

**MSAD #72 Board of Directors
Wednesday - January 10, 2018
Meeting Minutes
Molly Ockett School
7:00 PM**

Call to Order: Norma Snow called the meeting to order at 7:00 and declared a quorum.

Members Present:

Brain, Judith
Burk, Christopher
Card, Linda
Chatman, Patricia*
Cummings, Laura
Jones, Jack
LeBlanc, Sharon
Mattei, Chris
Nash, Annabel
Naughton, Laura

Ontengco, Julie
Rebmann, Tom*
Robey, Frank*
Shorey, Kathiann
Snow, Norma
Spooner, Ed
Struven, Marie
Weston, Laurie
Williams, Jane

Administrators

Emily Kirkpatrick
Terri Mahanor
Pat Menzel
Rhonda Poliquin
Jay Robinson
Mark Schrader
Rick Wohlenberg

Members not Present:

Dondero, Mitch* (Excused)
Lyman, Kathleen* (Excused)
Rose McKenzie*

Agenda:

1. **Public Discussion** (15-Minute):

Chris Whitaker - Pequawket Valley Health Initiatives: He introduced himself as a local resident with children in our school district who was concerned with what was happening locally in regards to substance abuse. He worked on creating a task force involving residents, organizations and businesses to address these concerns and wanted the Board to be aware of this. (See attached flyer for more information.)

2. **Approval of Minutes from December 13, 2017 Meeting:**

A motion was made to approve the minutes from the December 13, 2017 meeting.

Motion: Jack Jones

Second: Judy Brain

Passed
All in favor

3. Communications:

Letter of Resignation

Jay shared that he had received a letter of resignation from Susan Whalen, Grade 1 Teacher at Molly Ockett School, effective at the end of this current school year.

A motion was made to accept the resignation of Susan Whalen, with regret.

Motion: Laurie Weston

Second: Jack Jones

Passed
All in favor

4. Committee Reports:

Finance: Laurie Weston reported that the committee met yesterday morning with Jay and Sue Frost. They discussed Special Education costs; Out of District transportation costs; the need for purchasing a used but safe van; and budget workshops for FY18. The Finance Committee is recommending reducing budget workshops from 3 to 2. They proposed having the first budget workshop after the regularly scheduled Board meeting on April 11th and the second on April 24th. There would be no budget meeting on April 4th as scheduled. The Board consensus was to go with the Finance Committee recommendation. The committee also signed warrants.

Curriculum: Jane Williams reported that the committee met yesterday. They are in the final process of selecting the K-1 ELA (English Language Arts) program to be implemented next year. The members have been observing in classrooms throughout the District. They are meeting with Kindergarten and First Grade teachers next week to get their feedback on the ELA programs being reviewed. The committee will make a recommendation at the next Board meeting on which ELA program to use for K/1 students.

Transportation: Marie Struven reported that the committee did not meet but asked for the committee members to stay after tonight's meeting to set a date for a future meeting.

Facilities: No report.

Policy: Jack Jones reported that the committee met tonight and discussed a volunteer policy with accompanying forms that will come to the Board for a first read next month. They also continued discussed the procedure to be used for the Superintendent evaluation. Our current wellness policy, JL, will go the Wellness Committee for review. MSBA (Maine School Board Association) has an updated version and is requiring that this policy be reviewed every three years at a minimum.

Special Education: No report

Personnel: No report

5. Administrative Reports
None

6. Superintendent Report

- Goal Setting - Jay spoke to the changes that have taken place over the past several years in regards to the traditional use of goals throughout the District and how we approach goal setting currently. Due to new mandates from the state regarding Administrator and Teacher Evaluations, our approach to Goal setting has changed and become more streamlined. Jay asked for feedback from the Board on how they would like to proceed in regards to: format for Superintendent's goals, role of sub-committees, and finding a method to streamline goals at the District, school and staff level. (See attached handout)
- Vision Survey - There were some glitches in the original on-line survey that have been corrected. Jay is now getting feedback from the surveys. He asked Board members to please fill out the survey and submit/re-submit it.

7. New Business

- Policies for Second Read
CBI: Evaluation of Superintendent
IE: Organization of Instruction, Building Organization & Grade Placement

A motion was made to approve the Policies above for Second Read.

Motion: Jack Jones

Second: Ed Spooner

Passed
All in favor

- Policies for First Read
KBF: Parental Involvement in Title I

A motion was made to approve the Policy listed above for First Read.

Motion: Jack Jones

Second: Laura Naughton

Passed
All in favor

8. Unfinished Business

- Superintendent Evaluation
This discussion was tabled as more work needs to be done by the Ad Hoc Committee working on the Evaluation process as well as the evaluation itself.

9. Personnel

None

10. Public Discussion: (15 Minutes)

Note: Discussions/questions should pertain to items discussed at this meeting.

No discussion.

11. Agenda Planning/Adjournment:

Next Meeting: February 14, 2018

March 14, 2018

A motion was made to adjourn the meeting.

Motion: Ed Spooner

Second: Annabel Nash

Passed
All in favor

Meeting adjourned at 7:35

Respectfully Submitted,



Heather Sheehan
Recording Secretary

PEQUAWKET VALLEY HEALTH INITIATIVES

Mission Statement



The mission of P.V.H.I. is to help and support people in the community in their efforts to lead substance-free healthy, happy and rewarding lives.

Our organization will provide for the exchange of information, and the leveraging of all resources in an effort to identify school and community needs on substance abuse prevention and recovery.

We will create environmental solutions that reduce youth substance use by identifying and implementing evidence based programs and best practices that encourage healthy lifestyle choices. We aim to strengthen the health, well-being, and the success of the community by identifying resources and facilitating access to those resources.

The Fryeburg Area Coalition is a partnership of residents, organizations, and businesses with a primary focus on a healthier future.

For more information about P.V.H.I. please contact

Chris Whitaker at 207-935-4104

Next Meeting - 01/16/18 at American Legion Hall - Fryeburg, ME. - 06:30PM
(Board Members & Volunteers Needed)

Community Resource: 2-1-1 Maine

2-1-1 Maine is a free, confidential resource to connect to services in your community. **2-1-1 Maine** maintains a statewide directory of resources including services for substance abuse, mental health, and more. **2-1-1 Maine's** Contact Center operates 24 hours a day, 7 days a week, 365 days a year.

Contact 2-1-1 Maine by calling 2-1-1 and speaking with a trained specialist in Maine, by texting your zip code to **898-211**, by visiting www.211maine.org or by calling **1-866-811-5695**.



MSAD 72 & GOAL SETTING

TRADITIONAL USE OF GOALS

- Up until State-mandated changes to Teacher Evaluation and Administrative Evaluation, our district used the following approach to goal-setting:
 - **District Goals:** System Leadership, Student Learning, Facilities, Technology, Finances, Parent and Community Involvement (See Sample)
 - **Principal/School Goals:** Developed loosely in Alignment with District Goals (See Sample)
 - **Staff Goals:** Developed loosely in alignment with District/School Goals:
 - I. District
 - II. School
 - III. Personal

SAMPLE DISTRICT GOALS: 2011

Goal Area: Student Learning

Assure a coordinated K-12 experience for each student built around a common core of skills and knowledge deemed important for ongoing life success.

- *continue to transition to a learner-centered standards-based educational system by supporting teachers in implementing learner-centered classroom practices*
- *implement standards-based report card K-8*
- *pilot technology software to support monitoring of student progress in a standards-based system*
- *continue to utilize student assessment data to guide instruction, provide accountability and improve student achievement using consistent points of comparison*
- *further refine the five standards used in the teacher evaluation process*
- *develop an evaluation study of our educational system that incorporates student achievement and student, community and teacher perspectives*
- *investigate alternative education possibilities for middle school age children*

SAMPLE SCHOOL GOALS: 2011

MSAD 72 Administrative Goals 2011-2012
Jay Robinson: Molly Ockett Middle School

Goal 1: Continue leading the middle-school transition toward standards-based education.

- **Implement training for staff through the 2011-2012 professional-development calendar.**
Initial training was provided so that staff members could log on and begin to develop a rudimentary understanding of how to create assessments, record assessment results, and print reports. This training will have to continue next year and will expand to the elementary schools.
- **Identify a text and incorporate a PLC-type approach through professional development.**
Texts were identified and provided regarding both student engagement and our move to a standards-based system of education. Members of the Leadership Team facilitated ongoing discussions, and each cohort tried new strategies, discussed results within the cohorts, and then shared strategies with the larger staff.
- **Build in time for staff to share resources and address questions and issues through professional development.**
While we took initial steps in this area and even had individuals share with the larger staff during larger meetings about unpacking standards, recording data, etc. we still need much more focus within each content area. This will serve as one of the areas of focus during the 2012-2013 school year.

SAMPLE TEACHER GOALS

Teacher Accomplishment Plan Summary: (Teacher Self-Reflection Attached)

_____ has worked towards addressing and improving his teaching practices in his classroom as expressed in his teacher reflection. _____ worked on the following goals in his teacher accomplishment plan for the past 3-4 years with some slight changes or modifications:

1. To continue to develop standards based units that can be more accessible to students' individual needs and support the newly adopted EngageNY curriculum.
2. To research latest best practice strategies to improve delivery of math instruction in my classroom.

CHANGES TO APPROACH

With the change to **Administrative Evaluation** mandated by the State, goal-setting became very proscribed.

Areas of Focus:

I. **Professional Practice Goals (2):**

- Builder Goal
- Extender Goal

II. **School Improvement Goal**

III. **Learner Growth Goal**

CHANGES TO APPROACH

- With changes to **Teacher Evaluation** mandated by the State, goal-setting for teachers was also streamlined:

- Areas of Focus:

- **Professional Growth Goals (2)**

- The first goal focuses on teaching practice designed to help a specific cohort of students meet the academic targets of a Student Learning Objective (SLO) that is part of the evaluation system.

- The second goal focuses on an area self-selected by the teacher based upon a self-evaluation using the professional-practice rubric.

CHANGES TO APPROACH

District Approach to Goal Setting:

- In light of the prescriptive nature of goal-setting at the school and classroom level, does it make sense to overlay goals for **System Leadership, Student Learning, Facilities, Technology, Finance, and Parent/Community Involvement**?
- What role should **sub-committees** play in creating yearly goals that can become the focus of that group's work for the year? These goals could be shared via committee reports and compiled for a year-end report.
- How do we assure that our goals work in concert to have a positive impact on teaching and learning?

SUPERINTENDENT'S ROLE

- Facilitation of the development and approval of **Administrative Goals** (and thereby school goals) through peer collaboration at the administrative team level.
- Facilitation of the development and approval of **Teacher Goals** through review of Teacher Goals and SLOs at the administrative level and work with individual teachers.
- Addressing **Instructional Needs** through creation and delivery of Professional Development opportunities as well as through teacher evaluation.
- Addressing **Student Learning Needs** through program review, data analysis, and reflection on teacher evaluation and professional development.

PERSONAL GOALS

- **Certification Goals**
- Addressing **District Goals** and Initiatives through the **Budget Process***:
 - Programming (Alternative Programming, Special-Ed Programming)
 - Professional Development
 - Professional Learning Communities (Grade-Level/Content-Area Teams)
 - Outside Support (Literacy and SEL)
- Technology Support (Teacher Evaluation, Data Analysis, etc.)

*Determine how to best utilize resources to meet the needs of ALL students.

*Make attempts to meet student needs that aren't currently being met.

CURRENT AREAS OF INTEREST FOR POTENTIAL GOALS

- Developing collaborative programming using outside agencies to support **student and family mental-health issues.**
- Developing **district-based special-education programming** to provide local programming for a segment of our students currently needing out-of-district placements.
- Promoting **Project-Based Learning** to provide students with challenging, authentic learning opportunities that require critical thinking, problem solving, and other key skills.
- **Focusing the District's professional-development program** to avoid initiative fatigue.
- Increase **special-education administration** to allow more time for teacher and program support.
- Develop a concise **District Vision** to guide our work and increase consistency in actions and decision-making.

FEEDBACK NEEDS

- **Format for Superintendent's Goals:**
 - Number
 - Categories
- **Role of Sub-Committees:**
 - Reporting/Minutes
 - Goal-Setting
- **Method to Streamline Goals (District, School, Staff)**

ORGANIZATION of INSTRUCTION
BUILDING UTILIZATION and GRADE PLACEMENT

- A. Students in grades 5, 6, 7 and 8 will be considered Middle School students.
- B. Students in Grades K through 4 will ordinarily attend the elementary school located nearest to their residences (space permitting), and/or necessitating the least possible amount of bussing.
- C. Exceptions to Bel above may be granted with administrative approval, for reasons deemed valid by administrators and authorized by the Superintendent of Schools.
- D. When blended classes (either multi-age or combined grades) are included, they will be the result of thorough advance administrative and staff planning, and predicated upon well-defined curriculum goals.
- E. Future alteration or amendments to this policy will be the result of a Building Utilization and Grade Placement Committee concept, representing a combined effort of citizens-at-large, staff members, Board members, Administrators, and the Superintendent of Schools.
- F. The goal will be to preserve the individual characteristic strengths of our elementary schools, while maintaining and presenting equally excellent educational opportunities for all students in each school.

Adopted: 8/28/96

Reviewed: 5/13/98

Amended: 1/10/2018

EVALUATION OF THE SUPERINTENDENT

The Board will evaluate the performance of the Superintendent as a regular and scheduled activity. The primary purposes of the evaluation will be to continually improve administrative leadership, to strengthen the working relationship of the Board and Superintendent governance team, and to assist the Board in reviewing issues associated with the Superintendent's employment.

Guidelines

- A. The Superintendent should be involved in developing the evaluation form and standards or reviewing the existing evaluation form and standards.
- B. The evaluation should be at a regularly scheduled time and place, in executive session, at a meeting where a quorum of Board members are present.
- C. The Superintendent should prepare for the evaluation by conducting a self-evaluation.
- D. The Board should prepare for the evaluation as follows:
 1. Board members will submit individual written assessments to the Chair, using the evaluation form and standards, with supporting comments giving specific examples related to conduct and/or performance.
 2. The Chair and Vice-Chair will develop a summary evaluation from members' written opinions.
 3. The Board will meet in executive session to review the **summary** evaluation and materials related to the Superintendent's performance. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.

The Superintendent must be present for any discussion that may lead to or result in allegations, charges, or investigation of misconduct.

- E. The Board will meet with the Superintendent in executive session to review the evaluation:
1. The Board as a whole will meet with the Superintendent to discuss the evaluation, which should include the **summary** of individual Board members' written assessments as agreed upon by the Board.
 2. The evaluation should include a discussion of strengths as well as areas identified for improvement.
 3. As no form or set of guidelines can encompass the totality of the Superintendent's responsibilities, the evaluation discussion may include items not described in the evaluation form.
 4. The Board's evaluation should be supported by specific examples of the Superintendent's conduct/performance, and should represent the perspective of the majority of the Board.
 5. The Superintendent shall be given the opportunity to provide feedback to the Board regarding his/her perceptions of the working relationship between the Superintendent and the Board and other issues the Superintendent identifies as relevant to his/her job responsibilities and performance.
- F. The Board will meet in executive session to discuss issues such as compensation, benefits, and extension of contract that are directly related to the Superintendent's evaluation and employment. The Superintendent may be invited to, or excluded from, this session at the Board's discretion.
- G. The Board will meet with the Superintendent in executive session to discuss compensation, benefits, extension of contract and other matters relevant to the Superintendent's employment.
- H. Following the completed evaluation process, the Board Chair shall provide the Superintendent with a written summary of the key elements of the evaluation review.

Performance Objectives

Using the Superintendent's evaluation(s) for the year and the priorities established by the Board, the Board and the Superintendent will establish mutually agreed upon and clearly understood performance goals for the ensuing year prior to **August 30th**. Progress toward these goals will be included as part of the next Board evaluation of the Superintendent.

Cross Reference: CBI-E - Superintendent Evaluation Document

CB-R - Superintendent Job Description

Adopted: 1/10/2018