RSU5

Principal Evaluation Rubrics

Based on Kim Marshall Principal Evaluation Rubrics

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 administrator 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 PG & E Group
- Develop student growth measures
- Define Student Level Data for K-3

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering all aspects of an administrator's job performance:
    A. Diagnosis and Planning
    B. Priority Management and Communication
    C. Curriculum and Data
    D. Supervision, Evaluation, and Professional Development
    E. Discipline and Parent Involvement
    F. 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 (see page 9 for a sample).

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	
By December 15	Principal completes mid year reflection on goals in e-portfolio	
May	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	

A. Diagnosis and Planning

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Team	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
b. Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
c. Gap	Challenges colleagues by presenting the gap between current student data and a vision for college 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.
d. Mission	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.	Produces a memorable, succinct, results-oriented mission statement that's known by all staff.	Distributes a boiler-plate mission statement that few colleagues remember.	Does not share a mission statement.
e. Target	Gets strong staff commitment on a bold, ambitious 3-4-year student achievement target.	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.
f. Theory	Wins staff ownership for a robust, research-based theory of action for improving achievement.	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.
g. Strategy	Collaboratively crafts a lean, comprehensive, results-oriented action plan with annual goals.	Gets input and writes a comprehensive, measurable action plan for the current year.	Writes a cumbersome, non-accountable action plan.	Recyles the previous year's cumbersome, non-accountable action plan.
h. Support	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.
i. Enlisting	Masterfully wins over resistant staff members who feared change and/or harbored 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.
j. Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

B. Priority Management and Communication

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Planning	Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
b. Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.
c. Outreach	Frequently solicits 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.
d. Follow-Up	Has a foolproof system for capturing key information, remembering, prioritizing, and following up.	Writes down important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
e. Expectations	Has 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.
f. Delegation	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.
g. Meetings	Successfully gets all key teams meeting regularly and taking responsibility for productive agendas.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Needs to call key team meetings because they are not in people's calendars.	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.
h. Prevention	Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	Is effective at preventing and/or deflecting many time-wasting 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.
i. Efficiency	Deals quickly and decisively with the highest-priority e-mail and paperwork, delegating the rest.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Is way behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.
j. Balance	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.	Is healthy and focused by balancing work demands with healthy habits.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is unproductive and irritable because of fatigue and stress.

C. Curriculum and Data

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Expectations	Gets all teachers to buy into clear, manageable, standards-aligned grade-level goals with exemplars of proficient work.	Tells teachers exactly what students should know and be able to do by the end of each grade level.	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. Baselines	Ensures that all teams use summative data from the previous year and fresh diagnostic data to plan instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Refers teachers to previous-year test data as a baseline for current-year instruction.	Does not provide historical test data to teachers.
c. Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.
d. Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.	Gets teachers effective literacy, math, science, and social studies materials and technology.	Works to procure good curriculum materials in literacy and math.	Leaves teachers to fend for themselves with curriculum materials.
e. Interims	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year.	Orchestrates common interim assessments to monitor student learning several times a year.	Suggests that teacher teams give common interim assessments to check on student learning.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests.
f. Analysis	Orchestrates high-quality data/action team meetings after each round of assessments.	Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams work together to draw lessons from the tests they give.	Does not see the value of analyzing tests given during the year.
g. Causes	Gets data meetings engaged in a no-blame, highly productive search for root causes and hypothesis-testing.	Asks that data meetings go beyond *what* students got wrong and delve into *why*.	Suggests that teachers focus on the areas in which students had the most difficulty.	Does not exercise leadership in looking for underlying causes of student difficulties.
h. Follow-Up	Gets teams invested in following up assessments with effective reteaching, 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.
i. Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors attendance and discipline data to inform decisions.	Is inattentive to important school data.
j. Celebration	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

D. Supervision, Evaluation and Professional Development

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Meetings	In all-staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Rarely convenes staff members and/or uses meetings for one-way lectures on policies.
b. Ideas	Ensures that the whole staff is current on professional literature and constantly exploring best practices.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Rarely reads professional literature or discusses best practices.
c. Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides staff development workshops that rarely engage staff or improve instruction.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.
d. Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.
e. Support	Gives teacher teams the training, facilitation, and resources they need to make their meetings highly effective.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Has teacher teams appoint a leader to chair meetings and file reports.	Leaves teacher teams to fend for themselves in terms of leadership and direction.
f. Units	Ensures that teachers backwards-design high-quality, aligned units and provides feedback on drafts.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Occasionally reviews teachers' lesson plans but not unit plans.	Does not review lesson or unit plans.
g. Evaluation	Visits 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 24 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.
h. Criticism	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.
i. Staff Support	Provides high level support or dismisses all ineffective teachers, scrupulously following contractual requirements.	Provides support or 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.
j. Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.	Recruits and hires effective teachers.	Hires teachers who seem to fit his or her philosophy of teaching.	Makes last-minute appointments to teaching vacancies based on candidates who are available.

E. Discipline and Family Involvement

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. **Expectations**	Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.
b. **Effectiveness**	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.
c. **Celebration**	Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	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.
d. **Training**	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.
e. **Support**	Is highly effective getting counseling, mentoring, and other supports for high-need students.	Identifies struggling students and works to get support services to meet their needs.	Tries to get crisis counseling for highly disruptive and troubled students.	Focuses mainly on discipline and punishment with highly disruptive and troubled students.
f. **Openness**	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
g. **Curriculum**	Informs parents of monthly learning expectations and specific ways they can support their children's learning.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Sends home an annual list of grade-level learning expectations.	Does not send home the school's learning expectations.
h. **Conferences**	Orchestrates productive parent/teacher report card conferences in which parents and students get specific suggestions on next steps.	Works to maximize the number of face-to-face parent/teacher report card conferences.	Makes sure that report cards are filled out correctly and provided to all parents.	Provides little or no monitoring of the report card process.
i. **Communication**	Sends home a weekly school newsletter, gets all teachers sending substantive updates, and organizes a user-friendly electronic grading program.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Suggests that teachers communicate regularly with parents.	Leaves parent contact and communication up to individual teachers.
j. **Safety-net**	Provides effective programs for all students with inadequate home support.	Provides 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. Management and External Relations

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
a. Strategies	Implements proven macro strategies (e.g., looping, class size reduction) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning.	Explores macro strategies that might improve achievement.	Plays it safe and sticks with the status quo.
b. Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
c. Movement	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises 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.
d. Custodians	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.
e. Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
f. Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues so they never detract from, and sometimes contribute to, teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that disrupt teaching and learning.
g. Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
h. Compliance	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
i. Relationships	Builds strong relationships with key district and external personnel and gets them excited 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.
j. Resources	Taps all possible human and financial resources to support the school's mission and strategic plan.	Is effective in bringing additional human and financial resources into the school.	Occasionally raises additional funds or finds volunteers to help out.	Is resigned to working with the standard school budget, which doesn't seem adequate.

Student Level Data Worksheet

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. At the end of the year, reflect on the worthiness of these targets and successes and challenges. Possible points of emphasis are actions 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.

Evaluation Worksheet Page

Principal's 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: _____

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

Summative Effectiveness Rating

Administrator: _____

Evaluation: _____

Date: _____

Professional practice and growth rating: _____

Student growth measures rating: _____

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.

Evaluator comments:

Administrator comments:

Supervisor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

Sources

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Acknowledgements

CARROLL ASSOCIATES
LANDSCAPE ARCHITECTS

May 24, 2016
Rev June 1, 2016

Edward McDonough, Superintendent
MSAD #5
17 West Street
Freeport, ME 04011

RE: Tri-town Track and Field Preliminary Analysis and Site Design

Dear Ed,

As requested, we are pleased to submit this proposal to provide Preliminary Site Design for the proposed Track and Field proposed to be located at the Freeport High School. Our intent would be to provide a preliminary round of investigation and design which will then give Sheridan/ Crooker Construction and MSAD #5 enough information to develop a preliminary budget for the Track project. This budget would then be tied to a referendum vote in November, when a successful vote and funding would allow the project to go forward. Final design and permitting would occur upon approval, with a construction start as early in 2017 as feasible.

S W Cole is currently completing Geotechnical Investigations and their Preliminary Geotechnical Report. This will inform our design team early on regarding the extent of excavation and fill, drainage considerations, and other conditions that impact the track/ field location and engineering (and ultimately cost). It will also be valuable to a contractor that prices this field out to have a good understanding of the subsurface conditions.

A. DESIGN SERVICES
1. Schematic Design
Working closely with you, the Tri-Town Track Committee and S. W. Cole, Carroll Associates and Stantec will develop and refine a plan for preliminary sitework necessary for initial pricing of the Track Project. Several options may be explored during the initial phase of design, with a final schematic design resulting from this exercise that includes enough information necessary for a contractor to accurately develop a Schematic Design Level Estimate of Probable Construction Cost for the project. The design will be schematic in nature but will include the following elements:

- Layout of all site features, including track, turf field, field event areas, spectator areas, walks, walls, lights, and any outdoor use areas or furnishings based on the track program.
- Grading of the site, establishing critical grades around the track and all site elements and proper drainage on and off the site.
- Locations, dimensions, and materials for all site improvements, including, but not limited to field event areas, track and field sizes, walls, pathway connections, drainage, and other site elements.
- Working with the Track Committee, we would also prepare an outline specification that would identify the track and turf surfacing materials, typical cross-sections, and other critical elements that would be part of the costing exercise.
- Three meetings with you and/or the Committee are anticipated in this phase.

The result of this phase of work will be a series of site plan(s) with critical elements identified, sufficient to develop the plan in enough detail to allow for a more confident level of budgeting that we currently have. We would anticipate working with the Contractor to set elevations balancing the site grading as well as identify any value engineering items that might be considered if necessary.

II. COMPENSATION

Carroll Associated proposes to complete the **Basic Services** outlined above on an Hourly Basis according to the attached Fee Schedule. For budgeting purposes, the following budget isproposed and will not be exceeded without prior written authorization from your office:

A. Fee Budget

TASK	TOTAL
A.1 Schematic Design Services	$ 19,000.00

B. Reimbursable Expenses

Reimbursable expenses <u>are included</u> with proposed professional fees and include direct costs associated with this project such as printing and reproduction costs, long distance telephone, mileage, and other expenses.

C. Fee Summary

Based on the above calculations, the following Fee Summary is proposed:

1. Basic Services Budget (Hourly Fee)		$ 19,000.00
	Total Fees and Expenses	**$ 19,000.00**

D. Additional Services

Additional Services are work items requested by the Owner which are not included in the scope of work outlined above. This may include, but not be limited to such items as presentation renderings and models; lighting design; and major changes to the plan based on changes in program, scope, or budget after Owner approval. Additional services will be billed on an hourly basis for work authorized and completed according to standard billing rates.

