

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– AUGUST 25, 2021  
FREEPORT HIGH SCHOOL - CAFETERIA  
4:00 P.M. REGULAR SESSION  
AGENDA**

1. Call to Order:

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

2. Attendance:

\_\_\_\_Jeremy Clough  
\_\_\_\_Candace deCsipkes  
\_\_\_\_Lindsey Furtney  
\_\_\_\_Jennifer Galletta  
\_\_\_\_Susana Hancock  
\_\_\_\_Elisabeth Munsen

\_\_\_\_Jill Piker  
\_\_\_\_Maura Pillsbury  
\_\_\_\_Michelle Ritcheson  
\_\_\_\_Valeria Steverlynck  
\_\_\_\_Madelyn Vertenten  
\_\_\_\_Brady Grogan – Student Representative

3. Pledge of Allegiance:

4. Adjustments to the Agenda:

5. Public Comment: (10 Minutes)

6. New Business: (30 Minutes)

A. Consideration and approval of the 2021-2022 RSU5 Reopening of School Plan.

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

7. Workshop: Board Retreat

Executive Session: (only the Boardsmanship portion of the Workshop, Item #3 on the attached schedule, will be held in Executive Session)

A. Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(E) to consult with legal counsel on the legal rights and duties of the School Board.

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

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

8. Adjournment:

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

# **DRAFT RSU 5 Reopening Plans for 2021-2022**

## **August 25, 2021**

### **Part I: Planning Assumptions**

Based on available information as of August 16, 2021, it is reasonable and prudent for K-12 schools to create contingency plans based on the following assumptions.


The virus that causes COVID-19 currently remains in circulation. During this time:

- a. Implementing measures to prevent or mitigate transmission of COVID-19 within a school setting will be needed.
- b. Additional waves of infection are to be expected, possibly coinciding with flu season.
- c. Short-term closures of single or multiple schools will remain a possibility.
- d. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
- e. Teaching and reinforcing prevention behaviors (handwashing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.
- f. Use of masks will be needed for all school staff and students- regardless of whether or not they are vaccinated until such time that there is guidance for being able to unmask safely.

Understanding these assumptions, RSU 5 has created a flexible learning plan that will govern how school and educational programming will operate based upon the external conditions that exist across the State and Cumberland and Androscoggin County. This plan is purposefully “fluid” and provides specific guidance as to how the school system will operate based on external conditions. These plans have been divided into two core levels and are outlined below.

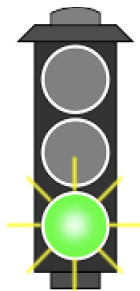
## Part II: Flexible Learning Plan Outline with Levels

The Superintendent will determine the levels based on Maine CDC and Maine Department of Education guidelines.

	<p><b>Level RED</b> - This level will be used for when certain classes or grade levels will need to stay home for quarantining reasons.</p> <p><b>Level Green</b> - All students will be present for five day a week in person learning.</p>
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For each of the levels indicated, RSU 5 has developed plans for how educational programming will operate. These plans are outlined below using focused domains to organize the specific areas and conditions that must exist in each in order to operate programming.

**Families will be asked to self-screen their children before dropping them off at school or placing them on the school bus.**



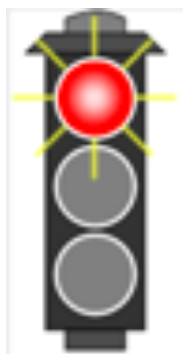
**(Green)** - Extra precautions such as hand washing will continue. Visitors will be allowed in buildings. **All staff and students will be required to wear masks indoors.**

Domain	Description/Considerations
Type of	<ul style="list-style-type: none"><li><a href="#">RSU5 PK-5 Plan</a></li></ul>

<b>Instructional Programming.</b>	<ul style="list-style-type: none"> <li>• <a href="#">6-8 Plan</a></li> <li>• <a href="#">9-12 Plan</a></li> <li>• RSU5 will continue to follow Maine CDC guidelines.</li> <li>• Regular face to face instruction.</li> <li>• Additional specialized programming may be required to assist specific students in catching up.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• During this time, technology staff will make sure technology repairs are made to laptops, upgrades are made to software, and devices are fully functional.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Continued frequent hand washing and masking will be required by all students and staff.</li> <li>• Staff who are experiencing ANY symptoms will be asked to remain home.</li> <li>• All staff will be required to work on site.</li> <li>• There may be increased staff duties depending on current circumstances.</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>• Regular special education programming will continue for all students.</li> <li>• Additional services may need to be provided for specific students.</li> <li>• IEP meetings will be held in person or virtually.</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>• Regular programming will continue.</li> </ul>
<b>Adult Education</b>	<ul style="list-style-type: none"> <li>• Regular programming will continue.</li> </ul>
<b>Enrichment Programs</b>	<ul style="list-style-type: none"> <li>• Regular programming will continue.</li> </ul>
<b>Recreation Programs</b>	<ul style="list-style-type: none"> <li>• Regular programming will continue.</li> </ul>
<b>Laugh &amp; Learn</b>	<ul style="list-style-type: none"> <li>• Regular programming will continue.</li> <li>• Additional guidance is provided by <a href="#">DHHS</a> for child care licensing. Laugh &amp; Learn programs will adhere to additional COVID-specific guidelines as applicable.</li> </ul>
<b>Response to Intervention</b>	<ul style="list-style-type: none"> <li>• Regular programming will continue.</li> <li>• Additional specialized programs may need to be offered to help students catch up.</li> <li>• Intervention support will follow the typical 6 week cycle approach of data collection, review, and adjustment of plans.</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Common surfaces will continue to be sanitized regularly.</li> <li>• Staff will ensure there is an adequate amount of cleaning supplies available at all times.</li> <li>• Bathrooms will be sanitized regularly.</li> <li>• All other regular facility use may resume with slight modifications as necessary to be determined by the administrative team.</li> <li>• Ventilation:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Utilize air filters with the highest level of efficiency that are compatible with our equipment;</li> <li>○ Verify all equipment is working to original specifications;</li> <li>○ Increase ventilation running time from eight hours to seventeen hours.</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>● Students and bus drivers will be required to wear masks on buses when students are on board.</li> <li>● The first and last windows on both sides of the bus will be opened while students are on board.</li> </ul>
<b>School Nutrition</b>	<ul style="list-style-type: none"> <li>● All school meals are free for all students through FY 22, irrespective of whether they are served in school or consumed at home.</li> <li>● RSU 5 will provide meals in accordance with <a href="#">USDA school meal rules and waivers</a> for meal patterns and eligibility.</li> <li>● Serving methods, schedules, routines, locations and distancing will be adjusted, if necessary, to comply with most current CDC and/or district guidelines. These may vary from school to school.</li> <li>● Students that are learning at home because they are isolated or quarantined due to COVID-19 will be offered meals for all remote learning days.</li> </ul>
<b>School Health Offices</b>	<ul style="list-style-type: none"> <li>● Nurses will assist in enforcing good hygiene practices by all students/staff.</li> <li>● Nurses will ensure that PPEs are available in their schools.</li> <li>● Nurses will continue to enforce processes for students/staff returning to school after having been out due to illness associated with COVID-19.</li> <li>● Nurses will continue to monitor data and report any increases in COVID-19 related symptoms to the building principal.</li> <li>● Students and/or school staff that are displaying symptoms of Covid 19 will be separated from healthy students and staff.</li> <li>● When students/staff arrive at school sick, nurses will send them home <b>immediately</b>.</li> <li>● Commonly touched surfaces, such as counters and cots, will be cleaned with appropriate disinfectant after each student/staff interaction in that area.</li> <li>● Cleaning of all surfaces in the nurses clinic will be done by custodial staff daily, including the floors.</li> </ul>
<b>Co Curricular Programs</b>	<ul style="list-style-type: none"> <li>● All programs resume.</li> <li>● May need to modify some programs to ensure that all State and CDC guidelines are followed.</li> </ul>
<b>Athletic Programs</b>	<ul style="list-style-type: none"> <li>● All programs will resume in-person. May need to modify some programs to ensure that all State and CDC guidelines are followed. Crowd/spectator sizes may be limited to follow State and CDC guidelines.</li> </ul>

<b>Remote Learning Option</b>	There is no remote learning option, unless there are individual circumstances which will be handled through an IEP process or a 504 plan.
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**Level 1 (Red)** - At this level, schools, grade level or classrooms will be provided with remote learning.

Domain	Description/Considerations
<b>Type of Instructional Programming.</b>	<ul style="list-style-type: none"> <li>• <b>Distance learning only</b> via asynchronous/synchronous methods.</li> <li>• Specific learning “expectations and guidelines” will be set per grade level similar to current: <ul style="list-style-type: none"> <li>○ <a href="#">PK-5 Learning Guidelines</a></li> <li>○ <a href="#">6-8 learning guidelines</a></li> <li>○ <a href="#">9-12 learning guidelines</a></li> </ul> </li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• All students have access to devices for utilization at home. Families in need of assistance with technology will reach out to the Technology Department for assistance.</li> <li>• Technology help is available at this <a href="#">link</a>:</li> <li>• Staff will utilize technology support ticket system K-12 for all tech related problems.</li> <li>• Google classroom will remain the common platform for student work in grades PreK-12.</li> <li>• Student google emails will be opened up for grades 3-12 with restrictions for grades 3-4.</li> <li>• Any use of Video Conferencing will follow <a href="#">RSU5 PROTOCOLS</a>.</li> <li>• RSU5 has a technology landing page with resources for staff, students, and parents.</li> <li>• Technology staff will provide tutorials and professional development to staff so they can utilize the online apps selected.</li> <li>• Staff will clean/disinfect devices in accordance with MDOE/CDC guidelines.</li> <li>• Assistance will be provided in instruction to students who have limited experience with keyboarding or with technology.</li> <li>• Assistance will be provided in instruction for parents to access technology.</li> </ul>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• All district school staff are considered “essential staff.”</li> <li>• All sick/personal time should be recorded using usual protocols.</li> </ul>

	<ul style="list-style-type: none"> <li>• “High Risk” individuals who normally would be on site working (custodians, nutrition, etc.) may be allowed to remain home with specific permission from the Superintendent.</li> <li>• Teachers and educational technicians and other instructional support personnel work from home but may be allowed to enter buildings for specific reasons as long as scheduled through building principals.</li> <li>• Nutrition staff will continue to prepare and provide meals. All workers at the production and distribution sites will follow the most current <a href="#">CDC COVID-19</a> guidelines for food and employee safety.</li> <li>• Bus Drivers will be assigned maintenance or cleaning work.</li> <li>• Other personnel may be assigned work outside of their normal performance responsibilities or areas.</li> <li>• All staff are required to be available during normal work hours and will be provided with clear guidance on notice of, and expectations for, flexible hours (e.g., work outside “normal” hours, if necessary).</li> <li>• Administrative offices will remain closed to the public although personnel may be at the offices to perform essential duties.</li> <li>• Staff working on site will use protective gear, continue with proper hand washing techniques, and ensure proper physical distancing whenever feasible.</li> <li>• Shared food will be restricted to commercially-produced and served by one primary person using precautions. Employees who bring their own meals must wipe down appliances after each use. Employees must maintain six feet social distancing when in common areas such as a teachers’ room.</li> </ul>
<b>Special Education</b>  <b>FAPE</b>  <b>Instruction &amp; Services, &amp; IEP</b>  <b>Evaluations</b>	<ul style="list-style-type: none"> <li>• DOE guidance will be followed and shared with staff and parents.</li> <li>• IEP meetings will be held virtually.</li> <li>• RSU 5 Special Education staff will provide FAPE to students with Individualized Education Plans.</li> <li>• RSU5 will continue to provide accommodations for students with IEPs/504 plans.</li> <li>• Student formal and informal data will be collected (as feasible) to track student progress in meeting IEP goals.</li> <li>• When needed, special education staff will provide consultations to general education teachers to support students with disabilities.</li> <li>• Special education staff will provide consultations, resources, and office hours to families to help support students receiving virtual learning.</li> <li>• Staff will assess and document student progress toward meeting IEP goals.</li> <li>• Staff will provide speech, OT/PT, social work services according to the student's IEPs.</li> <li>• Initial and triennial evaluations will be administered in-person.</li> </ul>
<b>Gifted and Talented</b>	<ul style="list-style-type: none"> <li>• GaTE support will be provided to all identified GaTE students via remote or in person learning aligned in the same manner they are normally delivered.</li> <li>• Specific intervention/extension activities will be provided to students as needed.</li> <li>• GaTE teachers will continue to collaborate with the student’s teachers.</li> <li>• GaTE identification process may be modified based on whether students are back in school and what assessment data are available</li> </ul>

<b>Response to Intervention</b>	<ul style="list-style-type: none"> <li>• Student data reviews will be conducted to determine the need for SAT referrals.</li> <li>• Intervention support for qualified students will be provided remotely by Rtl staff in collaboration with teachers. <ul style="list-style-type: none"> <li>◦ Support provided approximately 1-2 times per week in addition to regular education support.</li> </ul> </li> <li>• Students may be added to caseloads based on academic and SEL needs.</li> </ul>
<b>Adult Education</b>	<ul style="list-style-type: none"> <li>• HiSET testing preparation will be held via video meets.</li> <li>• As necessary, utilize a list of AE offices providing in-person testing (maintained by state AE office).</li> <li>• College success courses will be held via video meets.</li> <li>• Advising/counseling will be provided via video meets.</li> <li>• English learners' instruction will be provided via video meets.</li> <li>• Other online programs such as Hi-SET Academy may be used to provide instructional materials for adult learners.</li> <li>• CTE courses that can be offered online will be; others may be canceled or postponed.</li> </ul>
<b>Enrichment Programs</b>	<ul style="list-style-type: none"> <li>• In-person enrichment courses will not be held.</li> <li>• Instructors who are able and willing to offer programs in a virtual environment may do so.</li> </ul>
<b>Recreation Programs</b>	<ul style="list-style-type: none"> <li>• In-person recreation programs will not be held.</li> <li>• Instructors who are able and willing to offer programs in a virtual environment may do so.</li> </ul>
<b>Laugh &amp; Learn</b>	<ul style="list-style-type: none"> <li>• Follow Maine CDC Child Care Guidelines. 4/28/21 version <a href="#">here</a>.</li> <li>• No in-person programs will be held.</li> <li>• Preschool teachers will establish one or more "Morning Circle" meetings.</li> <li>• Preschool teachers will communicate with families at least twice each week.</li> </ul>
<b>Student/Family Mental Health</b>	<ul style="list-style-type: none"> <li>• Social work services for existing caseloads will continue.</li> <li>• School counselors will reach out to students/families regarding SEL and mental health support.</li> <li>• School counselors will accept new student referrals for SEL support.</li> <li>• School counselors will refer students to the school's SAT, CARE teams as needed.</li> <li>• SAT and CARE teams will determine further action based on student/family needs.</li> <li>• School counselors and/or social workers will identify and refer students to outside mental health programs and agencies as necessary.</li> <li>• School staff or SRO can provide "wellness checks" as needed to students/families.</li> </ul>
<b>Staff Mental Health</b>	<ul style="list-style-type: none"> <li>• Staff can seek support from administrators and/or <a href="#">Member Assistance Program</a>.</li> <li>• Member Assistance Program will be posted on RSU5 website.</li> <li>• School guidance counselors and/or school nurses will informally check on staff.</li> </ul>

<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Close communication between facilities director and principals/staff is needed to ensure coordination of the safe use of facilities.</li> <li>• Custodial workers continue to work daily.</li> <li>• Custodians provide daily cleaning of commonly touched surfaces used during the day (office spaces, photocopiers, main entrance doors, phones, etc.).</li> <li>• Custodians will continue to do regular cleaning of all spaces daily</li> <li>• The most current <a href="#">CDC COVID-19 Recommendations for Cleaning and Disinfection of Community Facilities</a> will be followed.</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Some school buses/vans may be used to transport food for the School Nutrition Program.</li> <li>• Bus/Van drivers will be allowed to sign up for rotations for School Nutrition Program work. Those not assigned to SNP or other “delivery” work will be assigned other maintenance/custodial work and paid according to negotiated contracts.</li> <li>• Buses/vans not in use will be thoroughly cleaned and parked at the transportation garage.</li> <li>• Buses/vans being used for transport as part of specific school nutrition program requirements or mail delivery, etc. will be cleaned before each use according to the <a href="#">CDC COVID-19 Recommendations for Cleaning and Disinfection of Community Facilities</a>.</li> </ul>
<b>School Nutrition</b>	<ul style="list-style-type: none"> <li>• All school meals are free for all students through SY 22, irrespective of whether they are served in school or consumed at home.</li> <li>• Eligibility and availability of meals to families during a school closure will be in accordance with the most current <a href="#">USDA school meal rules and waivers</a>.</li> <li>• Availability of meals during school closures will be communicated to parents, staff, students and the community as soon as they are available.</li> <li>• RSU5 will continue to coordinate with local, county and state resources to ensure that student needs are met during any school closures.</li> <li>• All workers at the production and distribution sites will follow the most current COVID-19 guidance for food and employee safety.</li> </ul>
<b>School Health Offices</b>	<ul style="list-style-type: none"> <li>• Health offices are closed during this time.</li> <li>• School nurses are available to address student medical issues when appropriate (situations that require communication between school nurse and school staff).</li> <li>• School nurses will contact staff and provide medical advice to address students’ medical and mental health needs.</li> <li>• School nurses will connect families with community or agency resources to address family situations and needs.</li> <li>• School nurses will collaborate with teachers to address student specific health concerns during remote learning.</li> <li>• School nurses will contact families to support students with chronic or underlying medical conditions.</li> <li>• School nurses will be in contact and communication with DOE Nurse Consultant.</li> <li>• School nurses will be in contact with Maine CDC and local medical</li> </ul>

	<p>professionals.</p> <ul style="list-style-type: none"> <li>• School nurses will serve as a resource to staff related to current Covid 19 research.</li> <li>• School nurses will assist with delivery of the school lunch program as needed.</li> </ul>
<b>Co Curricular Programs</b>	<ul style="list-style-type: none"> <li>• <a href="#">Red Co-Curricular Plan</a> will be followed.</li> </ul>
<b>Athletic Programs</b>	<ul style="list-style-type: none"> <li>• <a href="#">RSU5 Athletic Dept - Distance Learning Plan - Level 1 RED</a></li> </ul>

Item #7

**Board Retreat**  
**ART: Acknowledge, Rise Above, Transform**  
**August 25, 2021**  
**FHS Cafeteria**  
**4:00 - 9:00 p.m.**  
**Break for Dinner at 6:00 p.m.**

1. Icebreaker - Complete the following: " Last year reminded me of \_\_\_\_\_ "(use a name of a movie, song, book, piece of art, or a TV show) because \_\_\_\_\_.
2. Lessons from Artists: Be ready to share the lesson that most resonated with you and the work for the upcoming year.
  - a. Lessons in leadership from artists
  - b. Lessons from Michelangelo
  - c. Lessons from Women Artists
  - d. Lessons from Frida
3. Boardsmanship: Melissa Hewey, Attorney from Drummond Woodsum
  - a. How to distinguish between personal beliefs versus Board beliefs around sensitive/controversial topics?
    - i. General Boardmanship
    - ii. Role of the board member
    - iii. Role as a singular person on the Board
      1. Should we not even mention that we are on a board when speaking at another forum? When is it appropriate to use that term, "I am a school board member?"
    - iv. Question/Answer Period
4. Dinner
5. Board Self-Evaluation
  - a. Professional Development
  - b. Advisory Committee
6. Review Strategic Plan
  - a. RSU5 Board Adopted Strategic Plan Goals
  - b. RSU5 Strategic Plan Support Document
  - c. RSU5 2021-2022 Board Goals
  - d. RSU5 Strategic Plan Timeline for 2021-2022

**7. Work slated for the 2021-2022 school year.**

**a. Board meeting dates 21-22 (note addition of June 15th meeting)**

**b. Draft Board Work Plan 21-22**

**i. Possible Workshops**

**1. Wellness**

**2. Curriculum**

**3. Cost Sharing Formula - To Do or Not To Do in 22?**

**4. Enrollment - demographics**

**5. Other possible workshops**

# Lessons in Leadership from Artists

by [Editorial](#) | Jan 21, 2021

2020 was a year that demanded, more than ever, leadership from all sides: political, social, and business. The issue with leadership is that we tend to only think of it as something hierarchy related or related to only business or politics. Yes, the choices of business leaders, politicians, and our own managers have a large effect on our daily lives, but people in these roles are not the only leaders we can look up to.

With the way our social culture is constantly changing, especially given increased interconnectedness across various platforms, we need people who can feel those changes and respond accordingly.

Look at Amanda Gorman, the poet laureate who [recited her poem](#), “The Hill We Climb,” at the inauguration of U.S President Joe Biden. Through her words, she painted a vision of hope for the future. She tapped into people’s feelings of anxiousness and created a work to share with others. A look at any one of the glowing reviews written about her shows just how much people connected with what she said.

That is part of the roles artists take in our society – painting a vision for the future that taps into our hopes and desires. They help set the cultural compass and point us to where we need to go. Sounds a lot like a leader, right?

While before, we may have praised leaders who focused on high financial returns, younger generations are praising leaders who are pairing this with social awareness policies. Suddenly, sustainability and social impact are no longer taboo in the business world but are actually being included in business strategy.

**These changes require today's leaders to adopt a wider lens of the world. They need to see from diverse points of view and look beyond their current reality. Without this lens, they might miss – not only changes in society but also changes within their own organizations.**

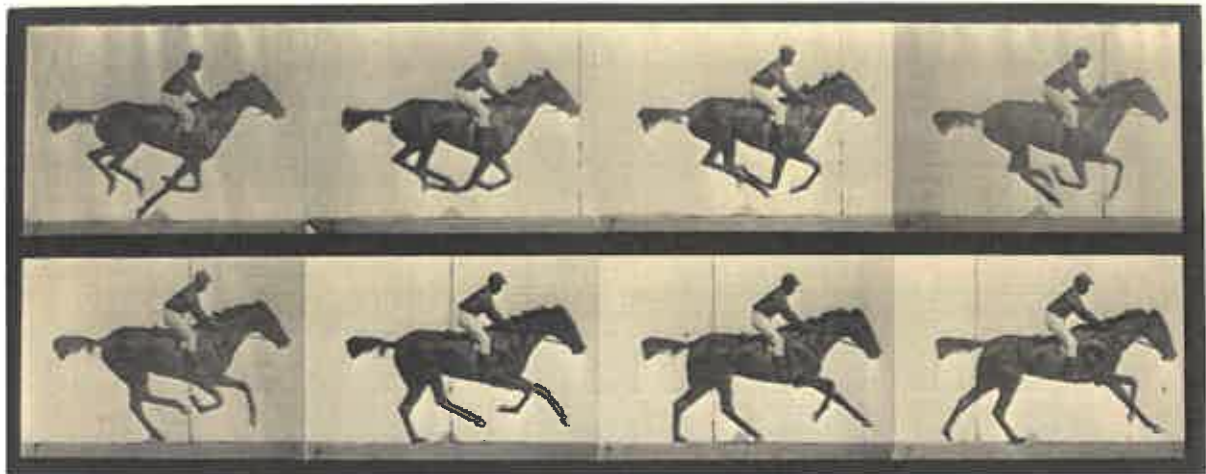
**While we don't usually think of artists as leaders, they are well equipped to deal with this new challenge because leadership does not only belong in the worlds of business or politics. Leadership is broader than that – it's about people. And artists are already natural, cultural leaders who know how to predict changes, spark movements, and respond to challenges.**

**They are always a step ahead of society because they are also the ones creating it!**

**And on top of that, they know how to present these issues in a way that appeals to people on an emotional level. So not only can they present a variety of issues, but they can also do it in a way that pulls in diverse audiences.**

**Our podcast guest Nico Daswani, head of [Art and Culture at the World Economic Forum](#), saw firsthand the effects of arts and artists on business leaders. The World Economic Forum, an international, not-for-profit organization, strives to provide a platform to changemakers in business and policy. The Forum's annual meeting in Davos, according to Daswani, was the perfect place to see just how impactful artists, and their mindset, could be in the world of business.**

**Through his observations, we were able to determine the three main traits that make artists the leaders of the future:**



Edweard Muybridge, Animal Locomotion, Plate 626, 1887 | Source: [Wikimedia Commons](#) National Gallery of Art

## **Diverse Perspectives**

Artists are constantly trying to understand the world around them – from why society operates the way it does to how people interact with each other. A skill like this doesn't just result in being empathetic. It also means being interested in a variety of things, and not sticking to only one discipline or sphere of knowledge.

With this curiosity, they can understand a wide range of issues. By actively seeking out different points of view, they can better understand how to lead and communicate their message effectively.

Business people and artists are often thought to contrast each other completely. However, the interaction Daswani cultivates between the two allows them to see just how influential they both are as cultural changemakers. It also allows each side to share ideas and information about certain topics.

Think about climate change – one of the most popular topics in recent years. Many of us know about it and have probably experienced its impact. But we still don't seem to be actively changing our behavior. How can we communicate the urgency of a topic like this to the general public and world leaders?

Well, Daswani's idea was to invite American artists [Milica Zec](#) and Winslow Porter to create an installation at the World Economic Forum's meeting in Davos. Their creation, called [Tree VR](#), turned the user into a tree through virtual reality, making their body the trunk and their arms the branches.

The work creatively presented the issue of climate change to business leaders in a way that caught their attention. And it created a conversation about sustainability among the top business leaders that attended, planting the seeds for change.



Tree VR Experience at Annual Meeting 2019 of the World Economic Forum | Photo: Sikarin Fon Thanachaiary | Source: World Economic Forum

## **Creativity**

Artists being linked to creativity seems pretty self-explanatory: they are imaginative and open to a world of possibilities. They can look at the world in a completely different way than what we're used to.

But what does creativity mean for business? Well, like Daswani said, **"you can't really fix the [same] problems with the same mindset."**

It means applying those traits of imagination and openness to the way we approach doing business. It means business leaders need to be open to new

**solutions to new, unexpected problems. It means not being afraid to use their imagination to think outside the box.**

**Look at the coronavirus pandemic and the many challenges we faced because of it. Situations like this make it easy to want to quickly retreat and ride out the storm. Yes, the situation is bad, but in business, like in a Harvard Business Review Daswani read, it is important to also look at the possibilities. Instead of focusing on the barriers and what you can't do, focus on what is now possible.**

**It takes times like these to develop the structure for the leadership of possibilities. An idea beyond our reach for now, still has the possibility of being implemented with success in the future.**

**Some of the greatest artists prove this very point. When the camera was invented, taking over the purpose of painting to capture a moment, Picasso changed the way he painted – sparking a revolutionary art movement. [Eadweard Muybridge](#) wanted to capture a horse in motion but didn't have the technology to capture video, so he created a system of multiple cameras to capture each frame, resulting in what would later become cinema.**

**In business, we can see how this way of thinking benefits a company, with many successful companies starting as a way to fulfill a need that we did not know we had.**

## **Forward Thinking**

**Being able to think outside of the box gives artists another important trait: thinking ahead. As leaders in business, this trait is an important necessity for**

steering a company towards a certain long-term goal or seeing changes coming and pivoting accordingly.

Right now, business culture tends to praise short term thinking – the next quarter's fiscal results, strategies for the next 3 years. But artists differ. They are already constantly challenging the current status quo with possibilities from the future, often with a vision for the next 15 or more years. They also sense changes in culture and can bring those changes to the front of society through their art, helping rewrite society's narrative.

One of the largest changes society is facing is the rise of robots. **"We should teach our kids sports, music, painting. Everything we teach should be different from machine."** Jack Ma, the founder of Alibaba Group, [already understands this](#), suggesting that the key to staying relevant in the future is through the arts.

Even though society focuses on STEM thinking, Ma is thinking of a future where robots excel at these tasks. Things like music, painting, and sports would give us the soft skills we would need in the future.



Fish Flies on The Sky | 1975 Nam Jun Paik | Source: Michael Biellcky

## **Going Forward**

If Jack Ma, one of the world's leading businessmen, sees the potential for including the arts in the future, maybe we should take his advice. Maybe we should aim to incorporate these lessons into leadership practices.

Seeking diverse perspectives, getting in touch with our creativity, and pulling inspiration from the future are all supplements to an evolving leadership style. Maybe try talking to different coworkers to get their points of view regarding topics within an organization. Maybe try getting in touch with your creativity by tapping into your imagination during everyday tasks, and use these ideas to think ahead to the future.

And if you're still curious about how to develop an artistic mindset among you and your team, drop us an email to learn about our program for business organizations, "[Artistic Leaders – From speaking to the mind to speaking to the hearts.](#)"

LEADERSHIP

## Leadership Lessons from Michelangelo the Artist

BY ROSHAN THIRAN | 06-03-2019 | 6 MIN READ



*The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark. – Michelangelo*

In 1997, I worked in Europe and as part of my work, I spent a few weeks in Florence, Italy, where I got to see the famous statue of David.

Recently, my wife (who is an art historian) reminded me about David and the great Michelangelo – the Italian master – who lived in one of the most famous periods of art, and created a legacy that would prove as timeless as his elegant masterpieces.

The works of Michelangelo (born Michelangelo di Lodovico Buonarroti Simoni) are familiar to most of us. The statue of David, the painting of the Sistine Chapel ceiling, and St Peter's Basilica in Rome are just a few of his famous masterpieces that draw admirers from around the world.

I know that we can learn from everyone, so I thought I would try to learn some lessons from the life of the great Michelangelo.

Michelangelo (1475-1564) was born into a family that claimed aristocratic roots. His father worked for the Florentine government, and despaired at his son's inclinations towards the arts. At the time, it was viewed as a lowly profession, and certainly unsuitable for the son of a government official.

How often have we seen parents as obstacles to their child's greatness?

Regardless of his father's strong opposition to his passion, the young Michelangelo, at the age of 14, drew the attention of Florentine leader Lorenzo de' Medici, who invited the blossoming artist to reside at his home.

## The making of a great artist

Michelangelo would subsequently learn from noted intellectuals and artists of the day, and the insights he gained from his time in the Medici home would influence his work throughout his life.

It was during this time that Michelangelo honed his skills as a sculptor under the renowned Bertoldo di Giovanni, who was himself known for his sculptures. Although Michelangelo would become known for his painting and architecture, he considered himself a sculptor first and foremost.

In terms of his personality, Michelangelo was – to put it mildly – often difficult. He was fiercely critical of his own work and experienced frequent mood swings.

Although he became wealthy, he was neither known for his fashion sense nor hygiene, and he preferred to lead a life of solitude, interacting with others only when necessary.

One of his most famous works of art, the Sistine Chapel ceiling – which attracts more than 20,000 visitors *per day* during Rome's summer months – has been described as “a cornerstone work of High Renaissance art”.



*However, Michelangelo was, as usual, critical about the awesome work he produced, writing in one letter, “I am not a painter”.*

Interestingly, the commission to paint the Sistine Chapel ceiling wasn't originally intended for Michelangelo, but rather his rival, the younger (and more personable) Raphael.

The latter – in an attempt to discredit Michelangelo as a painter – convinced Pope Julius II to give the commission to his rival instead, hoping that he would fall from grace and be seen as nothing more than a sculptor.

Unfortunately for Raphael, Michelangelo spent the following four years (1508-1512) creating sublime frescoes that would reveal his genius as an all-round artist to audiences for centuries to come.



*The Sistine Chapel ceiling in Vatican, Rome*

Despite the end result, Michelangelo faced numerous challenges in painting the Sistine Chapel ceiling. For a start, he had to learn the difficult process of painting in fresco – something he had never done before.

He also had to find a way to create a suitable structure that would allow him to paint, standing high above the ground. He spent long periods craning his neck in order to paint, which inevitably caused him tremendous pain and emotional distress.

Michelangelo also found mould on the ceiling as he progressed in the project. He begged the Pope to allow him to quit, reiterating that he wasn't a painter. However, the Pope summoned an expert to show the artist how the mould could be removed, and Michelangelo carried the work on to completion.

As a man, Michelangelo could be difficult, stubborn, and single-minded. As an artist, he showed his genius across several mediums, and yet he endured a constant struggle with perfection.

His work drew admiration from all walks of life, but the Italian master was forever pushing himself towards perfection, which meant he never produced any work that was less than extraordinary.

While we needn't pursue our passions quite as fervently as Michelangelo, the example of his life shows that when we strive to be the best that we possibly can be, we can manifest great achievements that in turn inspire and empower others to develop their best selves.

From the life of this great artist, there are many lessons that can push us beyond our perceived limitations and on to greatness, whatever that means for each of us.

Check out: [Leadership Lessons from Ludwig van Beethoven](#)

Here are four leadership lessons from the life and times of the Renaissance master:

## **1. Achievement takes time – and hard work**

As leaders, it can often be a frustrating process to have an idea in mind and not see it come to fruition quickly. Particularly with long-term goals, we need to realise that it requires time and dedication to achieve or to master anything worthwhile. As the Italian master himself put it, "If people knew how hard I worked to get my mastery, it wouldn't seem so wonderful at all."

## **2. Use your time wisely... it's a finite source**

Successful entrepreneurs are always goal-oriented. They recognise the need to utilise their waking hours as efficiently as possible if they're to make substantial progress.

In Michelangelo's time, an artist's reputation was only as good as their last commission, and so they were compelled to continually hone their craft, develop and grow their talent. Michelangelo offers us this warning:

“There is no greater harm than that of time wasted.”

### 3. Growth is limited only by your imagination

One of the ways in which the iconic artists of history are distinguished from many others is their imagination and belief in their capabilities. Primarily a sculptor, Michelangelo was viewed by some as an absurd choice to paint the Sistine Chapel ceiling – but he took on the challenge with the belief that no other could do a better job.

How many of us would take on a daring challenge outside our comfort zones? In reality, what we are capable of doing is far more than what we think we are capable of. In the words of the great artist, “Your greatness is measured by your horizons.”

### 4. Know your strengths and you'll find your talent

Michelangelo knew what psychologists are now telling us: we flourish best when we put our strengths to use in whatever we do. Being proactive in making sure our capabilities align with whatever role we find ourselves in not only ensures a higher likelihood of producing quality work, but also boosts our engagement and well-being.

As Michelangelo advised, “Your gifts lie in the place where your values, passions, and strengths meet. Discovering that place is the first step toward sculpting your masterpiece, Your Life.”

### 5. Be different... always

In 1501, Michelangelo was commissioned to sculpt a statue of David by the city fathers of Florence, as a symbol of the city's courage against its enemies (Florence was constantly attacked by larger city states and David, the Biblical character would represent their defiance to these enemies).

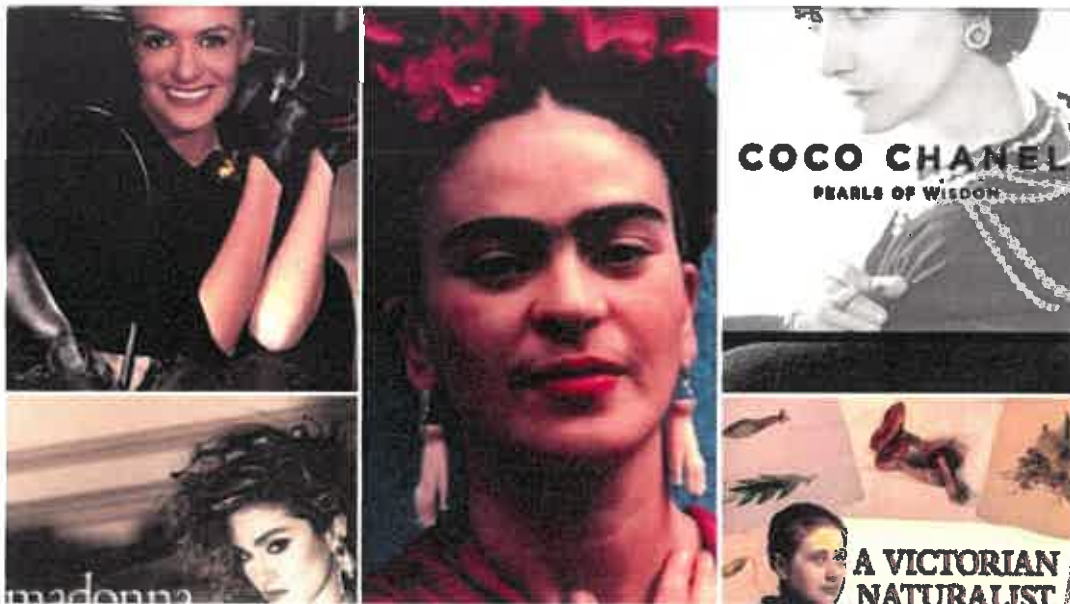
Most artists at that time would have depicted David right after he slew Goliath, but Michelangelo decided to be different. He chose to sculpt David the young man, just before he encountered the giant Goliath.

He rationalised that David had two choices before he confronted Goliath – to run away in fear or stand firm and fight.

“This David was the ‘real’ David – a vision of a man not paralysed by fear, but standing up boldly in his hour of ‘terror’.”

He even sculpted David with a larger right hand, symbolising his ability to control and shape a new world. This statue of David would be a turning point in the birth of the new Europe – and a move away from the Dark Ages. And because he was different, he has been called the ‘father of the Renaissance’.

**Did You Know?** Due to his talent and intriguing character, Michelangelo was so adored by Italians that they wanted to know as much about his life as possible. As a result, he became the first artist to have a biography of his life published during his lifetime.



Leadership lessons from five women  
that inspire me. And they do not come  
straight from the business world.



**Dr Katerina Kolyva** Follow  
Executive Director (CEO) Coun...



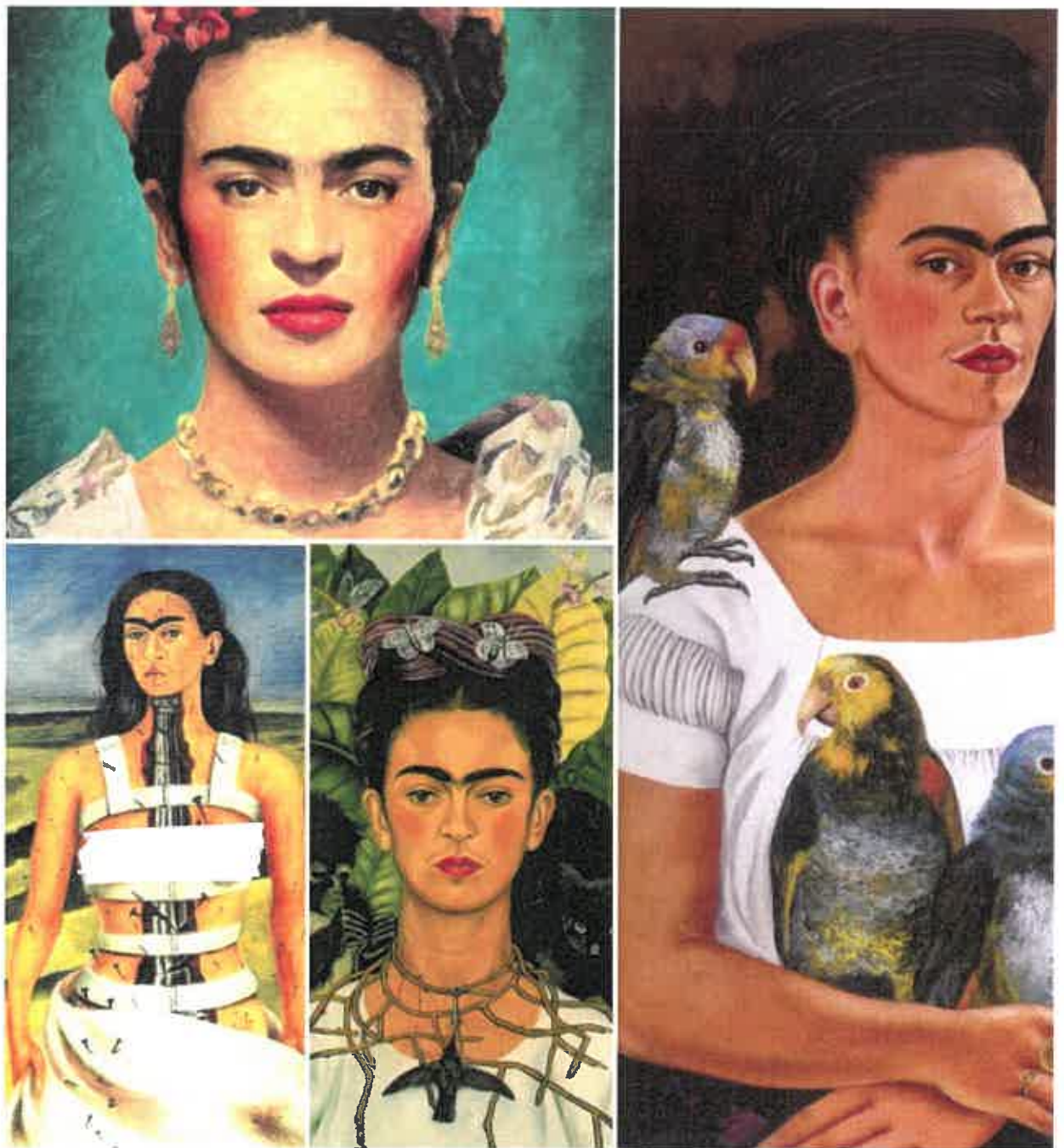
Very often we pigeon hole leadership as a management and business discipline... and how wrong we are. If leadership is about inspiration, drive, commitment, support, energy, innovation then we should be looking elsewhere than the business world. So I am saying farewell to banking and hello to the arts.

Most women that have fascinated me in life and I have borrowed energy from come from the Arts with a capital A. From painters to actresses, pop singers to fashion legends I salute all these women that have injected the universe with their passion and drive and taught us leadership just by being them.

As you would expect I do have my top five, which I wanted to share in this blog. They are: Frida, Beatrix, Melina, Madonna and Coco. They each bring a strong ingredient to the table and teach us about leadership from the heart.

**Frida Kahlo Resilience**

*A political journey starts with a bus accident*



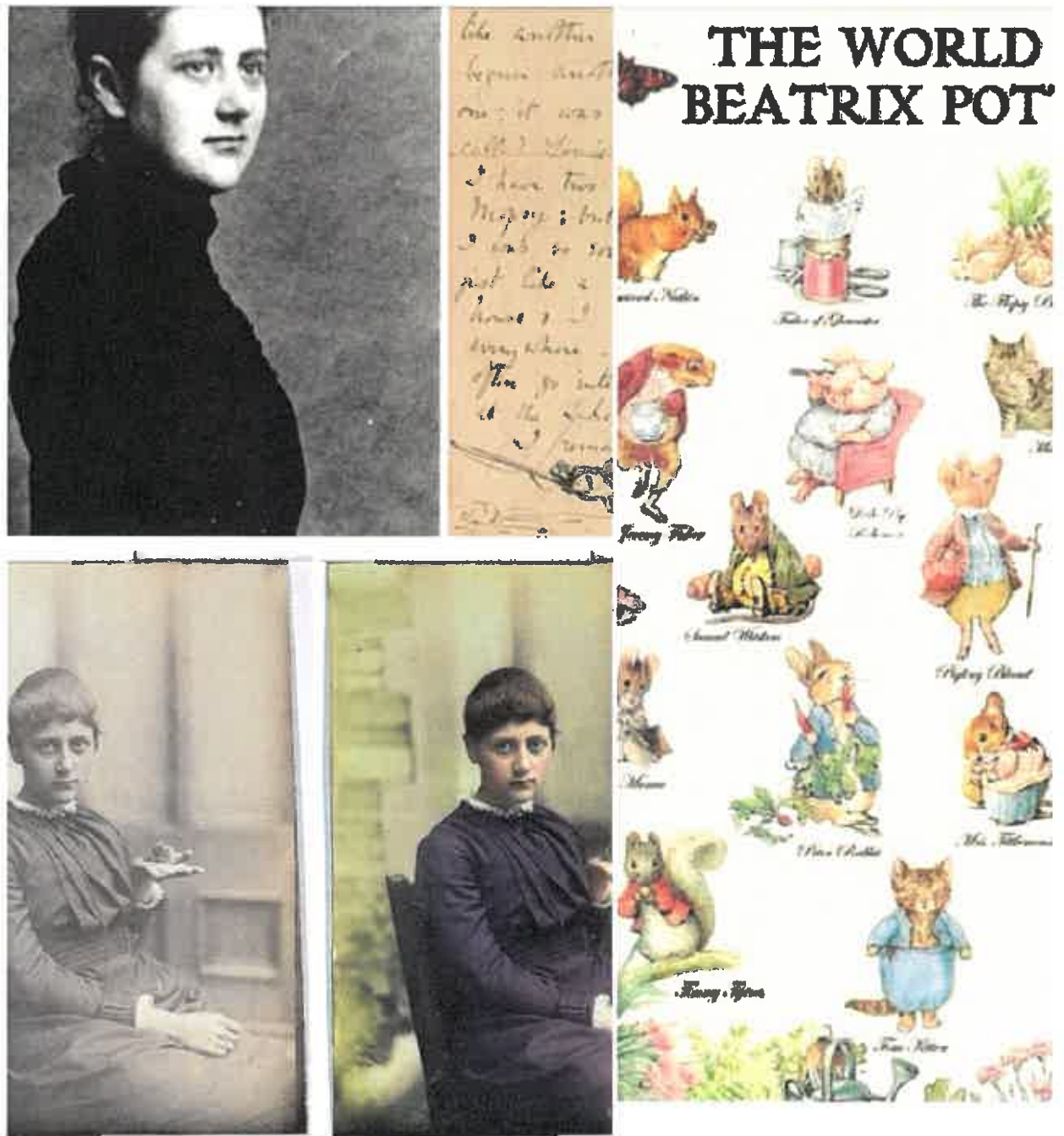
**Frida Inspires resilience par excellence.**

Having suffered from polio at the age of 6 and following a terrible bus accident at the age of 18 she led a life full of lifelong health problems, which did not stop her from becoming one of the most famous feminist painters of her time and be heavily involved in politics. Reflecting on her reality she remained throughout her life true to herself. Despite being confined to bed for several months over long periods of time, despite her over 30 operations and her amputated leg due to gangrene her focus on her art and politics never left her.

Frida is my inspiration of resilience in leadership. It is never easy to lead teams that can lack motivation and energy but a resilient leader never gives up and always remains focused and tenacious to their goals and values. Against all odds.

**Beatrix Potter Generosity**

*From Peter Rabbit to the National Trust*



Beatrix inspires me for her immense generosity.

From sharing with us for decades and still so many generations to come the tales of Peter Rabbit and his friends to leaving to us to enjoy the privilege of the National Trust and the Lake District National Park.

In leadership, generosity is such an asset that people often overlook. It is not just about the thank yous and the staff awards. It is a way of being. By being generous in terms of sharing your feelings, your ways of thinking and your work with others you essentially become a stronger and more open leader. Your generosity will be remembered as part of your legacy just as Beatrix's still does today.

Melina Mercouri Passion

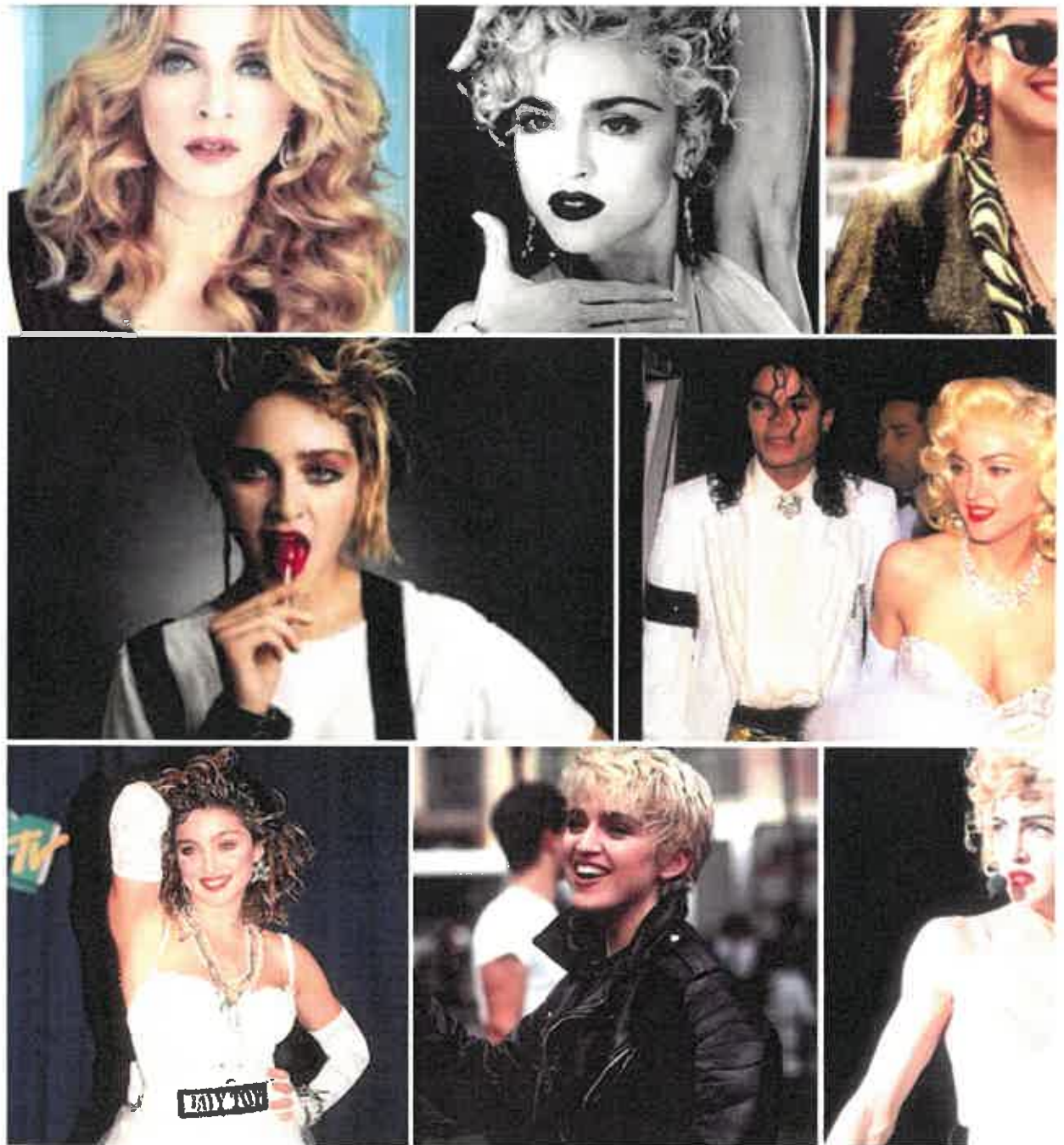
Never on a Sunday, always in our hearts



There is no leadership without passion and there is no passion without Melina. From drama to politics she has always been an inspiration with her strong passionate spirit. A political activist during the Greek military junta, she became a politician and the first female Minister of Culture in Greece. She is the woman behind the establishment of the European Capital of Culture, an EU initiative that we still celebrate today. Passion is so important in leadership. So many leaders miss the point by not showing their feelings, internal energy and emotion. And yet successful leaders know that being true about your passion leads you to more followers.

**Madonna Postmodernism**

*Like a virgin AND like a prayer*



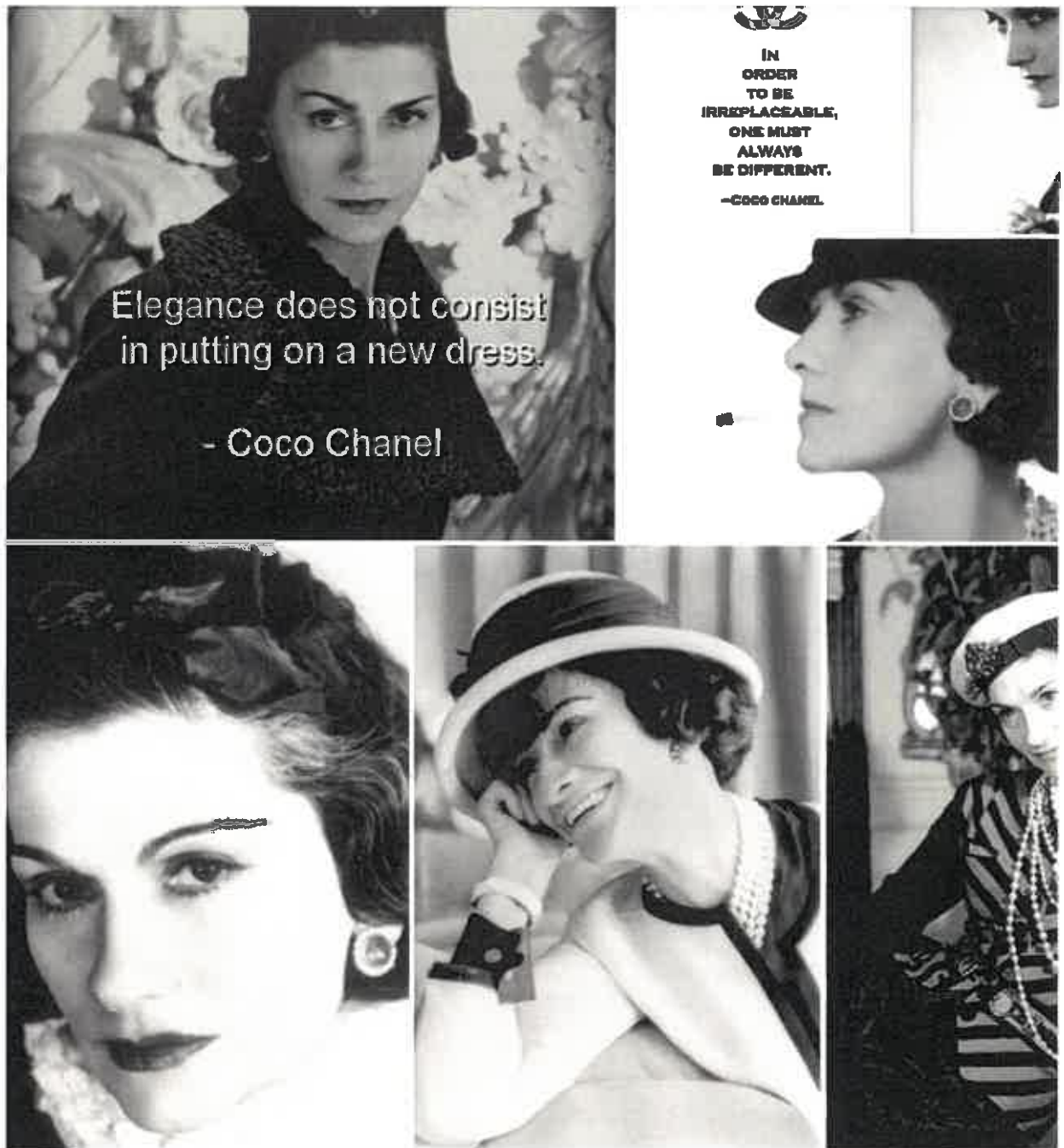
**Madonna inspires me for her true postmodern spirit.**

**From virgin to whore, material girl to papa don't preach, she has never stopped reinventing herself. The endless reproductions of herself and multiplicity of Madonna's public face reveal a controlled self-fashioning, which is so intentional. I was impressed to see her feature in the Routledge Companion to Postmodernism.**

**Madonna reminds me that as a leader you have to always reinvent yourself. What got you here, will not get you there and your techniques that were successful five years ago will no longer be valid today. It is important to recognise that in leadership you need to wear all the hats at the same time and be open to new challenges and even new images of yourself. Success comes both 'like a virgin' and 'like a prayer'.**

**Coco Chanel Elegance**

***Black and white has never been so colourful***



**Coco equals elegance. FULL STOP.**

**If you are going to lead teams you might as well do it with elegance and class. And in pure Coco words 'elegance is not just about putting on a new dress'.**

**Gabrielle inspires me mostly for liberating women from their corseted silhouettes, popularising a casual chic style. She is the feminine and the feminist, the black and white and the colourful legend. She was the best networked woman of her time and one of the richest of all time just thanks to one ingredient: elegance.**

**I know we do not often talk about elegance in leadership but just think about it for a second. Would you be inspired and keen to follow someone who lacks elegance? Elegant leaders are just like Coco. Simple, accessible and easy to connect with. There would be nothing excessive about them, no corsets, no straight jackets, just class.**



**Dr Katerina Kolyva**  
Executive Director (CEO) Coun...

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Knowledge > Valuable Life Lessons to Learn from Frida Kahlo!

Knowledge Stories

## Valuable Life Lessons to Learn from Frida Kahlo!



BY FERCHICHI GHADA | JUNE 21, 2020

Frida Kahlo is undeniably Mexico's most famous and influential artist. Born just a few years before the Mexican revolution in Coyoacan, which is a neighborhood in Mexico City, where she lived a passionate, colorful life alongside painters, poets, and revolutionaries.

If we were to introduce her, we would say she is an icon of strength, a victim of love and a genius in art. Frida Kahlo changed the standards of beauty with her unibrow, her right leg that was thinner than the left one and her original Tehuana dresses.

We consider Frida Kahlo as a school of lessons, a great inspiration in life. She should be every woman's role model, because she unintentionally proved to the world what a woman is capable of. Here are some precious lessons we can learn from her:

**Embrace what makes you unique, even if it's "out of ordinary"**

Frida, with her unique signature unibrow and hairy upper lip, was not “traditionally attractive”. Still, if she was criticized for it, Frida couldn’t care less, nor did she ever make an effort changing herself to please others. Frida painted her thick brow into her own self-portraits, with the understanding that it was part of what made her “her”. She found power in radical self-acceptance, telling the world it should not dare try to change her.

### **Life, as painful as it is, is worth living**

Frida has lived a very hard life shaped by crippling pain. At a young age, she suffered from polio, leaving one of her legs withered and stunted. Then, at the age of 18, Frida had a terrible trolley-car accident forcing her to wear a corset in order to support her spine for the rest of her life. And since that day, her life was never free from pain.

However, Frida had an infinite love for life. For years of her life she was completely confined to bed, her only real contact with the outside world was the view of her home’s courtyard, which she watched from a mirror hung on the wall above her bed, and still she did not surrender to pain or to sorrow. **“I am not sick. I am broken”,** she wrote in her diary. **“But I am happy to be alive as long as I can paint.”**

### **Life is better lived with color**

Frida adored colors. Starting from her house that was an electrical royal blue, which she shared with famous Mexican muralist Diego Rivera. Reds, oranges, yellows, and greens are found even in the saddest of her art. To the way she dressed in sparkly colored clothes and cut flowers fresh from her garden to wear in her hair. Frida’s life, no matter how painful, was lively, spirited and full of laughter and brightness. We can all learn from the way she went for beauty over sadness and color over pain.

### **Never say sorry for your strength**

This lady was a boss. She went through so much more than any of us could possibly imagine and yet she still came out stronger.

She never stayed silent, she never worried that her strength or power or success might intimidate others nor she was demure. Frida never apologized for her strength, her art, her politics, or her sexuality, and she did not need to. She simply was who she was.

Frida taught us to love fearlessly. She taught us that pain is inevitable, but it doesn’t have to control us. She taught us to stay passionate, to keep stoking the fire that keeps life worth living.

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Reference: <https://www.elephantjournal.com/2015/06/10-lessons-to-learn-from-frida-kahlo/>

TAGS   **Artist**   **Frida Kahlo**   **Icon**   **Inspiration**   **Lessons**   **Life**   **Strength**

**BOARD OF DIRECTORS MEMBER CODE OF ETHICS**

Having accepted the challenge of service on the Board, members accept the principles set forth in the following code of ethics to guide them in helping to provide free public education to all the children of RSU No. 5.

Each Board member shall:

- A. view service on the Board of Directors as an opportunity to serve their community, state, and nation because of the belief that public education is the best means to promote the welfare of our people and to preserve our democratic way of life.
- B. at all times think of children first and base their decisions on how they will affect children, their education, and their training.
- C. make no disparaging remarks, in or out of the Board of Directors meetings, about other members of the Board or their opinions.
- D. remember at all times that as an individual they have no legal authority outside the meetings of the Board of Directors, and that they will conduct their relationships with the school staff, the local citizenry, and all media of communications on the basis of this fact.
- E. recognize that their responsibility is not to operate the schools but to see that they are well operated.
- F. seek to provide education for all children in the community commensurate with their needs and abilities.
- G. listen to all citizens but refer all complaints to the proper authorities, and discuss such complaints only at a regular meeting after failure of administrative solution.
- H. abide by a decision graciously once it has been made by the majority of the Board of Directors.
- I. not criticize employees publicly, but make such criticism to the Superintendent for investigation and action, if necessary.
- J. make decisions openly after all facts bearing on a question have been presented and discussed.
- K. refuse to make promises as to how they will vote on a matter that should properly come before the Board of Directors as a whole.

- L. not discuss the confidential business of the Board of Directors at home, on the street, at work, or any location other than during a Board of Directors executive session.
- M. confine his/her Board of Directors action to policy making, planning, and appraisal, leaving the administration of the schools to the Superintendent.
- N. welcome and encourage cooperation and participation by teachers, administrators, and other personnel in developing policies that affect their welfare and that of the children they serve.
- O. endeavor at all times to see that schools have adequate financial support within the capabilities of the community and state, in order that every child may receive the best possible education.
- P. resist every temptation and outside pressure to use their position as a Board member to benefit themselves or any individual or agency apart from the total interest of the school unit.
- Q. endeavor to attend every regular and special Board of Directors meeting recognizing that their presence means representation for their town. If it is not possible for an extended length of time, give consideration to resigning from the position on the Board of Directors.
- R. recognize at all times that the Board of Directors of which they are a member is an agent of the state, and as such, shall abide by the laws of the state and the regulations formulated by the Maine Department of Education and by the State Board of Education.

The Board shall read this policy at the beginning of each school year and each member will sign the acknowledgement form. Any new members to the Board will read this policy and sign acknowledgement during Board orientation.

Cross Reference: BCA-E Board of Directors Member Code of Ethics Annual Acknowledgement Form

Adopted: October 28, 2009  
Reviewed: January 26, 2011  
Reviewed: December 18, 2013  
Revised: October 23, 2019

**BOARD OF DIRECTORS MEMBER CODE OF ETHICS ANNUAL  
ACKNOWLEDGEMENT FORM**

As an RSU No. 5 Board member I, \_\_\_\_\_, have read the Board of Directors Member Code of Ethics policy (BCA) and will abide by the code of ethics set forth.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: October 23, 2019

Board Self-Evaluation July 2021 (Responses)

Item # 7.5

	1A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.	1B. The Board develops annual District goals in alignment with the district vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.	1C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.	1D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.	1E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.	1F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.
Board Member 1	3	3	3	3	3	3
Board Member 2	3	3	3	3	4	3
Board Member 3	3	3	3	2	4	3
Board Member 4	3	3	3	4	3	2
Board Member 5	3	3	3	3	4	3
Board Member 6	3	4	3	3	4	3
Board Member 7	3	3	3	3	3	3
Board Member 8	4	3	3	3	4	3
Board Member 9	3	3	3	3	3	3
	3.11	3.11	3.00	3.00	3.56	2.89

Standard Score 1: 3.11

**Comments**

This year, due to Covid, the Board was not able to focus on standards A-E, so I'd say that these are not applicable for this year

There could be more varied and robust means of informing the BOD "what (and how) children are learning" beyond admin reports. I really appreciate how collaborative the process is for reviewing the Superintendent's performance.

In general need to do a better job of scope creep of goals during the year.

While I think we have improved this year with targeted PD for the Board around DEI, I still think there is still more progress around PD that would benefit this board's performance.

The Board agendas and minutes could be more transparent to the public. Sometimes topics are discussed under the superintendents report at length and not included on these documents.

## Board Self-Evaluation July 2021 (Responses)

	2A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.	2B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.	2C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.	2D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.	2E. Board members publicly support the decision of the majority and speak with a unified voice.	2F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.
Board Member 1	4	4	3	4	3	3
Board Member 2	3	4	3	4	3	2
Board Member 3	2	3	3	3	3	3
Board Member 4	3	4	3	3	2	3
Board Member 5	4	4	3	2	3	3
Board Member 6	3	4	4	2	3	3
Board Member 7	3	4	3	2	3	2
Board Member 8	3	3	3	3	3	3
Board Member 9	3	3	2	2	2	3
	3.11	3.67	3.00	2.78	2.78	2.78

Standard Score 2: 3.02

### Comments

The Board does well on B, having said that, there are instances where policies are not followed as closely as they should (e.g. Wellness policy, curriculum policy). As a board member, I am not entirely sure how closely policies in general are followed district-wide.

The board could definitely improve upon on boarding new members. Currently, it is very basic. And one learns by going through a full school year or more. Mentorship is valuable and would be appreciated.

Would like to see us engage in relationship-building and strategic activities a few times a year. The August session is nice, but it is quick, full of planning for the year, and leaves me wanting more - would result in even higher-functioning BOD, I think. This doesn't have to be formal - or rely on admin planning. Could just be FUN!

I feel some members of the board overstep the boundaries of being a board member and have are too personal with their approach to being a board member.

As a board we need to do a better job at reducing how long discussions take.

We need boardmanship training each year there are new members so we all understand our role well. I don't know what is formally in place regarding the mentor piece.

I think the Board generally does a good job but sometimes strays from Robert's Rules, which are in place to help us obtain a consensus. We should remember the point of deliberation is to obtain consensus and not necessarily debate one another or refute each other's points. This would allow us to have shorter meetings/discussions sometimes. A refresher on the Board's roles and responsibilities vs. the superintendent's would also be helpful. Regarding Board leadership, I think it could be more spread between the chair and vice chair. The chair assumes most of the leadership role and I think the vice chair could be looped in more on important decisions.

## Board Self-Evaluation July 2021 (Responses)

	3A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.	3B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.	3C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.	3D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.	3E. The Board is an advocate for the District's interests with legislators and other elected officials.
Board Member 1	4	3	3	4	3
Board Member 2	3	2	3	3	3
Board Member 3	4	2	3	3	3
Board Member 4	2	2	2	3	4
Board Member 5	3	3	3	4	3
Board Member 6	4	3	4	3	2
Board Member 7	3	3	3	3	2
Board Member 8	4	3	3	3	2
Board Member 9	4	3	3	3	3
	3.44	2.67	3.00	3.22	2.78

Standard Score 3:

3.11

### Comments

While the Board does make an effort to include all stakeholders in decision-making, there have been a few examples this year when it would have been helpful to reach out to more people ahead of decision-making. Even though there isn't always as much time as we would like to include voices, we should be continually striving for inclusion of all stakeholders, and for openness and transparency.

The Board is getting better at advocating with legislators etc.- sometimes as a group, more often as individual members. Let's continue focusing on this good work.

Just beginning to see more movement with regard to the board acting on legislative opportunities.

Nice improvement with social media accounts. It could be nice to see new ways of soliciting community input, beyond surveys. In-person forums (like we did for strategic planning) is great - and we could hold regular events with babysitting offered by students (good fundraising opportunity for booster groups). Also big improvement in our engagement w/ legislators re: music and masking this past year.

Feel the board is bullied by our Freeport state rep and council at times.

This Board still is not overly involved with legislators. We do now have an MSBA board member which keeps communication lines more open than in the past, which is wonderful.

I think the Board should continue to allow remote public comments at meetings as a way to gain community input as it allowed for robust participation in the past year plus.

Board Self-Evaluation July 2021 (Responses)

	4A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.	4B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.	4C. The Board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.	4D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.	4E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.
Board Member 1	4	4	4	3	4
Board Member 2	4	4	4	3	3
Board Member 3	4	3	2	3	2
Board Member 4	3	3	4	3	3
Board Member 5	4	3	4	4	4
Board Member 6	4	4	4	3	4
Board Member 7	4	4	3	3	4
Board Member 8	4	4	3	3	3
Board Member 9	3	3	3	3	3
	<b>3.78</b>	<b>3.56</b>	<b>3.44</b>	<b>3.11</b>	<b>3.33</b>

Standard Score 4: 3.44

Comments

I felt out-of-the-loop on hiring this year.

Budget process feels very well managed.

## Board Self-Evaluation July 2021 (Responses)

	5A. Board members are able to speak their minds without fear of being ostracized.	5B. Board handles conflict openly and constructively.	5C. Board members actively promote the belief in the success of all students in the district.	5D. Board members act as conscientious role models and exhibit professionalism.	5E. Board members exercise authority only as a board as a whole and recognize that no individual Board member has authority to take individual action on behalf of the Board.	5F. Board members avoid conflicts of interest and appropriately disclose if one arises.	5G. Board has adopted and annually reaffirms its code of ethics.
Board Member 1	4	3	4	3	4	3	3
Board Member 2	4	3	3	3	3	3	4
Board Member 3	3	3	4	3	3	3	3
Board Member 4	3	2	3	3	3	3	3
Board Member 5	3	3	3	3	3	3	3
Board Member 6	3	3	4	3	3	4	4
Board Member 7	4	3	3	3	3	3	4
Board Member 8	3	3	4	3	3	3	3
Board Member 9	3	3	3	3	3	3	3
	3.33	2.89	3.44	3.00	3.11	3.11	3.33
Standard Score 5:	3.15						

### Comments

Stakeholders do not like to hear board members speak about their own children when discussing matters that affect all students. Members should continue to try to speak to the interests of the entire RSU5 community and try to avoid focusing on personal examples when making decisions.

Overall I feel the Board did a great job maintaining respectful discourse, especially in such a challenging year. I felt the discussions about remote access to Board meetings did not center equity of access for all Board members and we may have lost a Board member as a result. That was unfortunate. I also think the Board should consider adding a standard centered on equity to help us align with the district goal, or consider adding an item under an existing standard about advancing equity.

## BOARD OF DIRECTORS SELF-EVALUATION INSTRUMENT

### Introduction

The Board of Directors Evaluation System is based upon the National School Boards Association Standards of Practice.

There are five key standards of Board leadership incorporated into this model:

- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

### Timeline

Month	
End of July	Distribution of evaluation (electronically)
July/August	Individual board members complete the self-evaluation electronically for compilation by the Board Chair or designee.
August/September	Board reviews compiled results. Results will be used by the Board as part of its annual goal setting and planning for the year.

## PART I: Standards of Leadership

These standards are rated using the following scale:

**4 - Exemplary** ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few Boards are expected to demonstrate Exemplary performance on more than a small number of targets.

**3 - Proficient** ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced Boards and the goal for new Boards performing at the basic level. Proficient Boards demonstrate acceptable leadership practice and meet or make progress on all outcome targets.

**2 - Basic** ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

**1 - Does Not Meet** ratings indicate performance that is unacceptably low on one or more standards and makes little or no progress. Ratings of *ineffective* are always cause for concern.

### Standard 1: Vision, Leadership & Accountability

**Descriptor:** The Board of Directors commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

**Possible Data Sources:**

- Alignment with District vision and mission statement
- Adherence to Standards of Ethics
- Established goals
- Board agendas
- Board presentations
- Board retreats
- Board communications
- Annual evaluation of the Superintendent
- Board self evaluation

### Rating for Standard 1: Vision, Leadership & Accountability

	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Basic</b>	<b>1 Does Not Meet</b>
<b>A.</b> The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
<b>B.</b> The Board develops annual District goals in alignment with the District vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.				
<b>C.</b> The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
<b>D.</b> The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				
<b>E.</b> The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
<b>F.</b> The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

**Comments:**

## Standard 2: Board Governance & Policy

**Descriptor:** The Board of Directors works effectively as a team and collaborates with the Superintendent, exhibits a shared understanding of Board and Superintendent roles, maintains a set of Board operating procedures, and leads/governs the District through policy.

### Possible Data Sources:

- Date and agenda of annual orientation
- Policy review and updates
- Board policy manual
- Board orientation materials
- Attendance and state-mandated trainings

### Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.				
B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.				
C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.				
D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.				
E. Board members publicly support the decision of the majority and speak with a unified voice.				
F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.				

**Comments:**

### Standard 3: Communication & Community Relations

**Descriptor:** The Board of Directors effectively communicates with the Superintendent and the local community, represents community interests and values, and ensures District information and decisions are communicated to the community.

**Possible Data Sources:**

- Communication policies or procedures
- Schedules or invitations to community forums
- Reports or presentations on programs that demonstrate community partnerships
- Legislative meetings. Letters or advocacy efforts
- Newsletters and website
- Survey results

### Rating for Standard 3: Communication & Community Relations

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.				
B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.				
C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.				
D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.				
E. The Board is an advocate for the District's interests with legislators and other elected officials.				

**Comments:**

### Standard 4: Fiscal Resources, Staff Recruitment & Environment

**Descriptor:** The Board of Directors oversees the fiscal conditions of the District, aligns resources to meet District goals, ensures appropriate policies for staff recruitment and retention, supports district wide learning and promotes conditions for health and safety.

**Possible Data Sources:**

- Process for budget development and adoption
- Communication materials, website, newsletters
- Facilities plan and schedule for updates
- Audit report
- Policy on recruitment and hiring
- Professional development plans

**Rating for Standard 4: Fiscal Resources, Staff Recruitment & Environment**

	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Basic</b>	<b>1 Does Not Meet</b>
<b>A.</b> The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.				
<b>B.</b> The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.				
<b>C.</b> The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
<b>D.</b> The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.				
<b>E.</b> The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

**Comments:****Standard 5: Ethical Leadership**

**Descriptor:** The Board of Directors promotes the success of all students and staff, and conducts District business in a fair, respectful and responsible manner.

**Possible Data Sources:**

- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

**Rating for Standard 5: Ethical Leadership**

	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Basic</b>	<b>1 Does Not Meet</b>
<b>A.</b> Board members are able to speak their minds without fear of being ostracized.				
<b>B.</b> Board handles conflict openly and constructively.				
<b>C.</b> Board members actively promote the belief in the success of all students in the district.				
<b>D.</b> Board members act as conscientious role models and exhibit professionalism.				
<b>E.</b> Board members exercise authority only as a board as a whole and recognize that no individual board member has authority to take individual action on behalf of the Board.				
<b>F.</b> Board members avoid conflicts of interest and appropriately disclose if one arises.				
<b>G.</b> Board has adopted and annually reaffirms its code of ethics.				

**Comments:**

**Board of Directors Self-Evaluation****Annual Evaluation Rating Form**

<b>Standards</b>	<b>SUMMATIVE SCORE</b>			
<b>Standard 1: Vision, Leadership and Accountability</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 2: Board Governance and Policy</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 3: Communications and Community Relations</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 4: Fiscal Resources, Staff Recruitment &amp; Environment</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Standard 5: Ethical Leadership</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>ANNUAL EVALUATION SCORE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Approved: December 11, 2019

### **BOARD OF DIRECTORS ADVISORY COMMITTEES**

The Board of Directors may establish advisory committees to perform specific functions. Advisory committees may study particular problems or issues and make reports and/or recommendations to the Board of Directors, but may not act for the Board.

Advisory committees may include individuals who are not elected members of the Board of Directors but each advisory committee shall have at least one Board representative.

The Board of Directors will consult with the Superintendent before establishing or dissolving any advisory committee. The number of members, the composition of each advisory committee, and the selection of members will be determined by the Board of Directors in consultation with the Superintendent based upon the purpose of the committee.

The scope and authority of any advisory committee shall be limited to that assigned to it by the Board of Directors. The Board is in no way obligated to follow advisory committee recommendations.

Unless given a new assignment by the Board of Directors, an advisory committee shall automatically dissolve after the Board has received the committee's final report or recommendations. An advisory committee may be dissolved at any time by Board action. No advisory committee shall continue for a prolonged period without a specific assignment.

#### **Instructions to Board of Directors Advisory Committees:**

So that the Board's intent and expectations are clear, each advisory committee shall be instructed in writing concerning:

- A. The purpose of the committee, the specific issue(s) for study, and/or the scope of the committee's activity;
- B. The composition of the committee, including designation of voting and non-voting members, if applicable;
- C. The length of time each member is expected to serve;
- D. The role of the committee as being advisory only;
- E. The resources the Board will provide to assist the committee in completing its task;
- F. The expectations regarding the committee's relationship with the Board of Directors, the Superintendent and school system personnel;

- G. The designation of the individual who will be responsible for providing information to the public concerning the committee and its work;
- H. The time and place of the first meeting;
- I. The timeline for progress reports to the Board of Directors and/or other activities;
- J. The date on which the Board of Directors expects to receive a final report or recommendations and dissolve the committee.

All advisory committee meetings are open to the public except as may otherwise be provided by law. Committee reports and minutes of advisory committee meetings, if prepared, are public information subject to the Freedom of Access Law.

Notice of advisory committee meetings shall be provided in a manner consistent with the Board's policy and practice concerning notification of Board meetings.

The Board of Directors recognizes that any advisory committee mandated by state law or Department of Education regulations may require deviation from any or all of the provisions of this policy. Any such deviations shall be identified when the Board of Directors establishes such a committee and reflected in the Board's instructions to the committee.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Adopted: October 28, 2009  
Reviewed: February 16, 2011  
Reviewed: January 22, 2014  
Reviewed: January 8, 2020

## **BOARD OF DIRECTORS STANDING COMMITTEES**

The Board of Directors believes that standing committees can be useful to its decision-making process and in the transaction of Board business. The Board may establish such standing committees as it deems necessary to facilitate school unit governance and address ongoing school unit needs. A standing committee has only such authority as specified by the Board.

All standing committees shall be comprised of less than a majority of the Board of Directors

All standing committee meetings are open to the public except as provided by the Freedom of Access Law and the Municipal Public Employees Labor Relations Law.

### **Establishment and Functions of Standing Committees**

The following provisions apply to the establishment and functions of standing committees:

- A. All standing committees shall be established by vote of the Board of Directors. A motion to establish a standing committee shall state the purpose and responsibilities of the committee (the "charge") and set the number of members comprising the committee.
- B. The Board of Directors will elect members to a standing committee from among the membership of the Board. For existing standing committees, appointments will be made at or as soon as practicable after the Board of Director's annual organizational meeting.
- C. The Board of Directors Chair may also make appointments, after Board discussion, to standing committee vacancies on standing committees that occur prior to the Board's next organizational meeting.
- D. The term of appointment to a standing committee shall be until the next organizational meeting.
- E. Each standing committee will elect its own chair.
- F. The Board of Directors Chair and Superintendent shall be ex officio members of all standing committees.
- G. Any Board of Directors member may attend standing committee meetings, but only appointed members of the committee may vote.

- H. Except as authorized by law or Board of Directors action, a standing committee may research issues and make recommendations for Board action, but may not act for the Board.
- I. A standing committee may be abolished at any time by a vote of the Board of Directors.
- J. The number of members on a standing committee and/or the responsibilities of a standing committee may be modified at any time by a vote of the Board of Directors.

Authorization/Appointment of Standing Committees

The Board of Directors shall have the following standing committees:

Finance Committee

Negotiations Committee

Policy Committee

Strategic Communications Committee

The Board of Directors may establish other standing committees it deems necessary in accordance with this policy.

Legal Reference: 1 M.R.S.A. § 401 et seq.

Adopted: October 28, 2009  
Reviewed: February 16, 2011  
Revised: January 22, 2014  
Revised: January 24, 2018

**RSU 5 Strategic Plan Goals 2019-2024  
(Board Adopted: 6/12/19; Updated 9/9/20)**

**CLIMATE/CULTURE**

**Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**Objective 1.1** Strengthen and align all social/emotional supports and systems to meet the needs of all learners in RSU 5.

**Objective 1.2** Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district levels.

**Objective 1.3** Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.

**Objective 1.4** Diversity, Equity and Inclusion

**TEACHING AND LEARNING**

**Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning\*.**

**Objective 2.1** Review, research, and explore options for the implementation of student centered instructional practices.

**Objective 2.2** Expand curricular and extra-curricular choices that respond to students' interests and needs.

**Objective 2.3** Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.

**Objective 2.4** Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.

**Objective 2.5** Establish formalized systems for annual identification of goals for the improvement of student achievement.

## **SCHOOL-COMMUNITY RELATIONS**

**Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**

**Objective 3.1** Expand avenues used to proactively distribute information about RSU 5 schools and seek feedback from stakeholders about the schools.

**Objective 3.2** Engage all RSU 5 learners in community-based learning both in the classroom and out in the community.

**Objective 3.3** Encourage and support strong staff-parent partnerships to enhance student success.

## **FINANCE AND OPERATIONS**

**Strategic Goal 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.**

**Objective 4.1** Ensure that all staff and students have quality facilities to meet their needs.

**Objective 4.2** Attract and retain highly effective staff.

**Objective 4.3** Improve and assure student access to the highest quality school nutrition program.

**Objective 4.4** Provide all students with transportation that supports their participation in curricular and extra-curricular programs.

**Objective 4.5** Strengthen community engagement and support in short-and long-term financial planning.

**Objective 4.6** Conduct Energy Audit

**Glossary:**

**Student Centered Learning Characteristics: \***

As we are defining it, student centered learning includes the following characteristics:

- Active engagement
- Hands-on experiential learning
- Community-based
- Collaborative
- Personalized to meet learner needs
- Strong supports for learner success
- Learner voice/choice
- Learning at varied pacing
- Interdisciplinary

## RSU5 Strategic Plan Support Document (2019-2024)

**STRATEGIC GOAL 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**Objective 1.1 Strengthen and align all social/emotional development systems.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>1.1A Identify current existing practices and structures at all grade levels to assess their effectiveness.</p> <p>1.1B Identify gaps and/or needed improvements in practices/structures.</p> <p>1.1C Explore options for filling gaps and making improvements, including researching effective practices.</p> <p>1.1D Develop &amp; recommend a plan to fill gaps and make improvements.</p> <p>1.1E Implement recommendations per details in the plan.</p> <p>1.1F Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.</p>	<p>Staff time</p> <p>Possible travel</p> <p>Possible cost factors</p>	<p>Assistant Superintendent</p> <p>Lead Guidance Counselor</p> <p>1 Building Administrator</p>	<p>1.1A – D June 2020</p> <p>1.1E Begin implementation September 2020; completed May 2023</p> <p>1.1F May 2024</p>	<p>1.1 A&amp;B Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice</p> <p>1.1C Written report on options considered for changing, adding or improving/ practices/structures</p> <p>1.1D Written recommendations to Superintendent</p> <p>1.1E Observation of new practices through a walkthrough, and/or survey</p> <p>1.1F Ongoing reports to Superintendent /Board about effectiveness of new practices</p>

**STRATEGIC GOAL 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**OBJECTIVE 1.2 Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district level.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>1.2A Identify and assess the effectiveness of all currently existing opportunities for student voice at each school.</p> <p>1.2B Explore options at each school for increasing student voice, including researching best practices.</p> <p>1.2C Recommend practices/structures to increase student voice at all levels.</p> <p>1.2D Implement new practices and structures that increase student voice at all levels.</p> <p>1.2E Continuously evaluate and adjust as needed.</p>	<p>Staff time</p> <p>Possible travel to other schools outside of District</p>	<p>Principals at each school</p> <p>Student participation as appropriate</p>	<p>1.2A- C December 2021</p> <p>1.2D May 2022</p> <p>1.2E May 2023</p>	<p>1.2A Documentation of assessment of current student voice practices</p> <p>1.2B Minutes/notes of meetings to explore options for increased student voice</p> <p>1.2C Documentation of recommendations</p> <p>1.2D Observe and document new and revised practices by May 2022 including student input</p> <p>1.2E Ongoing reports to Supt/Board about effectiveness of new practices</p>

**STRATEGIC GOAL 1: ALL RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**OBJECTIVE 1.3 Maximize student opportunities for physical movement and adequate breaks to elevate learning.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we will accept that this action has successfully been completed?
<p>1.3A Identify and assess the effectiveness of all existing opportunities for physical movement/breaks at the classroom and school level.</p> <p>1.3B Identify areas in need of improvements and/or additional breaks.</p> <p>1.3C Explore/research effective practices in use in other schools with similar grade level spans.</p> <p>1.3D Make recommendations with stakeholder input to Superintendent for improvement in local practice that reflect research and suit the needs of the local school. Share ideas w/colleagues at similar grade level schools in the District.</p> <p>1.3E Implement recommendations as soon as practical.</p> <p>1.3F Evaluate new practices and adjust as needed.</p>	<p>Staff time and resources</p> <p>Possible travel to explore practices in other schools</p>	<p>Building principals at each level</p>	<p>1.3A - D December 2022</p> <p>1.3E May 2023</p> <p>1.3F May 2024</p>	<p>1.3 A - B Documentation of assessment process and results</p> <p>1.3C Documented summary of exploration and research findings</p> <p>1.3D Written record of recommendations to Superintendent</p> <p>1.3 E - F Survey students and staff regarding effectiveness of new practices. Ongoing reports to Superintendent/Board</p>

**Board Approved Additional Objective: ALL RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**Objective 1.4 Diversity, Equity and Inclusion**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we will accept that this action has successfully been completed?
<p>1.4A Conduct a Diversity, Equity and Inclusion Audit through Mid-Atlantic Equity Consortium.</p> <p>1.4B Develop and recommend a plan for improvement based on audit recommendations.</p> <p>1.4C Revise policies related to Equity.</p> <p>1.4D Begin to implement the recommendations per details of the plan.</p> <p>1.4.D Complete implementation of recommendations.</p> <p>1.4E Evaluate the effectiveness of implementation from recommendations.</p>	<p>Staff time</p> <p>\$50,000 over 2 years</p>	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>All staff</p> <p>Student</p>	<p>1.4A -December 2021</p> <p>1.4B -February 2022</p> <p>1.4C - May 2022</p> <p>1.4D May 2022 (Begin) 1.4D May 2023 (Complete)</p> <p>1.4E December 2024</p>	<p>1.4A Document of finalized reports.</p> <p>1.4B Written Report</p> <p>1.4C Adopted policies</p> <p>1.4D Dates of professional development, observations of new practices.</p> <p>1.4E Ongoing reports to the Board based upon the recommendations.</p>

## **STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning\*.**

### **Objective 2.1 Review research and explore options for the implementation of student centered instructional practices.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>2.1A Establish a shared understanding/definition of characteristics of student centered learning</p> <p>2.1B Assess current RSU 5 instructional practices to determine alignment with student centered learning characteristics and identify gaps.</p> <p>2.1C Explore student centered practices in schools in Maine and beyond.</p> <p>2.1D Evaluate options, make recommendations, and create plan.</p> <p>2.1E Implement recommendations per plan.</p> <p>2.1F Continued expansion of student centered practices.</p> <p>2.1G Evaluate the effectiveness of improved or new practices. Revise as necessary.</p>	<p>Staff time</p> <p>Possible travel</p> <p>Possible cost factors in recommendations, i.e. professional development</p>	<p>Assistant Superintendent</p> <p>1 Building Administrator</p> <p>Teachers</p>	<p>2.1A December 2019</p> <p>2.1 B June 2020</p> <p>2.1C - D. May 2023</p> <p>2.1E May 2024</p> <p>2.1F May 2025</p> <p>2.1G May 2026, ongoing</p>	<p>2.1A Agreed upon and published characteristics of 'RSU 5 student centered learning'</p> <p>2.1B Written summary documentation of alignment of existing student centered practices</p> <p>2.1C Written report on options considered for changing instructional practices</p> <p>2.1D Written recommendations to Superintendent</p> <p>2.1G Observation of student centered practices in classrooms</p> <p>2.1G Ongoing reports to Supt/Board on effectiveness of student centered instructional practices</p>

**STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning\*.**

**Objective 2.2 Expand curricular and extra-curricular choices that respond to students' interests and needs.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>2.2A. Catalog and review all current RSU5 curricular and extra-curricular offerings.</p> <p>2.2B. Survey staff and students to identify their areas of interest as the system considers additional courses, mini-courses, activities, clubs, extra-curricular choices.</p> <p>2.2C. Explore and evaluate possible new options for additional program components.</p> <p>2.2D. Develop and recommend a plan to the Superintendent to add curricular and extracurricular choices.</p> <p>2.2E Implement recommendations per details in the plan.</p> <p>2.2F Evaluate and adjust as necessary.</p>	<p>Staff time</p> <p>Financial resources to support new programs (staff, equipment, space.)</p>	<p>1 Elementary Principal</p> <p>1 Middle/High School Administrator</p> <p>Assistant Superintendent</p>	<p>2.2A May 2022</p> <p>2.2B&amp;C December 2022</p> <p>2.2D May 2023</p> <p>2.2E September 2023</p> <p>2.2F Sept 2024, ongoing</p>	<p>2.2A &amp; B Written documentation of existing curricular and extra-curricular program components, and expressed areas of interest</p> <p>2.2C Written report on options considered for adding programs</p> <p>2.2D Written recommendations to Superintendent</p> <p>2.2E Observation of new programs</p> <p>2.2F Ongoing reports to Superintendent/Board of the effectiveness of new/revised programming</p>

**STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning\*.**

**Objective 2.3 Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>2.3A Identify opportunities for expanding staff collaboration time.</p> <p>2.3B Develop &amp; recommend a plan to foster collaboration and staff voice.</p> <p>2.3C Implement recommendations.</p> <p>2.3D Evaluate the effectiveness of new practices and revise as necessary.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Superintendent</p> <p>Teachers</p> <p>Association President</p>	<p>2.3A - C Completed by June 2020</p> <p>2.3D May 2021</p>	<p>2.3A Written report on options considered for changing, adding/improving practices</p> <p>2.3B Documentation of decisions made by Superintendent and Association President</p> <p>2.3C Documented feedback from staff about improved practices</p> <p>2.3D Ongoing reports to Superintendent/Board about effectiveness of new practices</p>

**STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning\*.****Objective 2.4 Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step within the next year	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<b>2.4A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback.</b>  2.4B. Make needed recommendations for changes.  2.4.C. Insure comprehensive communication to all stakeholders.  2.4D Evaluate the effectiveness of improved practices and adjust as necessary.	Staff time	Assistant Superintendent  Proficiency Based Education Committee	2.4A - B December 2021  2.4C September 2022  2.4.D May 2023	2.4 A - C Written report on options considered for improving practices and recommendations to Superintendent    2.4D Gather feedback from stakeholder groups on satisfaction level with communication. Share results with Superintendent/Board

**STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning\*.****Objective 2.5 Establish formalized systems for annual identification of goals for the improvement of student achievement.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step within the next year	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
2.5A Create a protocol for establishing student achievement goals based on agreed upon data points.  2.5.B Implement the protocol.  2.5.C Evaluate the effectiveness of the protocol and adjust as necessary.	Staff time	Superintendent  Assistant Superintendent  Data Specialist	2.5A June 2020  2.5.B May 2021  2.5C May 2021, ongoing	2.5A Written protocol  2.5B Publication of the student achievement goals and data used  2.5C Feedback from School Board about satisfaction with goals based on supporting data

**STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**

**Objective 3.1 Expand avenues used to proactively distribute information about RSU 5 schools and seek feedback from stakeholders about the schools.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>3.1A Identify and assess the effectiveness of all existing modes of communication with parents and community.</p> <p>3.1B Identify needed improvements.</p> <p>3.1C Explore options for revising, adjusting, expanding communication strategies.</p> <p>3.1D Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders.</p> <p>3.1E Evaluate effectiveness and adjust as necessary.</p>	<p>Committee and Staff time</p> <p>Possible cost factors in improved strategies</p>	<p>Strategic Communication Committee</p> <p>Superintendent</p>	<p>3.1A - 1C June 2020</p> <p>3.1D December 2020</p> <p>3.1E May 2021, ongoing</p>	<p>3.1A - B Written documentation of existing communication modes with their strengths and weaknesses</p> <p>3.1C Written report on options considered for changing, adding communication strategies</p> <p>3.1D Written recommendations to Board from Communications Committee. Observation of new / improved practices</p> <p>3.1E Ongoing reports to Board about communications strategies</p>

**STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**

**Objective 3.2 Engage all RSU 5 learners in community based learning both in the classroom and out in the community.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>3.2A Identify and assess the effectiveness of current existing school-community learning partnerships.</p> <p>3.2B Survey students and staff to identify additional school based learning opportunities that would align with the curriculum and spark student interests.</p> <p>3.2C Explore other school systems that use community based learning strategies.</p> <p>3.2D Develop and recommend a plan to the Superintendent to increase community based learning opportunities over time.</p> <p>3.2E Begin implementation of recommendations per details in the plan.</p> <p>3.2F Continued expansion of community based learning..</p> <p>3.2G Evaluate the effectiveness of community based learning and adjust as necessary.</p>	<p>Staff time</p> <p>Possible travel</p> <p>Possible cost factors in recommendations</p>	<p>Assistant Superintendent</p> <p>Building Principals</p> <p>Outreach and Service Learning Coordinator</p>	<p>3.2.A February 2022</p> <p>3.2B December 2022</p> <p>3.2C - D May 2023</p> <p>3.2E September 2023</p> <p>3.2F May 2024</p> <p>3.2G May 2025</p>	<p>3.2A Written documentation of existing CBL partnerships</p> <p>3.2B Documentation of survey and results</p> <p>3.2C - D Written recommendations to Superintendent</p> <p>3.2G Ongoing reports to Superintendent/Board of new CBL partnerships</p>

**STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**

**Objective 3.3 Encourage and support strong staff-parent partnerships to enhance student success.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>3.3A Identify current parental supports.</p> <p>3.3B Explore/research strategies for improving/expanding/strengthening school-parent partnerships.</p> <p>3.3C Develop and recommend a plan of action to encourage more and stronger school-parent partnerships.</p> <p>3.3D Implement recommendations.</p> <p>3.3E Evaluate the effectiveness of strategies and adjust as necessary.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Lead Principal</p> <p>Building Principals</p> <p>2 Parents</p>	<p>3.3A February 2022</p> <p>3.3B May 2022</p> <p>3.3C. May 2022</p> <p>3.3D September 2022</p> <p>3.3E May 2023</p>	<p>3.3A Written documentation of existing parent support practices.</p> <p>3.3B Summary of findings</p> <p>3.3C Written recommendations to Superintendent</p> <p>3.3D Feedback from teachers, parents, students as appropriate</p> <p>3.3E Reports to Superintendent/Board about effects of school-parent partnership practices</p>

**STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.**

**Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>4.1A Review and update the existing Capital Improvement Plan (CIP).</p> <p>4.1B Explore options for improving facilities expansions/renovations.</p> <p>4.1C Make recommendations to Board.</p> <p>4.1D Implement recommended improvements.</p>	<p>Staff time</p> <p>Costs associated with recommendations</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Director of Finance</p>	<p>4.1A December 2019</p> <p>4.1B May 2021</p> <p>4.1C December 2021</p> <p>4.1D May 2024</p>	<p>4.1A Written documentation of existing Capital Improvements Plan along with the review and prioritization of adjustments and additional facility needs</p> <p>4.1B Written documentation of options</p> <p>4.1C Written recommendations</p> <p>4.1D Reports to School Board about improvements</p>

**STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, facilities, transportation, food service and human resource systems to support the learning of all students.**

**Objective 4.2 Attract and retain highly effective staff.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step within the next year	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>4.2A Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction &amp; mentoring practices).</p> <p>4.2B Research effective practices.</p> <p>4.2C Identify gaps and/or needed improvements in practices/policies.</p> <p>4.2D Review and improve protocols for required trainings.</p> <p>4.2E Develop and recommend a plan to make needed improvements, including impacted stakeholders.</p> <p>4.2F Implement recommendations in the plan.</p> <p>4.2G Evaluate attrition rate, and other relevant data.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Assistant Superintendent</p> <p>Director of Finance and Human Resources</p> <p>Superintendent</p> <p>Strategic Communications Committee</p>	<p>4.2A - C June 2020</p> <p>4.2D December 2020</p> <p>4.2E December 2021</p> <p>4.2F December 2021</p> <p>4.2G May 2022</p>	<p>4.2A - D Written documentation of assessment of existing practices/policies.</p> <p>4.2E Written recommendations to Superintendent</p> <p>4.2G Exit report</p>

**STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.**

**Objective 4.3 Improve and assure student access to the highest quality school nutrition program.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>4.3A Review the quality of the school nutrition program and the equity of its access to all students.</p> <p>4.3B Make recommendations to the Superintendent.</p> <p>4.3C Implement recommended changes in nutrition program and access.</p> <p>4.3D Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.</p> <p>4.3E Make recommendations to the Superintendent</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Director of Nutrition, Wellness Committee and Nutrition Staff</p>	<p>4.3A - B December 2020</p> <p>4.3C May 2021</p> <p>4.3D – E September 2021</p>	<p>4.3A - B Written documentation of nutrition program review</p> <p>4.3C Written recommendations to Superintendent</p> <p>4.3D Annual Maintenance Schedule</p> <p>4.3E Written recommendations to the Superintendent/Board</p>

**STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.**

**Objective 4.4 Provide all students transportation that supports their participation in curricular and extra-curricular programs.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>4.4A Assess existing bus runs for safety and timeliness.</p> <p>4.4B Explore options to provide transportation for all curricular and extra-curricular programs</p> <p>4.4C Make recommendations to improve services for students, with appropriate stakeholder input.</p> <p>4.4D Implement recommended improvements.</p>	<p>Staff time</p> <p>Additional staffing and busing</p>	<p>Director of Facilities and Transportation</p> <p>Athletic Director</p> <p>One Principal</p>	<p>4.4A - 4B June 2020</p> <p>4.4C May 2022</p> <p>4.4D May 2022</p>	<p>4.A - B Written documentation of assessment of the adequacy of existing bus runs and options considered for changing, adding or improving bus services</p> <p>4.C Written recommendations to superintendent</p> <p>4.D Ongoing reports to Superintendent/Board on the improvements to bus service.</p>

**STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.**

**Objective 4.5 Strengthen community engagement and support in short and long term financial planning.**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we would accept that this action has successfully been completed?
<p>4.5A Assess existing community engagement in financial planning processes.</p> <p>4.5B Explore and evaluate options for improving communication regarding financial planning for the district.</p> <p>4.5C Make recommendations to the Finance Committee to improve financial planning communication practices.</p> <p>4.5D Implement recommended improvements.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Director of Finance and Human Resources</p> <p>Superintendent</p>	<p>4.5A December 2020</p> <p>4.5B May 2021</p> <p>4.5C December 2021</p> <p>4.5D May 2022</p>	<p>4.5A - B Written documentation of existing communication practices and options considered for improvements</p> <p>4.5C Written recommendations to Superintendent/ Finance Committee</p> <p>4.5D Solicit feedback from various stakeholders</p>

**Board Approved Additional Objective: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.**

**OBJECTIVE 4.6 Conduct Energy Audit**

<b>ACTION STRATEGIES</b> What specific actions will be taken to achieve the goal?	<b>RESOURCES NEEDED</b> What financial & human resources are needed to do this work?	<b>PERSON RESPONSIBLE</b> Who will oversee the completion of this piece of the work?	<b>COMPLETION DATE</b> Estimated date for completion of this action step.	<b>PROGRESS INDICATORS</b> What is the evidence we will accept that this action has successfully been completed?
<p>4.6A Conduct Energy Audit to identify needed improvements in RSU5 facilities.</p> <p>4.6B Develop &amp; present recommendations for implementing needed improvements to the Board.</p>		<p>Superintendent</p> <p>Director of Facilities and Transportation</p> <p>Director of Finance</p>	<p>4.6A January 2021</p> <p>4.6B May 2022</p>	<p>4.6A Written report of the audit.</p> <p>4.6B Board agenda</p>

# RSU5 Goals

## 2021-2022



***RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.***

Approved by Board:

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**Evidence:**

- **Strengthen and align all social/emotional development systems.**

Strategic Objective 1.1:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen and align all social/emotional development systems.	<p><b>E. Implement recommendations per details in the plan:</b></p> <ul style="list-style-type: none"> <li>a. Enhance FHS/FMS Advisory system</li> <li>b. Professional Development: <ul style="list-style-type: none"> <li>• Trauma Informed Practice</li> <li>• Elementary Responsive Classroom</li> <li>• Advanced Elem Responsive Classroom</li> <li>• Middle School Responsive Classroom</li> </ul> </li> </ul>	<p>Assistant Supt.</p> <p>Lead Guidance Counselor</p> <p>1 Building Administrator</p> <p>Student</p>	<p>E. Documentation of professional development opportunities &amp; advisory systems</p>

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.**

**Evidence: Improvement on assessments collected on District Scorecard**

Strategic Objective 1.2:	Action Strategies:	Person Responsible	Progress Indicators
<p>Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district level.</p>	<ul style="list-style-type: none"> <li>A. Identify and assess the effectiveness of all currently existing opportunities for student voice at each school.</li> <li>B. Explore options at each school for increasing student voice, including researching best practices.</li> <li>C. Recommend practices/structures to increase student voice at all levels.</li> <li>D. Implement new practices and structures that increase student voice at all levels.</li> </ul>	<p>Principals at each school</p> <p>Student participation as appropriate</p>	<p>A Documentation of current student voice opportunities/practices</p> <p>B. Minutes/notes of meetings to explore options for increased student voice</p> <p>C. Documentation of recommendations</p> <p>D. Observe and document new and revised practices by May 2022 including student input</p>

**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 1:** All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

**Evidence:** Improvement on assessments collected on District Scorecard

Strategic Objective 1.4:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen diversity, equity and inclusion practices	<ul style="list-style-type: none"> <li>A. Complete the audit from MAEC.</li> <li>B. Develop and recommend a plan for improvement based on audit recommendations.</li> <li>C. Continue to revise policies related to equity.</li> <li>D. Continue to implement recommendations of the audit.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Assistant Supt.</li> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>A. Document of final audit report</li> <li>B. Document of plan to improve practices</li> <li>C. Adopted policies</li> </ul>

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 2: All RSU5 students regularly engage in meaningful student centered learning**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 2.2:	Action Strategies:	Person Responsible	Progress Indicators
Expand curricular and extra-curricular choices that respond to students' interests and needs.	A. Catalog and review all current RSU5 curricular and extra-curricular offerings.	Elementary Principal Secondary Principal Assistant Superintendent	A & B: Written documentation of existing offerings, and expressed areas of interest  C. Report on options considered for adding programs

**Mission:** To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

**Goal 2:** All RSU5 students regularly engage in meaningful student centered learning

**Evidence:**

- Improvement on assessments collected on District Scorecard

Strategic Objective 2.4:	Action Strategies:	Person Responsible	Progress Indicators
A. Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.	A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback.	Assistant Superintendent Superintendent Student Centered Learning Committee	A. Written report on options considered for improving practices

**Mission: To Inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**

**Evidence: Improvement on assessments collected on District Scorecard**

Strategic Objective 3.2:	Action Strategies:	Person Responsible	Progress Indicators
Engage all RSU5 learners in community based learning both in the classroom and out in the community.	A. Identify and assess the effectiveness of current existing school-community learning partnerships.	Assistant Superintendent Building Principals Outreach and Service Learning Coordinator Student	A. Written documentation of existing CBL partnerships  B. Documentation of survey and results.  C-D. Written recommendation to the Superintendent.

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 3.3:	Action Strategies:	Person Responsible	Progress Indicators
Encourage and support strong staff-parent partnerships to enhance student success.	A. Identify current parental supports. B. Explore/research strategies for improving/expanding/strengthening school-parent partnerships. C. Develop and recommend a plan of action to encourage more and stronger school-parent partnerships	Lead Principal  Building Principals  2 Parents	A. Written documentation of existing parent support practices.  B. Summary of findings  C. Written recommendations to Superintendent

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students..**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 4.1:	Action Strategies:	Person Responsible	Progress Indicators
Ensure that all staff and students have quality facilities to meet their needs.	<p>B. Explore options for improving facilities expansions/renovations</p> <ul style="list-style-type: none"> <li>a. Enrollment Study</li> <li>b. Explore the feasibility of renovation or building new facilities</li> </ul> <p>C. Make recommendations to Board.</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Director of Finance</p>	<p>B. Written documentation of options.</p> <p>C. Written recommendations.</p>

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**Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 4.2:	Action Strategies:	Person Responsible	Progress Indicators
Attract and retain highly effective staff	G. Evaluate attrition rate, and other relevant data.	Assistant Superintendent  Director of Human Resources  Superintendent  Strategic Communications Committee	G.Exit Report

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 4.3:	Action Strategies:	Person Responsible	Progress Indicators
<p>Improve and assure student access to the highest quality school nutrition program.</p>	<p>D. Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.</p> <p>E. Make recommendations to the Superintendent.</p>	<p>Director of Nutrition</p> <p>Wellness Committee</p> <p>Nutrition Staff</p>	<p>D. Annual Maintenance Schedule</p> <p>E. Written recommendations to the Superintendent/Board</p>

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 4.4:	Action Strategies:	Person Responsible	Progress Indicators
Provide all students transportation that supports their participation in curricular and extra-curricular programs.	<p>C. Make recommendations to improve services for students, with appropriate stakeholder input.</p> <p>D. Implement recommended improvements.</p>	<p>Director of Facilities and Transportation</p> <p>Athletic Director</p> <p>Principal</p>	<p>C. Written recommendations to Superintendent/Finance Committee</p> <p>D. Ongoing reports to Superintendent/Board</p>

**Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.**

**Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students..**

**Evidence:**

- **Improvement on assessments collected on District Scorecard**

Strategic Objective 4.6:	Action Strategies:	Person Responsible	Progress Indicators
Ensure that all facilities are operating efficiently and effectively	<p>A. Conduct Energy Audit to identify needed improvements in RSU 5 facilities.</p> <p>B. Develop and present recommendations for implementing needed improvements to the Board.</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Director of Finance</p> <p>Sustainability Committee</p>	<p>A. Written report of audit.</p> <p>B. Board agenda.</p>

Item # 7.6.d.

Strategic Plan Timeline

Objectives	December 2020	January 2021	February 2021	May 2021	December 2021	February 2022	May 2022	September 2022	December 2022	May 2023	September 2023	May 2024	Sept 2024	May 2025	May 2026
1.1 Social Emotional										Implement action plans		Evaluate what's working and revise as needed			
1.2 Student Voice					Identify existing opportunities; Explore options for strengthening; Recommend options for implementation		Implement revised practices to further student voice			Evaluate new options for student voice					
1.3 Movement									Identify current opportunities; Identify areas in need of improvement; Research effective practices; Recommendations	Implement recommendations as determined by plan		Evaluate and revise as needed			
1.4 DEI					Equity audit completed	Develop & recommend a plan	Begin to implement recommendations; Policy revisions completed			Complete implementation of recommendations		Evaluate effectiveness			
2.1 Student Centered Practices										Explore other options at neighboring schools; evaluate options and make recommendations; Create plan		Implement recommendations		Continued expansion of student-centered practices	Evaluate effectiveness of changes
2.2 Curriculum/Extra-curricular							Review current offerings		Survey staff/students for expansion; Explore/evaluate new options	Recommendations to the Superintendent for expansion	Implementation of expanded offerings		Evaluating/Adjusting expansion		
2.3 Collaboration/Staff Voice					Evaluate effectiveness of new practices										
2.4 Grading/Reporting Practices					Identify needed improvements; Make needed recommendations			Implement improved communications with all stakeholders		Evaluate effectiveness of changes					
2.5 Data					Implement and evaluate process										
3.1 Communication with Stakeholders	Develop and implement plan				Evaluate effectiveness and revise as needed										
3.2 Community Based Learning						Identify and assess current happenings			Survey student and staff to identify gaps	Exploring other options for expansion; Develop and recommend plan	Implement expanded options	Continued expansion of community based learning		Evaluate effectiveness of implementation	
3.3 Parent Partnership						Identify current ways parents engage; Explore ways to strengthen partnerships	Explore strategies and develop a plan of action to strengthen partnerships	Implement plan for improved partnership		Evaluate and revise implemented plan					
4.1 Quality Facilities		Enrollment Study			Explore options for facilities expansion/innovations	Make recommendations to the Board						Implement recommended improvements			
4.2 Attract and Retain Highly Effective Staff	Develop and recommend a plan to make needed improvements				Implement recommendations per details in the plan		Evaluate attrition rate								
4.3 Student Access to Highest Quality Nutrition Programs	Review the quality of the nutrition program and the equity of its access to all students; Make recommendations to the Superintendent				Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule; Make recommendations to the Superintendent										

**Strategic Plan Timeline**

Objectives	December 2020	January 2021	February 2021	May 2021	December 2021	February 2022	May 2022	September 2022	December 2022	May 2023	September 2023	May 2024	Sept 2024	May 2025	May 2026
4.4 Provide all Students transportation that supports participation in curricular and extra-curricular programs							Make recommendations to improve services for students, implement recommended improvements.								
4.5 Community Engagement in Financial Planning	Assess existing community engagement in financial planning processes			Explore and evaluate options for improving communication regarding financial planning for the district	Make recommendations to the Finance Committee to improve financial planning communication practices		Implement recommended improvements								
4.6 Conduct Energy Audit		Conduct Energy Audit to identify needed improvements in RSUS facilities.					Develop & present recommendations for implementing needed improvements to the Board.								

**Regional School Unit 5****Durham · Freeport · Pownal***"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."*

Becky Foley, Ph.D., Superintendent of Schools

Cynthia Alexander, Assistant Superintendent of Schools

Rick Kusturin, Director of Finance &amp; Human Resources

Bonnie Violette, Ph.D., Director of Instructional Support

**2021-2022 RSU No. 5 Board of Directors Meeting Schedule*****Meetings typically begin at 6:30 p.m. at Freeport High School Library***

August 25, 2021	Business Meeting / Retreat - FHS Cafeteria 4:00 p.m.
September 15, 2021*	Business Meeting
September 29, 2021*	Business Meeting
October 13, 2021	Business Meeting
October 27, 2021	Business Meeting at Pownal Elementary School
November 3, 2021*	Business Meeting
November 17, 2021*	Business Meeting at Durham Community School
December 8, 2021	Business Meeting
January 12, 2022	Business Meeting
January 26, 2022	Business Meeting and Superintendent's Recommended Budget
February 2, 2022*	Additional Meeting - Budget
February 9, 2022	Business Meeting and Budget
February 16, 2022*	Business Meeting and Budget
March 9, 2022	Business Meeting and Budget
March 16, 2022*	Additional Meeting - Budget
March 23, 2022	Business Meeting and Board Adoption of Budget
April 13, 2022	Business Meeting at Pownal Elementary School
April 27, 2022	Business Meeting at Durham Community School
May 11, 2022	Business Meeting
May 25, 2022	Business Meeting and ABM at Durham Community School
June 8, 2022	Business Meeting
June 15, 2022*	Additional Meeting

\*Dates changed/added to accommodate holidays, other conflicts and budget.

Board of Directors Approved: 6-9-21; Revised 7-1-21; Revised 7-19-21; Revised 8-18-21

**2021-2022 RSU5 Board Work Plan  
Draft 8-16-21**

**August 25, 2021 Retreat**

Review Board Self-Evaluation  
District Goals for 2021-2022  
Code of Ethics

**September 15, 2021**

Budget Timeline  
Board Vote on 2021-2022 District Goals  
Review Work Plan  
Executive Session - Set Supt's Performance Goals

**September 29, 2021**

MSS Update (Good News, etc.)  
MSS Goal Review  
MSMA Fall Conference Delegate & Alternate  
MSMA Resolutions  
Policies

**October 13, 2021**

MLS Update (Good News, etc.)  
MLS Goal Review  
Long-range Capital Improvement Plan/Goal Review

**October 27, 2021 @ PES**

PES Update (Good News, etc.)  
PES Goal Review  
Responsive Classroom  
Policies

**November 3, 2021**

FMS Update (Good News, etc.)  
FMS Goal Review  
FHS Goal Review  
Community Programs Report/Goal Review

**November 17, 2021 @ DCS**

DCS Update (Good News, etc.)  
DCS Goal Review  
Nutrition Report/Goal Review  
Athletics Report/Goal Review  
Board Committees (due to Freeport election, if needed)  
Policies

**December 8, 2021**

Instructional Support Report/Goal Review  
Technology Report/Goal Review  
Policies

**January 12, 2022**

Interim Progress on District Goals  
District Scorecard  
Executive Session - Interim Progress on Supt's Performance Goals

<b>January 26, 2022</b>	Superintendent's Recommended Budget - Presented 22-23 School Calendar (1st Read) Policies
<b>February 2, 2022</b>	Budget Review: DCS, FMS, FHS, Athletics FHS Program of Studies
<b>February 9, 2022</b>	Budget Review: MSS, PES, MLS, Inst. Support 22-23 School Calendar (2nd Read) Executive Session on Administrator Contracts
<b>February 16, 2022</b>	Budget Review: Technology, CIA, Nutrition, Community Programs, Facilities & Transp. Policies
<b>March 9, 2022</b>	Review of FY 23 Superintendent's Budget Board Deliberations on Budget
<b>March 16, 2022</b>	6:00-6:30 p.m. Q&A with Individual Board Members regarding FY 23 Budget Review of FY 23 Superintendent's Budget (Supt. Report) Public Input on Budget Board Deliberations on Budget
<b>March 23, 2022</b>	Adopt FY 23 Superintendent's Recommended Budget Policies
<b>April 13, 2022 @ PES</b>	6:00 - 6:30 p.m. Q&A on FY 23 Board Adopted Budget PES Update (Good News, etc.) Signing of Warrants for ABM & Referendum Migration of Students
<b>April 27, 2022 @ DCS</b>	6:00 - 6:30 p.m. Q&A on FY 23 Board Adopted Budget DCS Update (Good News, etc.) Board Committees (due to Durham election, if needed) Policies
<b>May 11, 2022</b>	6:00 - 6:30 p.m. Q&A on FY 23 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session - Superintendent's Evaluation
<b>May 25, 2022 @ DCS</b>	Annual Budget Meeting on FY23 Budget @ DCS (5:00 p.m. Business Mtg Executive Session - Superintendent's Evaluation)
<b>June 8, 2022</b>	Recognize Retirees Schedule of 22-23 Board Meetings 5% Transfer Authority to Finance Committee Policies

**June 15, 2022**

**Computation & Declaration of Votes**

**Assessment Warrants**

**Superintendent Authorization to Hire in the Summer**

**Organizational Business (Chair/Vice Chair, Committees)**

**Executive Session - Superintendent's Evaluation**

**Additional Board Agenda Items:**

**Routine Business Meeting Items - Superintendent's Report, Finance Report, Reports from Board Sub-Committees, Student/Staff recognitions, Report from Student Representatives, two public comment sessions on each agenda**