

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– AUGUST 26, 2020**  
**FREEPORT HIGH SCHOOL - LIBRARY**  
**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  
\_\_\_\_Dwight Ely  
\_\_\_\_Lindsey Furtney  
\_\_\_\_Jennifer Galletta  
\_\_\_\_Susana Hancock

\_\_\_\_Elisabeth Munsen  
\_\_\_\_Maura Pillsbury  
\_\_\_\_Michelle Ritcheson  
\_\_\_\_Valeria Steverlynck  
\_\_\_\_Madelyn Vertenten

3. Pledge of Allegiance:

4. Adjustments to the Agenda:

5. Workshop: Board Retreat

6. Organizational Business:

A. Consideration of action to add, delete, or consolidate committees and make annual appointments. Board member names indicate committee members for the 2019-2020 School Year.

1. Negotiations (2-3)

Professional (Ritcheson, Vacant)

\_\_\_\_\_

Support (deCsipkes, Ritcheson, Vacant)

\_\_\_\_\_

2. Policy (3) (deCsipkes, Vertenten, Vacant)

\_\_\_\_\_

3. Finance (3) (Clough, Ritcheson, Vacant)  
(One member from each town)

\_\_\_\_\_

4. Strategic Communications Committee (2-3) (deCsipkes, Steverlynck, Hancock, Furtney)

\_\_\_\_\_

5. RSU5 Community Programs Advisory Committee (1) (Clough)

\_\_\_\_\_

6. Maine Region 10 Technical High School Board (2) (Pillsbury, Vacant)

\_\_\_\_\_

7. Dropout Prevention Committee (1) (Galletta, Munsen)

\_\_\_\_\_

8. Stipend Review Committee (2) (Galletta, Vertenten)

\_\_\_\_\_

9. Student Centered Learning Committee (1) (Vertenten, Munsen)

\_\_\_\_\_

10. Freeport Cable TV Board (1) (Hancock)

\_\_\_\_\_

11. Freeport Performing Arts Center Advisory Committee (1) (Vertenten)

\_\_\_\_\_

12. Facilities Committee (2) (Furtney, Pillsbury)

\_\_\_\_\_

13. Safety Committee (2) (Clough, Pillsbury)

\_\_\_\_\_

14. Wellness Committee (1) (Steverlynck)

\_\_\_\_\_

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

7. Adjournment:

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

**Board Retreat 2020**  
**"Adapting and Appreciating"**  
**High School Library- In person**  
**4:00 - 9:00 p.m.**  
**Break for Dinner at 6:00 p.m.**

1. Icebreaker
2. Board Self-Evaluation
3. Updated Goals from 2019-2020
4. Review Strategic Plan
  - a. RSU5 Board Adopted Strategic Plan Goals
5. Review Ongoing District Work to Improve Academic Achievement
  - a. Math Updates
    - i. Assessment Adjustment
    - ii. Math Coaching
  - b. Literacy Updates
    - i. Teacher's College - Remote Teaching
6. RSU5 Strategic Plan Support Document
  - a. Work slated for the 2020-2021 school year.
  - b. 2020-2021 Board Work Plan
7. Requested Additions
  - a. Reopening of Schools - Work on moving to green
  - b. Sustainability Goal/Committee (Facilities)
    - i. Energy Audit
  - c. Diversity, Equity, Inclusion
    - i. Audit
    - ii. DEI Committee Formation
    - iii. Policy Updates
  - d. Feasibility Study
    - i. MSS
    - ii. PES
    - iii. Enrollment - what are the trends, drivers, etc.
  - e. Cost Sharing Formula
  - f. Teacher Contract Negotiations
  - g. Review/revision of sustainability curriculum for all grade levels.
  - h. Review/revision of history curriculum for all grade levels.
  - i. Equity & school culture review (committee-led? Mid-year, end-of-yr?)
  - j. School resource officer
8. Prioritizing Upcoming Year's Work (dot activity)
9. Board Committees
  - a. Additions
    - i. Diversity, Equity, Inclusion
  - b. Committee Appointments

