

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– FEBRUARY 14, 2018
FREEPORT HIGH SCHOOL– LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

1. The meeting was called to order at _____p.m. by Chair Michelle Ritcheson

2. Attendance:

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

3. Pledge of Allegiance:

4. Adjustments to the Agenda:

5. Good News and Recognition:

- A. Maine Scholastics Art & Writing Competition–Gold & Silver Key Awards and Honorable Mention
- B. Report from Board's Student Representative

6. Executive Session:

- A. Consideration and approval to enter into Executive Session regarding a student matter pursuant to 1 M.R.S.A § 405(6)(B).

Motion: _____ 2nd: _____ Vote: _____

Time In: _____ Time Out: _____

7. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

8. Public Comments:

9. Unfinished Business:

A. Workshop: Budget Review

- 1. Durham Community School – Will Pidden
- 2. Freeport Middle School – Ray Grogan
- 3. Freeport High School – Jen Gulko

B. Consideration and approval on Policy CBI – Evaluation of the Superintendent of Schools (2nd Read)

Motion: _____ 2nd: _____ Vote: _____

10. New Business:

A. 2018-2019 Freeport High School Program of Studies – Jen Gulko

B. Consideration and approval to change the March 16, 2018 Professional Learning Day to a student day on the 2017-2018 school calendar.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval of the 2018-2019 School Calendar (1st Read)

Motion: _____ 2nd: _____ Vote: _____

D. Consideration and approval on Policy IIB – Class Size (1st Read)

Motion: _____ 2nd: _____ Vote: _____

11. Public Comments:

12. Executive Session:

A. To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing Administrator negotiations for RSU5.

Motion: _____ 2nd: _____ Vote: _____

13. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

14. Adjournment:

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

FY 2019 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

9.A.1.

Building/Program: Durham Community School

What key issues and priorities are you trying to address in your proposed budget?
(Administrators identified the following three focus areas: math coaching, increased student support for differentiation, and increased funding for building maintenance.

- Add five hours to bring two of our Ed. Techs. up to 32.5 hours so they can maximize supporting students throughout the school day. *(Tier1 and Tier 2 and Early Intervention).* In addition make these roles Ed.Tech IIIs which will allow them to plan independently.

How do these priorities align with the district's three strategic objectives?

This request falls under Strategic Objective #1 Implementation of Proficiency Based Learning Pre K-12.

- The Ed. Tech position and hours recognize that ensuring students are meeting proficiency begins at the primary level. Continuing to support students during those foundational years with academic supports and teaching the skills that will lead to strong habits of work will help students to achieve proficiency.

FY 2019 Projected Enrollment / Class Size Ratio by Grade

	Student Count	Teachers	Class Size
Grade	Durham Community	Durham Community	Durham Community
PK	32	1(2 sessions)	16
K	40	3	13-14
1	40	2	20
2	40	2	20
3	47	3	15-16
4	47	3	15-16
5	50	3	16-17
6	41	2	20-21
7	38	2	19
8	46	3	15-16
Total Classroom Teachers	421	24	17.5

Staffing Adjustments to Budget in FY 18	Staffing Adjustments to Budget in FY 19
<ul style="list-style-type: none"> • Additional 0.5 math - Polynomial math in grades 7&8. Position shared with FMS. • Additional 1.0 Ed. Tech - RTI-B in grades K-2. 	<ul style="list-style-type: none"> • 5 hours of Ed. Tech time (0.5 per day for two staff) • Change two Ed.Tech II roles to Ed. Tech III roles.

Other significant FY 19 requests in budget and need (Supplies, Equipment, etc).

Building/Program: Freeport Middle School**What key issues and priorities are you trying to address in your proposed budget?**

(Administrators identified the following three focus areas: math coaching, increased student support for differentiation, and increased funding for building maintenance.)

Freeport Middle School has a budget very similar to last year with the addition of switching 1.5 ed techs from a II to a III. An Ed. tech III can do more direct instruction with students, than a II. This will help our RTI program. We will also add a drama stipend and leadership stipend, due to increased enrollments. They were both added this year, but not budgeted for.

How do these priorities align with the district's three strategic objectives?

Our current budget focuses on the board goal of improved student achievement through student-centered teaching and learning, specifically through the implementation of proficiency based learning. The implementation of proficiency learning is just good teaching practices and curriculum implementation. Ed techs moving to III will allow our RTI ed techs to improve their direct instruction. The stipend for the leadership team will allow all teams of teachers be represented on the leadership to help move the building forward. The drama stipend will allow us to have twice as many students in the play. Last year we added a .5 math coach to support our focus on math instruction and our new curriculum. We will continue to utilize this position to improve our instruction in math. There is similar money to contract for a specialist to support reading and writing improvement through the Columbia University model. We will work on getting a higher percent of students to the proficient level on all standards and continue to support students who are ready to exceed the standard, to provide a clear pathway. No matter what curriculum or teaching practice used, improvement is always needed and this budget provides the support for our teachers to move forward.

FY 2019 Projected Enrollment / Class Size Ratio by Grade

	Students	Teachers	Class Size
6th Grade	102	5	20-21
7th Grade	136	7	19-20
8th Grade	106	5	21-22

Staff Adjustments to Budget in FY 18	Staff Adjustments to Budget in FY 19
2 teachers added to 6th grade due to increased enrollment in the 6th grade to match the same number of teachers they had in 5th grade	1.5 Ed. tech II to Ed. tech III Increase 1 leadership stipend Increase 1 drama stipend
1 teacher reduced in 8th grade to move from 6 teachers to 5 teachers	

Other significant FY 19 requests in budget and need (Supplies, Equipment, etc).

Supplies, equipment and professional development is similar to last year.

FY 2019 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

Building/Program: Freeport High School

What key issues and priorities are you trying to address in your proposed budget?

(Administrators identified the following three focus areas: math coaching, increased student support for differentiation, and increased funding for building maintenance.)

Our FHS budget has prioritized providing high quality instructional supports for students as well as professional development support for teachers in order to continuously refine instructional practices. Our budget requests, such as text materials, equipment and supplies for classrooms and the school, will help to enhance our instructional and student support programs. One of our main priorities for the coming school year is to provide targeted support for math instruction, as that is an area in need of growth. We believe that by providing targeted coaching for our math teachers, we will increase student levels of understanding and skill development in math. We believe that the budget requests will support our current efforts of providing rigorous instruction and increasing student success in math.

How do these priorities align with the district's three strategic objectives?

These priorities align closely with the district's strategic goals of Implementation of proficiency-based learning and Improved Teacher and Administrator Effectiveness. Our budget requests include supports for progressing with our work toward full implementation of a proficiency based system at the high school, such as materials for our new 9th grade science course and professional development funds for teachers to attend various workshops and conferences tied to proficiency-based practices. We are asking for funding for 9-12 math coaching, which is directly linked to the goal of improved teacher effectiveness. As previously stated, we believe that targeted instructional coaching will have a direct impact on enhancing student success in math. The funds we are requesting will directly support professional development for math teachers, which will allow us to build upon the district's investment in the Big Ideas math curriculum and will support us in improving student achievement levels in math.

FY 2019 Projected Enrollment / Class Size Ratio by Grade

Total projected enrollment: 580

9th: 165

10th: 140

11th: 125

12th: 150

Staffing Adjustments to Budget in FY18	Staffing Adjustments to Budget in FY19
Increased ELA position from 0.5 to 0.75 Stipends for SAT team members Additional 3 days for guidance counselors	0.5 math strategist position to support teachers grades 9-12 at FHS Stipends for Department chairs

- We are requesting funding for a separate stipend for FHS Department Chairs.

Other significant FY 19 requests in budget and need (Supplies, Equipment, etc).

- We are requesting \$20,000 for our NEASC accreditation visit, which will occur in September of 2018. This process allows us to continue being an accredited high school through NEASC. This requested amount follows the budgeting guidelines from NEASC.

9.B.



Durham • Freeport • Pownal

SUPERINTENDENT EVALUATION

<i>Timeline</i>	<i>Action</i>
July/August	Superintendent and Board of Directors review strategic plan and set school district goals for the year (policy ADA).
By September 15	Superintendent and Board of Directors set Superintendent performance goals and District goals for the year (Policy CBI).
January	Superintendent reports interim progress on district goals <u>in public</u> and his/her performance goals <u>in Executive Session</u> to the Board of Directors.
March 22	The Board of Directors provides A-Team and others as necessary with a questionnaire related to the Superintendent's performance to complete. Board members complete individual Superintendent evaluation.
By mid April	Through its Chair, Board of Directors begins collecting information from sources with goal to complete by May 1.
Prior to 1 st Board Meeting in May	Superintendent completes his/her self-assessment and provides to Board of Directors.
1 st Board Meeting in May	Board of Directors meets in Executive Session to review all information related to Superintendent's performance. The Board of Directors also determines compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.
2 nd Meeting in May	Board of Directors meets in Executive Session to review draft evaluation report of Superintendent.
1 st Meeting in June	Board of Directors meets in Executive Session with Superintendent to discuss evaluation.
By June 30th	A copy of the final written evaluation is placed in the Superintendent's personnel folder.

RSU5 Board of Directors Evaluation of the Superintendent**Confidential**

As you read through the following list, rank the items 1 – 4 based on the following scale:

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

You are encouraged to place comments in the appropriate area.

Standard 1: VISIONARY LEADERSHIP

A superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported ~~by all~~.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Collaboratively develops and implements a shared vision and mission;
- Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;
- Creates and implements plans to achieve goals;
- Promotes continuous and sustainable improvement; and
- Monitors and evaluates progress and revises plans.

_____ Score
Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Little or no evidence exists of a district vision implemented in the work of the school.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the school stands for.</p>	<p>References the district vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates new ideas to support the vision.</p>	<p>Articulates the vision of the school in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>The school vision is focused on student learning.</p>	<p>Articulates a clear and coherent vision for the school through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the district and the vision of the school.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the school.</p>

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the Board and enlists the Board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- Establishes procedures for superintendent/board interpersonal and working relationships;
- Understands and interprets the role of federal, state and regional governments, policies, and politics and their relationships to local districts and schools;
- Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
Not engaged in work related to policies nor enforces district policies.	Engages minimally in policy work.	Fully engaged in policy work.	Develops an exemplary system of policy consideration and revision.
Behavior indicates a lack of value in a healthy working relationship with the board.	Unevenly or inequitably enforces policies.	Appropriately and equitably enforces policies.	The district takes pride in the equitable enforcement of district policies.
Does not engage the board in the work of advancing organizational goals.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.	Demonstrates reasonable value of a healthy working relationship with the board.	Proactively and effectively engages the board in the work of advancing organizational goals.
	Unevenly engages the board in the work of advancing organizational goals.	Effectively engages the board in the work of advancing organizational goals.	

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. The superintendent establishes effective two-way communications and engagement with students, staff, parents, media and the community as a whole, responding to community feedback and building community support for and engagement with the district.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops formal and informal techniques to understand all stakeholders perceptions of the district;
- Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small groups and one-on-one environments);
- Promotes stakeholder involvement, engagement and participation in the process of schooling;
- Establishes effective school/community relations, school/business partnerships and public service;
- Understands the role of media in shaping and forming opinions as well as how to work with the media.

____ Score
Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Ineffective in communication with staff, parents and students.</p> <p>Staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the school environment.</p> <p>Negatively impacts the District through poor communication with the media.</p>	<p>Advocates for some students and families.</p> <p>Stakeholders frequently feel out-of-the-loop.</p> <p>Many staff members do not feel positive about district leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p> <p>Sometimes shares information with media.</p>	<p>Keeps staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is seen as clear and effective.</p> <p>The majority of staff and students identify positively with district leadership.</p> <p>Works as a member of a district team to positively influence education decisions.</p> <p><u>Consistently Shares</u> information with media that puts District in the best light.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with school board in advance.</p> <p>Constituent groups report a positive relationship with district leadership.</p> <p>Has influence in the school, district and beyond in supporting student learning.</p> <p><u>Proactively and frequently gives a positive voice to the District through the media; shares information with media that puts District in the best light.</u></p>

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Monitors and evaluates the management of operational systems;
- Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- Promotes and protects the welfare and safety of students and staff;
- Develops the capacity for adaptive leadership; and
- Ensures teacher and organizational time is focused to support quality instruction and student learning.

____ Score
Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Management of the operations of the district is poor or non-existent.</p> <p>The district is disorderly, disorganized and there is a feeling that the district is "out-of-control."</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the district.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the district's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the district.</p> <p>Discipline of students is handled fairly and consequences are used to maximize student learning.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the district vision and values and maximize the opportunity for each student's learning.</p> <p>Students and staff are able to articulate expectations and inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the school.</p> <p>Supportive partnerships are developed and managed to enhance learning experiences.</p>

Standard 5: CURRICULUM PLANNING / DEVELOPMENT

This standard addresses the superintendent's skills in staying up-to-date in curriculum, teaching, learning and testing theories. It requires the superintendent to make sound recommendations for learning technologies.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops core curriculum design and delivery systems based on content and assessment standards and best practices;
- Establishes curriculum planning to anticipate occupational trends, school-to-career needs and college preparation;
- Uses child development and learning theories in the creation of developmentally appropriate curriculum and instruction;
- Includes the use of computers, the Internet, distance learning and other technologies in educational programming;
- Assesses student progress using a variety of appropriate techniques;
- Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Primary focus is not teaching and learning.</p> <p>Fails at creating an organizational culture focused on teaching and learning.</p> <p>Does not put in place systems to ensure curricular alignment to standards.</p> <p>Does not create systems to differentiate learning to students.</p>	<p>Peripherally focused on teaching and learning.</p> <p>Discusses teaching and learning, but no real systemic organizational focus exists.</p> <p>Puts in place an uneven and sometimes chaotic process to align curriculum to assessments.</p> <p>Discusses differentiated learning, but execution is uneven and/or unclear.</p>	<p>Primary focus is teaching and learning.</p> <p>Keeps the organization primarily focused on teaching and learning.</p> <p>Puts in place systems to differentiate instruction to students.</p>	<p>Continuously stresses the importance of quality teaching and learning as the organization's primary strategic objective.</p> <p>Creates an organizational culture attentively focused on teaching and learning that grows and evolves dynamically.</p> <p>Creates clear and systemic curricular alignment to standards. This results in curricula and assessments of exceptional quality.</p> <p>Consistent implementation of differentiated learning, resulting in improved student achievement.</p>

Standard 6: INSTRUCTIONAL LEADERSHIP

Standard #5 addresses what is to be taught; this standard emphasizes *how* it should be taught. The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Nurtures and sustains a culture of collaboration, trust, learning and high expectations;
- Creates a comprehensive, rigorous and coherent curricular program;
- Creates a personalized and motivating learning environment for students;
- Supervises and supports instruction;
- Develops assessment and accountability systems to monitor student progress;
- Develops the instructional and leadership capacity of staff;
- Maximizes time spent on instruction;
- Promotes the use of the most effective and appropriate technologies to support teaching and learning; and
- Monitors and evaluates the impact of instruction.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>A shared understanding of instruction is not evident in the district.</p> <p>Professional development is infrequent and is not connected to student or staff performance data.</p> <p>A year-long plan for professional development of the school does not exist or is inadequate.</p> <p>There are no or few effective teacher planning teams.</p> <p>There is no consistent system in place for teacher observation and feedback.</p>	<p>Participates in professional development based on feedback and student performance-data.</p> <p>Participation in district-led professional development is inconsistent.</p> <p>Teacher planning teams occasionally meet but there is not a common structure used for facilitating this work.</p> <p>Teachers are observed and given face-to-face feedback based on the observation.</p>	<p>Actively developing expertise about quality instruction and is able to recognize and describe high quality teaching.</p> <p>Actively developing the expertise to influence and mobilize action among teachers within the complex culture of a school, district and wider professional community.</p> <p>Consistently and actively provides district-led professional development tied to District goals.</p>	<p>Demonstrates a deep understanding of quality instruction and is continually expanding his or her own expertise in instruction.</p> <p>Skillfully guides, supports, and nurtures teachers in their instructional improvement.</p> <p>Creates structures for observing and analyzing instruction and for making practice public as a way to deepen a shared understanding of practice within the district.</p> <p>Uses data about teaching practice to guide specific improvement efforts.</p>

Standard 7: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the district including finance, human resources, food services, transportation, maintenance and facilities so that students are able to attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- With attention to issues of equity and diversity, identifies and applies appropriate policies, criteria and processes for the recruitment, selection, induction, and compensation of personnel;
- With attention to issues of equity and diversity, identifies and applies appropriate policies, criteria, and process for the dismissal of personnel;
- Makes sound fiscal decisions, in line with the organization's strategic goals, and establishes clear and transparent systems of fiscal control and accountability;
- Demonstrates good understanding of facilities management, including development of long term maintenance plans, and budgeting/planning for future building needs.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in poor quality and/or unsafe services for staff and students.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where poor quality learning environments and/or unsafe situations arise for staff and students.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe.	Puts in place systems that create environments that inspire learning and that are highly reliably safe.
Irresponsibly and imprudently manages the fiscal aspects of the organization.	Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability	Makes sound fiscal decisions in line with the organization's strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Makes quality fiscal decisions in line with the organization's strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability and universally followed.

Standard 8: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Ensures a system of accountability for every student's academic and social success;
- Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- Safeguards the values of democracy, equity and diversity;
- Promotes social justice and ensures that individual student needs inform all aspects of schooling.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
<p>Actions and intention are not always grounded in shared district values.</p> <p>Has demonstrated inconsistent or ethical behavior and does not always stand by their word.</p> <p>Is not self-aware and does not reflect on their practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to staff and students is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats students and staff fairly and shows respect at all times.</p> <p>Is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Acts to support all students and staff to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared district values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as students and staff experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high-level of self-awareness and regularly reflects on practice to improve.</p>

Standard 9: LABOR RELATIONS

The superintendent provides technical advice to the board during labor negotiations, keeps the board apprised of negotiation status, understands and effectively administers negotiated labor contracts and keeps abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- Develops bargaining strategies based upon collective bargaining laws and processes;
- Identifies contract language issues and proposes modifications;
- Participates in the collective bargaining processes as determined by the board;
- Establishes productive relationships with bargaining groups while managing contracts effectively.

_____ Score

Comments:

1. Does Not Meet Standards	2. Improvement Needed	3. Effective	4. Highly Effective
Is antagonistic toward union leadership, doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

***Board of Directors Ratings
Summary Forms***

Instructions

This summary section is to be used to compile individual Board member responses. The Board members should meet in executive session to discuss their individual input and prepare composite results. Once Board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that Board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Computation

Standards	1. Visionary Leadership	2. Policy and Governance	3. Communications and Community Relations	4. Effective Management	5. Curriculum Planning/Development	6. Instructional Leadership	7. Resource Management	8. Ethical Leadership	9. Labor Relations
Member 1									
Member 2									
Member 3									
Member 4									
Member 5									
Member 6									
Member 7									
Member 8									
Member 9									
Member 10									
Member 11									
Average Rating									

Comments:

1. Visionary Leadership
2. Policy and Governance
3. Communications and Community Relations
4. Effective Management
5. Curriculum Planning/Development
6. Instructional Leadership
7. Resource Management
8. Ethical Leadership
9. Labor Relations

Evaluation Forms

Instructions for Board of Directors and Superintendent

The Board should seek and consider information related to the Superintendent's performance from other administrators through a survey, who have an understanding of the duties of the Superintendent.

The superintendent:

Completes a rigorous written self-evaluation and presents to the School Board.

The Board of Directors

1. Consults with administrative assistant to survey administrators and Board members;
2. Invites Board members and administrators to complete Superintendent evaluation survey;
3. Reviews and reflects on all responses;
4. Reviews and reflects on Superintendent's self-evaluation;
5. Reviews data scorecards;
6. Creates final report to be shared with the superintendent, and
7. Develops a plan to build on successes and identify areas for potential growth.

Administrator's Evaluation of the Superintendent

You have been selected to participate in the Evaluation Process for the Superintendent of Schools. This evaluation will be read received and tabulated by the human resources department in confidence and shared without names with the Board of Directors. ~~It is intended to~~ The feedback will be extremely helpful in assisting the Board in their annual evaluation of the superintendent. It will also help the superintendent assess his/her own performance, strengths and weaknesses, and topics for professional development. The questions in the evaluation were selected by the Board with input by the superintendent.

*** Your electronic evaluation form should be completed no later than April 5. Responses will be shared with the Board of Directors and will be kept confidential. The Superintendent will not have access to these evaluations. The Board will use your feedback to inform members' own evaluation of the Superintendent. ****

Administrator's Evaluation – Superintendent Performance Assessment

Please rate the Superintendent according to the following scale, based on the definitions below. Please add narrative comments whenever possible. You MUST include a narrative specific examples for any rating of 1 ("Does Not Meet Standards") or 4 ("Highly Effective").

Rating categories:

4=Highly Effective

3=Effective

2=Improvement Needed

1=Does Not Meet Standards

Don't Know

If your job does not qualify you to answer or you have not had an opportunity to observe this characteristic, please check off "Don't Know".

1. Leadership:

Is an educational leader that motivates, leads, guides, and directs people. Promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

() 1

() 2

() 3

() 4

() DK

Comments:

2. Success in defining and meeting the district's goals:

Collaboratively develops a set of goals for the district. Together with administrators, creates and implements plans to achieve those goals. Monitors, evaluates progress and revises action plans as necessary.

() 1

() 2

() 3

() 4

() DK

Comments:

3. Communication ability:

Effectively communicates both orally and in writing, and provides necessary information to the Board and staff as necessary for the discussion of matters concerning the improvement and welfare of the schools.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:

4. Community relations:

Develops formal and informal techniques to understand stakeholders' perceptions of the district and promotes stakeholder involvement, engagement and participation in the process of schooling.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:

5. Initiative:

Possesses strong ability to identify problems, take on and resolve issues as they arise.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:

6. Curriculum and professional development:

Possesses expertise in and knowledge of educational approaches and current trends. Shows strong commitment to leading the effort to define and deliver an effective, consistent curriculum K-12. Fosters continuous staff improvement and develops and implements an effective system of staff development with appropriate input from staff, administrators and the Board.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:**7. Organizational management:**

Uses a systematic approach to managing and improving the schools. Demonstrates excellent organizational skills, working knowledge of school law and proven ability to resolve organizational conflicts. Promotes a safe, respectful, and healthy school environment.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ DK

Comments:**8. Human relations:**

Demonstrates enthusiasm for work, accepts and acts on constructive criticism, and consistently shows integrity and loyalty. Deals effectively on an interpersonal level with the Board, staff, volunteers, and the general public.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ DK

Comments:**9. Personnel management:**

Recruits and retains high quality staff. Possesses strong personnel management practices and understanding of collective bargaining issues. Understands the importance of accountability for staff and self. Uses an evaluation process that establishes clear performance standards and follows through to resolve performance issues. Effectively mentors administrators and actively delegates to staff when appropriate.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ DK

Comments:**10. Financial management:**

Effectively develops, presents and monitors department/school budgets. Successfully manages district's financial affairs.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ DK

Comments:

11. School facility management:

Demonstrates good understanding of facilities management, including development of long-term maintenance, and budgeting/planning for future building needs.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:

12. Policy, regulation and governance:

Works collaboratively with staff and board to develop and implement district policies and procedures as needed. Files all reports required by State and Federal authorities in a timely manner. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:

13. School involvement:

Is visible in the schools and regularly attends school events.

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments:

14. Overall performance in leading the school district:

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ DK

Comments

Administrator Ratings Summary Form

	1. Leadership	2. Success in defining & meeting the district's goals	3. Communica- tion ability	4. Community relations	5. Initiative	6. Curriculum & professional development	7 Organizational management	8 Human relations	9. Personnel management	10. Financial management	11. School facility management	12. Policy, regulation & governance	13. School involvement	14. Overall performance in leading the school district
Admin 1														
Admin 2														
Admin 3														
Admin 4														
Admin 5														
Admin 6														
Admin 7														
Admin 8														
Admin 9														
Admin 10														
Admin 11														
Admin 12														
Admin 13														
Admin 14														
Admin 15														
Admin 16														
Admin 17														
Average Rating														

Comments:

1. Leadership
2. Success in defining and meeting the district's goals
3. Communication ability
4. Community relations
5. Initiative
6. Curriculum and professional development
7. Organizational management
8. Human relations
9. Personnel management
10. Financial management
11. School facilities management
12. Policy, regulation and governance
13. School involvement
14. Overall performance in leading the school district

Adopted: August 25, 2010

Reviewed: May 25, 2011; March 26, 2014

Revised: _____

FREEPORT HIGH SCHOOL

10.A.

30 Holbrook Street, Freeport, Maine 04032
Ph: (207) 865-4706 Fax: (207) 865-2900

Jennifer Gulko
Principal

Charlie Mellon
Assistant Principal

P. Craig Sickels
Director of Athletics

Alexis L. Rog
Guidance Counselor

Dana Clark
Guidance Counselor

Liz Peirce
Guidance Counselor

1-31-18

Dear RSU5 School Board members:

We have been working as a staff to revise and enhance the Freeport High School Program of Studies for the 2018-2019 school year. We sought feedback from members of all FHS departments, and the guidance team, along with administration, has been working to make any revisions necessary. As we moved into a proficiency-based system for both the 9th and 10th graders in the Classes of 2021 and 2022, there are some aspects of the Program of Studies that pertain just to those students, while other aspects pertain to next year's Juniors and Seniors. In order to keep the Program of Studies a manageable length for students, parents and other stakeholders, we will continue to publish a separate Proficiency-Based Learning Family Guide, which outlines our school processes tied to proficiency-based practices. We have made some changes to our course offerings as well as some credit and school support information that are outlined below:

- Page 2: Core Values and Beliefs statement replaced mission statement
- Page 7: New school profile added
- Page 10: Took out Class of 2018 requirements, now have 2019 & 2020 then 2021 and beyond
- Page 17: Added guidance counselor assignments, now alphabetical for grades 9-11
- Page 20: Revised description of RTI and added SAT team.
- Page 20: Changed description of guided study halls, all 9th graders are now in guided study
- Page 24: Change of the description of graduation requirements
- Page 25: Added ***"NOTE: Freeport High School's proficiency-based education practices and policies are outlined in detail in a separate document."*** This was done in order to not make the Program of Studies too long
- Page 29-31: changed 11 and 12 course sequence for ELA and Social Studies (change with American Studies, which is now turning into two separate classes), revised science sequence
- Page 34: American Studies changed to ELA 11: American Lit
- Page 36: Changed Journalism to Media Studies, open to 9-12th graders
- Page 37-38: Changed PE descriptions: added fitness lab, after school fitness lab (for credit), added unified PE

- Page 42: Took out geometry in the real world due to low enrollment, added college prep level statistics
- Page 44: Changed Science and Sustainability to new course Earth Systems Science. All freshmen MUST take Earth Systems Science (CP or Honors), aligned to NGSS standards.
- Page 46-47: CSI is now called Forensics and removed Current Topics in Science, no longer offering outdoor ecology due to low enrollment/low student interest
- Page 50: Replaced American Studies with American History
 - Added AP US History, students strongly encouraged but not required to take American History class first
 - Removed the Model UN Prep class due to low enrollment
- Page 53: Removed Playwriting and Intro to Dance due to low enrollment
 - Replaced with more drama classes:
 - Creative Drama which will focus on creating plays for younger audiences and “touring” the play to our local elementary schools
 - Advanced Theatre production where students will participate in all elements of a full theatrical production
- Page 60: added description about the Endeavor program
- Page 69-75: Edited the At A Glance pages

We look forward to the Class of 2022 joining our FHS community and we are excited about our new course offerings for next year.

Regards,



Jen Gulko

Memorandum

To: RSU5 Board of Directors
Cc: Nancy Drolet, CEA President
FR: Cynthia Alexander, Asst. Superintendent
DA: February 8, 2018
RE: Proposed 2018-2019 School Calendar

The proposed 2018-2019 school calendar will be presented to you for first read at the February 14, 2018 Board of Directors' meeting. It will be on the agenda for final approval at the February 28, 2018 Board of Directors' meeting.

This calendar is similar to our current 2017-2018 school calendar. Students will continue to start school just after Labor Day. Three of our Professional Learning Days will be maintained in October, March and January (.5). We have moved our previous November PLD to February 15, 2019 to expand professional learning throughout the year.

We are also maintaining the Early Release Day in December, and are adding one on May 8, 2019. This addition aligns with a scheduled staff meeting and coincides with an Early Release Day in Brunswick, having less of an impact on our Region 10 students.

Student Attendance Early Release Day

	Early Release December 6, 2018 (Students Absent)	Full Student Day December 13, 2018 (Students Absent)	Average for the Week of December 11 - 15, 2018 (Students Absent)
Morse Street	94% (14 Students)	96% (11 Students)	94% (14 Students)
Mast Landing	94% (15 Students)	94% (15 Students)	95% (13 Students)
Pownal Elementary	94% (6 Students)	96% (4 Students)	96% (4 Students)
Durham Community	93% (27 Students)	95% (21 Students)	96% (16 Students)
Freeport Middle	94% (20 Students)	97% (12 Students)	95% (18 Students)
Freeport High	90% (55 Students)	94% (30 Students)	93% (35 Students)

RSU5 School Calendar 2018-2019

Draft #3 1/8/18

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		PLD	PLD		1	2	3	4	PLD				1	2	3	4	ER	6	7		1	PLD	3	4
3	4	5	6	7	8	9	10	11	12	5	6	7	8	9	10	11	12	13	14	7	8	9	10	11
10	11	12	13	14	15	16	17	18	19	12	13	14	15	16	17	18	19	20	21	14	15	16	17	18
17	18	19	20	21	22	23	24	25	26	19	20	PC	22	23	24	25	26	27	28	21	22	23	24	25
24	25	26	27	28	29	30	31			26	27	28	29	30	31					28	29	30	31	
19 8/29&30 Professional Learning Day 3 Labor Day 9/4 First Student Day PreK-9 9/5 All PreK-12 Students					21 5 Professional Learning Day 8 Columbus Day					18 12 Veterans Day Observed 21 Professional Compensation Day 22-23 Thanksgiving Break					15 5 ER Early Release - Half Day 24-31 December Vacation					20 1 New Years Day 2 Professional Learning Day (1/2) 21 Martin Luther King Day				
FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
				1					1	1	2	3	4	5			1	2	3					
4	5	6	7	8	4	5	6	7	PLD	8	9	10	11	PC	6	7	ER	9	10	3	4	5	6	7
11	12	13	14	PLD	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17	10	11	12	13	14
18	19	20	21	22	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24	*17	*18	*19	*20	*21
25	26	27	28		25	26	27	28	29	29	30				27	28	29	30	31	24	25	26	27	28
14 15 Professional Learning Day 18 Presidents' Day 19-22 February Vacation					20 8 Professional Learning Day					16 12 Professional Compensation Day 15 Patriots' Day 16-19 April Vacation					22 8 ER Early Release - Half Day 27 Memorial Day					10 9 Graduation 14 Last day - If No Snow Days Half Day Schedule * Storm Make up Days (17-21)				



NO SCHOOL - Holiday/Vacation



PROFESSIONAL LEARNING DAY - No Students (5 1/2)



PROFESSIONAL COMPENSATION DAY - No Students (2)



EARLY RELEASE FOR STUDENTS - Half Day Schedule



LAST DAY OF SCHOOL-(if no snow days)-PK-12 HALF DAY Storm Make-up days if needed: 6/17-6/21

10.D.

Memorandum

To: RSU5 Board of Directors and Superintendent Dr. Becky Foley
From: Cynthia Alexander, Asst. Superintendent
Date: February 7, 2018
Re: *Class Size Policy*

The RSU 5 Board of Directors charged the Policy Committee with exploring class sizes and developing a draft policy to be presented for Board approval. The Policy Committee began discussion on class size at their November 17, 2017 meeting.

After two meetings, the Policy Committee reached unanimous agreement on the proposed language for the policy. The last meeting of the Policy Committee, held on February 2, 2018, yielded a draft policy that reflects student-teacher ratios by grade or grade span. This meeting was attended by three principals who all provided input and collectively support the Class Size Policy the Committee is presenting for Board approval. All principals support the proposed draft.

The policy presented for first read complies with Title 20-A Chapters 124 and 125 regarding class size. It also keeps RSU5 competitive within our geographic community and across the State.

Cynthia Alexander,
Assistant Superintendent

Class Size

The RSU No. 5 Board of Directors recognizes that there is a relationship between class size and pupil achievement and that this relationship varies greatly across grade levels, among subjects and by methods of instruction. Therefore, the recommended class size in the elementary and secondary schools shall be determined by several variables including grade level, subject area, nature of the pupils in the classroom, nature of the learning objectives, availability of classroom space, instructional methods and procedures used, skills, classroom space, strengths of the teachers and support staff, and budgetary constraints.

Keeping all of these variables in mind, the following student-teacher ratio targets shall serve as a general guide for the organization of classes in the elementary and secondary schools.

Grade Level/Span	Student to Teacher
Pre-K	16 to 1 *
K	18 to 1
1-2	20 to 1
3-5	22 to 1
6-8	22 to 1

*Chapter 124 maximum student to adult ratio as 8 to 1.

Higher class sizes will be allowed for the scheduling of large group instruction for special classes including: fine arts, physical education, instrumental and/or choral music and other special instructional arrangements.

Special Education teacher-student ratios are to be in compliance with Special Education caseload rules and State standards.

When any elementary or middle school class size clearly exceeds (by 2 or more students) or any high school course falls below a 5:1 ratio, the principal shall notify the superintendent. The superintendent, in consultation with the principal, shall consider options to resolve the issue. Options may include, but are not limited to:

- No action required;
- Assigning additional staff;
- Transferring some students to a different class; or
- Canceling the course.

The superintendent's decision will be communicated to the RSU No. 5 Board of Directors with the understanding that Board approval will be required to hire any additional staff.

Adopted: