

CRANSTON SCHOOL COMMITTEE MEETING

MONDAY, APRIL 22, 2013

WESTERN HILLS MIDDLE SCHOOL

400 PHENIX AVENUE, CRANSTON, RI 02920

EXECUTIVE SESSION 6:00 P.M.

IMMEDIATELY FOLLOWED BY PUBLIC SESSION

MINUTES

The regular School Committee meeting was held on the evening of the above date in the auditorium of Western Hills Middle School with the following members present: Chairperson Iannazzi, Mrs. McFarland, Mrs. Ruggieri, Mr. Traficante, Mr. Colford, Mr. Gale and Mrs. Culhane.

The meeting was called to order at 6:00 p.m. – It was moved by Mr. Gale and seconded by Mr. Traficante to convene to Executive Session pursuant to RI State Laws –

1. PL 42-46-5(a)(1) Personnel

a. (Discussion of Termination of Non-certified employee “A”)

b. (Discussion of Memorandum of Agreement between the Cranston School

Committee and Non-Certified Employee “B”)

c. (Renewal of Contracts – Administrators/Principals)

2. PL 42-46-5(a)(2) Collective Bargaining and Litigation:

a. (Contract Negotiations’ Update – Secretaries)

- b. (Teachers)**
- c. (Bus Drivers)**
- d. (Teacher Assistants)**

Call to Order – Public Session

The Pledge of Allegiance was conducted. A moment of silence was observed for the victims of the Boston Marathon.

Roll Call – Quorum – the roll was called; a quorum was present.

Executive Session Minutes Sealed – April 22, 2013

Ms. Iannazzi reported that there were no votes taken in executive session. Employees “A” and “B” and Administrators/Principals were all notified of this meeting. A motion to seal the minutes of the Executive Session was made by Mr. Traficante and seconded by Mrs. Ruggieri. The roll was called; all were in favor.

Minutes of Previous Meetings Approved – March 13, March 18, and March 27, 2013

A motion to approve the above minutes of previous meetings was made by Mr. Gale and seconded by Mr. Traficante. The roll was called; all were in favor.

Public Acknowledgements/Communications – There are none.

Chairperson's Communications

Ms. Iannazzi stated that she has one communication. On behalf of the Cranston School Committee, Ms. Iannazzi would like to congratulate Tonianne Napolitano who is the principal at Garden City School who will be receiving her Doctorate in May.

Ms. Iannazzi also reported that she was contacted by a PEGASUS student named Jack Hogan, a couple of months ago who asked for the opportunity to present before the School Committee his views on homework. Jack will now present using Ms. Iannazzi's communications.

Presentation by Jack Hogan, PEGASUS Student – 8th Grade student at LaSalle Academy:

Jack Hogan's presentation, The Problem of Homework is on file in the Superintendent's office.

Ms. Iannazzi noted that Jack has a great charisma; he spoke eloquently and he has a great amount of courage; as you might not know, our School Committee meetings do not typically have a crowd this large so you did a great job in the face of adversity and we appreciate your presentation.

Superintendent's Communications – There were none

School Committee Member Communications

Mrs. Culhane – It's a great crowd out there tonight and I would just like to remind everybody that we are presenting our budget to the City Council this Thursday at 6:30 p.m. at Cranston High School East and it would be wonderful if the auditorium was this full to send a message to the City Council that it's important that the Mayor is fully funding us. Once again, this year we did not get the funding that we need so I hope that a lot of you will come out and support Cranston Public Schools in that effort.

Public Hearing

Students (Agenda/Non-Agenda Matters) – There were none.

Members of the Public (Agenda Matters Only)

Lizbeth Larkin, President of the CTA and Teacher at Park View Middle School

Actually I encouraged people to have not a lot of people to speak tonight so I wish that you would hear me out and give me a little bit of time since I'm representing all of these people in this auditorium. I also have a few things to explain. First of all the young man did a fabulous job presenting tonight and really, truly your presenting to a whole group of teachers; mind you, that are out tonight and I will tell you that it's in Finland that all their teachers are unionized and very respected. They have an excellentapplause. I also want to inform you that after the hearings on linking teacher certification with student achievement, I'm just informing you that if you see cricket signs in the air I have to inform you of what they are. The

Commissioner was asked by the Board of Regents when she was having hearings on connecting our certification to student achievement. She told the Board of Regents, she said, “No..they were like background noise; they were like crickets”. Well I just want to tell you that we are not crickets; we have a voice and we’re going to be heard. I stand before you today disappointed, disheartened and outraged that the Cranston School Committee would even think of such a policy #4116 let alone act upon it. I became the president of the Cranston Teachers Alliance in November of 2010. I was president for about five minutes when this district was attacked on all fronts:

- By the Mayor**
- The fall-out from underfunding and level-funding schools**
- The schools in debt; the debt owed to the City**
- More programs to be cut; music, sports**
- A plan for Mayoral academies that was a back room deal that cut Cranston Public Schools and the Cranston School Committee out of the process.**
- A yearlong battle with the Commissioner and the Mayor publicly degrading our students and denigrating our teachers and our schools.**
- Instituting and funding, we work together through an AFT I 3 Innovation Grant – a detailed Education Evaluation System.**

One initiative, mind you, that funded your training of administrators and teachers; implementation of the models, all for Cranston Public Schools. When CPS was in dire financial circumstances in 2011, the CTA renegotiated a contract opener. We realigned steps and

eliminated raises all equaling \$5.1 million. Remember that! This enabled the district to keep moving forward. You did not have to cut more programs or eliminate valuable staff members. Not human capital! That's what is good for teaching and learning. We even got recognized didn't we Ms. Iannazzi; on a National level for our collaboration. That contract was bargained in good faith; passed by a unanimous vote by the School Committee, many of which you were part of. And as per the new Cranston Charter changes, it had to go to City Council where the vote was also unanimous. Then it was unanimously ratified by the Cranston Teachers' Alliance. Signed; sealed and delivered in August 2011 to you. That contract is the contract that we're working under. Now, that contract is in existence until August 31, 2013; that contract follows the BEP guidelines. We supported you; you need to stand with us, not against us. (applause) Or, Superintendent Lundsten and the School Committee members; your legacy will be remembered forever; remembered as the honorable people that kept their word or that people abandoned the teachers that work diligently to make Cranston Schools great. Honor Our Contract! We're starting negotiations in a new contract on Wednesday. You start these negotiations out like this? You need to negotiate; don't abrogate.

Kathy Long – Will not speak tonight. Ms. Larkin spoke for her.

Dan Wall

Good evening Superintendent Lundsten, members of the School

Committee. I'm a Cranston parent; I'm a Providence teacher and I'm also a supporter of the Cranston Teachers. I've come here tonight to speak against policy #4116 regarding school staffing. Over the course of the past few years the members of this Board and its predecessors presided over many heated discussions and decisions related to education in our City. I know I don't need to remind the people in this room of the numerous contentious issues that have faced this Board. Or, that the people in this room have not always agreed. I believe that this Board and the people in this City have made a concerted effort to act fairly and judiciously. But now, our teachers' collective bargaining rights are under attack. Under attack from a Commissioner who is accustomed to using threats to gain compliance. These are threats of de-certifying professionals to gain compliance. The question which is both simple but difficult as well, does this School Committee intend to honor its contractual agreements with these teachers? Or, are we going to yield to the pressure of Deborah Gist? There are those who will dismiss what I said because I'm part of a union but for me it goes deeper than that. For me, it's about what we stand for; what we stand for as a School Board; what we stand for as a school system; and what we stand for as a community. I've read the Cranston School Department Mission Envision Statement and I know that it emphasizes the importance of our students developing into responsible and ethical citizens; an important charge. But our mission statement must be more than just words on a page. Our mission statement must permeate what we teach; it must permeate our actions because I don't believe that we

can teach our students about ethics and responsibilities as we breach our contractual agreements. (applause) I don't believe that we can teach about honesty as we break our word to our teachers. I don't believe that we can teach our students to stand up for what is right as we succumb to the pressure of bullies! I believe it is time for us to make a choice; to take a stand as a community; are we going to be a community that looks for a quick fix; an opt out; merely comply. Are we going to take a stand, honor our agreements and negotiate a solution when this contract expires? Negotiate a solution that is fair; that's lasting and it's crafted through collaboration between the teachers and the School Board. For these reasons I urge the members of the School Board to vote "no" on this policy because I clearly think it's just wrong.

Thank you. (Applause)

John St. Angelo, VP of CTA

I am a very proud teacher of this school that we sit in today.

Mr. Wall just mentioned bullying so I want to give you the definition of bullying as described in the Cranston Public Schools Bullying Policy:

Bullying occurs when an individual or group intentionally (assaults, batters, stalks, menaces, extorts, maliciously spreads rumors about others), and most importantly, the ones that apply here: threatens, harasses, intimidates, humiliates, taunts, shuns, or participates in the organizing of others to engage in any of the aforementioned.

With that definition in mind, I have to ask you, if we refuse to accept that behavior from those we are charged with protecting, then why should we as teachers, those that you are charged with protecting, accept that behavior from our Superintendent or School Committee and likewise, why should you, the Superintendent and School Committee, accept that behavior from those that are charged with supporting you; In other words, the Commissioner and RIDE. You are being bullied by Deborah Gist and quite frankly, I'm embarrassed by your actions. You are giving in to her threats, her harassment, her intimidation and her shuns. She will not shun this district and hold back funding because the citizens of this city would never allow it. Just like they wouldn't allow (not audible.....) to take over. The backlash from such an action might actually be the straw that breaks the camel's back, or even better, the straw that lines the cart that will carry her out of this state once and for all.

She threatens the Superintendent with her certification. Dr. Lundsten, take her on! Be the Superintendent that goes down in Rhode Island lore as the one that stood up to Deborah Gist, not the one that bowed down to her. Not the one that sacrificed the confidence of your teaching corps, the education of the children of Cranston and your own dignity because you didn't have the courage to defend those that you're charged with protecting.

