

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– MAY 9, 2018  
FREEPORT HIGH SCHOOL– LIBRARY**

**6:00-6:30 P.M. – DINE AND DISCUSS**

*This is an opportunity for community members to enjoy a meal with Board members and ask questions about the Board's FY19 Adopted Budget.*

**6:30 P.M. REGULAR SESSION  
AGENDA**

1. Call to Order:

The meeting was called to order at \_\_\_\_\_p.m. by Chair Michelle Ritcheson

2. Attendance:

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

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of April 25, 2018 as presented barring any errors or omissions.

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

5. Adjustments to the Agenda:

6. Good News & Recognition:

A. Report from Board's Student Representative

7. Public Comments:

8. Reports from Superintendent:

A. Items for Information

9. Administrator Reports:

A. Jen Gulko - NEASC Update

B. Cynthia Alexander - PEPG Update

10. Board Comments and Committee Reports:

A. Board Information Exchange and Agenda Requests

B. Strategic Communications

- Migration of Students & Exit Survey Update

- Satisfaction Survey Update

- Marketing Brochure

- C. Finance Committee
- D. Policy Committee

11. Policy Review:

A. Consideration and approval of the following Policies (1<sup>st</sup> Read)

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

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

B. Consideration and approval of the following Policy (2<sup>nd</sup> Read)

JFC – Dropout Prevention – Student Withdrawal from School

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

12. Unfinished Business:

A. Consideration and approval on additional FHS building construction projects.

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

13. New Business:

A. Consideration and approval of the Comprehensive Education Plan.

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

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

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

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

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

14. Personnel:

A. Nomination of Educators for the 2018-2019 School Year.

1) Nomination of Educators for 2<sup>nd</sup> Year Probationary Contracts:

Cathryn Bigley  
Kate Cass  
Amy Chaput  
Sara Domingo  
Jim Donoghue  
Emily Guyer  
Hannah Hebert  
Michelle Hill  
Bethany Jensen  
Amanda Martin

Melissa Mills  
Megan Nealy  
Jacqueline Pawling  
Jennifer Rosado  
Natalie Safley  
Anders Samuelson  
Leslie Thibeault  
Danielle Vinci  
Stephanie Weeks  
Amy Wheeler  
Jennifer Winkler

Action: To accept the nomination of the above personnel and to authorize the Superintendent of Schools to issue a contract for the 2018-2019 school year.

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

2) Nomination of Educators for 3<sup>rd</sup> Year Probationary Contracts:

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

Action: To accept the nomination of the above personnel and to authorize the Superintendent of Schools to issue contracts for the 2018-2019 school year.

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

3) Nomination of Educators for 1<sup>st</sup> Year Continuing Contracts:

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

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

Action: To accept the nomination of the above personnel and to authorize the Superintendent of Schools to issue contracts for the 2018-2019 school year.

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

- B. Consideration and approval to employ a Special Education Teacher at Freeport Middle School for the 2018-2019 School year.

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

- C. Consideration and approval to employ a Physical Education Teacher at Morse Street School for the 2018-2019 School year.

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

- D. Consideration and approval to employ a Special Education Teacher at Mast Landing School for the 2018-2019 School year.

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

- E. Consideration and approval to employ a World Language Teacher at Freeport High School for the 2018-2019 School year.

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

15. Public Comments:

16. Executive Session:

- A. Consideration and approval to enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Educator and Support Staff Negotiations for RSU No. 5.

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

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

17. Action as a Result of Executive Session:

- A. Consideration and approval to ratify the Coastal Education Association Bargaining Agreement September 1, 2018 – August 31, 2021.

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

- B. Consideration and approval to ratify the Coastal Education Association For Educational Support Professional Unit Bargaining Agreement July 1, 2018 – June 30, 2020.

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

18. Executive Session:

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

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

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

19. Action as a Result of Executive Session:

20. Adjournment:

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

RSU No. 5 Board of Directors Meeting  
Wednesday, April 25, 2018 – 6:30 p.m.  
Durham Community School - Cafeteria  
Meeting Minutes

4.A.

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

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the May 9, 2018 meeting).

**CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:43 p.m.

**MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten, Sarah Woodard. No Student Representative attended.

**MEMBERS ABSENT:**

**3. PLEDGE OF ALLEGIANCE:**

**4. CONSIDERATION AND APPROVAL OF MINUTES:**

**A. VOTED:** To approve the Minutes of March 21, 2018, March 28, 2018 and April 11, 2018 as presented barring any errors or omissions. (Woodard - Vertenten) (11 – 0)

**5. ADJUSTMENTS TO THE AGENDA:**

Item 6. FHS Odyssey of the Mind

Item 9. Bleachers for the Track and Field

**6. GOOD NEWS AND RECOGNITION:**

**A. FHS Odyssey of the Mind State Champions**

**VOTED:** To provide \$5,000 in funding for the first place Freeport High School Odyssey of the Mind Team to go to the World Finals. (Woodard - Sterling) (11 – 0)

