Education, minus all other anticipated revenues, Six Million Nine Hundred Twenty-Seven Thousand Seven Hundred Sixty-Two Dollars and Zero Cents (\$6,927,762), requires the sum of Twenty-Six Million One Hundred Thirty Thousand Two Hundred Sixty-Three Dollars and Zero Cents (\$26,130,263) to be assessed against the member municipalities of the RSU, for the period July 1, 2018 to June 30, 2019; and

WHEREAS, the School Board on June 13, 2018 ordered that Warrants be issued forthwith and sent out for assessing the municipalities comprising the RSU their proportionate shares, said shares being in accordance with existing statutes and the method of sharing costs among the member municipalities of the RSU, and for paying the same to the Treasurer of the RSU;

NOW THEREFORE, pursuant to the provisions of section 1489 of Title 20-A of the Maine Revised Statutes, you are hereby required in the name of the State of Maine and the RSU to assess the sum of Five Million Eighteen Thousand Fifty-Eight Dollars and Zero Cents (\$5,018,058) (the "Town's School Assessment"), upon the taxable estates within the Town according to the provisions of law for the assessment of taxes; and in making the Town's School Assessment, you are required to add the sum aforesaid to the amount of state, county and municipal taxes to be assessed by you.

And you are alike required to pay or issue your warrants to the several constables or collectors of the Town requiring them respectively to levy and collect the sum of Five Million Eighteen Thousand Fifty-Eight Dollars and Zero Cents (\$5,018,058), and to pay to the Treasurer of the Town the aforesaid sum set against the Town, to be paid by the Treasurer of the Town to the Treasurer of the RSU in twelve equal monthly installments on or before the 20<sup>th</sup> of each of the months, July 2018 to June 2019.

Given under our hands this 13<sup>th</sup> day of June, 2018.

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A majority of the School Board

Attest: \_\_\_\_\_  
Dr. Becky Foley, Treasurer  
Regional School Unit No. 5

STATE OF MAINE  
ASSESSMENT SCHEDULE AND NOTICE OF INSTALLMENTS OF  
REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5  
17 West Street  
Freeport, ME 04032

To the Treasurer of the Town of Durham in the County of Androscoggin (the "Town"):

Under and by virtue of section 15691-A of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU") presents the following Assessment Schedule based on the budget approved at the most recent RSU budget meeting:

<u>Municipality</u>	<u>Assessment</u>
<i>Durham</i>	\$ 5,018,058
<i>Freeport</i>	\$18,133,851
<i>Pownal</i>	\$ 2,978,354

Under and by the virtue of the provisions of section 1489 (3) of Title 20-A of the Maine Revised Statutes, you are hereby notified that the following monthly installments are payable by the Town to the Treasurer of the RSU for fiscal year 2017-2018, and that each such monthly installment is due on or before the 20<sup>th</sup> of each month, commencing July 20 of said fiscal year, as follows:

July 20, 2018	\$ 418,171.50
August 20, 2018	\$ 418,171.50
September 20, 2018	\$ 418,171.50
October 20, 2018	\$ 418,171.50
November 20, 2018	\$ 418,171.50
December 20, 2018	\$ 418,171.50
January 20, 2019	\$ 418,171.50
February 20, 2019	\$ 418,171.50
March 20, 2019	\$ 418,171.50
April 20, 2019	\$ 418,171.50
May 20, 2019	\$ 418,171.50
June 20, 2019	\$ 418,171.50
2018-2019 Fiscal Year Total	\$5,018,058.00

Given under our hands this 13<sup>th</sup> day of June, 2018.

_____	_____
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A majority of the School Board

Attest: \_\_\_\_\_  
Dr. Becky Foley, Treasurer  
Regional School Unit No. 5



STATE OF MAINE  
WARRANT FOR ASSESSMENT OF REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5

17 West Street  
Freeport, ME 04032

To the Assessor(s) of the Town of Freeport, in the County of Cumberland:

Under and by virtue of the provisions of sections 1451-1512 of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU"), organized in pursuance thereof, hereby issues its warrant for the assessment of taxes on the Town of Freeport (the "Town") for the year covering the period of July 1, 2018 to June 30, 2019.

WHEREAS, the citizens of the RSU, at the Budget Meeting held on May 23, 2018, voted that the sum of Thirty-Two Million Nine Hundred Forty-Six Thousand Twenty-Five Dollars and Zero Cents (\$32,946,025) should be approved as the total budget for the RSU, for the period July 1, 2018 to June 30, 2019, plus the sum of One Hundred Twelve Thousand Dollars and Zero Cents (\$112,000) for Adult Education, and at the Budget Validation Referendum held on June 12, 2018 voted to approve the budget adopted at the Budget Meeting;

WHEREAS, the School Board has determined that the total budget of Thirty-Two Million Nine Hundred Forty-Six Thousand Twenty-Five Dollars and Zero Cents (\$32,946,025), plus the sum of One Hundred Twelve Thousand Dollars and Zero Cents (\$112,000) for Adult Education, minus all other anticipated revenues, Six Million Nine Hundred Twenty-Seven Thousand Seven Hundred Sixty-Two Dollars and Zero Cents (\$6,927,762), requires the sum of Twenty-Six Million One Hundred Thirty Thousand Two Hundred Sixty-Three Dollars and Zero Cents (\$26,130,263) to be assessed against the member municipalities of the RSU, for the period July 1, 2018 to June 30, 2019; and

WHEREAS, the School Board on June 13, 2018 ordered that Warrants be issued forthwith and sent out for assessing the municipalities comprising the RSU their proportionate shares, said shares being in accordance with existing statutes and the method of sharing costs among the member municipalities of the RSU, and for paying the same to the Treasurer of the RSU;

NOW THEREFORE, pursuant to the provisions of section 1489 of Title 20-A of the Maine Revised Statutes, you are hereby required in the name of the State of Maine and the RSU to assess the sum of Eighteen Million One Hundred Thirty-Three Thousand Eight Hundred Fifty-One Dollars and Zero Cents (\$18,133,851) (the "Town's School Assessment"), upon the taxable estates within the Town according to the provisions of law for the assessment of taxes; and in making the Town's School Assessment, you are required to add the sum aforesaid to the amount of state, county and municipal taxes to be assessed by you.

And you are alike required to pay or issue your warrants to the several constables or collectors of the Town requiring them respectively to levy and collect the sum of Eighteen Million One Hundred Thirty-Three Thousand Eight Hundred Fifty-One Dollars and Zero Cents (\$18,133,851), and to pay to the Treasurer of the Town the aforesaid sum set against the Town, to be paid by the Treasurer of the

Town to the Treasurer of the RSU in twelve equal monthly installments on or before the 20<sup>th</sup> of each of the months, July 2018 to June 2019.

Given under our hands this 13<sup>th</sup> day of June, 2018.

