

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– SEPTEMBER 25, 2019
MORSE STREET SCHOOL - CAFETERIA
6:30 P.M. REGULAR SESSION
AGENDA

1. Call to Order:
The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Kathryn Brown	___ Maura Pillsbury
___ Jeremy Clough	___ Michelle Ritcheson
___ Candace deCsipkes	___ Lindsay Sterling
___ Lindsey Furtney	___ Valeria Steverlynck
___ Jennifer Galletta	___ Madelyn Vertenten
___ Elisabeth Munsen	
3. Pledge of Allegiance:
4. Consideration of Minutes:
A. Consideration and approval of the Minutes of September 11, 2019 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News & Recognition:
A. John Morang, former RSU5 Board Member
B. Good News from Morse Street School – Julie Nickerson
7. Public Comments: (10 Minutes)
8. Reports from Superintendent: (10 Minutes)
A. Items for Information
 1. District Happenings
 2. Resignations/Summer Professional Hires
 3. September 2019 School Enrollments
 4. MSMA Fall Conference
9. Administrator Reports:
A. Finance – Michelle Lickteig (3 Minutes)
B. School Nutrition Report – Erin Dow (20 Minutes)
C. Morse Street School Goal Review – Julie Nickerson (20 Minutes)
10. Board Comments and Committee Reports:
A. Board Information Exchange and Agenda Requests (10 Minutes)
B. Finance Committee (3 Minutes)
C. Strategic Communications (3 Minutes)
D. Policy Committee (3 Minutes)

11. Policy Review:

A. Consideration and approval of the following Policies (1st Read) (20 Minutes)

1. JJIF – Student Concussions and Other Head Injuries
2. JJIF-E – RSU5 Concussion Information Sheet
3. ADA – School System Goals and Objectives
4. BCA – Board of Directors Member Code of Ethics

Motion: _____ 2nd: _____ Vote: _____

12. Unfinished Business:

A. Consideration and approval of RSU5 District Goals for 2019-2020 (20 Minutes)

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval of Karin VanNostrand as an RSU5 community member representative to the Maine Region 10 Technical High School Board. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval of an RSU5 Board Member representative to the Maine Region 10 Technical High School Board. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

13. New Business:

A. Consideration and approval of a delegate and alternate to the Maine School Boards Association Annual Delegate Assembly at the Maine School Management Association's Annual Fall Conference. (5 Minutes)

Motion: _____ 2nd: _____ Vote: _____

B. Discussion of the MSBA 2019 Proposed Resolutions. (30 Minutes)

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Adjournment:

Motion: _____ 2nd: _____ Vote: _____ Time: _____

**RSU No. 5 Board of Directors Meeting
Wednesday, September 11, 2019 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

Item #4

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the September 25, 2019 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:35 p.m.

- 2. MEMBERS PRESENT:** Kathryn Brown, Jeremy Clough (arrived at 6:37 p.m.), Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling (arrived at 6:44 p.m.), Valeria Steverlynck, Madelyn Vertenten
MEMBERS ABSENT: None

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the Minutes of June 12, 2019, July 24, 2019 and August 28, 2019 as presented. (Steverlynck - Vertenten) (9 – 0 – 1 Furtney Abstained)

5. ADJUSTMENTS TO THE AGENDA:

Addition of an Executive Session.

6. GOOD NEWS AND RECOGNITION:

None

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. Opening of School

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. FY21 Budget Timeline

B. Discussion on 2020-2021 School Calendar

C. To appoint an RSU5 Board representative to the Maine Region 10 Technical High School Board. This Item was Tabled.

13. NEW BUSINESS:

A. VOTED: To approve a Freeport High School Student Mentor Stipend.
(Galletta – Steverlynck) (11 – 0)

14. PERSONNEL:

None

15. PUBLIC COMMENT:

None

Adjustment to the Agenda – Items 16 and 17.

16. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing a personnel matter. (Pillsbury – Steverlynck) (11 – 0)

Time In: 7:44 p.m.

Time Out: 8:13 p.m.

17. ACTION AS A RESULT OF EXECUTIVE SESSION:

None taken.

18. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent's evaluation. (Steverlynck – Pillsbury) (11 – 0)

Time In: 8:15 p.m.

Time Out: 8:43 p.m.

19. ACTION AS A RESULT OF EXECUTIVE SESSION:

None

20. ADJOURNMENT:

VOTED: To adjourn at 8:45 p.m. (Vertenten - Sterling) (11 – 0)



Becky J. Foley, Superintendent of Schools

Professional staff hired during the summer

Christine Gray – MLS .4 School Counselor
Natalie Barrett – DCS Kindergarten Teacher
Kelly Howard – PES .4 PreK Teacher
Megan Murrow – MSS Kindergarten Teacher
Faith Farrington – DCS Special Education Teacher
Stephen Moore – FHS .5 Science Teacher
Alyssa Sohns – FHS World Language Teacher
Kristopher Parkin – FHS Special Education Teacher
Margaret Armstrong – DCS/PES Instructional Strategist
Frank Burns – FMS Special Education Teacher
Benjamin Potvin – MLS Music Teacher
Maureen Erskine – FMS .4 Nurse

Employees who resigned after the June Board Meeting

Holley Berkemeyer – FHS Ed Tech
Stephanie McSherry – DCS/PES Instructional Strategist
John Flaherty – FHS Ed Tech
Michael Smith – DCS Ed Tech
Bill Ridge – FMS Special Education Teacher
Troy Voutour – Bus Driver/Custodian
Nicole Connolly – MSS Ed Tech
Michelle Raber – FHS .5 Science
Katelyn Rodriguez – FHS Ed Tech
Michael Smith – DCS Ed Tech
Carolyn Soule – FMS Office Secretary
Leslie Thibeault – MSS Special Education Teacher
Marianne O'Connor – Laugh & Learn Teacher
Trevor Legassie – Computer Technician
Jo Hall – Payroll/Bookkeeper
Sandrine Moser – HR Coordinator
Michelle Lickteig – Director of Finance and Human Resources

**Student Enrollments
September 2019**

Item # 8.A.3.

	September 2018	Projected 2019 (from Budget Documents)	September 2019
Freeport High School	588	588	582
Freeport Middle School	352	346	348
Mast Landing School	257	231	233
Morse Street School	270	288	309
Pownal Elementary School	111	113	104
Durham Community School	423	427	441
Grand Total	2001	1993	2017

September 2019

	Morse Street School	Pownal Elementary School	Mast Landing School	Durham Community School	FMS	FHS
Pre-K	64 (4 sessions) 2 Teachers (16,16,16,16)	13 (1 session) .4 Teacher (13)		32 (2 sessions) 1 Teacher (16, 16)		
K	86 5 Teachers (17-18)	15 1 Teacher (15)		44 3 Teachers (14-15)		
1	83 5 Teachers (16-17)	16 1 Teacher (16)		56 3 Teachers (18-19)		
2	76 4 Teachers (19)	16 1 Teacher (16)		39 2 Teachers (19-20)		
3		17 1 Teacher (17)	68 4 Teachers (17)	44 2 Teachers (22)		
4		17 1 Teacher (17)	76 4 Teachers (19)	47 3 Teachers (15-16)		
5		10 1 Teacher (10)	89 5 Teachers (17-18)	49 3 Teachers (16-17)		
6				50 3 Teachers (16-17)	111 5.5 Teachers (20-21)	
7				39 2 Teachers (19-20)	109 5 Teachers (21-22)	
8				41 3 Teachers (13-14)	128 6 Teachers (21-22)	
9						147
10						167
11						136
12						132
Total	309	104	233	441	348	582

Item #9.A.

RSU #5	General Budget Report	8/31/2019			2019-2020			
Article #	Description	2019-2020 Budget	Transfers	Revised Budget	Expenses YTD	Encumb YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$ 3,567,564.00	\$ -	\$ 3,567,564.00	\$ 234,158.87	\$ 79,752.71	\$ 3,253,652.42	91.20%
Article 2	School Administration	\$ 1,617,920.00	\$ -	\$ 1,617,920.00	\$ 206,657.04	\$ 2,206.34	\$ 1,409,056.62	87.09%
Article 3	Operation of Plant	\$ 4,819,999.00	\$ -	\$ 4,819,999.00	\$ 572,528.87	\$ 642,627.02	\$ 3,604,843.11	74.79%
Article 4	Voc. E. Assessment	\$ 99,419.00	\$ -	\$ 99,419.00	\$ 16,569.80	\$ 82,849.05	\$ 0.15	0.00%
Article 5	School Nutrition/Crossing Guard	\$ 269,645.00	\$ -	\$ 269,645.00	\$ 44,707.50	\$ 223,537.50	\$ 1,400.00	0.52%
Article 6	Instruction K - 12	\$ 14,218,224.00	\$ -	\$ 14,218,224.00	\$ 253,032.88	\$ 74,963.64	\$ 13,890,227.48	97.69%
Article 7	Co-Curr. & Athletics	\$ 829,237.00	\$ -	\$ 829,237.00	\$ 38,863.71	\$ 21,599.29	\$ 768,774.00	92.71%
Article 8	District Adminitstration	\$ 950,098.00	\$ -	\$ 950,098.00	\$ 147,924.99	\$ (12,711.71)	\$ 814,884.72	85.77%
Article 9	Transportation Services	\$ 1,533,555.00	\$ -	\$ 1,533,555.00	\$ 159,747.51	\$ 469,252.52	\$ 904,554.97	58.98%
Article 10	Debt Services	\$ 1,581,756.00	\$ -	\$ 1,581,756.00	\$ -	\$ -	\$ 1,581,756.00	100.00%
Article 11	Special Education Services	\$ 4,592,878.00	\$ -	\$ 4,592,878.00	\$ 48,000.88	\$ (4,755.96)	\$ 4,549,633.08	99.06%
	Totals	\$ 34,080,295.00	\$ -	\$ 34,080,295.00	\$ 1,722,192.05	\$ 1,579,320.40	\$ 30,778,782.55	90.31%

9/25/2019

RSU 5 Nutrition Program Goals 2019-20

RSU 5 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.

Department Goal	Rationale & Action Steps	Timeline	Evidence of Effectiveness
<p>Strategic Goal: 4.3 Improve and assure student access to the highest quality school nutrition program.</p> <p>4.3A Review the quality of the school nutrition program and the equity of its access to all students.</p> <p>Department Goal 1: Improve the effectiveness of SY 20 meal eligibility outreach and implementation</p>	<p><i>A higher percentage of Free/Reduced-eligible students improves nutritional support for at-risk students, increases educational subsidies for the district and reduces economic hardship for the district's families.</i></p> <p>A. Develop new strategies to encourage application for meal benefits by families who have historically not qualified</p> <p>B. Identify opportunities for inter-departmental cooperation to identify and support the district's most vulnerable households</p> <p>C. Ensure that all purchases made by F/R-eligible students are maximally healthy with minimal financial impact to families at Freeport High School</p>	<p>Summer 2019 and ongoing 2019-20</p>	<p>A. Increase in overall number of applications submitted</p> <p>B. Regular contact between guidance department, nurses, social workers and Nutrition Program to ID and best serve these students</p> <p>C. Higher % of reimbursable meals among F/R-eligible students</p>
<p>Department Goal 2: Improve meal account communications between the Nutrition Program and student households</p>	<p><i>RSU 5's historically high meal debt has its roots in a lack of clear communication about meal costs, meal eligibility, purchase restrictions and expectation of timely payment for meals purchased.</i></p> <p>A. Implement regular reminders of meal debt and meal costs to households</p> <p>B. Consistent followup with information about F/R meal applications to households with meal debt</p>	<p>September 2019</p> <p>Summer 2019 and ongoing 2019-20</p>	<p>A. Reduction in average district meal debt/student</p> <p>B. Increase in F/R applications from households struggling with meal debt</p>

RSU 5 Nutrition Program Goals 2019-20

	C. Strengthen enforcement of a la carte item purchasing restrictions on meal accounts in arrears (e.g., milk at elementary level)	December 2019	C. Increase in overall number of applications submitted as an indicator of destigmatization Reduction of a la carte items charged district-wide
Department Goal 3: Involve students in the Nutrition Program with regular activities that promote wellness, cultivate awareness and curiosity about food and encourage participation in the program	<i>Actively soliciting and supporting student feedback and participation in the Nutrition Program is giving our students a voice beyond the classroom. Students who are personally vested in the Nutrition Program are more likely to participate in it. And students who are well-fed are more ready to learn.</i> A. Involve students in menu development activities B. Engage students in the development and implementation of nutrition-based wellness activities at RSU 5	2019-20	A. Menus feature student-developed dishes B. Students provide feedback to Wellness Committee on their experience with its initiative
Department Goal 4: Sustainability	<i>RSU 5's Nutrition Program is committed to reducing the environmental impact of its operations.</i> A. Paperless menus and paperless invoicing at all grade levels B. Collaborate with data specialist to ensure that all student information systems have complete household information to eliminate all paper communications with parents/guardians except those required by law C. Elimination of all plastic straws and plastic utensils (except where necessary to avoid service disruption/significant loss of revenue)	October 2019 2019-20 June 2020	A. Paperless menus and invoicing B. Steps taken to reduce paper C. Percent reduction in amount of straws and plastic utensils ordered

Morse Street School Goals 2018-2019

SMART Goal Worksheet				
School: Morse Street School				
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning.				
School SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal 1: By May/June 2019 100% of teachers will report that they are regularly using 5 or more <i>Responsive Classroom</i> practices to increase student engagement and academic achievement.</p> <p>Baseline: 50% (2017) of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.</p> <p>95% (2018) teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.</p>	<ul style="list-style-type: none"> ● Provide support and feedback through observations of classrooms. (Julie Nickerson) ● PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams) ● Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff) ● Provide support and Professional Development to teachers new to our school to build growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White) 		<p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p>	<p>Classroom observations, walkthroughs and planning documents</p> <p>Teacher survey results</p> <p>100% (2019) teachers report using 5 or more RC practices regularly to increase student engagement.</p>
<p>Goal 2: By May/June 2020 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment.</p> <p>June 2018 - 55% June 2019 - 65% June 2020 - 75%</p>	<ul style="list-style-type: none"> ● TC Staff Developer and Literacy Strategist provide targeted professional development in comprehension to ensure that all students are able to provide literal, interpretive and analytical responses. (Susan Dee) ● EM Staff Developer and Math Strategist provide targeted professional development in targeted mathematical practices. (Amy Wheeler) ● Literacy and Math Strategists continue to support differentiated small group work and increased student 		<p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p>	<p>F & P assessment for reading</p> <p>Math SLO</p> <p>NWEA (Grade 2 only)</p> <p>F & P June 2019 - 67%</p> <p>Grade 2 NWEA Reading</p>

<p>100% of students K-2 will make expected growth as measured by the Math SLO assessment.</p> <p>Baseline: Reading F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets.</p> <p>F & P Spring 2018 56% (119/212) students met or exceeded expected growth targets</p> <p>Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets.</p> <p>SLO Spring 2018 96% (204/212) students met or exceeded expected growth targets.</p> <p>NWEA math achievement data: 2017 77.3% students average or above 2018 79.2% students average or above</p>	<p>discourse with embedded PD in their content area. (Susan Dee and Amy Wheeler)</p> <ul style="list-style-type: none"> ● Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers) ● Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams) ● Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers) ● Implement Readwriteinc. Phonics program in PK 	<p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p>	<p>Achievement Data 2019: (49/67) 73%</p> <p>SLO Spring 2019 - 99.14% (224/226)</p> <p>NWEA math achievement data: 2019 (49/66) 74% students average or above</p>
<p>Goal 3:By May/June 2019 Develop and Implement a</p>	<ul style="list-style-type: none"> ● SAT Team collaborate to develop a multi-tiered documented process for supporting students with 	<p>On -going 2018-2019</p>	<p>Documented process and Individual student</p>

<p>data informed RTI-B process for supporting students with social-emotional needs</p>	<p>social-emotional needs. (Julie Nickerson, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw and Aja Darak)</p> <ul style="list-style-type: none"> ● Provide Professional Development to all staff on proactive strategies to support students identified in Tier 1 and 2. (Julie Nickerson, Paul White, Cindy Kivler, Kelley Ryder-Herzog, Melissa Shaw, Aja Darak and Sacha Shaw) ● Develop a screening tool to identify vulnerable students early, and provide intervention. (SAT team) ● Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention plans (Grade Level Teams) ● Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams) ● Grade level teams collaborate and analyze student data using protocols (Grade Level Teams) ● Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers) ● Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each students (Cindy Kivler and Classroom Teacher) 	<p>August 2018 October 2018</p> <p>August 2018</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p> <p>On-going 2018-2019</p>	<p>intervention plans</p> <p>Established a documented process as well as Positive Behavior Support Plans with specific goals for individual students</p> <p>Piloted the use of SSBD (Systematic Screener for Behavioral Disorders) screener Fall, Winter and Spring</p>
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Morse Street School Goals 2019-2020

Goal Worksheet				
School: Morse Street School				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal 1: By May/June 2020 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment.</p> <p>June 2018 - 55% June 2019 - 65% June 2020 - 75%</p> <p>100% of students K-2 will make expected growth as measured by the Math SLO assessment.</p> <p>Baseline: Reading F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets.</p> <p>F & P Spring 2018 56% (119/212) students met or exceeded expected growth targets</p> <p>F & P Spring 2019 67% (149/222) students met</p>	<ul style="list-style-type: none"> ● TC Staff Developer and Literacy Strategist provide targeted professional development in text band characteristics, reciprocity of reading and writing, and comprehension strands to ensure that all students are able to provide higher level responses to demonstrate comprehension of text. (Susan Dee) ● All teachers K-2 involved in Student Centred Coaching cycles to improve instruction in data driven area of need. (Classroom Teachers and Literacy Strategist) ● Implement Units of study in Phonics in Grade K (Year 2) and Grade 1 (Year 1) ● Literacy and Math Strategists continue to support differentiated small group work and increased student discourse with embedded PD in their content area. (Susan Dee and Talya Edlund) ● Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers) ● Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams) ● Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers) ● Provide PD to Pre-K teachers in early literacy practices that improve foundational skills in Reading and ways to embed literacy in play 		<p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>July 2019 and On going 2019-2020</p>	<p>F & P assessment for reading</p> <p>Math SLO</p> <p>NWEA (Grade 2 only)</p>

<p>or exceeded expected growth targets</p> <p>Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets.</p> <p>SLO Spring 2018 96% (204/212) students met or exceeded expected growth targets.</p> <p>SLO Spring 2019 99% (224/226) students met or exceeded expected growth targets</p> <p>NWEA math achievement data: 2017 77.3% students average or above 2018 79.2% students average or above 2019 74% students average or above</p>			
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 2: By May/June 2020 Develop and Implement a data informed RTI-B process</p>	<ul style="list-style-type: none"> Utilize SSBD (Systematic Screener for Behavioral Disorders) screening tool to identify vulnerable students early, and provide targeted intervention. (whole school team) 	On going 2019-2020	<p>Collect and analyze Data collected from SSBD</p> <p>Data collected from PBSPs</p>

for supporting students with social-emotional needs, and collect baseline data to monitor the effectiveness of the system	<ul style="list-style-type: none"> ● Grade level teams use PLC to collaborate over student social-emotional needs and suggested intervention plans (Grade Level Teams) ● Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams) ● Grade level teams collaborate and analyze student data using protocols (Grade Level Teams) ● Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers) ● Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each student (Cindy Kivler and Classroom Teacher) ● Create sensory spaces and monitor the use and effectiveness for both Special Ed and General Ed students (OT and RTI-B Ed-tech) 		<p>(Positive Behavior Support Plans)</p> <p>Data Collected from check-in and out in Sensory Spaces</p>
<p>RSU5 Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.</p> <p>MSS Goal 3: By May/June 2020 increase opportunities for students PK-2 to engage with the community for meaningful and engaging learning</p>	<ul style="list-style-type: none"> ● Continue with community volunteers Lunch Buddy program (School Counselor) ● Implement mentor program for community volunteers to work one on one with students (School Counselor) ● Increase field trip opportunities in our local community to provide meaningful learning experiences for our PK-2 students (Grade Level Teams) ● Partner with local groups to provide learning opportunities such as: Freeport Sustainability Committee and Freeport Historical Society (Principal and Grade Level Teams) 	On going 2019-2020	List of expanded opportunities



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Finance Subcommittee Report

Date: September 12, 2019

Committee: Finance Committee

Chair: Kate Brown

In attendance: Kate Brown, Michelle Ritcheson, Jeremy Clough, Michelle Lickteig

Guests:

Meeting Date: September 11, 2019

Agenda Items and Discussion:

Vote for Finance Committee Chair:

Jeremy nominated Kate Brown. Michelle R seconded nomination. All in favor. None opposed. Kate Brown will continue to be Finance Committee Chair for FY 2019-2020.

Next Steps on Cost Sharing:

Michelle R and Kate walked through the current cost sharing formula with Jeremy, the newest member of the Finance Committee. Then Michelle R and Kate walked Jeremy through the presentation slides. The committee continued to work on the presentation slides that will be shown in a School Board workshop in the fall. The committee assigned who will be responsible for handouts. The committee may need to set up another meeting before final presentation. That will be decided at the next meeting.

Next Meeting:

September 25, 2019 at 4p at Central Office.

Submitted by: Michelle Lickteig, Director of Finance

Regional School Unit No. 5

17 West St, Freeport, ME 04032 Telephone: 865-0928x25 E-mail: lickteigm@rsu5.org



Strategic Communications Subcommittee Report

Committee: Strategic Communications

Meeting date: September 13, 2019

Chair: Candy deCsipkes

Committee Members in attendance: Lindsay Sterling, Becky Foley, Valy Steverlynck, Candy deCsipkes

Committee Members absent: Lindsey Furtney

Agenda Items and Discussion:

1. The Committee spent time reviewing the results of the Workplace Satisfaction Survey and how to create the executive summary.
2. Becky will draft a summary based upon the committee's feedback and distribute in the next week for feedback.
3. At the next meeting, the summary will be finalized before being placed on the Board agenda.
4. The meeting for October was changed to October 11th due to a conflict in Becky's schedule.

The next meeting will be held on October 11, 2019 at 8:30 a.m.



Policy Subcommittee Report

Committee: Policy

Meeting date: September 6, 2019

Chair: Candy deCsipkes

Committee Members in attendance: Candy deCsipkes, Maddy Vertenten, Kate Brown, Cynthia Alexander

Guests: Emily Guyer

Review/Revise Policies:

The following policies were reviewed with no changes recommended.

JLCE First Aid and Emergency Medical Care

JLCE-E Life Sustaining Emergency Care

JLIB Student Dismissal Precautions

The following policies were revised and will be brought to the Board for 1st read on September 25, 2019.

ADA School System Goals and Objectives

BCA Board of Directors Member Code of Ethics

The following policy was revised and will be brought back to the Policy Committee on October 11, 2019 for further discussion.

BBA Board of Directors Powers and Responsibilities

The next meeting will be held on October 11, 2019 at 8:30 a.m.

Submitted by: Cynthia Alexander



TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Lindsey Furtney, Jennifer Galletta, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Madelyn Vertenten

CC: Julie Nickerson, Lisa Demick, Kelli Rogers, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Jim Grant, Peter Wagner, Jen Gulko, Bonnie Violette, Emily Grimm, Conor Walsh, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Pauline Gillis, Shawn McBean, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Jennifer Winkler, Nancy Drolet, Nancy Dyer, Jessica Sturges, Nancy Decker, Alicia DeRoche

FROM: Cynthia Alexander, Assistant Superintendent of Curriculum, Instruction, and Assessment

DATE: September 16, 2019

RE: Review/Update of Policies

At the September 25, 2019 Board of Directors Meeting, the following policies will be on the agenda for 1st Read, 2nd Read, and Review. The policies are attached.

1st Read Policies

JJIF – Student Concussions and Other Head Injuries
JJIF-E – RSU5 Concussion Information Sheet
ADA – School System Goals and Objectives
BCA – Board of Directors Member Code of Ethics

2nd Read Policies

There are no policies for 2nd Read

The following policies were reviewed with no recommended revisions and require no Board action.

JLCE – First Aid and Emergency Medical Care
JLCEE – Life-Sustaining Emergency Care
JLIB – Student Dismissal Precautions

STUDENT CONCUSSIONS AND OTHER HEAD INJURIES

The Board recognizes that concussions and other head injuries are serious and can potentially result in significant brain damage and/or death if not recognized and treated properly. This policy is intended to promote awareness of this issue as well as the safety of students participating in school-sponsored activities that may pose a risk of concussion or other head injuries. This policy also applies to all school-sponsored activities that the Superintendent determines, in consultation with school staff, pose a risk of concussion or other head injury (hereafter referred to as “any other covered activities”).

The Superintendent shall ensure that all training, protocols and forms implemented in the school unit are consistent with materials promulgated by the Maine Department of Education.

A. Staff Training

All school personnel involved in school-sponsored activities shall receive training in the identification and management of concussions and other head injuries.

All identified personnel will receive refresher training whenever the Maine Department of Education recommendations, protocols and/or forms have been revised.

B. Student and Parent/Guardian Acknowledgment

Students who intend to participate in school-sponsored athletics (and any other covered activities), and their parent(s)/guardian(s) are required to sign the School Department’s Concussion/Head Injury Acknowledgment Form each year. Students may not participate in athletics (and any other covered activities) until the Acknowledgment Form is returned to the school.

C. Removal of Students from School-Sponsored Activities, Evaluations and Medical Clearance

Any student suspected of having sustained a concussion or other head injury in any school-sponsored activity must be immediately removed from the activity, practice or game.

A student suspected of having sustained a concussion or other head injury must receive a brain injury evaluation and written medical clearance from a licensed health care provider, trained in concussion management, and operating within the scope of practice such as an MD, DO, Physician’s Assistant or Nurse Practitioner prior to his/her being allowed to resume participation in the activity. Such return to participation ~~may will~~ be gradual, and in all cases should be based on current accepted standards of care, ~~and the health care provider’s recommendations.~~

D. Academic and Disability Considerations

Teachers and other school staff ~~should~~ must be alerted to possible cognitive and academic issues that a student who has sustained a concussion or other head injury may experience. School staff

shall permit adjustments to the academic day and/or expectations, consistent with a medical recommendation from the student's health care provider.

E. Concussion Management Team

The Superintendent will appoint a Concussion Management Team to be responsible, under the supervision of the Superintendent, to make recommendations related to the implementation of this policy. The Concussion Management Team will include the school nurses, Athletic Director, Athletic Trainer and may include one or more principals or assistant principals, the school physician, and other school personnel or consultants as the Superintendent deems appropriate.

The team shall oversee and implement this policy and related protocols for concussions and other head injuries based on the generally accepted standards of care. This team will identify the school personnel who shall be trained in concussion signs and symptoms and the school activities covered by this policy.

The policy and/or related protocols should be reviewed when generally accepted protocols change.

Legal References: Public Law Chapter 688 (2012)
 20-A M.R.S.A. §§ 254(17); 1001(19)

Adopted: November 28, 2012
Revised: June 15, 2016
Revised: _____

Parents and student-athletes: You must turn in a signed form prior to the start of practice. This information sheet is available on the athletic webpage and copies are available at each school.

RSU NO. 5 CONCUSSION INFORMATION SHEET

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. **All concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.** In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your student-athlete reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

- | | |
|--|--|
| • Headaches | ▪ “Don’t feel right” |
| • “Pressure in head” | ▪ Fatigue or low energy |
| • Nausea or vomiting | ▪ Behavioral/Emotional/Social changes |
| • Neck pain | ▪ Nervousness or anxiety |
| • Balance problems or dizziness | ▪ Irritability |
| • Blurred, double, or fussy <u>fuzzy</u> vision | ▪ More emotional |
| • Sensitivity to light or noise | ▪ Confusion |
| • Feeling sluggish or slowed down | ▪ Concentration or memory problems (forgetting game plays) |
| • Feeling foggy or groggy | ▪ Repeating the same question/comment |
| • Drowsiness | ▪ Amnesia |
| • Change in sleep patterns | |

Signs observed by teammates, parents or coaches include:

- | | |
|--|---|
| • Appears dazed | ▪ Shows behavior or personality changes |
| • Vacant facial expression | ▪ Can’t recall events prior to hit |
| • Confused about assignment | ▪ Can’t recall events after hit |
| • Forgets plays | ▪ Seizures or convulsions |
| • Is unsure of game, score, or opponent | ▪ Any change in typical behavior or personality |
| • Moves clumsily or displays in coordination | ▪ Loses consciousness |
| • Answers questions slowly | ▪ Slurred speech |

This document is adapted from the CDC and the 3rd International Conference on Concussion in Sport Consensus Statement (2009)

RSU NO. 5 CONCUSSION INFORMATION SHEET**What can happen if my child keeps on playing with a concussion or returns too soon?**

Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after that concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often under report symptoms of injuries, and concussions are no different. As a result, education of administrators, coaches, parents and students is the key for student-athlete's safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. RSU No. 5 requires the consistent and uniform implementation of a return to play concussion protocol as reflected in Board policy:

Any student suspected of having sustained a concussion or other head injury during a school-sponsored athletic activity including but not limited to competition, practice or scrimmage, must be removed from the activity immediately.

No student will be permitted to return to the activity or to participate in any other school-sponsored athletic activity on the day of the suspected concussion.

Any student who is suspected of having sustained a concussion or other head injury shall be prohibited from further participation in school-sponsored athletic activities until he/she has been evaluated and received written medical clearance to do so from a qualified and licensed health care provider. Such return to participation will be gradual, and in all cases should be based on current accepted standards of care.

You should also inform the athletic trainer, school nurse, and your child's coach if you think that your child may have a concussion. Remember it's better to miss one game than miss the whole season. And when in doubt, the athlete sits out.

For current and up-to-date information on concussions you can go to:

<http://www.cdc.gov/Headsup>

Student-athlete Name Printed _____

Student-athlete Signature _____

Date _____

Parent or Legal Guardian Printed _____

Parent or Legal Guardian Signature _____

Date _____

Adopted: November 28, 2012

Revised: _____

SCHOOL SYSTEM GOALS AND OBJECTIVES

The ~~RSU~~ RSU No. 5 Board of Directors recognizes its responsibility to develop a strategic vision and set goals for the efficient operation of the school unit. In discharging this responsibility, the Board of Directors will strive to ensure that the resources of the unit are directed toward meeting the educational needs of each eligible student.

The Board of Directors will develop annual goals based on input solicited from a variety of sources. These goals will be shared with the community, the staff, and the students. The administration shall develop appropriate objectives designed to achieve the stated priorities goals.

The Board of Directors will regularly evaluate progress toward meeting the goals and will adopt appropriate policies designed to facilitate their accomplishment.

Legal Reference: TITLE 20-A MRSA SEC. 4511.3, A

Adopted: May 27, 2009
Reviewed: December 8, 2010
Reviewed: November 20, 2013
Revised: _____

BOARD OF DIRECTORS MEMBER CODE OF ETHICS

Having accepted the challenge of service on ~~this the Board, of Directors,~~ I members accept the principles set forth in the following code of ethics to guide me in helping to provide free public education to all the children of ~~my school unit within the State of Maine~~ RSU No. 5.

Each Board member shall:

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

- L. ~~I will~~ not discuss the confidential business of the Board of Directors in my home, on the street, in my office, or any location other than during a Board of Directors executive session.
- M. ~~I will~~ confine my Board of Directors action to policy making, planning, and appraisal, leaving the administration of the schools to the Superintendent.
- N. ~~I will~~ 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. ~~I will~~ 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. ~~I will~~ resist every temptation and outside pressure to use my position as a Board member to benefit myself or any individual or agency apart from the total interest of the school unit.
- Q. ~~I will~~ endeavor to attend every regular and special Board of Directors meeting recognizing that my presence means representation for my town or city. If I find that this is not possible for an extended length of time, I will give consideration to resigning from my position on the Board of Directors.
- R. ~~I will~~ recognize at all times that the Board of Directors of which I am a member is an agent of the state, and as such, I will 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 review 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.

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

RSU5 Goals

2019-2020



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

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 1.1:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen and align all social/emotional development systems.	<p>A. Identify current existing practices and structures at all grade levels to assess their effectiveness</p> <p>B. Identify gaps and or needed improvements in practices/structures</p> <p>C. Explore options for filling gaps and making improvements</p> <p>D. Develop and recommend a plan to fill gaps and make improvements</p>	<p>Assistant Supt.</p> <p>Lead Guidance Counselor</p> <p>1 Building Administrator</p>	<p>A/B: Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice</p> <p>C. Written report on options considered for changing, adding or improving practices/structures</p> <p>D. Written recommendations to Superintendent</p>

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 2.1:	Action Strategies:	Person Responsible	Progress Indicators
Review research and explore options for the implementation of student centered instructional practices.	<p>A. Establish a shared understanding/definition of characteristics of student centered learning</p> <p>B. Assess current RSU5 instructional practices to determine alignment with student centered learning characteristics and identify gaps</p>	Assistant Superintendent 1 Building Administrator Teachers	<p>A. Agreed upon and published characteristics of "RSU5 student centered learning"</p> <p>B. Written summary documentation of alignment of existing student centered practices</p>

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 2.3:	Action Strategies:	Person Responsible	Progress Indicators
Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.	<p>A. Identify opportunities for expanding staff collaboration time</p> <p>B. Develop and recommend a plan to foster collaboration and staff voice</p> <p>C. Implement recommendations</p>	Superintendent Teachers Association President Principals	<p>A. Written report on options considered for changing, adding/improving practices</p> <p>B. Documentation of meetings with Association/decisions made</p>

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

Goal 2.5: All RSU5 students regularly engage in meaningful student centered learning.

Evidence:

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

Strategic Objective 2.5:	Action Strategies:	Person Responsible	Progress Indicators
Establish formalized systems for annual identification of goals for the improvement of student achievement	A. Create a protocol for establishing student achievement goals based on agreed upon data points.	Superintendent Assistant Superintendent Data Specialist	Written protocol

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 3.1:	Action Strategies:	Person Responsible	Progress Indicators
Expand avenues used to proactively distribute information about RSU5 schools and seek feedback from stakeholders about the schools.	<p>A. Identify and assess the effectiveness of all existing modes of communication with parents and community</p> <p>B. Identify needed improvements</p> <p>C. Explore options for revising adjusting, expanding communication strategies</p>	<p>Strategic Communications Committee</p> <p>Superintendent</p>	<p>A/B Written documentation of existing communication modes with their strengths and weaknesses</p> <p>C. Written report on options for changing, adding communication strategies</p>

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	A. Written documentation of existing CBL partnerships

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.	A. Review and update the existing Capital Improvement Plan (CIP)	Superintendent Director of Transportation and Facilities Director of Finance	A. Written documentation of existing Capital Improvement Plan along with the review and prioritization of adjustments and additional facility needs

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 4.2:	Action Strategies:	Person Responsible	Progress Indicators
Attract and retain highly effective staff	<p>A. Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction and mentoring practices)</p> <p>B. Identify gaps and/or needed improvements in practices/policies</p> <p>C. Review and improve protocols for required trainings</p>	<p>Assistant Superintendent</p> <p>Director of Human Resources</p>	A.Written documentation of assessment of existing practices/policies

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>A. Assess existing bus runs</p> <p>B. Explore options to provide transportation for all curricular and extracurricular programs</p> <p>C. Make recommendations to improve services for students</p>	<p>Director of Facilities and Transportation</p> <p>Athletic Director</p> <p>One Principal</p>	<p>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>C. Written recommendations to Superintendent</p>

**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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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 & 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&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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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. Ongoing 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

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

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.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step within the next year	PROGRESS INDICATORS 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.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step within the next year	PROGRESS INDICATORS 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	2.5.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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

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

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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step within the next year	PROGRESS INDICATORS 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 & 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS 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

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Item #13.A.

Glnny McManus <mcmanusg@rsu5.org>

Local Delegate to MSBA Annual Delegate Assembly

1 message

MSBA <msba@msmaweb.com>
Reply-To: msma@msmaweb.com
To: mcmanusg@rsu5.org

Fri, Aug 30, 2019 at 9:53 AM



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August 30, 2019

Local Delegate to MSBA Annual Delegate Assembly

The Constitution of the Maine School Boards Association provides that each Active Regular Member Board of MSBA and each Career and Technical Regional Board Associate Member is entitled to elect a voting delegate to participate in the Association's Annual Delegate Assembly. Attached is a copy of the Purpose of the MSBA Delegate Assembly. Since the Delegate Assembly is responsible for proposed Constitution and Bylaws changes and considers resolutions of the Association, your election of a local delegate is strongly encouraged. **This year's Delegate Assembly is scheduled for 2:30 p.m., Thursday, October 24, the first day of the MSMA Annual Fall Conference, in the Kennebec/Penobscot Room.**

Please elect your delegate as well as an alternate should your Board's delegate be unable to attend. **Return the attached form listing the delegate and alternate to MSMA by October 15, 2019. Submission of your delegate's name does not automatically register him/her for the Fall Conference. Therefore, please be sure to register your delegate for the Fall Conference through your superintendent's office on the appropriate form. (Registration materials coming soon.)**

Confirmation of registered delegates will be emailed to Superintendents and Delegates by October 18, 2019.

Superintendents with more than one school board are asked to reproduce the attached form for each of their boards. Thank you!

[Certification of School Board Representative Form](#)

[Purpose of the MSBA Delegate Assembly](#)



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Purpose of the MSBA Delegate Assembly

Governance and policy decisions affecting MSBA are dealt with at the Delegate Assembly. The importance of each School Board being represented at the Delegate Assembly cannot be overstated. The following information about the Delegate Assembly is to inform your School Board of the importance of electing a delegate.

According to Article VIII of the Constitution, the Delegate Assembly is the policy making body of the Association. The Delegate Assembly has four specific powers.

- 1. It adopts resolutions that express the beliefs and purposes of the Association.**
- 2. It transacts such other business as presented to it prior to the opening of the Delegate Assembly by any delegation or the Executive Board of Directors.**
- 3. It elects the Officers and Executive Board of Directors.**
- 4. It may adopt amendments to the Constitution.**

According to Article V of the Constitution, the Association is governed by the Executive Board of Directors. The Board is comprised of Regional Directors and At-Large Directors.

The Delegate Assembly consists of one voting delegate for each member district. In order to be an official delegate the member School Board must report the name of the elected delegate and alternate prior to the Assembly. (See Delegate Form for actual date.)

The resolutions adopted at the Delegate Assembly are an expression of the Assembly's views regarding various issues and define the Association's position on legislative proposals.

As the Officers and Board of Directors approach any legislative session, it is crucial that they represent the Association's members. Make your local Board's voice heard and send a delegate to the MSBA Delegate Assembly held during the MSMA Annual Fall Conference on October 24, 2019.

MSBA Proposed Resolutions

The MSBA Board of Directors has forwarded the following resolutions for consideration at the MSBA Delegate Assembly on Oct. 24.

Staff Use of Social Media

The Maine School Boards Association supports development of local board policy and guidelines around the appropriate use of social media by employees during the workday and outside of work, and expectations and consequences for staff using social media to bully or disrupt the school learning environment. Schools need to be clear about who has authorization to create and monitor school-sponsored sites on Facebook and other platforms and are encouraged to do appropriate training for staff around good digital citizenship.

Rationale

Social media is a widely used form of communication by our employees and community members, and it can have both great benefit for our school districts and do great harm. Districts need to have rules and guidelines around its use to prevent harm to students, staff and the reputation of the school district.

School Board Use of Social Media

In recognition that many School Board members use social media to communicate, the Maine School Boards Association would like to affirm the same standards apply to social media as other more traditional means of communicating. Those standards include making clear you are speaking as an individual and not on behalf of the full board; directing concerns or complaints about the district to the administration; conducting yourself online in a manner that reflects well on the district; using caution about inadvertently revealing confidential information; avoiding altogether conversations about contract disputes, investigations or any other matters where the board must be impartial in its deliberations; and, remembering that if a quorum of the board is discussing school business on social media or via email, it constitutes a meeting.

Rationale

Social media has a much broader reach than the traditional forms of communication, and its use can only be expected to grow. This resolution underscores the same rules apply to communication by board members regardless of the medium. It also serves as a reminder that social media messages are almost impossible to contain and therefore inappropriate conversations or comments cannot easily be erased or corrected.

Legislative Focus on Students

The Maine School Boards Association would like to stipulate that Legislators and our own legislative review committee view every legislative proposal affecting public education through the lens of whether or not it is in the best interest of the students we serve. The impact on children should be spelled out in both the language of the proposed law and in the testimony we present. If the legislation does not have the student's best interest as its focus, it should be redrafted or rejected. This proposal should be in the form of a resolve voted on in the second session of the 129th Legislature.

Rationale

The focus of state legislation affecting public education should be on the children in our schools, not the adults. This resolution is intended to prompt that discussion prior to the introduction of legislation and also to give legislators a student-centered barometer on the pros and cons of bills coming before them.

Board-Teacher Relations

The Maine School Boards Association is committed to providing training and support to its members on ways to validate and improve the meet-and-consult process when adopting or amending education policy. The goal is to improve communication around key policies that most directly affect teachers and review and collaborate with staff on policies that need updating. In concert with that effort, MSBA would like to encourage and help train boards in interest-based bargaining to further support collaborative relationships between school boards and our teaching staff by welcoming their input. We also believe boards should create more avenues to provide teachers voice.

Rationale

The School Board's legal right and responsibility to adopt education policy was challenged this year in the Legislature by a bill that would have made adoption of policy negotiable. The bill passed and ultimately was vetoed by the governor. That vote should serve notice that more needs to be done to engage teachers in the meet-and-consult process around education policy. It also underscores the importance of opening up better lines of communication between administrators and all teaching staff.

The following resolution was submitted by the MSAD 75 School Board.

CTE Funding Restoration

This resolution calls for the state to restore Career and Technical Education funding to fiscal year 2019 levels for all CTE regions.

Rationale

Restoration of CTE funding to FY 2019 levels for all regions and committing to equitable funding increases will help ensure access and equity for all Maine students.