**B. Durham Community School Update – Will Pidden**

**7. PUBLIC COMMENT:**

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

**8. SUPERINTENDENT'S REPORT:**

**A. Items for Information**

**1. District Happenings**

Retirement (at the end of the 2017-2018 school year)

-Patty McLaughlin – DCS 5<sup>th</sup> Grade Teacher

Resignation (effective March 23, 2018)

-Kate Papkee – FMS Ed Tech

**B. Administrator Reports**

**1. Finance – Michelle Lickteig**

**9. UNFINISHED BUSINESS:**

I move that the Board accept the bleacher bid submitted by Material Handling Sales, Inc and award the base bleacher contract to Material Handling Sales, Inc for a total base price of \$128,339 excluding additional necessary concrete slab work as determined by Carroll Associates, provided that this acceptance and award be subject to approval by the superintendent in consultation with legal counsel of a contract for that equipment and related installation work, and further provided that the superintendent is able to negotiate a price for the additional concrete slab work not to exceed \$17,500, or \$15,000 if this board accepts the additional bleachers add alternate.  
(Sterling - Steverlynck) (9 – 1 Brown) (1 Abstention - Vertenten - she is on the Tri-Town Track and Field Committee.)

I move that the Board accept the add alternate bid submitted by Material Handling Sales, Inc for additional bleachers and a press box and award that add alternate to Material Handling Sales, Inc, and that the additional bleachers and a press box add alternate be included in contract for bleacher equipment and related installation work, for a total contract price of \$229,297, including bleachers, additional seating and the press box but excluding additional necessary concrete slab work as determined by Carroll Associates and to be negotiated by the superintendent, provided that this acceptance and award be subject to approval by the superintendent in consultation with legal counsel of a contract for that equipment and related installation work.  
(Sterling – Galletta) (7 – 3 Ledbetter, Woodard, Brown (1 Abstention – Vertenten - she is on the Tri-Town Track and Field Committee.)

I move that the Board accept the add alternate bid submitted by Material Handling Sales, Inc for a press box and award that add alternate to Material Handling Sales, Inc, and that the press box add alternate be included in contract for bleacher equipment and related installation work, for a total contract price of \$199,297, including bleachers and the press box but excluding additional necessary concrete slab work as determined by Carroll Associates and to be negotiated by the superintendent, provided that this acceptance and award be subject to approval by the superintendent in consultation with legal counsel of a contract for that equipment and related installation work.

Amendment to motion:

(Steverlynck – Ledbetter) (3 – 7 deCsipkes, Morang, Brown, Sterling, Ritcheson, Clough, Galletta)  
(1 Abstention – Vertenten - she is on the Tri-Town Track and Field Committee.)

I move that the RSU be authorized to accept gifts from the Tri-Town Track and Field in the amount of up to \$150,000 for the bleacher [and press box] equipment project and that the superintendent be authorized to borrow up to \$73,000 from the capital reserve fund for cost of the contract for that equipment and installation work until those gifts are received.  
(Steverlynck – Sterling (9 – 1 Kate) (1 Abstention – Vertenten - she is on the Tri-Town Track and Field Committee.)

**10. NEW BUSINESS:**

**A. VOTED:** That pursuant to section 1485(4) of Title 20-A, the Finance Committee be authorized to transfer not more than 5% of the total appropriation for any cost center in the FY19 operating budget to another cost center or among other cost centers, provided that the total FY19 fiscal year operating budget shall not be increased by such transfers. (Steverlynck – Morang) (11 – 0)

**B. VOTED:** To employ Georgiana McAllister as a Literacy Strategist at Pownal Elementary School and Durham Community School for the 2018-2019 School year. (Ledbetter – Steverlynck) (11 – 0)

**C. VOTED:** To employ Maya Burns as a 5<sup>th</sup> Grade Teacher at Durham Community School for the 2018-2019 School year. (Steverlynck – Sterling) (11 – 0)

**D. VOTED:** To employ Caitlyn Hecox as a Speech Therapist at Morse Street School for the 2018-2019 School year. (Vertenten – Clough) (11 – 0)

**11. BOARD COMMENTS: (Reports from Sub-Committees)**

- A. Finance Committee
- B. Strategic Communications
- C. Policy Committee

**12. POLICY REVIEW:**

**A. VOTED:** To approve the 1<sup>st</sup> Read of Policy JFC – Dropout Prevention – Student Withdrawal from School. (Ledbetter – Clough) (11 – 0)

**TABLED** - IKAB – Grading System – Reporting Student Proficiency

**VOTED:** To continue the meeting after 10:00 p.m. (Steverlynck – Sterling) (10 – 1 Ledbetter)

**B. VOTED:** To approve the following Policies (2<sup>nd</sup> Read) (Vertenten – Woodard) (11 – 0)

IIB – Class Size

BEDBA – Agenda Format

IHBAI – Independent Educational Evaluations

**13. PUBLIC COMMENT:**

None

**14. EXECUTIVE SESSION: TABLED**

A. Consideration and approval to enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Educator and Support Staff Negotiations for RSU No. 5.