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A majority of the School Board

Attest: \_\_\_\_\_  
Dr. Becky Foley, Treasurer  
Regional School Unit No. 5

STATE OF MAINE  
ASSESSMENT SCHEDULE AND NOTICE OF INSTALLMENTS OF  
REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5  
17 West Street  
Freeport, ME 04032

To the Treasurer of the Town of Freeport in the County of Cumberland (the "Town"):

Under and by virtue of section 15691-A of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU") presents the following Assessment Schedule based on the budget approved at the most recent RSU budget meeting:

<u>Municipality</u>	<u>Assessment</u>
<i>Durham</i>	\$ 5,018,058
<i>Freeport</i>	\$18,133,851
<i>Pownal</i>	\$ 2,978,354

Under and by the virtue of the provisions of section 1489 (3) of Title 20-A of the Maine Revised Statutes, you are hereby notified that the following monthly installments are payable by the Town to the Treasurer of the RSU for fiscal year 2017-2018, and that each such monthly installment is due on or before the 20<sup>th</sup> of each month, commencing July 20 of said fiscal year, as follows:

July 20, 2018	\$ 1,511,154.25
August 20, 2018	\$ 1,511,154.25
September 20, 2018	\$ 1,511,154.25
October 20, 2018	\$ 1,511,154.25
November 20, 2018	\$ 1,511,154.25
December 20, 2018	\$ 1,511,154.25
January 20, 2019	\$ 1,511,154.25
February 20, 2019	\$ 1,511,154.25
March 20, 2019	\$ 1,511,154.25
April 20, 2019	\$ 1,511,154.25
May 20, 2019	\$ 1,511,154.25
June 20, 2019	\$ 1,511,154.25
2018-2019 Fiscal Year Total	\$18,133,851.00

Given under our hands this 13<sup>th</sup> day of June, 2018.

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A majority of the School Board

Attest: \_\_\_\_\_  
Dr. Becky Foley, Treasurer  
Regional School Unit No. 5



STATE OF MAINE  
WARRANT FOR ASSESSMENT OF REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5

17 West Street  
Freeport, ME 04032

To the Assessor(s) of the Town of Pownal, in the County of Cumberland:

Under and by virtue of the provisions of sections 1451-1512 of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU"), organized in pursuance thereof, hereby issues its warrant for the assessment of taxes on the Town of Pownal (the "Town") for the year covering the period of July 1, 2018 to June 30, 2019.

WHEREAS, the citizens of the RSU, at the Budget Meeting held on May 23, 2018, voted that the sum of Thirty-Two Million Nine Hundred Forty-Six Thousand Twenty-Five Dollars and Zero Cents (\$32,946,025) should be approved as the total budget for the RSU, for the period July 1, 2018 to June 30, 2019, plus the sum of One Hundred Twelve Thousand Dollars and Zero Cents (\$112,000) for Adult Education, and at the Budget Validation Referendum held on June 12, 2018 voted to approve the budget adopted at the Budget Meeting;

WHEREAS, the School Board has determined that the total budget of Thirty-Two Million Nine Hundred Forty-Six Thousand Twenty-Five Dollars and Zero Cents (\$32,946,025), plus the sum of One Hundred Twelve Thousand Dollars and Zero Cents (\$112,000) for Adult Education, minus all other anticipated revenues, Six Million Nine Hundred Twenty-Seven Thousand Seven Hundred Sixty-Two Dollars and Zero Cents (\$6,927,762), requires the sum of Twenty-Six Million One Hundred Thirty Thousand Two Hundred Sixty-Three Dollars and Zero Cents (\$26,130,263) to be assessed against the member municipalities of the RSU, for the period July 1, 2018 to June 30, 2019; and

WHEREAS, the School Board on June 13, 2018 ordered that Warrants be issued forthwith and sent out for assessing the municipalities comprising the RSU their proportionate shares, said shares being in accordance with existing statutes and the method of sharing costs among the member municipalities of the RSU, and for paying the same to the Treasurer of the RSU;

NOW THEREFORE, pursuant to the provisions of section 1489 of Title 20-A of the Maine Revised Statutes, you are hereby required in the name of the State of Maine and the RSU to assess the sum of Two Million Nine Hundred Seventy-Eight Thousand Three Hundred Fifty-Four Dollars and Zero Cents (\$2,978,354) (the "Town's School Assessment"), upon the taxable estates within the Town according to the provisions of law for the assessment of taxes; and in making the Town's School Assessment, you are required to add the sum aforesaid to the amount of state, county and municipal taxes to be assessed by you.

And you are alike required to pay or issue your warrants to the several constables or collectors of the Town requiring them respectively to levy and collect the sum of Two Million Nine Hundred Seventy-Eight Thousand Three Hundred Fifty-Four Dollars and Zero Cents (\$2,978,354), and to pay to the Treasurer of the Town the aforesaid sum set against the Town, to be paid by the Treasurer of the

Town to the Treasurer of the RSU in twelve equal monthly installments on or before the 20<sup>th</sup> of each of the months, July 2018 to June 2019.

Given under our hands this 13<sup>th</sup> day of June, 2018.

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_____	_____

A majority of the School Board

Attest: \_\_\_\_\_  
Dr. Becky Foley, Treasurer  
Regional School Unit No. 5

STATE OF MAINE  
ASSESSMENT SCHEDULE AND NOTICE OF INSTALLMENTS OF  
REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5  
17 West Street  
Freeport, ME 04032

To the Treasurer of the Town of Pownal in the County of Cumberland (the "Town"):

Under and by virtue of section 15691-A of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU") presents the following Assessment Schedule based on the budget approved at the most recent RSU budget meeting:

<u>Municipality</u>	<u>Assessment</u>
<i>Durham</i>	\$ 5,018,058
<i>Freeport</i>	\$18,133,851
<i>Pownal</i>	\$ 2,978,354

Under and by the virtue of the provisions of section 1489 (3) of Title 20-A of the Maine Revised Statutes, you are hereby notified that the following monthly installments are payable by the Town to the Treasurer of the RSU for fiscal year 2017-2018, and that each such monthly installment is due on or before the 20<sup>th</sup> of each month, commencing July 20 of said fiscal year, as follows:

July 20, 2018	\$ 248,196.16
August 20, 2018	\$ 248,196.16
September 20, 2018	\$ 248,196.16
October 20, 2018	\$ 248,196.16
November 20, 2018	\$ 248,196.16
December 20, 2018	\$ 248,196.16
January 20, 2019	\$ 248,196.16
February 20, 2019	\$ 248,196.16
March 20, 2019	\$ 248,196.16
April 20, 2019	\$ 248,196.16
May 20, 2019	\$ 248,196.16
June 20, 2019	\$ 248,196.24
2018-2019 Fiscal Year Total	\$2,978,354.00

Given under our hands this 13<sup>th</sup> day of June, 2018.

_____	_____
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A majority of the School Board

Attest: \_\_\_\_\_  
Dr. Becky Foley, Treasurer  
Regional School Unit No. 5



12.E

**Freeport High School  
Building Project - Additional Projects  
Contingency Funds - \$198,000**

**1. Security:**

ADA buzzer on the front ramp	\$4,527.00
Second FPAC door	\$4,527.00
Door sensor panel	\$1,296.00
Timer on the ski door	\$4,919.00

2. Lighting on side of gym \$1,628.00

3. Repairing cafeteria footstools and counters \$1,500.00

**4. Classroom needs:**

Replace all old furniture in classrooms	\$27,500.00
Lights in JMG room	\$1,650.00

5. Paving teacher lot \$119,050.00

6. Theater storage: overhead door \$800.00

7. Bulletin boards for cafeteria \$500.00

8. Tennis court picnic tables \$135/each \$500.00

9. Clear Com System for FPAC \$10,896.00

10. Peace garden benches \$400/each \$2,000.00

11. Re-tile bathroom floors in 300 wing \$4,304.00

12. Renovation plaque \$1,700.00

13. Folding tables (15 @ \$60) \$900.00

**14. FPAC needs:**

LED Cyc lights	\$7,618.00
Crown PCC microphones	\$735.00

**Total** \$196,550.00

3rd Row LED Backlights \$3,974.00

15. New bookshelves/casework in old wing classrooms \$50,000.00

\$250,524.00



RSU5  
Durham – Freeport – Pownal  
Growth & Evaluation

**Principal Rubrics**  
**Evaluation Handbook**

**Revised: 2017-2018**  
**Board Approved:**

### **Completed in 2015-2016**

- ~~All principals completed a self evaluation and set goals~~
- ~~E-Portfolios were maintained and summative evaluations were completed using the Marshall Rubrics~~
- ~~A survey linked to a specific indicator was piloted~~