In the past few years, the CTA has been there to assist the School Committee and administration on numerous fronts, especially this

new administration. Now we are asking you to stand with us and defend our contract against a bully and instead we get a resolution thrown at us that pledges your allegiance to Gist and her bully tactics. That's Disgraceful!

SEE A BULLY, STOP A BULLY!

Kathleen Torregrossa, 1331 Hope Road, Cranston Teacher/Union Leader

I am a Cranston tax payer, Cranston teacher and a proud union leader. The Cranston Teachers' Alliance has a long history of working in collaboration with the School committee and the School Administration on many issues. Trust, that each of us is working with the same integrity and sense of purpose to support students and faculty, has always been key. However, your current actions are definitely threatening that good will and trust.

Remember we have worked together on many issues, such as:

- Developing a mentoring system,**
- Organizing professional development for teachers, teacher assistants and bus aides,**
- Training presenters for professional development through the AFT's ER&D Program,**
- Organization and coordination of the I-READ program for the at-risk primary level readers,**
- Obtaining grant funding to redesign the teacher evaluation system,**

- In addition to, us serving on countless committees, attending hundreds of meetings and representing the interests of Cranston, here in the City, at the Statehouse and at the RI Department of Education on your behalf.

Most importantly, as others have mentioned, we worked together to save the district \$5.1 million in order to keep the schools operational by volunteering; that's important – volunteering to open up our contract and negotiate just two short years ago. That trust has been broken, but you have the power to restore it! The taxpayers, like me, have voted you to run this district and didn't vote in Deborah Gist to run my district. I do not want Deborah Gist to run my district and I don't expect you to allow her to do that.

Additionally, I noticed in your agenda, that you're voting on accepting the "Educators Code of Professional Responsibility". That's a RIDE document. In this document, Section 5, bullet 4, it states, "RI educators will accept only those assignments for which they are professionally qualified and hold appropriate certification". That quote pretty much sums up our job fair process. So, I have to ask, if our policy concurs with the RI Department of Education policy, why would you consider caving into threats when we obviously meet RIDE requirements?

Finally, it saddens me to note that the legal references that you cited didn't include the Michaelson Act which addresses collective

bargaining for teachers. You're getting a one-sided argument and you need to do your due diligence and check in all facets of this argument as a School Committee. You should not be persisting in providing incomplete rendering of the facts. Don't do this! Thank you.

Consent Calendar/Consent Agenda

The proposed Consent Agenda this evening consists of:

Resolutions 13-4-10, 13-4-11, 13-4-12 w/addendum, 13-4-13, 13-4-14, 13-4-15, 13-4-16, 13-4-17 w/addendum, 13-4-18 w/addendum, 13-4-19, 13-4-20, 13-4-21, 13-4-22, 13-4-23, 13-4-33, and 13-4-34.

Moved by Mr. Traficante, seconded by Mrs. Culhane. The vote was taken; all were in favor.

In regards to the following resolutions Dr. Lundsten spoke:

Tonight, I'd like to recognize three employees who have been with us a combination of almost 80 years. A long time, folks. We have a guidance counselor who is retiring from Cranston East with 26 years of service, Gail Carbone; I'd like to wish her the very best in her future and we will certainly miss her. (applause)

At Park View, we have a math teacher who I had the pleasure to work with directly. She's been with us for 24 years. She's retiring; Marie Hebert; and I wish her well and hope that her health improves. (applause)

We also have a teacher assistant who has been with us for 24 years. She's currently at the Norwood Avenue facility and we wish her the best; Lola Piciullo. (applause)

NO. 13-4-10 - RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Dana Palazzo, Elementary\Early Childhood

William Romanias, Chemistry

Stephanie Brown, Elementary

Pia Saab, Elementary

NO. 13-4-11 - RESOLVED, that at the recommendation of the Superintendent, the following certified staff member be granted a leave of absence without compensation as provided in Article XIX, Section B.4 of the Master Agreement between the Cranston School Committee and the Cranston Teachers' Alliance:

Tania Tasca, Teacher

Leave

Effective Date...September, 2013 to January, 2015

NO. 13-4-12 - RESOLVED, that at the recommendation of the Superintendent, the retirement of the following certified personnel be accepted:

Gail Carbone, Teacher

Cranston High School East

Effective Date...June 30, 2013

NO. 13-4-13 -RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:

Jamie-Leigh Ferretti, Assistant Coach Girls' Lacrosse

CHSW

Step-1

Class-D

Playing Competition-None

Experience-Head Coach Cranston West Coed Swim

Certification-RI Coaches Certification; CPR\AED\First Aid

Matthew Davis, Assistant Coach Boys' Lacrosse

CHSE

Step-1

Class-C

Playing Competition-None

Experience-Football Coach Warwick School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

Michael Boyajian, Jr., Assistant Coach Boys' Lacrosse

CHSW

Step-1

Class-C

Playing Competition-None

Experience-Assistant Coach Boys' Hockey Cranston West

Certification-RI Coaches Certification; CPR\AED\First Aid

Derek DiMaio, Head Freshman Coach Baseball

CHSW

Stipend

Playing Competition-High School

Experience-Volunteer Cranston East Baseball

Certification-RI Coaches Certification; CPR\AED\First Aid

Jordan Nasser, Head Freshman Coach Baseball

CHSE

Stipend

Playing Competition-High School

Experience-Cranston American Little League

Certification-RI Coaches Certification; CPR\AED\First Aid

Eugene Hansen, Competitive Cheerleading Coach

CHSW

Stipend

Experience-Providence School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

NO. 13-4-14 - RESOLVED, that at the recommendation of the Superintendent, the following individuals be appointed as volunteer coaches:

Cranston High School East

Zachary Burns Baseball

Raymond Burns Golf

NO. 13-4-15 – RESOLVED, that at the recommendation of the Superintendent, the following individuals be reappointed as volunteer

coaches:

Cranston High School West

Dan Hopkins Baseball

Michael Schiappa Baseball

NO. 13-4-16 - RESOLVED, that at the recommendation of the Superintendent, the resignation of the following coach (es) be accepted:

Ariana Spaziano, Assistant Coach Field Hockey

CHSE

Effective Date...March 15, 2013

NO. 13-4-17 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:

Richard Tucci, 5 Hr. Custodian

Plant

Effective Date...April 1, 2013

Authorization...Replacement

Fiscal Note...11747050 51110

Vanida Phrathep, Site Coordinator

Kidventure

Effective Date...April 1, 2013

Authorization...Replacement

Fiscal Note...51719150 51308

Jenifer Silvestri, Part Time Secretary

Hope Highlands

Effective Date...April 8, 2013

Authorization...Replacement

Fiscal Note...13443210 51110

NO. 13-4-18- RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:

Juan Cartegena, Custodian

John Baldayac, Custodian

Jack Baldayac, Custodian

Michael Colalella, Custodian

Javier Torres, Custodian

Christina Shippee, Secretary

Janet DelBonis, Teacher Assistant

Jonathan Root, Custodian

NO. 13-4-19 – RESOLVED, that at the recommendation of the Superintendent, the retirement(s) of the following non-certified personnel be accepted:

Lola Piciullo, Teacher Assistant

Orchard Farms

Effective Date...June 30, 2013

NO. 13-4-20 - RESOLVED, that at the recommendation of the Superintendent, the resignation(s) of the following non-certified

personnel be accepted:

Loureana Soares, Site Coordinator

KidVenture

Effective Date...March 29, 2013

Aldo Ricaldy, Bus Driver

Transportation

Effective Date...April 15, 2013

NO. 13-4-21 - RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee "A" be accepted.

NO. 13-4-22 – RESOLVED, that the School Committee approve or reject a Memorandum of Agreement with Non-Certified employee "B".

NO. 13-4-23 - RESOLVED, that at the recommendation of the Superintendent, the following Field Trip of Long Duration be approved:

Lori Velino (Guidance at CAC&TC), Steven Versacci (Culinary Tech-CAC&TC), Robin D’Almeida (Guidance-CAC&TC) and approximately 24 students to travel to Kansas City, MO from June 23, 2013 – June 29, 2013 to attend the SkillsUSA National Leadership and Skills Conference sessions, at no cost to the School Department and no school missed. Please see the attached Field Trip of Long Duration form.

**NO. 13-4-33 - Resolved, that the following purchases be approved:
Physical Education Uniforms for the Middle Schools in the amount of
\$3.39 for shirts and \$5.19 for shorts. Uniforms are paid for by the
students**

Number of bids issued 3

Number of bids received 1

Athletic Supplies in the amount of \$24,807.11.

Number of bids issued 13

Number of bids received 10

**Printed Forms in the amount of \$2,292.92. (Purchase pending the
availability of funding 2013-2014 budget)**

Number of bids issued 3

Number of bids received 1

**Life Insurance for the period July 1, 2013 to July 1, 2016 be awarded
to RI Interlocal Risk Management (The Trust) at the following rates:**

Monthly Cost per \$1,000 of Coverage

Base policy - .097/\$1,000

Accidental Death and Disability .017/\$1,000

Supplemental Contributory Insurance

(paid by employee)

Age of Employee

Less than 35 .04

35-39 .06

40-44 .10

45-49 .14

50-54 .22

55-59 .35

60-64 .52

65-69 .81

70-74 1.20

75+ 2.50

Dependant coverage (as stated in specifications)

(paid by employee) \$4.97

Number of bids issued 8

Number of bids received 4

NO. 13-4-34 - Resolved, membership to School Spring beginning July 1, 2013 based upon a membership fee of \$4,200 due prior to commencement and renewing annually.

