

## **POLICY COMMITTEE MEETING**

**November 18, 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. Input from the Superintendent (10 mins)
  - ~ Policy Reduction
  - ~ Policies for Future Meetings
3. GCOA-R – Supervision and Evaluation of Professional Staff Administrative Procedure (5 mins)
4. EFE – Competitive Food Sales (5 mins)
5. DIE – Audits/Financial Monitoring (5 mins)
6. DJA – Paying for Goods and Services (5 mins)
7. DJB – Budget as Spending (5 mins)
8. GCOAA – Supervision and Evaluation of School Counselors (5 mins)
9. GCOAA-R – Supervision and Evaluation of School Counselors Administrative Procedure (5 mins)
10. GCOC – Evaluation of Administrative Staff (5 mins)
11. GCOC-R – Evaluation of Administrative Staff – Administrative Procedure (5 mins)

**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 31<sup>st</sup>, 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 15<sup>th</sup> 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 1<sup>st</sup>. 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 1<sup>st</sup> 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 27<sup>th</sup> 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-Year Probationary Status Teachers' Evaluation Cycle For Teachers Hired in *School Years 2018-2019 and 2019-2020***

- A. Probationary teachers will be placed on a three (3) year formal evaluation cycle. During all three 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 31<sup>st</sup> 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 15<sup>th</sup> 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 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 15<sup>th</sup> 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. Two-Year Probationary Status Teachers' Evaluation Cycle For Teachers Hired in School Year 2020-2021 and Beyond**

- A. Probationary teachers will be placed on a **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 31<sup>st</sup> 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 15<sup>th</sup> 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
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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 ~~three~~ **two**, 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 15<sup>th</sup> 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.

#### **IV. ~~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 serious illness, the student would be exempt from the growth expectations as these would be situations beyond the influence of the educator.~~

#### **IV. 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

Effective: October 7, 2013

Revised: May 16, 2016; November 4, 2019

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**Competitive Food Sales – Sales of Foods in Competition  
With the School Food Service Program**

MSAD 6 supports good nutrition as part of a school environment that contributes to student health and encourages positive food choices and eating habits. The Board believes that nutrition influences a student's ability to take full advantage of the school system's educational program and is, therefore, related to student achievement.

The Board also recognizes that proceeds from the sale of foods and beverages outside of the School Lunch program ("competitive foods") are a significant source of funds for student activities that MSAD 6 might not otherwise be able to provide.

The Board has adopted this policy to ensure that all food and beverages sold or served outside of the total School Nutrition Program to all students on the school campus support healthy eating and meet the Federal Smart Snack in Schools standards.

Definitions

Competitive Food means all food and beverages other than meals reimbursed under the programs authorized by the National Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

School day means, for the purpose of competitive food standards implementation, the period from the midnight before to 30 minutes after the end of the official school day.

Restriction On Sale of Competitive Foods

Any food or beverage sold at any time on school property by a school participating in the National School Lunch or Breakfast Programs will be a planned part of the total School Nutrition Program of the school and will include only those items which meet or exceed applicable state and federal nutrition requirements. All food and beverage sales to students during the school day will meet USDA Smart Snacks in School standards. Any food or beverage sale may not take place in competition with the National School Lunch or Breakfast Program during the School Day

The Board permits the sale of food and beverages outside the School Nutrition Program during the school day to:

1. State-approved instructional Career and Technical Education (CTE) programs;
2. Attendees at school-sponsored community events held on school property and must be open to the public;
3. The public at community events held on school property in accordance with the Board's facilities use policy; and
4. School-approved student organization or program if consistent with the requirement that such sales meet the nutrition standards for competitive food as defined in 7 C.F.R. & 210.11 outside of the school day.

When foods and beverages are sold to attendees at community events sponsored by the school or held on school property to raise funds for schools or student activities, students, staff, parents, or school-sponsored organizations involved in such sales outside of the school day are encouraged to meet the USDA Smart Snacks in School standards.

