

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– APRIL 11, 2018
POWNALE ELEMENTARY SCHOOL– CAFETERIA**

6:00-6:30 P.M. – DINE AND DISCUSS

This is an opportunity for community members to enjoy a meal with Board members and ask questions about the Board's FY19 Adopted Budget.

**6:30 P.M. REGULAR SESSION
AGENDA**

1. The meeting was called to order at _____p.m. by Chair Michelle Ritcheson
2. Attendance:

___ Kathryn Brown	___ Lindsay Sterling
___ Jeremy Clough	___ Valeria Steverlynck
___ Candace deCsipkes	___ Madelyn Vertenten
___ Jennifer Galletta	___ Sarah Woodard
___ Naomi Ledbetter	___ Carter Jedrey-Irvin, Student Representative
___ John Morang	___ Benjamin Monahan-Morang, Student Representative
___ Michelle Ritcheson	
3. Pledge of Allegiance:
4. Adjustments to the Agenda:
5. Good News and Recognition:
 - A. Pownal Elementary School Update– Lisa Demick
6. Public Comments:
7. Workshop:
 - A. Proficiency Workshop
 - B. Consideration and approval to send Policy IKAB Grading System – Reporting Student Proficiency, to the Policy Committee for revision.

Motion: _____ 2nd: _____ Vote: _____
8. Public Comments:
9. Unfinished Business:
 - A. That the warrant for the Regional School Unit No. 5 (the “Regional School Unit”) Budget Meeting presented to the meeting be approved and that a Regional School Unit budget meeting be called for May 23, 2018 for the purpose of voting on the annual budget for the Regional School Unit for the 2018-2019 fiscal year.

Motion: _____ 2nd: _____ Vote: _____

B. That the Warrant and Notice of Election for the Regional School Unit Budget Validation Referendum presented to the meeting be approved, and that a Regional School Unit budget validation referendum be called for June 12, 2018 for the purpose of approving the budget adopted at the Regional School Unit budget meeting for the 2018-2019 fiscal year.

Motion: _____ 2nd: _____ Vote: _____

C. That the form of Notice of Amounts Adopted at Budget Meeting presented to this meeting be approved, and that the Superintendent of Schools of the Regional School Unit be authorized and directed to complete said Notice in accordance with the Regional School Unit budget meeting on May 23, 2018, and to cause copies of said notice, as completed, to be delivered to the municipal clerks of each municipality of the Regional School Unit for posting at the polling places for the June 12, 2018 Regional School Unit budget validation referendum.

Motion: _____ 2nd: _____ Vote: _____

10. New Business:

A. Consideration and approval to employ a 5th Grade Teacher at Mast Landing School for the 2018-2019 School year.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval to employ a 5th Grade Teacher at Durham Community School for the 2018-2019 School year.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval to authorize the submission of a Part II application to the Commissioner of the Department of Education to approve the formation of the Greater Sebago Education Alliance regional service center, provided that RSU5's membership and participation in the regional service center is subject to approval by this Board of Directors and by the voters of RSU5.

Motion: _____ 2nd: _____ Vote: _____

11. Adjournment:

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

Proficiency Based Learning
RSU 5

History (Previous to September 2017)

➤ **Communication**

- RSU5 Proficiency-based Steering Committee
 - Established in the winter of 2015-16 school year
 - Invitation to join the committee was sent to all parents and staff in the district
 - Invitation to join sent to middle and high school students.
 - Committee first met on Feb. 9th, 2016
 - Regular meetings held in 2015-16 and 2016-17
 - Discussions on communication, practice, and policy
 - Board goals included a goal on proficiency 2016-17
 - Board update in January and at the end of the year
 - Tri-Town Article on Proficiency – October 2016
 - Board Workshops on Proficiency

➤ **Policy**

- Revised policies related to proficiency 2015-2017
 - Curriculum Development and Adoption (IGA)
 - Graduation Requirements (IKF)
 - Grading System-Reporting Student Proficiency (IKAB)
- Revised written practices
 - Co-curricular Eligibility
 - Athletic Procedures

➤ **Practice**

- Elementary has been implementing standards-based teaching/learning since before RSU5 was formed.
- In 2015, FHS implemented the 1-4 scoring for the first quarter under Brian Campbell. During December (the second quarter), it was stopped to allow more time for professional development with scoring criteria, creation of assessments, and determining the right platform to use for grading (It was determined that the platform Jumprope was not working, and so was abandoned. It was decided to utilize Powerschool for tracking standards). The State was contacted and RSU5 received an extension to postpone implementation until the current ninth graders reached high school. FHS went back to scoring 1-100 in 2015.
- Remainder of 2015 through August of 2017 focused on creating the scoring criteria, assessments, and tracking assessments with Powerschool.
- Established standards for each content area and designed scoring criteria for standards and performance indicators at the high school level.
- Developed Habits of Work rubric to help students clearly understand their progress in this area.
- Worked with teachers to draft school-wide guidelines for reassessment processes (high school).
- Developed a co-curricular eligibility process which incorporates both academic and habits of work scores (high school).
- Developed a co-curricular eligibility process for middle school, utilizing the habits of work.
- Teachers designed unit plans, assessments, and lessons aligned to standards and performance indicators for each course (high school).
- Faculty members visited nearby schools who are implementing proficiency-based practices in order to observe practices in action (high school). High school staff visited following schools in 2016-17:

- Casco Bay High School
 - Traip Academy (Kittery)
 - Poland High School
 - Mt. Ararat High School
 - Noble High School
 - Westbrook High School
 - Hall-Dale High School
- Revised RTI academic process K-12

Currently (2017-18)

> Communication

- RSU5 Proficiency-based Steering Committee
 - Meeting on March 12
 - The State Self-Assessment was passed out for everyone to review and it will be utilized as a framework to review policies, practice, and communication at the next meeting.
 - Talked about rounding to the tenth/hundredth to further differentiate students' GPA at the high school level.
 - Smaller subgroups met to continue the work where needed, i.e. proficiency guide for K-8 being created; high school work on honor roll; administration worked on creating a more concise report card.
- Two parent meetings of current 9th graders were held to give feedback on proficiency, transition, and student supports.
- Survey sent to 9th grade parents twice for feedback about proficiency, transition, and student supports.
- Two/three parent meetings with current 8th graders
- Student feedback at FHS in focus groups

- Three superintendent Q & A during January/February/March – giving parents/community members the chance to give feedback on Board goals or any other topic
- Strategic Planning Board Goal
 - Group has met
 - Facilitator hired
 - Process being outlined to solicit input from all stakeholders this spring on all areas, including proficiency
- Report cards revised PreK-12 to make them more user friendly for students/parents
- Board goal on proficiency reviewed and adopted at the beginning of the year
- Mid-year goal update on proficiency occurred in January.
- PBL Committee met on March 12, 2018 to discuss progress made this year

➤ **Policy**

- Revised policies related to proficiency
 - Student Achievement/Evaluation of Student Achievement (IK)
 - Transcripts and Academic Achievement (IKC)
 - Promotion, Retention and Acceleration of Students (IKE)
 - IHBG – Homeschooling
 - IKFA – Early Graduation
 - JEA – Attendance Policy
 - IMBB – Exemption from Required Instruction
 - IHCDA – Post-Secondary Enrollment Options
 - IIJ – Individualized Instruction

➤ **Practice**

- Established standards for each content area and designed scoring criteria for standards and performance indicators at 9/10th grade

- Developed Habits of Work rubric to help students clearly understand their progress in habits of work
- Habits of Work scores are separated from academic scores (high school)
- Separation of HOW PreK-12
- Worked with teachers to draft school-wide guidelines for reassessment processes (high school)
- Offering reassessment opportunities
- Developed a co-curricular eligibility process which incorporates both academic and habits of work scores (high school)
- Developed a co-curricular eligibility process for middle school
- Teachers designed unit plans, assessments, and lessons aligned to standards and performance indicators for each course (high school)
- Faculty members visited nearby schools who are implementing proficiency-based practices in order to observe practices in action (high school). Most recently teachers attended a workshop at Casco Bay High School in March.
- Revised RTI-B process/support plans.
- High school revised school profile.
- Creation of Proficiency Based Learning Family Guide at all levels
 - High School Completed
 - Rough draft of K-8 guide
- Criteria for honors/high honors at high school.
- Program of Studies Guide Updated (high school).
- Administration visited Brown University to interview about impact with standards-based transcript/learning at high school.
- Revised report cards at all levels to make it more user friendly.
- Ray attended Powerschool University for three days in March.

Going Forward (September 2018 forward)

➤ Communication

- Goals reflection at end of the year

➤ Practice

- Finalize Transcript
- Standards Recovery (Summer Learning)
- High School Endorsements
- Region 10
- Pathways to a 4

➤ Policy

- Revise policies as needed

Recent Systemic Feedback on Proficiency Based Learning

➤ Supt. & Asst. Supt. Listening Sessions:

- Mug & Muffins with the Superintendent: Wednesday, January 31 at DCS
- Tea with the Superintendent: Tuesday, February 27 at FHS
- Dessert with the Superintendent: Thursday, March 22 PES

➤ High School Administration met winter 2018 twice with ninth grade parents to receive input on proficiency, transitions, and student support. Feedback summarized and communicated to all ninth-grade parents.

➤ High School has sent electronic survey to ninth-grade parents twice soliciting more feedback. Four parents responded.

➤ Satisfaction Survey has gone out recently to all parents in the district requesting feedback on a variety of topics. Approximately 353 responses.

➤ FHS teachers shared feedback on PBE practices in January and February; three sessions held in March.

- FHS teachers surveyed
- Strategic planning
 - Mary Jane McCalmon hired to facilitate process
 - Creating plan for the next five years
 - Seeking input from wide stakeholder group in April/May
- Student feedback meetings conducted at FHS
- Students surveyed at FMS
- Middle school staff surveyed at DCS/FMS

**Feedback on Proficiency Based Teaching/Learning/Grading
Question/Answer Events
with Superintendent/Assistant Superintendent**

3 sessions held: PES library, DCS Stem Lab, and FHS Library

20 different parents/community members attended

Feedback from Attendees About Proficiency:

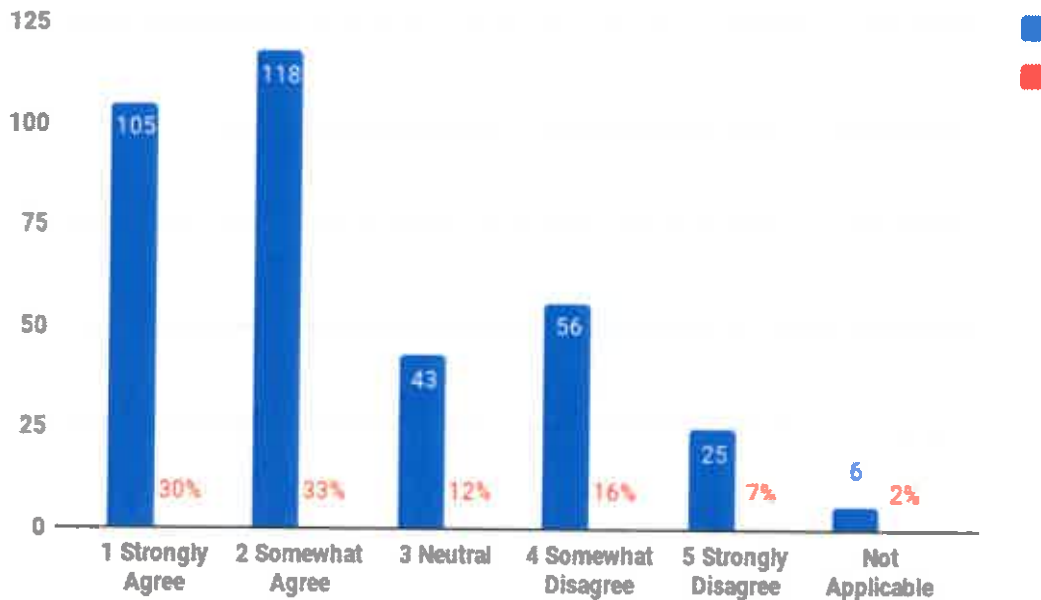
- One person shared that there are no tests coming home in the middle school that parents can review with their child.
- One person is concerned that a score on the HOW rubric doesn't allow for students to move to a higher level.
- One person shared that they felt the learning standards could be made even clearer than they currently are.
- One person felt there could be better communication if a guide for middle school and elementary school was created.
- One person shared more improvement needed for pathways to a 4.
- One person shared that she felt that what her child was receiving for a score on her report card did not match the standardized testing scores her child received.

Responses to Satisfaction Survey
Section G. – Communication – Questions 6 & 7

District

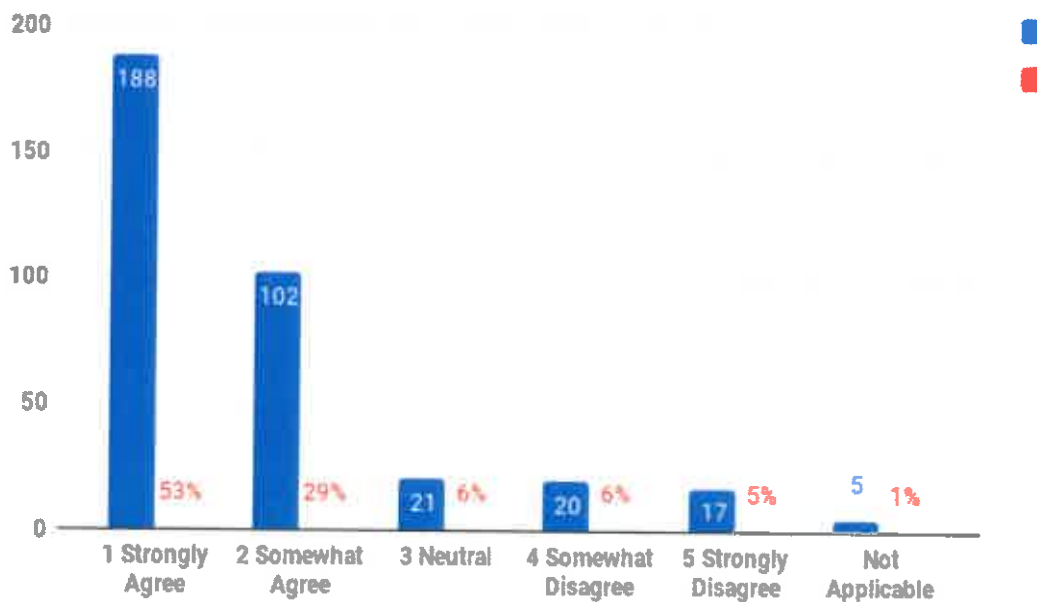
G6. Teachers help me understand how my child's work is evaluated. (353 Responses)

Section G. Communication - Question G. 6.



G7. When reporting about my child's progress, teachers use language I can understand. (353 Responses)

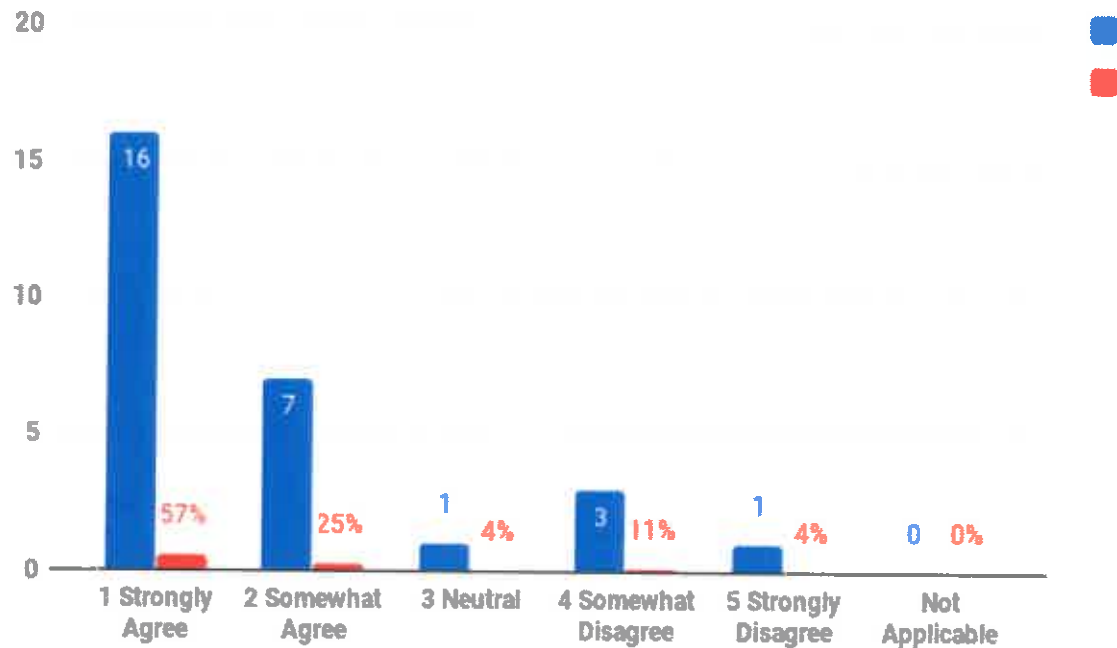
Section G. Communication - Question G. 7.



Morse Street School

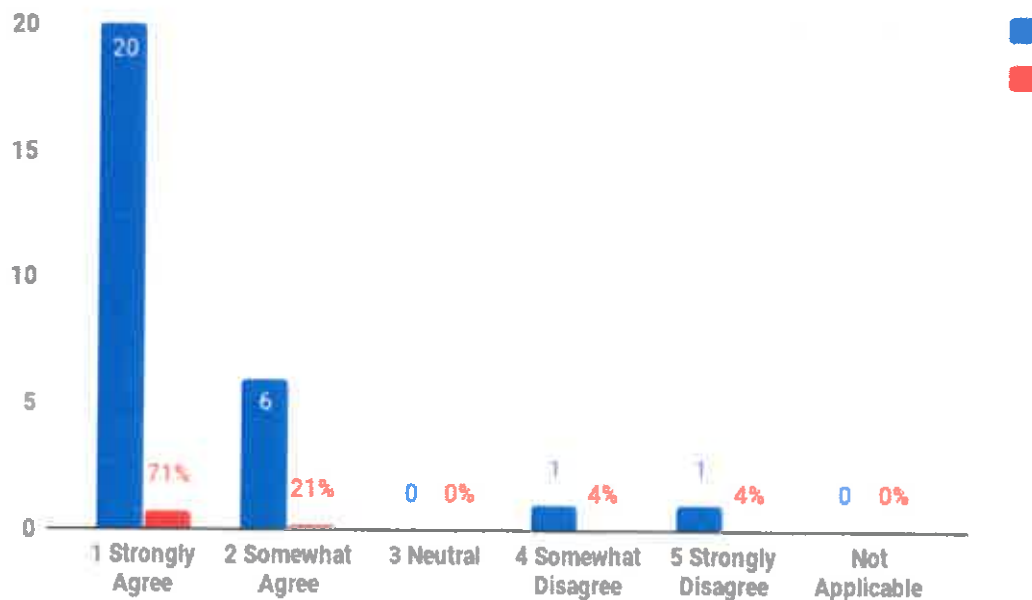
G.6. Teachers help me understand how my child's work is evaluated. (28 Responses)

Section G. Communication - Question G. 6.



G.7. When reporting about my child's progress, teachers use language I can understand. (28 Responses)

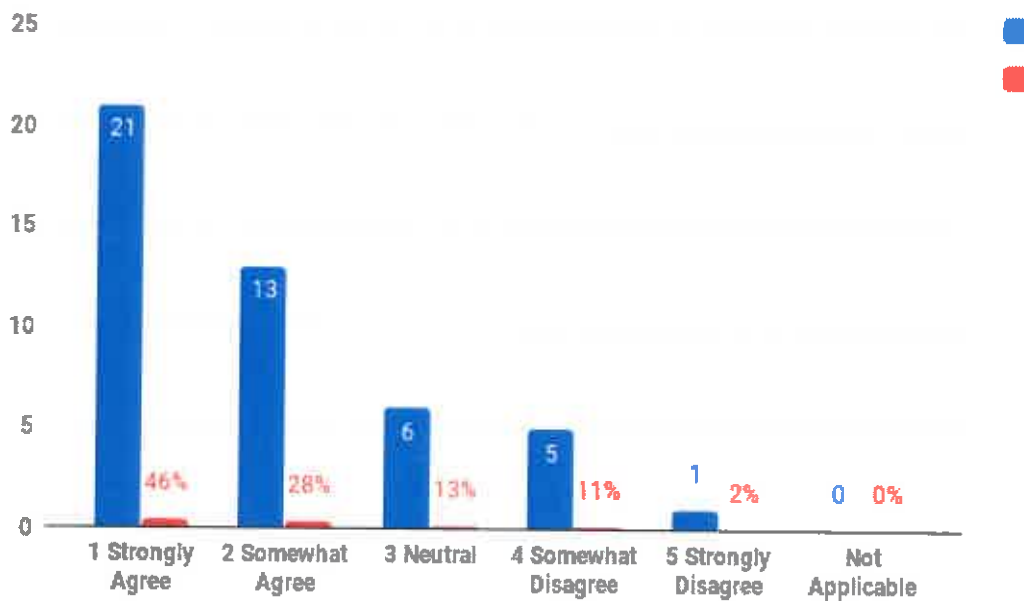
Section G. Communication - Question G. 7.



Mast Landing School

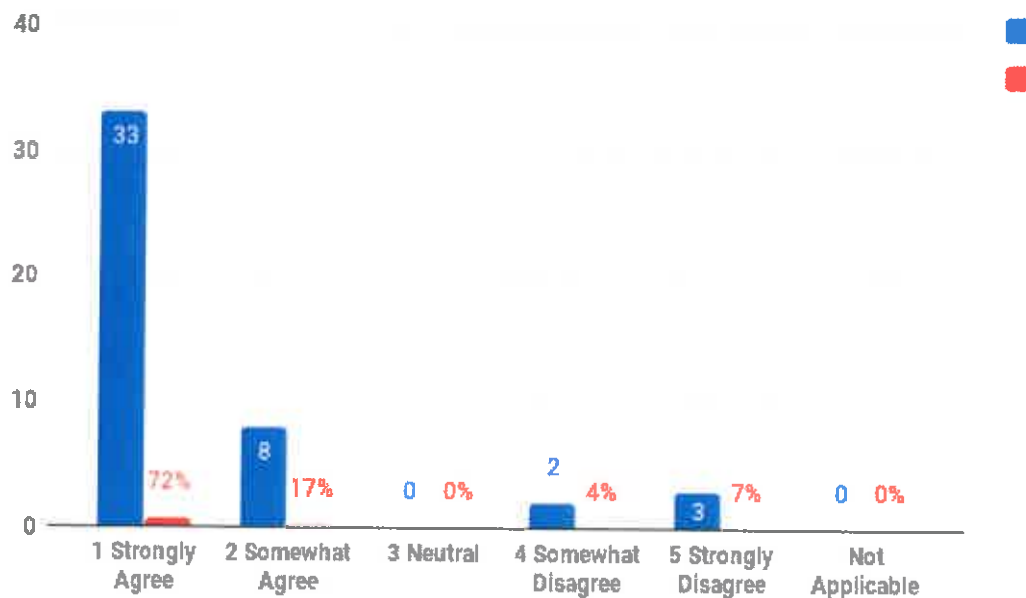
G.6. Teachers help me understand how my child's work is evaluated. (46 Responses)

Section G. Communication - Question G. 6.



G.7. When reporting about my child's progress, teachers use language I can understand. (46 Responses)

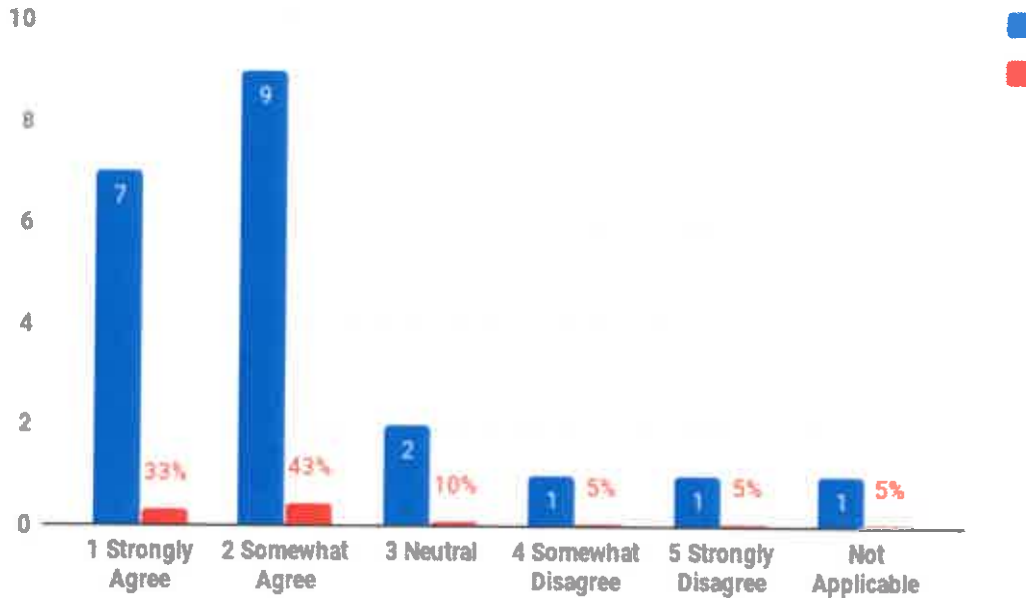
Section G. Communication - Question G. 7.



Pownal Elementary School

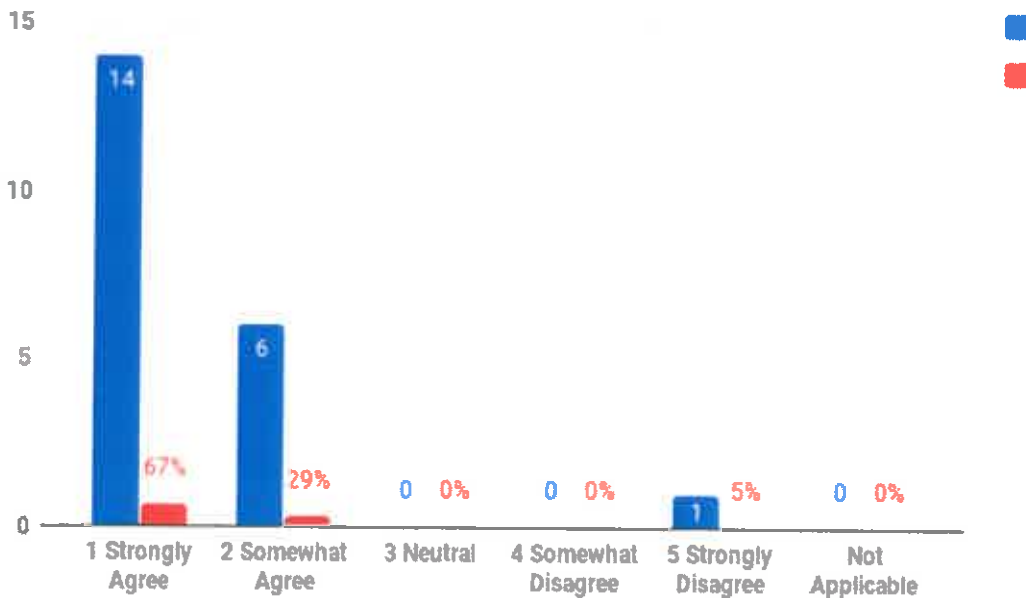
G.6. Teachers help me understand how my child's work is evaluated. (21 Responses)

Section G. Communication - Question G. 6.



G.7. When reporting about my child's progress, teachers use language I can understand. (21 Responses)

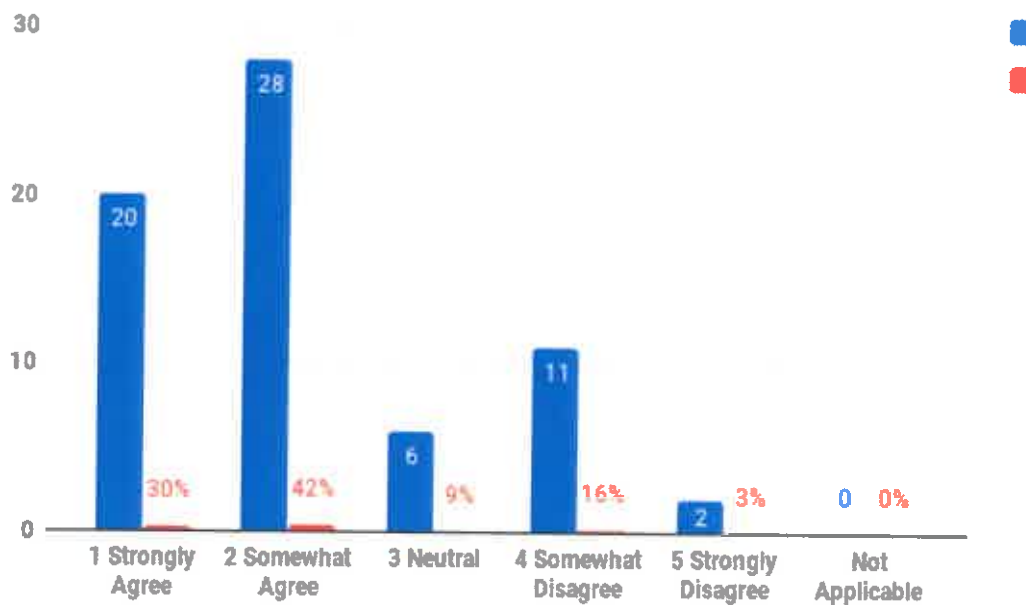
Section G. Communication - Question G. 7.



Durham Community School

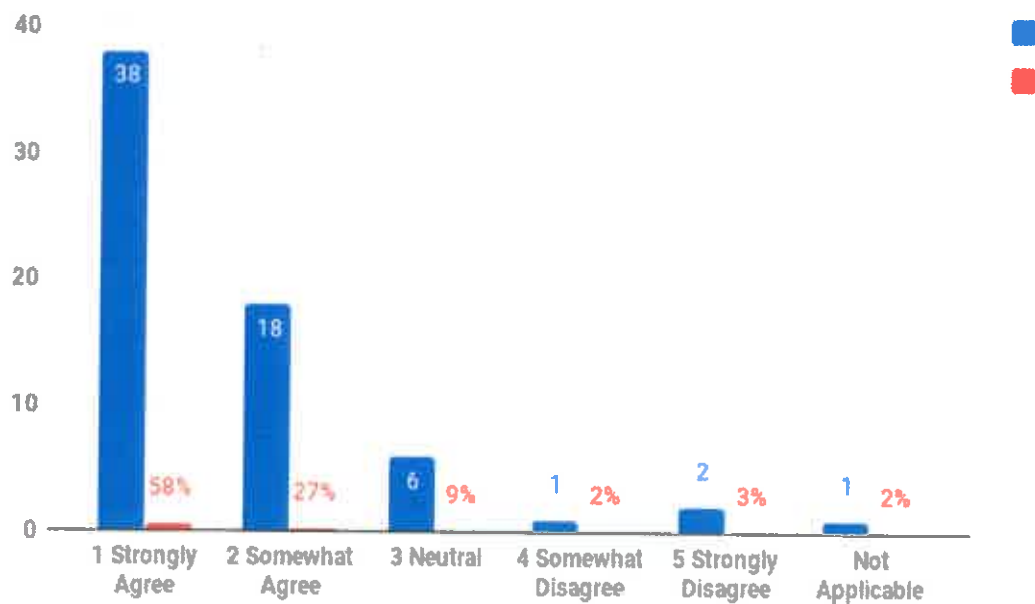
G.6. Teachers help me understand how my child's work is evaluated. (67 Responses)

Section G. Communication - Question G. 6.



G.7. When reporting about my child's progress, teachers use language I can understand. (66 Responses)

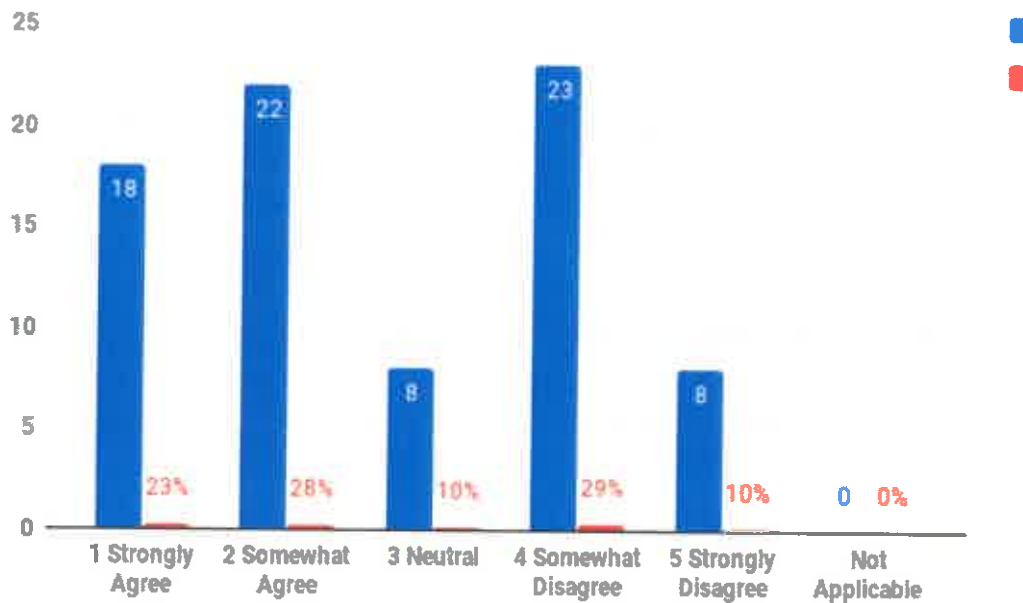
Section G. Communication - Question G. 7.



Freeport Middle School

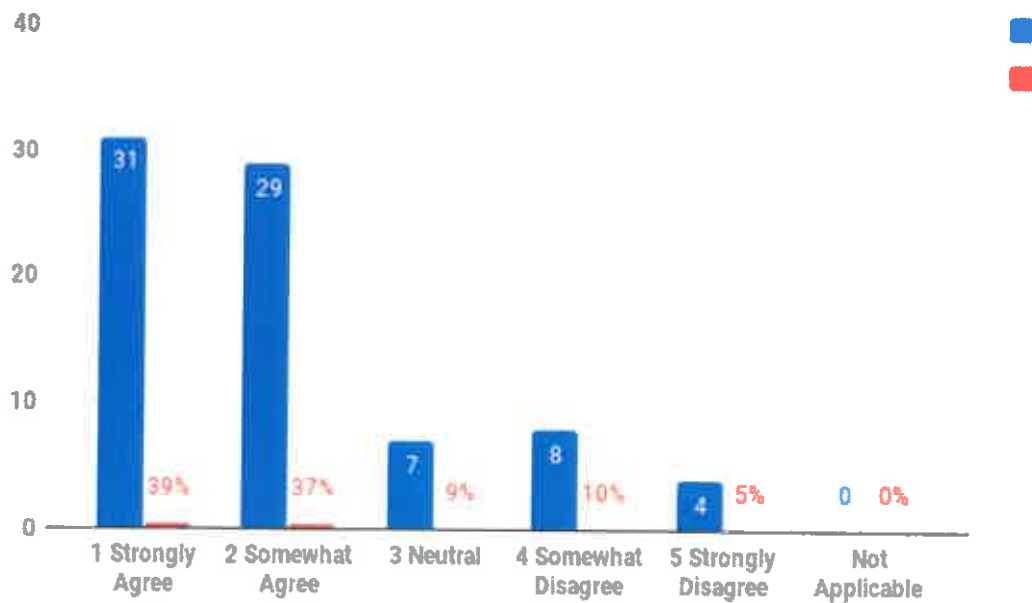
G.6. Teachers help me understand how my child's work is evaluated. (79 Responses)

Section G. Communication - Question G. 6.



G.7. When reporting about my child's progress, teachers use language I can understand. (79 Responses)

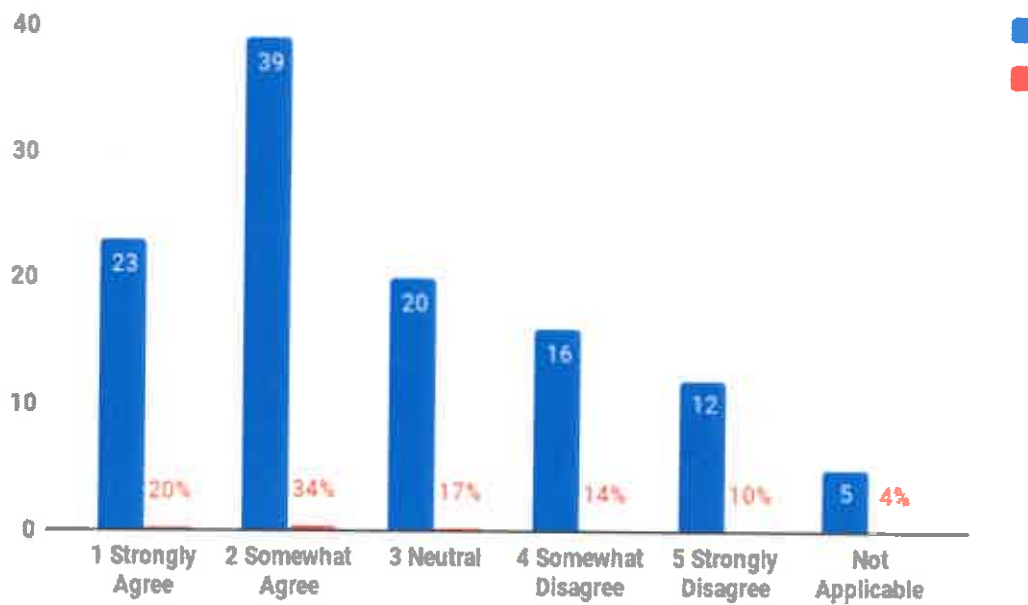
Section G. Communication - Question G. 7.



Freeport High School

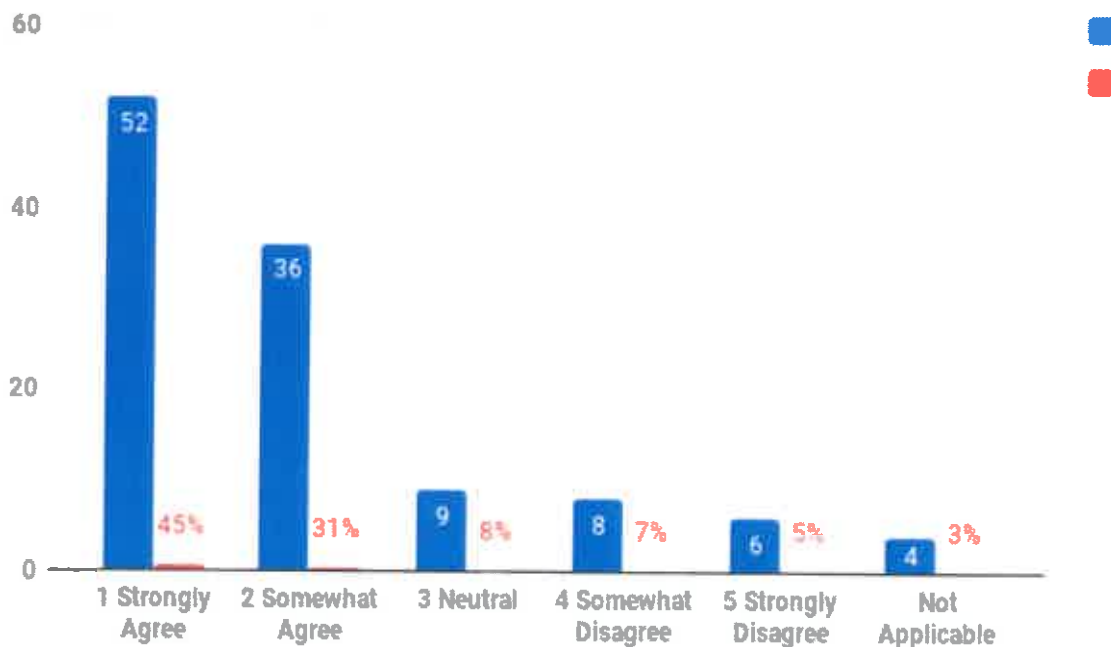
G.6. Teachers help me understand how my child's work is evaluated. (115 Responses)

Section G. Communication - Question G. 6.



G.7. When reporting about my child's progress, teachers use language I can understand. (115 Responses)

Section G. Communication - Question G. 7.



Comments Received - Satisfaction Survey Proficiency Based Learning/Grading

(Comments appear as written in the survey, including typos)

Morse Street School

Q: Please share with us your suggestions for improving our schools.

Better understanding of grading at this age

odd that a new track has a higher priority with administrators and community leaders than improving or replacing aging physical plant of Morse St School. Also foolish to have been pioneer in this ridiculous grading system.

Increase physical activity, improve on ongoing clear and open dialogue with teachers, education about boundaries, more hands on learning opportunities, regular wellness learning opportunities, training for teachers on how to relate with parents, less assemblies, more peer to peer building, goal setting with action steps, more resources for parents, more creative homework.

Q: Please share with us one or more things we are doing well.

Mast Landing School

Q: Please share with us your suggestions for improving our schools.

Q: Please share with us one or more things we are doing well.

Pownal Elementary School

Q: Please share with us your suggestions for improving our schools.

These survey questions seem to suggest that parents should know all of what occurs in their child's day. I trust the teachers and principal will let me know if my child needs extra support, but I do not know if there are issues that are not being addressed. I occasionally hear from my children that they are working in a special group of students, or with a specialist, but never hear from the teacher that my children received extra help. The report cards show 3s, but if challenged further, would a 4 be within reach?

Q: Please share with us one or more things we are doing well.

Durham Community School

Q: Please share with us your suggestions for improving our schools.

Offering more challenging 4 level learning opportunities and making sure to have scoring rubrics on each assignment. Improving the visual representation of grades and assignments in PowerSchool. What parents and students see is not clearly representing what students are scoring on individual assignments with the linked standards. Providing increased amounts of homework as students get older in all subjects, not just math. Perhaps more reading of books in ELA and having students read, analyze and discuss the books in groups. Improving communication about what's going on in the classroom, like grade span newsletters. Making sure all students in each grade throughout the district have equal opportunity to access learning and after school activities.

Let the teachers teach, get rid of the 1-4 grading system, stop forcing every child to be treated the same and start understanding that every kid is different and that is OK. Everyone learns differently. Get those that struggle help!

Eliminate the 1-4 grading system for middle school and high school.

Q: Please share with us one or more things we are doing well.

Freeport Middle School

Q: Please share with us your suggestions for improving our schools.

The grading and student evaluation system is a complete mess and totally confusing. It seems like no one really knows how it works or why it is being used.

Instruction seems to have too much focus on projects and individualized learning rather than general teacher based instruction.

The new grading system is too vague and not easy to navigate reading and really understanding his grades. Need comments by teachers to fill in the vagueness of the system.

Teachers do not keep up powerschool with missing work & that which has been turned in, nor do they put assignments up that are due it is very frustrating when trying to follow the progress of my child

The school needs to handle issues concerning honor roll, and other g&t language better. I would question if honor roll is even needed prior to h.s. Teachers need to be more careful how they discuss such gradations within classrooms as a whole.

I would like to see more information on the grading system. I feel as though each teacher is using the system in a different manner, which makes the grading inconsistent. I worry about my children's ability to be competitive when applying for colleges down the road.

Standards based grading has made it difficult to understand and achieve academic success.

1) Replace the Math program with a more effective one. Everyday Math doesn't work. Look to Finland, Switzerland and Germany. Just plugging kids into computers is not as effective as direct relationships with great teachers. 2) change the grading system: eliminate the HOW (Habits of Work) and have a 0-100% scale. 3) More funding for G & T for: a) more time with instructors, and b) to bring in special guests. 4) on ? C1, It would be great if Co-curricular included sailing and an outdoor club (hiking, kayaking/canoeing, Mtn. Biking).

I feel that my child with a disability is held to the same standards in the HOW as someone without a disability which means my child is set up to not meet expectations. HOW should be in the context of the individual student and their efforts. If a less academically strong student can bring their grade up by demonstrating strong HOW, a child with a disability should not have their academic grade brought down by their disability. My child needs organizational support and I do not feel that they receive. I feel that the teachers expect my child to figure things out on their own. My child cannot tell me why a HOW grade is what it is - [REDACTED] is unclear about what [REDACTED] need to individually work on. My strongest recommendation would be to improve and increase individual communication from the teachers to the students and parents. I feel that the [REDACTED] is supportive, but has no influence over what the teachers do/don't do which makes meeting with [REDACTED] a waste of time.

I would like to better understand of how to access grades for assignments and tests.

The grading system is confusing for my husband and I and most importantly my child. Also the lack of seeing tests and quizzes come home makes it difficult for my child to know how to improve upon her work.

..... The fact that someone with this diagnosis is subjectively scored on "determination," and teachers give [redacted] a low score does absolutely no good for my child's learning and confidence in [redacted]. I have heard separately from two teachers that they just "don't have the time" to help [redacted] in class, even though they say they know what would help [redacted]. This diagnosis is really not uncommon. I realize this is a hard job for teachers, but I see my [redacted] being left behind despite [redacted] efforts. How can the system help the teachers help these students?

Change the grading system. It's not definitive enough. There are too many grey areas and not enough explanation as to what it equates to, other than it doesn't. Am I supposed to say my child is a 4 student, but doesn't play well with others or is disorganized? I don't understand. It's awful.

Go back to the traditional grading system as I do not believe the progressive grading system is interpreted consistently amongst educators.

Please ensure that in the transition to state-mandated proficiency-based education, we are consistently inspiring, teaching, and modeling excellence in each classroom. Please teach content and provide opportunities to earn fours as often as threes. Remember that proficiency (3) is the minimum required for high school diploma. A minimum level of performance is not an appropriate goal for many students. Please be sure to define, teach, and model excellent performance so students will be inspired to achieve excellence!

Prioritize strong engagement/teamwork between administrators and middle/high school teachers re: proficiency-based learning objectives and grading. If teachers are truly on board, communication will improve to parents.

- Need better communication of proficiency-based standards and associated grading, particularly as students move from the middle school to high school. Both students and parents should be very clear on how things are to be executed, and how students can get above a 3 if they are willing to put in the work. Communications to students and parents about how things change in high school need to happen as early as possible, and at multiple times before school starts and after students have been in the high school for 2-3 months; - need a better process for communicating students' strengths/weaknesses by the middle school teachers to their counterparts in the high school so the students are appropriately challenged out of the gate (including being placed in the appropriate subject tracks/classes); hoping that the high school will provide clearer information on how they are proactively working with college admissions staff on the shift to proficiency-based grading; PowerSchool is simply a substandard piece of software--any way to make a change for the better (lots of other options out there)?; this year in FMS the LA enrichment opportunities were sorely lacking--extremely disappointing. Two previous years were much better

Standards & Standards Based Grading - Love them or hate them, it's, at best, difficult to have a uniform standard apply equally to every single child in a given grade. As parents, "the Standards" are becoming increasingly irrelevant in assessing the quality of our child's education. There is so much necessary supplementation that needs to occur at home. Ironically, text exemplars for ELA listed in the Common Core State Standards Appendix B provide a template for the richer and more complex literary experience we would want for our child. Unfortunately, the RSU seems to have interpreted the ELA standards as (literary) quantity over quality, and skills over content.

Need better in-classroom differentiation. Need more consistency in grading. Need a more nuanced grading system.

Freeport Middle School

Q: Please share with us one or more things we are doing well.

PBE and changing classroom instruction has been great

Kieve was wonderful. A great experience for my child to be away from home that long and in a fun and safe environment. All good things to say. We appreciate the progress reports and direction on how to understand it.

Moving in a positive direction regarding a consistent system for standards based grading. Need to communicate expectations and rubrics so students know how they can be successful.

I applaud the teachers' efforts to integrate standards based learning into their classrooms. They have also played a fundamental role in interpreting those standards for parents. I will trade you a million laptops for one good teacher. We have been fortunate that most teachers in the RSU "exceed the standard."

Freeport High School

Q: Please share with us your suggestions for improving our schools.

We've had problems with some mediocre teachers or teachers that are adjusting to pbe in sloppy or inconsistent ways. The worst example is probably [REDACTED] who grades slowly and inconsistently and refuses to provide rubrics. Pbe students need to understand there is an achievable path to a four for each grading term. It's evident as a systematic problem with only one student on high honor roll. I'm not looking for easier grading, just a clear and possible system.

My child never has homework, not enough homework gets assigned.
I completely do NOT understand the report cards and grading system. My child and I both want the return of A-B-C grades!

I have much disdain for the proficiency based learning system (my son is a freshman at FHS)

Proficiency based education is a complete mistake that is both incomprehensible and serves to flatten achievement while baffling parents. It seems like an experiment being conducted on our children without our permission. An experiment undertaken to improve the results of marginal and unmotivated students at the expense of students committed to learning and education.. Our student doesn't understand it, the teachers cannot explain it and a third-party could not read a report card and gauge success/failure. I am resigned to the system hurting my kid. We'll have to make up for the damage being done at school at home. If I instituted such an unproven, confusing, excellence killing scheme at my company I would be justly ridiculed and most likely fired. You are doing the kids and the community a disservice. The kids know it. I think the teachers know it. The administration and board should know it. One student achieved academic High Honors in the Freshman class yet the list of those achieving "Honors" in both categories was huge. A flattening experiment hurting achievement and education and excellence. Stop it while you can.

9th grade PBE has been great in improving instruction

Going back to the old grading system.

The skills-based-benchmark-outcomes grading system is a joke and nobody likes it.

an easier to navigate (requiring less interpretation and technical layers) report card, school could use higher compensations for qualified teachers, the school could engage additional specialty support and teaching to expand student assistance and offer more courses in the arts, the school could add more AP classes particularly in the humanities, the school could commit resources for higher achievement in proficiency based criteria (how do the best schools succeed in proficiency based learning?)

The automated nature of administering student progress has either intentionally or inadvertently factored parents out of the dialogue between home and school. I get the distinct impression FHS has no interest in working with parents and devoted its time and resources to crunching numbers and not building strong relationships with students nor parents. Why there are not even enough slots for every parent to meet

with teachers for conferences. I never get any feedback from , have never been contacted by or approached by my child's teachers.

We need more project based learning- less memorizing/rote

I am not happy that the school system chose to implement the new grading system. I understand the grading system however, I do not like it or agree with it.

Powerschool could use some attention. It seems only some teachers fill it out occasionally, and the user interface is horrible from a parental standpoint. We are not pleased about the new grading system. Unfortunately our child now believes a 2 and a 2.5 is average and acceptable. This is worrisome to us.

A - E Grading easier to understand and more consistent for students, parents and staff.

use the 1-100 grading scale for PBL students

The grading system in the 9th grade has lots of problems, from inconsistent rounding up and down of grades, to lack of clarity in what each grade means (different things to different teachers). Please listen to parents and give more gradation in grading and make sure there is consistency across departments and teachers. Thank you

* Please stop the 1-4 grading experiment before it impacts our children's chances to get the widest possible range of college acceptances and the best possible merit aid packages from those schools. This applies to upperclassmen, who see 3s translated as 88s - the lowest B grade at FHS. Standards-based learning is addressed through curriculum design -- It is not inherently connected to a 1-4 grading system.
* We think our student is in the GATE program, but honestly have no idea. We never heard much after middle school and figured that honors/AP was the FHS equivalent.

Use a GPA for attaining honor roll status instead of a certain grade in each class.

You have a consistency problem.

Examples:

Teachers teaching the same class should use the same grading system. When one looking toward standards based grades with a 3 = 88 and the other grades on the 1-100 scale student's gpas are adversely affected.

There are teachers who take many days even weeks to enter grades. Unacceptable. More than 2 weeks is too much, how is a student to know their grade, or know to seek help in a topic that has passed? I do not understand how any student, other than one experiencing a tragedy, should be on honor role with incomplete work, what does that teach kids, don't complete work on time but still be rewarded?

There should be SS honors classes instead of honors option. The latter is not rigorous and giving honors credit for an "honors project" is just a way of inflating honors grades

Freeport High School

Q: Please share with us one or more things we are doing well.

You've done an outstanding job providing an advanced academic track for my two children. With PBL, my youngest is now at risk.

9th Grade Parent Feedback - 2/5/18 & 2/6/18 Meetings

Proficiency-based practices

- In terms of scoring and reporting, parents believe that
 - teachers are struggling with the grading piece
 - No distinction between good and really good students
 - Kids can't gage themselves
 - "3 is good enough" message to teachers
 - Not sure how student is doing
 - All emphasis is on the "3"
 - How do we differentiate between low 3s and high 3s
 - Wondering if there is "just a 3 message" going out
 - Scoring and grading in mixed classes must be hard
 - Averages are not correct in powerschool
 - Percentages of Honor Roll and High Honor Roll are different for freshmen

Questions:

What is the purpose of grades?

What do the teachers think of it?

How do colleges digest the 1 - 4?

- How does the transcript effect admissions?
- How is the PBL transcript different?

How do we differentiate between the people that did it right the first time vs those that did not?

How do midterms fit into this system?

How does the system inspire the above average student?

How do we create the HOW for kids that may not need the time to do study hall?

Parents want:

To make sure kids have accountability

More variance between the numbers

Communication with parents re summative assessments

9th Grade Parent Feedback: 9th Grade Experience Survey

4 Responses

Please take a moment to share feedback about your 9th grader's experience with the following:

Proficiency-based practices (habits of work, scoring criteria, grading and reporting, eligibility and honor roll, etc.):

We feel this system does not adequately represent our learner

I think the standards based grading system is detrimental to our students, teachers and district. It feels as if the administration jumped on board something that is being forced on students by political and business interests. Other districts, Yarmouth and Brunswick for example, have resisted the push from outside forces. I can see the benefits of having students achieve standards in each subject area but don't see why we have to upset the standard 0-100 grading system that is easy to understand for them and the colleges they will be applying to. It appears to be a case of reinventing the wheel and making it worse. I believe the SBG makes it difficult for students to know where they stand because it seems the goal is for everyone to get a three. This removes incentive for students and creates an unnecessary amount of work for teachers who have to keep track of all the data that's being collected. I'd rather have teachers spend that time on lesson plans or interacting with students. I also believe the rubrics for assessing student performance actually introduce more subjectivity and confusion into the grading system and students' understanding of where they stand in any given class. Breaking anything down into so many pieces that it requires a spreadsheet might be good for a business but it's not the holistic approach to learning that our students will need to succeed and solve the problems facing the world. This attempt to granularize students' performance raises my suspicions that the system is geared toward preparing them to be plugged into a business or job where they will be expected to meet the standard for inputting their piece or pieces of information into the system and not have skills or incentive to see the big picture. Again, my suspicion is that this is what some education, business and political leaders have in mind.

1. Need to revert back to 1-100 grading scale. 2. Rubrics need more refinement, unpacking more of the language so that both the teacher and student clearly understand the learning goals and how to get there, particularly in level 4. 3. Assessment Retakes - after re-reading the PBL guide, nice job documenting clear rules about who, when, etc such as initial good faith effort, 48/2, teachers discretion. BTW - myself and [Name] don't recall seeing this guide until recently (in an email communication Jan 24th 2018), maybe more of a focused and recurring communication about the PBL's policy and rules to both the students and parents, and maybe teachers too? Suggestion - add more explanation to guide about why FHS has moved to PBL, teaching to a set of standards is not a choice, it's a State mandate and there are reasons why. 4. Mid Terms - consider not administering these. PBL is a work in progress, use this time to teach and learn vs testing. 5. Honor Roll - again, the year is a work in progress, students should be focused on learning, not making the honor roll every quarter. Save this recognition for end of year. 6. How does AP classes fit in with the overall profile of PBL? [Name] will be enrolled in many of these classes beginning next year.

In theory it's great. In practice, teachers are wildly inconsistent. Two [Name] teachers, one who gives out 4's to everyone, the other following the scoring criteria. 2nd year [Name] likewise 4's to most, where 2nd year [Name] to get a 4, [Name] was told you have to speak and write as a native [Name]. In honors [Name], [Name] doesn't seem to be following any kind of consistent grading criteria. And the honor roll standards are NOT working. [Name] is a top student, is working harder than [Name] ever has, yet has missed high honors both quarters ... while kids doing a minimum of work are getting honor roll along with [Name]. This needs some serious thought. And finally, there's a lot of anxiety I sense from [Name] about how this inconsistency is going to translate to college applications. Will [Name] have a shot at getting into [Name] as [Name] wants or will this new grading system hinder [Name] chances?

PBE Student Feedback

- Randomly selected students from 9th grade advisory rosters.
- Selected students for lunch A on Monday, A and B on Tuesday, A and B on Wednesday; additionally, Wednesday meetings were open to any 9th grade student (all 9th students were sent a google form to sign up) who wanted to participate.
- Used either odd or even numbers on the roster to randomly select students.
- 73 of 141 (52%) students from the freshmen class discussed their perspectives on the positives and negatives of four *Proficiency Based* practices.

Highlights of their comments are below.

1) Habits of Work

Pros:

- Connection to co-curricular eligibility motivates
- Can still feel success if struggle with academic scores
- Reason to try hard

Cons:

- Now getting graded twice
- Rubrics are not clear
- "Domains" are not fair
 - How can one measure determination?
- Inconsistent grading practices across teachers

2) Scoring Criteria Rubrics

Pros:

- Know what you have to do to be successful
- Clear reasons for scores given
- Easy to know where the mistakes are
- Can look at your work and the scoring criteria to figure out how to improve
- Some opportunities for a 4 (though can be very hard to achieve it)

Cons:

- Wording can be difficult to understand
- Some teachers do not allow opportunities for a 4
- Not being implemented the same way in all classes
- Jump from a 3 to a 4 is a bigger jump than a 2 to a 3

3) 1-4 Scoring

Pros:

- More specific when teachers are using the scoring criteria
- Would be a good system if started younger and did it for entire school career
- A 2.5 could be "passing" a standard

Cons:

- Don't understand what it equates to on 0-100
- Not fair in mixed classes
- Worried about its effects on college admissions
- How will they stand out if everyone has a "3"
- Why do they have to pass with what equates to a "85" while everyone else passes with a "70"
- Agree that it is good to raise expectations but hard that only expectations for 9th graders rose
- Freshmen have to work harder than 10-12 to pass a class
- Hard to use 1-4 scores with particular classes (like math)

4) Where motivation comes from

- College
- Sports
- Not failing
- Parents
- Love of learning
- Life opportunities
- Honor Roll

PBE FHS Staff Feedback Survey Results

- 24 of 68 staff members completed the survey (35% of our faculty)
- We have 48 teachers and 20 staff members (not in office support roles).
- As the survey was anonymous, we do not know which staff members (support staff or classroom teachers) responded.
- Responses as of 4/4/18

Scoring criteria provides students targeted feedback about their learning.

- 37.5% agree or strongly agree (9 faculty members)
- 20.8% are neutral (5 faculty members)
- 41.6 % disagree or strongly disagree (10 faculty members)

Department scoring criteria sets clear targets for student learning.

- 43.3% agree or strongly agree (8 faculty members)
- 20.8% are neutral (5 faculty members)
- 45.8% disagree or strongly disagree (11 faculty members)

Scoring criteria useful in assessing student work.

- 29.2% agree or strongly agree (7 faculty members)
- 16.7% are neutral (4 faculty members)
- 54.2% disagree or strongly disagree (13 faculty members)

Teachers value the scoring criteria.

- 33.4% agree or strongly agree (8 faculty members)
- 12.5% are neutral (3 faculty members)
- 54.2% disagree or strongly disagree (13 faculty members)

The department's scoring criteria needs revision.

- 75% agree or strongly agree (18 faculty members)
- 12.5% are neutral (3 faculty members)
- 12.5% disagree or strongly disagree (3 faculty members)

Students are using the scoring criteria for self reflection after an assessment.

- 12.5% agree or strongly agree (3 faculty members)
- 16.7% are neutral (4 faculty members)
- 70.8% disagree or strongly disagree (17 faculty members)

There is always an opportunity for a "4" on a summative in class.

- 82.6% agree or strongly agree (19 faculty members)
- 8.7% are neutral (4 faculty members)
- 8.7% disagree or strongly disagree (0 faculty members)

Teachers are regularly using formatives to give students feedback on their progress toward a standard.

- 73.9% agree or strongly agree (17 faculty members)
- 26.1% are neutral (6 faculty members)
- 0% disagree or strongly disagree (0 faculty members)

The reassessment policy enables students to improve their learning.

- 44.7% agree or strongly agree (8 faculty members)
- 34.8% are neutral (8 faculty members)
- 30.4% disagree or strongly disagree (7 faculty members)

9th grade students are requesting reassessment opportunities for summatives in class.

- 19.1% agree or strongly agree (4 faculty members)
- 28.6% are neutral (6 faculty members)
- 42.4% disagree or strongly disagree (11 faculty members)

Separating academics and HOW scores benefits students.

- 50% agree or strongly agree (13 faculty members)
- 20.8% are neutral (5 faculty members)
- 29.1% disagree or strongly disagree (7 faculty members)

Students value their HOW score.

- 20.8% agree or strongly agree (5 faculty members)
- 29.2% are neutral (7 faculty members)
- 50% disagree or strongly disagree (12 faculty members)

The criteria for HOW are clear and measurable.

- 29.2% agree or strongly agree (7 faculty members)
- 29.2% are neutral (7 faculty members)
- 41.7% disagree or strongly disagree (10 faculty members)

Teachers are finding the HOW rubric useful in measuring student's work habits.

- 29.2% agree or strongly agree (7 faculty members)
- 16.7% are neutral (4 faculty members)
- 54.1% disagree or strongly disagree (13 faculty members)

The 1-4 grading scale accurately reports student learning and progress toward a standard.

- 16.7% agree or strongly agree (4 faculty members)
- 16.7% are neutral (4 faculty members)
- 66.6% disagree or strongly disagree (16 faculty members)

Students are able to use PowerSchool to monitor their own progress.

- 16.6% agree or strongly agree (4 faculty members)
- 20.8% are neutral (5 faculty members)
- 66.6% disagree or strongly disagree (15 faculty members)

Students are as motivated to improve their scores using the 1-4 scale as students using the 0-100 scale in grades 10-12.

- 8.6% agree or strongly agree (2 faculty members)
- 17.4% are neutral (4 faculty members)
- 73.9% disagree or strongly disagree (17 faculty members)

Trends in open response comments:

- Some believe that how Habits of work is handled inconsistently from teacher to teacher and needs to be calibrated.
- Some teachers have concerns about teacher workload.
- Some teachers have concerns about PowerSchool (time for data entry and communication to students).
- Some teachers have concerns about averaging of standards and indicators.
- Some teachers believe we should continue down the path of PBE.
- Some teachers believe scoring should differ by department.
- Some teachers believe Habits of Work is working for their class.
- Some teachers have concerns about using the 1-4 grading instead of 0-100.
- Some teachers have concerns about student motivation.
- Some teachers believe students are more focused on grades and scores than learning.
- Some teachers believe a shift to PBE will take time.
- Some teachers are concerned about having time to reflect on PBE practices.

GRADING SYSTEM-REPORTING STUDENT PROFICIENCY

The purpose of RSU No. 5's grading and reporting system is to provide students and parents with timely information concerning student progress toward, and achievement of, proficiency in the content areas of Maine's system of Learning Results and the cross-curricular Guiding Principles of the Learning Results.

The Superintendent will be responsible for ensuring the development of a system for communicating information regarding student achievement and academic progress to students and parents. This system shall be approved by the Board.

Students and parents will be informed at regular intervals of their academic progress through reporting and other written/digital means.

For the Classes of 2018, 2019 and 2020, reports to parents will indicate the numeric grade on a 0-100 scale.

For the Classes of 2021 and beyond, reports to parents will indicate the proficiency level within the various content areas upon which the grades are based. Grades will be reported by level of proficiency and descriptions of proficiency, but the grading system must include at least the following levels of proficiency:

<u>Proficiency Level</u>	<u>Proficiency Description PK-5</u>	<u>Proficiency 6-12</u>
4	Extending	Exceeds the Standards
3	Achieving	Meets the Standards
2	Developing	Partially Meets Standards
1	Beginning	Does Not Meet Standards

Standards and proficiency indicators will be expressed consistently at each grade level and each school in the school unit.

Grading will reflect an aggregation of information gleaned from multiple and varied opportunities for student demonstration of proficiency.

For pre-K-grade 5 students, the Board encourages narratives and other forms of reporting as well as proficiency levels in order to make student progress more readily understandable to parents.

For grades 6-12, reporting will list each course by name and the pathway through which it was completed (e.g., course, honors, AP, vocational, dual enrollment, independent study) as well as the proficiency level.

Grade point average will be included in the final reporting of the year in grades 9-12.

For the class of 2021 and beyond, at all levels, “Habits of work” will be reported separately from academic proficiency.

Interim progress reports indicating deficiency or a need for remedial intervention, or a significant improvement in performance may be issued at any time.

The principal or designee will provide written notification to students and parents by February 15 if the student may not advance to the next grade level or if the student may not qualify for a high school diploma because he/she has not met the required standards.

Cross Reference: IK — Student Achievement/Evaluation of Student Achievement
 IKE — Promotion, Retention and Acceleration
 ILA — Student Assessment/Local Assessment System

Adopted: February 24, 2010

Reviewed: December 12, 2012

Revised: May 24, 2017

9.A.

**WARRANT TO CALL
REGIONAL SCHOOL UNIT NO. 5
BUDGET MEETING
(20-A M.R.S. § 1485)**

TO: Kim Best, a resident of Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby required to notify the voters of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, that a Regional School Unit Budget Meeting will be held at Durham Community School, 654 Hallowell Road, Durham, Maine at 6:30 p.m. on May 23, 2018 for the purpose of determining the Budget Meeting Articles for the 2018-2019 fiscal year set forth below.

ARTICLE 1A: To elect a moderator to preside at the meeting.

ARTICLES 1 THROUGH 11
AUTHORIZE EXPENDITURES IN COST CENTER CATEGORIES

- ARTICLE 1:** To see what sum the Regional School Unit will be authorized to expend for Student and Staff Support.
School Board Recommends \$3,436,201
- ARTICLE 2:** To see what sum the Regional School Unit will be authorized to expend for School Administration.
School Board Recommends \$1,536,594
- ARTICLE 3:** To see what sum the Regional School Unit will be authorized to expend for Facilities Maintenance.
School Board Recommends \$4,891,384
- ARTICLE 4:** To see what sum the Regional School Unit will be authorized to expend for Career and Technical Education.
School Board Recommends \$74,492
- ARTICLE 5:** To see what sum the Regional School Unit will be authorized to expend for All Other Expenditures.
School Board Recommends \$269,645
- ARTICLE 6:** To see what sum the Regional School Unit will be authorized to expend for Regular Instruction.
School Board Recommends \$13,378,386
- ARTICLE 7:** To see what sum the Regional School Unit will be authorized to expend for Other Instruction.
School Board Recommends \$778,737

- ARTICLE 8:** To see what sum the Regional School Unit will be authorized to expend for System Administration.
School Board Recommends \$928,152
- ARTICLE 9:** To see what sum the Regional School Unit will be authorized to expend for Transportation and Buses.
School Board Recommends \$1,432,489
- ARTICLE 10:** To see what sum the Regional School Unit will be authorized to expend for Debt Service and Other Commitments.
School Board Recommends \$1,613,149
- ARTICLE 11:** To see what sum the Regional School Unit will be authorized to expend for Special Education.
School Board Recommends \$4,606,796

ARTICLES 12 THROUGH 15
RAISE FUNDS FOR THE PROPOSED SCHOOL BUDGET

- ARTICLE 12:** To see what sum the Regional School Unit will appropriate for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the Regional School Unit will raise and assess as each municipality's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688.
Recommended amounts set forth below:

Total Appropriated (by municipality):		Total Raised (and Regional School Unit assessments by municipality):	
Town of Durham	\$ 7,925,848.17	Town of Durham	\$ 3,106,150.00
Town of Freeport	\$ 12,484,914.27	Town of Freeport	\$ 12,484,914.27
Town of Pownal	\$ 2,266,873.78	Town of Pownal	\$ 1,970,703.25
Total Appropriated (sum of above)	\$ 22,677,636.22	Total Raised (sum of above)	\$ 17,561,767.52

Explanation: The Regional School Unit's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the Regional School Unit must raise and assess in order to receive the full amount of state dollars.

- ARTICLE 13:** To see what sum the Regional School Unit will raise and appropriate for the annual payments on debt service previously approved by the Regional School Unit voters for non-state-funded school construction projects or non-state-funded portions of school construction projects in addition to the funds appropriated as the local share of the Regional School Unit's contribution to the total cost of funding public education from kindergarten to grade 12.
School Board Recommends \$361,387.00

Explanation: *Non-state-funded debt service is the amount of money needed for the annual payments on the Regional School Unit's long-term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the Regional School Unit voters.*

ARTICLE 14: To see what sum the Regional School Unit will raise and appropriate to transfer to the school nutrition program.
School Board Recommends: \$268,245

ARTICLE 15: **(Written ballot required.)** To see what sum the Regional School Unit will raise and appropriate in additional local funds (**Recommend \$7,465,478**), which exceeds the State's Essential Programs and Services allocation model by (**Recommend \$7,465,478**) as required to fund the budget recommended by the School Board.

The School Board Recommends \$7,465,478, which exceeds the State's Essential Programs and Services allocation model by \$7,465,478. The School Board gives the following reasons for exceeding the State's Essential Programs and Services funding model: The State's Essential Program and Services funding formula is a minimum model to support education in grades K-12. RSU No. 5 provides additional funds to support lower student/teacher ratios and additional co-curricular activities in addition to complete educational programs for all our students.

ARTICLE 16 SUMMARIZES THE PROPOSED SCHOOL BUDGET

ARTICLE 16: To see what sum the Regional School Unit will authorize the School Board to expend for the fiscal year beginning July 1, 2018 and ending June 30, 2019 from the Regional School Unit's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act, non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools.
School Board Recommends \$32,946,025

ARTICLE 17 AUTHORIZES EXPENDITURES OF GRANTS AND OTHER RECEIPTS

ARTICLE 17: In addition to amounts approved in the preceding articles, shall the School Board be authorized to expend such other sums as may be received from federal or state grants or programs or other sources during the fiscal year for school purposes, provided that such grants, programs or other sources do not require the expenditure of other funds not previously appropriated?

**ARTICLE 18 AUTHORIZES THE ADULT EDUCATION PROGRAM
AND RAISES THE LOCAL SHARE**

ARTICLE 18: To see if the Regional School Unit will appropriate \$237,747 for adult education and raise \$112,000 as the local share, with authorization to expend any additional, incidental, or miscellaneous receipts in the interest and for the well-being of the adult education program.

**ARTICLE 19 AUTHORIZES THE
CAREER AND TECHNICAL EDUCATION BUDGET**

ARTICLE 19: Shall the regional career and technical education operating budget as approved by the cooperative board for the year beginning July 1, 2018 through June 30, 2018 be approved in the amount of \$2,589,752?

**ARTICLE 20 AUTHORIZES THE
CAREER AND TECHNICAL REGION CAPITAL RESERVE FUND**

ARTICLE 20: Shall Maine Region 10 Technical High School ("Region 10") establish a Capital Reserve Fund; authorize the Cooperative Board to transfer up to \$10,000 from undesignated fund balances to that Fund; and delegate authority to the Cooperative Board to expend that sum with other balances accumulated in that Fund from time-to-time on such specific items or types of capital improvements or equipment as the Cooperative Board has determined to be needed by Region 10?

Given under our hand this day, April 11, 2018 at Pownal, Maine.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant, attest:

Kim Best, Resident
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5

I certify that I have notified the voters of Regional School Unit No. 5 (the "Regional School Unit") of the time and place of the RSU budget meeting by posting an attested copy of the within warrant as follows:

	TIME(S)	DATE(S)	LOCATION(S)
Town of Durham			
Town of Freeport			
Town of Pownal			

being at least seven days prior to the Regional School Unit budget meeting and being public and conspicuous places in each of said municipalities.

Dated: _____, 2018

Kim Best, Resident of
Regional School Unit No. 5

9.B.

**WARRANT AND NOTICE OF ELECTION CALLING
REGIONAL SCHOOL UNIT NO. 5
BUDGET VALIDATION REFERENDUM
(20-A M.R.S. § 1486)**

TO: Kim Best, a resident Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective municipal officers. The municipal officers shall meet forthwith and countersign this warrant and notice of election. The municipal officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF DURHAM
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM
WARRANT AND NOTICE OF ELECTION**

Androscoggin County, ss.

State of Maine

TO: Shannon Plourde, Town Clerk of Durham: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

TO THE VOTERS OF DURHAM: You are hereby notified that a Regional School Unit budget validation referendum election will be held at the Durham Community School, 654 Hallowell Road in the Town of Durham on Tuesday, June 12, 2018 for the purpose of determining the following question:

Question 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

The polls must be opened at 8:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 11, 2018 at Pownal, Maine.

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of
Election, attest:

Kim Best
Resident of
Regional School Unit No. 5

Countersigned this _____ day of _____, 2018 at Durham, Maine.

A majority of the municipal officers of Durham, Maine

A true copy of the Warrant and Notice of
Election, attest:

Shannon Plourde, Municipal Clerk
Durham, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5
_____, 2018

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Durham, an attested copy of this warrant and notice of election, directing the municipal officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

Kim Best
Resident of
Regional School Unit No. 5

RETURN

Androscoggin County, ss.

State of Maine

TO: The municipal officers of the Town of Durham

I certify that I have notified the voters of the Town of Durham of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION OF POSTING</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Durham, Maine: _____, 2018

Shannon Plourde, Town Clerk
Durham, Maine

**WARRANT AND NOTICE OF ELECTION
CALLING REGIONAL SCHOOL UNIT NO. 5
BUDGET VALIDATION REFERENDUM
(20-A M.R.S. § 1486)**

TO: Kim Best, a resident Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective municipal officers. The municipal officers shall meet forthwith and countersign this warrant and notice of election. The municipal officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF FREEPORT
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Susan Nourse, Police Chief of Freeport: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

TO THE VOTERS OF FREEPORT: You are hereby notified that a Regional School Unit budget validation referendum election will be held at Freeport High School, 30 Holbrook Street in the Town of Freeport on Tuesday, June 12, 2018 for the purpose of determining the following question:

Question 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

The polls must be opened at 7:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 11, 2018 at Pownal, Maine.

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of
Election, attest:

Kim Best
Resident of
Regional School Unit No. 5

Countersigned this _____ day of _____, 2018 at Freeport, Maine.

A majority of the municipal officers of Freeport, Maine

A true copy of the Warrant and Notice of
Election, attest:

Christine Wolfe, Municipal Clerk
Freeport, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5
_____, 2018

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Freeport, an attested copy of this warrant and notice of election, directing the municipal officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

Kim Best
Resident of
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The municipal officers of the Town of Freeport

I certify that I have notified the voters of the Town of Freeport of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

DATE

TIME

LOCATION OF POSTING

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Freeport, Maine: _____, 2018

Susan Nourse, Police Chief
Freeport, Maine

**WARRANT AND NOTICE OF ELECTION
CALLING REGIONAL SCHOOL UNIT NO. 5
BUDGET VALIDATION REFERENDUM
(20-A M.R.S. § 1486)**

TO: Kim Best, a resident Regional School Unit No. 5 (the "Regional School Unit") composed of the Towns of Durham, Freeport, and Pownal, State of Maine.

In the name of the State of Maine, you are hereby ordered to serve upon the municipal clerks of each of the municipalities within the Regional School Unit, namely, the Towns of Durham, Freeport, and Pownal, an attested copy of this warrant and notice of election. Service shall be in hand within three (3) days of the date of this warrant and notice of election. The municipal clerks of the above municipalities shall immediately notify the respective municipal officers. The municipal officers shall meet forthwith and countersign this warrant and notice of election. The municipal officers shall provide below for the respective municipal clerks to post or have posted this warrant and notice of election.

**TOWN OF POWNAL
REGIONAL SCHOOL UNIT BUDGET VALIDATION REFERENDUM
WARRANT AND NOTICE OF ELECTION**

Cumberland County, ss.

State of Maine

TO: Kim Best, Resident of Pownal: You are hereby required in the name of the State of Maine to notify the voters of this municipality of the election described in this warrant and notice of election.

TO THE VOTERS OF POWNAL: You are hereby notified that a Regional School Unit budget validation referendum election will be held at Mallet Hall, 429 Hallowell Road in the Town of Pownal on Tuesday, June 12, 2018 for the purpose of determining the following question:

Question 1: Do you favor approving the Regional School Unit No. 5 budget for the upcoming school year that was adopted at the latest Regional School Unit budget meeting?

The polls must be opened at 8:00 a.m. and closed at 8:00 p.m.

The Registrar of Voters shall hold office hours while the polls are open to correct any error in or change a name or address on the voting list; to accept the registration of any person eligible to vote and to accept new enrollments.

A person who is not registered as a voter may not vote in any election.

Given under our hand this day, April 11, 2018 at Pownal, Maine.

A majority of the School Board of Regional School Unit No. 5

A true copy of the Warrant and Notice of
Election, attest:

Kim Best
Resident of
Regional School Unit No. 5

Countersigned this _____ day of _____, 2018 at Pownal, Maine.

A majority of the municipal officers of Pownal, Maine

A true copy of the Warrant and Notice of
Election, attest:

Scott Seaver, Municipal Clerk
Pownal, Maine

RETURN

Cumberland County, ss.

State of Maine

TO: The School Board of Regional School Unit No. 5
_____, 2018

Pursuant to the within warrant and notice of election, directed to me, I have served in hand upon the municipal clerk of Pownal, an attested copy of this warrant and notice of election, directing the municipal officers of said municipality to call a Regional School Unit No. 5 budget validation referendum at said time and place and for the purposes therein stated.

Kim Best
Resident of
Regional School Unit No. 5

RETURN

Cumberland County, ss.

State of Maine

TO: The municipal officers of the Town of Pownal

I certify that I have notified the voters of the Town of Pownal of the time and place of the Regional School Unit No. 5 budget validation referendum by posting an attested copy of the within warrant and notice of election as follows:

<u>DATE</u>	<u>TIME</u>	<u>LOCATION OF POSTING</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

_____ being public and conspicuous places in said municipality and being at least seven days next prior to election day.

Dated at Pownal, Maine: _____, 2018

Kim Best, Resident
Pownal, Maine

9.C.

**NOTICE OF AMOUNTS ADOPTED AT BUDGET MEETING
REGIONAL SCHOOL UNIT NO. 5
INFORMATION FOR VOTERS AT BUDGET VALIDATION REFERENDUM**

TO: Municipal Clerks of the Towns of Durham, Freeport, and Pownal, State of Maine

In the name of the State of Maine and pursuant to 20-A M.R.S. § 1486(2) you are hereby directed to display this Notice of Amounts Adopted at Budget Meeting at the polling places within your respective municipalities to assist the voters of Regional School Unit No. 5 (the "Regional School Unit") in voting at the budget validation referendum to be held on June 12, 2018, for the purpose of determining if the Regional School Unit budget for the 2018-2019 fiscal year that was adopted at the Regional School Unit budget meeting on May 23, 2018, should be approved.

Cost Center Summary Budget Category	Amount Recommended by School Board	Amount Approved by Voters at Budget Meeting¹
Student and Staff Support	\$ 3,436,201	\$
School Administration	\$ 1,536,594	\$
Facilities Maintenance	\$ 4,891,384	\$
Career and Technical Education	\$ 74,492	\$
All Other Expenditures	\$ 269,645	\$
Regular Instruction	\$ 13,378,386	\$
Other Instruction	\$ 778,737	\$
System Administration	\$ 928,152	\$
Transportation and Buses	\$ 1,432,489	\$
Debt Service and Other Commitments	\$ 1,613,149	\$
Special Education	\$ 4,606,796	\$
Summary of Total Authorized General Fund Expenditures:	\$ 32,946,025	\$

¹Amounts to be completed by Superintendent of Schools under authority of the School Board.

The amount approved at the Regional School Unit budget meeting includes locally raised funds that exceed the maximum state and local spending target pursuant to 20-A M.R.S. § 15671-A(5).

A majority of the School Board of Regional School Unit No. 5

Dated: _____, 2018

Becky J. Foley, Superintendent of Schools
Regional School Unit No. 5

April 15, 2018

Jennifer Pooler
Department of Education
23 State House Station
Augusta, ME 04333-0023

Dear Jennifer,

On behalf of the Greater Sebago Educational Alliance, this letter serves as an attachment to the Regional Service Center Part II application.

As of the submittal of the GSEA Part II application, the eleven districts involved have developed the following timeline for bringing the GSEA to full membership. Also included is an overview of the anticipated services each district will access in year one.

District	Part II Application Submittal	Anticipated ILA Board Approval	Anticipated Community Referendum Vote
MSAD 6	4/2/18	5/14/18	5/31/2018 Fiscal agent
MSAD 15	3/21/18	5/5/18	6/12/18
Brunswick	Approved	Sept. 2018	Nov. 2018
Cape Elizabeth	TBD	TBD	TBD
Gorham	4/11/18	Sept. 2018	Nov. 2018
Portland	4/3/18	Jun. 2018	6/12/18 or Nov. 2018 at the latest
Scarborough	4/5/18	TBD	TBD
South Portland	4/9/18	Jul. 2018	Nov. 2018
Westbrook	TBD	TBD	TBD
RSU # 5	4/11/18	May-18	By Nov. 2018
RSU # 14	4/11/18	Possibly Spring	Possibly Spring

**Anticipated Service
Participation**

	Food Purchasing	Professional Development	Substitute Hiring/Diversity Recruitment	ELL Intake Process
MSAD 6	X	X		
MSAD 15	X	X		
Brunswick	X	X	X	
Cape Elizabeth	TBD	TBD	TBD	
Gorham	X	X	X	
Portland	X	X	X	X
Scarborough	X	X	X	
So. Portland	X	X	X	X
Westbrook	TBD	TBD	TBD	TBD
RSU # 5	Possibly	X	X	
RSU # 14	X	X	X	

Sincerely,

Paul Penna, Superintendent, MSAD #6
 Craig King, Superintendent, MSAD #15
 Paul Perzanoski, Superintendent, Brunswick
 Howard Colter, Interim Superintendent, Cape Elizabeth
 Heather Perry, Superintendent, Gorham
 Xavier Botana, Superintendent, Portland
 Ken Kunin, Superintendent, South Portland
 Peter Lancia, Superintendent, Westbrook
 Becky Foley, Superintendent, RSU #5
 Sanford Prince, Superintendent, RSU #14

Regional Service Center - Application Part II
(School Management and Leadership Center)

Part II of the Application is due by April 15, 2018.

A school management and leadership center [regional service center] is defined as a multiservice agency, established and operated exclusively for the purposes of developing, managing, and providing services or programs to two or more members, pursuant to section 3802, subsection 2. A regional service center may also include associate members pursuant to section 3802, subsection 3. A regional service center is a political subdivision. (20-A M.R.S.A. § 3801(1)(B))

Regional Service Center Name: Greater Sebago Educational Alliance

Main Applicant Contact Information:

Organization: MSAD # 6

Address: 94 Maine St.

City/State/ZIP: Buxton, ME 04093

Proposed Operational Date: July 1, 2018

The commissioner shall establish an application process under this chapter for the formation of a school management and leadership center [regional service center]. The application must be in a form and contain such information as required by the commissioner, including, but not limited to the following.

Application in accordance with 20-A M.R.S.A § 3805:

1.(A) Identify the school administrative units that are applying to form the regional service center.

Brunswick School Department, Cape Elizabeth School Department, Gorham School Department, Portland Public Schools, Scarborough School Department, South Portland School Department, Westbrook School Department, Maine School Administrative District No. 6, Maine School Administrative District No. 15, Regional School Unit No. 5 and Regional School Unit No. 14.

1.(B) Describe the specified purposes, functions, programs and services as well as the structure and governance of the regional service center.

The GSEA shall be governed by a board of directors composed of the Superintendent of Schools, or the Superintendent's designee of each Member. The Board of Directors shall be responsible for all aspects of the GSEA, including preparing its annual operating budget and establishing, and modifying from time to time the scope of functions, programs, and services provided by the GSEA. Each Director (or designee) shall have one vote. Additional structure and governance components are outlined in the Interlocal Agreement.

The following functions, programs, and services will be available to all members of the GSEA:

A. Joint purchasing of food supplies:

With a combined enrollment of over 32,000 students, representing approximately 18% of all students in the State of Maine, purchasing of food supplies for participating districts will be bid jointly through GSEA allowing for the best pricing for food service departments. The GSEA will operate as a procurer of supplies, not as a distribution facility.

B. Joint professional development offerings:

GSEA districts have a long history of participating in similar professional development offerings. The purpose of this collaboration is to provide targeted professional development to meet GSEA district needs. The expectation is that these offerings will expand to include role-alike groups, in-district course offerings, Speakers, Conferences, and individual districts offering independent professional development open to GSEA members. SAU's may also jointly offer professional development opportunities to member districts. The GSEA will work as a clearinghouse among SAUs for professional development that supports district needs.

The need for developing the next generation of leaders was identified by all GSEA districts as a priority. One focus of the joint professional development offerings will be

to develop a leadership pipeline and support system in Southern Maine. GSEA will be working with University of Southern Maine, and the Southern Maine Partnership to develop appropriate offerings initially in the areas of Instructional Coaching and Leadership Development.

C. Joint substitute teacher recruiting, training, and diversity recruitment processes; and

GSEA identified a need to increase substitute numbers, share resources, reduce onboarding time, and provide eligibility trainings for teacher substitutes. Districts will work together to expand the current Substitute Fair held annually by South Portland, Gorham, Scarborough, and Westbrook. The program will include additional districts, add a Spring Job Fair, use a simplified application for all districts so substitutes can select which district(s) they are interested in working with, reduce onboarding costs for local HR departments and save on advertising costs.

Member districts in GSEA have identified a need to develop educators in our communities that match the demographics of our student populations. With 18-20% of our teachers at the top of the longevity scale and nearing retirement, the opportunity to recruit, train and eventually hire individuals to the teaching profession is a priority. GSEA plans to build on the Portland Summer program in conjunction with USM which provided in-house course work for Teacher Education students to study, work, and learn in summer school programs such as ESY, Academic Summer Programs, JumpStart, and Teen Starters.

D. Joint English Language Learners (ELL) intake processes.

Member districts have determined a need to provide better English Language Learner intake evaluation services throughout the region to include Health, Mental Health, Education and Work Force screening for ELL families. Analysis of current processes and capacity indicate the potential for improving the intake process with existing resources.

E. Serving as an incubator for new regional programs and services; and

F. Any other regional functions, programs and services as may be authorized by law and approved by an affirmative vote of two-thirds of the full membership of the Board of Directors.

1.(C) Describe how you plan to use any savings resulting from the formation of the regional service center will be used.

While the GSEA does not anticipate that major savings will be realized through these collaborative programs and services the GSEA does believe that the economy of scale will improve the quality of services provided and provide efficiencies and effectiveness of programs.

The GSEA does anticipate reinvesting a portion of any savings to further expand the Greater Sebago Educational Alliance services to additional districts as well as to explore developing additional opportunities for educational programming and efficiencies. Any additional savings beyond the reinvestment will be utilized to improve and/or expand direct educational services, supports and student opportunities at the district level.

1.(D) Submit the proposed Interlocal Agreement (in PDF format) for the regional service center by email to Jennifer.g.pooler@maine.gov.

PLEASE SEE [INTERLOCAL AGREEMENT CONTENT DOCUMENT](#) FOR
RECOMMENDED FORMAT

You have reached the end of the Regional Service Center – Application Part II.