### **Implementation Timeline**

~~16/17 - Professional practice and professional growth for all building administrators:~~

- ~~Pilot one student data point for 3-12 admin~~
- ~~Research other student data points to use for the following year~~
- ~~Pilot survey data to be used by the administrator in their self-evaluation~~

~~17/18 - Professional practice and professional growth for all educators and one student growth measure~~

- ~~Pilot 2nd student data point~~
- ~~All administrators use one student data point~~

~~18/19 - Professional practice and professional growth for all educators and two student growth measures.~~

### **Process to move forward**

- ~~New Admin group to continue work with district PEPG Group~~
- ~~Develop student growth measures~~
- ~~Define Student Level Data for K-3~~

### **Rationale and suggestions for implementation**

## Based on Kim Marshall Principal Evaluation Rubrics

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

The rubrics use a four-level rating scale with the following labels:

- 4 – Highly Effective
- 3 – Effective
- 2 – Improvement Necessary
- 1 – Does Not Meet Standards

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

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

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

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

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

## Timeline/Workflow

Month	Activity/Actions
September - November	Meet with evaluator to review indicators previously discussed from prior cycle. Identify 1 -2 goals and enter into e-portfolio by 9/30
September - April	Supervisor conducting walkthroughs with feedback
<u>September - June</u>	<u>Peer Review</u>
By <del>December 15</del> <u>January 15</u>	Principal completes mid-year reflection on goals in e-portfolio
By June 30	Surveys conducted based on goals
<del>May</del> <u>July/- September</u>	Goal presentation, summative write up, and comments. Principal meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards

## ★ I. Diagnosis and Planning

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

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

## B II. Priority Management and Communication

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Planning</b>	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
<b>b. Communication</b>	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
<b>c. Outreach</b>	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Occasionally asks staff, students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
<b>d. Follow-Up</b>	Has a foolproof comprehensive system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
<b>e. Expectations</b>	Has total staff buy-in on exactly what is expected for management procedures and discipline.	Makes sure staff know what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.
<b>f. Delegation</b>	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.
<b>g. Meetings</b>	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.

<b>h. Prevention</b>	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting crises and activities.	Tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Finds that large portions of each day are consumed by crises and time-wasting activities.
<b>i. Efficiency</b>	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with email, paperwork, and administrative chores.	Tries to stay on top of email, paperwork, and administrative chores but is often behind.	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission.
<b>j. Balance</b>	Is able to balance personal and professional priorities and is able to interact in a highly effective manner with all stakeholders.  <del>Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.</del>	Is able to balance personal and professional priorities and is able to effectively interact with all stakeholders  <del>Is healthy and focused by balancing work demands with healthy habits.</del>	An imbalance of personal and professional priorities sometimes hinders one's ability to effectively interact with all stakeholders.  <del>Is sometimes unfocused and inattentive because of fatigue and stress.</del>	Inability to balance priorities negatively affects ability to interact with all stakeholders.  <del>Is unproductive and irritable because of fatigue and stress.</del>
<b>k. Attendance</b>	Perfect or near perfect attendance which provides the opportunity to fully support and/or enhance student learning.	Very good attendance which provides the opportunity to fully support student learning.	Moderate absences which may impact student learning. If there are extenuating circumstances, state below.	Many absences which may impact student learning. If there are extenuating circumstances, state below.

### € III. Curriculum and Data

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



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

#### ✚ IV. Supervision, Evaluation and Professional Development

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

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

## **E V. Discipline and Family Involvement**

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

<b>c. Celebration</b>	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	Praises student achievement and works to build school spirit.	Praises well-behaved students and good grades.	Rarely praises students and fails to build school pride.
<b>d. Training</b>	Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	Organizes workshops and suggests articles and books on classroom management.	Urges teachers to get better at classroom management.	Does little to build teachers' skills in classroom management.
<b>e. Support</b>	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
<b>f. Openness</b>	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
<b>g. Curriculum</b>	Ensures that families receive regular information about learning expectations and specific ways that families can support student learning. <del>Inform parents of monthly learning expectations and specific ways they can support their children's learning.</del>	Ensures that information about grade-level learning expectations and about ways families can help at home is provided to families. <del>Sends home information on the grade-level learning expectations and ways parents can help at home.</del>	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
<b>h. Conferences</b>	Orchestrates productive parent/teacher <del>report card</del> conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher <del>report card</del> conferences.	<del>Some effort to set up face-to-face parent/ teacher conferences to occur.</del>  Makes sure that report cards are filled out correctly and provided to all parents.	<del>Minimal effort to set up face-to-face parent/ teacher conferences to occur.</del>  Provides little or no monitoring of the report card process.
<b>i. Communication</b>	Sends home a <del>frequent</del> <del>weekly</del> school <del>communications</del> newsletter and gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a <del>periodic</del> school <del>newsletter</del> communication and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
<b>j. Safety-net</b>	Provides effective <del>interventions</del> programs for all students with inadequate home support.	Provides <del>interventions</del> programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home support.

## F VI. Management and External Relations

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

<b>j. Resources</b>	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.
<b>k. Feedback</b>	Actively seeks out feedback, gathers documentation and suggestions from key stakeholders and uses them to improve performance.	Listens thoughtfully to other viewpoints, gathers documentation, and responds constructively to suggestions and criticism.	Inconsistently heeds feedback of stakeholders.	Dismisses feedback and suggestions for improvement.

### Surveys

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

## **Student Level Data Worksheet**

**~~This Needs to be revised~~**

**Achievement Assessment** \_\_\_\_\_ **Grade levels tested** \_\_\_\_\_

**Growth Assessment** \_\_\_\_\_ **Grade levels tested** \_\_\_\_\_  
**(20% of Overall Evaluation)**

\_\_\_\_\_ **Percent of students who made a year's growth** ~~HI~~ Greater than 60% of students  
~~I~~ Greater than 50% of students  
~~IN~~ Greater than (or equal) 40% of students  
~~DNMS~~ Less than 40% of students

\_\_\_\_\_ **Score for growth data**

~~Both growth and assessment data will be a pilot year to determine rating levels. Current numbers on this page are based on NWEA that we are not going to use. They are only in as examples.~~

## **Self-Reflection/Assessment**

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

## **Peer Review**

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

## Evaluation Worksheet Page

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Position: \_\_\_\_\_

### **RATINGS ON INDIVIDUAL RUBRICS: (80%)**

#### A. Diagnosis and Planning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### B. Priority Management and Communication:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### C. Curriculum and Data:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### D. Supervision, Evaluation, and Professional Development:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### E. Discipline and Parent Involvement:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### F. Management and External Relations:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### **Overall Rating (80%)**

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

~~OVERALL COMMENTS BY SUPERVISOR:~~

~~OVERALL COMMENTS BY ADMINISTRATOR:~~

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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

Example:

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

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

Total SLOs = 24

Made Growth 17/24 = 71%

Use the growth ratings to determine the effectiveness score:

Effective score of 3

Professional practice and growth rating: \_\_\_\_\_

Student growth measures rating: \_\_\_\_\_



Remove this chart and replace with the chart below. This will be reflective of the one that is in the Educator's Evaluation Handbook.