II. SCHEDULE

Schedule wise, the preliminary design work is directly tied to the completion of the Geotechnical field investigations and preliminary analysis. We would then need approximately 3-4 weeks to prepare the preliminary design. A final schedule would be developed that is consistent with your abilities to meet, but for initial planning please consider the following schedule of tasks:

	TASK	RESPONSIBILITY	DATE
1.	Authorization to Proceed	RSU #5	May 26, 2016
2.	Prepare Base Map of Site	CA/ Stantec	May 31, 2017
3.	Preliminary Geotech Analysis	SW Cole	June 10, 2016
4.	Preliminary Plan Layout and Grading	CA/ Stantec/ SWC	June 24, 2016
5.	Issue to Contractor for Cut/Fill	CA/ Stantec/ Sheridan	June 27, 2016
6.	Meeting w/ Committee re: Design	RSU #5/ CA/ Stantec	June 28, 2016
7.	Issue to Contractor for Pricing	CA/ Stantec/ Sheridan	July 8, 2016
8.	Review pricing/ Revise Plans	CA/ Stantec/ Sheridan	July 22, 2016
9.	Meeting w/ Committee re: Cost	RSU #5/ CA/ Stantec	July 26, 2016

District Learning Technology Plan
Regional School Unit No. 5

Date Approved by School Committee:

Plan Authors:
Stacey Alvarez, FMS Teacher
Kelly Fitz-Randolph, FMS Teacher
Jill Hooper, FMS Librarian
Ray Grogan, FMS Principal
Lisa Hogan, FHS Integrator
Brian Campbell, FHS Principal
Mary Moore, FHS Librarian
Hiram Sibley, DCS Assistant Principal
Kari Crosman, PES/MSS Computer Teacher
Julie Nickerson, MSS Principal
Liza Moore, MLS Computer Teacher
Lynn Shea, MLS Teacher
Gayle Wolotsky MLS Teacher
Lindsay Sterling, RSU5 Board Member and Parent
Jai Wescott, District Computer Technician
Seth Thompson, RSU5 Technology Director
Mike Lafortune, RSU5 Curriculum Director

Schools Affected by the Plan:
Freeport High School
Freeport Middle School
Durham Community School
Pownal Elementary School
Mast Landing School
Morse Street School

Section II: Shared Vision for Learning:

In the 2015/2016 school year, the RSU5 Technology Committee worked to develop a vision for how the district would like to see our educational community using technology to improve student learning. The committee came up with the following technology vision statement, which works in support of the district's overall mission and vision statements.

This vision statement will be used in the coming years as a lens to focus district-wide technology recommendations, initiatives, implementations, and goals. It shares the goals of the Maine Department of Education's updated technology plan requirements: to focus not on technology for technology's sake but on desired student learning and how technology can improve, deepen, and extend that learning. The vision shows explicitly the kinds of learning experiences the district's educators, parents, students, and community value and want to see in their schools.

Technology Committee Vision (2016):

For the RSU5 community to actively incorporate up-to-date, safe, age-appropriate technology into learning so that all students have the opportunity to become:

- Knowledge creators
  - Students construct knowledge and make meaning for themselves and others by using digital tools to curate data and information.
- Creative Communicators
  - Students communicate clearly and express themselves creatively for a variety of purposes using the tools, styles, formats, and digital media appropriate to their goals.
- Innovative Designers
  - Students use computing or digital tools within the design process to solve problems or create new, useful, or imaginative designs or products.
- Empowered learners
  - Students take an active role in choosing and pursuing their learning goals, leveraging technology to plan, convey and achieve then.
- Computational Thinkers
  - Students identify and explore authentic problems using algorithmic thinking to propose or automate solutions.
- Global collaborators
  - Students use digital tools to learn from others and effectively work in teams.
- Digital citizens
  - Students operate in a manner that demonstrates their understanding of the opportunities, responsibilities, risks, and foundational skills required to live, learn, and work in an increasingly digital world.

Section III: Shared Leadership:

RSU5 invites members of the community to participate in the revision of the district's Technology Plan. This committee consists of teachers, tech leads, school and district leaders, librarians, parents, and school board members. Student representation will be included in future revisions.

A. The plan for applying technology to the Vision for Learning

RSU5's Technology Committee created a vision for learning with classroom technology in 2016. The process to create the vision took place over a number of meetings and resulted in the vision statement listed previously in this document. In prior revision efforts, the committee's vision statement guided the work of the committee through the revision process.

B. Identifying models and examples of technology use that furthers the Vision

During discussion at Technology Committee meetings, team members shared examples of successful uses and practices with classroom technology. These examples helped drive the initial work of the committee during the visioning process.

C. Planning professional learning opportunities

A separate district level team drives professional learning opportunities. The Assistant Superintendent/Curriculum Coordinator coordinates this team. Membership includes each school principal and other district Administrative Team members as needed. This team is represented on the Technology Committee.

D. Selection of devices, apps, programs, and other tools

This is a school-based decision with information shared by teacher, principal, and school-based tech or leadership committee. If application and software will be adopted district wide, the Technology Committee will review and make a recommendation to the Administrative Team. For example, the District Technology Committee recently recommended the adoption of uniform Internet safety and awareness curriculum, Common Sense Media. The recommendation was brought to the Administrative Team by the Technology Committee for common adoption in each school.

E. Filtering and blocking policies

RSU5 meets the CIPA requirements and utilizes a locally hosted universal threat management system. RSU5 intends to push beyond the walls of the local area network to provide similar filtering through an end point security solution.

F. Appropriate Use Policies and policies related to discipline and corrective measures for inappropriate use

This is normally a school-based decision with input from teachers, school administration, the technology department, and parents. At times, these discussions will include the Administrative Team and the School Board of Directors.

Section IV: District Learning Technology Data and Action Plan:

Section IV, Part A: Student Learning & Teacher Practice (MLTI Report: Student Learning Experiences)

Results of the Data

The data show the majority of teachers self-report they believe computers and technology enhance daily life. The majority of teachers and students self-report they use technology in the classroom almost daily. However, when asked about the type of work, they self-report it is not reflective of 21st century skills, such as data analysis, solving authentic problems, and producing creative and collaborative projects.

62% of students report never being asked to create animations, demonstrations, models, or simulations.

Students self-report higher instances of 21st century learning experiences than teachers. This implies students are encouraged to be in charge of their learning and are self-directed. They are using the technology tools available to solve problems and assignments without being specifically directed by teachers. For example:

36% of students report being asked to collect and analyze data at least weekly.

10% of teachers report asking students to collect and analyze data at least weekly.

Implications

The data imply students are frequently using computers to support their learning, but not all teachers report using classroom technology to support instruction as often. This implies there are some subjects and/or teachers that are more reliant on the use of classroom technology than others. Teachers need support in finding ways to teach and develop learning activities using classroom technology to develop and foster 21st century skills like communication, collaboration, critical thinking, and authentic problem solving.

It is possible the iPad, as the 1:1 device, does not support 21st century skills such as data analysis, solving authentic problems, producing creative and collaborative projects, creating animations, demonstrations, models, and simulations. It is also possible teachers are not aware of ways to leverage the iPad for 21st century skills.

Interventions	Next Steps	Parties Responsible	Timeline
Create a comprehensive professional development plan with dedicated PD days and embedded PD through the PLC model.	Complete hiring process of new Superintendent and Assistant Superintendent	Administration and staff	Ongoing
Foster a climate and culture of sharing	Build district and school consensus	Administration and staff	Ongoing
Evaluate iPad as 1:1 device	Survey stakeholders; Evaluate options; Deploy laptops	District Technology Committee; Tech Support Team	Fall, 2016

Section IV, Part B: Leadership for Learning Through Technology (MLTI Report: Leadership for Change)

Results of the Data

Technology use is not discussed specifically during the observation and evaluation process; however, it is apparent teachers feel encouraged in their schools to use technology for teaching and learning. Teachers want to learn more about the effective use of technology for teaching and learning. Students believe that both the school encourages the use of technology for teaching and learning and that it can enhance learning.

98% of teachers agree or strongly agree that the school encourages technology use teaching and learning.

69% of students agree or strongly agree that the school encourages technology use teaching and learning

Implications

The absence of technology as a topic during the observation process may be because technology use has been prevalent in our schools for the past 10 to 15 years. It is becoming more seamless in its integration and therefore it is not the focus of a discussion during observations and evaluations. The data show teacher and student perceptions are consistent; both believe the use of technology enhances teaching and learning.

Since students believe the school encourages technology use for teaching and learning less than teachers, this could point to teachers needing more confidence and education on how to implement or encourage technology use at the teacher-student level.

Interventions	Next Steps	Parties Responsible	Timeline
Administer annual classroom technology use survey about perceived and actual use of classroom technology	Create annual end of year survey	Administration and staff	June, 2017
Develop specific language about the use of classroom technology to be included in Kim Marshall's teacher evaluation rubric	Evaluate other evaluation rubrics in Maine districts	Administration and staff	2017/18
Redevelop a common vision for teaching and learning	Complete leadership hiring process	Administration and staff	2017/18
Evaluate technology integration model	Outline existing staffing model and practices; Make a budget recommendation if needed	Administration and staff	2017/18

Section IV, Part C: Professional Learning (MLTI Report: Professional Learning)
Results of the Data

Teachers self-report that they discuss technology use less than half the time when meeting either as departments or grade levels. The majority also self-report participating in professional development (school sponsored or non-school sponsored) less than 8 hours a year.

- Teachers discuss technology use during department or grade-level team meetings: 48% less than half the time, and another 26% said that they rarely discuss technology use during department or team time.
- Teacher-reported time spent per year participating in non-school-sponsored formal PD: 39% 1-8 hours, 39% none
- Teacher-reported time spent per year participating in non-school-sponsored informal PD: 39% 1-8 hours, 43% none
- 43% of teachers perceive that they receive no professional development for technology.

Implications

This data does not uncover whether or not teachers believe they need more, better, or different PD around technology. It only captures how many hours of technology PD teachers currently access. Professional development focusing on technology use needs to fall in a timely manner just before a teacher needs that tool, not the first day of school or mid-March if they are applying it in April. New PD opportunities need to be embedded into the existing school day through team meetings, PLCs, instructional coaching, and just in time integration support. It is important to see more choices in professional development rather than group technology training where everyone is trained on the same topic, skill, software, etc. The RSU needs to take a pedagogical approach to technology PD efforts.

> *"Research shows that teachers need at least 14 hours of high quality PD on a single topic for effective classroom teaching." (DeMonte, 2013 as cited in the BrightBytes survey)*

Interventions	Next Steps	Parties Responsible	Timeline
Increase formal school and non-school technology related PD focused on integration/pedagogy	Complete leadership hiring process; Bring to Administrative Team	District PD leadership team, school leadership teams	Ongoing
Interview students about their perceived obstacles preventing the use of technology in school.	Develop questions for students; randomly select students to interview; analyze results; Share with	Technology Integrator and administrators	2017/18

	administrators and stakeholders		

Section IV, Part D: Learning-Focused Access (MLTI Report: Learning-Focused Access)

Results of the Data

Teachers self-report that they perceive the quality of Internet speed as average or above average, and report the quality of support for hardware repair is average or above average. The majority of students self-report they have Internet access at home. A large percentage of students self-report that they feel there are obstacles preventing their use of technology at school. The majority of those students report school technology isn't good enough and school rules limit their technology use.