#### Funds From Sales of Competitive Foods

Funds from all food and beverage sales made at any time on school property will accrue to the benefit of the school's non-profit School Nutrition Program during the school day, except that funds raised through authorized sales outside the total Nutrition Program, as detailed in the "Restriction on Sale of Competitive Foods" above will accrue to the sponsoring school organization or approved student organization in accordance with applicable policies, cash-management procedures and administrative directives, or to the sponsor of a community event that is held on school property in accordance with the Board's facilities use policy.

No fundraiser foods or beverages may be sold in competition with school meals during the school day.

#### Vending Machine Sales

Vending machine sales to students during the school day will meet the USDA Smart Snacks in Schools standards and are controlled by the School Nutrition Program. All other vending sales sold to students may not be in competition with the School Nutrition Program during the school day and meet the USDA Smart Snacks in Schools standards.

Delegation of Responsibility

The Superintendent/designee will ensure that each school complies with this policy. A person who believes that food and beverage sales outside of the total School Nutrition Program are not in compliance with Board policy should inform the Principal and/or Superintendent designee.

Legal Reference: Healthy Hungry Free Kid Act (HHFKA) of 2010

Cross References: JJE - Student Fundraising Activities  
DFF - Student Activities Funds  
KF - Community Use of School Facilities  
KJA – Relations with Parent/Community Groups  
JL - Wellness Policy

Adopted: October 17, 2005

Revised: June 6, 2006, March 19, 2012; February 4, 2019

Reviewed: October 26, 2015

~~Maine School Administrative District No. 6~~

~~POLICY: Audits/Financial Monitoring~~ FILE: DIE  
~~FIRST READING:~~ PAGE 1 of 1  
~~ADOPTED: April 1, 1985~~  
~~REVIEWED: March 1, 1999~~  
~~REVISED: March 22, 1999~~

**Audits/Financial Monitoring**

~~The books and accounts of the District shall be audited by an independent certified public accountant in conformance with the prescribed standards and legal requirements. The certified public accountant shall be approved by the Board, annually.~~

The school system's books shall be audited annually by a certified outside auditor approved by the Board, based on the July 1 to June 30 fiscal year. The Superintendent/designee shall be responsible for working with auditors in their conduct of annual or other audits as required. An audit report will be presented to the Board of Directors no later than December 31.

~~The audit, when complete, shall be presented to the Board for examination.~~

~~The Superintendent shall be responsible for filing copies of the audit with the proper authorities as prescribed by law.~~

Legal Reference: 20-A MRSA § 6051 et seq.

Adopted: April 1, 1985  
Reviewed: March 1, 1999  
Revised: March 22, 1999

**Maine School Administrative District No. 6**

**POLICY: Paying for Goods and Services**

FILE: DJA

FIRST READING:

PAGE 1 of 1

ADOPTED: April 1, 1985

REVIEWED: March 1, 1999

REVISED: March 22, 1999

The Board will authorize payment for goods and services through its Finance Committee which meets regularly.

No checks are to be released, nor payments made without prior Finance Committee approval with the exception of the following:

- A. Payroll
- B. Regularly contracted services
- C. Mileage Reimbursements of \$50.00 or less
- D. Approved Conference Advances (see Administrative rule)
- E. Food Service payments
- F. Game Officials and Referees
- G. Exceptions with pre-approval of the Superintendent/Business Manager.

~~Maine School Administrative District No. 6~~

POLICY: ~~Budget as Spending~~ FILE: DJB  
FIRST READING: \_\_\_\_\_ PAGE 1 of 1  
ADOPTED: April 1, 1985  
REVIEWED: July 12, 1999  
REVISED: August 2, 1999

**Budget as Spending**

A system of fiscal control ~~shall~~ **will** be established to govern the administration of the budget and the expenditure of funds.

Fiscal Controls

1. All non-recurring expenditures are made through the purchase order system.
2. All purchase orders are approved by administration and the business manager.
3. Finance reviews and approves all accounts payable, food service, and payroll warrants, and reports to the full Board.

~~The Superintendent shall not permit expenditures of funds to exceed the major budget classification as described in the Operational Budget Summary in the Annual Report.~~  
The Superintendent ~~shall~~ **will** set up and operate budget controls. The Superintendent ~~shall~~ **will** administer the budget in conformity with legal requirements and the policies of the Board.

The Superintendent ~~shall~~ **will** ascertain that all expenditures recommended for approval are legal expenditures.

The Superintendent ~~shall~~ **will** inform the Board of all state, federal, and miscellaneous funds and expenditures (e.g., Chapter I, Special Education) which are not considered part of the general operational budget.

**The Superintendent will not permit without Board approval the expenditure of funds which exceed the amounts included in the costs center budget as approved by voters at the annual budget meeting held pursuant to Title 20-A, Section 1465.**

**Legal Reference: Title 20-A, Section 1465**

Adopted: April 1, 1985  
Reviewed: July 12, 1999  
Revised: August 2, 1999

### **Supervision and Evaluation of School Counselors**

A well-planned and systematic program of supervision and evaluation of performance tied to educational outcomes related to the American School Counselor Association National Model (ASCA) is vital to the ongoing improvement of the counseling 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) school counselors. The evaluation program will address all aspects of school counseling 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 school counselors require closer support and more frequent performance reviews.

- A. Evaluative criteria will be in written form and made permanently available to the school counselor;
- 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 school counselor;
- D. The school counselor 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 services for all students, all school counselors 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, 13802  
Ch. 125 §§ 4.02(E)(3), 8.08 (Me. Dept. of Ed. Rule)

First Reading: May 4, 2015  
Adopted: May 18, 2105  
Reviewed:  
Revised:



**Supervision and Evaluation of School Counselors  
Administrative Procedure**

I. **Renewed Contract** School Counselors will be placed on a three (3) year evaluation cycle.

A. Years One and Two

During years one (1) and two (2), the school counselor 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 31<sup>st</sup>, 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 15<sup>th</sup> and will be placed in the school counselor's personnel file.~~ The school counselor and administrator meet mid-year to assess the plan and make any needed adjustments. The school counselor 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 1<sup>st</sup>. 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 school counselor.

It is encouraged that school counselors 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 school counselor.

B. Year Three

During year three, the school counselor creates an iObservation goals planning form and follows the same sequence as in years one and two. The school counselor also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and the American School Counselor Association (ASCA) National Model for school counselor effectiveness. The school counselor is observed and receives feedback using the evaluation form at least three times during that year with a summative evaluation completed by June 1<sup>st</sup> of that evaluation year.

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

Observations:

- November 1
- February 1
- April 15

Evaluation:

- June 1

- D. A school counselor 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 school counselor. If a renewed contract school counselor 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 School Counselor:

- October 1
- November 1
- January 1

Evaluation:

- February 1

In the instance that a renewed contract school counselor 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 27<sup>th</sup> of the second year of the cycle to meet state non-renewal notice requirements.

If a school counselor 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 school counselor who is in the corrective cycle must be aware that this is a serious step in correcting his/her counseling 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-Year Probationary Status School Counselors' Evaluation Cycle *For School Counselors Hired in School Years 2018-2019 and 2019-2020*

- A. Probationary school counselors will be placed on a three (3) year formal evaluation cycle. During all three years, School Counselors will complete an iObservation goals planning form with goals outlined and monitored by the school counselor and administrator. The school counselor 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 31<sup>st</sup> 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 15<sup>th</sup> and will be placed in the school counselor's personnel file.~~ The school counselor and administrator meet after each formal observation to assess the plan and make any needed adjustments. The school counselor 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 school counselor 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 school counselor. The probationary status school counselor 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 school counselor, and the school counselor must be given notice of non-renewal no later than May 14. It is encouraged that school counselors 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 three, the school counselor creates an iObservation goals planning form and follows the same sequence as in years one and two. The school counselor also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and the ASCA National model for school counselors effectiveness. The school counselor is observed using the evaluation tool at least three-times during that year with a summative evaluation completed by April 15<sup>th</sup> of that evaluation year.

School counselors 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 school counselor evaluations are being completed and that school counselors are provided with objective feedback on their performance. Administrator teams may be developed to support the school counselor evaluation process. This will allow teams of administrators to dedicate their time to a particular building and insure that school counselors are provided feedback. Once an administrator is assigned to a school teacher, that person will remain the school counselor's primary evaluator for the duration of the formal evaluation cycle unless the superintendent determines the need for reassignment.

**III. Two-Year Probationary Status School Counselors' Evaluation Cycle *For School Counselors Hired in School Years 2020-2021 and Beyond***

- A. Probationary school counselors will be placed on a **two (2)** year formal evaluation cycle. During **both all-three** years, School Counselors will complete an iObservation goals planning form with goals outlined and monitored by the school counselor and administrator. The school counselor 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 31<sup>st</sup>

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 15<sup>th</sup> and will be placed in the school counselor's personnel file.~~ The school counselor and administrator meet after each formal observation to assess the plan and make any needed adjustments. The school counselor 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 school counselor 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 school counselor. The probationary status school counselor 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

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- B. The Board must take action of non-renewal of a probationary status school counselor, and the school counselor must be given notice of non-renewal no later than May 14. It is encouraged that school counselors 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 three, the school counselor creates an iObservation goals planning form and follows the same sequence as in years one and two. The school counselor also receives support and feedback on instruction using the evaluation tool, which reflects Marzano's work and the ASCA National model for school counselors effectiveness. The school counselor is observed using the evaluation tool at least three-times during that year with a summative evaluation completed by April 15<sup>th</sup> of that evaluation year.

School counselors 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 school counselor evaluations are being completed and that school counselors are provided with objective feedback on their performance. Administrator teams may be developed to support the school counselor evaluation process. This will allow teams of administrators to dedicate their time to a particular building and insure that school counselors are provided feedback. Once an administrator is assigned to a school teacher, that person will remain the school counselor's primary evaluator for the duration of the formal evaluation cycle unless the superintendent determines the need for reassignment.

Cross Reference: GCOA – Supervision and Evaluation of School Counselors

**Evaluation of Administrative Staff**

The Superintendent will implement and supervise an evaluation system for all administrative personnel. A report will be made to the Board annually on the performance of all administrators, with recommendation regarding their employment and/or salary status.

Formal evaluations will be made at least once a year, but more often during the first two years, in an administrative capacity. They will be conducted according to the following guidelines:

- A. Evaluative criteria for each position will be in written form and made permanently available to the administrator;
- B. Evaluations will be made by the Superintendent or immediate supervisor;
- C. Results of the evaluations will be put in writing and will be discussed with the administrator;
- D. The administrator 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.

Legal Reference: 20-A MRSA §§ 13701-13706; 13802  
Maine Dept. of Ed. Rule Ch. 125 §§ 4.02(E)(3), 8.08  
Maine Dept. of Ed Rule Ch. 180

Cross Reference: GCOC-R – Evaluation of Administrative Staff – Administrative Procedure

ADOPTED: December 18, 2000  
REVIEWED:  
REVISED: March 18, 2013, May 16, 2016

**EVALUATION OF ADMINISTRATIVE STAFF –  
ADMINISTRATIVE PROCEDURE**

**MSAD 6 Annual Timeline/Workflow**

September / October

Meet with evaluator to review annual goals established and discuss progress.

November / February 15

Between November 1 and February 15, administrator gathers three to five pieces of evidence in support of each goal.

- Each administrator will share their work with a small group of colleagues to discuss progress and evidence towards goal.
- Collect Stakeholder feedback on leadership practice.
- Administrator meets with evaluator to share and discuss evidence.
- Administrator completes self-evaluation of the Administrator Evaluation Framework.
- Administrator meets with evaluator to discuss overall rating and goals for the following year

March 1

Deadline for receipt of written school board notification of renewal/nonrenewal to administrators employed for more than two years.

April 1

Deadline for receipt of written school board notification of renewal/nonrenewal to administrators employed for two years or less.

Cross Reference: GCOC – Evaluation of Administrative Staff

Effective: May 16, 2016

Revised: September 19, 2017