**Student Growth 20% Rating**

		1	2	3	4
	1	Ineffective	Ineffective	Review	Review
Instructional and Professional Practice (80%)	2	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	3	Review	Effective	Effective	Effective
	4	Review	Effective	Highly Effective	Highly Effective

\*In case of axis scores are significantly discrepant (2 or more levels difference), the evaluator and teacher will review specific evidence to assist in determining a Summative Effectiveness Rating. \*Review could level into intensive growth cycle.

**Decision Matrix**  
**Summative Performance Rating Matrix**

					
		<b>0 – 40</b> <b>Ineffective</b> <b>1</b>	<b>41-69</b> <b>Needs</b> <b>Improvement</b> <b>2</b>	<b>70 – 84</b> <b>Effective</b> <b>3</b>	<b>85 – 100</b> <b>Highly</b> <b>Effective</b> <b>4</b>
	<b>Ineffective</b> <b>1</b>	Ineffective	Ineffective	Review	Review
	<b>Needs</b> <b>Improvement</b> <b>2</b>	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	<b>Effective</b> <b>3</b>	Review	Effective	Effective	Effective
	<b>Highly</b> <b>Effective</b> <b>4</b>	Review	Effective	Highly Effective	Highly Effective

Evaluator comments:

Administrator comments:

Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Sources

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## Acknowledgements

~~These rubrics are a much edited extension of the Principal Leadership Competencies developed in 2003-04 by New Leaders for New Schools (Kim Marshall was a lead author of that document). Special thanks to Jon Saphier, Charlotte Danielson, Douglas Reeves, and Paul Bambrick-Santoyo for ideas and inspiration.~~

12.G.

**To: RSU5 Board of Directors**  
**From: Becky Foley, Superintendent**  
**Date: May 9, 2018**  
**Re: FAQs - Interlocal Agreement of Greater Sebago Education Alliance (GSEA)**

1. What districts are represented in the Greater Sebago Education Alliance?
  - a. Brunswick
  - b. Cape Elizabeth
  - c. Gorham
  - d. Portland
  - e. Scarborough
  - f. South Portland
  - g. Westbrook
  - h. RSU 5: Durham, Freeport, Pownal
  - i. RSU 6: Buxton, Hollis, Limington, Standish, & Frye Island
  - j. RSU 14: Windham, Raymond
  - k. RSU 15: Gray, New Gloucester
2. What areas are we expected to participate in?
  - a. Professional Development
    - i. How to support teacher leaders and build their leadership skills
    - ii. More support for administrators
    - iii. Literacy/math coach support
      1. Building professional courage
      2. How to have difficult/tough conversations
      3. Joint leadership PD for principals with building leaders
  - b. Sub Training & recruiting for teachers, drivers
  - c. Other possible areas:
    - i. Food service and other purchasing opportunities
    - ii. ELL intake process
    - iii. Diversity hiring
    - iv. Other
3. How do we withdraw if needed? (Page 7, Section 17)
  - a. Currently it is a two-year agreement
    - i. Rewritten, amended.
    - ii. Don't need local vote again.
  - b. Group votes to allow the district to withdraw. The district wishing to withdraw cannot vote.

- c. Upon a majority vote by the GSEA Board, the district can transfer to another regional service center.
  - d. Ability to go dormant each year and incur no cost, but would not receive incentive from State
- 4. What's the legal structure? Is it a legal entity – what binds us together?
  - a. Interlocal Agreement binds the district together.
  - b. Autonomous legal structure
    - i. Quasi-municipal structure: 30A is municipal law – 20A law is educational law.  
The regional service centers are established by these two areas in the law.
  - c. Governed by the Board of Directors which is made up from the superintendents from each of the participating districts.
- 5. Who's the current fiscal agent?
  - a. SAD 6: Standish – Superintendent Paul Penna
- 6. How does the funding work?
  - a. State is giving \$97,000 to each regional service center to get established in first year
  - b. Fee of \$1000. must be paid by each of the participating districts
  - c. Any of the legal fees are covered by the State to establish GSEA
    - i. Auga Dixon – Drummond Woodsum is representing GSEA
  - d. Any of the facilitation fees are covered by the State
    - i. Currently Mary Jane McCalmon & Suzanne Godin are co-facilitating the process
- 7. What is the benefit to RSU5?
  - a. Financial
    - i. \$26,000 next year
    - ii. \$52,000 the following year
  - b. Enhance student learning and opportunities
  - c. Maximize resources through shared regional initiatives

## Budget Justification:

Expenditures		Projected Revenue	Budget Category
<u>Board Administrative Asst.</u>			
	Salary 2 Days/Week = \$30,000	Membership Dues	System Admin.
	Benefits = \$10,000	11 Districts x \$1,000	
Total Expenditure	\$40,000	\$11,000	
<u>Food Service Purchasing:</u>			
	\$100/District = \$1,100	\$100/District = \$1,100	Food Service
<u>Professional Development:</u>			
- Planning Committee	Miscellaneous \$500		System Admin.
-Instructional Coaches PD			Regular Instruction
	Facilitation \$250/session x 4 Sessions=\$1000		
	Food - Dinner \$410/Session x 4 Sessions=\$1640		
	Supplies \$500		
Total Expenditure	\$3,140	\$35/Seat x 25 Seats x 4 Sessions = \$3,500	
-Leadership Academy			School Admin.
	Facilitation \$250/session x 4 Sessions=\$1000	TBD	
	Food - Dinner \$410/Session x 4 Sessions=\$1640		
	Supplies \$500		
Total Expenditure	\$3,140		
<u>Substitute/Diversity Hiring:</u>			
-Substitute (2 Regional Fairs)			School Admin.
	2 Advertisements \$1200 each advertisement = \$2400		
	Food \$600		
	Supplies \$500		
Total Expenditure	\$3,500	\$330/District (9) = \$2,970	
-Diversity Hiring			System Admin.
	Course Fee \$950 x 8 participants = \$7600		
	Stipend \$700 x 8 participants = \$5400		
	Stipend \$100 x 8 Teachers = \$800		
Total Expenditure	\$14,000	\$2000/seat (8) = \$16,000	
<u>ELL Intake Process:</u>			
	Planning Stipend \$500	TBD	Student Support
	Miscellaneous \$500		
<u>Legal Expenditures</u>			System Admin.
	\$5,000		
<u>Audit</u>			System Admin.
	\$2,500		
<u>Insurance/General Liability</u>			System Admin.
	\$5,000		
Total Expenditures		Additional Revenue \$34,570	
	\$78,880	State Revenue \$97,200	
		Total Revenue \$131,770	



INTERLOCAL AGREEMENT FOR THE  
GREATER SEBAGO EDUCATION ALLIANCE REGIONAL SERVICE CENTER

**SCHEDULE A**  
**FISCAL YEAR FY 2019 GSEA BUDGET**

**EXPENDITURES, CARRYOVER,  
DISBURSEMENTS**

Cost Center Expenditures:

Regular Instruction	\$	3140.00
Special Education	\$	0.00
Career & Tech Education	\$	0.00
Other Instruction	\$	0.00
Student & Staff Support	\$	1000.00
System Administration	\$	67,000.00
School Administration	\$	6640.00
Transportation and Buses	\$	0.00
Facilities Maintenance	\$	0.00
Debt Service & Other Commitments	\$	0.00
All Other Expenditures	\$	0.00

Other Expenditures:

Food Services	\$	1100.00
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Carryover:

\$ 0.00

Disbursements:

\$ 0.00

**TOTAL EXPENDITURES, CARRYOVER, DISBURSEMENTS**    \$    **78,880.00**

**REVENUES**

Membership Fees	\$	11,000.00
Service Allocation Fees	\$	23,570.00
<u>Other Fees:</u>		
Associate Members	\$	0.00
Non-Members	\$	0.00
<u>Direct State Funding:</u>		
Executive Director (55%)		
Student Info. System		
Accounting/Payroll System		
	\$	97,200.00