- Teacher perception of quality of Internet speed: 76% said "Above Average" or "Excellent" ; 0% said "Below average or poor".
- Almost all students reported having access to the Internet and wireless at home.
- 9% of students said that not having necessary computer use skills is an obstacle to using technology at school.
- 16% of students said that their classes don't require the use of technology.
- Teacher's note that Internet speeds fall evenly under "excellent", "above average", and "average" with no response below average.
- 38% of Students perceive that "School Technology Isn't Good Enough". It is important to determine if this data is skewed due to the students wanting to use technology for recreational use more than its educational expectations.
- 9% of teachers and students responded, "I don't have the necessary skills."
- 16% of teachers and students reported, "My classes don't require the use of technology."

Implications

The perceived quality of Internet speed by teachers is above average. A large majority of students report having access to the Internet. Teachers perceive that the filters do not prevent access to websites needed for classes. They report that there is above average support for hardware repair and support. Few students report being members of student groups that provide technology support at school. There are a variety of obstacles that students believe prevent their use of technology at school. It is unclear whether the obstacles prevent them from doing their schoolwork or from accessing their social or entertainment media sites.

Interventions	Next Steps	Parties Responsible	Timeline
Create annual classroom technology use survey to poll students and staff about perceived and actual use of classroom technology	Create annual end of year survey	Administration and staff	2017/18
Develop student-led tech teams at each school.	Gain consensus among schools to implement this practice	District and building-based leadership teams	2017/18
Require professional staff to have a technology implementation goal.	Evaluate effectiveness of goal; Gain consensus among schools to implement new practice	School and building leadership	2017/18

Section V: Responsible Use:

Beginning with the 2106/17 school year, RSU5 will utilize Common Sense Media's K-12 Digital Citizenship curriculum in grades K to 12. Each school in the RSU will offer this curriculum to all students. RSU5 will follow the identified scope and sequence. In addition to Internet safety and digital citizenship, RSU5 is currently evaluating the effectiveness of expanding the local Internet filtering policy to be active at all times on RSU5 1:1 equipment.

RSU5 also offers annual parent informational nights to share information about the 1:1 program in grades 6 to 12. This includes an overview of the program, day-to-day practices and procedures, and information concerning appropriate use and care of the devices.

Section VI: Certifications:

By signing below, the superintendent is acknowledging the following:

- The district has completed one Technology Access Survey per school in the district
- The information submitted in the Technology Access Survey is accurate
- The Learning Technology Plan has been approved by the SAU's school committee
- The district is committing to work the plan (recognizing that plans do evolve over time)

3158, Regional School Unit No. 5   mcdonoughe@rsu5.org
_____

SAU MEDMS ID # & Name   Superintendent Email

_____

Superintendent Signature   Date

Section VII: Appendices and Related Documents

1. Appendix A - MLTI Report: Student Learning Experiences
2. Appendix B - MLTI Report: Leadership for Change
3. Appendix C - MLTI Report: Professional Learning
4. Appendix D - MLTI Report: Learning-Focused Access
5. Appendix E - CIPA Compliance Documentation: IJNDB - Student Computer and Internet Safety
6. Appendix F - CIPA Compliance Documentation: RSU5 Board of Directors Meeting Agenda 2/24/10
7. Appendix G - CIPA Compliance Documentation: RSU5 Board of Directors Meeting Minutes 2/24/10

Jan 1, 2016 to Present

MLTI REPORT: STUDENT LEARNING EXPERIENCES

Regional School Unit No. 5 (Rsu 05)

Each component of the Maine Learning Technology framework addresses a different aspect of healthy technology integration. This report focuses on classroom factors by highlighting 16 data points from BrightBytes' Technology & Learning framework that show the intersection of student and teacher perceptions concerning classroom practice. Alignment, or divergence, of these perceptions is an important metric in setting goals and improving learning experiences across the organization. Use this report to better understand how to identify and bridge perceptual differences.

Key Components of the Maine Learning Technology Framework

- Student Learning Experiences
- Leadership for Change
- Professional Learning
- Learning-Focused Access

At the center of the framework is a focus on creating good learning experiences for students, recognizing that the quality of the pedagogy and learning experiences drive student learning and achievement.

CASE™ Score Legend

| Beginning	Emerging	Proficient	Advanced	Exemplary
800 - 899	900 - 999	1000 - 1099	1100 - 1199	1200 - 1300

Student-reported frequency of computer use in the classroom
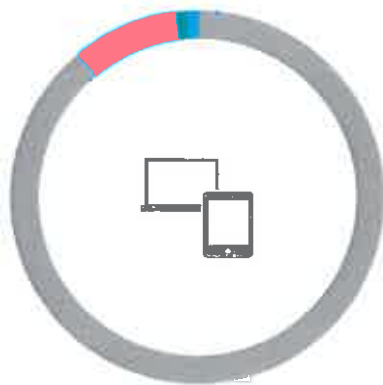
89% Almost Daily

9% Weekly

0% Monthly

1% Every Few Months

1% Never

Teacher-reported frequency of student computer use in the classroom
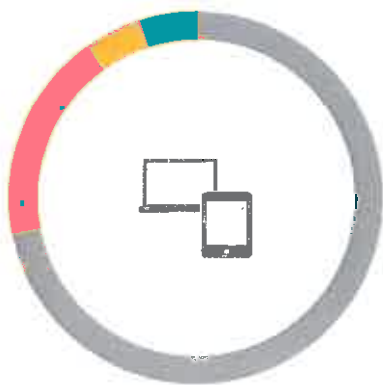
72% Almost Daily

18% Weekly

5% Monthly

5% Every Few Months

0% Never

Students are asked to collect and analyze data

- 36% At Least Weekly
- 30% Monthly
- 20% Every Few Months
- 14% Never

Teachers ask students to collect and analyze data

- 10% At Least Weekly
- 25% Monthly
- 31% Every Few Months
- 35% Never

Students are asked to conduct experiments or perform measurements

- 25% At Least Weekly
- 32% Monthly
- 23% Every Few Months
- 20% Never

Teachers ask students to conduct experiments or perform measurements

- 17% At Least Weekly
- 11% Monthly
- 21% Every Few Months
- 51% Never

Students are asked to identify and solve authentic problems

20% At Least Weekly

28% Monthly

24% Every Few Months

28% Never
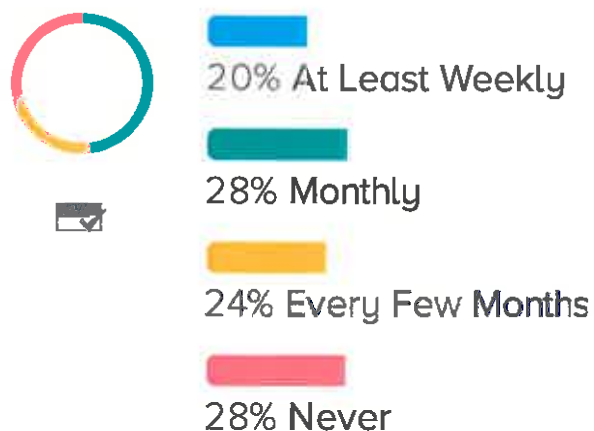
Teachers ask students to identify and solve authentic problems
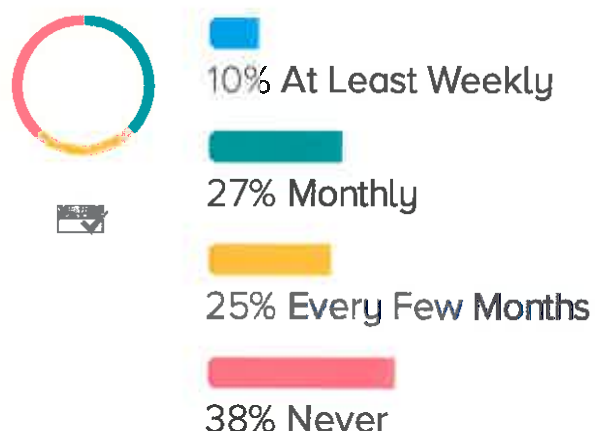
10% At Least Weekly

27% Monthly

25% Every Few Months

38% Never

Students are asked to create and upload art, music, movies, or webcasts

15% At Least Weekly

36% Monthly

32% Every Few Months

17% Never

Teachers ask students to create and upload art, music, movies, or webcasts

9% At Least Weekly

26% Monthly

42% Every Few Months

23% Never
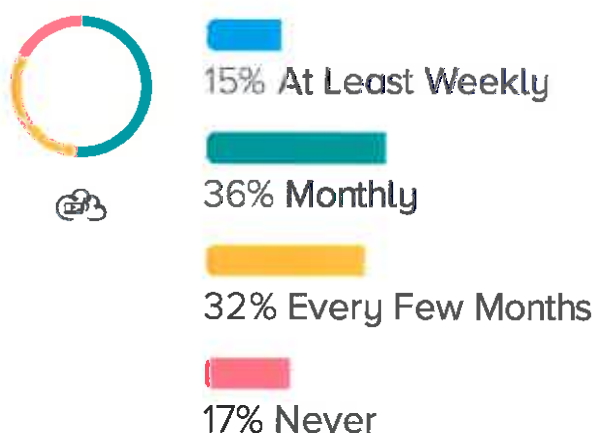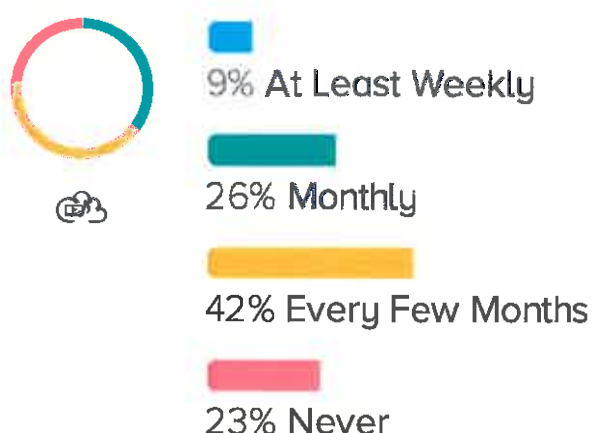
Students think learning is more engaging when using technology

25% Strongly Agree

26% Agree

32% Are Neutral

12% Disagree

4% Strongly Disagree

Teachers think learning is more engaging when using technology

28% Strongly Agree

40% Agree
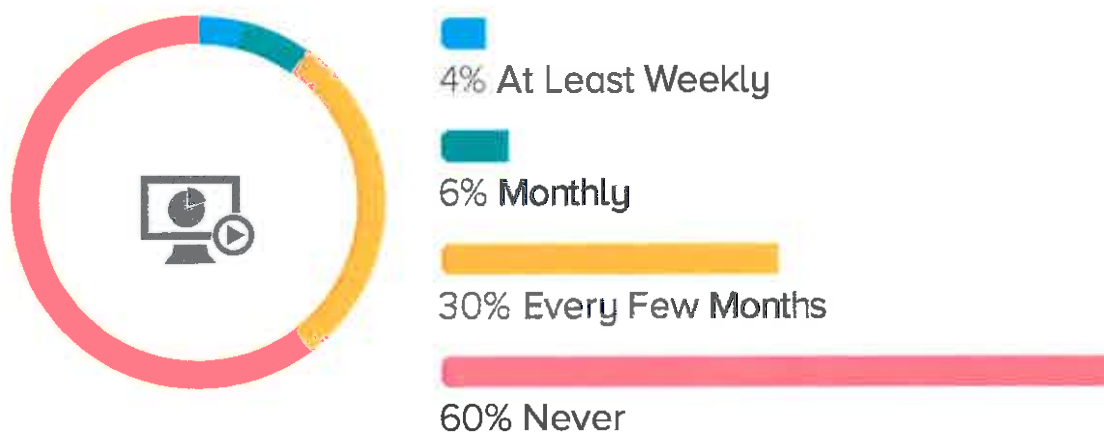
28% Are Neutral

4% Disagree

0% Strongly Disagree

Maine's early and wide adoption of technology through MLTI in 2002 is a testament to the commitment that the state and its educators have to building experiences that not only prepare students for the schoolwork of today but the college and career responsibilities of tomorrow.

Students are asked to create animations, demonstrations, models, or simulations
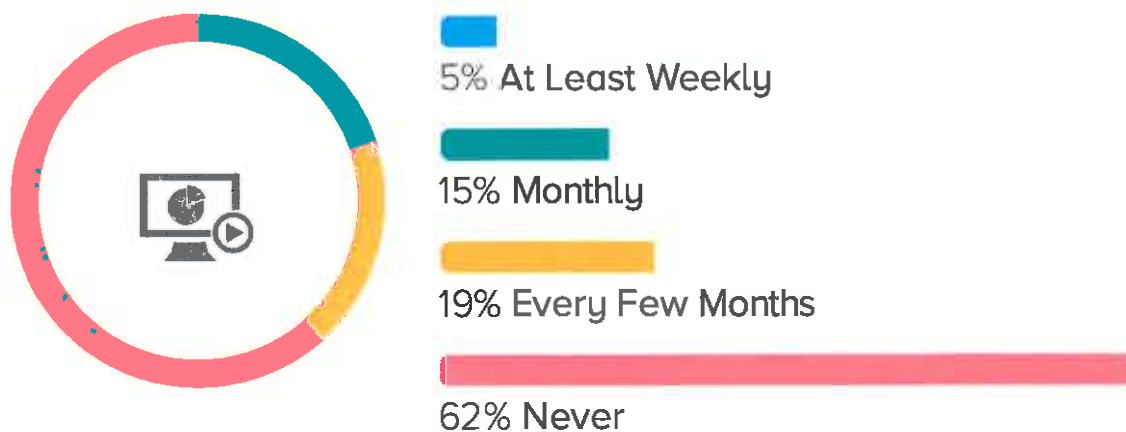
5% At Least Weekly

15% Monthly

19% Every Few Months

62% Never

Teachers ask students to create animations, demonstrations, models, or simulations

4% At Least Weekly

6% Monthly

30% Every Few Months

60% Never

⚠ Teachers report that the quality of support for problems disrupting instruction is
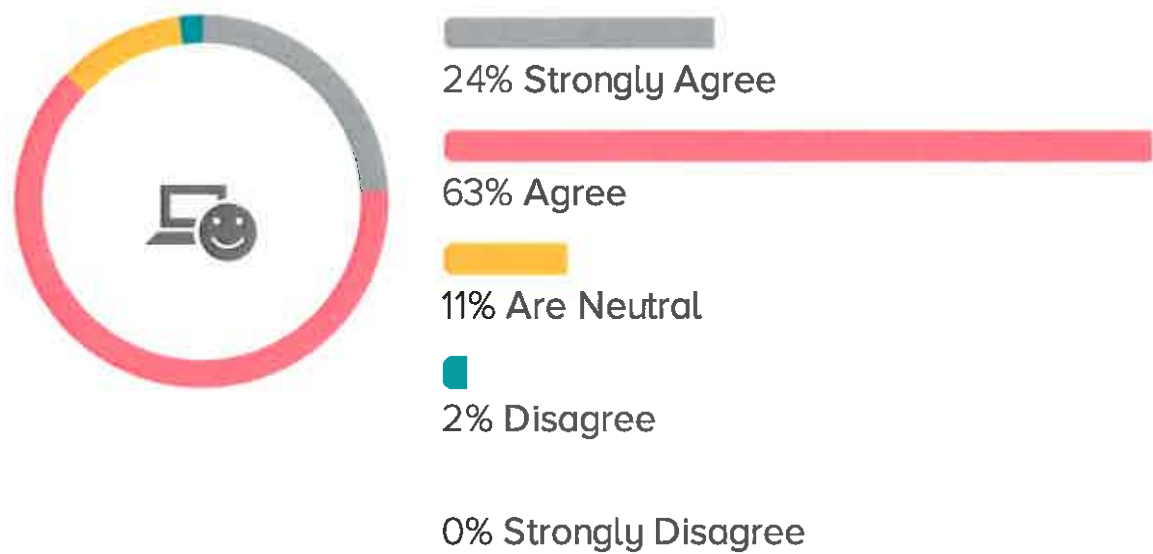
28% Excellent

40% Above Average

26% Average

4% Below Average

2% Poor

0% None

Teachers believe that computers and technology enhance daily life

24% Strongly Agree

63% Agree

11% Are Neutral

2% Disagree

0% Strongly Disagree

MLTI REPORT: LEADERSHIP FOR CHANGE

Maine's educational leaders have invested heavily in the necessary infrastructure and devices to support learning. Now, they must work to create ubiquitous buy-in among all stakeholders. This report includes 6 data points from BrightBytes' Technology & Learning framework to measure the impact that leaders have on the school environment and teacher beliefs. Use this report to identify the areas where education leaders can foster discussions and offer support to positively impact beliefs about technology use.

Key Components of the Maine Learning Technology Framework

- Student Learning Experiences
- Leadership for Change
- Professional Learning
- Learning-focused Access

Achieving the Vision for Learning takes a diverse team of school leaders who can both help build buy-in for the Vision and for the role of technology within the Vision, but also help manage the implementation of the development, adjustments, and alignment required of the Vision.

As research shows, change can elicit a multitude of responses from stakeholders, but an effective leader understands how to bring all members of the community on the journey toward successful change (Waters & Cameron, 2014).
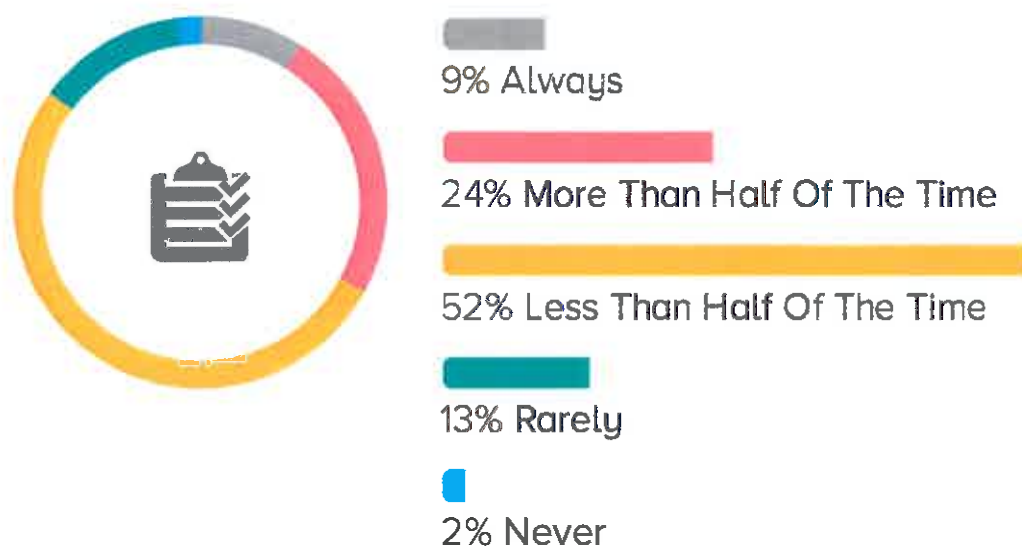
CASE™ Score Legend   Beginning 800 - 899   Emerging 900 - 999   Proficient 1000 - 1099   Advanced 1100 - 1199   Exemplary 1200 - 1300

Teachers discuss technology use during classroom observations or visits

7% Always

20% More Than Half Of The Time

48% Less Than Half Of The Time

20% Rarely

7% Never
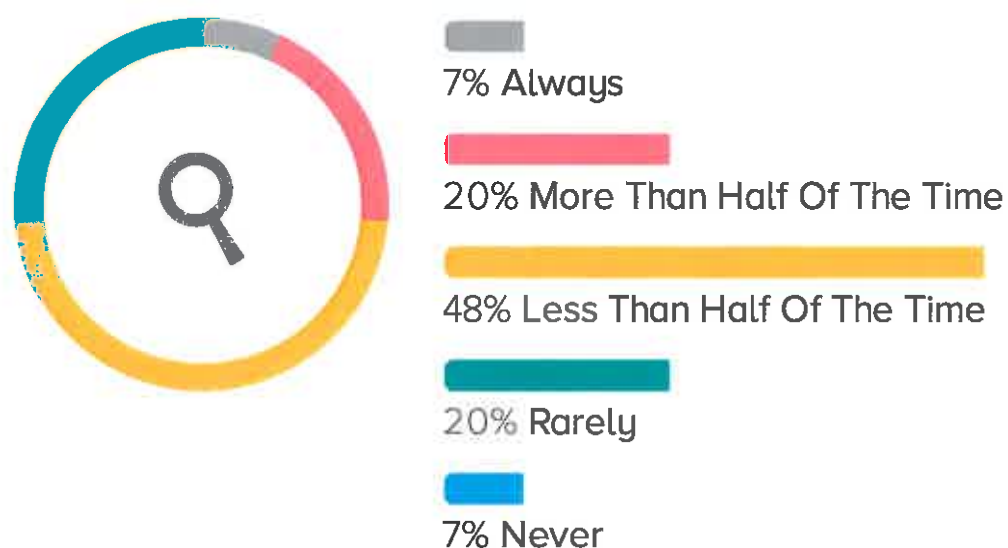
Teachers discuss technology use during evaluations

9% Always

24% More Than Half Of The Time

52% Less Than Half Of The Time

13% Rarely

2% Never

👍 Teachers believe the school encourages technology use for teaching and learning
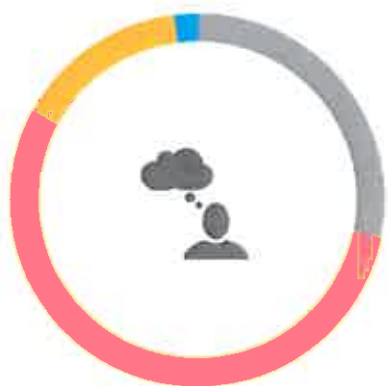
47% Strongly Agree