**15. ACTION AS A RESULT OF EXECUTIVE SESSION: TABLED**

A. Consideration and approval to ratify the Coastal Education Association Bargaining Agreement July 1, 2018 – July 30, 2021.

B. Consideration and approval to ratify the Coastal Education Association For Educational Support Professional Unit Bargaining Agreement July 1, 2018 – July 30, 2020.

**16. ADJOURNMENT:**

**VOTED:** To adjourn at 10:26 p.m. (Steverlynck – Sterling) (11 – 0)

  
Becky J. Foley  
Superintendent of Schools



# Memorandum

To: RSU5 Board of Directors  
 Cc: Nancy Drolet, CEA President  
 FR: Cynthia Alexander, Assistant Superintendent  
 DA: May 2, 2018  
 RE: Update on Performance Evaluation and Professional Growth System

The Performance Evaluation and Professional Growth Committee (PEPG) met monthly throughout the 2017-2018 school year. The focus of our work this year was on updating the Principal Growth and Evaluation Handbook. The revisions to this document are the result of the collaborative work of the committee.

The Principal Evaluation Handbook was purposefully aligned to be parallel to the Educator Evaluation Handbook. In blue, you will notice the language changes to the rubrics which reflect the professional practice.

The following indicators have substantive change:

- Attendance
- Balance
- Curriculum
- Feedback

We also illustrated the calculation process for SLOs for the principals, which are the assessments that are tied to student growth for evaluation purposes.

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

10.13

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

## RSU5 Resident Students Attending Other Schools as of October 1, 2016

School		Durham	Freeport	Pownal	Total
Acadia	Charter	1	0	0	1
Baxter Academy	Charter	5	13	3	21
Fiddlehead School of Arts & Science	Charter	5	0	0	5
Harpswell Coastal Academy	Charter	4	4	0	8
Maine Connections Academy	Charter	0	0	1	1
Maine Virtual Academy	Charter	1	1	0	2
Homeschooled (includes Freedom Christian Academy)	Homeschooled	23	13	11	47
Fryeburg Academy	Private	0	0	0	0
NYA	Private	2	25	5	32
Waynflete	Private	2	15	3	20
Maine Coast Waldorf (previously Merriconeag Waldorf)	Private	19	80	11	110
Friends School of Portland	Private	0	2	0	2
Breakwater School	Private	0	1	0	1
Chop Point School	Private	0	1	0	1
Royal Academy	Private	0	1	0	1
L'Ecole Francaise Du Maine	Private	1	15	1	17
Hyde School	Private	0	0	1	1
The Maine Girls Academy (previously Catherine Mcauley)	Private	0	0	4	4
Calvary Christian Academy	Private/Religious	0	1	0	1
Greater Portland Christian School	Private/Religious	2	4	0	6
Central Maine Christian Academy	Private/Religious	1	0	0	1
Lisbon Falls Christian Academy	Private/Religious	1	0	2	3
Pine Tree Academy	Private/Religious	4	21	2	27
Open Door Christian Academy	Private/Religious	6	0	0	6
Cheverus	Private/Religious	0	10	1	11
St. John's Catholic School	Private/Religious	13	3	0	16
Brunswick School Department	Public	11	1	0	12
Falmouth School Department	Public	0	3	0	3
Lisbon School Department	Public	2	0	0	2
MSAD15 Gray-New Gloucester	Public	4	1	0	5
MSAD 51 Cumberland/No. Yarmouth	Public	2	2	9	13
Yarmouth School Department	Public	0	11	2	13
RSU 17 Oxford Hills	Public	1	0	0	1
Morse High School	Public	0	1	0	1
Maine School of Science & Math	Public	0	2	0	2
Thornton Academy	Public	0	1	0	1
<b>Total</b>		<b>110</b>	<b>232</b>	<b>56</b>	<b>398</b>
*Information is from schools that report in Infinite Campus (State's Student Information System) and notification per Title 20-A M.R.S.A 5001-A(3)(A)(2)					

# SHINING EXAMPLES OF STUDENT SUCCESS

State Math Team Competition 2nd Place

Odyssey of the Mind World Competition

Governor's Young Writer of the Year Award

Maine Congressional Art Award Honorable Mention

1st Place WGME School Spirit Challenge

2nd Place Maine Inclusion Creative Expression  
Contest

MLTI Screensaver Competition Winners

1st Place Donate Life Poster Competition

Best in Show Maine Conservation Art Competition

One Act Play State Finalists

Student Written/Directed One Act Plays

Baseball State Champions

Nordic Ski Team State Finalists

Alpine Ski Team State Finalists

Classic Nordic Skiing State Championship

Maine Principals' Association Sportsmanship Award

## WHY WE LOVE RSU5

*"RSU5 doesn't just teach kids how to count, we teach them what counts the most!" - Teacher*