**TOTAL REVENUES**    \$    **131,770.00**

**INTERLOCAL AGREEMENT FOR THE  
GREATER SEBAGO EDUCATION ALLIANCE REGIONAL SERVICE CENTER**  
20-A M.R.S. Chapter 123 and 30-A M.R.S. Chapter 115

This Interlocal Agreement is made by and between the **Brunswick School Department, Cape Elizabeth School Department, Gorham Department of Education, Portland Public Schools, Scarborough School Department, South Portland Department of Education, Westbrook School Department, Maine School Administrative District No. 6, Maine School Administrative District No. 15, Regional School Unit No. 5, and Regional School Unit No. 14**, all Maine school administrative units acting by and through their governing bodies (collectively, the “Parties”), as follows:

1. **Formation.** Subject to the approval conditions set forth in Section 25, the Parties hereby form a school management and leadership center, also known as a regional service center, under the authority of Title 20-A M.R.S. Chapter 123, §§ 3801 *et seq.* and Title 30-A M.R.S. Chapter 115, §§ *et seq.*
2. **Name.** The name of the school management and leadership center formed pursuant to this Agreement shall be: Greater Sebago Education Alliance (hereinafter, “GSEA”).
3. **Purposes.** The purposes of the GSEA shall be to enhance student learning and opportunities and maximize available and desired resources through the establishment of shared regional initiatives.
4. **Administrative Entity.** The GSEA shall be a school management and leadership center within the meaning of 20-A M.R.S. Chapter 123, a political subdivision within the meaning of 5 M.R.S. § 19002(6), a quasi-municipal corporation within the meaning of 30-A M.R.S. § 5701, and a tax exempt governmental entity for purposes of 36 M.R.S. § 1760(2). The Board of Directors is authorized to make any filings and take any other necessary actions to implement the provisions of this Section 4.
5. **Term.** The term of this Interlocal Agreement shall be two (2) years commencing July 1, 2018 and ending June 30, 2020 (the “Initial Term”), subject to extension as follows: The term of this Agreement shall be automatically extended for one additional fiscal year on February 1, 2020 and February 1 of each subsequent fiscal year (each a “Renewal Term” and, together with the Initial Term, the “Term”), unless by February 1 in any year the Board of Directors votes in favor of dissolution and the GSEA is dissolved pursuant to Section 18.B as of the following June 30.
6. **Fiscal Year.** The fiscal year of the GSEA shall begin on July 1 and end on June 30.
7. **Members.** The initial members of the GSEA shall be those Parties to this Agreement whose voters approve the formation of the GSEA pursuant to Section 25 (hereinafter, the “Members”). Other school administrative units may become members pursuant to the requirements of Section 13 (“New Members”).
8. **Governing Body – Board of Directors.**
  - A. The GSEA shall be governed by a board of directors composed of the Superintendent of Schools of each Member, or the Superintendent’s designee who shall, in all cases, be an employee of that Member (the “Board of Directors”). Designees shall serve at the pleasure of the appointing Superintendent of Schools.

- B. The Board of Directors shall be responsible for all aspects of the GSEA, including without limitation preparing its annual operating budget and establishing, and modifying from time to time, the scope of functions, programs, and services provided by the GSEA.
- C. The Board of Directors shall elect a president, vice-president, treasurer, and secretary, and any other officers it deems useful or necessary.
- D. The Board of Directors may establish rules of procedure and policies to govern its meetings, provided such rules and policies are not inconsistent with this Agreement or state law.
- E. Each Director shall have one vote.
- F. A majority of the Directors shall constitute a quorum and, except as otherwise specifically provided in this Agreement, a majority vote of the Directors at a meeting at which a quorum is present shall be required for the Board of Directors to act.
- G. A Director is deemed present for establishing a quorum and may participate in a meeting of the Board of Directors by means of remote communication provided that the Director is able to hear and participate in the meeting and to vote on matters under consideration concurrently with the Directors present at the meeting and that the Director's remote communications at the meeting are audible and/or visible to the Directors and members of the public in attendance at the meeting.
- H. In the event that there is a vacancy in the position of Superintendent of Schools of any Member, the governing body of that Member may appoint an interim Director until a new Superintendent or acting Superintendent has been appointed.

9. **Functions, Programs, and Services.** The GSEA may make available the following functions, programs, and services:

- A. Joint purchasing of food supplies;
- B. Joint professional development offerings;
- C. Joint substitute teacher recruiting, training, and diversity hiring processes;
- D. Joint English Language Learners (ELL) intake processes;
- E. Serving as an incubator for new regional programs and services; and
- F. Any other regional functions, programs, and services as may be authorized by law and approved by an affirmative vote of two-thirds of the full membership of the Board of Directors.

A regional service center that does not provide at least two functions, programs, and services in at least two of the categories of services set forth in 20-A M.R.S. § 15683-C may lose its eligibility for direct state funding pursuant to 20-A M.R.S. § 3806.

**Administration.** It is the intent of the Parties that the GSEA be administered by one of the Members pursuant to a contract or memorandum of agreement to be entered into between the Board of Directors and the governing body of that Member. The Board of Directors shall select an Executive Director who may, but is not required to, be an employee of one of the Members by an affirmative vote of two-thirds of the full membership of the Board of Directors. The Board of Directors may alter these administrative arrangements by a vote of two-thirds of the full membership of the Board of Directors. The Executive Director shall:

- A. Administer the day-to-day operations of the GSEA;
- B. Administer the annual operating budget of the GSEA, including without limitation accounting and auditing requirements related thereto;
- C. Acquire and maintain liability and other insurance adequate to cover the GSEA and its operations;
- D. Track and record all data, submit all reports, comply with all state and federal reporting requirements on behalf of each Member, and otherwise ensure compliance with the terms and conditions of this Agreement, any charitable or governmental grant agreement that may be secured for the benefit of the GSEA, and any other contract entered into by or on behalf of the GSEA;
- E. Adhere to generally accepted accounting principles and annually engage an external auditor to do an independent audit of the GSEA's finances in accordance with 20-A M.R.S. § 3804; and
- F. Perform other functions concerning the management of the GSEA as directed by the Board of Directors.

10. **Fiscal Agent.** By agreement between the Board of Directors and the governing body of the Member administering the GSEA, the Member administering the GSEA shall act as the fiscal agent of the GSEA. The fiscal agent shall maintain the accounts of the GSEA including, without limitation, its operating budget accounts; shall contract for, purchase, and hold title to all GSEA equipment and property on behalf of the GSEA; and shall perform any other functions concerning the fiscal management of the GSEA, under the direction of the Board of Directors. All state contributions to the GSEA – including, without limitation, any funds in support of the Executive Director's salary and benefits, student information system costs, and accounting and payroll system costs – shall be paid to the fiscal agent for the benefit of the GSEA. The fiscal agent shall accept, account for, and disburse any such state contributions in accordance with the terms of this Agreement. The Board of Directors may in its discretion alter the provisions for administration of the GSEA and for its fiscal agent.

11. **GSEA Employer.** To the extent the Board of Directors determines that the GSEA requires or benefits from having a Member serve as the employer for some or all of the GSEA's personnel, the Board of Directors may designate the fiscal agent to serve as the employer for the GSEA's personnel. Alternatively, the Board of Directors may designate another Member to serve as the GSEA employer by agreement with the governing body of that Member or may direct that the GSEA employ its own personnel. If a Member serves as the GSEA employer, the Member shall have all authority under applicable law to hire, evaluate, discipline, non-renew, lay off, or terminate employees serving the GSEA. In making such employment decisions, the governing body of the Member shall solicit and consider the recommendations of the Board of Directors.