51% Agree

2% Are Neutral

0% Disagree

0% Strongly Disagree

💭 Teachers want to learn more about effective technology use for teaching and learning
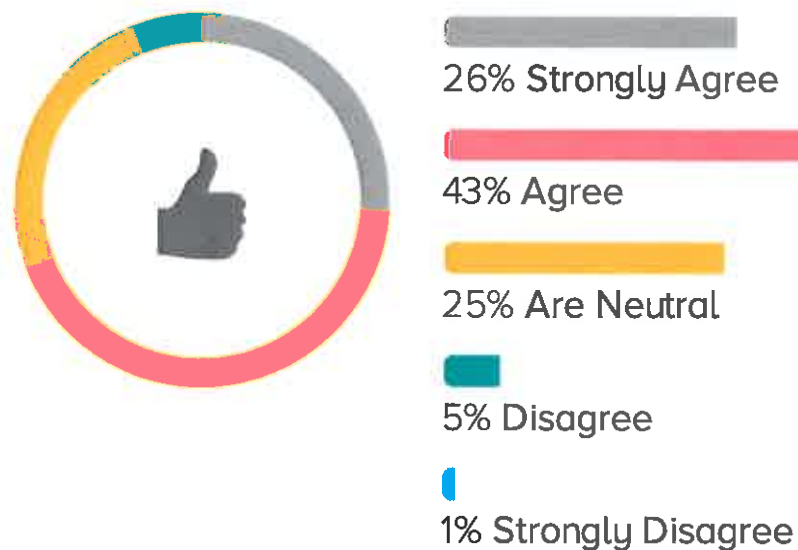
28% Strongly Agree
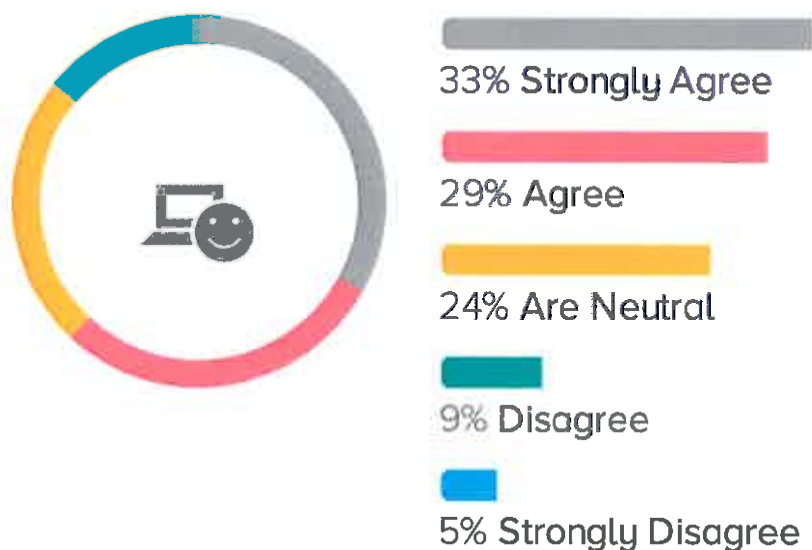
54% Agree

15% Are Neutral

0% Disagree

2% Strongly Disagree

👍 Students believe the school encourages technology use for teaching and learning

26% Strongly Agree

43% Agree

25% Are Neutral

5% Disagree

1% Strongly Disagree

💻😊 Students believe technology use in class can enhance learning

33% Strongly Agree

29% Agree

24% Are Neutral

9% Disagree

5% Strongly Disagree

BrightBytes

Jan 1, 2016 to Present

MLTI REPORT:
PROFESSIONAL LEARNING

Regional School Unit No. 5 (Rsu 05)

Developing a professional learning plan that aligns with the Vision for Learning is a fundamental step to achieving success within the Maine Learning Technology framework. This report includes 4 data points from BrightBytes' Technology & Learning framework to highlight the current delivery and quality of professional learning. Use this report to identify professional development areas that need more attention, ultimately allowing you to create engaging and effective learning opportunities for your educators.

Key Components of the Maine Learning Technology Framework

- Student Learning Experiences
- Leadership for Change
- Professional Learning
- Learning-Focused Access

District-provided professional learning opportunities and supports must be designed to effectively encourage and assist teachers to successfully bolster and broaden classroom practices.

CASE™ Score Legend

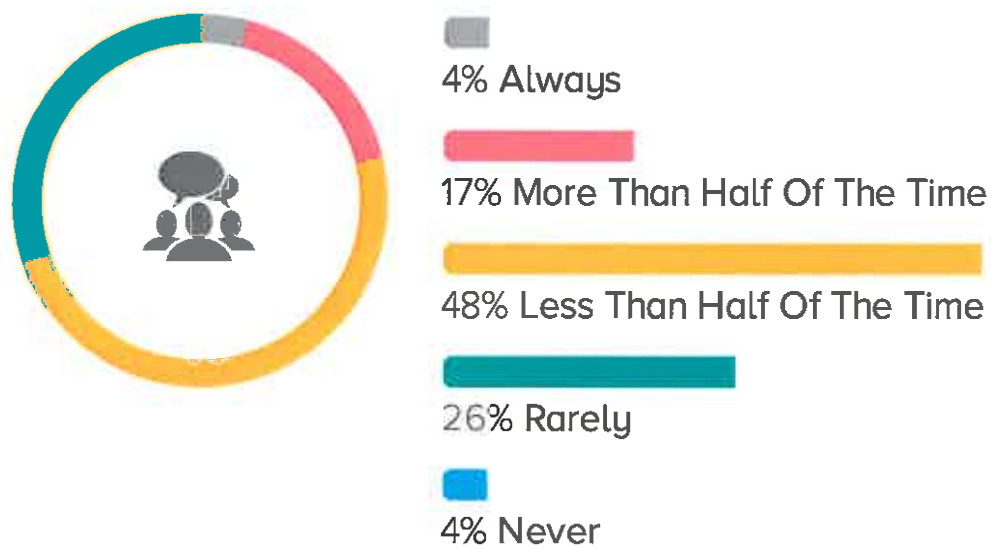|				
Beginning 800 - 899	Emerging 900 - 999	Proficient 1000 - 1099	Advanced 1100 - 1199	Exemplary 1200 - 1300

Teachers discuss technology use during department or grade-level team meetings

4% Always

17% More Than Half Of The Time

48% Less Than Half Of The Time

26% Rarely

4% Never

Teacher-reported time spent per year participating in school-sponsored PD

4% Over 33 Hours

17% 17 To 32 Hours

15% 9 To 16 Hours

54% 1 To 8 Hours

9% None
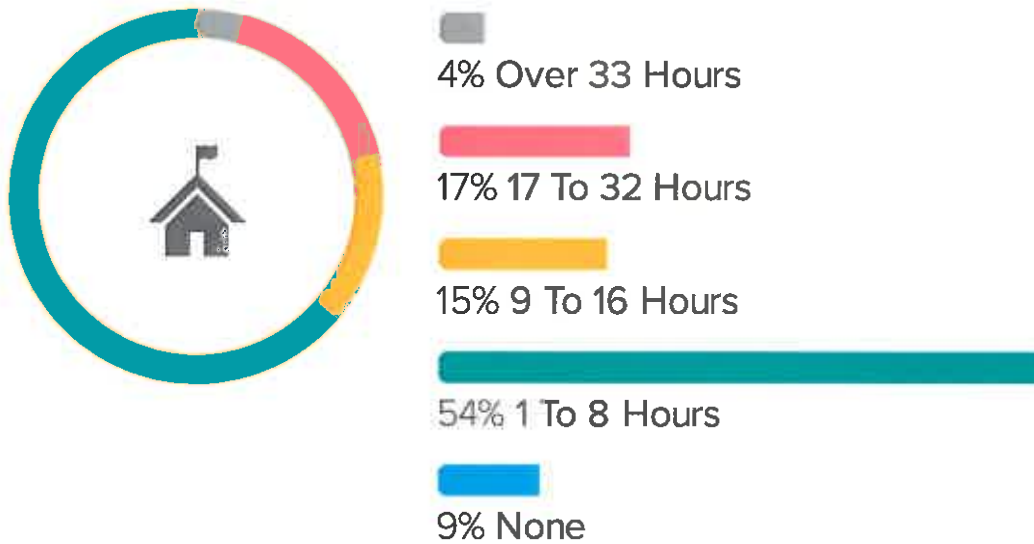
For both new and veteran teachers, technology-related professional learning develops competencies, influences teacher attitudes about technology in the classroom, and helps teachers find new tools to support student learning (Buabeng-Andoh, 2012).

Teacher-reported time spent per year participating in non-school-sponsored formal PD
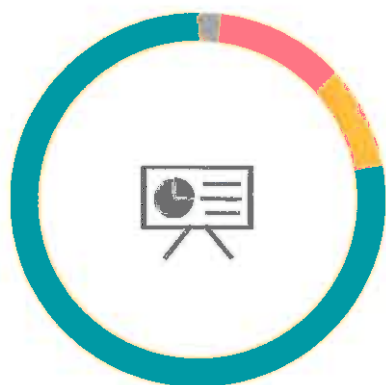
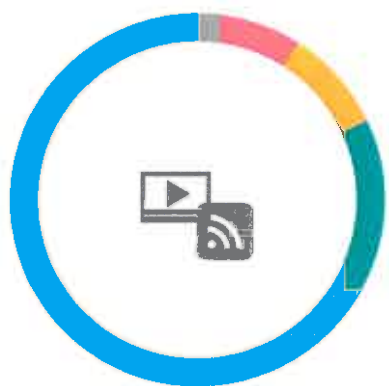2% Over 33 Hours

11% 17 To 32 Hours

9% 9 To 16 Hours

39% 1 To 8 Hours

39% None

Teacher-reported time spent per year participating in non-school-sponsored informal PD

2% Over 33 Hours

7% 17 To 32 Hours

9% 9 To 16 Hours

39% 1 To 8 Hours

43% None

Jan 1, 2016 to Present

MLTI REPORT: LEARNING-FOCUSED ACCESS

Regional School Unit No. 5 (Rsu 05)

Access isn't limited to physical devices, but includes infrastructure and services to support the use of technology. Maintaining low barriers to its use both in and out of school remains critical to improve classroom experiences. This report contains 6 data points from BrightBytes' Technology & Learning framework to highlight the level and quality of technology access currently in place. Use this report to identify and improve aspects of the teaching and learning environment that foster a sense of experimentation and encourage higher levels of meaningful technology use.

Key Components of the Maine Learning Technology Framework

- **Student Learning Experiences**
- **Leadership for Change**
- **Professional Learning**
- Learning-Focused Access

All learners—both adults and children—have access to the devices, connectivity, apps, programs, and services they need, as they need them, and with minimum barriers to their learning.

Reliable, high quality technology makes possible things, such as connecting with peers from other parts of the world, increased collaboration, and lifelong learning habits (Mediaplanet & Duncan, 2014).