ADDENDUM TO THE AGENDA

ADD TO RESOLUTION NO. 13-4-12

Marie Hebert, Teacher

Park View Middle School

Effective Date...December 30, 2012

ADD TO RESOLUTION NO. 13-4-17

Faith Cordero, Bus Monitor

Transportation

Effective Date...April 22, 2013

Authorization...New

Fiscal Note...12845090 51110

Nikki Notarianni, Bus Monitor

Transportation

Effective Date...April 22, 2013

Authorization...Replacement

Fiscal Note...15045090 51110

ADD TO RESOLUTION NO. 13-4-18

Robert Magliocco, Bus Driver

Action Calendar/Action Agenda

NO. 13-4-01– WHEREAS, Karen Carnevale, an elementary school counselor, has been recognized by the Rhode Island School Counselor Association, as Counselor of the Year, and will receive this award at the RISCA Conference on April 11, 2013, and

WHEREAS, Karen has been an integral part of the Guidance

Department since 2004 and that she has demonstrated responsibilities for implementing a comprehensive, data driven school counseling program; innovations in school counseling programs to develop and implement programs supporting students' academic, career and personal/social development; leadership and collaboration to maximize student achievement for all students; advocacy for the school counseling profession and/or students, and continued professional development with high standards in her personal and professional conduct, and

WHEREAS, Karen embodies the goals of the counseling profession as outlined in the RI Framework for Comprehensive K-12 School Counseling Programs and in the ASCA National Model, and

WHEREAS, Karen is an exemplary counselor, a role model for counselors and guidance interns alike and the Cranston Public Schools is the beneficiary of this dedicated professional.

Be it RESOLVED, that Karen Carnevale be recognized by the Cranston School Committee for her outstanding accomplishments as a Guidance Counselor in our community.

Be it further RESOLVED, that Karen receive a copy of this resolution signed by the members of the Cranston School Committee.

Moved by Mr. Traficante, seconded by Mrs. Ruggieri and unanimously

carried.

NO. 13-4-02 – WHEREAS, the “Future Chef” competition has been a Sodexo promotion for the last three years, and

WHEREAS, students were asked to submit a Healthy Recipe of a Healthy Salad Recipe, to be reviewed for their healthy attributes, creativity, Kid Friendly and originality, and

WHEREAS, finalists had to appear and make a display plate of their salad as well as tasting portions for guests that attended the competition, and

WHEREAS, 1st prize went to Larissa Derevyanko from Oak Lawn Elementary School, 2nd prize went to Alexandra Cowart from Glen Hills Elementary School, and 3rd prize went to John Nardolillo from Stone Hill Elementary School, and

WHEREAS, the 1st prize winner will go on to compete for the Regional Title and then go on to a National Competition.

Be it RESOLVED, the Cranston School Committee wishes to recognize and congratulate Larissa, Alexandra and John for their wonderful achievements.

Be it further RESOLVED, that these students be presented with a

copy of this resolution signed by the members of this committee.

Moved by Mrs. Culhane, seconded by Mr. Gale and unanimously carried.

NO. 13-4-03 – WHEREAS, students from the Cranston Public Schools have distinguished themselves as musicians for their selection to and participation in the 2013 Rhode Island Music Educators Association All-State Ensembles, and

WHEREAS, the following fine musicians performed with the All-State Ensembles on Sunday, March 24, 2013, at the Veterans Memorial Auditorium in Providence:

Junior Division All-State Orchestra Senior Division All-State Orchestra

Laney Kong – Hugh B. Bain John Castore – Cranston West

Aaron Cho – Park View Darcy Davis – Cranston East

Hannah Joyce – Park View Hyeyeon Hwang – Cranston West

Alexander Norberg – Park View Helen Ianni – Cranston East

Theodore Paola – Cranston West Alina Joharjian – Cranston West

Emma Paoella – Cranston West Paris Jones – Cranston East

Jessica Leung – Cranston East

Kathryn Nottage – Cranston West

Junior Division All-State Symphonic Band Andrew Oung – Cranston West

Daniel Saillant – Cranston West Vladimir Vesikov – Cranston West

David Rainone – Cranston West

Oksana Stetsyuk – Cranston East

Senior Division All-State Women’s Chorus Peter Xiong – Cranston East

Amelia Berg – Cranston East

Emily Bitton – Cranston East

Jessica Huetteman – Cranston West

Senior Division All-State Mixed Chorus

Lisa Castore – Cranston West

Franklin Ceballos – Cranston East

Sam Chakmakian – Cranston East

Senior Division All-State Band

Weston DeLomba – Cranston West

Axel Halvarson – Cranston East

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students.

Be it further RESOLVED, that a copy of this resolution signed by the members of the Cranston School Committee be presented to each successful student.

Moved by Mrs. Culhane, seconded by Mrs. Ruggieri and unanimously carried.

NO. 13-4-04 - WHEREAS, Alexis daFonseca did an outstanding job as a member of the Cranston High School West 2012-2013 Girls’

Gymnastics, and

WHEREAS, Alexis made the Providence Journal All-State Gymnastics First Team, and

WHEREAS, she placed fourth on the beam in the New England Regional, and

WHEREAS, Alexis was the top finisher for Rhode Island at the New England Regional placing 9th all around; in addition, she was 5th all around at the State Competition.

Be it RESOLVED, that Alexis daFonseca be congratulated for her hard work and dedication to gymnastics by the Cranston School Committee.

Be it further RESOLVED, that Alexis be presented with a copy of this resolution signed by the members of the Cranston School Committee.

Moved by Mrs. McFarland, seconded by Mr. Traficante and unanimously carried.

NO. 13-4-05 - WHEREAS, Abbey Torres reached her 1000th career save in her junior season as a goaltender at Cranston West and also served as co-captain this season. She was a vital part of the Thunderbirds Team making it to the semi-finals for the 2nd year in a

row, and

WHEREAS, Abbey received the 2013 Bill Nangle Leadership Award for her dedication and example she sets for her teammates. As a freshman, she made 3rd team All-Division. As a sophomore, she made 2nd team All-Division and was “Athlete of the Month” of February for Cranston High School West, and

WHEREAS, because of her outstanding personal accomplishments throughout the entire hockey season, has been recognized as a 2013 1st team All-Division Goaltender.

Be it RESOLVED, that Abbey Torres be congratulated for her hard work and dedication to the sport of ICE HOCKEY by the Cranston School Committee.

Be it further RESOLVED, that Abbey be presented with a copy of this resolution signed by the members of the Cranston School Committee.

Moved by Mrs. Culhane, seconded by Mr. Traficante and unanimously carried.

NO. 13-4-06 - WHEREAS, Lindsay Hadfield has been a driving force in the succesor the Thunderbirds Girls’ Ice Hockey Team. In her four years she has helped the team as a whole improve to a play-off contender and has earned some personal accomplishments along the

way for her efforts, and

WHEREAS, due to her hard work and dedication, finished 5th in the league for goals and assists with 17 points, and

WHEREAS, because of her outstanding personal accomplishments throughout the entire hockey season has won the Hobey Baker Award; this award is given to a senior for team sportsmanship/character and earned R.I. Reds Heritage Society Chuck Scherza Unsung Hero Award for the outstanding forward in the state; also named 2nd Team All-Division Forward.

Be it RESOLVED, that Lindsay Hadfield be congratulated for her hard work and dedication to the Sport of Ice Hockey by the Cranston School Committee.

Be it further RESOLVED, that Lindsay be presented with a copy of this resolution signed by the members of the Cranston School Committee.

Moved by Mr. Gale, seconded by Mrs. Culhane and unanimously carried.

NO. 13-4-07- WHEREAS, the Cranston High School West Girls' Indoor Track Team did an outstanding job; went undefeated in dual meet competition and ended the 2012-2013 season as Division champs,

and

WHEREAS, the team was led by seniors Alex and Michaela Hackett, sophomores Nicole and Eleni Grammas, and Oceana Williams as well as freshman Nadia White, and

WHEREAS, the Cranston West Girls' Indoor Track Team was presented with a plaque for being Division II Sullivan champs with a 9-0 record, and

WHEREAS, the following students were members of the Cranston High School West Girls' Indoor Track Team:

Courtenay Briggs Morgan Abbenante Tatiana Abrantes Alexia Andujar

Adrianna Anthony Asia Baez Brianna Brown Haley Burke

Alexandra Campanaro Autumn Cardente Tayla Cardi Audrianna Casey

Brianna Corcoran Nicole Cote Savanna Cox Danielle Damiani

Ariana DiBoni Vanessa Dilorio Bobbie DiScuillo Stephanie Forlini

Tamara Francese Eleni Grammas Nicole Grammas Ashley Guerra

Alex Hackett Michaela Hackett Alejandra Hernandez Lexi Jillson

Victoria Johnston Sarah Kemble Sarah Lemay Courtney Levesque

Rena Levin Leanna Ly Allison Maloney Olivia Maloney

Destiny Marcello Nora McCabe Molly McCrystal Antonia Montanaro

Pauline Montuori Sarah Nacci Haley Nardolillo Kaitlyn Neves

**Stephanie Nyzio Jillian O'Neil Cailyn O'Neil Annie Phelps
Kristin Rodi Taylor Ruggieri Summerly Santos Tori Sarro
Julia Smith Bridget Sova Rebecca Stamp Shannon Sugrue
Tianna Ugarte Asiana Underwood Bridgett Wall Nadia White
Oceana Williams Gabriella Zaccaria**

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students.

Be it further RESOLVED, that a copy of this resolution signed by the members of the Cranston School Committee be presented to each successful student.

Moved by Mr. Colford, seconded by Mrs. McFarland and unanimously carried.

NO. 13-4-08 - WHEREAS, it is the responsibility of the Cranston School Committee to create and enforce policies for the district, and

WHEREAS, changes to State and Federal Law, curriculum, buildings, and the community may have made the current policy language out of compliance or obsolete, and

WHEREAS, the Cranston School Committee is tasked with the job of reviewing and updating or amending, as necessary, each policy of the Cranston Public School District, and

BE IT RESOLVED, each committee member will be assigned policy numbers to review and revise, if necessary. A member of the Executive Team who has expertise in this policy area will be assigned to each of these policy numbers to provide and assist school committee members with background and information, as needed. Policies will be assigned by the Chairwoman.