**12. New Members; Associate Members.**

- A. **New Members.** Any school administrative unit wishing to become a member of the GSEA, and which qualifies as a member pursuant to 20-A M.R.S. § 3802(2), may petition the Board of Directors for membership ("Petitioner"). The Board of Directors may condition membership by imposing additional obligations on the Petitioner and/or limits on the rights and benefits which a Petitioner may receive, including without limitation access to fund balances. The Petitioner and Board of Directors shall negotiate and execute a separate agreement in which the Petitioner agrees to be bound by the terms of this Agreement, subject to any such conditions (the "Membership Agreement"). A Petitioner shall become a member upon approval of the Membership Agreement by the governing body of Petitioner's school administrative unit and by a two-thirds vote of the full membership of the Board of Directors.
- B. **Associate Members.** Municipalities, counties, career and technical regions, public charter schools, and other entities which qualify pursuant to 30-A M.R.S. Section 3802(3) wishing to become a non-voting associate member of the GSEA may petition the Board of Directors for associate membership ("Petitioner"). Associate members shall be permitted to participate in the functions, programs, and services offered by the GSEA on such terms and conditions as may be included in a contract or memorandum of understanding between the GSEA and the associate member. Any petition for associate membership and the proposed contract or memorandum of understanding must be approved by a majority vote of the Board of Directors and the governing body of the Petitioner.

**13. Minimum Member Obligation.** Nothing in this Agreement requires a Member to purchase all of the functions, programs, and services made available to it by the GSEA. A Member may discontinue any purchased functions, programs, and services at the end of a fiscal year upon 90 days' notice to the Board of Directors and thereafter shall no longer be obligated to pay for that function, program, or service. A Member that discontinues purchasing all functions, programs, and services from the GSEA shall no longer be required to continue paying the annual membership fee. A Member that does not continue to purchase at least two functions, programs, and services in at least two of the categories of services set forth in 20-A M.R.S. § 15683-C may lose its eligibility for a regional service center allocation from the Maine Department of Education.

**14. Non-Member Purchasers of Services.** The Board of Directors may, in its sole discretion, offer and provide functions, programs, and services to any school administrative unit, political subdivision, public entity, or nonprofit organization or association that is not a Member ("Service Recipient") provided that the Service Recipient pays all actual costs for the functions, programs, and services plus a supplemental fee, said costs and fee to be determined by the Board of Directors. Priority for any functions, programs, and services offered by the GSEA shall be given to its Members.

**15. Authority and Powers.** The authority and powers of the GSEA shall be as follows provided that the fiscal affairs of the GSEA may be exercised by and through a fiscal agent:

- A. **Organizational Powers.** The GSEA shall have the power and authority to provide functions, programs, and services in accordance with the terms of this Agreement.
- B. **Contracts.** The Board of Directors is authorized to enter into contracts, leases, and lease purchase agreements on behalf of the GSEA.

- C. Employment of Personnel. The Board of Directors is authorized to employ personnel to carry out the purposes of this Agreement.
- D. Personal Property. The Board of Directors is authorized to hold and dispose of personal property in the name and on behalf of the GSEA for purposes of this Agreement.
- E. Expenditures. The Executive Director, under the direction of the Board of Directors, is authorized to expend funds in accordance with the approved GSEA budget.
- F. Investment of Funds. The Executive Director, under the direction of the Board of Directors, is authorized to invest GSEA funds on behalf of the GSEA in accordance with 30-A M.R.S. §§ 5706-5719.
- G. Reserve Funds; Contingency Funds. The Board of Directors is authorized to establish, maintain, and expend funds from a reserve fund or contingency fund.
- H. Disposition of Property and Indebtedness. The Board of Directors is authorized to dispose of any personal property, including by sale or lease, transferred to or from or administered by the GSEA. The Board of Directors is not authorized to assume, incur, or dispose of any indebtedness in the name of the GSEA.
- I. Purchase of Goods and Services. The Board of Directors is authorized to purchase goods and services.
- J. Acceptance of Gifts and Grants. The Board of Directors is authorized to accept conditional and unconditional gifts and grants, outright or in trust. Conditional gifts requiring ongoing commitment of funds must be authorized a two-thirds vote of the Board of Directors at a meeting at which a quorum is present.
- K. Acceptance and Expenditure of State and Federal Funds. The Board of Directors is authorized to accept funds from state, federal, and other sources.
- L. Policies. The Board of Directors is authorized to adopt administrative policies including, without limitation, purchasing and procurement policies and conflict-of-interest policies, provided any such policies do not conflict with the terms of this Agreement or applicable state or federal law.
- M. No Authority to Borrow. The Board of Directors shall have no authority to borrow funds in anticipation of the Members' payment of their shares of the GSEA budget.
- N. No Eminent Domain Powers. Notwithstanding 20-A M.R.S. § 3802(7), the Parties hereto do not delegate their respective eminent domain powers to the GSEA.
- O. No Bonding Authority. Notwithstanding 20-A M.R.S. § 3802(12), the Board of Directors shall have no authority to issue bonds or notes for school construction purposes.
- P. No Transfer of Responsibility for Provision of a Free Public Education. This Agreement does not transfer to the GSEA any school administrative unit's responsibility for providing the opportunity of a free public education to each of its students or a free, appropriate education to each of its students with a disability as required by Title 20-A of the Maine Revised Statutes or by federal law.

16. **Fiscal Operation; Cost Sharing.**

A. **Funding Sources.** The activities of the GSEA may be financed from any of the following sources:

- i. State subsidy;
- ii. Member assessments;
- iii. Fees collected from Members, Associate Members, and non-Member Service Recipients for services provided;
- iv. Donations, charitable or governmental grants, or similar funding sources, as the Board of Directors deems appropriate; and
- v. Any other funding source or miscellaneous revenue approved by the Board of Directors.

B. **Annual Operating Budget.** Except as provided in Section 17(G) ("Transition Plan for FY 2019"), by February 1 of each year, the Board of Directors shall prepare and approve, by a two-thirds vote of the Board of Directors at a meeting at which a quorum is present, an annual operating budget to fund the GSEA for the following fiscal year. The Board of Directors shall consult with the Executive Director in preparing the budget, and shall provide the final budget to each Member. The budget shall include:

- i. All anticipated revenues, as determined by the Executive Director and approved by the Board of Directors;
- ii. All costs of operating the GSEA as determined by the Executive Director and approved by the Board of Directors, set forth in separate articles that are consistent with the appropriate articles in the cost center summary budget format of 20-A M.R.S. § 1485(1)(A).

In the event that the Board of Directors fails to approve an annual budget by February 1, the Executive Director shall call an emergency meeting of the Board of Directors to be held no later than February 15, at which an annual budget must be approved.

C. **Budget Allocation and Assessment.**

- i. The Board of Directors shall assess an annual membership fee on each Member and may assess an annual service allocation fee based on each Member's use of and participation in the functions, services, and programs provided by the GSEA as determined by the Board of Directors. The annual membership fee and the annual service allocation fee shall not be assessed against those Members that have elected not to purchase any functions, programs, and services from the GSEA pursuant to Section 14 ("Minimum Member Obligation"). This cost-sharing arrangement may be modified by October 1 of any year for the following fiscal year by an affirmative vote of two-thirds of the full membership of the Board of Directors.