CASE™ Score Legend | Beginning 800 - 899 | Emerging 900 - 999 | Proficient 1000 - 1099 | Advanced 1100 - 1199 | Exemplary 1200 - 1300

The perceived quality of internet speed as reported by teachers is

34% Excellent

42% Above Average

24% Average

0% Below Average

0% Poor

0% N/A
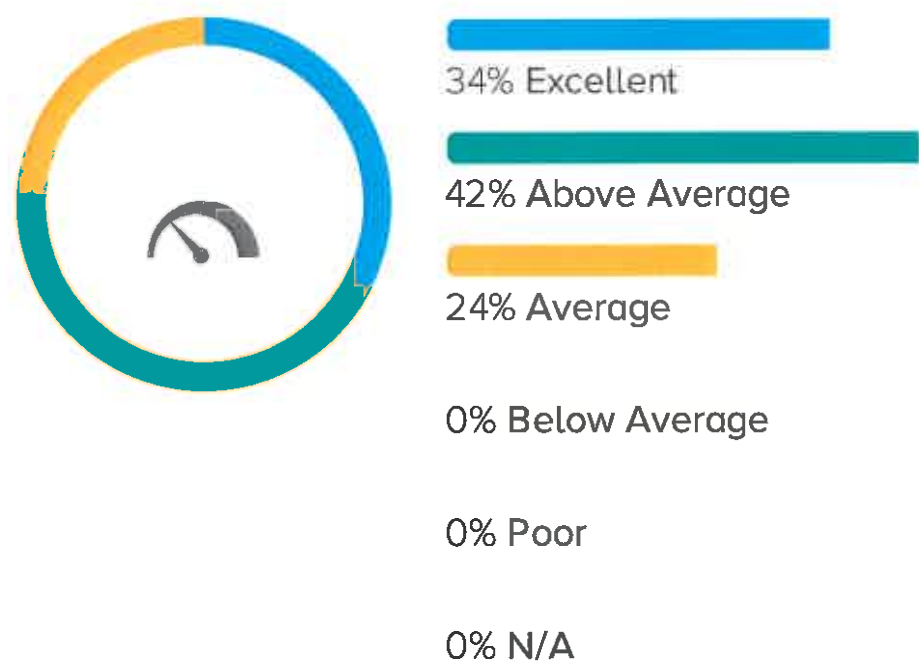
Student Access to Internet and Wireless at Home
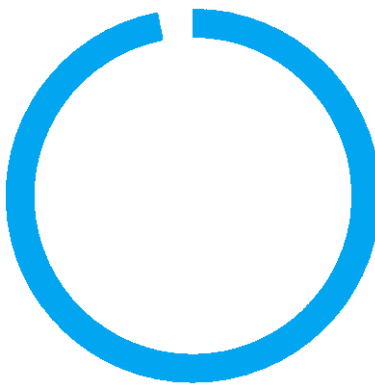
Teachers report that school filters prevent access to websites needed for classes

6% Never

53% Rarely

35% Less Than Half Of The Time

6% More Than Half Of The Time

0% All Of The Time

Teachers report that the quality of support for hardware repair is

26% Excellent

30% Above Average

36% Average

2% Below Average

2% Poor

4% None

Student-reported membership in student groups that provide technology support at school

Students believe the following obstacles prevent their use of technology at school

9% "I Don't Have The Necessary Skills."

16% "My Classes Don't Require The Use Of Technology."

38% "School Technology Isn't Good Enough."

45% "School Rules Limit My Technology Use."

22% "My School Has Different Computers Or Software Than I'm Used To."

STUDENT COMPUTER AND INTERNET USE AND INTERNET SAFETY

RSU5's computers, network, and Internet access are provided to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff. This policy and the accompanying rules also apply to laptops and tablets issued directly to students, whether they are used at school or off school premises.

Compliance with RSU5's policies and rules concerning computer and Internet use is mandatory. Students who violate these policies and rules may have their computer privileges limited, suspended, or revoked. The building principal is authorized to determine, after considering the circumstances involved, whether and for how long a student's computer privileges will be altered. The building principal's decision shall be final.

Violations of this policy and RSU5's computer and Internet rules may also result in disciplinary action, referral to law enforcement, and/or legal action.

RSU5 computers remain under the control, custody, and supervision of the school unit at all times. The school unit monitors computer and Internet activity by students. Students have no expectation of privacy in their use of school computers, whether they are used on school property or elsewhere.

INTERNET SAFETY

RSU5 uses filtering technology designed to block materials that are obscene or harmful to minors, and child pornography. Although RSU5 takes precautions to supervise student use of the Internet, parents should be aware that RSU5 cannot reasonably prevent all instances of inappropriate computer and Internet use by students in violation of Board policies and rules, including access to objectionable materials and communication with persons outside of the school. The school unit is not responsible for the accuracy or quality of information that students obtain through the Internet.

In the interest of student Internet safety, RSU5 also educates students about online behavior, including interacting on social networking sites and chat rooms, the dangers of hacking, and issues surrounding "sexting" and cyberbullying awareness and response.

The Superintendent /designee shall be responsible for integrating Internet safety training and "digital citizenship" into the curriculum and for documenting Internet safety training.

The Superintendent shall be responsible for implementation of this policy and the accompanying "acceptable use" rules. The Superintendent/designee may implement additional administrative procedures or school rules consistent with Board policy to govern the day-to-day management and operations of the school unit's computer system.

Students and parents shall be informed of this policy and the accompanying rules through student handbooks, the school website, and/or other means selected by the Superintendent.

Legal Reference: 20 USC § 677 (Enhancing Education through Technology Act)
                              47 USC § 254(h)(5) (Children's Internet Protection Act)
                              47 CFR § 54.52
                              Federal Communications Commission Order and Report 11-125

Cross Reference: EGAD - Copyright Compliance
                              GCSA - Employee Computer and Internet Use
                              IJNDB-R - Student Computer and Internet Use Rules
                              IJND – Distance Learning Program

Adopted: February 24, 2010
Revised: June 13, 2012
Revised: November 20, 2013

rsu

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To: Superintendent Ed McDonough, RSU5 Board of Directors

From: Michael Lafortune, Interim Curriculum Director

Re: May 4, 2016

RE: *Comprehensive Education Plan*

The Board is required to have in place a "Comprehensive Education Plan". This Plan contains copies of all State required policies, procedures, forms, and other documents. Examples of the components include our Affirmative Action Plan, teacher and administrator certification plans, our kindergarten screening process and the transition to Proficiency–Based Diploma Plan. A complete description of all components is attached to this memo for your reference and review.

Yearly, the administrative team updates the Comprehensive Education Plan, as policies, procedures and requirements may change.

Each year we ask the Board to affirm our updated Comprehensive Education Plan with a vote of its members.

This Comprehensive Education Plan is available for review by the Board or other members of our school community and is located at the Superintendent's Office.

Please let me know if you have any questions or concerns.

COMPREHENSIVE EDUCATION PLAN (CEP)
COMPONENT PLAN REQUIREMENTS FROM TITLE 20-A AND REGULATIONS

Each School Board must adopt a Comprehensive Education Plan by the end of the 2002-2003 school year that addresses all plans required by state or federal law or regulation, in accordance with Chapter 125 §4.02.E.7. The list of all required plans with their citations can be found at http://www.state.me.us/education/reqplans.htm The aim of this document is to provide the text of the legal citation that each plan references. The citation to statute is indicated by "20-A MRSA." The citation to regulation is indicated by chapter number.

COMPREHENSIVE EDUCATION PLAN

20-A MRSA §4502.1. General requirements. Elementary and secondary schools and school administrative units, including an educational program or school located in or operated by a juvenile correctional facility, shall meet all requirements of the system of learning results as established in §6209 as well as other requirements of this Title and other statutory requirements applicable to the public schools and basic school approval standards. Each school administrative unit shall prepare and implement a comprehensive education plan that is aligned with the system of learning results, focused on the learning of all students and oriented to continuous improvement. This plan must address all plans required by the department.

AFFIRMATIVE ACTION PLAN

20-A MRSA §4502.4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 (Code of Fair Practices and Affirmative Action) as part of the school approval process and update this plan annually as necessary. The affirmative action plan must include a description of the status of the unit's nondiscriminatory hiring practice provided in § 1001.13, plans for in-service training programs on gender equity for teachers, administrators and school boards, and a plan for meeting the 5-year goal established under § 254.9. The unit shall submit any update of the plan annually to the commissioner.

20-A MRSA §100.13 Duties of school boards: School boards shall develop a nondiscriminatory hiring practice for positions requiring administrator certification. That hiring practice must include:

A. Creation or reassessment of job descriptions

B. Clearly stated criteria for positions; and

C. An interview format that includes questions based on job descriptions and stated criteria.

PERSONNEL PLAN

20-A MRSA §4.02.E.3 The school administrative unit's personnel plan including the following:

(a) Analysis of student population trends and personnel resources compared to the guidelines of Essential Programs and Services.

(b) Strategies for recruiting, induction, training and retention of personnel.

(c) The process for staff evaluation and supervision that includes professional support for teachers and administrators.

(d) The Training and Development System in alignment with standards established in Section 8.08 of this rule.

PERSONNEL TRAINING & DEVELOPMENT PLAN

20-A MRSA § 4502.5.L-1 Other Standards.

A plan for training and development of all personnel that is aligned with the system of learning results as

established in section 6209.

20-A MRSA § 4502.5.O Other Standards.

Preparation of a written local policy and implementation of training for all guidance counselors and school personnel who administer reintegration planning pursuant to section 254, subsection 12, who participate in a reintegration team and who have access to confidential criminal justice information regarding juveniles pursuant to section 1055, subsection 12.

Ch 125 § 8.08 Personnel Training and Development. Each school board shall establish a System for Training and Development of all personnel that meets the following standards.

A) The System is based on continuous improvement of each individual, of the school, and of the school administrative unit;

B) The System focuses on practices that raise the academic performance of students on the content standards of the system of Learning Results and enhance student development;

C) The System is aligned with other goals in the Comprehensive Education Plan and integrates individual development, building goals, and school administrative unit goals;

D) The System is driven by information from local, state, and national resources for planning, implementation, and evaluation; and

E) The System defines relevant roles for all stakeholders.

ADMINISTRATOR RECERTIFICATION PLAN

20-A MRSA §13019-A.2. Superintendent's Certificate renewal. A superintendent's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

20-A MRSA §13019-B.2. Principal's Certificate renewal. A principal's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

20-A MRSA §13019-C.2. Vocational Director's Certificate renewal. A certificate issued under this section is limited to 5 years in duration and may be renewed based on further graduate study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

Me Dept of Ed Reg Ch 118. Detailed in rule.

PROVISIONAL TEACHER SUPPORT SYSTEM PLAN

20-A MRSA §13015.1. Employment. No public school or private school approved for tuition purposes under § 2901.2.B may employ a provisional teacher unless it has an approved, locally designed, support system or has received specific authorization from the commissioner in accordance with state board rules

Me Dept of Ed Reg Ch 118. Detailed in rule.

LEP/LAU PLAN

Title VI of the Civil Rights Act of 1964;

Equal Education Opportunities Act of 1974;

No Child Left Behind Act of 2001.

The Lau Plan, named after the Lau vs. Nichols Supreme Court Decision of 1974 that equity in education is guaranteed for limited English proficient (LEP) children is the policy to be used by districts when

LEP students enroll in their schools, or who may enroll in their schools. All school districts, whether they have LEP students or not must have a Lau Plan. **Title VI** prohibits discrimination in all federal programs against certain protected groups. **EEO of 1974** requires school districts to take appropriate action to overcome language barriers of LEP students.

