REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– AUGUST 28, 2019
WOLFE'S NECK FARM – CONFERENCE ROOM
184 BURNETT ROAD; FREEPORT, ME

4:00 P.M. REGULAR SESSION
AGENDA

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

2.   Attendance:
          ___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.   Adjustments to the Agenda:

5.   Workshop: Board Retreat

6.   Organizational Business:
       A. Consideration of action to add, delete, or consolidate committees and make annual
           appointments.

       1. Negotiations
            Professional (Brown, Ritcheson, Sterling)

            _____   _____   _____

            Support (deCsipkes, Galletta)

            _____   _____

       2. Policy (Brown, deCsipkes, Vertenten)

            _____   _____

       3. Strategic Communications Committee (deCsipkes, Sterling, Steverlynck)

            _____   _____   _____   _____

       4. Finance (Brown, Ritcheson, Vacant)
            (One member from each town)

            _____   _____   _____

       5. RSU5 Community Programs Advisory Committee (Clough)

            _____

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

            _____   _____

7. Dropout Prevention Committee (Galletta, Vacant)

     _____   _____

8. Stipend Review Committee (Galletta, Vertenten)

     _____   _____

9. Cable TV Board & Technology Committee (Sterling)

     _____

10. Freeport Performing Arts Center Advisory Committee (Vertenten)

     _____

11. Facilities Committee (Vacant, Vacant)

     _____   _____

12. Safety Committee (Clough, Pillsbury)

     _____   _____

13. Wellness Committee (Steverlynck)

     _____

14. K-12 Proficiency Based Education Committee (Vertenten)

     _____

     Motion:_____2nd:_____Vote:_____

7. Adjournment:

     Motion:_____2nd:_____Vote:_____Time:_____

RSU 5 Board Retreat
August 28, 2019
Wolfe's Neck Farm Conference Center

Time Keeper: Jen Galletta   **Process Observer:** Lindsay Sterling

Meeting Norms
We agree to avoid words and actions that create a negative impression of an individual, the Board, or District.
The Board will deeply listen to all speakers/presenters.
We agree that we can disagree and will do so using common courtesy and respect for others.

1. Icebreaker - Two Truths and a Lie (25 minutes)
   a. You will be working with a team on Wednesday throughout the retreat. During our introductory activity, you will have to come up with two truths and a lie about yourself and try and stump your fellow Board members.

Team 1	Team 2	Team 3
Jen Galletta	Michelle	Lindsay S.
Beth	Lindsey	Candy
Jeremy	Maddy	Kate Brown
Maura P.		

2. Review Board Self-Evaluation (30 minutes)
   a. Goal: Reflect on lowest scoring or highly discrepant items
   b. Focus will be on the following items: (1F, 2F, 3E, 4B, 4C, 5F, 5G)
   c. Boardsmanship
      i. Review Protocol
      ii. Review Policy: BCA Board of Directors Member Code of Ethics
3. Lessons from the Sea on Leadership (25 minutes)
   a. Setting sail with a five year strategic plan. As we do so, there are some lessons worth considering:
      i. Sea Lessons 1
      ii. Sea Lessons 2
   b. Be ready to share the lesson that most resonates with you in your role as a Board member.
4. District Scorecard (40 minutes)

5. Review Strategic Plan Support Document (40 minutes)
    a. RSU5 Board Adopted Strategic Plan Goals
    b. RSU5 Strategic Plan Support Document
    c. RSU5 Strategic Plan Timeline

6. Draft Board Work Plan 19-20 (15 minutes)
7. Requests for Learning Opportunities for the Board in the Schools (10 minutes)

Dept	Date	Activity
MLS		
FMS	Nov 1 7:40-10:30	Walkthrough of Freeport Middle School
FHS		
MSS		
Facilities	Fall	Walkthrough of all schools
DCS		
PES		
Nutrition		Invite to lunch

8. Draft Budget Schedule 19-20 (10 minutes)
9. Input about 2020-2021 School Calendar (10 minutes)
10. Reflection of Effectiveness of Retreat (10 minutes)

Dinner will be served at 6:00 p.m.

RSU5 Board of Directors
Self-Evaluation

Introduction

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

There are five key standards of Board leadership incorporated into this model:
- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

Timeline

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

PART I: Standards of Leadership

These standards are rated using the following scale:

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

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

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

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

Standard 1: Vision, Leadership & Accountability

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

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

Rating for Standard 1: Vision, Leadership & Accountability

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

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

Comments:

Standard 2: Board Governance & Policy

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

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

Rating for Standard 2: Board Governance & Policy

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

Comments:

Standard 3: Communication & Community Relations

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

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

Rating for Standard 3: Communication & Community Relations

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

Comments:

Standard 4: Fiscal Resources, Staff Recruitment & Environment

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

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

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

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

Comments:

Standard 5: Ethical Leadership

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

Possible Data Sources:
- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

Rating for Standard 5: Ethical Leadership

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

Comments:

RSU5 School Board of Directors Evaluation

Annual Evaluation Rating Form

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

	1A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.	1B. The Board develops annual District goals in alignment with the district vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.	1C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.	1D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.	1E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.	1F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.
Board Member 1	3	3	3	4	3	3
Board Member 2	2	3	3	3	3	2
Board Member 3	4	4	4	3	4	4
Board Member 4	3	3	3	3	3	2
Board Member 5	3	4	3	3	4	3
Board Member 6	3	3	3	2	3	3
Board Member 7	3	4	3	4	4	3
Board Member 8	3	4	3	4	4	3
	3.00	3.50	3.13	3.25	3.50	2.88

Standard 1 Score: 3.21

Comments:

Last year did not see 100% participation in supt. or board evaluations. Hopefully this year will be better! I think we can do a better job communicating - personally would like to see us more up-to-date with the use of social media to engage community members, especially young parents.

I believe the new strategic plan will help solidify the Board' Mission, Goals and Planning.

We do an excellent job setting and tracking goals for the district. At times we get too mired in details that should be left to the administrators and teachers to address.

	2A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.	2B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.	2C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.	2D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.	2E. Board members publicly support the decision of the majority and speak with a unified voice.	2F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.
Board Member 1	4	4	3	3	3	4
Board Member 2	3	4	2	3	3	3
Board Member 3	3	4	3	3	3	3
Board Member 4	3	3	3	3	3	2
Board Member 5	4	3	3	3	3	3
Board Member 6	3	3	3	3	3	3
Board Member 7	4	4	4	3	4	2
Board Member 8	3	3	3	4	4	3
	3.38	3.50	3.00	3.13	3.25	2.88

Standard 2 Score:　　**3.19**

Comments:

We experienced a big mis-step this Spring during board discussion of financial support of OM trip to World's. Board chair should have recused herself from discussion and asked Vice Chair to step in. Several members received feedback from the community. As a group we must be cognizant of any possible perceived improprieties in future.

Not fully familiar with mentorship opportunities for new members

Heard there was some work towards mentor program for new members but not sure what is in place. Cynthia and the committee do an amazing job with policy committee.

	3A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.	3B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.	3C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.	3D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.	3E. The Board is an advocate for the District's interests with legislators and other elected officials.
Board Member 1	4	3	4	3	2
Board Member 2	3	3	3	3	1
Board Member 3	4	3	4	4	3
Board Member 4	3	2	3	3	2
Board Member 5	4	3	4	3	2
Board Member 6	3	3	3	3	2
Board Member 7	4	4	4	3	2
Board Member 8	3	3	4	4	2
	3.50	3.00	3.63	3.25	2.00

Standard 3 Score: **3.08**

Comments:

Maintaining open lines of communication with staff is often difficult due to strict communication rules (i.e. no direct board-admin communication allowed outside of board meetings except in cases related to board members' own children -provided children are students enrolled in RSU5 schools)
Very little or no advocacy from the board via local legislators/reps.

Have discussed more collaboration with other elected officials but haven't done anything directly. Would like to have more collaboration with the town councils and selectpersons but they always get too contentious because they seem to feel we have too much power without enough oversight, which is crap.

	4A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.	4B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.	4C. The Board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.	4D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.	4E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.
Board Member 1	4	3	3	4	4
Board Member 2	3	2	2	3	3
Board Member 3	4	3	3	3	4
Board Member 4	3	3	2	3	3
Board Member 5	4	3	3	3	4
Board Member 6	3	3	3	3	3
Board Member 7	4	3	4	4	3
Board Member 8	4	3	3	3	4
	3.63	2.88	2.88	3.25	3.50

Standard 4 Score: **3.23**

Comments:

Some misunderstandings we heard from the community at annual budget meeting. While this was unpleasant to experience after such a thoughtful and thorough process - it did highlight a need in our communication materials - how user-friendly are they? How easily understood by someone who hasn't watched every meeting? Not sure exactly how to improve this but hopefully finance committee may have some ideas.

More long-term planning for facilities would be helpful (laugh and learn, old schools that may need to be replaced, tennis courts in bad shape for over 5 years now)

Think we do an excellent job searching for cost savings. Not sure there is much more in savings that can be wrung out of the budget while continuing to recruit and retain top notch staff.

	5A. Board members are able to speak their minds without fear of being ostracized.	5B. Board handles conflict openly and constructively.	5C. Board members actively promote the belief in the success of all students in the district.	5D. Board members act as conscientious role models and exhibit professionalism.	5E. Board members exercise authority only as a board as a whole and recognize that no individual Board member has authority to take individual action on behalf of the Board.	5F. Board members avoid conflicts of interest and appropriately disclose if one arises.	5G. Board has adopted and annually reaffirms its code of ethics.
Board Member 1	3	3	4	4	3	3	2
Board Member 2	4	4	4	3	4	2	3
Board Member 3	4	4	4	3	3	3	1
Board Member 4	3	2	3	3	3	3	2
Board Member 5	3	3	4	3	3	2	2
Board Member 6	3	3	3	3	3	3	3
Board Member 7	4	3	4	4	4	4	4
Board Member 8	3	3	4	4	4	3	3
	3.38	3.13	3.75	3.38	3.38	2.88	2.50

Standard 5 Score: 3.31

Comments:

(5F) see previous comment re: need for recusal at Spring meeting. Besides that instance, this year was much improved over the previous one. It seems we are able to have thoughtful discussions, disagree respectfully, and arrive at comfortable decisions. It may take us a while to get there at times - but I believe it's important for all stakeholders to witness these kinds of interactions and builds trust in the community.

I am not familiar with a board code of ethics
Conflict is at times left unresolved. Fortunately, time has always
smoothed over conflicts so that the board has continued to work effectively

Odyssey of the mind funding in my mind was handled properly since the proposal was brought before the board and the Chair's involvement was disclosed. We allow discussions on some details almost to a fault and hope that in this coming year we call for end of discussions more quickly when it becomes apparent that enough angles have been discussed. Overall relationships between board members seems excellent and we are able to disagree in an appropriate manner when necessary.

In order to enhance teamwork between the board and administration, we the members of the board and superintendent do hereby commit ourselves collectively and individually to the following operating protocol:

1. **Children's interests come first.** The board will represent the needs and interests of all the children in RSU5.

2. **No surprises.** We agree to not spring surprises on other board members or the superintendent. There should be no surprises at board meetings. We agree to ask the chair or superintendent to place an item on the agenda instead of raising it unexpectedly at a meeting. The superintendent will keep the full board apprised on all matters ahead of meetings. Board members will receive all materials related to agenda items well in advance of a board meeting.

3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist others do so. While board member are eager to listen to constituents and staff, each inquiry is to be referred to the person who can handle most properly and expeditiously address it. All personnel complaints and criticism received by the board or its individual members will be directed to the superintendent.

4. **Communicate openly and respectfully.** When communicating about board matters be respectful of the Board. When communicating individual viewpoints, use caution not to undermine the implementation or intention of the majority vote. Be clear when speaking and clarify when you are speaking as a private citizen, as an individual, board member or on behalf of the board. Communication between staff and the board is encouraged as long as it follows policy. The superintendent recognizes that timely and open communication regarding school issues is important.

5. **State goals, clearly.** The board and superintendent will set clear goals for improving district performance and will monitor progress regularly.

6. **Annually conduct a self-assessment / evaluation.** The board will address its performance on an annual basis and address any issues.

7. **Meeting protocol.** Conduct at a board meeting is very important. We desire to have a legacy of a well functioning board. We agree to avoid words and actions that create a negative impression of an individual, the board or district. The Board will deeply listen to all speakers / presenters. We agree that we can disagree and will do so using common courtesy and respect for others.

8. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that individual board members will not take unilateral action. Requests for information by a board member will be shared with all members.

9. **Executive sessions only for appropriate subjects.** The board will hold sessions only when the need arises. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.

10. **Avoid marathon meetings.** To be efficient and effective, long board meetings should be avoided. Points can be made in as few words as possible and speeches at meetings will be minimal. If a board member believes s/he doesn't have enough information or has questions, you should call the Superintendent or Board Chair before the meeting.

11. **Practice efficient decision-making.** Business meetings are for decision-making, action and votes. We agree to move the question when discussion is repetitive.

BOARD OF DIRECTORS MEMBER CODE OF ETHICS

Having accepted the challenge of service on this Board of Directors, I 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.

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.   1 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 then 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.

0.   1 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.

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

Steelcase

Search

Leadership at Sea

Lessons from the Atlantic Rally for Cruisers

By Rick Bomer
Sales Director, Coalesse
Europe, Middle East and Africa

It's 4:00 a.m. Other than a spectacular blanket of stars, there's not much to see. We know other boats are near, but we feel completely alone in the middle of an unforgiving ocean. Tonight, my thoughts are on keeping a steady course, and on our quest to break the extreme sailing record for a transatlantic crossing.

Back on dry land with time to reflect, I think about those nights and what we accomplished—my crewmates and I won the Atlantic Rally for Cruisers, a race from the Canary Islands to St. Lucia, crossing the Atlantic with no motor in a little more than eight days—and I also think about leadership. I believe there are some meaningful connections.

To achieve business excellence, we need strong, aligned teams. This can be a challenge even under normal conditions in the workplace, when everyone feels safe and stress levels are relatively low. Now imagine what we can learn from sailing: 15 people living together for nine days while moving 23 knots per hour in a constantly rising and falling deck space smaller than most CEOs' offices. We work in rigid shifts—four hours of work, four hours of sleep. If just one crew member is not aligned, the boat can capsize in seconds.

And as I reflect on what we experienced in this race, I want to suggest six lessons from leadership at sea that can be applied to leadership in business. And trust is an essential element of each of them. Onboard, we are not simply asked to trust the capabilities and judgment of our teammates. We are literally putting our lives in each other's hands.

LEADERSHIP LESSONS FROM THE SEA:

1
Feed on the energy that stress creates.

What transforms 15 human beings under heavy stress into a high-performance team? Instead of focusing on the sources of stress, focus on what to do with the extra energy boost that stress gives you. And when faced with multiple options, choose the most valuable one: collaborate.

When you're turning your attention away from yourself and toward the team, the natural instinct to avoid stress will go away, giving you courage to face the source of that stress and turn it into an extremely powerful, positive energy flow.

2
Give everyone a turn to lead.

To keep the boat moving at full speed, it is essential that it is steered by team members who feel refreshed. This is not the typical regatta, where a clever helmsman can make the winning difference in a short sprint. There is no single leader—each person rotates through leading and supporting roles. The crew is divided into smaller teams that co-own the responsibility for staying on course. Each team- mate is in charge when his or her turn comes, and each person takes time to rest. If someone is struggling, others are there for assistance. But there is no room for heroes who seek to do more than their share, because they will become tired and less effective.

3
Communicate what is needed, when it's needed. Not more. Not less.

When the steering role is frequently passed from one team to the next, clear communication is key to keeping the boat on track and pursuing a coherent, consistent strategy. When taking the helm, I want to know wind stability and direction, angle of the waves, course heading and other crucial information. Don't assume I see what you see—especially because my eyes are still adjusting to the dark. This handoff must be as effective and efficient as possible, and I don't want to be distracted with other facts that aren't relevant to the immediate challenge.

4
Be mindful.

During a race, discipline is key. Dropping the mainsail requires several people going through a series of well-rehearsed steps. Shortcuts never pay off. Discipline also means being mindful at all times, and being accountable to yourself. For example, you must put on your safety gear before every shift on deck. This means 15 minutes to put it on and 15 minutes to take it off—every four hours. Those 30 minutes are competing with time to sleep and eat, and there can be a temptation to skip this step. But the team is counting on you to remain "in the moment" and stay true to a set of agreed- upon principles.

5

Anticipate risk and the consequences of your response.

At sea, you don't have control over any of the external factors around you—such as the wind or waves. The boat's speed and effectiveness depend upon being able to anticipate the consequences of all factors and make decisions accordingly. If a strong storm is approaching, shall we try to maintain our current course and outrun the storm, or change our path (and add extra miles to the trip) to avoid the weather? There is no way to trace a straight line from Las Palmas to St. Lucia—we are making new decisions every minute. We are constantly trying to find the balance between getting there safe and getting there fast, guided by our ability to anticipate what is going to happen and the impact that each potential response will have.

6

Be willing to lose sight of the shore.

When you have been at sea for a week, with the sea salt crust hardening on your skin and the destination not yet in sight, you start to wonder, "Why on earth did I do this?" Often followed by, "Is it really so important to win?" How do you prevent this from happening? By reconnecting with your own strengths and values, you reinvigorate yourself. By remembering all that you did to get ready for this challenge and how you have handled similar situations in the past, you rekindle that urge to strive for your best.

Rick Bomer at the helm of the Brunel sailboat during the Atlantic Rally for Cruisers.

"Only when we are willing to lose sight of our established habits, instincts, and social conventions can we fully trust each other and truly, deeply connect as human"

The biggest lesson that I learned from this race is that it takes courage to cross the ocean, but it takes even more courage to do it in such a tight relationship with others, in a mutual and deep sharing of physical and psychological experiences and needs. As Christopher Columbus once said, "You can never cross the ocean until you have the courage to lose sight of the shore."

In business, we can take this beyond the literal sense of place. Only when we are willing to lose sight of our established habits, instincts and social conventions can we fully trust each other and truly, deeply connect as human beings.

Life and leadership lessons from the sea

Maria Cerase
Sep 30, 2017 · 4 min read

About two years ago I decided to get a Day Skipper license, so I could sail a boat and enjoy island hopping in the Mediterranean. I had this picture of myself at the helm of a sailing boat, enjoying the sunshine with a beer on deck and diving in crystal blue waters, while the boat was safely anchored just outside a quaint port: nothing had prepared me for the beautifully harsh reality of sailing.

See, before the training, I had only sailed in the Med, with no tidal heights to worry about, and with relatively good weather. I knew the basics of sailing and I always enjoyed the sea, having grown up on an island in Italy. I set about the Comptetent Crew and the Day Skipper courses with loads of confidence, only to realise, while at the helm of a boat in force 7 waves, what it really meant to be a leader at sea.

Below are some life and work lessons I learned from sailing and skippering.

Respect the sea.

> *"The sea gives, and the sea takes."*

This is one of the first lessons I have ever learned while growing up on an island. The sea is a source of food, protection, commercial opportunity and fun, but it's also dangerous and unpredictable. Only by showing respect to the sea you can ever think to sail safely, and safely you must sail if you want yourself and the crew to survive and thrive. Knowing weather conditions and charts is fundamental to stay safe and enjoy the sea. Your crew puts their fate in your hands as a leader, and being prepared and respectful of the dangers of the sea is the minimum you can do.

Be first up.

In my skippering course I had to be the first up on deck every day. No matter how tired I was or how late I went to sleep the night before, my first thought of the day was to put on my boots and waterproofs and be up to make sure we had all charts and courses set, that the weather forecast had been checked, and the crew awake. This shows that the only way to lead is by example. If the skipper doesn't take his role seriously, why should the crew?

Keep a tight ship.

Following the concept of being prepared, the ship is your main tool: it's the difference between sinking and sailing, between life and death. The ship should be clean and functional, latches secured before getting out of port, gas checked, engine checked etc. When push comes to shove, you will be glad you did those checks, that your ship has all equipment necessary and is at its top shape. This is true for any job you do: make sure your tools are appropriate and that you maintain them as they deserve.

Assign people, not tasks.

Milliseconds can make the difference in a life or death situation and uncertainty in command can only waste precious time. On a boat, the skipper doesn't ask "Can someone put in a reef?", he asks "Joe, put in a reef". As the person responsible for the success of your trip, not to mention the safety of your crew, you cannot afford to lose time. In the first case there would be uncertainty onto who has the best skills to do the job quickly and well, there could be conflicts; the second demand is not vague and produces an immediate effect. I find this is true also in the workplace, I avoid asking "Can someone do this?" over email or in person, as it just leaves a void of decision, with the recipients not feeling they need to step up and do anything.

Prepare your crew for what's to come.

As a skipper one of your duties is to brief the crew before the journey. The crew needs to know the ship, the course to follow, the key buoys to encounter during the journey. You want the crew to do most of the work for you, while you step in, only when the crew cannot handle the situation on their own. This means trusting your team to carry out the job without you holding their hands, it's about managing and letting them develop their own skills and confidence, while you keep focused on the main goal: get your crew safely to port.

Look confident, even when you aren't.

Panic is no good in any situation and the last person that can allow himself to panic is the skipper. When you suddenly realise a chart was not up to date and you have been forced to work with partial information, it is important to exude confidence while keeping your cool. Get the crew to work together confidently, while you take responsibility for restoring optimal conditions for your trip.

There is much more to learn at sea, you just need to board and set your course.

Leadership   Leadership Development   Product Management   Sailing

RSU5
DISTRICT SCORECARD
August, 2019

Item 5.4,

Academic Achievement

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 3 Students At or Above State Standards on the MEA

GRADE 3	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Reading					
District Total	64.7%	59.6%	77 / 143	53.8%	45.0%
Economically Disadvantaged			9 / 27	33.3%	31.7%
Identified Disability		18.2%	5 / 21	23.8%	14.3%
Math					
District Total	70.6%	66.7%	96 / 144	66.7%	45.7%
Economically Disadvantaged			13 / 27	48.1%	32.8%
Identified Disability		50.0%	10 / 21	47.6%	19.3%

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 4 Students At or Above State Standards on the MEA

GRADE 4	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Reading					
District Total	64.0%	65.7%	97 / 153	63.4%	51.3%
Economically Disadvantaged			16 / 38	42.1%	38.7%
Identified Disability		12.5%	4 / 22	18.2%	15.7%
Math					
District Total	63.4%	66.4%	91 / 153	59.5%	40.2%
Economically Disadvantaged			12 / 38	31.6%	26.6%
Identified Disability		12.5%	8 / 22	36.4%	13.7%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 5 Students At or Above State Standards on the MEA

GRADE 5	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Reading					
District Total	61.0%	70.8%	96 / 142	67.6%	52.1%
Economically Disadvantaged			13 / 25	52.0%	38.2%
Identified Disability		12.5%	3 / 20	15.0%	15.0%
Math					
District Total	54.9%	58.1%	85 / 142	59.9%	33.5%
Economically Disadvantaged			11 / 25	44.0%	20.8%
Identified Disability		15.0%	4 / 20	20.0%	9.0%
Science					
District Total	71.6%	83.7%	119 / 141	84.4%	61.3%
Economically Disadvantaged			17 / 24	70.8%	48.7%
Identified Disability		64.7%	11 / 20	55.0%	32.9%

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 6 Students At or Above State Standards on the MEA

GRADE 6	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Reading					
District Total	59.6%	62.1%	109 / 171	63.7%	46.50%
Economically Disadvantaged			13 / 34	38.2%	31.18%
Identified Disability		17.6%	1 / 17	5.9%	13.33%
Math					
District Total	55.1%	49.7%	92 / 172	53.5%	31.4%
Economically Disadvantaged			10 / 34	29.4%	18.2%
Identified Disability		11.8%	1 / 17	5.9%	8.1%

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 7 Students At or Above State Standards on the MEA

GRADE 7	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Reading					
District Total	67.4%	60.9%	88 / 146	60.3%	47.2%
Economically Disadvantaged			14 / 37	37.8%	31.4%
Identified Disability		32.1%	1 / 18	5.6%	12.4%
Math					
District Total	59.3%	54.0%	65 / 147	44.2%	35.4%
Economically Disadvantaged			8 / 37	21.6%	19.91%
Identified Disability		25.0%	0 / 18		7.34%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of Grade 8 Students At or Above State Standards on the MEA

GRADE 8	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Reading					
District Total	66.7%	70.0%	112 / 160	70.0%	52.6%
Economically Disadvantaged			16 / 29	55.2%	38.5%
Identified Disability		6.3%	2 / 18	11.1%	14.7%
Math					
District Total	45.0%	46.5%	95 / 160	59.4%	38.7%
Economically Disadvantaged			8 / 29	27.6%	22.9%
Identified Disability		31.3%	1 / 18	5.6%	8.8%
Science					
District Total	79.4%	83.2%	139 / 164	84.8%	66.6%
Economically Disadvantaged			19 / 30	63.3%	53.1%
Identified Disability		47.1%	4 / 18	22.2%	30.3%

ACADEMIC ACHIEVEMENT - MEA

Achievement: % of High School Students At or Above State Standards on the MEA Science

High School	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 State Percentage At or Above
Science					
District Total	46.7%	53.8%	67 / 110	60.9%	48.1%
Economically Disadvantaged			7 / 22	31.8%	33.1%
Identified Disability		18.2%	2 / 12	16.7%	12.5%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 10 Students Meets or Exceeds Benchmarks

GRADE 10	2016 Count	2016 Percent	2017 Count	2017 Percent	2018 Count	2018 Percent
Evidence-Based Reading and Writing						
School Total	71 / 83	85.5%	89 / 116	76.7%	95 / 134	70.9%
Math						
School Total	58 / 83	69.9%	53 / 116	45.7%	69 / 134	51.5%

Source: College Board *Report: PSAT/NMSQT Instructional Planning Report*

ACADEMIC ACHIEVEMENT - PSAT

Achievement: % of Grade 11 Students Meets or Exceeds Benchmarks

GRADE 11	2016 Count	2016 Percent	2017 Count	2017 Percent	2018 Count	2018 Percent
Evidence-Based Reading and Writing						
School Total	51 / 68	75.0%	78 / 87	89.7%	85 / 119	71.4%
Math						
School Total	38 / 68	55.9%	56 / 87	64.4%	45 / 119	37.8%

Source: College Board *Report: PSAT/NMSQT Instructional Planning Report*

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - SAT

GRADE 11	2015-2016 Percentage	2016-2017 Percentage	2017-2018 Count	2017-2018 Percentage	2017-2018 Maine State Percentage At or Above
English Language Arts					
District Total	60.8%	63.2%	93 / 136	68.4%	59.1%
Economically Disadvantaged		25.0%	11 / 23	47.8%	39.2%
Identified Disability		10.0%		15.4%	12.6%
Math					
District Total	39.2%	38.7%	74 / 136	54.4%	34.5%
Economically Disadvantaged		5.0%	7 / 23	30.4%	16.4%
Identified Disability					3.4%

Academic Achievement Continued

Achievement: % of Grade K Students at or above the benchmark for Fountas & Pinnell (May=C/D)

GRADE K	Spring 2017 Percentage	Spring 2018 Count	Spring 2018 Percentage
Reading			
District Total	52.2%	70 / 132	53.0%
Economically Disadvantaged		8 / 25	32.0%
Identified Disability		11 / 28	39.3%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 1 Students at or above the benchmark for Fountas & Pinnell (May=I/J)

GRADE 1	Spring 2017 Percentage	Spring 2018 Count	Spring 2018 Percentage
Reading			
District Total	62.4%	56 / 119	47.1%
Economically Disadvantaged		7 / 24	29.2%
Identified Disability		2 / 18	11.1%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 2 Students at or above the benchmark for Fountas & Pinnell (May=M/N)

GRADE 2	Spring 2017 Percentage	Spring 2018 Count	Spring 2018 Percentage
Reading			
District Total	53.3%	65 / 138	47.1%
Economically Disadvantaged		10 / 29	34.5%
Identified Disability		5 / 27	18.5%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 3 Students at or above the benchmark for Fountas & Pinnell (May=P/Q)

GRADE 3	Spring 2017 Percentage	Spring 2018 Count	Spring 2018 Percentage
Reading			
District Total	69.2%	77 / 141	54.6%
Economically Disadvantaged		9 / 27	33.3%
Identified Disability		4 / 23	17.4%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 4 Students at or above the benchmark for Fountas & Pinnell (May=S/T)

GRADE 4	Spring 2017 Percentage	Spring 2018 Count	Spring 2018 Percentage
Reading			
District Total	58.8%	84 / 149	56.4%
Economically Disadvantaged		16 / 37	43.2%
Identified Disability		5 / 28	17.9%

ACADEMIC ACHIEVEMENT - F&P

Achievement: % of Grade 5 Students at or above the benchmark for Fountas & Pinnell (May=V)

GRADE 5	Spring 2017 Percentage	Spring 2018 Count	Spring 2018 Percentage
Reading			
District Total	68.3%	72 / 143	50.3%
Economically Disadvantaged		10 / 26	38.5%
Identified Disability		2 / 21	9.5%

Source: District EOY Scores (Literacy Specialist)   *Report: Data Wall 2016-17, MLS 3-5 Data Wall 2016-17, PES 3-5 Data Wall 2016-17*

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 3 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 3	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count			Spring 2019 Percentage
Reading							
District Total	78.0%	74.6%	74.1%	99	/	133	74.4%
Economically Disadvantaged			36.0%	17	/	29	58.6%
Identified Disability			52.0%	11	/	30	36.7%
Math							
District Total	80.1%	71.8%	73.3%	90	/	133	67.7%
Economically Disadvantaged			76.0%	15	/	29	51.7%
Identified Disability			60.0%	10	/	30	33.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 4 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 4	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count			Spring 2019 Percentage
Reading							
District Total	83.2%	79.6%	76.0%	111	/	144	77.1%
Economically Disadvantaged			80.6%	16	/	30	53.3%
Identified Disability			57.9%	8	/	26	30.8%
Math							
District Total	83.1%	73.2%	77.4%	102	/	143	71.3%
Economically Disadvantaged			87.1%	13	/	30	43.3%
Identified Disability			86.4%	11	/	26	42.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 5 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 5	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count			Spring 2019 Percentage
Reading							
District Total	84.0%	83.3%	80.4%	121	/	156	77.6%
Economically Disadvantaged			72.7%	25	/	38	65.8%
Identified Disability			47.6%	8	/	24	33.3%
Math							
District Total	84.7%	74.4%	78.2%	110	/	153	71.9%
Economically Disadvantaged			81.8%	21	/	38	55.3%
Identified Disability			42.9%	8	/	23	34.8%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 6 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 6	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	79.3%	81.3%	82.0%	121 / 145	83.4%
Economically Disadvantaged			69.2%	19 / 26	73.1%
Identified Disability			47.1%	8 / 23	34.8%
Math					
District Total	70.1%	70.1%	78.6%	120 / 145	82.8%
Economically Disadvantaged			48.1%	18 / 26	69.2%
Identified Disability			38.9%	8 / 23	34.8%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 7 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 7	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	82.8%	78.6%	84.2%	149 / 164	90.9%
Economically Disadvantaged			75.0%	22 / 31	71.0%
Identified Disability			47.6%	10 / 17	58.8%
Math					
District Total	75.3%	78.9%	74.8%	139 / 162	85.8%
Economically Disadvantaged			75.8%	19 / 30	63.3%
Identified Disability			47.6%	5 / 16	31.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 8 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 8	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count	Spring 2019 Percentage
Reading					
District Total	86.4%	87.1%	85.1%	122 / 145	84.1%
Economically Disadvantaged			71.4%	20 / 30	66.7%
Identified Disability			46.2%	6 / 16	37.5%
Math					
District Total	80.6%	77.0%	80.4%	116 / 150	77.3%
Economically Disadvantaged			55.6%	23 / 34	67.6%
Identified Disability			33.3%	7 / 20	35.0%

Academic Achievement Continued

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 9 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 9	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count		Spring 2019 Percentage
Reading						
District Total	84.9%	84.7%	89.1%	139 /	158	88.0%
Economically Disadvantaged			53.6%	19 /	29	65.5%
Identified Disability			10.0%	9 /	22	40.9%
Math						
District Total	80.6%	72.8%	74.1%	125 /	160	78.1%
Economically Disadvantaged			28.1%	14 /	29	48.3%
Identified Disability			8.3%	8 /	24	33.3%

ACADEMIC ACHIEVEMENT - NWEA - Measures of Academic Progress (MAP)

Achievement: % of Grade 10 Students Scoring in the average percentile or above on NWEA (41% - 99%)

GRADE 10	Fall 2016 Percentage	Spring 2017 Percentage	Spring 2018 Percentage	Spring 2019 Count		Spring 2019 Percentage
Reading						
District Total	82.9%	72.4%	81.0%	123 /	133	92.5%
Economically Disadvantaged			6.7%	27 /	33	81.8%
Identified Disability				1 /	6	16.7%
Math						
District Total	80.7%	72.4%	83.2%	106 /	132	80.3%
Economically Disadvantaged			13.3%	20 /	34	58.8%
Identified Disability						16.7%

Source: NWEA: https://sso.nwea.org   Report: Grade Report

ACADEMIC ACHIEVEMENT - ADVANCED COURSEWORK

Advanced Coursework while enrolled at Freeport High School

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total Number of Students Enrolled in Advanced Placement (AP) Courses							
District Total	66	69	79	79	70	71	102
Percent of Students Scoring 3 or Higher on at Least One AP Exam							
District Total	62.1%	68.1%	74.7%	78.5%	74.3%	71.8%	71.6%
Percent of US AP Students Scoring 3 or Higher on at Least One Exam							
US Total						57.0%	61.3%
Percent of AP EXAMS That Result in a Score of 3 or Higher							
District Total	55.2%	59.7%	63.1%	68.6%	63.1%	61.1%	67.7%

Source: College Board

Report: 5-Yr AP School Score Summary - July 14, 2017
*Percent of AP Exams 3+: AP Current Year Score Summary

Academic Growth

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 3 Students Meeting or Exceeding Projected Growth NWEA

GRADE 3	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading				
District Total	53.2%	53.6%	66 / 123	53.7%
Economically Disadvantaged	46.4%	47.6%	15 / 28	53.6%
Identified Disability	50.0%	35.0%	14 / 28	50.0%
Math				
District Total	33.1%	55.6%	63 / 124	50.8%
Economically Disadvantaged	32.1%	50.0%	14 / 28	50.0%
Identified Disability	36.4%	52.4%	9 / 28	32.1%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 4 Students Meeting or Exceeding Projected Growth NWEA

GRADE 4	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	58.1%	54.5%	65.7%	73 / 137	53.3%
Economically Disadvantaged	55.6%	42.3%	69.6%	13 / 28	46.4%
Identified Disability	46.7%	50.0%	50.0%	12 / 24	50.0%
Math					
District Total	38.8%	39.6%	68.9%	75 / 136	55.1%
Economically Disadvantaged	60.0%	30.8%	56.5%	10 / 28	35.7%
Identified Disability	61.5%	31.3%	60.0%	11 / 24	45.8%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 5 Students Meeting or Exceeding Projected Growth NWEA

GRADE 5	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	60.0%	55.3%	64.1%	83 / 141	58.9%
Economically Disadvantaged	53.6%	57.7%	66.7%	24 / 35	68.6%
Identified Disability	57.1%	50.0%	38.9%	14 / 22	63.6%
Math					
District Total	41.6%	35.8%	72.3%	73 / 141	51.8%
Economically Disadvantaged	48.3%	38.5%	60.0%	16 / 35	45.7%
Identified Disability	40.0%	11.8%	33.3%	7 / 21	33.3%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 6 Students Meeting or Exceeding Projected Growth NWEA

GRADE 6	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	60.8%	60.3%	59.1%	82 / 135	60.7%
Economically Disadvantaged	59.4%	60.0%	52.2%	16 / 25	64.0%
Identified Disability	47.1%	47.1%	47.1%	12 / 21	57.1%
Math					
District Total	58.7%	58.3%	67.3%	84 / 134	62.7%
Economically Disadvantaged		36.4%	39.1%	13 / 24	54.2%
Identified Disability		53.3%	35.3%	13 / 21	61.9%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 7 Students Meeting or Exceeding Projected Growth NWEA

GRADE 7	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	63.9%	58.9%	63.9%	102 / 156	65.4%
Economically Disadvantaged		48.3%	44.8%	23 / 29	79.3%
Identified Disability		52.2%	35.3%	13 / 16	81.3%
Math					
District Total	63.7%	57.1%	56.3%	103 / 154	66.9%
Economically Disadvantaged		48.3%	60.0%	20 / 28	71.4%
Identified Disability		50.0%	66.7%	10 / 15	66.7%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 8 Students Meeting or Exceeding Projected Growth NWEA

GRADE 8	Fall 2015 to Spring 2016 Percent	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading					
District Total	56.2%	65.4%	62.0%	78 / 129	60.5%
Economically Disadvantaged		48.7%	57.1%	18 / 27	66.7%
Identified Disability		38.5%	37.5%	11 / 12	91.7%
Math					
District Total	45.2%	54.5%	61.7%	78 / 133	58.6%
Economically Disadvantaged		36.1%	50.0%	8 / 30	26.7%
Identified Disability		41.7%	47.8%	8 / 15	53.3%

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 9 Students Meeting or Exceeding Projected Growth NWEA

GRADE 9	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading				
District Total	48.3%	52.7%	83 / 140	59.3%
Economically Disadvantaged	36.4%	58.3%	15 / 27	55.6%
Identified Disability	33.3%	37.5%	10 / 21	47.6%
Math				
District Total	36.0%	50.8%	74 / 145	51.0%
Economically Disadvantaged	30.0%	60.7%	10 / 27	37.0%
Identified Disability	33.3%	40.0%	10 / 21	47.6%

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

Growth: % of Grade 10 Students Meeting or Exceeding Projected Growth NWEA

| GRADE 10	Fall 2016 to Spring 2017 Percent	Spring 2017 to Spring 2018 Percent	Spring 2018 to Spring 2019 Count	Spring 2018 to Spring 2019 Percent
Reading				
District Total	39.5%	44.9%	62 / 121	51.2%
Economically Disadvantaged	31.3%	30.8%	12 / 28	42.9%
Identified Disability	23.1%	42.9%	4 / 6	66.7%
Math				
District Total	44.2%	66.3%	58 / 125	46.4%
Economically Disadvantaged	50.0%	53.8%	11 / 32	34.4%
Identified Disability	20.0%	57.1%		50.0%

Source: NWEA: https://sso.nwea.org   Report: Student Growth Summary

Academic Growth Continued

ACADEMIC GROWTH - NWEA - Measures of Academic Progress (MAP)

NWEA Student Growth Spring 2018 to Spring 2019

Reading

Mathematics

Source: NWEA: https://sso.nwea.org
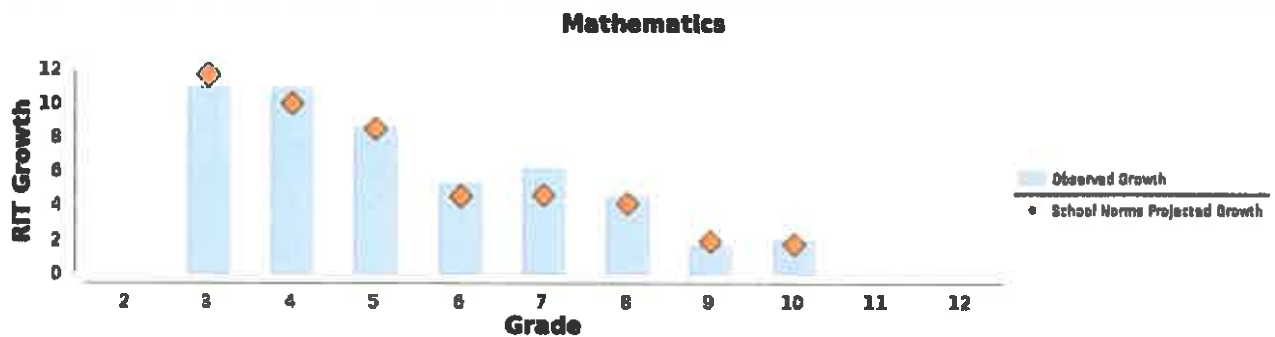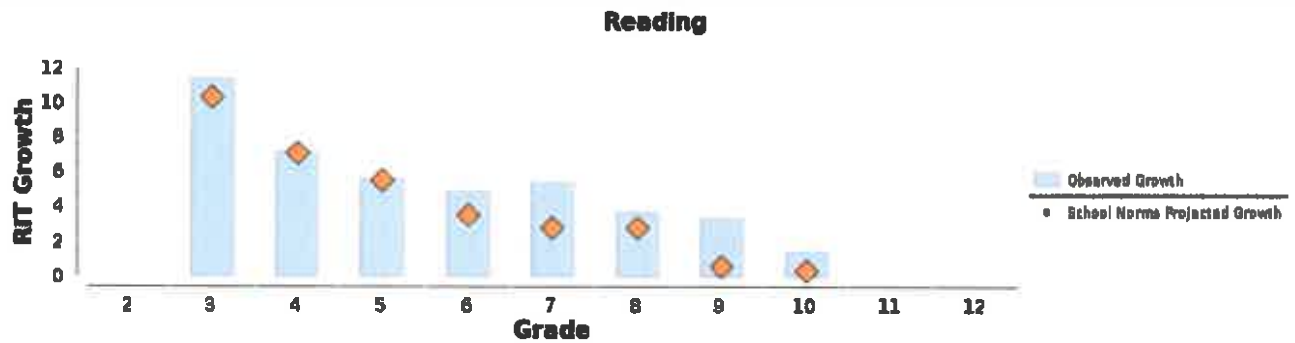
Report: District Growth Summary

Post Secondary Readiness & Success

GRADUATION COHORT

FREEPORT HIGH SCHOOL

	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort
*2017 Graduation data is not yet available due to Maine DOE change in database - closed Infinite Campus-converting to Synergy							
District Total	92.1%	92.5%	96.4%	94.3%	90.3%	96.3%	

Source: Data Warehouse, DOE-NEO

Report: 2013,14,15 Graduation Rates (2016 data certified in NEO 12/1/16), (2018 NEO 4YR Graduation Rate

Post Secondary Enrollment and Persistence

Number of Students Enrolled in College or Program in the First Year After Graduation

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018
District Total in Class	88/116	83/121	81 / 129	83/125	72/116	80/114	75/110
District Percent Enrolled	75.9%	68.6%	62.8%	66.4%	62.1%	70.2%	68.2%
Total Enrolled in Public	51	51	44	38	39	41	49
Total Enrolled in Private	37	37	37	45	33	39	26
Total Enrolled in 4-Year	68	65	66	69	57	67	58
Total Enrolled in 2-Year	20	18	15	14	15	13	17
Total Enrolled in State	50	54	46	33	38	42	44
Total Enrolled Out of State	38	29	35	50	34	38	31

Source: National Clearinghouse 3/13/17, Page 11 of 45

Report: Count of Students Enrolled in College During the First Year After High School

Second Year Students Enrolled in Postsecondary Experiences

Number of Students Continuing College or Programming for a Second Year

	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
District Total in Class	49/87	63/97	73/116	71/121	68/129	73/125	66/116
District Percent Enrolled	56.3%	64.9%	62.9%	58.7%	52.7%	58.4%	56.9%
Total Enrolled in Public	20	37	40	41	33	30	35
Total Enrolled in Private	29	26	33	30	35	43	31
Total Enrolled in 4-Year	43	50	58	58	60	64	56
Total Enrolled in 2-Year	6	13	15	13	8	9	10
Total Enrolled in State	23	34	39	45	35	24	32
Total Enrolled Out of State	26	29	34	26	33	49	34

Source: National Clearinghouse 3/13/17, Page 21 of 45

Report: Count of Students Enrolled in College Freshmen to Sophomore Persistence

Other Academic Indicators

RSU5 Pre-K Programs as of October 1st Enrollment Numbers

Number of Students Enrolled in RSU5 Sponsored Pre-K Programs

Pre-K	2014	2015	2016	2017	2018	2019
District Total	39	60	66	95	95	108*
Economically Disadvantaged	9	15	8	12	20	*

Source: DOE Data Warehouse

* Enrollment still in Progress

Report: Enrollment Report

MEA/SAT Data Across RSU5

Grade	Reading % Above/At 15-16	Reading % Above/At 16-17	Reading % Above/At 17-18	Reading STATE 17-18	Math % Above/At 15-16	Math % Above/At 16-17	Math % Above/At 17-18	Math STATE 17-18
Durham DCS								
Gr 3	64 (38/26)	68 (30/38)	58.7 (26.1/32.6)	45	76 (31/45)	64 (12/52)	74.4 (19.1/55.3)	45.6
Gr 4	63 (15/48)	70 (40/30)	60.8 (19.6/41.2)	51.4	68 (15/53)	66 (33/33)	62.8 (25.5/37.3)	40
Gr 5	52 (13/39)	63 (24/39)	65 (32.5/32.5)	52.2	50 (7/43)	61 (8/53)	67.5 (27.5/40)	33.5
Gr 6	61 (15/46)	55 (17/38)	57.2 (14.3/42.9)	46.4	57 (19/38)	45 (13/32)	55.5 (8.3/47.2)	31.1
Gr 7	70 (17/53)	54 (17/37)	54.6 (18.2/36.4)	47.1	64 (21/43)	46 (8/38)	34.1 (13.6/20.5)	35.3
Gr 8	71 (18/53)	72 (16/56)	74 (20/54)	52.8	60 (20/40)	51 (9/42)	72 (22/50)	38.5
Freeport MLS								
Gr 3	66 (32/34)	56 (26/30)	53 (16.9/36.1)	45	66 (15/51)	68 (26/42)	63.9 (13.3/50.6)	45.6
Gr 4	64 (28/36)	67 (28/39)	63.6 (29.5/34.1)	51.4	62 (21/41)	65 (16/49)	55 (21.3/33.7)	40
Gr 5	63 (18/45)	74 (33/41)	67.5 (25.3/42.2)	52.2	56 (18/38)	59 (20/39)	57.9 (15.7/42.2)	33.5
Freeport FMS								
Gr 6	58 (19/39)	66 (27/39)	66.4 (22.4/44)	46.4	54 (23/31)	53 (21/32)	53.3 (27.4/25.9)	31.1
Gr 7	66 (27/39)	64 (29/35)	63 (20/43)	47.1	57 (16/41)	58 (16/42)	49 (17.6/31.4)	35.3
Gr 8	65 (23/42)	69 (27/42)	68.2 (21.8/46.4)	52.8	39 (16/23)	44 (15/29)	53.6 (20/33.6)	38.5
Pownal PES								
Gr 3	60 (25/35)	50 (40/10)	42.9 (14.3/28.6)	45	75 (25/50)	70 (40/30)	57.1 (7.1/50)	45.6
Gr 4	63 (27/36)	50 (15/35)	69.3 (42.6/23.1)	51.4	63 (18/45)	75 (0/75)	76.9 (23.1/53.8)	40
Gr 5	81 (50/31)	68 (36/32)	73.7 (15.8/57.9)	52.2	69 (38/31)	55 (14/41)	52.7 (5.3/47.4)	33.5
FHS								
Gr 11	61 (17/44)	64 (6/58)	68.3 (25.7/42.6)	57	39 (11/28)	39 (33/6)	54.4 (17.6/36.8)	34.2

Findings Across the District:
1. In ELA, RSU5 scored above the state average when calculated at or above state standards in ELA at every grade level in every school with the exception of grade 3 in Pownal.
2. In math, RSU5 scored above the state average when calculated at or above state standards in math at every grade level in every school with the exception of grade 7 in Durham.
3. In both ELA and math on the SAT, Freeport High School has steady improvements over the past 3 years. Notably in math, we are 20.2% above the state average in 2017-2018.

PES Findings:

Cohort Data

	ELA	Math
Grade 3	N/A	N/A
Grade 4	↑	↑
Grade 5	↑	↓

Ach level compared to prior year:

	ELA	Math
Grade 3	↓	↓
Grade 4	↑	↑
Grade 5	↑	↓

MLS Findings:

Cohort Data

	ELA	Math
Grade 3	N/A	N/A
Grade 4	↑	↓
Grade 5	↔	↓

Ach level compared to prior year:

	ELA	Math
Grade 3	↓	↓
Grade 4	↓	↓
Grade 5	↓	↓

DCS Findings:

Cohort Data

	ELA	Math
Grade 3	N/A	N/A
Grade 4	↑	↓
Grade 5	↔	↑
Grade 6	↑	↓
Grade 7	↓	↓
Grade 8	↑	↑

Ach level compared to prior year:

	ELA	Math
Grade 3	↓	↑
Grade 4	↓	↓
Grade 5	↑	↑
Grade 6	↑	↑
Grade 7	↔	↓
Grade 8	↑	↑

FMS Findings:

Cohort Data

	ELA	Math
Grade 6	N/A	N/A
Grade 7	↓	↓
Grade 8	↑	↓

Ach level compared to prior year:

	ELA	Math
Grade 6	↔	↔
Grade 7	↓	↓
Grade 8	↓	↑

FHS Findings:

Ach level compared to prior year:

	ELA	Math
Grade 11	↑	↑

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

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?
1.1A Identify current existing practices and structures at all grade levels to assess their effectiveness. 1.1B Identify gaps and/or needed improvements in practices/structures. 1.1C Explore options for filling gaps and making improvements, including researching effective practices. 1.1D Develop & recommend a plan to fill gaps and make improvements. 1.1E Implement recommendations per details in the plan. 1.1F Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.	Staff time Possible travel Possible cost factors	Assistant Super-intendent Lead Guidance Counselor 1 Building Administrator	1.1A – 1.D June 2020 1.1E Begin implementation September 2020; completed May 2021 1.1F May 2023	1.1 A&B Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice 1.1C Written report on options considered for changing, adding or improving/practices/structures 1.1D Written recommendations to Superintendent 1.1E Observation of new practices through a walkthrough, and/or survey 1.1F Ongoing reports to Superintendent /Board about effectiveness of new practices

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?
1.2A Identify and assess the effectiveness of all currently existing opportunities for student voice at each school. 1.2B Explore options at each school for increasing student voice, including researching best practices. 1.2C Recommend practices/structures to increase student voice at all levels. 1.2D Implement new practices and structures that increase student voice at all levels. 1.2E Continuously evaluate and adjust as needed.	Staff time Possible travel to other schools outside of District	Principals at each school Student participation as appropriate	1.2A- C December 2021 1.2D May 2022 1.2E May 2023	1.2A Documentation of assessment of current student voice practices 1.2B Minutes/notes of meetings to explore options for increased student voice 1.2C Documentation of recommendations 1.2D Observe and document new and revised practices by May 2022 including student input 1.2E Ongoing reports to Supt/Board about effectiveness of new practices

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?
1.3A Identify and assess the effectiveness of all existing opportunities for physical movement/breaks at the classroom and school level. 1.3B Identify areas in need of improvements and/or additional breaks. 1.3C Explore/research effective practices in use in other schools with similar grade level spans. 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. 1.3E Implement recommendations as soon as practical. 1.3F Evaluate new practices and adjust as needed.	Staff time and resources Possible travel to explore practices in other schools	Building principals at each level	1.3A - D December 2021 1.3E May 2022 1.3F May 2023	1.3 A - B Documentation of assessment process and results 1.3C Documented summary of exploration and research findings 1.3D Written record of recommendations to Superintendent 1.3 E - F Survey students and staff regarding effectiveness of new practices. Ongoing reports to Superintendent/Board

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?
2.1A Establish a shared understanding/definition of characteristics of student centered learning 2.1B Assess current RSU 5 instructional practices to determine alignment with student centered learning characteristics and identify gaps. 2.1C Explore student centered practices in schools in Maine and beyond. 2.1D Evaluate options, make recommendations, and create plan. 2.1E Implement recommendations per plan. 2.1F Continued expansion of student centered practices. 2.1G Evaluate the effectiveness of improved or new practices. Revise as necessary.	Staff time Possible travel Possible cost factors in recommendations, i.e. professional development	Assistant Superintendent 1 Building Administrator Teachers	2.1A December 2019 2.1 B June 2020 2.1C - D. May 2021 2.1E May 2022 2.1F May 2023 2.1G May 2024, ongoing	2.1A Agreed upon and published characteristics of 'RSU 5 student centered learning' 2.1B Written summary documentation of alignment of existing student centered practices 2.1C Written report on options considered for changing instructional practices 2.1D Written recommendations to Superintendent 1G Observation of student centered practices in classrooms 2.1F Ongoing reports to Supt/Board on effectiveness of student centered instructional practices

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 22.D 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 1: 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 - B Completed by June 2020 2.3C - D 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. 2.4.C. Insure comprehensive communication to all stakeholders. 2.4D Evaluate the effectiveness of improved practices and adjust as necessary.	Staff time	Assistant Superintendent Proficiency Based Education Committee	2.4A - B December 2021 2.4C September 2022 2.4.D May 2023	2.4 A - C Written report on options considered for improving practices and recommendations to Superintendent 2.4D Gather feedback from stakeholder groups on satisfaction level with communication. Share results with Superintendent/Board

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

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

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 documentation of 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 RESPONSBLE 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?
3.1A Identify and assess the effectiveness of all existing modes of communication with parents and community. 3.1B Identify needed improvements. 3.1C Explore options for revising, adjusting, expanding communication strategies. 3.1D Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders. 3.1E Evaluate effectiveness and adjust as necessary.	Committee and Staff time Possible cost factors in improved strategies	Strategic Communication Committee Superintendent	3.1A - 1C June 2020 3.1D December 2020 3.1E May 2021, ongoing	3.1A - B Written documentation of existing communication modes with their strengths and weaknesses 3.1C Written report on options considered for changing, adding communication strategies 3.1D Written recommendations to Board from Communications Committee. Observation of new / improved practices 1E Ongoing reports to Board about communications strategies

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?
3.2A Identify and assess the effectiveness of current existing school-community learning partnerships. 3.2B Survey students and staff to identify additional school based learning opportunities that would align with the curriculum and spark student interests. 3.2C Explore other school systems that use community based learning strategies. 3.2D Develop and recommend a plan to the Superintendent to increase community based learning opportunities over time. 3.2E Begin implementation of recommendations per details in the plan. 3.2F Continued expansion. 3.2G Evaluate the effectiveness of community based learning and adjust as necessary.	Staff time Possible travel Possible cost factors in recommendations	Assistant Superintendent Building Principals Outreach and Service Learning Coordinator	3.2.A - B June 2020 3.2C - D May 2021 3.2E May 2022 3.2F May 2023 3.2G 2024	3.2A Written documentation of existing CBL partnerships 3.2B Documentation of survey and results 3.2C - D Written recommendations to Superintendent 3.2G Ongoing reports to Superintendent/Board of new CBL partnerships

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?
3.3A Identify current parental supports. 3.3B Explore/research strategies for improving/expanding/strengthening school-parent partnerships. 3.3C Develop and recommend a plan of action to encourage more and stronger school-parent partnerships. 3.3D Implement recommendations. 3.3E Evaluate the effectiveness of strategies and adjust as necessary.	Staff time Possible cost factors in recommendations	Lead Principal Building Principals 2 Parents	3.3A December 2020 3.3B December 2021 3.3C. December 2021 3.3D September 2022 3.3E May 2023	3.3A Written documentation of existing parent support practices. 3.3B Summary of findings 3.3C Written recommendations to Superintendent 3.3D Feedback from teachers, parents, students as appropriate 3.3E Reports to Superintendent/Board about effects of school-parent partnership practices

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?
4.2A Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction & mentoring practices). 4.2B Research effective practices. 4.2C Identify gaps and/or needed improvements in practices/policies. 4.2D Review and improve protocols for required trainings. 4.2E Develop and recommend a plan to make needed improvements, including impacted stakeholders. 4.2F Implement recommendations in the plan. 4.2G Evaluate attrition rate, and other relevant data.	Staff time Possible cost factors in recommendations	Assistant Superintendent Director of Finance and Human Resources Superintendent Strategic Communications Committee	4.2A - C June 2020 4.2D December 2020 4.2E December 2021 4.2F December 2019	4.2A - D Written documentation of assessment of existing practices/policies. 4.2E Written recommendations to Superintendent 4.2G Exit report

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?
4.3A Review the quality of the school nutrition program and the equity of its access to all students. 4.3B Make recommendations to the Superintendent. 4.3C Implement recommended changes in nutrition program and access. 4.3D Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule. 4.3E Make recommendations to the Superintendent	Staff time Possible cost factors in recommendations	Director of Nutrition, Wellness Committee and Nutrition Staff	4.3A - B December 2020 4.3C May 2021 4.3D – E September 2021	4.3A - B Written documentation of nutrition program review 4.3C Written recommendations to Superintendent 4.3D Annual Maintenance Schedule 4.3E Written recommendations to the Superintendent/Board

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?
4.4A Assess existing bus runs for safety and timeliness. 4.4B Explore options to provide transportation for all curricular and extra-curricular programs 4.4C Make recommendations to improve services for students, with appropriate stakeholder input. 4.4D Implement recommended improvements.	Staff time Additional staffing and busing	Director of Facilities and Transportation Athletic Director One Principal	4.4A - 4B December 2020 4.4C December 2020 4.4D May 2021	4.A - B Written documentation of assessment of the adequacy of existing bus runs and options considered for changing, adding or improving bus services 4.C Written recommendations to superintendent 4.D Ongoing reports to Superintendent/Board on the improvements to bus service.

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 2019 4.5B June 2020 4.5C December 2020 4.5D May 2021	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 strengthing; 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						
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						

					Strategic Plan Timeline					
Objectives	**December 2019**	**June 2020**	**December 2020**	**May 2021**	**December 2021**	**May 2022**	**September 2022**	**May 2023**	**September 2023**	**May 2024**
3.2 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	Evaluate attrition rate	Review and assess the effectiveness of existing practices and policies; Idendity 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					
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 ransportation 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

Draft - 2019-2020 RSU5 Board Work Plan -*Draft*

August 28, 2019 Retreat
Review Board Self-Evaluation
District Goals for 2019-2020
Committee Appointments (due to Pownal's June election)

September 11, 2019 Workshop
Budget Timeline
Board Vote on 2019-2020 District Goals
Executive Session - Set Supt's Performance Goals

September 25, 2019 Business Mtg @ MSS
MSS Update (Good News, etc.)
MSS Goal Review
FHS Goal Review
MSMA Fall Conference Delegate & Alternate
MSMA Resolutions
Policies

October 9, 2019 Workshop @ MLS
MLS Update (Good News, etc.)
MLS Goal Review
Cost Sharing Formula Presentation

October 23, 2019 Business Mtg. @ PES
PES Update (Good News, etc.)
PES Goal Review
Long-range Capital Improvement Plan
Cost Sharing Formula (Vote)
Policies

November 6, 2019 Workshop @ FMS
FMS Update (Good News, etc.)
FMS Goal Review
Workplace Satisfaction Survey Executive Summary
Community Programs Report

November 20, 2019 Business Mtg. @ DCS
DCS Update (Good News, etc.)
DCS Goal Review
Technology Report
Nutrition Report
Athletics Report
Board Committees (due to Freeport election)
Policies

December 11, 2019 Business Meeting
Instructional Support Report
Restraint & Seclusion
Policies

January 8, 2020 Workshop
MIYHS Data
Interim Progress on District Goals
Executive Session - Interim Progress on
        Supt's Performance Goals

January 22, 2020 Business Meeting	Superintendent's Recommended Budget - Presented Policies
February 5, 2020 Budget Workshop	Budget Review: DCS, FMS, FHS, Athletics FHS Program of Studies
February 12, 2020 Workshop	Budget Review: MSS, PES, MLS, Inst. Support 20-21 School Calendar (1st Read) Executive Session on Administrator Contracts
February 26, 2020 Business Meeting	Budget Review: Technology, CIA, Nutrition, Community Programs, Facilities & Transp. 20-21 School Calendar (2nd Read) Administrator Contract Renewal Policies
March 11, 2020 Workshop	Review of FY 21 Superintendent's Budget Board Deliberations on Budget
March 18, 2020 Budget Workshop	6:00-6:30 p.m. Q&A with Individual Board Members regarding FY 21 Budget Review of FY 21 Superintendent's Budget Public Input on Budget Board Deliberations on Budget
March 25, 2020 Business Meeting	Adopt FY 21 School Budget Board Vote on Strategic Plan Policies
April 8, 2020 Workshop @ DCS	6:00 - 6:30 p.m. Q&A on FY 21 Board Adopted Budget DCS Update (Good News, etc.) Signing of Warrants for ABM & Referendum Migration of Students
April 29, 2020 Business Meeting @ PES	6:00 - 6:30 p.m. Q&A on FY 21 Board Adopted Budget PES Update (Good News, etc.) Board Committees (due to Durham election) 5% Transfer Authority to Finance Committee Policies
May 13, 2020 Business Meeting	6:00 - 6:30 p.m. Q&A on FY 21 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session - Superintendent's Evaluation
May 27, 2020 @ DCS	Annual Budget Meeting @ DCS (5:00 p.m. Business Mtg

Executive Session - Superintendent's Evaluation)

June 10, 2020   Recognize Retirees
                                         Computation & Declaration of Votes
                                         Assessment Warrants
                                         Superintendent Authorization to Hire in the Summer
                                         Organizational Business (Chair/Vice Chair, Committees)
                                         Policies
                                         Executive Session - Superintendent's Evaluation

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

FY 21 RSU5 Budget Timeline
Draft

September 25, 2019 Business Meeting   Budget Timeline

Date TBD @ Central Office   Leadership Meeting w/ Towns

January 22, 2020 Business Meeting   Superintendent's Recommended Budget

February 5, 2020 Workshop   Budget Review: DCS, FMS, FHS, Athletics

February 12, 2020 Budget Workshop   Budget Review: MSS, PES, MLS, Inst. Support

February 26, 2020 Business Meeting   Budget Review: Technology, CIA, Nutrition,
                                              Community Programs, Facilities & Transportation

March 11, 2020 Workshop   Review of FY 21 Superintendent's Budget
                                              Board Deliberations on Budget

March 18, 2019 Budget Workshop   6:00-6:30 p.m. Q&A with Individual Board Members
                                                       regarding FY 21 Budget
                                              Review of FY 21 Superintendent's Budget
                                              Public Input on Budget
                                              Board Deliberations on Budget

March 25, 2020 Business Meeting   Adopt FY 21 School Budget

April 8, 2020 @ DCS Workshop   6:00-6:30 p.m. Q&A on FY21 Board Adopted Budget
                                              Signing of Warrants for ABM & Referendum

April 29, 2020 @ PES Business Meeting   6:00-6:30 p.m. Q&A on FY21 Board Adopted Budget

May 13, 2020 Workshop   6:00-6:30 p.m. Q&A on FY21 Board Adopted Budget

May 27, 2020 @ DCS   Annual Budget Meeting

June 9, 2020   Budget Validation Referendum

June 10, 2020   Computation & Declaration of Votes
                                              Assessment Warrants

Approved by Board of Directors: xxx

Item 6.A.

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

	standards alignment, professional development and reporting practices. Eight meetings scheduled for 18-19SY Mondays
Technology Committee (Cable TV Board)	One member serves as the school representative on the Cable TV Board. Meetings are held at least quarterly. Also acts in an advisory capacity and to review the Technology Plan or updates.
Freeport Performing Arts Center Advisory Committee (FPAC)	One member serves. The Committee meets two times a year to consider procedures, fees, review data regarding operation of the FPAC.
Facilities	Two members serve. Duties include annual facilities tour (1/2 day), review of capital and major maintenance proposals, and liaison for capital requests within the school budget. Four meetings per year in addition to the tour.
Safety Committee	Two members sit on the committee, charged with annual review/update of the Safety Plans. Meetings vary depending upon the workload. Typically, three meetings a year at 6:50 a.m.
Wellness	One member. Monthly district Wellness Committee meetings.
School Attorney	
School Physician	