*"There is a strong sense of community and caring here... that everyone belongs and everyone is important. Teachers look ahead and forecast what students may need, and students look out for each other!" - Teacher*

*"Our schools put children's emotional well-being first, by supporting small classes and nurturing strong relationships between students and teachers. I enjoy the strong sense of community in our district. Teachers and staff know students intimately and nurture their love of learning. Students are encouraged to reach their potential." - Parent*

*"I like the yummy lunch food and all the books in the library." - Elementary Student*



RSU5

17 West Street, Freeport, ME 04032  
(207) 865-0928 \* [www.RSU5.org](http://www.RSU5.org)

10.B.

## RSU5

Serving the Communities of  
Durham, Freeport, Pownal

*Where students are encouraged  
to reach their potential*



Providing students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

# ABOUT OUR SCHOOLS

## Morse Street School - 21 Morse Street, Freeport

Grades: PreK-2  
 School Population: 252  
 Class size range: 18/1  
 Students advance to 3<sup>rd</sup>-5<sup>th</sup> grade at Mast Landing School.  
 (207) 865-6361

## Mast Landing School - 20 Mollymauk Lane, Freeport

Grades: 3-5  
 School Population: 228  
 Class size range: 21/1  
 Students advance to 6<sup>th</sup>-8<sup>th</sup> grade at Freeport Middle School.  
 (207) 865-4561

## Pownal Elementary School - 587 Elmwood Road, Pownal

Grades: PreK-5  
 School Population: 111  
 Class size range: 22/1  
 Students advance to 6<sup>th</sup>-8<sup>th</sup> grade at Freeport Middle School.  
 (207) 688-4832

## Durham Community School - 654 Hallowell Road, Durham

Grades: PreK-8  
 School Population: 437  
 Class size range: 22/1 (elementary) & 24/1 (middle school)  
 Students advance to 9<sup>th</sup>-12<sup>th</sup> grade at Freeport High School.  
 (207) 353-9333

## Freeport Middle School - 19 Kendall Lane, Freeport

Grades: 6-8  
 School Population: 348  
 Class size range: 23/1  
 Students advance to 9<sup>th</sup>-12<sup>th</sup> grade at Freeport High School.  
 (207) 865-6051

## Freeport High School - 30 Holbrook Street, Freeport

Grades: 9-12  
 School Population: 530  
 Avg. Student/Teacher Ratio:  
 Athletics: Class B, Western Maine Conference  
 (207) 865-4706

## RSU5 Central Office - 17 West Street, Freeport

(207) 865-0928 \* [www.RSU5.org](http://www.RSU5.org)

# RSU5 COMMUNITY

RSU5 is built from the communities of Durham, Freeport and Pownal, Maine. In 2017 US News and World Report ranked Freeport High School as the fifth best high school in the State. Our district is known for its exceptional performing and visual arts. Our highly competitive athletic teams frequently receive sportsmanship awards. We encourage our students to look beyond those numbers and create and embrace their own learning goals.



## ATHLETIC OFFERINGS

Football  
 Baseball/Softball  
 Lacrosse  
 Track & Field  
 Basketball  
 Unified Basketball  
 Nordic/Alpine Skiing



Cross Country  
 Tennis  
 Weight Room  
 Cheerleading  
 Soccer  
 Golf  
 Field Hockey

## CLUBS AND ENRICHMENT

Peace Garden Club  
 Latin Club  
 Drama Club  
 Model United Nations  
 Earth Club  
 Math Team



Art Club  
 Technology Club  
 Coding Club  
 Fishing Club  
 Music Club  
 Interact  
 Falcon Outlet  
 Science Olympiad



Model United Nations

## NOTABLE CURRICULUM OPPORTUNITIES

Gifted/Talented  
 Advance Placement (AP) Courses  
 Honors Courses  
 JMG-Jobs for Maine Graduates  
 Honors Chamber Choir  
 Region 10 Vocational Center



Region 10 CNA Students



FHS Musical "9 to 5"

District-wide PreK  
 STEM Programming K-12  
 Theatre Arts  
 Jazz Band  
 French/Latin/Spanish  
 Virtual High School  
 Student Mentorships



Durham • Freeport • Pownal

10.D

### Policy Subcommittee Report

Committee: Policy

Meeting date: April 27, 2018

Chair: Candy deCsipkes

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

Guests for part of the meeting: Maddy Vertenten, Valy Steverlynck, Lindsay Sterling, Darren Carter, Jen Gulko

#### Agenda Items and Discussion:

*The following policy was added to the agenda for discussion at the April 25, 2018 Board meeting.*

IKAB            Grading System- Reporting Student Proficiency

#### Review/Revise Policies:

*The following policies were reviewed with no changes recommended.*

None

*The following policies were discussed and will be brought to the Board for first read on May 9, 2018.*

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

*The following policy was discussed and will be further reviewed at a future Policy Committee meeting.*

JEA            Compulsory Attendance

The next meeting will be held on, May 18, 2018 at 8:30 a.m.

Submitted by: Cynthia Alexander



Durham • Freeport • Pownal

11.A.&B.

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

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

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

DATE: May 2, 2018

RE: Review/Update of Policies

At the May 9, 2018 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1<sup>st</sup> and 2<sup>nd</sup> Read. The policies are attached.

1<sup>st</sup> Read Policies

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

2<sup>nd</sup> Read Policies

JFC – Dropout Prevention – Student Withdrawal from School



## GRADING AND REPORTING SYSTEM-REPORTING STUDENT PROFICIENCY

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

Adopted: February 24, 2010

Reviewed: December 12, 2012

Revised: May 24, 2017

Revised:

## POST-SECONDARY ENROLLMENT OPTIONS

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

### Eligible Institutions

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

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

### Student Eligibility Requirements

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

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

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

### Exceptions to Eligibility Requirements

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

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

## **Awarding of Credits**

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

One high school graduation credit for a three-credit course taken under this policy shall be awarded as follows:

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

B. The course must meet any applicable standards.

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

D. Attendance must satisfy the instructor's requirements.

If the above criteria is met, the student shall receive one high school credit for each three credit course. The high school transcript will reflect a passing grade as a P for Pass, and a failing grade as an F. Neither will be calculated in the student's GPA.

## **Financial Assistance**

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

## **School Unit Reporting Requirements**

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

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

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

## STUDENT WELLNESS

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

### **Nutrition Standards**

~~The school unit will ensure that meals provided by its Food Services Program meet the nutrition standards established by federal regulations.<sup>1</sup> Sales of foods and beverages that compete with the school lunch program (and/or school breakfast program) must be in compliance with the Board's policy EPE, Competitive Food Sales/Sales in Competition with the School Food Services Program.~~

### **Assurance**

~~This policy serves as assurance<sup>2</sup> that school unit guidelines for reimbursable meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to the National School Lunch Act and the Child Nutrition Act.~~

### **Nutrition Education**

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

### **Physical Activity**

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

<sup>1</sup> Title 7-U.S. Department of Agriculture, Chapter II-Food and Nutrition Service, Department of Agriculture, Part 210-National School Lunch Program (7 C.F.R. § 210).

<sup>2</sup> See 42 U.S.C. § 1751(a)(2).

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

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

~~The Board may approve policy, regulations or guidelines for refreshments served at parties or celebrations during the school day or for food as rewards, or may delegate the responsibility for such regulations or guidelines to administrators at the district or school level.~~

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

### **~~Implementation and Monitoring~~**

~~The Superintendent/designee shall be responsible for the implementation of the wellness policy, for monitoring efforts to meet the intent of this policy, and for reporting to the Board on an annual basis.~~

~~Monitoring may include surveys or solicitation of input from students, parents, staff, and school administrators.~~

~~Reports may include, but are not limited to:~~

- ~~— A. — The status of the school environment in regard to student wellness issues~~
- ~~— B. — Evaluation of the school food services program and compliance with nutrition guidelines~~
- ~~— C. — Summary of wellness programs and activities in the schools~~
- ~~— D. — Feedback from students, parents, staff, school administrators and wellness committee~~
- ~~— E. — Recommendations for policy, program or curriculum revisions~~

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

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

- ~~A. — Board member;~~
- ~~B. — School administrator;~~
- ~~C. — Food Services Director/designee;~~

- ~~D. — Student representative;~~
- ~~E. — Parent representative; and/or~~
- ~~F. — Community representative.~~

~~The Wellness Committee may also include:~~

- ~~A. — School nurse;~~
- ~~B. — Teacher(s);~~
- ~~C. — Guidance counselor;~~
- ~~D. — Social worker;~~
- ~~E. — Community organization or agency representative;~~
- ~~F. — Other staff, as designated by the Board; and/or~~
- ~~G. — Other persons, as designated by the Board~~

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

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

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

### **~~Wellness Goals~~**

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

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

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

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

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

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

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

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

~~Appropriate professional development will be provided for food services staff.~~

### ~~Goals for Physical Activity~~

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

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

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

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

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

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

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

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

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

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

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

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

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

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

~~Schools will encourage maximum participation in school meal programs.~~

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

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

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

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

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

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

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

Legal Reference: — 42 U.S.C. § 1751

Adopted: July 8, 2009

Revised: November 28, 2012



## **STUDENT WELLNESS**

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

### **Nutrition Standards**

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

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

### **Water**

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

### **Nutrition Education**

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

### **Nutrition Promotion**

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

### **Staff Qualifications and Professional Development**

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

### **Physical Activity**

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

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

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

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

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

### **Leadership**

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

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

### **Annual Notification of Policy**

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

### **Triennial Progress Assessments**

Every three years, the Director of School Nutrition will:

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

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

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

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

The school unit's priorities change;

Community needs change;

Wellness goals are met;

New evidence-based health science emerges; or

New or updated Federal or State regulations are issued.