STUDENT DROPOUT PREVENTION PLAN

20-A MRSA §5103.1. Committee. Each superintendent, with school board approval, shall annually establish a separate dropout prevention committee for each individual school unit under the superintendent's supervision. A. A member of the school board selected by that board; B. A school administrator selected by the superintendent; C. A teacher and a school counselor selected by the school administrative unit's teacher organization; D. A parent selected by the unit's organized parent group, or, if no organized parent group exists, by the school board; E. A school attendance coordinator from the district selected by the superintendent; F. A high school student selected by the dropout prevention committee members selected in paragraphs A to E; G. A dropout selected by the dropout prevention committee members selected in paragraphs A to E; and H. A community resident of the district selected by the dropout prevention committee members selected in paragraphs A to E. A dropout prevention committee may increase its membership by majority vote.

20-A MRSA §4103.5. Responsibilities. The following provisions apply to responsibilities of the dropout prevention committee.

    A. The dropout prevention committee shall:

      (1) Study the problem of dropouts, habitual truancy and need for alternative programs, kindergarten to grade 12;

      (2) Make recommendations for addressing the problems; and

      (3) Submit a plan of action to the school board, in accordance with section 4502, subsection 5, paragraph L-1.

    B. The dropout prevention committee shall consider the following when developing its plan:

      (1) Reasons why students drop out of school;

      (2) Maintenance of continuing contacts with recent dropouts in order to extend opportunities for alternate educational programs, counseling and referral;

      (3) Education of teachers and administrators about the dropout problem;

      (4) Use of human services programs to help dropouts;

      (5) The school administrative unit's policies on suspension, expulsion and other disciplinary action; and

      (6) Discriminatory practices and attitudes within the school administrative unit.

20-A MRSA §4103.6. Annual report. The dropout prevention committee shall meet at least annually to review its plan and to make recommendations to the school board.

Cite Ch 125.

STUDENTS AT RISK OF SCHOOL FAILURE: IDENTIFICATION PLAN

Chapter 125 §4.02.E.2.b A plan for identifying students at-risk of school failure in kindergarten through grade 12 including, but not limited to, truants and dropouts, and the development of appropriate alternative programs to meet their needs.

Ch 127 §3.04

COMPREHENSIVE GUIDANCE PLAN

Citations: 20-A MRSA § 4502.5.H; Ch. 125 §4.02.E(2); § 9.02.C

20-A MRSA §4502.5.H Other Standards. Student personnel services, including guidance and counseling and, notwithstanding any rules adopted by the department, comprehensive guidance plans to be approved by the commissioner for implementation in the 2000-01 school year;

Chapter 125 §9.02 Comprehensive Guidance Resources

A. Each school administrative unit shall have a Comprehensive Guidance Program, including guidance and counseling services, available to all students in grades K-12. The development of the program and the delivery of the services it describes shall be a coordinated effort of the members of the unit's professional staff.

The Comprehensive Guidance Program shall include services to be provided to students at each developmental stage and shall specify how the following services will be provided to all students:

   (1) A program of structured developmental experiences presented systematically through classroom and group activities to enhance the ability of students to meet the content standards of the system of Learning Results;

   (2) A program of activities and planned strategies to help individual students manage their career development, including present and future education consistent with the Career Preparation content standards and performance indicators identified in Me. Dept. of Ed. Reg. 131; and

   (3) Counseling and consultation services designed to respond to the immediate needs and concerns of students, parents, and staff.

B. Comprehensive Guidance Program Goals

The Comprehensive Guidance Program shall address the following goals:

   (1) Encourage parental involvement;

   (2) Raise student aspirations;

   (3) Provide information and appropriate referral sources to students, parents, staff; and

   (4) Provide management activities that establish, maintain, and enhance the program including research, evaluation, programming, supervision, staff training and development, and communications.

C. Implementation Timeline

Each school administrative unit shall include the Comprehensive Guidance Program in the unit's Comprehensive Education Plan, with this component of the plan to be implemented by the end of the 2006-2007 school year contingent upon funding of Essential Programs and Services or its equivalent.

CURRICULUM DEVELOPMENT & REVIEW PLAN

Chapter 125 §4.02.E.2.d The school administrative unit's plan for development and review of curriculum aligned with content area standards of the system of Learning Results.

EARLY CHILDHOOD PLAN (IF IMPLEMENTING A PROGRAM)

20-A MRSA §4253. Local early childhood programs. School administrative units wishing to develop early childhood programs shall submit plan proposals for approval to the department. The department shall encourage broad participation and participation with regional Child Development Services System sites in the program and shall provide technical assistance to local school administrative units in submitting proposals.

EDUCATION OF GIFTED AND TALENTED STUDENTS

Citations: Ch. 127 § 3.03.B; 20-A MRSA § 8104.1

§ 3.03.B Each school administrative unit shall address the education of gifted and talented students as part of the unit's Comprehensive Education Plan aligned with the standards of the system of Learning Results. Units that offer specialized instruction for gifted and talented students shall do so in compliance with Me. Dept. of Ed. Reg. 104.

§8104.1 Each school administrative unit must, commencing with the 1987-88 school year, establish a plan for phasing in gifted and talented educational programs. A school administrative unit or part of a school administrative unit is not required to comply with the provisions of its plan during the school years beginning in the fall of 2000 and 2001. This act provides school administrative units additional time, until 2002-2003, to update and phase-in their plans for comprehensive opportunities to learn for gifted and talented students, and to align these efforts with the Learning Results and related standards-based reform initiatives that promote challenging standards and high level learning opportunities to support distinguished student achievement.

IMPLEMENTATION OF CAREER PREPARATION, MODERN & CLASSICAL LANGUAGES, VISUAL & PERFORMING ARTS

20-A MRSA § 6209.3 By the end of the 2002-2003 school year, each school administrative unit shall address in the comprehensive education plan, as required in section 4502, subsection 1, how the school administrative unit will implement for all students the content areas of career preparation, foreign languages and visual and performing arts, including interim targets for partial implementation. By the end of the 2006-2007 school year, each local school administrative unit shall implement standards in these additional content areas of the system of learning results, contingent upon funding based on Essential Programs and Services or its equivalent. [This implementation date will be delayed at least one additional year, i.e. 2007-2008, due to the proposed funding formula.] Notwithstanding any other provision of this chapter, the commissioner is authorized to establish rules for inclusion of some portion of the standards in visual and performing arts for the graduating class of 2006-07.

Chapter 127 §7.02 A. (3) Beginning with the 2009-2010 school year, diplomas may be awarded only to students who have successfully met the content standards of all content areas of the system of Learning Results as determined by the local assessment system, and additional diploma requirements as specified in local school board policy. [The implementation date for Career Preparation, Modern & Classical Languages, and Visual & Performing Arts will be delayed at least one additional year, i.e. 2010-2011, due to the proposed funding formula.]

KINDERGARTEN SCREENING PLAN

20-A MRSA §4801.1.D A school administrative unit, operating under a plan approved by the commissioner, may provide for the use of up to 5 of the 175 instructional days required by this section to be used for screening incoming first year students for the purpose of identifying exceptional students and students at risk of school failure as required by state or federal law.

Chapter 125 §6.03.B Kindergarten Screening: The purpose of kindergarten screening shall be to identify students who may be exceptional or at risk of school failure. The plan for the use of screening days shall be part of the Comprehensive Education Plan and shall contain at least the following information: the objectives of screening, the qualifications of personnel, the instruments to be used, the data to be collected and analyzed, and how decisions will be made based on screening.

LIBRARY-MEDIA RESOURCES AND INSTRUCTIONAL MATERIALS & EQUIPMENT REPLACEMENT PLAN

Chapter 125 §4.02.E.4 The Comprehensive Education plan shall address the following: Analysis of the allocation, adequacy, and replacement plan for library-media resources and instructional materials and equipment, as described in Sections 9.01 and 9.03 of this rule

20-A MRSA §6202-A.2. Each school administrative unit shall establish a local assessment system to measure student achievement of the learning results established in section 6209. Local assessments may include portfolios, performances and demonstrations in addition to other measures of achievement. Commercially produced assessment tools may be part of a local assessment system but may not carry a majority of the weight in determining student performance. The local assessment system must be implemented as follows.

Chapter 125 §4.02.E.2.e The Comprehensive Education plan shall address the school administrative unit's Local Assessment System, which shall be in compliance with the requirements in Me Dept of Ed Reg. 127 by the end of the 2003-2004 school year.

Chapter 127 §4.02 Local Assessment System

The school board of each school administrative unit that operates a school shall, by the end of the 2003-2004 school year, adopt and fully implement a local assessment system as the measure of student progress on achievement of the content standards of the system of Learning Results established in Me. Dept. of Ed. Reg. 131. The assessment system shall address the grade spans of the schools operated. For school units that tuition all students in a grade level, assessment of that grade level shall be the responsibility of the receiving unit or school.

A. Purpose of Assessment

   The purpose of assessment is to:

   (1) Produce high quality information about student performance that will inform teaching and enhance learning,

   (2) Monitor and hold school administrative units accountable for students achieving the content standards of the system of Learning Results; and

   (3) Certify student achievement of the content standards of the system of Learning Results.

B. Implementation of Local Assessment System

   (1) By the end of the 2003-2004 school year, and annually thereafter, the Superintendent shall certify to the Commissioner that the local assessment system meets the assessment system standards established by this rule for the content areas English Language Arts, Health and Physical Education, Mathematics, Science and Technology, and Social Studies.

   (2) By the end of the 2006-2007 school year, and annually thereafter, the Superintendent shall certify to the Commissioner that the local assessment system meets the assessment system standards established by this rule for the content areas Career Preparation, Modern and Classical Languages, and Visual and Performing Arts, contingent upon funding based on Essential Programs and Services or its equivalent.

C. Standards for Local Assessment Systems

D. Standards for Assessments

E. Presentation of data from a local assessment system shall permit interpretation to determine school and school administrative unit performance on specified content areas of the system of Learning Results, and to determine statewide performance.

F. The school board shall annually review and publish school and school administrative unit results on the local assessment system, and, if required based on these results, shall adjust the Comprehensive Education Plan developed in accordance with Me. Dept. of Ed. Reg. 125.

PLAN FOR THE USE OF CARL PERKINS FUNDS

Citation: P.L. 105-332 of the Carl D. Perkins Vocational and Technical Education Act of 1998 Section 134. Local Plan for Vocational and Technical Education Programs. (a) Local Plan

Required.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

SPECIAL EDUCATION PLAN

Citation: Me Dept of Ed Reg Chapter 101

20-A MRSA §7204.4 Each school administrative unit operating schools shall: Submit a plan for its special education programs to the commissioner for approval in accordance with rules established by the commissioner.

20-A MRSA § 7252-A IDEA citation

Ch 101

IDEA

VOCATIONAL EDUCATION PLAN FOR EACH CENTER OR REGION

20-A MRSA §8306.2 Center and region plans. The state board shall approve a plan for the provision of vocational education by each center or region. The plans must be prepared by each center or region at the time of its organization or reorganization, approved by the school board or cooperative board governing each center or region respectively, and include:

(1) A survey of the vocational education needs nationally, statewide and in the geographic area served by the center or region;

(2) A survey of employment opportunities nationally, statewide and in the geographic area served by the center or region;

(3) A description of the programs to be offered by the center or region;

(4) C-1. A description of the manner in which academic courses will be used to augment trade-oriented skill courses for vocational education students at the center or region;

(5) A description of each geographic area served by the center or region and the location of each vocational education program to serve those areas; and

(6) A description of the manner in which the vocational education programs offered by the center or region address the vocational education needs in the geographic area served by the center or region and employment opportunities nationally, statewide and in the geographic area served by the center or region

CRISIS RESPONSE PLAN

20-A MRSA §1001.16. Crisis response plan. School boards shall perform the following duties: Working with local public safety, mental health and law enforcement officials, they shall develop a crisis response plan to deal with crises and potential crisis situations involving violent acts by or against students in each school in the school administrative unit.

Chapter 125 §10.02 To protect the safety of students and personnel, each school administrative unit shall develop a Crisis Response Plan to deal with crises and potential crisis situations including violent acts by or against students or other persons in each school. The Plan shall include the designation of an adult responsible on site during an emergency. The unit will work with local public safety, mental health and law enforcement officials in developing this plan, which will be included in the unit's Comprehensive Education Plan.

    A. Emergency Evacuation Drills. Written procedures for emergency evacuation drills shall be

posted in all buildings. Schools at all levels K-12 are required to hold two drills during the first two weeks of school. Schools enrolling grades K-4 shall hold an additional eight drills during the year; schools enrolling grades 5-8, an additional six drills; schools enrolling grades 9-12, an additional four drills. Schools enrolling any combinations of these grade levels shall hold the additional number of drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded and deficiencies noted and corrected using forms provided by the Department. School personnel shall receive an annual orientation in this procedure.

B. Medical Procedures. Each school shall have first-aid medical supplies available for the treatment of minor injuries. Each school shall distribute to all school personnel a written procedure governing the handling of serious health emergencies, including accidents. School personnel shall receive an orientation in this procedure.

PLAN FOR THE USE OF NO CHILD LEFT BEHIND ACT FUNDS

This law was reauthorized in 2016 and is now called ESEA (Elementary and Secondary Education Act) and ESSA (Every Student Succeeds Act). We are currently transitioning from NCLB (No Child Left Behind).

TECHNOLOGY USE PLAN: FOR STUDENT LEARNING & EFFECTIVE SCHOOL ADMINISTRATIVE UNIT OPERATIONS

Chapter 125 §4.02.E 5 The Comprehensive Education plan shall address the following: The school administrative unit's plan for use of technology for student learning and efficient school administrative unit operations.

NCLBA cite? 20-A cite?

USE OF TIME AND SCHOOL ORGANIZATION PLAN

Chapter 125 §6.02.B. Instructional Day: An average instructional day is five hours in length, and each instructional day is a minimum of three hours in length. A school need not be in session the same number of hours each day provided that the total amount of instructional time in any two consecutive school weeks is an average of five hours per day. Plans to use school days of varying numbers of hours shall be reflected in the Comprehensive Education Plan. The instructional day may be extended for students who need more than the minimum day to meet the content standards of the system of Learning Results, or additional standards established by the school board.

Chapter 125. §4.02.E2.c The Comprehensive Education plan shall address the following: The organization of each school relative to size, grade levels, program offerings, and use of time with a plan to maximize the days in the calendar that students can participate in courses of study, such as applied technology an program, and how the organization of the school contributes to student achievement of the content standards of the system of Learning Results.

SCHOOL FACILITIES MAINTENANCE PLAN

Chapter 125 §11.02 Each school administrative unit shall have a plan for maintenance and a plan for capital renewal of school facilities using the template and software provided by the Commissioner, as specified in Me. Dept. of Ed. Reg. 64. These plans shall be part of the Comprehensive Education Plan, and shall:

A) Provide for adequate facilities for school programs as specified in Section 11.01.

B) Monitor compliance with all applicable health and safety laws and regulations including but not

limited to:

    i.   Section 504 of the Rehabilitation Act of 1973,

   ii.   The Life Safety Code of the Department of Public Safety,

  iii.   The State Plumbing Code adopted by the Department of Human Services,

  iv.   Applicable regulations of the Department of Labor, and

   v.   Conformity with asbestos requirements.

Chapter 125 §11.01   Adequacy of Facilities

School facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services.

A) Each classroom or laboratory shall be adequate to serve the specific purpose for which it is intended and shall have sufficient area to accommodate each student.

B) Each school shall maintain a designated area that affords access to library-media resources as appropriate to the age of students in the school.

C) Storage space shall be provided so that materials and equipment may be securely stored in a space other than in student instructional areas. Storage of hazardous materials shall be in accordance with OSHA requirements

SCHOOL FACILITIES PLAN FOR MAINTENANCE & CAPITAL IMPROVEMENTS

Chapter 125 §4.02.E.6 The Comprehensive Education plan shall address the following: The Comprehensive Education Plan shall address the following: The plan for maintenance and capital improvements of school facilities.

School Facilities Plan: Capital Renewal of Facilities

Chapter 125 §11.02 Each school administrative unit shall have a plan for maintenance and a plan for capital renewal of school facilities using the template and software provided by the Commissioner, as specified in Me. Dept. of Ed. Reg. 64 Maine School Facilities Program and School Revolving Renovation Fund. These plans shall be part of the Comprehensive Education Plan, and shall:

A. Provide for adequate facilities for school programs as specified in Section 11.01.

B. Monitor compliance with all applicable health and safety laws and regulations including but not limited to:

   (1) Section 504 of the Rehabilitation Act of 1973,

   (2) The Life Safety Code of the Department of Public Safety,

   (3) The State Plumbing Code adopted by the Department of Human Services,

   (4) Applicable regulations of the Department of Labor, and

   (5) Conformity with asbestos requirements

20-A MRSA §4502.5. Other standards. The state board and the commissioner shall jointly adopt basic school approval rules governing school administrative units and elementary and secondary schools. These rules must set minimum standards in the following areas, incorporating such standards as are established by statute:

A. Standards for equipment and libraries

B. Assessment and evaluation of student performance

C. Instructional time, including a minimum school day and week;

D. Grade and program organization;

E. Physical facilities, incorporating the school construction rules of the state board;

20-A MRSA §4001.7. Maintenance and capital improvement program. A school administrative unit, including the unorganized territories, shall establish and maintain a maintenance and capital improvement program for all school facilities, utilizing a maintenance template and software provided by the department and shall annually commit resources to that program pursuant to established minimum standards. The department and the Department of Administrative and Financial Services, Bureau of General Services shall establish the minimum standards. The Department of Education and the Bureau of General Services shall adopt rules necessary to implement this subsection. Rules adopted by the Department of Education and the Bureau of General Services to implement this subsection are major substantive rules pursuant to Title 5, chapter 375, subchapter II-A.

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Finance Subcommittee Report

Date: May 19, 2016
Committee: Finance Committee
Chair: John Morang
In attendance: Kate Brown, John Morang, Michelle Ritcheson and Edward R. McDonough
Guests: None
Meeting Date: May 18, 2016

Agenda Items and Discussion:

Continued review and discussion of current RPC funding formula:
Finance Committee members instructed the Finance Director to gather cost sharing information from other RSU's and SAD's in Maine. Additional information to gather would include: how their cost sharing formulas are working, if it has ever been revised or if it is being considered for revision, history of its creation (if known), student populations by town within district, and any other relevant information they would like to provide.

Review/Discussion/Consideration of Insurance Bids:
RSU5 received two bid packets from Cross Insurance and MSMA Property & Casualty Trust. A summary comparison spreadsheet was sent to each Agent bidding for completion. Director of Finance then reviewed the comparison spreadsheet and clarification emails were sent to both agents. On Friday May 13th and Saturday May 14th the Director of Finance hand delivered the bid packets, summary of information, email clarification trails, and prequalification summary sheets to Finance Committee members so that they could complete their independent review of the materials. Additional email trail clarification was provided to the Committee for review upon arrival to this meeting. Committee members discussed how scoring would be completed. The ranking would be on a 1-5 scale per category: 1-Poor, 2- Below Average, 3- Average, 4-Good, & 5- Excellent. The scores would be weighted accordingly: 50% Coverage & Pricing, 25% Services to be provided by service team, claims handling, and claims adjusters, 15% Bidders experience with Public School Risks, 10% Result of Reference Checks. Committee members were given time to score packets independently. Weighted scores were reported and recorded and the following scoring totals were announced. Results: MSMA Property & Casualty Trust 179.5; Cross Insurance 134.
Motion made by Michelle Ritcheson and seconded by Kate Brown to award insurance bid to MSMA Property & Casualty Trust based on the scoring results. All voted in favor.

Warrant signing:
Accounts Payable, Construction, Nutrition, Community Education, and Payroll warrants signed.

Next Meeting: June 8, 2016

Submitted by: Kelly Wentworth, Director of Finance

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Strategic Communication Committee Meetings

Meeting Dates: May 12, 2016 and May 26, 2016
Committee: Strategic Communications
Chair: Candy deCsipkes

May 12, 2016 Meeting

Present: Kate Brown, Candy deCsipkes, Lindsay Sterling, Valy Steverlynk and Mike Lafortune

At this meeting the group discussed/brainstormed about an exit survey and a "branding/marketing" plan. They talked briefly about a general satisfaction survey.

"Branding/Marketing":

A suggested name for this effort could be "Unity and Pride Project" (UPP). A possible goal for the effort might be: to create pride, unity, engagement, excitement and a sense of belonging in our school district.   Possible strategy might be: to have students, staff, parents, and community members explore the district's identity; including who we are, what we're great at, what we're known for and what we'd like to be known for.   The process could include having a staff member assigned the task of overseeing this effort; having students explore the history of the towns in the district and visit schools; having each school explore their identity; holding community meetings; and looking at logos, names, etc. -- visual identity.   The group visited the renaming of the high school. THIS IS ALL VERY PRELIMINARY AND STILL UNDER DISCUSSION.

Much of this meeting was a visit from Nancy Drolet to talk with the group about her efforts in this area.

Exit survey:

Below are the results of the second draft for the exit survey. Discussion at this meeting moved us forward toward developing what's below at the next meeting.

May 26, 2016 Meeting

Present: Kate Brown, Candy deCsipkes, Lindsay Sterling, Valy Steverlynk and Mike Lafortune

The focus of this meeting was reviewing a draft of the exit survey and continued discussion about this document. The categories in the survey would be:

- o Moving
- o Draw from other schools

- o Parent's concerns not addressed
- o Student's academic needs not met
- o Student's GT and/or Special Ed needs not met
- o Concerns about academic subjects
- o Concerns about extracurricular activities
- o Concerns about athletics
- o Student's social/emotional needs not met
- o Concerns about discipline/behavior issues
- o Safety concerns
- o Ineffective communication from teachers and/or administrators
- o Few opportunities for parent participation

There are further check-offs under some of the categories. There would be a section for open-ended comments about reasons for leaving and suggestions for improvement. The survey would be anonymous and handled through the Central Office.