- ii. By January 30 of each year, each Member shall be assessed a membership fee and an annual service allocation fee for the following fiscal year. Unless otherwise provided in a Board of Directors' policy, the Members shall pay their respective membership and service allocation fees to the GSEA in two semi-annual installments in July and January of each fiscal year.
  - iii. After taking into account other revenues, the annual membership fee of each Member shall be in such an amount as to provide the GSEA with sufficient funds to operate during the fiscal year after taking into account other sources of anticipated revenue including state subsidy and anticipated service allocation fees.
- D. Expenditure of Funds; Balanced Budget. All funds of the GSEA may be used by the Board of Directors in a manner consistent with this Agreement, any applicable grant agreements, and state and federal regulations. GSEA fund balances may, at the discretion of the Board of Directors (i) be used to reduce the operating costs of the GSEA; (ii) be accrued in reserve and contingency funds; or (iii) be equitably credited or rebated to each Member. Anticipated carryover funds at the end of a fiscal year may be returned to the GSEA to support its continued growth and reduce Member costs in succeeding fiscal years. To maintain a balanced budget, the GSEA shall return any funds in excess of the anticipated carryover funds to its Members in equitable shares per Member.
- E. Invoices; Payments Due. The Board of Directors shall determine the process, schedules, and deadlines related to invoicing and payments due (including for membership and service allocation fees) consistent with this Agreement and applicable laws and rules.
- F. State Subsidy. A regional service center may lose its eligibility for direct state funding pursuant to 20-A M.R.S. §3806 if it does not provide at least two functions, programs or services in at least two of the categories set forth in 20-A M.R.S. § 15683-C.
- G. Transition Plan for FY 2019. Notwithstanding Section 17.B ("Annual Operating Budget"), the GSEA budget for Fiscal Year FY 2018-2019 shall be the budget attached hereto as Schedule A.

**17. Withdrawal; Termination; Dissolution; Transfer.**

- A. Withdrawal. Any Member may withdraw from the GSEA effective at the end of a fiscal year, provided that the withdrawing Member satisfies applicable state law (including without limitation 20-A M.R.S. § 3802(13)) and gives written notice to the Board of Directors not later than November 1 preceding the end of a fiscal year. The Director representing the withdrawing Member shall enter into a withdrawal agreement with the Board of Directors on terms acceptable to the Board of Directors. Any withdrawal agreement involving the withdrawal of a Member must be consistent with the following conditions and understandings:
  - i. The Director representing a withdrawing Member shall be recused from participating in or voting as a Director on any matter relating to the withdrawal from the date that written notice of the withdrawal is provided to the Board of Directors.



- ii. The Board of Directors and the Director representing the withdrawing Member shall in good faith negotiate a withdrawal agreement that allocates an equitable share of the GSEA's assets and liabilities to the withdrawing Member.
  - B. Dissolution. The GSEA may be dissolved by a majority vote of the full Board of Directors and approval of the dissolution in accordance with the requirements of applicable state law (including without limitation 20-A M.R.S. § 3802 (14)). Prior to dissolution, the Directors, by written agreement, shall make suitable provision for the equitable division among the Members of the assets and liabilities of the GSEA.
  - C. Transfer. Upon a majority vote of the Board of Directors, a Member may transfer to another regional service center whose board of directors has adopted a vote to approve the transfer on terms acceptable to the Board of Directors and the transferring Member. Prior to any such transfer, the Board of Directors of the GSEA, the transferring Member, and the receiving regional service center shall enter into a transfer agreement making suitable provision for the transition of governance and other matters related to the GSEA, including the equitable division and/or transfer of the assets and liabilities of the GSEA.
  - D. Termination of Participation of Member for Cause. The participation of a Member in the GSEA may be terminated for cause upon the failure of the Member to conform to the terms of this Agreement or any statutory requirements applicable to interlocal agreements or school management and leadership centers, including without limitation failure to pay the Member's budget assessment. Prior to any such termination, the Board of Directors shall provide the nonconforming Member with a written notice of termination for cause and a 30-day opportunity to cure. If the nonconforming Member fails to cure the nonconformity within the 30-day cure period, the Board of Directors shall prepare a plan for termination in accordance with the provisions of Section 18.A.ii (except that any reference to the withdrawing party therein shall mean the nonconforming Member). The nonconforming Member's participation in the GSEA and status as a Member to this Agreement may then be terminated by a vote of a majority of the full membership of the Board of Directors, excluding the Director representing the nonconforming Member. The termination of a nonconforming Member's participation shall become effective as of the end of the then current fiscal year.
18. Dispute Resolution. Any dispute arising out of or relating to this Agreement, shall be resolved as follows:
- A. Negotiation. The parties to the dispute shall negotiate in good faith and attempt to resolve any dispute, controversy, or claim arising out of or relating to this Agreement ("Dispute") within 30 days after the date that an aggrieved Member has given written notice of such Dispute to the Board of Directors.
  - B. Mediation. If the Dispute has not been resolved within 30 days, any party may serve written notice on the other parties to the dispute of a request for non-binding mediation. The mediation shall be conducted in Maine by a mediator mutually agreeable to the Director representing the aggrieved party and the Directors representing the other parties to the dispute and shall not exceed one full day or two half days in length, and shall be completed within 90 days from the date of receipt of a request for mediation. The aggrieved party shall be responsible for the costs of the mediator. In the event that the aggrieved party and the Director(s) representing the other party or parties to the dispute are unable to agree on a mediator within 14 days, or to resolve the dispute through mediation

within 90 days, the Members and the GSEA reserve the right to file a civil action in a court of competent jurisdiction located in Cumberland County, Maine.

- C. Performance During Dispute. Unless otherwise directed by the Board of Directors, the Members shall continue performance under this Agreement while matters in dispute are being resolved.
19. Insurance. Each Member, Associate Member, and non-Member Service Recipient shall be responsible for obtaining and maintaining insurance adequate to protect itself from the risks, if any, related to this Agreement.
20. No Exclusivity. Nothing in this Agreement shall obligate any Party to any exclusive relationship with any other Party or Parties, the GSEA, or the Board of Directors; nor shall it prevent or limit any Party's participation in any other plan, program, agreement, or arrangement for functions, programs, or services; nor shall it impair any rights that any Party may have under any other plan, program, agreement, or arrangement of any kind. For the avoidance of doubt, nothing in this Agreement shall preclude the Parties or any Members from entering into an interlocal agreement to join another school management and leadership center or establish any other similar joint venture.
21. Amendment. This Agreement may be amended by a two-thirds affirmative vote of the full membership of the Board of Directors. In the event of the addition, withdrawal, transfer, or termination of participation of a Member, the Board of Directors shall amend this Agreement accordingly.
22. Applicability to Successor Parties. This Agreement shall be binding upon any successor of each Member. If, however, a municipality withdraws from a Member pursuant to applicable state law, this Agreement shall be binding upon only the Member as it exists after the effective date of withdrawal and shall not be binding upon any municipality that has withdrawn or on any school administrative unit formed by or joined by the withdrawing municipality, unless such a municipality or school administrative unit becomes a Member pursuant to Section 13.A ("New Members").
23. Miscellaneous. This Agreement shall be interpreted, governed, construed, and enforced in accordance with the laws of the State of Maine. This Agreement contains the entire agreement between the Parties in relation to its subject matter, and there are no other agreements or understandings, oral or otherwise, between the Parties at the time of execution of this Agreement. If any provision(s) of this Agreement is determined to be invalid or unenforceable in whole or in part for any reason, such provision(s) shall be severed and the Parties shall negotiate in good faith to amend this Agreement so as to effect the original intent of the Parties as closely as possible. The remaining provisions of this Agreement shall be unaffected thereby and shall remain in full force and effect to the full extent permitted by law. This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which, taken together, shall constitute one and the same Agreement.

**24. Approval Conditions, Effective Date, and Members.**

- A. Approval Conditions. Pursuant to 20-A M.R.S. §§ 3805(2) and (3), this Agreement is subject to the following conditions:
- i. This Agreement must be approved by the Commissioner of the Maine Department of Education; and
  - ii. This Agreement shall be submitted to the voters of each Party that is a school administrative district or a regional school unit at its annual school budget meeting, at a special district meeting, or at a referendum; to the voters of each Party that is a municipal school unit with a town meeting form of government at a town meeting or referendum; and to the voters of each Party that is a municipal school unit with a charter form of government at a town meeting or referendum in accordance with the requirements of the charter.
- B. Members and Effective Date. If this Agreement is approved by the voters of at least two Members on or before June 30, 2018, the GSEA shall be formed with an effective date of July 1, 2018 (the "Effective Date") provided that any other Party to this Agreement may then join the GSEA as a Member if this Agreement is approved by the voters of that Party by November 30, 2018. If this Agreement has not been approved by the voters of at least two Parties by June 30, 2018, it may then be approved by the voters of two or more Parties by November 30, 2018, in which case the GSEA will be formed with an effective date of December 1, 2018.

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, the undersigned Parties have caused this Interlocal Agreement to be signed on their behalf by their duly authorized representatives who, by their signatures below, attest that they have the power and authority to bind their respective Party.

TOWN OF BRUNSWICK,  
A MUNICIPAL SCHOOL UNIT ACTING BY  
AND THROUGH ITS SCHOOL COMMITTEE

\_\_\_\_\_  
Joy Prescott  
Chair of the School Committee

\_\_\_\_\_  
Date

TOWN OF CAPE ELIZABETH, A MUNICIPAL  
SCHOOL UNIT ACTING BY AND THROUGH  
ITS SCHOOL COMMITTEE

\_\_\_\_\_  
Susana Measelle Hubbs  
Chair of the School Committee

\_\_\_\_\_  
Date

TOWN OF GORHAM,  
A MUNICIPAL SCHOOL UNIT ACTING BY  
AND THROUGH ITS SCHOOL COMMITTEE

\_\_\_\_\_  
Darryl Wright  
Chair of the School Committee

\_\_\_\_\_  
Date

CITY OF PORTLAND,  
A MUNICIPAL SCHOOL UNIT ACTING BY  
AND THROUGH ITS BOARD OF EDUCATION

\_\_\_\_\_  
Anna Trevorrow  
Chair of the Board of Education

\_\_\_\_\_  
Date

TOWN OF SCARBOROUGH,  
A MUNICIPAL SCHOOL UNIT ACTING BY  
AND THROUGH ITS SCHOOL COMMITTEE

\_\_\_\_\_  
Donna Beeley  
Chair of the Board of Education

\_\_\_\_\_  
Date

CITY OF SOUTH PORTLAND,  
A MUNICIPAL SCHOOL UNIT ACTING BY  
AND THROUGH ITS BOARD OF EDUCATION

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Mary House  
Chair of the Board of Education

---

Date

CITY OF WESTBROOK,  
A MUNICIPAL SCHOOL UNIT ACTING BY  
AND THROUGH ITS SCHOOL COMMITTEE

---

Jim Violette  
Chair of the School Committee

---

Date

MAINE SCHOOL ADMINISTRATIVE  
DISTRICT NO. 6

---

Lester R. L. Harmon  
Chair of the School Board

---

Date

MAINE SCHOOL ADMINISTRATIVE  
DISTRICT NO. 15

---

Tina Martell  
Chair of the School Board

---

Date

REGIONAL SCHOOL UNIT NO. 5

---

Michelle Ritcheson  
Chair of the School Board

---

Date

REGIONAL SCHOOL UNIT NO. 14

---

Diana Froisland  
Chair of the School Board

---

Date

APPROVED BY THE COMMISSIONER,  
MAINE DEPARTMENT OF EDUCATION

---

Robert G. Hasson, Jr.

---

Date

INTERLOCAL AGREEMENT FOR THE  
GREATER SEBAGO EDUCATION ALLIANCE REGIONAL SERVICE CENTER

**SCHEDULE A**

**FISCAL YEAR FY 2019 GSEA BUDGET**

<b>EXPENDITURES, CARRYOVER, DISBURSEMENTS</b>		<b>REVENUES</b>	
<u>Cost Center Expenditures:</u>		Membership Fees	\$ 11,000.00
Regular Instruction	\$ 3140.00	Service Allocation Fees	\$ 23,570.00
Special Education	\$ 0.00		
Career & Tech Education	\$ 0.00	<u>Other Fees:</u>	
Other Instruction	\$ 0.00	Associate Members	\$ 0.00
Student & Staff Support	\$ 1000.00	Non-Members	\$ 0.00
System Administration	\$ 67,000.00		
School Administration	\$ 6640.00	<u>Direct State Funding:</u>	\$ 97,200.00
Transportation and Buses	\$ 0.00	Executive Director (55%)	
Facilities Maintenance	\$ 0.00	Student Info. System	
Debt Service & Other Commitments	\$ 0.00	Accounting/Payroll System	
All Other Expenditures	\$ 0.00		
<u>Other Expenditures:</u>			
Food Services	\$ 1100.00		
<u>Carryover/Disbursements:</u>	\$ 52,890.00		
<b>TOTAL EXPENDITURES, CARRYOVER, DISBURSEMENTS</b>	<b>\$ 131,770.00</b>	<b>TOTAL REVENUES</b>	<b>\$ 131,770.00</b>

**BOARD OF DIRECTORS OFFICERS****Duties of the Chair**

The Chair shall preside at all meetings of the Board of Directors and shall perform other duties as directed by law, Maine Department of Education rules, and by this Board. In carrying out these responsibilities, the Chair shall:

- A. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board of Directors;
- B. Consult with the Superintendent in the planning of the Board meeting agendas and with the Vice Chair as feasible;
- C. Confer with the Superintendent on crucial matters which may occur between Board meetings;
- D. Appoint subcommittees subject to Board approval and serve as an ex-officio member of all such Board of Directors;
- E. Call special meetings of the Board of Directors as necessary;
- F. Be the public spokesperson for the Board of Directors at all times except as this responsibility is specifically delegated to others; and
- G. Preside at and be responsible for the orderly conduct of all Board of Directors meetings.

As presiding officer at all meetings of the Board of Directors, the Chair shall:

- A. Call the meeting to order at the appointed time;
- B. Announce the business to come before the Board in its proper order;
- C. Enforce the Board's policies relating to the order of business and the conduct of meetings;
- D. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
- E. Explain, as appropriate, what the effect of a motion would be;



- F. Restrict discussion when a motion is before the Board;
- G. Put motions to a vote and announce the vote result.

The Chair shall have the right, as other Board members have, to offer motions, discuss questions, and vote.

#### **Duties of the Vice-Chair**

In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair. The Vice-Chair serves as Chair of the Finance Committee.

#### **Duties of the Secretary**

The Superintendent shall serve as Secretary of the Board of Directors, with the right to speak on all questions and offer recommendations. The Secretary shall be responsible for ensuring that records are kept of all business transacted by the Board at both regular and appropriately called special meetings, and shall perform such other functions as are ordinarily functions of this office.

Legal Reference: 20-A MRSA § 1055

Cross Reference: BB – Board of Directors Legal Status

Adopted: October 28, 2009  
Reviewed: February 16, 2011  
Reviewed: January 22, 2014