

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– SEPTEMBER 13, 2017
FREEPORT HIGH SCHOOL– LIBRARY
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	____ Beth Parker
____ Jeremy Clough	____ Michelle Ritcheson
____ Candace deCsipkes	____ Lindsay Sterling
____ Jennifer Galletta	____ Valeria Steverlynck
____ Naomi Ledbetter	____ Sarah Woodard
____ John Morang	
3. Pledge of Allegiance:
4. Adjustments to the Agenda:
5. Public Comments:
6. Old Business:
 - A. Discussion on artwork for the Joan Benoit Samuelson Track and Field.
7. New Business:
 - A. Consideration and approval of the following stipend positions:
 1. FHS Fitness Center Coach (three seasons fall, winter, spring)
 2. FHS Unified Basketball Head Coach and Assistant Coach
 3. DCS Girls C Team Basketball Coach
 4. FHS Latin Club (replaces World Quest)

Motion: _____ 2nd: _____ Vote: _____
8. Policy Review:
 - A. Consideration and approval of the following Policies (1st Read)
 1. IK – Student Achievement / Evaluation of Student Achievement
 2. IKC – Transcripts and Academic Achievement
 3. IKE – Promotion, Retention and Acceleration of Students

Motion: _____ 2nd: _____ Vote: _____
9. Workshop:
 - A. 2017-2018 Board Work Plan
 - B. FY 19 Budget Timeline
 - C. 2017-2018 Goal Setting
 - D. Consideration and approval of RSU5 Strategic Goals for 2017-2018.

Motion: _____ 2nd: _____ Vote: _____

10. Executive Session:

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

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

11. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

12. Adjournment:

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

**FREEPORT HIGH SCHOOL TRACK
ARTISTIC INTERVENTION**

NIKE RUNNING - 08.22.2017

PLANS

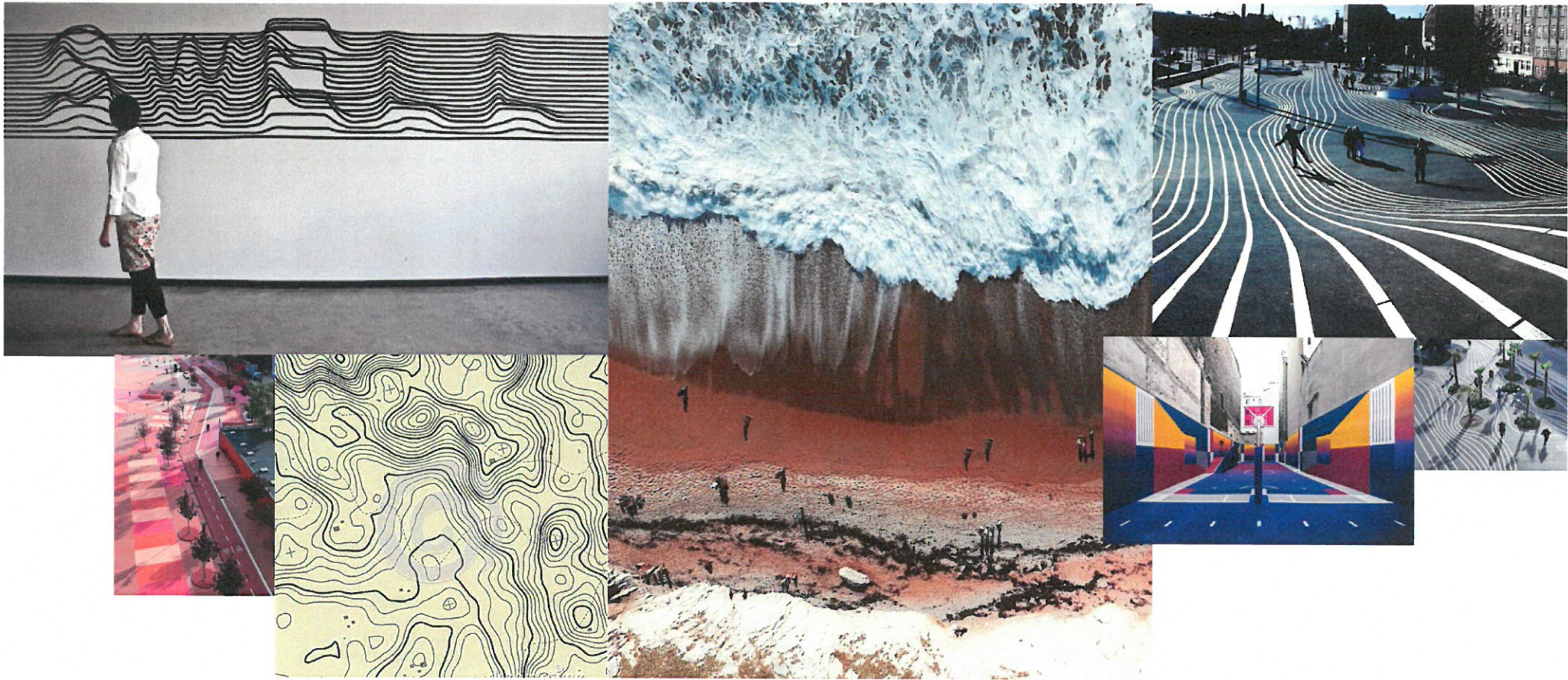


INTERVENTION 1

MURAL / PLAYGROUND

INSPIRATION

The natural diversity of Maine that ranges from the ocean to the forest to the mountain is also an interesting way of representing the tri-town effort (Freeport, Durham and Pownal). The way that nature merges and comes together in harmony will be reflected in this artwork.

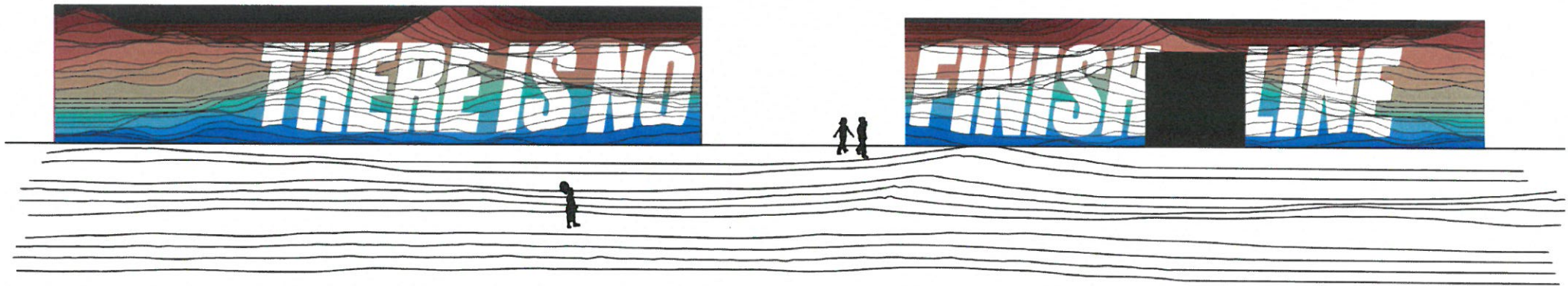


METHOD

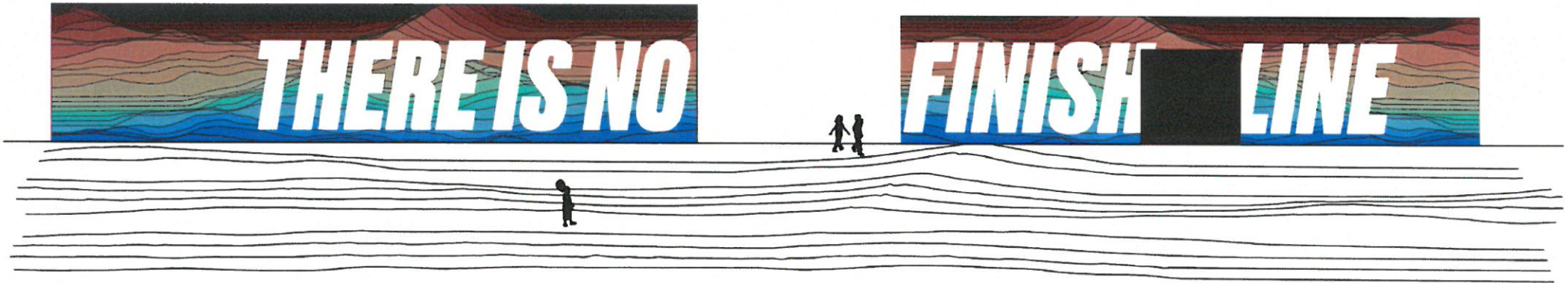
The community will help identifying keywords that they feel like represent the space the best. These words will be artistically designed on the walls and surroundings in an impactful way. The artwork will be marked and colors will be assigned to each area that will then be painted through a community effort.



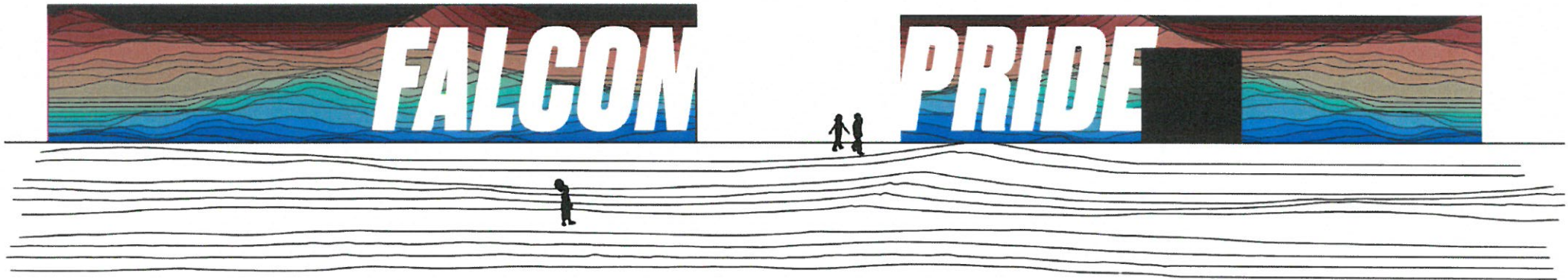
SKETCH - COLOR OPTION 1 - RECOMMENDED



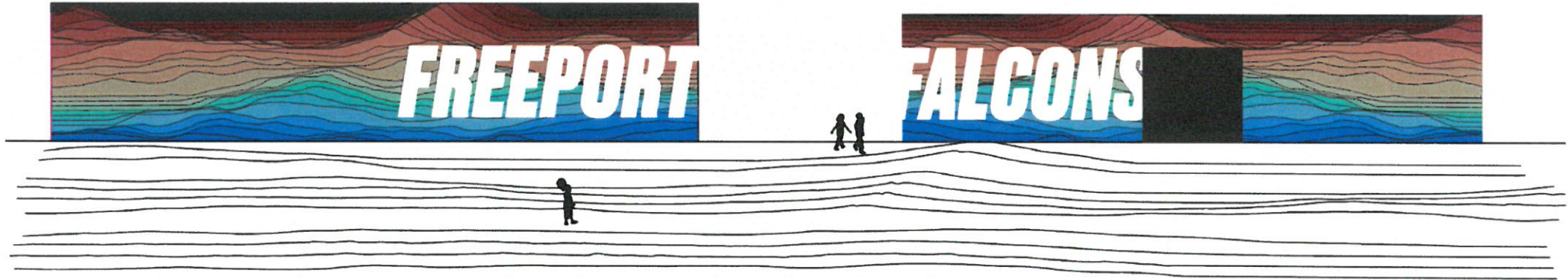
SKETCH - COLOR OPTION 2



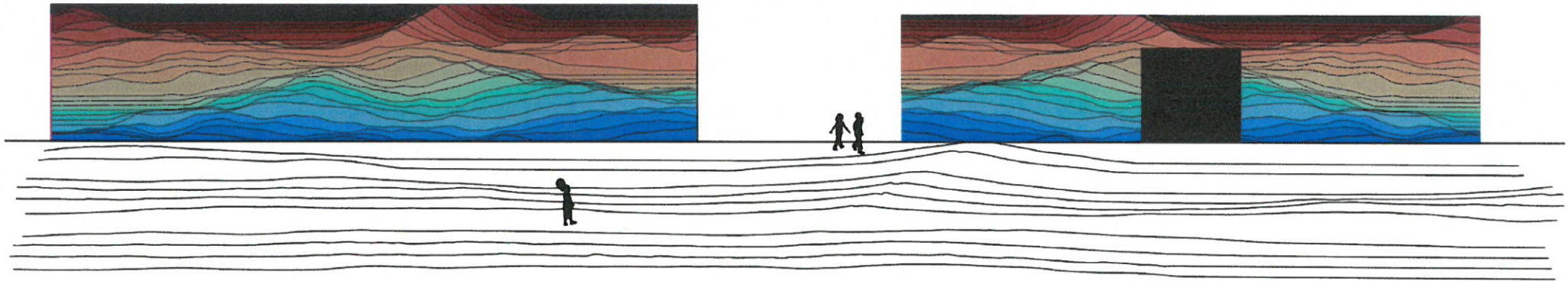
SKETCH - COLOR OPTION 3



SKETCH - COLOR OPTION 4



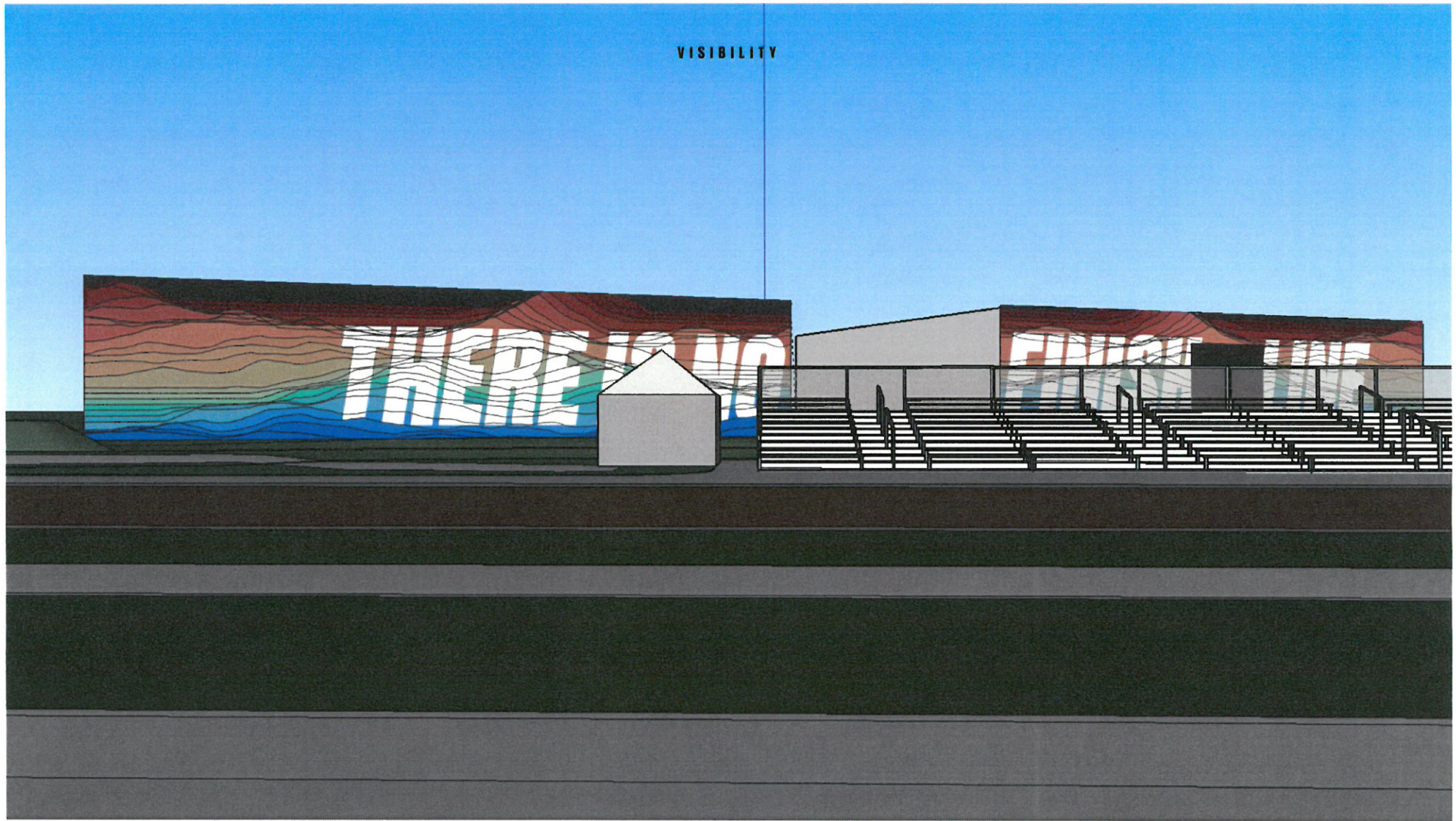
SKETCH - COLOR OPTION 5 - NOT RECOMMENDED



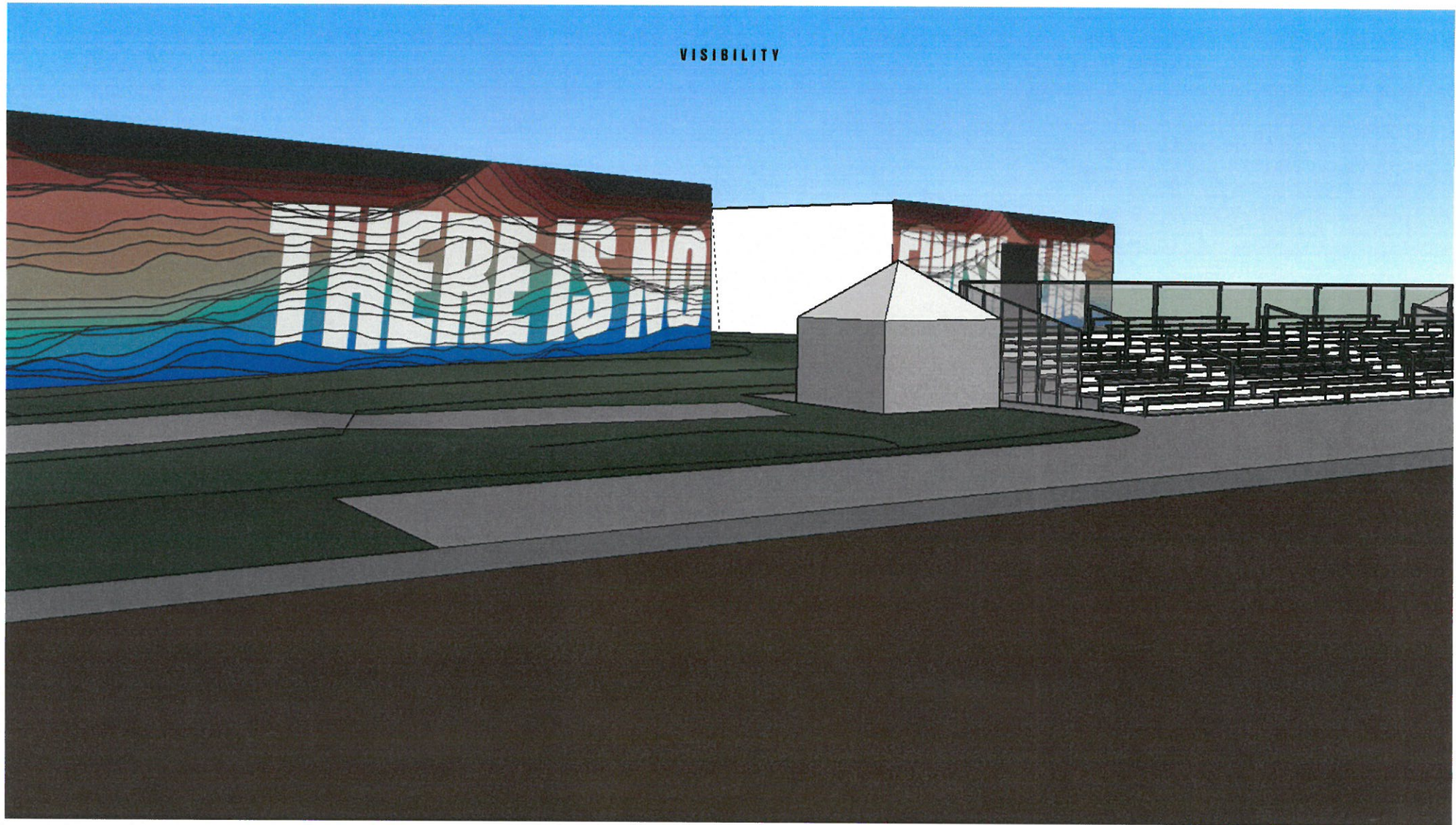
VISIBILITY



VISIBILITY



VISIBILITY





TO: Jay Thomas, Beth Parker, Jen Galletta, Anne-Marie Spizzuoco
FROM: Becky Foley
DATE: September 5, 2017
RE: Stipend Committee – Notes from August 31, 2017 Meeting

The Stipend Committee met on August 31, 2017 at the Central Office. All members were in attendance.

The following positions were approved and a point value/dollar amount assigned. In addition, the positions have been budgeted in the 2017-2018 budget. The Board will need to act on these positions. If approved, the positions will be posted immediately.

Position	Points / \$ (sports)
FHS Fitness Center Coach	\$1300.00 per season (3 seasons fall, winter, spring)
FHS Unified Basketball Team	\$1500.00(Coach) \$1000.00 (Asst.Coach)
DCS Girls C Team Basketball	\$1706.00

FHS Student Assist Team	Tabled until next meeting. Need clarification.
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In addition, the FHS Principal requested replacing the current World Quest Stipend Position with a Latin Club Stipend position. Money is already in the budget and can be posted immediately after Board approval.

Position	Points
FHS Latin Club (replacing World Quest)	2-3 pts.
	\$1,199.00

Revisions to the following stipend position point value has not been budgeted in the 2017-2018 budget. The Board will need to act on this position. If approved, the administration would need to request funding in a future budget before the stipend amount could change.

Position	Points
FHS Senior Projects	Tabled – resubmit after administrative review

Other:

- Consideration for increasing the stipend for the FHS Senior Class advisor. A form will need to be completed and committee will discuss at a future meeting.
- Discussion of splitting the Department Chair role from the Academic Leadership role at the high school. Forms will need to be completed and committee will discuss at a future meeting.
- Future discussion of whether student enrollment should influence if the stipend is funded in any particular year.
- Next meeting will be Sept. 14th at 4:00 p.m. at Central Office

New Stipend Request Form

Activity: Freeport High School Fitness Center Coach
1st Option: \$10,000 - \$2500/fall, winter, spring, summer
2nd Option: \$6000 - \$2000/fall, winter, spring, ~~summer~~

Purpose: Make weight room available to student body before and after school

Responsibilities of Advisor/Coach: Supervise & instruct students in weight room

Length of activity/period of responsibility: **1st Option:** Monday through Friday – 2 hours/day
Fall, Winter, Spring, Summer
2nd Option: Monday through Thursday
Fall, Winter, Spring, ~~Summer~~

Number of Students: Unknown – safety and supervision needed

Parent volunteers or other adult help? Unknown – hope to engage parents & community members

Number of Hours Required of Advisor/Coach per week (on average):
2 hours/day - 1st Option = 10 hours/week
- 2nd Option = 8 hours/week

Breakdown of Hours:
(Examples: practices, games, student meetings, organizing activities, publicizing, activities)
2 hours/day - 1st Option = 10 hours/week - Mon through Fri
- 2nd Option = 8 hours/week - Mon through Thurs

Of above, number of hours during school day: NONE

Special event(s) required? (all day event, weekend activity, etc) None at this time

OTHER FACTORS:

Travel: No

Overnight: No

Does activity require a Budget? Stipend only
1st Option: \$10,000 - \$2500/fall, winter, spring, summer
2nd Option: \$6000 - \$2000/fall, winter, spring, ~~summer~~

How is job being done/funded currently? Currently not being done
Football coach opens up weight rm in summer

Fundraising: None at this time

Comments: Weight room is a vastly underutilized facility – with new facility have opportunity for huge benefit to student body

Submitted by: Craig Sickels

Date: 12/20/16

Administrator:

Craig Sickels

Approved X Denied

Please return this form to the Superintendent's Office

*Stipend Committee Approved at \$1,300.00 Per Season
(Fall, Winter, Spring)*

New Stipend Request Form

For School Year 2017-2018

Activity: Freeport High School – Unified Basketball Team

- 1.) Head Coach \$1500 *
- 2.) Assistant Coach \$1000

Purpose: The vision of the joint Maine Principals Association/Special Olympics sports project is to allow high school students with and without intellectual and developmental disabilities the opportunity to represent their high school by participating on a Co-Ed Unified Sports team providing the students with a quality experience of sports training and competition.

Responsibilities of Advisor/Coach:

Head Coach: - planning, organizing, supervising, and facilitating during actual practices and games
Asst Coach: - supervising during actual practices and games
- supervising before and after practices and games

Length of activity/period of responsibility:

- beginning of January through mid-March
- 6 games (3 home/3 away)
- 2 to 3 practices per week – approx. 1 hour each – approx. total # of practices = 20-28 practices

Number of Students: 12 to 22

Parent volunteers or other adult help? maybe - we are hopeful that parents will get engaged

Number of Hours Required of Advisor/Coach per week (on average): 2.5 hrs/week with just practices
3.5 to 4.5 with games/travel

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

- 2.5 hrs/week with just practices
- 3.5 to 4.5 hrs/week with games/travel

Of above, number of hours during school day: zero

Special event(s) required? (all day event, weekend activity, etc)

Culminating activity may be a round robin with other schools

OTHER FACTORS:

Travel: 3 away games – need school bus

Overnight: no

*Stipend Committee Approved at Requested Amount

Does activity require a Budget?

Estimated Budget:

Equipment, balls, etc.	\$0	FHS Athletic Dept.
Supplies, Uniforms	\$0	FHS Athletic Dept.
Travel for 3 away games	\$250	\$750
Head Coach		\$1750
Asst. Coach		\$1250
Officials for 3 home games	\$60	\$180
	Total	\$3930
Funding from Special Olympics (2yrs)		- \$2500
		\$1430

Will include in 17-18 Athletic Budget and Phase In Plan

How is job being done/funded currently?

New in 2016-2017	
Total cost for 16-17 season	\$2930
Funding from Special Olympics	\$2500
Funding from School	\$480

Fundraising: None planned at this time

Comments:

The focus of MPA Unified Sports is competition (not simply participation) using the Unified Sports Player Development Model. The Player Development Model emphasizes all players having the opportunity to play and no single player being allowed to dominate a given game. The opportunity to compete in sports teaches many life lessons: to work as a team, to follow rules and to be committed. Through sports we can find shared interests that allow friendships to form. Through MPA/Special Olympics Unified Sports program we have an opportunity to make real positive changes in the lives of students with and without disabilities.

Submitted by: Craig Sickels, Athletic Administrator
(Please Print)

Date: 11/21/16

Administrator: *Craig Sickels*

Approved X Denied

Please return this form to the Superintendent's Office

New Stipend Request Form

Activity: Durham Comm School – Girls C Team basketball for the 2016-2017 season

Purpose: Because of increased participation numbers, requesting a 3rd girls basketball team – DCS has 3 boys teams – this would give the girls the same number of teams & opportunities

Responsibilities of Advisor/Coach: Plan, supervise and run all practices and games

Length of activity/period of responsibility: Basketball Season – Nov through Feb vacation

Number of Students: 10-15

Parent volunteers or other adult help? No

Number of Hours Required of Advisor/Coach per week (on average): 10 to 18 depending on length of away games

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

practices = 2 hrs each

games home = 2 hrs / away = 3-6 depending on length of travel

Of above, number of hours during school day: None

Special event(s) required? (all day event, weekend activity, etc) None

OTHER FACTORS:

Travel: would travel with existing teams

Overnight: None

Does activity require a Budget? Yes

\$1700*

How is job being done/funded currently? Not being done – because of participation numbers – boys have had 3 teams (A, B, C) – girls have had 2 teams (A, B) – sign ups have indicated a larger turn out for girls than we have ever had in the past

Fundraising: None

Comments: Because of participation numbers – boys have had 3 teams (A, B, C) – girls have had 2 teams (A, B) – sign ups have indicated a larger turn out for girls than we have ever had in the past

Submitted by: Craig Sickels
(Please Print)

Date: 10/17/16

Administrator: Craig Sickels Approved X Denied

Please return this form to the Superintendent's Office

*Stipend Committee approved at Requested Amount

New Stipend Request Form

Activity: Latin Club To replace World Quest Stipend

Purpose: To promote the study of Latin and exploration of culture and history

Responsibilities of Advisor/Coach: To organize, prepare students and supervise Latin Club events and competitions

Length of activity/period of responsibility: meeting once per week

Number of Students: 20-30

Parent volunteers or other adult help? For extended trips

Number of Hours Required of Advisor/Coach per week (on average): 2-3 hours/week plus events

Breakdown of Hours:

(Examples: practices, games, student meetings, organizing activities, publicizing, activities)

Planning for meetings

Hosting meetings

Planning for events

Chaperoning events

Of above, number of hours during school day:

Hosting meetings

Special event(s) required? (all day event, weekend activity, etc)
overnight trips, field trips

OTHER FACTORS:

Travel:

Overnight:

Does activity require a Budget? Students fundraise for the club

How is job being done/funded currently? Volunteer advisor and student-funded trips

Fundraising:

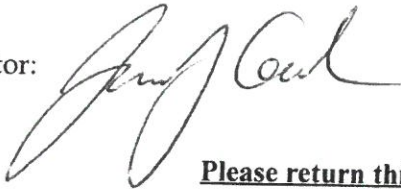
Comments:

This stipend would be replacing the stipend for World Quest, as that club is no longer running.

Submitted by: Jen Gulko/Craig Sickels
(Please Print)

Date: 8/28/17

Administrator:



Approved

Denied

Please return this form to the Superintendent's Office

Stipend Committee Approved at 2-3 point Range



Durham • Freeport • Pownal

TO: Kathryn Brown, Jeremy Clough, Candace deCsipkes, Jennifer Galletta, Naomi Ledbetter, John Morang, Beth Parker, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck, Sarah Woodard

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Erin Dow, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Lisa Blier, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Laurie Allen, Crystal Boucher

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

DATE: September 5, 2017

RE: Review/Update of Policies

At the September 13, 2017 RSU5 Board of Directors Meeting, the following policies will be on the agenda for 1st Read. 2nd Read/Adoption is scheduled for September 27, 2017. The policies are attached.

1. IK – Student Achievement / Evaluation of Student Achievement
2. IKC – Transcripts and Academic Achievement
3. IKE – Promotion, Retention and Acceleration of Students

STUDENT ACHIEVEMENT/EVALUATION OF STUDENT ACHIEVEMENT

Effective evaluation of student achievement is essential to the instructional process, the certification of student progress towards meeting the content standards of the system of Learning Results, the tracking of progress toward individual and district learning goals, and communication between schools and parents. ~~The evaluation of student learning and achievement is based on the recognition that students have different abilities, learning styles, cultural backgrounds, and developmental rates and levels.~~ Evaluation of student achievement provides staff with information important to assessing students' individual educational needs, identifying learning problems and areas in which remediation is required, assessing teaching strategies, and providing appropriate instruction. Sharing of information among parents, staff, and students is an integral part of the evaluation process.

The RSU No. 5 local assessment system will use multiple assessments, both informal and formal, at the classroom, school, and district levels to evaluate each student's performance and to monitor his/her progress toward meeting the content standards and the Guiding Principles of the Learning Results. Assessments over the course of each school year shall include formats that allow students to demonstrate in different ways what they know and are able to do. Students should have multiple opportunities to practice, apply, and demonstrate their knowledge and skills.

Individual classroom assessments may include but are not limited to student tests, quizzes, reports, presentations, laboratory work, writing samples, teacher observations, portfolio constructions, and student self-assessments.

School and district assessments will include "common assessments" designed to provide consistent evaluation and reporting of student knowledge and skills in the same content areas across same-grade classrooms within the school and same grade classrooms and grade spans within the district. ~~Common assessments are those that are usually designed by teams of professional staff teaching the same content areas, administered to all students, employ common scoring rubrics, and use multiple measures including but not limited to tests, performances, presentations, writing samples, and research projects.~~

Large-scale assessments will include: ~~the MEA administered in grades 5 and 8 for science; NECAP, administered in grades 3-8 reading and math, in grades 5 and 8 writing; and MHSA in grade 11 in reading, writing, math and science each of which are assessments required for the purpose of determining Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB).~~ Every Student Succeeds Act (ESSA), and may include other nationally normed standardized achievement tests such as NWEA.

~~Although all measures of student achievement will "count" toward certifying achievement of the content standards of the Learning Results and for making decisions concerning assignment to grade levels, neither the NECAP, MEA, MHSA or a commercially produced test may be the only measure of student achievement.~~

~~Standardized tests shall be used in accordance with the Local Assessment System.~~

~~A.~~ Communicating Information Concerning Student Achievement

Teachers should provide students and parents with timely information concerning student performance and, if applicable, the need for the student to participate in remediation and/or additional instruction. ~~and replacement assessments.~~

~~Parents are encouraged to confer with their child's teacher when performance as measured by classroom assessments, common assessments, or standardized tests indicates a need for remediation or additional instruction. The conference should include discussion of the student's level of achievement, specific indications of the need for remediation, additional instruction and replacement assessments, and the schedule for the next set of content standard assessments.~~

Parents shall be informed at regular intervals of their child's academic progress through report cards or other digital or written means.

The principal/designee will provide written notification to students and parents by ~~the end of the third quarter~~ February 15 if the student may not advance to the next grade because he/she has not met the content standards of the Learning Results for the student's grade span and/or other reasons, or if the student may not qualify for a high school diploma because he/she has not met the required standards.

~~D.~~ ~~Assessment Accommodations and Alternate Assessments~~

~~Assessment accommodations and alternate assessments will be provided for identified students in accordance with their Individual Education Plan (IEP), 504 Plan, or Limited English Proficiency Plan. Assessments completed with accommodations and alternate assessments completed will be maintained until such time as the student reaches the age of 21 or graduates from a postsecondary institution.~~

Legal Reference: 20-A M.R.S.A. § 6209
Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: ADF – School System Commitment to Learning Results
IKAB – Report Cards/Progress Reports
IKE – Promotion and Retention of Students
IKF – Graduation Requirements
ILA – Student Assessment/Local Assessment System
Maine Department of Education LAS (Local Assessment System) Guide, March 2004

Adopted: February 24, 2010
Reviewed: December 12, 2012
Revised:

ACADEMIC ACHIEVEMENT TRANSCRIPTS AND ACADEMIC ACHIEVEMENT

~~The RSU No. 5 believe that every student should choose a course of study best suited for their ability and aspirations, should be encouraged to do his or her best work in all courses, and through their effort, should achieve the best learning possible. Importantly, it is the policy of RSU No. 5 that all students striving for and achieving at high levels should be recognized for their effort and achievement.~~

The purpose of a high school transcript is to provide a comprehensive and accurate view of a student's academic record and achievements in a manner that can be understood by post-secondary institutions, prospective employers and other audiences with an interest in a student's proficiency and accomplishments.

In order to recognize and reward all levels of academic success, RSU No. 5 shall outline predefined thresholds which provide every student an opportunity to strive for a high level of academic success, excellence and recognition irrespective of the comparable achievements of their fellow students.

To recognize and report such achievement, the policy of the Board is as follows:

- A. Freeport High School will calculate an accumulated grade point average (GPA) for all courses completed by a student at Freeport High School.
- B. All courses completed and graded will be assigned equal weight regardless of subject matter or degree of difficulty.
- C. Courses graded pass/fail will not be included in the calculation of a student's GPA.
- D. For transfer students or students receiving credits with prior permission from other institutions, letter or numerical grades may be received. These grades will be ~~interpolated~~ interpreted by the Guidance Department in a standard manner to fairly transfer grades from grading systems different from Freeport High School's.
- E. All GPAs will be recalculated at the end of each semester for use by the Guidance Department and will be added to student transcripts, which will be made available to third parties, on request by students or parents.
- F. For the Classes of 2018-2020, Freeport High School will publish a quarterly grade-based honor roll identifying those students who have achieved at least a grade of "B" in all courses taken for the quarter, and, in the same manner, Freeport High School will publish a quarterly grade-based High Honor Roll identifying those students who have achieved at least a grade of "A" in all courses taken for the quarter.

For Classes of 2021 and Beyond,

Students will be recognized for their achievements in both academics and Habits of Work. Recognition for these accomplishments will be reported separately. Only Habits of Work will be recognized at the end of Quarter 1 and Quarter 3. At the end of semester 1 (January) and semester 2 (June), academic achievement will be reported, as well as, Habits of Work.

Academic Honor Roll:

Reported at end of semester 1 and semester 2

Students qualify in one of two categories:

- a. High Honors: All course grades are 3.75 or better.
- b. Honors: All course grades are 3.25 or higher.

Habits of Work:

Reported at the end of each quarter for Q1, Q2, Q3, & Q4

- a. High Honors: All course grades are 3.75 or better.
- b. Honors: All course grades are 3.25 or higher.

- G. Freeport High School will not use an accumulated GPA or any other method to determine a rank in class.
- H. No individual academic awards or recognitions at any level of study will be determined solely on the basis of GPA.
- I. For the Classes of 2018-2020, student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include ~~three~~ four Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

84.5 to 88.4	Cum Laude
88.5 to 92.4	Magna Cum Laude
92.5 to 95.4	Summa Cum Laude
95.5 to 100	Summa Cum Laude with Distinction

For the Class of 2021 and beyond, students' academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three honor bands, which will identify those graduating seniors who at the end of the 7th semester have a GPA of:

Summa Cum Laude (with highest honors): a minimum GPA of 3.75
Magna Cum Laude (with great honors): a minimum GPA of 3.50
Cum Laude (with honors): a minimum GPA of 3.25

Official transcripts issued by Freeport High School will include the following:

- The student's full name, date(s) of enrollment and date of graduation;
 - Names of courses/learning experiences, content areas and cross-curricular skills, shown in full;
 - The grade level/year in which each course/learning experience was completed and its duration (e.g., semester or full year);
 - For the Classes of 2018-2020 numeric score proficiency levels for performance in the targeted standards associated with each of the eight content areas of the system of Learning Results;
 - For the Classes of 2018-2020 proficiency levels for each of cross-curricular graduation standards, recorded in a separate section of the transcript.
 - Names of courses/learning experiences, content areas and cross-curricular skills, shown in full;
 - The student's proficiency-based GPA; and
 - Significant academic honors and recognitions awarded.
-

The transcript may show other relevant non-private information.

Cross reference:

IKAB – Grading System/Reporting Student Proficiency
IKF – Graduation Requirements

Adopted: February 24, 2010
Reviewed: December 12, 2012
Revised:

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

~~It is the intent of the RSU5 Board of Directors that appropriate instruction be offered to all students in a progressive and sequential way. Therefore, the grade placement of each student will be made on an individual basis, understanding that the level of instruction at each grade is not a single level of instruction but rather a series of levels intended to meet the various needs of students assigned to that grade level.~~

It is the RSU No. 5 Board's intent to provide sequential instructional programming that provides equitable opportunity for students to acquire the knowledge and skills that will enable them to meet the content standards of the system of Learning Results at each grade level. The Board recognizes that at every grade level, there are differences among students in their intellectual, physical, social, and emotional development, and that individual students may be more proficient in some content areas of the Learning Results than in others. Students may also differ in their progress toward achieving the cross-curricular skills identified in the Guiding Principles of the Learning Results.

~~While most students will advance from one grade to another at the end of the academic year, some students may benefit from retention or acceleration. Decisions concerning promotion, retention or acceleration of a student should be consistent with the best educational interest of that student.~~

Decisions concerning promotion of a student should be consistent with the best educational interest of that student. While most students will advance from one grade to another at the end of the academic year, some students may on rare occasions benefit from retention or acceleration.

A. Criteria

The following criteria will be used in making decisions concerning promotion, retention and acceleration. Although all listed criteria may be considered in the decision-making process, because of the relationship between a student's achievement of the content standards of the system of Learning Results and his/her future success in school, more consideration shall be given to the criterion articulated in paragraph "1" below than to any other factors.

1. Achievement of the content standards of the Learning Results as demonstrated through classroom assessments, common assessments, standardized tests, portfolios, performances, exhibitions, projects and other elements of the ~~school~~ unit's RSU No. 5's local assessment system;
2. Achievement of cross-curricular skills associated with the Guiding Principles of the Learning Results.
3. Participation and success in remedial programs, tutoring, summer school, and/or other opportunities for success;
4. Potential benefit from repetition of a grade or learning experiences;

5. Potential for success if accelerated;
6. Attendance;
7. Social and emotional maturity;
8. Health;
9. Age in relation to grade placement;
10. Program options;
11. Student attitude; and
12. Parental concerns.

B. Retention

Parents should be notified as early as possible in the event that retention is being considered. Parents will be informed of the remediation options available to students such as tutoring, online/Internet-based resources, after-school programs, and summer school. Whenever possible, decisions concerning retention should be made through a conference involving parents, the student's teacher, the building principal, and, as appropriate, the guidance counselor, other professional staff, and/or consultants. Advancement to the next grade may be made conditional on successful remediation or demonstrated proficiency within a specified period of time.

The principal shall be responsible for making the final decision regarding retention. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. ~~If parents are still dissatisfied with the decision, they may appeal to the RSU Board, whose decision will be final.~~

C. Acceleration

Decisions regarding acceleration shall be made by the principal in consultation with the student's teacher(s), the Gifted and Talented Education Coordinator, and other professional staff or consultants, as appropriate. A parent who is dissatisfied with the principal's decision may appeal to the Superintendent. The Superintendent's decision shall be final. ~~If parents are still dissatisfied with the decision, they may appeal to the RSU Board, whose decision will be final.~~

D. High School Grade Level Assignment

~~For students starting high school prior to the 2014-2015 school year,~~ in the Classes of 2018-2020, grade level assignment will be determined by the guidance department, based on the number of credits earned prior to the beginning of the school year.

Beginning ~~January~~ July 1, 2018 2020, demonstrated proficiency in the content standards of the system of Learning Results and in the cross-curricular standards skills identified in the Guiding Principles of the Learning Results, and successful completion of all other requirements specified in the Board's policy IKF (Graduation Requirements), will be required for a high school diploma. ~~Starting with the 2014-2015 school year, eCredits~~ will no longer be awarded or counted for graduation or other purposes.

High school grade level assignment will be determined by the guidance department, based on the number of learning experiences/courses completed prior to the beginning of the school year.

E. Transfer Students

For students who transfer into the school system from another state or educational program not required to meet the content standards of the system of Learning Results, the principal will determine the value of the student's prior educational experience for the purpose of grade placement or the fulfillment of credits.

Legal Reference: Ch. 127 (Me. Dept. of Ed. Rule)

Cross Reference: IK – Student Achievement
 IKAB – Report Cards/Progress Reports
 IKF – Graduation Requirements
 ILA – Student Assessment/Local Assessment System

Adopted: July 8, 2009
 Revised: October 28, 2009
 Reviewed: December 12, 2012
 Revised: June 11, 2014
Revised:

**2017-2018 RSU5 Board Work Plan
(9-13-17 Draft)**

September 13, 2017 Workshop	Board Vote on 2017-2018 Goals Executive Session on Supt's 16-17 Evaluation (w/Becky)
September 27, 2017 Business Meeting	Superintendent's New Evaluation Tool MSMA Fall Conference Delegate & Alternate MSMA Resolutions Charge of Strategic Planning Advisory Committee Policies
October 11, 2017 Workshop	Pre-K Program Class Size
October 25, 2017 Business Mtg. @ PES	<i>Budget Timeline</i> PES Update (Good News, etc.) Long-range Capital Improvement Plan Approved Members of Strategic Planning Advisory Comm. Policies
November 8, 2017 Workshop	FHS Guidance Program MLS Goal Review MSS Goal Review Testing/Assessments
November 29, 2017 Business Mtg. @ DCS	DCS Update (Good News, etc.) DCS Goal Review Pownal Goal Review Board Committees (due to Freeport election) Policies
December 13, 2017 Business Meeting	<i>Pro Forma Budget – School Board Budget Goals</i> FMS Goal Review FHS Goal Review Policies Funding Formula
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January 10, 2018 Workshop	Technology Report Nutrition Report Athletics Report Instructional Support Report Community Programs Report
January 24, 2018 Business Meeting	<i>Superintendent's Recommended Budget - Presented</i> Math Update Policies

*February 7, 2018 Budget Workshop	<i>Budget Review: DCS, FMS, FHS</i>
February 14, 2018 Workshop	<i>Budget Review: MSS, PES, MLS 18-19 School Calendar (1st Read) FHS Program of Studies Executive Session on Administrator Contracts</i>
February 28, 2018 Business Meeting	<i>Budget Review: Technology, CIA, Nutrition, Community Programs 18-19 School Calendar (2nd Read) Administrator Contract Renewal Policies</i>
*March 7, 2018 Budget Workshop	<i>Budget Review: Inst. Support, Maintenance, Athletics</i>
March 14, 2018 Workshop	<i>Review of FY 19 Superintendent's Budget Public Hearing on Budget Board Deliberations on Budget</i>
March 28, 2018 Business Meeting	<i>Adopt FY 19 School Budget Signing of Warrants for ABM & Referendum Policies</i>
April 11, 2018 Workshop @ PES	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 19 Budget PES Update (Good News, etc.) PG&E (PEPG) Update Update on Board Goals (progress) Migration of Students Presentation of Strategic Plan</i>
April 25, 2018 Business Meeting @ DCS	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 19 Budget DCS Update (Good News, etc.) Board Committees (due to Durham election) 5% Transfer Authority to Finance Committee Principal Evaluation Document Board Vote on Strategic Plan Policies</i>
May 9, 2018 Business Meeting	<i>6:00 -6:30: Q&A with individual Board members regarding FY 19 Budget Appointment of Probationary Teachers Comprehensive Education Plan NEASC Update</i>
May 23, 2018 @ DCS	<i>Annual Budget Meeting</i>

June 12, 2018

Budget Validation Referendum

June 13, 2018

Recognize Retirees
Computation & Declaration of Votes
Assessment Warrants
Professional Growth and Evaluation Handbook
Superintendent Authorization to Hire in the Summer
Organizational Business (Chair/Vice Chair, Committees)
Policies

Additional Board Agenda Items:

Routine Business Meeting Items - Superintendent's Report, Finance Report, Reports from Board Sub-Committees, Student/Staff recognitions, Report from FHS Student Government, two public comment sessions

Educator and Educational Support Personnel Negotiations will also take place this year. The Board will need to hold Executive Sessions throughout the year.

*Additional Meetings Due to Budget

FY 19 RSU5 Budget Timeline (9/13/17 Draft)

October 25, 2017 Business Meeting @ PES	<i>Budget Timeline</i>
??????? @ Central Office	<i>Leadership Meeting w/ Towns</i>
December 13, 2017 Business Meeting	<i>Pro Forma – School Board Priorities</i>
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January 24, 2018 Business Meeting	Superintendent's Recommended Budget
*February 7, 2018 Workshop	<i>Budget Review: DCS, FMS, FHS</i>
February 14, 2018 Budget Workshop	<i>Budget Review: MSS, PES, MLS</i>
February 28, 2018 Business Meeting	<i>Budget Review: Technology, CIA, Nutrition, Community Programs</i>
*March 7, 2018 Budget Workshop	<i>Budget Review: Inst. Support, Maintenance, Athletics</i>
March 14, 2018 Workshop	<i>Public Hearing on Budget / Deliberations</i>
March 28, 2018 Business Meeting	Adopt FY 19 School Budget
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April 11, 2018 @ PES Workshop	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 19 Budget</i>
April 25, 2018 @ DCS Business Meeting	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 19 Budget</i>
May 9, 2018 Workshop	<i>6:00 -6:30: Q&A with individual Board members regarding FY 19 Budget</i>
May 23, 2018 @ DCS	Annual Budget Meeting
June 12, 2018	Budget Validation Referendum
*Additional Meetings	

Approved by Board: ???

RSU5 Goals

2017-2018



RSU5's mission is to provide our students with a world-class education that will challenge minds, engage creativity, develop self-discipline, and advance inherent strengths.

Approved by Board:

Mission: Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Evidence:

- Increased percentage of students scoring in the proficient/exceeding categories in math and language arts on the MEA/SAT.

Strategic Objective 1:	Action Strategies:	Accountability/Communication	Stewardship of Resources
Implementation of proficiency-based learning PreK-12	<p>Identify Power Standards, performance indicators, scoring criteria, assessments</p> <p>RTI implementation/ revision K-12</p> <p>Implement Big Ideas Math Program 6-12</p>	<p>Board Policies reflect and support the proficiency based learning.</p> <p>Communication is timely and articulates progress toward proficiency based learning.</p> <p>Stories demonstrate the success of students in a proficiency-based system.</p> <p>Inform Board members at regular intervals about implementation</p>	<p>Professional Development Time</p> <ul style="list-style-type: none"> ● Workshops ● Subs ● Release Time ● Consultants <ul style="list-style-type: none"> ○ Great Schools Partnership ○ Math ○ Teachers College <p>New Math Materials</p> <ul style="list-style-type: none"> ● Algebra II ● Geometry

Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Evidence:

- **Increased percentage of students scoring in the proficient/exceeding categories in math and language arts on the MEA/SAT.**

[illegible]

Providing our Students with a World Class Education

Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Evidence:

- Improvement on assessments collected on District Scorecard

Strategic Objective 3:	Action Steps:	Accountability/ Communication	Stewardship of Resources
Create a long-term District strategic plan	<p>Outline Overall Process</p> <p>Hire Consultant/Facilitator to assist Superintendent in the strategic planning process</p> <p>Create Strategic Planning Subcommittee</p> <p>Gather input from various stakeholders</p> <p>Revise/create strategic plan</p>	<p>School Board Agenda/Minutes</p> <p>Consultant Contract</p> <p>Agenda/Minutes</p>	<p>Budget for necessary funds for possible consultant</p> <p>Budget for potential subs that may be needed</p>

2017-2018 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our schools provide a safe, engaging environment that fosters a passion for lifelong learning.

Strategic Objective 1: Implementation of proficiency-based learning PreK-12.

Action Strategies:	Activities	Responsibility	Timeline
1. Identify Power Standards, performance indicators, scoring criteria, assessments	<ol style="list-style-type: none">1. Power Standards<ol style="list-style-type: none">a. Revise power standards where needed2. Performance Indicators (grades 10-12)<ol style="list-style-type: none">a. Review/create performance indicatorsb. Revise performance indicators where needed3. Scoring Criteria (grades 10-12)<ol style="list-style-type: none">a. Review/create scoring criteriab. Revise scoring criteria as needed4. Assessments (K-12):<ol style="list-style-type: none">a. Design/revise and implement a wide range of rigorous assessments, including performance-based assessments, in all content areas at FHSb. Analyze student work from assessments to gather data about students' levels of understanding at FHSc. Use data from assessments to guide and differentiate instructional practices and reteaching at FHS5. Create a communication plan	Principal FHS Assistant Superintendent Superintendent Administrators	June 2018

2017-2018 RSU5 Goals - Support Document

2. Implementation/revision of RTI of K-12	<ol style="list-style-type: none"> 1. Professional Development for teachers around strategies for RTI-Behavior 2. Reflecting on student data to progress monitor and to inform instruction 	Director of Instructional Support, Assistant Superintendent	May 2018
3. Implementation of 6-12 math curriculum	<ol style="list-style-type: none"> 1. Professional development for initial implementation <ul style="list-style-type: none"> • PLCs • Consultants • Math Walk-through 2. Reflecting on student data to monitor implementation 3. Implement GaTE clustering model 4. Assess effectiveness of clustering model 	Assistant Superintendent, Building Administrators, Math Interventionist	<p>April of 2018</p> <p>September 2017 June 2018</p>
4. Differentiation of math instruction K-5	<ol style="list-style-type: none"> 1. Conduct EM4 Needs Assessment Audit 2. Determine next steps for increasing math achievement K-5 3. Implement GaTE clustering model. 4. Assess effectiveness of clustering model. 	Administrators Assistant Superintendent	<p>1. November 2017 2. November 2017</p> <p>3. September 2017 4. June 2018</p>

2017-2018 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our educators are mentors dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

Strategic Objective 2: Improved teacher and administrator effectiveness.

Action Strategies	Activities	Responsibility	Timeline
1. Create plan for administrators to calibrate together	1. Determine 3 specific dates and foci for calibration.	Assistant Superintendent	Fall of 2017
2. Implement assessments for student growth	1. Develop master timeline for Principals 2. Collaborate with tech staff to develop tracking system 3. Evaluators review assessment results with educators	1. Assistant Superintendent 2. Director of Technology, Assistant Superintendent 3. Director of Instructional Support, Principals	1. Fall 2017 2. November 2017 3. Spring 2018
3. Implement educator peer observation	1. Documentation of completion of peer observations	Administrators	April of 2018
4. Creation of SMART Goals	1. Each school utilize data when creating goals 2. Data presented with presentation of goals	Building Administrators	Fall of 2017
5. Revise Principal Evaluation document	1. Review and revise the Principal Evaluation document with B-Team 2. Present revisions to PEPG for Committee approval 3. Present final revision to the Board	Superintendent, Assistant Superintendent PEPG Committee B-Team	December of 2017 for revision process. Spring 2018 for Board approval

2017-2018 RSU5 Goals - Support Document

RSU5 Goal: Focus on Student Achievement Through Improved Student-Centered Teaching and Learning.

Vision: Our community supports the concept that each individual-be they student, educator, parent, or community member - bears responsibility to the success of our mission.

Strategic Objective 3: To create five year Strategic Plan

Strategies	Activities	Responsibility	Timeline
1.Outline overall process	1. Draft plan	Asst. Superintendent Superintendent	October 2017
2. Hire Consultant/Facilitator to assist superintendent in strategic planning process	1. Contact MSMA for suggestions 2. Contact potential facilitators 3. Select facilitator	Board Members Administrators Board/Admin	September 2017 October 2017 October 2017
3. Create Strategic Planning Committee	1. Proposal of Team Makeup 2. Team Meets to Create Plan	Superintendent Asst. Superintendent School Board	Fall of 2017 Fall of 2017
4. Gathering input from stakeholders	1. Conduct public forums 2. Utilize surveys to provide feedback	Strategic Planning Committee	February 2018
5. Sub-committee creates draft plan for review and revisions	1. Create draft plan 2. Present draft to administrative team 3. Committee decides on further action	Strategic Communications Subcommittee	April of 2018
6. Strategic Planning Committee brings draft to Board for feedback/approval	1. Board Presentation	Strategic Communications Subcommittee	May 2018 Ongoing
7. Communication of Strategic Plan	1. Create communication plan	Strategic Communications Subcommittee	July 2018