

POLICY COMMITTEE MEETING

**November 4, 2019
Central Office – Library
4:30 PM**

AGENDA

COMMITTEE MEMBERS:

N. Carlow E. Creutz E. Forestiere
E. DeCotiis R. Deakin

1. Call to Order
2. BEB – Board Member Use of Social Media (20 mins)
3. DBJ – Transfer of Funds (5 mins)
4. DFAA – Contingency Fund (5 mins)
5. DJC – Petty Cash (5 mins)
6. ACA – Gender Neutral Language (5 mins)
7. GCOA – Supervision and Evaluation of Professional Staff (5 mins)
8. GCOA-R – Supervision and Evaluation of Professional Staff Administrative Procedure (10 mins)

NEXT MEETING: November 18, 2019

MSAD 6

BOARD MEMBER USE OF SOCIAL MEDIA

The Board recognizes that many, if not most, of its members are active users of social media, including but not limited to, online platforms such as Facebook and Twitter, and other digital media such as blogs and personal websites. The Board understands that while social media can be a positive tool for supporting schools and encouraging community engagement, Board members need to be aware of the legal and ethical considerations that arise when they post, “message,” or otherwise interact with others on social media platforms.

It is not the intent of this policy to interfere with or restrict a Board members’ freedom of speech, but to set standards [**OR: expectations**] for social media conduct that are consistent with law and Board policy, including the Board’s Code of Ethics.

Board members shall comply with the following provisions:

- Board members shall not post on social media or engage in online discussions as a substitute for deliberations at Board meetings. Board members should be aware that social media activity can be perceived as a meeting if a sufficient number (a quorum) of Board members are involved on the site to influence or determine the course of action that will be taken by the Board, even if other people are posting to the site as well.
- Board members should be aware that any posting that pertains to school unit matters may create a “record” that is subject to laws and regulations pertaining to the retention and disposition of local government records, and to discovery in legal proceedings involving the Board or the school unit.
- Board members shall avoid disclosing confidential or personally identifiable information about students (including images), school unit employees, or Board matters or discussions that have taken place in executive sessions. Board members shall comply with the same standards as school employees with regard to confidential information.

Board members should adhere to the following ethical guidelines when using social media in their role as public officials:

A Board member should:

- Recognize that he/she has no authority to speak on behalf of the Board unless specifically designated to do so, and make it clear that he/she is speaking in his/her individual capacity;
- Feel free to invite the public to upcoming school district events, share information about public hearings on bills that affect the schools, and share links to public information about the district (e.g. the proposed budget), and the like, but be clear that he/she is doing so as an individual and not in any official capacity;
- Conduct himself/herself on social media in a manner that reflects well on the Board and on the school unit, and with the decorum expected of an elected official;
- Avoid posting in anger, even when provoked;
- Refrain from harassing, defaming, or disparaging fellow Board members or others based on racial, religious, or other personal characteristics;
- Keep deliberations within meetings of the Board;
- Take care to avoid disclosing confidential or personally identifiable information about students (including images), school unit employees, or Board discussions that have taken place in executive sessions;
- Avoid posting information that is misleading or inaccurate or which is has not been released to the public;
- Not make any promise that he/she will vote in a particular way;
- Avoid posting content that indicates he/she has reached an opinion on a pending matter;
- Direct persons presenting concerns or complaints through social media to follow the Board's policy pertaining to public concerns and complaints;
- When summarizing discussion or action that took place at Board meetings, share only information from open meetings and make it clear that the posting is not an official record of the meeting. A Board member should never disclose discussions that have occurred in executive session.

- Retain electronic records, including the Board member's own posts and content others post to the Board member's account when required to do so by law, regulations, or legal process.
- Comply with the school unit's acceptable use rules, as applicable to school unit employees, when using school-unit owned devices or technology resources, or when accessing the Internet through school unit's network using a personal device.

Legal reference: 1 MRSA § 401 et seq.
20-A MRSA § 6001-6002
20 USC § 1232g

Cross Reference: BBAA–Board Member Authority and Responsibilities
BCA–Board Member Code of Ethics
BEC–Executive Sessions
GBJ–Personnel Records and Files
JRA–Student Education Records and Information
KE–Public Concerns and Complaints

PLEASE NOTE MSMA sample policies and other resource materials do not necessarily reflect official Association policy. They are not intended for verbatim replication. Sample policies should be used as a starting point for a board's policy development on specific topics. Rarely does one board's policy serve exactly to address the concerns and needs of all other school units. MSMA recommends a careful analysis of the need and purpose of any policy and a thorough consideration of the application and suitability to the individual school system.

MSMA sample policies and other resource materials may not be considered as legal advice and are not intended as a substitute for the advice of a board's own legal counsel.

Maine School Administrative District No. 6

POLICY: Transfer of Funds

FILE: DBJ

FIRST READING:

PAGE 1 of 1

ADOPTED: April, 1985

REVIEWED: February 8, 1999

All transfer of funds between the major classifications *of* the budget, as described in the Operational Budget Summary of the Annual Report, shall be subject to the approval of the Board. The Board shall be provided with complete information regarding the funds available, the proposed expenditure, and reserves.

Maine School Administrative District No. 6

POLICY: Contingency Fund

FILE: DFAA

FIRST READING:

PAGE 1 of 1

ADOPTED: April 1, 1985

REVIEWED: March 1, 1999, January 18, 2000

REVISED: March 6, 2000

The M.S.A.D. #6 School Board defines the Contingency Fund as a fund to be used to pay unanticipated expenses which cannot be advantageously postponed to the next fiscal year. The Board recognizes that unique situations may occur which require making an exception, but in general it intends to adhere to the following procedure when dealing with the use of money from the Contingency Fund.

1. The Board will budget only for those expenses which appear likely to occur within the fiscal year in its Operational Budget.
2. When an unanticipated expense occurs, or need arises, the Board will use Operational Budget funds to pay for it if that can be done without eliminating budgeted expenditures.
3. If sufficient surplus funds (e.g., money saved through the bid process, savings due to staff turn-over) are not sufficient to pay the unanticipated expense, Contingency Fund money will be used for that purpose.
4. Any expenditure of Contingency Fund money will be authorized by the Board on an individual case basis.

Maine School Administrative District No. 6

POLICY: Petty Cash Fund

FILE CODE: DJC

ADOPTED: July 8, 1991

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REVIEWED: March 1, 1999, October 4, 1999, January 18, 2000

REVISED: March 22, 1999, October 18, 1999, March 6, 2000

Often it is necessary to make small purchases on behalf of the District when it would be inefficient to prepare a purchase order. To meet this need, a petty cash fund may be established as follows:

A petty cash fund may be established by the school requesting it through the principal.

This fund may be for no more than \$100 for each elementary school, \$100 for adult education, \$100 for food service, \$150 for transportation, \$200 for middle school, \$200 for special education, \$300 for central office, \$400 for maintenance, and \$500 for high school.

Petty cash funds are subject to audit in the total amount approved. This amount must be on hand in the form of either cash or receipts at all times. The custodian of the fund is responsible for the fund and its safekeeping. Receipts or statements must be obtained that substantiate use of the cash.

Petty cash funds are only for the purpose of infrequent purchases. A separate purchase should not exceed \$25.00 for reimbursement from petty cash. Total aggregate purchases shall not exceed the total amount authorized.

All petty cash must be reconciled (SAD #6 form B010 attached) and a receipt attached to reconciliation statement when submitting to central office for reimbursement of petty cash funds.

Petty cash funds must be closed out at the end of each fiscal year or reconciled as appropriate by the auditor.

Gender Neutral Language

The Board directs all staff members to be especially alert to and avoid the use of sexist or other discriminatory language in all communications, both oral and written.

Cross Reference: AC – Nondiscrimination/Equal Opportunity and Affirmative Action

Adopted: October 3, 2011
Reviewed: May 18, 2015

Supervision and Evaluation of Professional Staff

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes is vital to the ongoing improvement of the instructional program. It is incumbent upon this Board to ensure that sufficient administrative time and energy are expended to supervise (observe and assist) and evaluate (measure and assess) teachers. The evaluation program will address all aspects of teaching performance and recognize that the fulfillment of student needs is of primary importance.

The Superintendent will be responsible for development, implementation and periodic review of a comprehensive program of supervision and evaluation. The program will provide for minimum standards for the number and frequency of formal performance reviews, with the understanding that probationary teachers require closer support and more frequent performance reviews.

- A. Evaluative criteria will be in written form and made permanently available to the teacher;
- B. Evaluations will be made by an immediate supervisor/administrator;
- C. Results of the evaluations will be put in writing and will be discussed with the teacher;
- D. The teacher being evaluated will have the right to attach a memorandum to the written evaluation; and
- E. Results of all evaluations will be kept in confidential personnel files maintained at the Superintendent's office.

In keeping with the Board's goal of employing the best qualified staff to provide quality education for all students, all teachers are expected to participate fully in the evaluation process, self-appraisal and continuous improvement of professional skills.

While supervision and evaluation policies and procedures are not negotiable in collective bargaining, the Superintendent is to seek appropriate involvement of staff in the development and periodic review of the supervision and evaluation program.

Legal Reference: 20-A MRSA §§ 1055, 13201; 13701-13706, 13802
Me. Dept. of Ed. Rule Ch. 125 §§ 4.02(E)(3), 8.08

Cross Reference: GCOA-R – Supervision and Evaluation of Professional Staff –
Administrative Procedure

ADOPTED: November 19, 1979

REVIEWED:

REVISED: March 4, 1985; December 1992; October 7, 2013; May 16, 2016

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**Supervision and Evaluation of Professional Staff
Administrative Procedure**

I. Renewed Contract Teachers Will be Placed on a Three (3) Year Evaluation Cycle

A. Years One and Two

During years one (1) and two (2), the iObservation survey form is to be completed with goals outlined and dates for monitoring. The teacher will meet with the administrator to review their goals and assess the alignment with the district's goals/direction. At the beginning of each school year, no later than October 31st, the iObservation goals planning form will be submitted in final form to the building administrator. ~~The iObservation goals planning form will then be submitted to the Superintendent no later than November 15th and will be placed in the teacher's personnel file.~~ The teacher and administrator meet mid-year to assess the plan and make any needed adjustments. The teacher completes a self-assessment (reflection) of the iObservation goals planning form at the end of the school year to be submitted to the administrator no later than June 1st. All professional development activities approved for the individual will be derived from the iObservation goals planning form during the year in which it is active. The iObservation goals planning form and reflection are maintained as part of the three-year evaluation cycle for each teacher.

It is encouraged that teachers select a mentor during this two-year cycle and that release time during preparation periods is available for peer observations and support. The administrator as part of the observation/evaluation cycle will not use peer mentoring and observations unless specifically requested by the teacher.

B. Year Three

During year three, the teacher creates an iObservation goals planning form and follows the same sequence as in years one and two. The teacher also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and model for teacher effectiveness. The teacher is observed and receives feedback using the evaluation form at least three times during that year with a summative evaluation completed by June 1st of that evaluation year.

C. Formal Observation/Evaluation Cycle for Renewed Contract Teachers During Year Three

Observations:

- November 1
- February 1
- April 15

Evaluation:

- June 1

D. A teacher who is deemed to not satisfactorily meet competencies during the year three cycle will be placed on a corrective action plan for the next two consecutive years, beginning in the fall following the unsatisfactory evaluation. The administrator who will be completing the observations/evaluation will develop a corrective action plan that will be shared with the teacher. If a renewed contract teacher is placed on corrective action because of an unsatisfactory evaluation, the observation/evaluation cycle will occur as follows:

Formal Observation for Corrective Action of Renewed Contract Teacher:

- October 1
- November 1
- January 1

Evaluation:

- February 1

In the instance that a renewed contract teacher is not recommended for renewal at the end of the two-year corrective action cycle, the individual must be aware and the Board must take action before February 27th of the second year of the cycle to meet state non-renewal notice requirements.

If a teacher is deemed in need of improvement outside the three-year cycle, this will occur with a specific improvement plan developed by the administrator targeting improvement goals, activities to support the goals, outcome target dates,

and specific recommendations for continued improvement once plan goals have been achieved. The tool and forms for evaluation and cycle of observation and feedback in this situation might vary from the format of the three-year cycle described above. This phase of the evaluation process is corrective in nature and falls outside the normal evaluation cycle. A teacher who is in the corrective cycle must be aware that this is a serious step in correcting his/her teaching practices and could lead to a recommendation of termination if not successful in achieving outcomes over a two year period of time. This two-year period aligns with the current state law (LD 1858) governing teacher improvement and evaluation.

II. ~~Three~~ Two-Year Probationary Status Teachers' Evaluation Cycle

- A. Probationary teachers will be placed on a ~~three (3)~~ two (2) year formal evaluation cycle. During ~~all three~~ both years, teachers will complete an iObservation goals planning form with goals outlined and monitored by the teacher and administrator. The teacher meets with the administrator to review their goals and assess the alignment with the district's goals/direction. At the beginning of each school year, no later than October 31st the iObservation goals planning form will be submitted in final form to the building administrator. ~~The iObservation goals planning form will then be submitted to the Superintendent no later than November 15th and will be placed in the teacher's personnel file.~~ The teacher and administrator meet after each formal observation to assess the plan and make any needed adjustments. The teacher completes a self-assessment (reflection) of the iObservation goals planning form at the end of the school year. All professional development activities approved for the teacher will be derived from the iObservation goals planning form during the year in which it is active. The iObservation goals planning form and reflection are maintained as part of the three-year evaluation cycle for each teacher. The probationary status teacher is observed at least three times during the year using the evaluation tool. The dates of completion and submission to the Superintendent by the administrator are as follows:

Formal Observations

- November 1
- February 1
- April 1

Formal Evaluation due to Superintendent with recommendation of renewal/non-renewal:

- April 15
- B. The Board must take action of non-renewal of a probationary status teacher and the teacher must be given notice of non-renewal no later than May 14. It is encouraged that teachers select a mentor during this two-year cycle and that release time during preparation periods is available for peer observations and support. The administrator as part of the observation/evaluation cycle will not use peer mentoring and observations unless specifically requested by the teacher.
- C. During year ~~two~~ ~~three~~, the teacher creates an iObservation goals planning form and follows the same sequence as in years one ~~and two~~. The teacher also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and model for teacher effectiveness. The teacher is observed using the evaluation tool at least three-times during that year with a summative evaluation completed by April 15th of that evaluation year.

Teacher evaluators might not be the individual's building administrator. The administrator might be any individual in the district who meets the requirement of being an evaluator. This is being done to insure that teacher evaluations are being completed and that teachers are provided with objective feedback on their performance in the classroom. Administrator teams may be developed to support the teacher evaluation process. This will allow teams of administrators to dedicate their time to a particular building and insure that teachers are provided feedback. Once an administrator is assigned to a teacher, that person will remain the teacher's primary evaluator for the duration of the formal evaluation cycle unless the superintendent determines the need for reassignment.

~~III. Student Growth Measure Requirements~~

~~During the three-year evaluation process, each teacher is expected to prepare, develop, and implement Student Growth Measures to track student progress.~~

- ~~A. Year One Each Teacher Tracks One Student Growth Measure~~
- ~~B. Year Two Each Teacher Tracks Two Student Growth Measures~~
- ~~C. Year Three Each Teacher Tracks at Least Two Student Growth Measures~~

~~A. Step One: Preparing the Student Growth Measures~~

~~The following information is needed in order to proceed:~~

- ~~• The instructional student cohort for which the teacher is the teacher of record;~~
- ~~• The other teacher(s) (if applicable) of record for the instructional cohort;~~
- ~~• Student demographics and baseline data;~~
- ~~• The interval of time of the learning experience; and~~
- ~~• The curricular standards associated with the learning experience.~~

~~B. Step Two: Developing the Student Growth Measures~~

- ~~• Select/Create Summative Assessments;~~
- ~~• Determine growth targets for instructional cohort written in a SMART goal format;~~
- ~~• Identify key instructional strategies to support student growth; and~~
- ~~• Plan for using the formative assessment process to adjust instructional approaches.~~

~~C. Step Three: Approving the Student Growth Measure(s)~~

- ~~• Peer review of the Student Growth Measures;~~
- ~~• Peer preapproval of the Student Growth Measures;~~
- ~~• Submittal of the preapproved Student Growth Measures to the supervising administrator; and~~
- ~~• Final approval of the Student Growth Measures.~~
- ~~•~~

Allowable Exemptions

~~If a student within a cohort has an emergency situation such as a death in the family or a serious illness, the student would be exempt from the growth expectations as these would be situations beyond the influence of the educator.~~

IV. III. Peer Observation/Review/Collaboration

The Marzano Framework includes (through iObservation) the functionality for educators to conduct peer observations and provide feedback or review of educator performance, evidence and Growth Plans. This component is included for educators to utilize for formative evaluation purposes only. Any such feedback or review will not be included in

determining the summative effectiveness rating. It is at the sole discretion of the teacher whether any or part of peer observations or reviews are included in an observation or final evaluation.

Teachers have opportunities to share, learn and continually improve their practice. Peer reviews or observations with feedback cannot be seen by administrators or evaluators unless a teacher copies and pastes that feedback into their iObservation Growth Plan or prints and shares it with the evaluator.

Cross Reference: GCOA – Supervision and Evaluation of Professional Staff