**RSU5 Board of Directors  
Self-Evaluation**

Item #2

**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

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
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.				
C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				

E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. 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

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. 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. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.				
C. The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.				
E. 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

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. Board members are able to speak their minds without fear of being ostracized.				
B. Board handles conflict openly and constructively.				
C. Board members actively promote the belief in the success of all students in the district.				
D. Board members act as conscientious role models and exhibit professionalism.				
E. 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.				
F. Board members avoid conflicts of interest and appropriately disclose if one arises.				
G. Board has adopted and annually reaffirms its code of ethics.				

**Comments:**



## RSU5 School Board of Directors Evaluation

### Annual Evaluation Rating Form

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

	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	2
Board Member 2	3	3	3	3	3	3
Board Member 3	3	3	3	4	3	2
Board Member 4	4	3	3	4	4	3
Board Member 5	4	3	3	4	4	3
Board Member 6	3	3	4	3	4	3
Board Member 7	3	3	2	3	2	2
Board Member 8	3	3	3	3	3	3
	3.25	3.00	3.00	3.38	3.25	2.63
Standard Score 1:	3.08					

#### Comments

Voc /technical is an area in which I would like to see the board be better informed.

Additionally, though Craig presents the participation numbers for extracurriculars, the board never discusses the impact of these activities on students, nor does it try to find ways to encourage more students to participate and benefit from these activities.

1F: Just not sure about training and seminars.

I felt the Board failed to effectively evaluate the Superintendent this year. Some feedback missed the mark, while in other areas where I felt feedback was needed no feedback was provided because the Board could not agree on what it would be. I think there is always an opportunity to learn and grow from challenges encountered, and additional feedback—both positive and constructive—was warranted.

	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	2	3	3	4	3	3
Board Member 2	3	3	3	3	3	3
Board Member 3	3	4	3	4	2	3
Board Member 4	4	4	3	3	3	3
Board Member 5	4	3	2	3	3	2
Board Member 6	3	3	3	4	3	2
Board Member 7	3	4	2	3	3	3
Board Member 8	4	4	3	3	3	2
	3.25	3.50	2.75	3.38	2.88	2.63

Standard Score 2: 3.06

#### Comments

I would like to see the board establish guidelines for leadership development within the board. This could mean giving the vice chair opportunities to participate more actively in leadership decisions and to lead a few meetings every year- even if the chair is present. I feel as though board members are somewhat leery towards taking on leadership responsibilities because they do not feel prepared to do so.

I don't think there is a fully efficient system to maximize our unity. We sometimes seem to have opinions that reflect our internal politics and get in the way of true unity.

as the vp who was in charge of this, I think we (me) could have done better. Not sure what we could have done differently, but I think some new members are not up to speed

Re: 2F There is room for improvement with how we orient new board members. Happens initially and then nothing. Beyond the offer of "I'm there if you need me."

I think we could use a review of how the Board operates (Robert's rules) and a discussion of how that may be different for virtual meetings.

No formal mentoring has happened other than being assigned a mentor

	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	3	2	2	3	2
Board Member 2	3	3	3	3	2
Board Member 3	3	3	4	3	2
Board Member 4	4	3	4	3	3
Board Member 5	3	3	3	3	3
Board Member 6	3	3	3	3	2
Board Member 7	3	3	2	3	2
Board Member 8	4	3	3	3	2
	3.25	2.88	3.00	3.00	2.25

**Standard Score 3:** 2.88

#### Comments

The board is not actively engaged in advocating for the district's interests with legislators and elected officials. Some members do this on their own, but I have yet to see a unified board advocate for our district on this level.

The board does not always represent community interests and values. At times, this is hard to do -especially when admin interests and community values do not overlap.

Additionally, not all three RSU5 communities are always on the same page- as in the case of the funding formula.

I think we lack interaction with legislation and shy away at times from standing up because we do not want to be seen as taking political sides.

I believe there is room for improvement with regard to effective communication with parents and community members. I am hopeful that a social media presence will aid in this. Re: 3E I have no knowledge of anything regarding this except hearing Becky say she'd like to attend a few sessions in Augusta.

I don't know of any time the board has advocated for the district's interest with legislators.

	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.
<b>Board Member 1</b>	3	3	3	3	3
<b>Board Member 2</b>	3	3	3	2	3
<b>Board Member 3</b>	4	4	3	3	2
<b>Board Member 4</b>	4	4	3	3	4
<b>Board Member 5</b>	4	3	4	3	4
<b>Board Member 6</b>	4	4	3	3	4
<b>Board Member 7</b>	4	4	3	2	3
<b>Board Member 8</b>	3	3	3	3	3
	<b>3.63</b>	<b>3.50</b>	<b>3.13</b>	<b>2.75</b>	<b>3.25</b>

**Standard Score 4:** 3.25

#### Comments

I'm not sure the board oversees the work of the finance committee in the way described in this standard. The committee reports to the board on a regular basis, but the board tends to delegate its authority to the committee itself. For example, I don't recall the board ever "reviewing internal audit findings": The board only hears about the audit when the audit uncovers a mistake, at which point the board learns about steps taken to correct the situation. I would prefer for the board to be more assertive when it comes to finance in general and to the finance committee. The committee is supposed to respond to the board, but sometimes I feel as though the committee, not the board, drives the discussion. This became evident during the funding formula discussions.

I've been very happy with the budget process, especially with the added challenges this year. I hope the audit forthcoming will help us identify new recruitment tools and ways in which we can continue to support teachers in ways we may have overlooked.

	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	3	2	3	3	3	3	3
Board Member 2	3	2	3	3	3	3	3
Board Member 3	2	3	3	3	4	4	3
Board Member 4	3	3	3	3	3	3	3
Board Member 5	3	3	4	4	1	3	3
Board Member 6	4	3	3	3	3	3	4
Board Member 7	3	3	3	3	3	3	3
Board Member 8	3	3	3	3	3	3	3
	3.00	2.75	3.13	3.13	2.88	3.13	3.13

**Standard Score 5:** 3.00

#### Comments

In general, the board does handle conflict constructively and in a professional manner. Having said that, this year that was not always the case during the funding formula discussions: At times there were personal attacks, and individual members questioned the validity of others' opinions and supporting data in an unprofessional way.

5A: We do need to feel that there is support for our individual ideas before raising them at a meeting. I'm not sure how much this is done for concerns over being ostracized v concerns over feeling like time wasters.

As a board I feel that we, on the whole, adhere to our ethics code. However there was one situation where a board member used her board position at a town meeting to potentially influence voters on a controversial topic. I feel that was a violation of our Ethics code.

**Board Goals Update  
August 26, 2020**

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

**Objective 1:1 *Strengthen and align all social/emotional development systems.***

→ **Identify current existing practices and structures at all grade levels to assess their effectiveness; identify gaps; explore options; develop and recommend plan**

- ◆ Meetings held between assistant superintendent, guidance counselors, building administrator
- ◆ SEL (social/emotional learning) Committee created
- ◆ Document has been created collaboratively and shared identifying current practices
- ◆ During budget discussions, some gaps have been identified
- ◆ Current budget has requests for filling the gaps
  - DCS half time additional guidance counselor
  - FHS half time additional social worker for students with disabilities
- ◆ Responsive Classroom practices is implemented PreK-5
  - Advanced Training did not occur in June; currently planning to have this current year (June- August, 2021)
- ◆ Responsive Classroom practices formal training at the middle level was postponed until June-August, 2021. Some activities have informally been implemented in places, i.e. DCS advisory. Discussions will begin at FMS for restructuring advisory.
- ◆ The SEL committee determined the focus for next year will be training for staff on trauma informed practices.

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

**Objective 2:1 *Review research and explore options for the implementation of student-centered instructional practices.***

→ **Establish a shared understanding/definition of characteristics of student centered learning**

- ◆ Meetings held with assistant superintendent, principal to create definition
- ◆ Definition shared with all principals who shared with building leadership teams (Attach definition)

- ◆ Feedback received and definition finalized and shared with Student Centered Learning Committee

→ **Assess current RSU5 instructional practices to determine alignment with student centered learning characteristics and identify gaps.**

- ◆ Plan is to meet to decide how to best gather needed information
- ◆ During budget creation, discussion about whether to increase funding for field work. Group decided to maintain current levels to see how current funding meets the needs for this goal.
- ◆ End of year focus on an interdisciplinary units or project centered learning will offer lessons to guide our future work.
- ◆ Leadership teams from each school identified existing practices that align with our RSU5 definition of student-centered learning.

**Board Strategic Goal 2: All RSU5 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.*

→ **Identify opportunities for expanding staff collaboration time, develop and recommend a plan to foster collaboration and staff voice, implement recommendations.**

- ◆ Meetings held with principals and leadership teams
- ◆ Meetings held with principals with superintendent and assistant superintendent
- ◆ Professional development schedules created with input from teachers to allow for year long collaboration
- ◆ GSEA partnership has allowed for more collaboration across districts in specialized departments, i.e. p.e., music, sped, art
- ◆ Continued review with leadership teams to ensure staff voice in planning of professional development
- ◆ Monthly review with Association of upcoming professional development opportunities

**Board Strategic Goal 2: All RSU5 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.*

→ **Create a protocol for establishing student achievement goals based on agreed upon data points.**



- ◆ Protocol created in collaboration with data specialist
- ◆ Will be shared with principals & Board before end of year

**Board Strategic Goal 3: All RSU5 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 RSU5 schools and seek feedback from stakeholders about the schools.*

→ **Identify and assess the effectiveness of all existing modes of communication with parents and community, identify needed improvements, explore options for revising, adjusting, expanding communication.**

- ◆ Strategic Communications has reviewed budget brochure for upgrades
- ◆ Town Leadership Meeting - upgrades on budget sheet. New document included in budget brochure
- ◆ Strategic Communications will continue to have this as their primary focus
- ◆ PBE has switched their focus to Student Centered Learning and have changed their name to SCL
- ◆ Satisfaction Survey did not go out to parents as intended due to the COVID. Strategic Communications will discuss when best to do the survey at an upcoming meeting.

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

**Objective 3:2** *Engage all RSU5 learners in community based learning both in the classroom and out in the community.*

→ **Identify and assess the effectiveness of current existing school-community learning partnerships.**

- ◆ Document created to begin gathering information what currently exists, i.e. FPAD, community mentors, MSS Lunch Bunch, parent groups
- ◆ Criteria has not been established to assess effectiveness - this will be work for next year

**Board Strategic Goal 4: RSU5 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.*

→ **Review and update the existing Capital Improvement Plan**

- ◆ Currently updated
- ◆ Facilities study will be presented at May 13 Board meeting
- ◆ Sustainability Committee created & met regularly throughout year
- ◆ Comprehensive energy audit will be conducted by Mechanical Services in FY 21
- ◆ Solar project identified and is projected to provide savings of 50,000 a month

**Board Strategic Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.**  
**Objective 4:2 *Attract and retain highly effective staff.***

→ **Review and assess existing practices, identify gaps, review and improve**

- ◆ Created mentor handbook
- ◆ Trained 30 professionally certified educators to begin mentoring
- ◆ Additional training will be provided in June 2020 for additional staff
- ◆ Assigned all new staff mentors, beginning in August 2019
- ◆ Ongoing professional development with mentors
  - Four meetings throughout the year
- ◆ Mentors have all been surveyed about the mentor match support
- ◆ Cohort data is collected and reviewed annually to ensure competitive salaries for the region
- ◆ Yearly survey with new staff regarding induction completed in September. Feedback is used to improve induction for the following year.

**Board Strategic Goal 4: RSU5 has well developed and refined finance, 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 extracurricular programs.***

→ **Assess existing bus runs, explore options, make recommendations**

- ◆ Bus runs assessed
- ◆ Additional bus request in the 2020-2021 budget to ensure adequate transportation for extra curricular programs
- ◆ Return to half day PreK at MSS & PES beginning in September 2020
- ◆ Late bus run is established to begin in September 2020 FMS to PES

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

**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.

**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.

## **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 2021</p> <p>1.1F May 2023</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 2021</p> <p>1.3E May 2022</p> <p>1.3F May 2023</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. On-going reports to Superintendent/Board</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 2021</p> <p>2.1E May 2022</p> <p>2.1F May 2023</p> <p>2.1G May 2024, 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>1G Observation of student centered practices in classrooms</p> <p>2.1F 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?
2.2A. Catalog and review all current RSU5 curricular and extra-curricular offerings.  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.  2.2C. Explore and evaluate possible new options for additional program components.  2.2D. Develop and recommend a plan to the Superintendent to add curricular and extracurricular choices.  2.2E Implement recommendations per details in the plan.  2.2F Evaluate and adjust as necessary.	Staff time  Financial resources to support new programs (staff, equipment, space.)	1 Elementary Principal  1 Middle/High School Administrator  Assistant Superintendent	2.2A - C May 2021  2.2D December 2021  2.2E September 2022  2.2F Sept 2023, ongoing	2.2A & B Written documentation of existing curricular and extra-curricular program components, and expressed areas of interest  2.2C Written report on options considered for adding programs 2.2D Written recommendations to Superintendent  2.2E Observation of new programs  2.2F Ongoing reports to Superintendent/Board of the effectiveness of new / revised programming

**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?
2.4A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback.  2.4B. Make needed recommendations for changes.  2.4C. 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?
<b>2.5A Create a protocol for establishing student achievement goals based on agreed upon data points</b>  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	2.5.A Written protocol  2.5B Publication of the student achievement goals and data used  2.5.C 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>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.</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 June 2020</p> <p>3.2B December 2020</p> <p>3.2C - D May 2021</p> <p>3.2E May 2022</p> <p>3.2F May 2023</p> <p>3.2G 2024</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 December 2020</p> <p>3.3B December 2021</p> <p>3.3C. December 2021</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 June 2020</p> <p>4.4D May 2021</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?
4.5A Assess existing community engagement in financial planning processes.  4.5B Explore and evaluate options for improving communication regarding financial planning for the district.  4.5C Make recommendations to the Finance Committee to improve financial planning communication practices.  4.5D Implement recommended improvements.	Staff time  Possible cost factors in recommendations	Director of Finance and Human Resources  Superintendent	4.5A December 2020  4.5B May 2021  4.5C December 2021  4.5D May 2022	4.5A - B Written documentation of existing communication practices and options considered for improvements  4.5C Written recommendations to Superintendent/Finance Committee  4.5D Solicit feedback from various stakeholders

## Strategic Plan Timeline

Objectives	December 2019	June 2020	December 2020	May 2021	December 2021	May 2022	September 2022	May 2023	September 2023	May 2024
1.1 Social Emotional		Identify practices, gaps, and options, making plans		Implement action steps				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		
2.1 Student Centered Practices	Define term & characteristics	Assess current practices and identify gaps		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 Curricular/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		Identify opportunities to expand collaboration; Recommend plan. Implement collaboration plan; Evaluate effectiveness								
2.4 Grading/Reporting Practices					Identify needed improvements; Make needed recommendations		Implement improved communications with all stakeholders	Evaluate effectiveness of changes		
2.5 Data		Create formalized protocol		Implement and evaluate protocol						

### Strategic Plan Timeline

Objectives	December 2019	June 2020	December 2020	May 2021	December 2021	May 2022	September 2022	May 2023	September 2023	May 2024
3.1 Communication with Stakeholders		Identify and assess current communication; Identify needs; Explore options for better communication	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 student-centered practices		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	Review and update the existing Capital Improvement Plan			Explore options for facilities expansions/renovations	Make recommendations to the Board					Implement recommended improvements
4.2 Attract and Retain Highly Effective Staff		Review and assess the effectiveness of existing practices and policies; Identify gaps and/or needed improvements; review and improve protocols for required trainings	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 Program			Review the quality of the nutrition program and the equity of its access to all students; Make recommendations to the Superintendent	Implement recommended changes in nutrition program and access	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 2019	June 2020	December 2020	May 2021	December 2021	May 2022	September 2022	May 2023	September 2023	May 2024
4.4 Provide all Students transportation that supports participation in curricular and extra-curricular programs		Assess existing bus runs; Explore options to provide transportation for all 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				
										Revision of Strategic Plan



**2020-2021 RSU5 Board Work Plan  
8-26-20 Draft**

<b>August 26, 2020 Retreat</b>	Review Board Self-Evaluation District Goals for 2020-2021 Committee Appointments (due to Pownal's July election)
<b>September 9, 2020 Workshop</b>	Budget Timeline 2021-2022 School Calendar (Discussion) Executive Session - Set Supt's Performance Goals
<b>September 23, 2020 Business Mtg @ MSS</b>	MSS Update (Good News, etc.) MSS Goal Review FHS Goal Review MSMA Fall Conference Delegate & Alternate MSMA Resolutions Board Vote on 2020-2021 District Goals Policies
<b>October 14, 2020 Workshop @ MLS</b>	MLS Update (Good News, etc.) MLS Goal Review
<b>October 28, 2020 Business Mtg. @ PES</b>	PES Update (Good News, etc.) PES Goal Review Long-range Capital Improvement Plan Policies
<b>November 4, 2020 Workshop @ FMS</b>	FMS Update (Good News, etc.) FMS Goal Review Community Programs Report
<b>November 18, 2020 Business Mtg. @ DCS</b>	DCS Update (Good News, etc.) DCS Goal Review Technology Report Nutrition Report Athletics Report Board Committees (due to Freeport election) Policies
<b>December 9, 2020 Business Meeting</b>	Instructional Support Report Policies
<b>January 13, 2021 Workshop</b>	Interim Progress on District Goals District Scorecard Executive Session - Interim Progress on Supt's Performance Goals

<b>January 27, 2021 Business Meeting</b>	Superintendent's Recommended Budget - Presented Policies
<b>February 3, 2021 Budget Workshop</b>	Budget Review: DCS, FMS, FHS, Athletics FHS Program of Studies
<b>February 10, 2021 Workshop</b>	Budget Review: MSS, PES, MLS, Inst. Support 21-22 School Calendar (1st Read) Executive Session on Administrator Contracts
<b>February 24, 2021 Business Meeting</b>	Budget Review: Technology, CIA, Nutrition, Community Programs, Facilities & Transp. 21-22 School Calendar (2nd Read) Administrator Contract Renewal Policies
<b>March 10, 2021 Workshop</b>	Review of FY 22 Superintendent's Budget Board Deliberations on Budget
<b>March 17, 2021 Budget Workshop</b>	6:00-6:30 p.m. Q&A with Individual Board Members regarding FY 22 Budget Review of FY 22 Superintendent's Budget Public Input on Budget Board Deliberations on Budget
<b>March 24, 2021 Business Meeting</b>	Adopt FY 22 School Budget Policies
<b>April 14, 2021 Workshop @ DCS</b>	6:00 - 6:30 p.m. Q&A on FY 22 Board Adopted Budget DCS Update (Good News, etc.) Signing of Warrants for ABM & Referendum Migration of Students
<b>April 28, 2021 Business Meeting @ PES</b>	6:00 - 6:30 p.m. Q&A on FY 22 Board Adopted Budget PES Update (Good News, etc.) Board Committees (due to Durham election) 5% Transfer Authority to Finance Committee Policies
<b>May 12, 2021 Business Meeting</b>	6:00 - 6:30 p.m. Q&A on FY 22 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session - Superintendent's Evaluation
<b>May 26, 2021 @ DCS</b>	Annual Budget Meeting @ DCS (5:00 p.m. Business Mtg Executive Session - Superintendent's Evaluation)

**June 9, 2021**

**Recognize Retirees**

**Computation & Declaration of Votes**

**Assessment Warrants**

**Superintendent Authorization to Hire in the Summer**

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

**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**

Item # 6 on  
(Official Agenda)

## COMMITTEE MEMBERSHIP

Required/Highly Recommended			
<b>Tier 1</b> Finance (3) Region 10 (1) Dropout (1) Stipend (2) Negotiation (2-3) Chair/Vice (2)	<b>Tier 2</b> Policy (3) Strategic Comm - (2-3) Equity (2)	<b>Tier 3</b> PBE Wellness Sustainability* Safety SCL	<b>Tier 4</b> Cable Board FPAC Community Prog Facilities

(recommended membership)

\* Advisory Committees (membership doesn't change yearly)

<b>Beth</b> Dropout SCL	<b>Candy</b> Support Negotiations Strategic Comm Policy	<b>Jen</b> Stipend Dropout	<b>Jeremy</b> Finance Safety Comm Prog	<b>Dwight</b>	<b>Suzana</b> Strategic Comm Cable Board	<b>Lindsey F</b> Strategic Comm Facilities	<b>Maddy</b> Stipend Policy SCL FPAC	<b>Maura</b> Vice Chair Region 10 Sustain Safety Facilities	<b>Michelle</b> Chair Finance Support Negotiation Prof. Negotiations	<b>Valy</b> Strategic Comm Wellness Sustain
-------------------------------	---	----------------------------------	---	---------------	---	---	--	--	--	---

**Suggestions:**

**Tier 1**

Remove 1 dropout member

**Tier 2**

Reduce Strategic Comm to 2-3 members

**Tier 3**

Reevaluate need for Board participation

**Tier 4**

Elimination of Board Membership

Interested people can serve as Community members

Restructure how information is shared (i.e Facilities)

### Committees/Sub-Committees

Chair	See attached policy BDB
Vice-Chair	See attached policy BDB
Negotiations	Two or three members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy	Three members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. Meets monthly.
Finance	Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU. Meets at 5:00pm before the first Board meeting of the month
Strategic Communications	Two or Three members. The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. Typically meets four times a year.
RSU5 Community Programs Advisory Council	One member. This group is advisory to Community Programs. A board member attends regularly as a liaison.
Maine Region Ten Technical High School	Two Board members serve on the Maine Region Ten Technical High School Board of Directors. Meetings are held monthly at Region 10 (3 <sup>rd</sup> Monday of the month) All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns (Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past.
Dropout Prevention	One Board member per policy serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education. Meetings are scheduled for 2:30 p.m.
Stipend Review	Two members sit on the committee per CBA. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. Reviews all stipend positions periodically. Two to seven meetings per year that take place after 3:45pm.
Student Centered Learning Committee (formerly Proficiency Based Education (PBE) Committee)	One member serves as a representative. The committee is charged with providing guidance and direction to RSU5 implementation of proficiency-based education and ensure alignment K-12. The

	committee will coordinate such key issues as policies, standards alignment, professional development and reporting practices.
Freeport Cable TV Board	One member serves as the school representative on the Freeport Cable TV Board. Meetings are held at least quarterly.
Freeport Performing Arts Center Advisory Committee (FPAC)	One member serves. The Committee meets two times a year to consider procedures, fees, review data regarding operation of the FPAC.
Facilities	Two members serve. Duties include annual facilities tour (1/2 day), review of capital and major maintenance proposals, and liaison for capital requests within the school budget. Four meetings per year in addition to the tour.
Safety Committee	Two members sit on the committee, charged with annual review/update of the Safety Plans. Meetings vary depending upon the workload. Typically, three meetings a year at 6:50 a.m.
Wellness	One member. Monthly district Wellness Committee meetings.
School Attorney	
School Physician	