### **Parent Communications**

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

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

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

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

Displays, such as vending machine exteriors;

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

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

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

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

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

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

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

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

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

The Wellness Committee may also include:

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

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

G. Other persons, as designated by the Board.

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

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

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

### **Wellness Goals**

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

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

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

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

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

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

Appropriate professional development will be provided for food services staff.

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

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

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

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

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

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

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

### **Goals for Physical Activity**

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

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

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

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

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

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

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

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

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

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

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

### Goals for Other School-Based Activities

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

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

Schools will encourage maximum participation in school meal programs.

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

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

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

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

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

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

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

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

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

## **DROPOUT PREVENTION STUDENT WITHDRAWAL FROM SCHOOL**

The Board believes that a high school diploma signifies the minimum preparation for success in life. Therefore, the Board strongly urges school administrators, staff, parents, and members of the community to encourage students to remain in school through high school.

### **Dropout Prevention Committee**

In order to reduce the school dropout rate, the Superintendent shall establish a Dropout Prevention Committee to study the problem of dropouts, habitual truancy, and the need for alternative programs, kindergarten to grade 12. The Committee will meet at least annually, make recommendations for addressing the problem, and submit a plan of action to the Board in accordance with the provisions in Maine law.

The Committee will consider the following when developing its plan: reasons why students drop out of school; maintenance of continuing contacts with recent dropouts in order to extend opportunities for alternate educational programs, counseling, and referral; education of teachers and administrators about the dropout problem; use of human services programs to help dropouts; the Board's policies on suspension, expulsion, and other disciplinary action; and discriminatory practices and attitudes within the unit.

### **Committee Membership**

As required by law, the Dropout Prevention Committee shall be composed of the following members:

- A. A member of the Board selected by the Board;
- B. A school administrator selected by the Superintendent;
- C. A teacher and a school counselor selected by the teachers' organization;
- D. A parent selected by the local organized parent group, or by the Board if no such group exists;
- E. A school attendance coordinator from the school system 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.

The Board recognizes the importance of success as a motivator and as a factor in a student's commitment to education. Students who have been identified as being at risk of dropping out will be (or: should be) encouraged to participate in the alternative educational programs that are offered in this school unit or in other instructional, vocational or social service programs for which they may be eligible.

**Student Withdrawal from School**

School administrators shall arrange for regular contacts to be made with students who have withdrawn from school for the purpose of informing them of the process for readmission, making them aware of alternatives in the community for continuing their education and stating the school unit's willingness to assist them in their educational efforts.

Legal Reference: 20-A MRSA §§ 5001-A; 5051-A; 5102-5104-A  
Chapter 125 (Maine Dept. of Education Rules)

Cross Reference: JEA - Compulsory Attendance  
JHB – Truancy

Adopted: July 8, 2009  
Revised: January 23, 2013  
Revised: \_\_\_\_\_

## Memorandum

To: RSU5 Board of Directors and Superintendent Dr. Becky Foley  
From: Cynthia Alexander, Asst. Superintendent  
Date: May 2, 2018  
Re: Comprehensive Education Plan

The Board is required to have in place a Comprehensive Education Plan (CEP). This plan contains copies of all state required policies, procedures, forms and other documents.

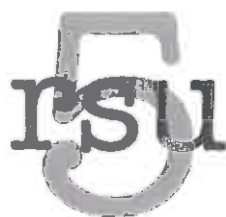
Annually, the Comprehensive Education Plan is updated as policies and procedures may change due to new regulations. Each year we ask the Board to affirm our updated Comprehensive Education Plan with a vote from its members.

The 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.

Here are the 2017-2018 updates to the CEP:

- Crisis Response Plan- related policy EBCA was revised on 10.25.17
- Library Media Resources and Instructional Materials- related policy IJJ was reviewed on 10.25.17
- Professional Staff Development Plan- related policy GCI was reviewed on 1.24.18
- Personnel Plan - added Board approved Educator Evaluation Plan
- Professional Educator Certification- website page updated
- Administrator Recertification Plan- added updated plan
- Student Dropout Prevention Plan- In the process of updating related policy JFC (2nd read 5.9.18)
- Special Education Plan- reviewed related policy IHBAA 2.28.18
- Early Childhood Plan- added PK monitoring report,
- Education of the Gifted and Talented - added current application
- Comprehensive Guidance Plan- Student Service Personnel updated
- Plan for Use of ESSA Funds- Added the approved ESSA funds application.

Cynthia Alexander,  
Assistant Superintendent



RSU5  
Durham – Freeport – Pownal  
Growth & Evaluation

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

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

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

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

### **Implementation Timeline**

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

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

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

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

~~18/19 – Professional practice and professional growth for all educators and two student growth measures:~~

### **Process to move forward**

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

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

## Based on Kim Marshall Principal Evaluation Rubrics

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

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

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

2. The rubrics are designed to give principals and other school-based administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits. To knowledgeably fill out the rubrics, a supervisor needs to have been in the school frequently throughout the year; it is irresponsible to fill out the rubrics based on one visit and without ongoing dialogue.
3. The Effective level describes solid, expected professional performance; any administrator should be pleased with scores at this level. The Highly Effective level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. Improvement Necessary indicates that performance has real deficiencies and must improve (although some novice administrators might start here). And performance at the Does Not Meet Standards level is clearly unacceptable and will lead to dismissal if it is not improved immediately.
4. To score, read across the four levels of performance for each criterion, find the level that best describes the principal's performance, and circle or highlight it. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.
5. Evaluation conferences are greatly enhanced if the supervisor and administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the supervisor has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. Supervisors should go into evaluation process with some humility since they can't possibly know everything about an administrator's complex world. Similarly, administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly it's directly linked to school leadership. How student results factor into evaluation is for each district or governing board to decide.
6. Some supervisors sugar-coat criticism and give inflated scores to keep the peace and avoid hurting feelings. This does not help an administrator improve. The kindest thing a supervisor can do for an underperforming administrator is give candid, evidence-based feedback and robust follow-up support. Honest scores for all the administrators in a district can be aggregated into a spreadsheet that can give an overview of leadership development needs (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 <del>December 15</del> <u>January 15</u>	Principal completes mid-year reflection on goals in e-portfolio	
<del>May</del> <u>July/August/September</u>	Goal presentation, summative write up, and comments. Principal meets with evaluator to discuss overall rating and goal setting for following year tied to evaluation standards	

## **A I. Diagnosis and Planning**

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

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

## B II. Priority Management and Communication

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



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

### € III. Curriculum and Data

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

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

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

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

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

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

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

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

## F VI. Management and External Relations

The principal	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
<b>a. Strategies</b>	Implements proven <del>Consistently</del> is up-to-date on research based macro strategies (c.g., looping, class size reduction) that boost student learning.	<del>Suggests</del> Identifies effective research based macro strategies (c.g., looping, team teaching) to improve student learning.	Explores macro research based strategies that might improve achievement.	Plays it safe and sticks with the status quo.
<b>b. Scheduling</b>	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
<b>c. Movement</b>	Ensures efficient, friendly student entry, dismissal, meal times, transitions, and recesses every day.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.
<b>d. Custodians</b>	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
<b>e. Transparency</b>	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members know how and why key decisions are being made.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
<b>f. Bureaucracy</b>	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.
<b>g. Budget</b>	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.
<b>h. Compliance</b>	Fulfills all compliance and reporting requirements and creates new opportunities to support staff compliance and training. <del>learning.</del>	Fulfills compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance and district and other external requirements.
<b>i. Relationships</b>	Builds strong relationships with key district and external personnel and gets them excited about the school's mission.	Builds relationships with district and external staffers so they will be helpful with paperwork and process.	Is correct and professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.

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

## ~~Student Level Data Worksheet~~

~~This Needs to be revised~~

~~Achievement Assessment~~ \_\_\_\_\_ ~~Grade levels tested~~ \_\_\_\_\_

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

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

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

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



## Self-Reflection/Assessment

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



## Evaluation Worksheet Page

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

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

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

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

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

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

#### A. Diagnosis and Planning:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### B. Priority Management and Communication:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### C. Curriculum and Data:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

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

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### E. Discipline and Parent Involvement:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

#### F. Management and External Relations:

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

### Overall Rating (80%)

Highly Effective    Effective    Improvement Necessary    Does Not Meet Standards

~~OVERALL COMMENTS BY SUPERVISOR:~~

~~OVERALL COMMENTS BY ADMINISTRATOR:~~

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

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

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

Example:

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

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

Total SLOs = 24

Made Growth 17/24 = 71%

Use the growth ratings to determine the effectiveness score:

Effective score of 3

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

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

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

**Student Growth 20% Rating**

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

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

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

		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Student Growth</b> </div>			
		<b>0 – 40</b> <b>Ineffective</b> <b>1</b>	<b>41-69</b> <b>Needs</b> <b>Improvement</b> <b>2</b>	<b>70 – 84</b> <b>Effective</b> <b>3</b>	<b>85 – 100</b> <b>Highly</b> <b>Effective</b> <b>4</b>
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Professional Practice</b> </div>	<b>Ineffective</b> <b>1</b>	Ineffective	Ineffective	Review	Review
	<b>Needs</b> <b>Improvement</b> <b>2</b>	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement
	<b>Effective</b> <b>3</b>	Review	Effective	Effective	Effective
	<b>Highly</b> <b>Effective</b> <b>4</b>	Review	Effective	Highly Effective	Highly Effective

Evaluator comments:

Administrator comments:

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

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

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

## Sources

- ~~“Assessing and Developing Principal Instructional Leadership” by Philip Hallinger and Joseph Murphy, Educational Leadership, September 1987~~
- ~~“Assessing Educational Leaders, Second Edition (Corwin, 2009)~~
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## Acknowledgements

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

13.C.

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Budget Allocation and Assessment.

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

- ii. By January 30 of each year, each Member shall be assessed a membership fee and an annual service allocation fee for the following fiscal year. Unless otherwise provided in a Board of Directors' policy, the Members shall pay their respective membership and service allocation fees to the GSEA in two semi-annual installments in July and January of each fiscal year.
    - iii. After taking into account other revenues, the annual membership fee of each Member shall be in such an amount as to provide the GSEA with sufficient funds to operate during the fiscal year after taking into account other sources of anticipated revenue including state subsidy and anticipated service allocation fees.
  - D. Expenditure of Funds; Balanced Budget. All funds of the GSEA may be used by the Board of Directors in a manner consistent with this Agreement, any applicable grant agreements, and state and federal regulations. GSEA fund balances may, at the discretion of the Board of Directors (i) be used to reduce the operating costs of the GSEA; (ii) be accrued in reserve and contingency funds; or (iii) be equitably credited or rebated to each Member. Anticipated carryover funds at the end of a fiscal year may be returned to the GSEA to support its continued growth and reduce Member costs in succeeding fiscal years. To maintain a balanced budget, the GSEA shall return any funds in excess of the anticipated carryover funds to its Members in equitable shares per Member.
  - E. Invoices; Payments Due. The Board of Directors shall determine the process, schedules, and deadlines related to invoicing and payments due (including for membership and service allocation fees) consistent with this Agreement and applicable laws and rules.
  - F. State Subsidy. A regional service center may lose its eligibility for direct state funding pursuant to 20-A M.R.S. §3806 if it does not provide at least two functions, programs or services in at least two of the categories set forth in 20-A M.R.S. § 15683-C.
  - G. Transition Plan for FY 2019. Notwithstanding Section 17.B ("Annual Operating Budget"), the GSEA budget for Fiscal Year FY 2018-2019 shall be the budget attached hereto as Schedule A.
17. Withdrawal; Termination; Dissolution; Transfer.
- A. Withdrawal. Any Member may withdraw from the GSEA effective at the end of a fiscal year, provided that the withdrawing Member satisfies applicable state law (including without limitation 20-A M.R.S. § 3802(13)) and gives written notice to the Board of Directors not later than November 1 preceding the end of a fiscal year. The Director representing the withdrawing Member shall enter into a withdrawal agreement with the Board of Directors on terms acceptable to the Board of Directors. Any withdrawal agreement involving the withdrawal of a Member must be consistent with the following conditions and understandings:
    - i. The Director representing a withdrawing Member shall be recused from participating in or voting as a Director on any matter relating to the withdrawal from the date that written notice of the withdrawal is provided to the Board of Directors.

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

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

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

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

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

[SIGNATURE PAGES FOLLOW]



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

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

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

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

\_\_\_\_\_  
Date

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

---

Mary House  
Chair of the Board of Education

---

Date

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

---

Jim Violette  
Chair of the School Committee

---

Date

MAINE SCHOOL ADMINISTRATIVE  
DISTRICT NO. 6

---

Lester R. L. Harmon  
Chair of the School Board

---

Date

MAINE SCHOOL ADMINISTRATIVE  
DISTRICT NO. 15

---

Tina Martell  
Chair of the School Board

---

Date

REGIONAL SCHOOL UNIT NO. 5

---

Michelle Ritcheson  
Chair of the School Board

---

Date

REGIONAL SCHOOL UNIT NO. 14

---

Diana Froisland  
Chair of the School Board

---

Date

APPROVED BY THE COMMISSIONER,  
MAINE DEPARTMENT OF EDUCATION

\_\_\_\_\_  
Robert G. Hasson, Jr.

\_\_\_\_\_  
Date

INTERLOCAL AGREEMENT FOR THE  
GREATER SEBAGO EDUCATION ALLIANCE REGIONAL SERVICE CENTER

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

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