BE IT FURTHER RESOLVED, that policy revisions will be published in our agendas prior to the meeting where the updated version will be approved for a first reading. Multiple policies may be done on the same agenda.

BE IT FURTHER RESOLVED, that policy review shall be completed by the end of February 2014.

Moved by Mr. Traficante, seconded by Mrs. Culhane and unanimously carried.

NO. 13-4-09 - WHEREAS, the Cranston School District operates the Cranston Area Career and Technical Center (CACTC) for high school students seeking to learn a trade; and

WHEREAS, the CACTC enrolls students from not just Cranston but also Johnston, Scituate, Foster\Gloucester; and

WHEREAS, the Board of Regents had promulgated regulations stating, in part, that the state would reimburse “100%” of the salary and benefits of the director and guidance counselors at any career and technical school; and

WHEREAS, the Cranston School Department brought litigation seeking reimbursement from the Rhode Island Department of Education (RIDE) for salaries and benefits of the director and guidance counselors at its CACTC; and

WHEREAS, the Chariho Regional School District, which operates a regional career and technical center, joined the litigation; and

WHEREAS, RIDE denied all liability because, among other reasons, the General Assembly had made no appropriation for the payments sought by Cranston and Chariho; and

WHEREAS, Cranston and Chariho ultimately prosecuted such litigation to the Rhode Island Supreme Court where it was referred for mediation; and

WHEREAS, Cranston, Chariho and RIDE participated in mediation conducted by retired Chief Justice Williams, and entered into a settlement agreement whereby RIDE agreed to pay the Cranston School Department \$258,866.00 and the Chariho Regional School

District \$153,290.12; and

WHEREAS, A condition of the settlement was that the Fiscal Year 2013 State Budget

include an appropriation for the same as RIDE was unwilling to take such funds from its operating budget; and

WHEREAS, the Governor did not, however, request the necessary funds in the Fiscal

Year 2013 State Budget and the general assembly made no appropriation for the same in the Fiscal Year 2013 State Budget; and

WHEREAS, the Supreme Court has held the matter in abeyance to allow the

parties to secure an appropriation in the Fiscal Year 2014 State Budget; and

WHEREAS, Majority Leader Nicholas Matiello, Representatives Donna Walsh, Larry Valencia, Brian Kennedy and Peter Palumbo have introduced House Resolution H 5635 that would hereby appropriate out of any money in the treasury not otherwise appropriated for the fiscal year 2013-2014, the sum of two hundred fifty-eight thousand eight hundred sixty-six dollars (\$258,866) to the Cranston School Department and the sum of one hundred and fifty-eight thousand two hundred ninety dollars and twelve cents (\$158,290.12) to the Chariho Regional School District and the state controller is hereby authorized

and directed to draw his orders upon the general treasurer for the payment of said sum upon receipt by him of properly authenticated vouchers.

Now be it RESOLVED, that the Cranston School Committee respectfully requests the Rhode Island General Assembly support 2013- H5635; and be it further

RESOLVED, that a copy of this Resolution be forwarded to every member of the General Assembly, the Governor and the Chariho Regional School District.

Moved by Mr. Traficante, seconded by Mrs. Culhane. Discussion:

Ms. Iannazzi

I just want to make sure that it's said publicly that we have to thank Leader Matiello for this legislation that he has put forward and all of his help in assisting the Cranston School Committee and the Cranston Public Schools in the transfer of the Cranston Area Career & Technical Center and also in the dispute resolution that is seen in this resolution.

The roll was taken; all were in favor.

NO. 13-4-24 - RESOLVED, that at the recommendation of the Superintendent, the 2013-2014 School Calendar, AS AMENDED, be adopted.

Moved by Mr. Traficante, seconded by Mrs. Ruggieri; the roll was taken; all were in favor.

NO. 13-4-25 - RESOLVED, that at the recommendation of the Superintendent, the Cranston Public Schools Evaluation Handbook and Policy Agreement for Educators and Non-classroom/Related Service Providers be approved for second reading (see attached).

Moved by Mr. Traficante, seconded by Mrs. Culhane; the roll was taken; all were in favor.

NO. 13-4-26 - RESOLVED, that at the recommendation of the Superintendent, the Educator Code of Professional Responsibility (Policy #4110) be adopted for second reading (see policy attached).

Moved by Mr. Traficante, seconded by Mrs. Ruggieri; the roll was taken; all were in favor.

NO. 13-4-27 - RESOLVED, that at the recommendation of the Superintendent, the Adoption of the Rhode Island Basic Education Program (Policy #4116) be approved for first reading (see attached policy).

Moved by Mr. Colford; however, no second on the above resolution.

A five-minute recess was called by Ms. Iannazzi at this time.

Moved by Mr. Traficante to Table Resolution No. 13-4-27, seconded by Mrs. Culhane and unanimously carried to TABLE THIS RESOLUTION.

NO. 13-4-28 - RESOLVED, that at the recommendation of the Superintendent, the Organization/Visitor Access & Identification Policy #1250, as amended, be approved for first reading (see policy attached)

Moved by Mrs. Ruggieri, seconded by Mr. Traficante. Discussion:

Mr. Gale:

I'd like to propose a friendly amendment to the 5th paragraph in the second sentence, take out the words, "unauthorized visitors" and replace it with "any visitor, volunteer or parent/guardian who does not communicate with the school prior to arriving, may be denied entry to the building". The amendment was seconded by Mrs. McFarland.

The roll was called; All were in favor.

Mrs. Culhane:

I know that there has been some discussion amongst parents, groups and organizations about this policy and I've actually talked to some principals and some school secretaries as I think it would really affect them the most. There's two things that come to mind. The first one is I'm wondering if...there's a question as to who would be

considered a visitor so I don't know if we need to be a little bit more solid and have a definition exactly of what a visitor is. Is a visitor somebody who is coming in to do a presentation; is a visitor going to be construed as somebody who is going to be dropping off a lunch. I know that it's mincing words a little bit but there's been some concern as to what that exactly means.

Mrs. Ruggieri:

I think that a lot of what's in this policy is already being done in a lot of our schools. We just didn't have an updated policy. With everything that's been going on in the world, we felt that it was time to update our policy a little bit better. When we talk about having visitors/volunteers or parents/guardians, there's ...I guess it is ambiguous to say what a visitor is but when we talk about someone dropping off a lunch usually that would be a family member. All we're looking for, at this point, is for there not to be anybody coming into the school unexpectedly. This is, for all intensive purposes, people are working and it's disruptive to the work day to have people in and out when they are not expected. It's disruptive to our secretaries who are working to have people just popping in and maybe wanting to chat for a few seconds, which is fine, but add that up to the hundreds of kids we have in each school and that's a lot of time taken away from the day. All we're asking for is a little bit of notice. Even if you're on your way to just call up and let the school know. If you know as a parent volunteer, as I am a very active parent volunteer, that you're going to be in the school for the week because you're

doing a Book Fair, that you let the secretaries know. All we are talking about is one note or one phone call to let people know that you're coming to the school and that you're expected. If you have any amendments to the language that you'd like to make, I'm sure I would be agreeable to it.

Mrs. Culhane:

I guess the only friendly amendment I would want is where we say that, "the parent would call", could we make that either "call" or "send in a note"? The reason I say that is because I worry about where does this communicate. I don't know if we want to be more specific about that just because I worry that school secretaries are going to be inundated with 10 calls especially when we have a viral outbreak, etc. I'm just trying to anticipate these things to make the secretaries day a little bit easier.

Dr. Lundsten:

I would certainly like to encourage the communication but I think it has to take several forms. I agree with you; I'm concerned about when our folks have to take a lunch break; sometimes the machine goes on; is that going to stop a parent from picking up their youngster; is it going to create....and everybody chips in and helps; then we've got different people picking up the phone and then who's authorized; who's not authorized. I think we need to be very careful with the language of this; that we're not making a bigger issue. Every other piece of this identification and access policy I totally agree with;

the safety of our students; the safety of our staff has got to be paramount for this.

Mrs. McFarland:

The only question I have in regards to the policy is exactly...what about the visitors that are invited to the school? What is their responsibility and

Mrs. Ruggieri:

Visitors invited to the school should be accepted by the school; should go to the main office, should get a visitor badge or a sticker, etc. Somebody should know that you're coming. That's the point of this. There should never be anybody going to the school unexpectedly.

Mrs. McFarland:

My other concern is that as the Superintendent alluded to, I don't think legally we could stop a parent from coming in and picking the child up even if they didn't give you notification. Legally we don't have anyif a parent comes in and wants their child, then they legally can take their child whether they notified the school or not. I think we need to be clear when we may want to define what we're talking about as Mrs. Culhane spoke about defining who a visitor actually is. A parent could come.

Mrs. Ruggieri:

When we write these policies, as you know, our attorney does review it and he did review this policy and he did go through everything that he felt were concerns so I don't know if from a legal standpoint you might need to ask him this question.

Mrs. McFarland asked the attorney present:

Legally, as a parent, do I have to notify the school if I'm going to pick up my child?

Attorney Cascione:

No, again, nobody's going to stop you from picking up your child but what this says is that you have to check in the main office. They just don't want people wandering around the school, that's all. I think what they're anticipating is a simple call but again, if a parent should show up and is clearly identified as the parent they're not going to say that they can't come in and pick up the child.

There being no further discussion, the roll was called on the policy as amended. All were in favor.

NO. 13-4-29 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's 2011-2012 Financial Audit as presented in the Auditor's report for the year ended June 30, 2012

A motion was made by Mr. Traficante, seconded by Mr. Colford.

Discussion:

Mr. Balducci:

I'd just like to bring up a couple of items to your attention. If you look a couple of pages in on the document of the financial statements, you will see the auditor's letter. If you look at the 4th paragraph down where it starts with, "in our opinion", basically the school district was given a unqualified opinion which is the highest opinion you can receive meaning that it was a very clean audit from their perspective.

Also, if you go in to page 4 of the financial statement, first column you'll see is titled General Fund, you will see that the school district ended last fiscal year with an approximate \$1.4 million surplus. Again, it was a good year with respect with the school district's operations and we hope to continue that practice on a go-forward basis.

I would like to mention, also, Mr. Raymond Salona who is the audit manager on the engagement is here this evening; so between he and I, we can answer any questions you may have. Thank you.

Mr. Traficante:

It's funny, I was reading your report because we were just discussing it this past week the post employment benefits not excluding, of course, pensions. I was taken back with the fact that there is a

liability in the City of \$63 million and we have a liability of \$26 million; and under the recommendations, they take a pro-active approach. Would you please explain what that pro-active approach may be.

Mr. Balducci:

In the eyes of the actuaries and also the auditors, the pro-active approach would be establishing what is referred to as a OP ED Trust Fund; where we as an employer begin to contribute proceeds into this trust fund which would be used to fund future obligations. That's actually something I'm going to be bringing to the School Committee's attention going into the beginning of 13-14 Fiscal Year. An organization that we belong to will be establishing a state-wide OP ED trust fund and being a member district of that organization and having some available funds and if all goes well, we can ...use as seed dollars to make our initial contribution going into next year. So we are in fact looking to be pro-active in that area.

Mr. Traficante:

On the very last page of your management letter, regarding fraud prevention activity program and a mechanism to report fraud; do we have such a policy in place? Is there anything in place right now?

Mr. Balducci:

We don't have formal policy per say; however, we do what I believe have proper internal controls to minimize as best as possible, the likelihood of fraud happening. That's one of the areas that the

auditors do test during your examination to make sure that, again, the proper controls in place to avoid that happening. Mr. Traficante noted that the City is going to put one in place and maybe we can emulate that one.

Mrs. Ruggieri:

I have questions on the findings relating to federal awards and what plans are being put in place so that we are properly documenting those things.

Mr. Balducci:

The one finding that did materialize during the single audit review is an area that I refer to as time and effort, where as a recipient of federal grant dollars, we have to do two things. If an employee is paid 100% out of a grant, we have to, twice a year, the employee has to certify that their time has been fully compensated from a grant and do that twice a year. If an employee is paid partially under a grant and partially under general funds, every pay period they have to document on a time sheet, their time that they spent within that grant.

It was first brought to our attention that in some cases we were not in compliance during the 10-11 fiscal audit; however, that part of the audit didn't take place until several months into the 11-12 fiscal year.

When it was brought to our attention, we started a program by which employees were paid 100%, do the certification twice a year. Those employees that are paid partially give us documentation that on a pay period basis they identify which grant and how much work they

spent. We hope not to see this finding on a go-forward basis. The program is in place; it's working; we have a number of sign-offs to make sure that everybody's doing it correctly. We hope that this disappears next year.

Mrs. Culhane:

Joe, I'd just like to say, "Good Job". Once again, it was a good, clean audit and so kudos goes to you. On the WB Collaborative, could you just explain the pre-paid expense to internal service fund of \$1.7 million? **Mr. Balducci:** The way our obligation to the West Bay Collaborative works is on or about the first of every month we have to make our monthly contribution of approximately \$1.7 million. To honor that commitment for the July 2012 obligation, I had to cut that check in June. I did not want to double count July expense into June so I established a pre-paid expense account; however, given that I've booked it in the school district's general fund, that obligation should have been booked in the internal service fund. The auditors just re-classed it from one fund to the next. It is just a re-class entry.

Mrs. McFarland:

These are the kinds of audits that we like to see. It was a very good audit year in your department. One of the recommendations that was made regarding grants and compliance of grants; what kind of changes have you made to comply with that in the future when we're trying to review the grant process. **Mr. Balducci:** When those were first brought to our attention; Mrs. Coogan and her staff and my staff

from the accounting department sat down; we came up with a game plan and we prepared communications both from Mrs. Coogan's office and my office to all of the affected employees. We actually offered an in-service so they knew how to fill out the forms whether it was the certification or the by-weekly time and effort. Again, on a go-forward basis we are receiving those between my office and Mrs. Coogan's office; we do monitor to make sure that the documents do come in on a timely basis. If they don't, friendly reminders are sent out. Those are the processes we now have in place.

A lengthy discussion ensued at this time.

Mrs. Ruggieri:

A while back, we had talked about consolidation and one of the areas that we talked about was the IT and not so much the personnel as it was the programming that was used. I know that the recommendation from this audit actually states that the City should stop using the general ledger accounting system that they're using and move on to a different one so I didn't know if that was something that you felt would be a good time to go back to them again and see if they would be more receptive. **Mr. Balducci:** We have had that discussion in the past; my understanding is that the City has purchased an upgrade to their existing software; but by all means, we will continue to have that conversation with them.

There being no further questions or discussion, the roll was called.

All were in favor.

NO. 13-4-30 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's 2011-2012 Federal Single Audit for the year ended June 30, 2012

A motion was made by Mr. Traficante, seconded by Mr. Gale. The roll was called; all were in favor.

NO. 13-4-31 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's Letter of Observation and Recommendations (Management Letter) for the year ended June 30, 2012.

A motion was made by Mr. Traficante, seconded by Mrs. Culhane. The roll was called; all were in favor.

NO. 13-4-32 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's Communication of Matters Prescribed by Statement of Auditing Standards #114 for the year ended June 30, 2012

A motion was made by Mrs. Culhane, seconded by Mr. Traficante. The roll was called; all were in favor.

NO. 13-4-35 - Resolved, approved use of the agreement between the West Bay Collaborative and Enernoc - an Energy Procurement Consultant - contract to be awarded for a one year period (2013-2014).

A motion was made by Mr. Traficante, seconded by Mrs. Culhane. The roll was called; all were in favor.

NO. 13-4-36 - Resolved, implementation of a Food Service Summer Lunch Program (July – August 2013) at a net loss of \$3,619 to be paid from the Food Service Enterprise Fund.

A motion was made by Mrs. McFarland, seconded by Mr. Gale. The roll was called; all were in favor.

TABLED RESOLUTION:

NO. 13-3-20 – RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee A be accepted. Not taken off the table.

Public Hearing on Non-Agenda Items – There were none.

Announcement of Future Meetings – May 15 and May 20, 2013; also, please don't forget our Budget Presentation to the Council on Thursday night.

Adjournment

A motion was made by Mr. Colford, seconded by Mr. Traficante and anonymously carried to adjourn the meeting. The meeting was adjourned at 8:35 p.m.

Respectfully submitted,

Paula McFarland

School Committee Clerk

Organization/ Visitor Access and Identification Policy (#1250)

In an effort to maintain a safe and secure environment in our schools the following policy guidelines will be followed.

Organizations, groups or individuals shall not be allowed to promote or recruit during the school day. All visits by organizations, groups or individuals shall be prearranged and preapproved by the Superintendent or his/her designee.

Visits shall not disrupt the school day including recess and lunch or “free” times.

Principals will maintain daily records of expected visitors, volunteers and approved programming during the school day. This record must be available in the Main Office and must be used to allow entry into the school building.

Any visitor, volunteer or parent/guardian coming into the school for a program, event or to pick up or drop off their child must communicate with the main office prior to arriving at the school. Any unauthorized visitors may be denied entry to the building and will require approval of the building principal or his/her designee.

Any visitor, volunteer or parent/guardian shall go directly to the main office upon entering the building in order to sign in to the building. Failure to follow this procedure may result in removal from the building.

Any visitor, volunteer or parent/guardian coming into the school for a program, event or classroom activity shall be required to wear a visitor badge/sticker supplied by the school. This badge/sticker must be worn in a visible manner during the entire visit and should be returned to the office prior to leaving the building. Visitors not wearing badges/stickers will be asked to leave the building

immediately.

This policy becomes effective on August 28, 2013.

Policy Adopted: 3/20/75

Policy Amended: CRANSTON PUBLIC SCHOOLS

RESOLUTION NO.: CRANSTON, RHODE ISLAND

AMENDED POLICY EFFECTIVE: 8/28/13

Educator Code of Professional Responsibility #4110

The Rhode Island Department of Education has enacted The Rhode Island Code of Professional Responsibility and the revised Basic Education Plan (BEP). The Cranston School Committee and Administration has a statutory responsibility to follow and implement the Department of Education's rules and regulations. Under the BEP the management and evaluation of the Educator is "essential to the mission of implementing a statewide system of public education."

The Cranston School Department adopts this policy as its own and incorporates its contents into the educational mission of the Cranston School Department. The following policy outlines the

expectations and professional responsibilities of Educators in the Cranston School District.

Preamble

Working with students in Cranston schools necessitates a public trust and a level of responsibility to our citizens that requires the highest level of professionalism from our educators. Bringing all Cranston students to proficiency so they can lead fulfilling and productive lives, succeed in academic and employment settings, and contribute to society demands a profession that exists primarily to meet student needs. The development of professional standards for educators, the enforcement of certification requirements, and the regular evaluation of educators address the standards of performance for our profession. As educators who accept the public trust to work in our schools, we also accept the responsibility for professional practice that demonstrates ethical conduct and responsibility. The Cranston Educator Code of Professional Responsibility establishes a set of principles to guide the conduct of Cranston's certified educators and the assessment of conduct in situations that have professional and ethical implications.

As educators, our first responsibility is to our students and to assuring that all students achieve at high levels. As professionals, we also have personal responsibility for establishing high personal standards and monitoring our attainment of these standards. As

members of school, district, and professional communities, we are responsible for working collaboratively with others to pursue collective goals. Parents and community members are also important partners in pursuing educational goals. As educators we are also responsible for supporting the policies and procedures of the Board of Regents in assuring that only qualified teachers are entrusted with our state's classrooms.

The Code contains five core principles that govern the responsibilities and commitments of Cranston Educators. Consistent with applicable law, the Cranston School Department's Educator Code of Professional Responsibility shall serve as a basis for decisions on issues pertaining to employment in the Cranston School Department.

Note: for the purpose of this section, "educator" means a person: who is applying for, who holds or who is employed under a teaching certificate, administrator certificate, support personnel certificate or other related permit or endorsement issued by the Board of Regents of Elementary and Secondary Education; other public school employees who may be licensed through other professional bodies (e.g., occupational therapists, physical therapists) and are responsible for the education of children; and anyone who is applying for or is employed as a teacher assistant in a Cranston public school.

Educator Code of Professional Responsibility

The Cranston School Department's Code of Professional Responsibility is a set of commitments which the Cranston educational community expects all members to honor and practice. These commitments guide professional conduct in all situations with professional and ethical implications. The Code embraces the fundamental belief that the student is the foremost reason for the existence of the profession.

1. Responsibility to Students

Cranston Educators' first commitment is to ensure that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society. Cranston Educators:

- Respect the inherent dignity and worth of each student.**
- Act upon the belief that all students can learn.**
- Establish high expectations and provide instruction that challenges all students.**
- Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.**
- Address the uniqueness of each student and endeavor to maximize learning through personalization of the educational experience for each student.**
- Promote the right and responsibility of students to explore ideas, to**

develop skills, and to acquire knowledge necessary to be contributing members to society.

- Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.**
- Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation.**
- Promote the development of character and civic responsibility in their students.**
- Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.**
- Maintain a professional relationship with students at all times, both in and outside the classroom.**

2. Responsibility to Self

Cranston Educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance. Cranston Educators:

- Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.**
- Develop personal and professional goals with attention to professional standards, student achievement, and school district**

initiatives and implement a course of professional development to support attaining the goals.

- Actively engage in professional learning communities and seek feedback in order to improve their performance.**
- Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.**
- Pursue only those educational positions or assignments for which they have the appropriate educational certification and credentials and for which they have appropriate professional qualification.**
- Strive to exercise the highest level of professional judgment.**
- Refrain from using institutional or professional privileges for personal advantage.**

3. Responsibility to Colleagues and the Profession

Cranston Educators are committed to work with school and district colleagues and as members of professional communities to establish and implement initiatives that will further students learning, Cranston Educators:

- Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development.**
- Assume responsibility for working with colleagues to assure their school meets local and state educational objectives.**
- Encourage and support staffing decisions that are made based on the best interests of students.**
- Collaborate with others to improve student learning.**

- **Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.**
- **Encourage the participation of teachers in the process of educational decision making.**
- **Encourage promising candidates who are interested in education to learn about the opportunities and the challenges of a career in education and support those who pursue careers through informal induction into the profession as they develop the competence and qualifications to become effective educators.**
- **Maintain integrity regarding the acceptance of any gratuity, gift or other compensation that might impair or influence professional decisions or actions.**

4. Responsibility to Parents and the Community

Cranston Educators are committed to collaborate with families and communities to offer a quality education to all students. Cranston Educators:

- **Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.**
- **Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.**
- **Endeavor to assure equal educational opportunities for all children**

in the community.

- **Cooperate with community agencies that provide resources and services to support students.**
- **Maintain a positive and active relationship with students' parents, families, and other members of the community.**
- **Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents, families, and the community.**

5. Responsibility to Rhode Island Board of Regents

Rhode Island Educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts. Rhode Island Educators:

- **Provide accurate, truthful, and complete information to the Rhode Island Department of Education concerning all certification matters.**
- **Recognize that meeting certification requirements is a pre-condition to any contractual agreement for a position that requires certification in Rhode Island schools.**
- **Engage in ongoing appropriate professional development for all certificates they intend to maintain.**
- **Accept only those assignments for which they are professionally qualified and hold appropriate certification unless the educator and the district have agreed to the assignment and the district has secured prior approval from RIDE.**
- **Develop an understanding of state initiatives and support the**

implementation of these initiatives within their schools and districts.

- **Maintain the security of standardized testing materials that comprise state assessment programs.**
- **Further the mission, policies, and regulations of the Rhode Island Board of Regents.**

Source: Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist, Commissioner

POLICY ADOPTED: April 22, 2013 CRANSTON PUBLIC SCHOOLS

RESOLUTION NO.: 13-04-26 CRANSTON, RHODE ISLAND

Adoption of the Rhode Island Basic Education Program

(Policy #4116)

Purpose The purpose of this policy is to ensure that the Cranston Public Schools are in full compliance with the Rhode Island Department of Education (RIDE) Basic Education Program (BEP).

Position The BEP establishes standards deemed essential by the Board of Regents to assure the provision of a

guaranteed and viable education for all public school students and ensure the implementation of the Rhode Island Comprehensive Education Strategy. The Cranston Public Schools are committed to fully implementing all aspects of the BEP.

The administration is hereby directed to establish a procedure for the hiring, assignment, transfer, layoff or recall of staff that complies with the BEP and law.

Legal Reference

R.I.G.L. - 16-2-9 - General Powers and Duties of School Committees

R.I.G.L. - 16-2-18 - Selection of Teachers and the General Control of Schools

R.I.G.L. - 16-7.1-2 - Accountability for Student Performance

RIDE Basic Education Program Regulations; Title G, Ch 12-15, including 15-2.2

See also: Commissioner of Education Letter to Superintendents dated October 20, 2009 re: Basic Education Program Regulations and Seniority Based Teacher Assignments; Advisory Letter from the

Commissioner of Education regarding formal legal advisory opinion request of the Lincoln School Committee dated November 7, 2011; Commissioner of Education Letter to Superintendents dated January 31, 2013.

Policy Adopted: CRANSTON PUBLIC SCHOOLS

RESOLUTION NO.: CRANSTON, RHODE ISLAND

Resolution No. 13-4-24 CRANSTON PUBLIC SCHOOLS Amended: April 22, 2013

Resolution No. 13- 3- 24 CALENDAR FOR 2013-2014

Approved March 18, 2013

At the discretion of the Superintendent of Schools, and with School Committee approval, this calendar may be altered during the scheduled recess periods or at the end of the school year, due to emergencies affecting the health and safety of our students and/or operation of our schools.

MONTH M T W T F DAYS MONTH M T W T F DAYS

Aug. 22* 23* Feb.

26 27 28 29 30 (4) 3 4 5 6 7**

10 11 12 13 14

Sept. X 3 4 X X X X X X 9 10 11 12 13 24 25 26 27 28 (15)

16 17 18 19 20

23 24 25 26 27 (18) Mar.

30 3 4 5 6 7

Oct. 1 2 3 4 10 11 12 13 14

7 8 9 10 11 17 18 19 20 21

X 15 16 17 18 24 25 26 27 28 (21)

21 22 23 24 25 31

28 29 30 31 (22) Apr. 1 2 3 4

7 8 9 10 11

Nov. 1 14 15 16 17 X

4 5 6 7 8 X X X X X

X 12 13 14 15 28 29 30 (16)

18 19 20 21 22

25 26 27 X X (18) May 1 2

5 6 7 8 9

Dec. 2 3 4 5 6 12 13 14 15 16

9 10 11 12 13 19 20 21 22 23

16 17 18 19 20 X 27 28 29 30 (21)

X X X X X

X X (15) June 2 3 4 5 6

Jan. X 2 3 9 10 11 12 (13

6 7 8 9 10 16 17 18 19) 20

13 14 15 16 17 23 24 25 26 27 (9)

X 21 22 23 24 82

**Third term – Jan. 22 to April 1, 2014 = Inclusive 45 days Fourth term –
April 2 to June 12, 2014 = Inclusive 45 days**

GRADUATION DATES

**Cranston High School East and Cranston High School West –
Saturday, June 14, 2014. NEL/CPS Construction Career Academy –
Friday, June 13, 2014.**

**Cranston East, Cranston West, and NEL/CPS Construction Career
Academy Seniors' Last Day of Instruction – May 30, 2014.**

gm

Cranston Public Schools

Evaluation Handbook and Policy Agreement

**For Educators and
Non-Classroom/Related Service Providers**

**Cranston Public Schools
Evaluation Handbook and Policy Agreement
For Educators and Non-Classroom/Related Service Providers**

School Committee Members

Andrea M. Iannazzi, Esq., Chairman

Trent Colford

Stephanie Culhane

Jeffrey Gale

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Janice Ruggieri

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Raymond Votto, Chief Operating Officer

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Cheryl Coogan, Executive Director of Pupil Personnel Services

**James Dillon, Executive Director of Student Information Services &
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John A. Santangelo, Jr., Vice President

Kathleen A. Torregrossa, Secretary

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District Evaluation Committee (DEC)

The DEC serves as a governing body to support the educator evaluation system. It is representative body comprised of central office administrators, building administrators, a program supervisor, and educators. Selection is determined through Central Administration and the Cranston Teachers' Alliance (CTA). The following five members of the DEC are selected by the Superintendent or designee: central office administrator, Human Resources representative, high school administrator, middle school administrator, and elementary school administrator. The following five members are selected by the CTA President or designee: program supervisor, high school educator, middle school educator, elementary school educator, and CTA Executive Board Member. Additionally, the Educator Evaluation Coordinator serves on this committee as the Committee Chairperson. Each committee member serves a two-year term. All representatives of the DEC complete evaluator training, with the exception of the representative from Human Resources.

DEC Members

Katrina Pillay - Chairman, Evaluation Coordinator

Karen Altieri - Teacher, Orchard Farms

Don Cowart, Principal, Hope Highlands

Cheryl Anderson - Assistant Principal, Cranston High School West

Michael Crudale - Principal, Park View Middle School

Brian Flinn - Teacher, Cranston High School East

Kim LeBrun - Teacher, Bain Middle School

David Regine – Program Supervisor

Joseph Rotz – Executive Director of Educational Programs and Services

John Santangelo – Vice President, Cranston Teachers' Alliance

Raymond Votto – Chief Operating Officer

A Message From:

Lizbeth Larkin

President, Cranston Teachers' Alliance

The Cranston Teachers' Alliance played a vital role in the development and design of the new teacher evaluation process. It is the union's position that all teachers who are to be reviewed have the appropriate professional development to understand the format and, therefore, be better able to participate in the process.

It is also imperative that all administrators have the appropriate training so they can effectively evaluate and support their staff. The

Alliance supports all efforts to make the teacher evaluation a meaningful experience for all concerned. It is important to note that this initiative was accomplished through a labor management agreement between the Cranston Teachers' Alliance and the administration of the Cranston Public Schools. We are grateful for the financial and professional support we have received from the American Federation of Teachers' Innovation Grants and the continued professional support from the Rhode Island Federation of Teachers and Health Professionals. The union will be available to assist the district to insure the success of this evaluation process.

**Lizbeth A. Larkin, President
Cranston Teachers' Alliance
American Federation of Teachers, Local 1704**

A Message From

**Dr. Judith A. Lundsten
Superintendent, Cranston Public Schools**

Developing an effective, fair and accurate evaluation system for

teachers and administrators is hard work. Cranston Public Schools in collaboration with the Cranston Teachers' Alliance has worked collaboratively to develop such a system. We appreciate the support of additional resources provided through the I3 grant to be part of this important work in developing a system where teachers and administrators receive feedback, have time for reflection and be involved in professional conversations that strengthen their practices. The effort to improve teaching and learning through a new teacher evaluation system has pushed us to think about our policies, and practices and will provide us with data to help shape professional development and other initiatives. Supporting teachers and administrators is a priority as well as support student achievement. We look forward to continuing this demanding work with the Cranston Teachers' Alliance.

Judith A. Lundsten, Ed.D.

Superintendent

Cranston Public Schools

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History/Rationale/Purpose

Over a decade ago, Cranston Public Schools (CPS) recognized a need to redesign the evaluation process for educators. That new model, based on work by Charlotte Danielson, addressed the need to have a better, more accurate picture of what constitutes good teaching practice in order to serve two purposes – to both inform and guide educators on improving their practice through focused professional development, and to see that improvement in practice translated into improved student achievement. While that system was successful for the time in which it was implemented, more current research on educator evaluation, as well as the current political climate, have illuminated the need to record and review multiple measures of a educator’s practice in order to gain a more comprehensive understanding of effective practice in a world that is rapidly

changing.

In 2009, Cranston was invited to join a consortium with five other districts (Central Falls, Pawtucket, Providence, West Warwick, and Woonsocket) to develop a high quality educator evaluation and support system. The RIIC, Rhode Island Innovation Consortium, was formed. In May of 2010, an educator contract was approved for Cranston that included the creation of a new educator evaluation system. The eventual model is fully aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards, and adapted from Charlotte Danielson's Framework for Teaching (2007).

The RI Innovation Initiative on Educator Evaluation was a collaborative effort led by the RI Federation of Educators and Health Professionals, the districts' superintendents and union presidents. Administrative and union teams worked side by side, along with national experts to create a research based system that is focused on professional growth, based on multiple measures of evidence, and provides meaningful feedback and to support continuous improvement in professional practice.

In 2011, the RIIC model was approved for gradual implementation. Over the course of the 2011-2012 school year the model underwent a rigorous restructuring, based on feedback from all constituents involved that year. In May of 2012, a new, redesigned RIIC model

gained approval from the Rhode Island Department of Education (RIDE) for full implementation in the fall of 2012.

The Innovation Evaluation and Support System is focused on educator growth and student achievement. It relies on multiple measures of educator effectiveness, including impact on student growth and achievement. Educator effectiveness will be rated on the following domains:

- Planning & Preparation**
- The Classroom Environment**
- Instruction**
- Professional Growth & Responsibilities**
- Student Growth Measures**

The following processes frame the system:

- **Goal setting and reflection**
- **Formal observations, announced observations, and unannounced observations by highly trained evaluators**
- **Review of additional evidence of effectiveness**
- **RIDE's student growth measures**
- **High quality, timely feedback**
- **Personalized professional development plans**
- **Intensive support with timelines for improvement for personnel identified as ineffective or developing**

Educator Evaluation Components

In accordance with Article XVIII and any and all relevant sections of the collective bargaining agreement, all educators will be required to participate in the evaluation process, in which a rating will be produced each year. All non-tenured educators and educators new to the Cranston Public Schools will be evaluated on an annual basis for three consecutive years. A teaching year shall consist of a minimum of 135 days worked.

Prior to the end of September, Human Resources will provide each building principal a list of faculty members. The building principal is then required to notify educators, in writing of their official evaluation status for that academic year. This will serve as the educator's official notification of the pending evaluation.

In the event that an educator should obtain an overall rating of Developing or Ineffective, an Intervention Plan will be created. Human Resources will coordinate the District Educator Intervention Plan.

Suggested Educator Evaluation Yearly Schedule

Month Tenured Educators Non Tenured Educators Evaluators

September &

October

1st Self Assessment

Design PGG

Review Student Data

Design two SLOs 1st Self Assessment

Design PGG

Review Student Data

Design two SLOs Review &

Approve PGGs

Review &

Approve SLOs

November & December Suggested

1st Observation Suggested

3 Unannounced

Observations

Suggested

Observe all Non tenured 3 times

Observe all Tenured once, 1/3 with a Formal or Announced Observation

January & February Suggested

2nd Observation,

Review goals with Evaluator Suggested

Formal Observation, write Reflection

Review goals with Evaluator Suggested

Observe all Non Tenured once,

Observe all Tenured once, 1/3 with a Formal or Announced Observation

Review educator's goals

March & April Suggested

3rd Observation Suggested

1 additional

Observation

Suggested

Observe all Non Tenured again

Observe Tenured once, 1/3 with a Formal or Announced Observation

Month Tenured Educators Non Tenured Educators Evaluators

May 2nd Self Assessment, prior to Summative Conference

Prepare for & participate in Summative Conference 2nd Self Assessment, prior to Summative Conference

Prepare for & participate in Summative Conference Prepare for & hold Summative Conferences

Educator Self Assessment & Reflection

Educators will begin each school year by rating themselves on the CPS Professional Practice Rubric prior to designing that year's Professional Growth Goal (PGG). Again, prior to the summative conference, educators will rate their practice. In addition, after either a formal or announced observation, educators will review the evidence, write a brief reflection, and can rerate themselves on those targeted areas should they choose. Over the course of a school year, educators may discover patterns and note areas of increasing strength as well as continuing areas for growth.

Purpose: Review for patterns of practice, note areas of strength and growth

Types:

- 1. Rubric Rating**
- 2. Evidence Reflection**

Commence:

- 1. Prior to designing PGG**
- 2. After evidence from a formal or announced observation**
- 3. End of the year, before the summative conference**

Process/Number of times per school year:

- 1. Minimum of two times, prior to developing the yearly PGG and again later in the school year, in preparation of the summative conference and rating**
- 2. A reflection form is completed after either a formal or announced observation once the evidence in the evidence collection template has been reviewed**

Participant(s): Educator

Materials Needed:

- 1. CPS Professional Practice, rubric rating worksheets (specific to time of year/purpose)**
- 2. Reflection template**

Outcome(s): Direct professional growth plan

Professional Growth Goals (PGGs)

These targeted goals shape every educator's professional development for the school year. They are developed after self-assessment on the CPS Professional Practice Rubric, forming a clear understanding of individual areas of strength and for growth.

Purpose: Continual, personalized, targeted, documented

professional growth

Commence: Start of each school year or after educator self-assessment of practice

Process/Number of Times per school year: Design, receive evaluator approval at start of year, review throughout the school year, progress through action plan, and may modify (with approval of Evaluator) as needed

Participants: Educator, Evaluator

Materials Needed: CPS Professional Practice, PGG Template

Conclusion: PGG is rated within the CPS Professional Practice, 4.4b and 4.4c, at the conclusion of the school year, with evidence provided by educator prior to the summative conference

Student Learning Objectives (SLO's)

SLOs are long-term academic goals, set by educators for groups of students, and are based on student data. They should represent important concepts in learning, must be measurable by valid and reliable assessments, and can be either progress or mastery based.

Purpose: Continual, targeted, documented student growth

Types: Reading, writing, math, or content specific

Commence: Start of school year (October), after review of student data

Process/Number of times per school year: Design, receive evaluator approval at the start of school year, review throughout the school year and progress through academic plan, and may revise (with approval of Evaluator) as needed at midyear

Participants: Educator, evaluator, students

Materials Needed: Student Data on specific assessment criteria, SLO template, RIDE approval and rating process

Conclusion: SLOs are rated using the RIDE SLO attainment process, at the end of the school year, with evidence provided by the educator, in advance of the summative conference

Conferences

There are five types of conferences. Three conferences are required for all educators: goal setting, mid-year review, and summative. While summative conferences must be conducted, in person, between each

educator and their evaluator, goal setting and mid year review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program). All three of these conferences require the collection, analysis, and continuous review of data, Educator Self-Assessment and Reflection data and Student Assessment data.

The remaining two conferences, pre-observation and post-observation, are only required during a formal observation year.

Goal Setting Conference

This beginning of the school year meeting between a educator and their evaluator solidifies both a educator's PGG, as well as their SLOs.

Purpose: During the goal setting conference, the educator and evaluator should review the data used to set both the Professional Growth Goal and two Student Learning Objectives, determine the appropriateness of the goals, and complete the approval process.

Commence: Start of School Year

Process/Number of times per school year: The Educator reviews the data and goals are submitted to the Evaluator for approval. The

Evaluator should use the PGG Approval Rubric to complete that process and RIDE guidance to approve SLOs. The data that supports the attainment of goals should be continuously reviewed throughout the year. Goals can be revised as needed, in collaboration between the educator and the evaluator, but no later than mid year.

Participants: Educator, Evaluator

Materials Needed: PGG and/or SLO Materials

Conclusion: Implement action plans for goals once approval has been granted

Pre Observation Conference

The preobservation conference is used by the evaluator to clarify specific elements of an educator's lesson plan prior to an observation.

Purpose: Conducted prior to a formal observation or as requested by either party for an announced observation, this conference gives the educator an opportunity to respond to any questions about the lesson the evaluator may have.

Commence: This conference will take place prior to the observation.

Process/Number of times per school year: The first step is for the evaluator to request a lesson plan from the educator and set a preliminary pre-observation conference and observation date. The educator then designs and submits the lesson plan to the evaluator and peer evaluator (if appropriate). The lesson plan is reviewed, and the educator and evaluator(s) meet to discuss the upcoming lesson. This process should occur prior to each formal observation.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Lesson plan

Conclusion: Confirm observation date and time

Post Observation Conference

During a post observation conference, the educator and evaluator have an opportunity to review and discuss what was observed during an educator's lesson. These professional conversations should provide additional insight into an educator's continually evolving professional practice.

Purpose: Research suggests that positive, productive feedback is essential to establishing a culture of change for educators.

Professional conversations between an educator and evaluator should serve as a catalyst for ongoing professional growth.

Commence: After each formal observation, after the educator has reviewed the recorded evidence, and written a reflection, which in turn is reviewed by the evaluator.

Process/Number of times per school year: Once a formal observation has occurred, the evidence has been reviewed and the educator has written a reflection, the post observation conference will take place. This conference should be both holistic in nature with respect to an educator's practice and targeted to specific areas of both professional strengths and areas for growth. Individual components and elements for the CPS Professional Practice should be used as a basis for this conversation, which should take place at the culmination of each formal observation cycle.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Evidence collection template, CPS Professional Practice rubric, reflection template, student work (as appropriate)

Conclusion: Discuss next steps towards professional growth

Mid Year ReviewConference

A mid year review conference provides an opportunity to collect and analyze data on PGGs, SLOs, and an educator's professional practice. Agreed upon modifications can then be made to goals and/or teaching practice.

Purpose: This conference serves as a mid-year check on an educator's PGG and SLOs and allows for agreed upon modifications to be made if necessary. These modifications must have the approval of an educator's evaluator(s). Mid Year Review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program).

Commence: Mid-year

Process/Number of times per school year: It is essential that the data for both PGGs and SLOs be continuously reviewed. The mid-year conference is the last opportunity to make changes to an educator's goals. In writing, using the Mid-Year Revision/Review template, educators may communicate a request for revision and must provide supporting documentation to the evaluator by the last day of the second quarter. If approved, then the revision process must be completed, in collaboration between the educator and evaluator, by the Friday before February break. In addition, educators may request feedback on their professional practice using the Mid-Year Revision/Review template.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Data, PGG and SLO templates

Conclusion: Goals are reviewed and modifications are made as needed

Summative Conference

At the end-of-year summative conference, an educator's evidence of goal attainment, as well as a cumulative view of professional practice leads to a final educator effectiveness rating for that school year.

Purpose: The summative conference is a professional conversation that serves a number of purposes. While the educator and the evaluator review and discuss the various components that lead to a educator's final cumulative effectiveness rating, it also should provide guidance to the educator regarding their progress over the year, areas that indicate growth as well as a blueprint for the design of next year's PGG for continued professional development.

Commence: End-of-year.

Process/Number of times per school year: Evaluators should begin

to collect evidence of effectiveness and the attainment of goals in April. All student data on the assessments selected must be completed by the end of the first week of May. Summative conferences can be scheduled with educators beginning May 1st. Evaluators should establish a summative conference schedule. Educators should have at least five school days to prepare materials for submission to their evaluators. Evaluators should have at least five school days to review and rate an educator's evidence in advance of the summative conference date. This once-a-year conference completes the educator evaluation process for the school year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: All materials, data, evidence related to educator evaluation, final summative rating sheet

Conclusion: This conversation should end with an educator and their evaluator's comprehensive understanding of the educator's current level of effectiveness, areas of strength and growth, and considerations for next year's PGG.

Observations

There are three types of observations. Three observations are required for all educators. Five observations are required for

non-tenured educators, those who are using a different certification, and those who have been rated as developing or ineffective.

Formal Observation

This is the most comprehensive type of observation, and is required for educators in their formal observation year, non-tenured educators, those who have been rated as either developing or ineffective, and those who are now using a different teaching certification. (30 minutes)

Sequence of events:

Lesson plan

Pre-observation conference

Observation

Evidence feedback

Self reflection (and rating)*

Post conference

Purpose: This type of observation provides a complete picture of an educator's preparation, implementation, performance, and reflection on a specific lesson.

Commence: At least once a year for non-tenured educator and those rated as either developing or ineffective, educators who have changed certifications or are in their formal observation year. Both

the educator and their evaluator agree upon the observation time.

Process/Number of times per year: The formal observation cycle should begin and conclude within twelve school days. The evaluator requests a lesson plan from the educator, then reviews and aligns the evidence prior to the pre-observation conference. During this conference, the evaluator has the opportunity to ask clarifying questions and the educator can provide additional information about the lesson.

Within the next one or two school days, the observation occurs.

The Evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template in preparation of the post observation conference. During this conference the educator and evaluator review the lesson holistically as well as on focused areas.

Formal observation cycles occur at least once a year for non-tenured educators and those rated as either developing or ineffective, once for those educators who have changed certifications or are in their formal observation year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Announced Observation

This observation is required for all educators who are not in their formal observation year, and although a lesson plan is submitted to the evaluator, a pre-conference is only held if requested by either party. The same is true for the post conference. Evidence is still collected and shared with the educator, and the educator would still review that evidence for reflection and re-rating of practice. (20 minutes)

Sequence of Events:

Lesson Plan

Observation

Evidence Feedback

Self Reflection (& Rating)*

Purpose: Although this observation does not require a pre and/or post observation conference, it is another opportunity for the evaluator to collect instructive evidence on an educator's practice

and for the educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The announced informal observation cycle should begin and conclude within seven school days. The evaluator requests a lesson plan from the educator, and then reviews and aligns the evidence prior to the observation. A pre-observation conference is not required, but can be held should either party request one. During this conference, the evaluator has the opportunity to ask clarifying questions and the educator can provide additional information about the lesson. Within the next one or two school days, the observation occurs.

The evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template. A post observation conference is not required but again can be held should either party request one. During this conference the educator and evaluator review the lesson holistically as well as on focused areas.

Commence: Announced observation cycles occur once a year for all educators who are not in their formal observation year.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection

template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Unannounced Observation

During an unannounced observation, the evaluator collects evidence to be shared with the educator. These observations are more informal in nature yet help to provide evaluators with a more comprehensive view of a educator's daily practice. Every educator should have a minimum of two unannounced observations per year. (10 to 20 minutes)

Sequence of Events:

Observation

Evidence Feedback

Self Reflection (and Rating)*

Purpose: Although this is an unannounced observation and does not include a lesson plan, a pre-observation or post observation conference; there is an additional opportunity for the evaluator to collect instructive evidence on a educator's practice and for the

educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The unannounced observation cycle should begin and conclude within five school days.

The evaluator visits the classroom and collects evidence of a educator's practice. The evaluator then aligns that evidence, which is reviewed by the educator. If educators chose to write a reflection to this observation, this evidence is also added to the evidence collection template.

Commence: Unannounced observation cycles occur at least twice a year for all educators.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Evidence collection template

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Yearly Effectiveness Ratings

At the end-of-the-year conference, the evaluator will provide the educator with their summative Professional Practice/Growth & Responsibilities rating (PPGR). The following ranges will be used to

determine level of effectiveness.

Scoring Key for CPS Professional Practice Effectiveness Ratings:

HE= Highly Effective (3.5 - 4.0)

E= Effective (2.5 – 3.49)

D= Developing (1.5 – 2.49)

I= Ineffective (1.49 or less)

The CPS Professional Practice Rubric is the vehicle for scoring an educator's professional Practice, Growth and Responsibilities. The PPGR rating will be combined with the Student Learning Rating (SLR) to determine the overall effectiveness rating. The SLR is a combination of the Student Learning Objectives (SLO) Attainment Score and, where appropriate, the Student Growth Score. Once the SLR has been determined and shared with the educator, the SLR and the PPGR will be plotted into the matrix to determine the Final Effectiveness Rating.

Scoring Individual Student Learning Objectives

Sample SLO:

Objective: Students will improve their expository writing in response to informational text, including a clear thesis statement and the inclusion of appropriate textual evidence.

Assessment: District writing prompt assessment (administered quarterly)

Targets:

The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.

The 34 students who scored a 1 or 2 on Q1 assessment will improve

by at least 2 levels by Q4.

Step 1: Scoring Individual SLOs

Exceeded

This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Criteria: 35% of the students exceeded the target AND 85% or more of the remaining students met the target = Exceeded

Sample Data:

•25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 16 of the 26 students improved by at least 2 levels.

•34/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 7 of the 34 students improved by at least 3 levels.

All but one student met the target. In addition, 23 out of 60 students

exceeded their targets. This can be considered a “substantial” improvement.

Met

This category applies when all or almost all students met the target(s). The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Criteria: 75% - 84% or more of the students met the target = Met

Sample Data:

- 25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 5 of the 26 students improved by 2 levels.**
- 32/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 3 of the 34 students improved by 3 levels.**

Most students met their targets. 8/60 students exceeded their targets. Only 3/60 students did not meet their targets.

Nearly Met

This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is

clear that students fell just short of the level of attainment established by the target(s).

Criteria: 65%-74% of students met the target = Nearly Met

SAMPLE DATA

- 20/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4.**
- 26/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 2 of the 34 students improved by 3 levels.**

Both targets were missed by more than a few students (6/26 and 8/34). However, over 75% of students in both tiers met their targets and 2 students exceeded their targets.

Not Met

This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s)the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Criteria: