

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– JUNE 14, 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:

___ Pownal Vacant	___ 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. Consideration and approval of Minutes:
 - A. Consideration and approval of the Minutes of May 10, 2017 and May 24, 2017 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____
5. Adjustments to the Agenda:
6. Good News and Recognition:
 - A. Recognition of Retirees
7. Public Comments:
8. Superintendent's Report:
 - A. Items for Information
 1. 2017-2018 Board of Directors Meeting Schedule
 2. Resignations/Retirements: (effective at the end of the 2016-2017 contract year):
 - a) Sarah Duffy
 - b) Beth Thompson
 - c) Janet Schwanda (Retirement)
 - d) Susan Jordan (Retirement)
 - B. Administrator Reports:
 1. Finance – Michelle Lickteig
 2. FHS Core Values Statement – Jen Gulko
9. Unfinished Business:
 - A. Move that the Computation and Declaration of Votes dated June 14, 2017 and attached hereto be approved.

Motion: _____ 2nd: _____ Vote: _____

B. Move that the Computation and Declaration of Votes be entered upon the records of Regional School Unit No. 5.

Motion: _____ 2nd: _____ Vote: _____

C. Move that a certified copy of the Computation and Declaration of Votes be sent to each of the Municipal Clerks within the Regional School Unit.

Motion: _____ 2nd: _____ Vote: _____

D. Move that the Assessment Warrant and the Assessment Schedule and Notice of Installments prepared by the Treasurer for each member municipality of this Regional School Unit for fiscal year 2017-2018 be approved and be issued in form presented to this meeting; and that the Treasurer be authorized and directed to deliver to each member municipality its Assessment Warrant and its Assessment Schedule and Notice of Installments.

Motion: _____ 2nd: _____ Vote: _____

E. Consideration and approval of the final design for signage of the Joan Benoit Samuelson Track and Field, including the Nike swoosh.

Motion: _____ 2nd: _____ Vote: _____

10. New Business:

A. Consideration and approval to employ a Math Teacher at Freeport High School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and approval to employ a 5th Grade Teacher at Pownal Elementary School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration and approval to employ a .5 Time Guidance Counselor at Pownal Elementary School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

D. Consideration and approval to employ a .5 Drama Teacher at Freeport High School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

10. E. and F. are Anticipated

E. Consideration and approval to employ a Math Teacher at Freeport Middle School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

F. Consideration and approval to employ a Math RTI Teacher at Morse Street School for the 2017-2018 school year.

Motion: _____ 2nd: _____ Vote: _____

G. Consideration and approval to authorize the Superintendent to hire staff between June 15, 2017 and the first Board meeting in September, 2017.

Motion: _____ 2nd: _____ Vote: _____

H. Consideration and approval to adopt the revised RSU5 Professional Growth and Evaluation Handbook for 2017-2018.

Motion: _____ 2nd: _____ Vote: _____

I. Consideration and approval of the Comprehensive Education Plan.

Motion: _____ 2nd: _____ Vote: _____

11. Board Comments: (Reports from Sub-Committees)

A. Finance Committee

B. Strategic Communications - Final Executive Summary of Unity/Pride Survey

C. Policy Sub-Committee

12. Policy Review:

A. Consideration and approval of the following Policies (2nd Read: Packet 17-8)

1. IKF – Graduation Requirements

Motion: _____ 2nd: _____ Vote: _____

13. Organizational Business (to take effect July 1, 2017):

A. Consideration of action to appoint a Chair for RSU No. 5 Board of Directors.

Motion: _____ 2nd: _____ Vote: _____

B. Consideration of action to appoint a Vice-Chair for RSU No. 5 Board of Directors.

Motion: _____ 2nd: _____ Vote: _____

C. Consideration of action to add, delete, or consolidate committees and make annual appointments.

1. Negotiations

Professional (Brown, Parker, Ritcheson)

Support (Decsipkes, Vacant)

2. Policy (Decsipkes, Ledbetter)

3. Strategic Communications Committee (Brown, Decsipkes, Sterling, Steverlynck)

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

5. RSU5 Student Aspirations (Ritcheson)

6. RSU5 Community Programs Advisory Committee (Parker)

7. Maine Region 10 Technical High School Board (Morang, Brown)

8. Dropout Prevention Committee (Ledbetter)

9. Stipend Review Committee (Parker, Galletta)

10. Cable TV Board & Technology Committee (Sterling)

11. Freeport Performing Arts Center Advisory Committee (Parker)

12. Facilities Committee (Morang, Ledbetter)

13. MSMA Legislative Contact (Ledbetter)

14. Safety Committee (Clough, Ledbetter)

15. Wellness Committee (Steverlynck)

16. Title I (Ritcheson)

17. K-12 Proficiency Based Education Committee (Woodard)

18. School Attorney
Drummond Woodsum

19. School Physician
Julia Lockwood

Motion: _____ 2nd: _____ Vote: _____

14. Board discussion on the Annual Budget Meeting.

15. Public Comments:

16. Executive Session:

A. To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(D) for the purpose of discussing Administrator negotiations for RSU5.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

Motion: _____ 2nd: _____ Vote: _____

18. Adjournment:

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

4.A.

RSU No. 5 Board of Directors Meeting
Wednesday, May 10, 2017 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes
6:00 – 6:30 p.m. Q&A with Board members on FY18 Budget

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 14, 2017 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:32 p.m.

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

MEMBERS ABSENT: Jeremy Clough

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION AND APPROVAL OF MINUTES:

A. VOTED: To approve the Minutes of April 12, 2017 and April 26, 2017 as presented barring any errors or omissions. (deCsipkes – Brown) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

6. PUBLIC COMMENT:

Bill Rixon, Freeport

7. SPECIAL PRESENTATION:

A. New 6-12 Math Program (Cynthia Alexander)

8. SUPERINTENDENT'S REPORT:

A. Items for Information

1. Resignations/Retirements: (effective at the end of the 2016-2017 contract year):

a) Kaitlin Richwalder, MSS Special Education Teacher

b) Simon Skold – FHS Drama Teacher

c) Nancy Gallant, FHS Special Education Teacher (retirement)

d) Ingrid Kupka, FHS Math Teacher

9. UNFINISHED BUSINESS:

A. VOTED: That the warrant for the Regional School Unit No. 5 (the “Regional School Unit”) Budget Meeting presented to the meeting be and is hereby approved and that a Regional School Unit budget meeting be and is hereby called for May 24, 2017 for the purpose of voting on the annual budget for the Regional School Unit for the 2017-2018 fiscal year.
(Brown – Steverlynck) (10 – 0)

B. VOTED: That the Warrant and Notice of Election for the Regional School Unit Budget Validation Referendum presented to the meeting be and is hereby approved, and that a Regional School Unit budget validation referendum be and is hereby called for June 13, 2017 for the purpose

of approving the budget adopted at the Regional School Unit budget meeting for the 2017-2018 fiscal year. (Ledbetter – Steverlynck) (10 – 0)

C. VOTED: That the form of Notice of Amounts Adopted at Budget Meeting presented to this meeting be and is hereby approved, and that the Superintendent of Schools of the Regional School Unit is hereby authorized and directed to complete said Notice by adding the amounts approved by the voters for each expenditure category and the total school budget summary expenditure amount, all in accordance with the Regional School Unit budget meeting on May 24, 2017, 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 13, 2017 Regional School Unit budget validation referendum. (Brown – Sterling) (10 – 0)

D. Moved by Steverlynck, seconded by Parker that this Board transfer \$161,182 in available contingency funds from the High School Project to the Track and Field Project in accordance with the January 10, 2017 referendum authorization.

Amendment #1: Moved by Brown, seconded by Steverlynck to add: upon receipt of funds from the Tri-Town Track and Field. (10 – 0) Amendment Passes

Vote on Main Motion as Amended: (10 – 0)

10. NEW BUSINESS:

A.1. VOTED: To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2017-2018 school year.
(Brown – Steverlynck) (10 – 0)

Educators for 2nd Year Probationary Contracts:

Carrie Begley
Jan Bessey
Beth Brewer
Lindsay Carter
Amanda Chisholm
Kara Constantine
Heather Gilpin
Julianne Hansbury
Rosemarie Lawrence
Sasha Levasseur
Jessica Montgomery
Rachel Olson
Jason Ouellette
Elisabeth Pierce
Chelsea Ray
Melissa Shaw
Kelli Wedgewood
Nicola Westberry

A.2. VOTED: To accept the nomination of the following personnel, excluding Ingrid Kupka, and to authorize the Superintendent of Schools to issue a contract for the 2017-2018 school year. (Brown – deCsipkes) (10 – 0)

Educators for 3rd Year Probationary Contracts:

Rocco Abbatemarco
Kelly Barton
Laura Bubar
Jody Caulfield
Tatiana Green
Matt Halpern
Cynthia Hjorth
Cindy Kivler
Rachel Lawson
Sarah Mason
Heidi McCarthy
Shawn McKeown
Stephanie Merrill
Heidi Miller
Chelsea Morley
Cheryl Sleeper
Anna Warren
Melissa Wetherell
David Whiting

A.3. VOTED: To accept the nomination of the following personnel and to authorize the Superintendent of Schools to issue a contract for the 2017-2018 school year. (Woodard – Sterling) (10 – 0)

Educators for 1st Year Continuing Contracts:

Margaret Chalmers
Elizabeth Clark
Susan Dee
Patricia Francis
Colleen Gridley
Terrence Hickey
Tess Hoffmann
Lisa Hogan
Halie Lyons
Carolyn Vavro
Paul White

B. VOTED: To approve Bid Ideas as a Math Program 6-12. (Brown – Steverlynck) (10 – 0)

11. Policy Review: Policy Review was Tabled

A. Consideration and approval of the following Policies (2nd Read: Packet 17-7)

1. JLCD – Administering Medication to Students
2. DJH – Purchasing and Contracting: Procurement Staff Code of Conduct
3. IKAB – Report Cards/Progress Reports

B. Consideration and approval of the following Policies (1st Read: Packet 17-8)

2. IKF – Graduation Requirements
3. IK – Student Achievement / Evaluation of Student Achievement
4. IKC – Transcripts and Academic Achievement
5. IKE – Promotion, Retention and Acceleration of Students

C. Consideration and approval to rescind the following policies:

1. KBF-E1– Title 1 Parent Involvement Policy
2. KBF-E2 – Title 1 Parent Involvement Policy
3. JLC – Student Health Requirements and Services

12. Administrator Report: **Administrator Report was Tabled**

- A. FHS Core Values and Beliefs Statement – Jen Gulko

13. Public Comments:

14. **EXECUTIVE SESSION:**

A. **VOTED:** To enter into Executive Session to consider the discipline of a public school student pursuant to 1 M.R.S.A. § 405(6)(B). (Brown – Steverlynck) (10 – 0)

Time In: 7:48 p.m.

Time Out: 7:49 p.m.

ACTION AS A RESULT OF EXECUTIVE SESSION:

No Action taken

B. **VOTED:** To enter into Executive Session to consult with legal counsel pursuant to 1 M.R.S.A. § 405(6)(E). (Brown – Steverlynck) (10 – 0)

Time In: 7:50 p.m.

Time Out: 8:13 p.m.

ACTION AS A RESULT OF EXECUTIVE SESSION:

No action taken

C. **VOTED:** To enter into Executive Session to consider the discipline of a public school student pursuant to 1 M.R.S.A. § 405(6)(B). (Steverlynck – Sterling) (10 – 0)

Time In: 8:14 p.m.

Time Out: 8:57 p.m.

15. **ACTION AS A RESULT OF EXECUTIVE SESSION:**

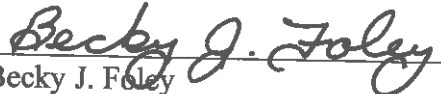
VOTED: To expel a student from school pursuant to 20-A M.R.S.A. Section 1001(9) on the grounds that such expulsion is necessary for the peace and usefulness of the schools, and to direct the Superintendent to provide the student's parents written notice of this action, the Committee's findings and the conditions the administration will consider before recommending readmission of the student to school. (Morang - deCsipkes) (10 – 0)

Agenda Items Were Taken Out of Order Due to Executive Session

10. C. Discussion on a foreign student exchange between FHS students and France.

16. ADJOURNMENT:

VOTED: To adjourn at 9:22 p.m. (Parker – Galletta) (10 – 0)


Becky J. Foley
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, May 24, 2017 – 5:30 p.m.
Freeport High School - Gymnasium
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the June 14, 2017 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 5:36 p.m.

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

MEMBERS ABSENT: Sarah Woodard

3. PLEDGE OF ALLEGIANCE:

4. ADJUSTMENTS TO THE AGENDA:

Update on the spraying for brown tail moths

5. NEW BUSINESS:

A. VOTED: To employ the following teachers for the 2017-2018 school year:

Megan Nealy - Math Teacher at Durham Community School

Darren Carter - .8 Time Assistant Principal at Freeport Middle School

Susan Deeves - .65 ELA Teacher at Freeport Middle School

Michael Lawson - .5 Social Studies Teacher at Freeport High School

Michelle Hill - Special Education Teacher at Freeport High School

Leslie Thibeault - Special Education Teacher at Morse Street School

Sara Domingo - 4th Grade Teacher at Durham Community School

Shannon Sampson - .4 Nurse at Morse Street School (one year only position)

Emily Guyer - Nurse at Freeport High School

Jacqueline Pawling - Special Education Teacher at Freeport High School

(Parker – Ledbetter) (10 – 0)

6. POLICY REVIEW:

A. Consideration and approval of the following Policies (2nd Read: Packet 17-7)

1. JLCD – Administering Medication to Students

2. DJH – Purchasing and Contracting: Procurement Staff Code of Conduct

3. IKAB – Report Cards/Progress Reports

(Parker – Galletta) (10 – 0)

B. Consideration and approval of the following Policies (1st Read: Packet 17-8)

1. IKF – Graduation Requirements

(Steverlynck – Brown) (10 – 0)

2. **IK – Student Achievement / Evaluation of Student Achievement - Tabled**

3. **IKC – Transcripts and Academic Achievement - Tabled**

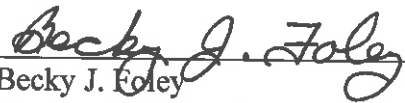
4. **IKE – Promotion, Retention and Acceleration of Students - Tabled**

C. Consideration and approval to rescind the following policies:

1. KBF-E1– Title 1 Parent Involvement Policy
2. KBF-E2 – Title 1 Parent Involvement Policy
3. JLC – Student Health Requirements and Services
(Parker – Ledbetter) (10 – 0)

7. ADJOURNMENT:

VOTED: To adjourn at 6:22 p.m. (Parker – Ledbetter) (10 – 0)


Becky J. Foley
Superintendent of Schools



Durham • Freeport • Pownal

8.A.1

***RSU No. 5 Board of Directors Meeting Schedule
2017-2018***

Meetings typically begin at 6:30 p.m. in the High School Library

August 23, 2017	Retreat
September 13, 2017	Business Meeting
September 27, 2017	Business Meeting
October 11, 2017	Business Meeting
October 25, 2017	Business Meeting at Pownal Elementary School
November 8, 2017	Business Meeting
November 29, 2017*	Business Meeting at Durham Community School
December 13, 2017	Business Meeting
January 10, 2018	Business Meeting
January 24, 2018	Business Meeting
February 14, 2018	Business Meeting
February 28, 2018	Business Meeting
March 14, 2018	Business Meeting
March 28, 2018	Business Meeting
April 11, 2018	Business Meeting at Pownal Elementary School
April 25, 2018	Business Meeting at Durham Community School
May 9, 2018	Business Meeting
May 23, 2018	Business Meeting
June 13, 2018	Business Meeting

*Dates changed to accommodate holidays and other conflicts.

RSU No. 5 Board of Directors: _____

8.B.1.

RSU #5	General Budget Report	as of 5-25-2017			2016-2017			
Article #	Description	2016-2017		Revised	Expenses	Encumb	Balances	%
		Budget	Transfers	Budget	YTD	YTD	YTD	Remaining
Article 1	Support Staff	\$3,034,814.00	\$0.00	\$3,034,814.00	\$2,167,751.50	\$71,460.93	\$795,601.57	26.22%
Article 2	School Administration	\$1,501,738.00	\$0.00	\$1,501,738.00	\$1,276,901.05	\$2,326.78	\$222,510.17	14.82%
Article 3	Operation of Plant	\$4,601,454.00	\$0.00	\$4,601,454.00	\$4,143,903.59	\$177,470.68	\$280,079.73	6.09%
Article 4	Voc. Ed. Assessment	\$542,107.00	\$0.00	\$542,107.00	\$542,110.08	\$0.00	-\$3.08	0.00%
Article 5	School Nutrition/Crossing Guard	\$226,629.00	\$0.00	\$226,629.00	\$207,401.34	\$18,769.01	\$458.65	0.20%
Article 6	Instruction K - 12	\$12,088,185.00	-\$66,006.00	\$12,022,179.00	\$8,561,126.14	\$97,862.46	\$3,363,190.40	27.97%
Article 7	Co-Curr. & Athletics	\$738,862.00	\$66,006.00	\$804,868.00	\$591,264.60	\$57,891.47	\$155,711.93	19.35%
Article 8	District Administration	\$784,704.00	\$0.00	\$784,704.00	\$607,724.31	\$5,771.97	\$171,207.72	21.82%
Article 9	Transportation Services	\$1,522,706.00	\$0.00	\$1,522,706.00	\$1,222,810.57	\$66,743.01	\$233,152.42	15.31%
Article 10	Debt Service	\$1,671,693.00	\$0.00	\$1,671,693.00	\$1,453,546.53	\$0.00	\$218,146.47	13.05%
Article 11	Special Education Services	\$4,195,780.00	\$0.00	\$4,195,780.00	\$3,050,050.60	\$6,685.99	\$1,139,043.41	27.15%
	Totals	\$30,908,672.00	\$0.00	\$30,908,672.00	\$23,824,590.31	\$504,982.30	\$6,579,099.39	21.29%

6/14/2017

—Tabled From 5-10-17

8.6.2.

Freeport High School Core Values and Beliefs

Mission:

Freeport High School is committed to integrity, community, perseverance, and creativity. We celebrate individuality and empower students to achieve their highest personal aspirations in the pursuit of excellence.

Values:

We value Integrity

- Those with integrity treat others and themselves with respect, honesty, kindness, and fairness.

We value Community

- Those who value community embrace relationships, celebrate diversity, display empathy, and nurture well-being

We value Perseverance

- Those who persevere take ownership of their learning, embrace challenge, and aspire to achieve their potential in the face of difficulties.

We value Creativity

- Those who are creative engage their world with a spirit of curiosity, take risks, and approach problem solving in innovative ways.

Beliefs about learning: We are...

Learner-centered

- We believe that when we take responsibility for our learning, we are empowered to become collaborative learners who are proficient at seeking support and are self-directed.

Critical thinkers

- We believe that when we examine a problem or challenge from multiple perspectives with an open mind and a questioning spirit, we are able to enrich our understanding of the world.

Effective communicators

- We believe that when we articulate our thoughts and listen actively, we are able to effectively engage others, collaborate within our community, and reflect on our strengths and weaknesses.

Problem solvers

- We believe that when we take initiative, use a variety of approaches and strategies, and learn from both our successes and failures, we are able to solve complex and important problems.

REGIONAL SCHOOL UNIT NO. 5
COMPUTATION AND DECLARATION OF VOTES

9.A, B, C.

The total number of votes cast in all of the municipalities within Regional School Unit No. 5 (the "Regional School Unit") in the affirmative and in the negative on Question 1 of the Warrant and Notice of Election of the Regional School Unit Budget Validation Referendum held June 13, 2017, relating to the adoption of the Regional School Unit's 2017-2018 budget is as follows:

QUESTION 1:	AFFIRMATIVE	NEGATIVE
Town of Durham:	_____	_____
Town of Freeport:	_____	_____
Town of Pownal:	_____	_____
TOTAL:	=====	=====

The School Board hereby declares that said Question has _____
(write "passed" or "failed")

Dated: _____, 2017

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

A true copy, attest: _____
Becky J. Foley, Secretary



Durham • Freeport • Pownal

9.D

To: Dr. Becky Foley, Superintendent

From: Michelle Lickteig, Director of Finance & Human Resources

Date: June 7, 2017

RE: RSU5 Town Assessment Warrants

The amount of each member town's assessment has been determined for the 2017-2018 school year based on the budget before the voters at the upcoming June 13, 2017 Budget Validation Referendum. If the budget is approved by the voters the Board is required to approve and sign the warrants and then to direct the Treasurer to issue the assessments to each member town. There is a motion on the agenda for the Board's consideration. A copy of the Assessment Warrant and Assessment Schedule and Notice of Installments are attached for review. Please feel free to contact me with any questions.

Regional School Unit No. 5

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

STATE OF MAINE
WARRANT FOR ASSESSMENT OF REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5
17 West Street
Freeport, ME 04032

To the Assessor(s) of the Town of Durham, in the County of Androscoggin:

Under and by virtue of the provisions of sections 1451-1512 of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU"), organized in pursuance thereof, hereby issues its warrant for the assessment of taxes on the Town of Durham (the "Town") for the year covering the period of July 1, 2017 to June 30, 2018.

WHEREAS, the citizens of the RSU, at the Budget Meeting held on May 24, 2017, voted that the sum of Thirty-Two Million Two Hundred Seven Thousand Six Hundred Eighty-Five Dollars and Zero Cents (\$32,207,685) should be approved as the total budget for the RSU, for the period July 1, 2017 to June 30, 2018, plus the sum of One Hundred Three Thousand Dollars and Zero Cents (\$103,000) for Adult Education, and at the Budget Validation Referendum held on June 13, 2017 voted to approve the budget adopted at the Budget Meeting;

WHEREAS, the School Board has determined that the total budget of Thirty-Two Million Two Hundred Seven Thousand Six Hundred Eighty-Five Dollars and Zero Cents (\$32,207,685), plus the sum of One Hundred Three Thousand Dollars and Zero Cents (\$103,000) for Adult Education, minus all other anticipated revenues, Seven Million Ten Thousand Fifty-Nine Dollars and Zero Cents (\$7,010,059), requires the sum of Twenty-Five Million Three Hundred Thousand Six Hundred Twenty-Six Dollars and Zero Cents (\$25,300,626) to be assessed against the member municipalities of the RSU, for the period July 1, 2017 to June 30, 2018; and

WHEREAS, the School Board on June 14, 2017 ordered that Warrants be issued forthwith and sent out for assessing the municipalities comprising the RSU their proportionate shares, said shares being in accordance with existing statutes and the method of sharing costs among the member municipalities of the RSU, and for paying the same to the Treasurer of the RSU;

NOW THEREFORE, pursuant to the provisions of section 1489 of Title 20-A of the Maine Revised Statutes, you are hereby required in the name of the State of Maine and the RSU to assess the sum of Four Million Nine Hundred Ninety-Three Thousand Three Hundred Twenty-Three Dollars and Zero Cents (\$4,993,323) (the "Town's School Assessment"), upon the taxable estates within the Town according to the provisions of law for the assessment of taxes; and in making the Town's School Assessment, you are required to add the sum aforesaid to the amount of state, county and municipal taxes to be assessed by you.

And you are alike required to pay or issue your warrants to the several constables or collectors of the Town requiring them respectively to levy and collect the sum of Four Million Nine Hundred Ninety-Three Thousand Three Hundred Twenty-Three Dollars and Zero Cents (\$4,993,323), and to pay to the Treasurer of the Town the aforesaid sum set against the Town, to be paid by the Treasurer of the Town

to the Treasurer of the RSU in twelve equal monthly installments on or before the 20th of each of the months, July 2017 to June 2018.

Given under our hands this 14th day of June, 2017.

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

A majority of the School Board

Attest: _____
Dr. Becky Foley, Treasurer
Regional School Unit No. 5

STATE OF MAINE
ASSESSMENT SCHEDULE AND NOTICE OF INSTALLMENTS OF
REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5
17 West Street
Freeport, ME 04032

To the Treasurer of the Town of Durham in the County of Androscoggin (the "Town"):

Under and by virtue of section 15691-A of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU") presents the following Assessment Schedule based on the budget approved at the most recent RSU budget meeting:

<u>Municipality</u>	<u>Assessment</u>
<i>Durham</i>	\$ 4,993,323
<i>Freeport</i>	\$17,466,604
<i>Pownal</i>	\$ 2,840,698

Under and by the virtue of the provisions of section 1489 (3) of Title 20-A of the Maine Revised Statutes, you are hereby notified that the following monthly installments are payable by the Town to the Treasurer of the RSU for fiscal year 2017-2018, and that each such monthly installment is due on or before the 20th of each month, commencing July 20 of said fiscal year, as follows:

July 20, 2017	\$ 416,110.25
August 20, 2017	\$ 416,110.25
September 20, 2017	\$ 416,110.25
October 20, 2017	\$ 416,110.25
November 20, 2017	\$ 416,110.25
December 20, 2017	\$ 416,110.25
January 20, 2018	\$ 416,110.25
February 20, 2018	\$ 416,110.25
March 20, 2018	\$ 416,110.25
April 20, 2018	\$ 416,110.25
May 20, 2018	\$ 416,110.25
June 20, 2018	\$ 416,110.25
2017-2018 Fiscal Year Total	\$4,993,323.00

Given under our hands this 14th day of June, 2017.

_____	_____
_____	_____
_____	_____
_____	_____
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A majority of the School Board

Attest: _____
Dr. Becky Foley, Treasurer
Regional School Unit No. 5

STATE OF MAINE
WARRANT FOR ASSESSMENT OF REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5

17 West Street
Freeport, ME 04032

To the Assessor(s) of the Town of Freeport, in the County of Cumberland:

Under and by virtue of the provisions of sections 1451-1512 of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU"), organized in pursuance thereof, hereby issues its warrant for the assessment of taxes on the Town of Freeport (the "Town") for the year covering the period of July 1, 2017 to June 30, 2018.

WHEREAS, the citizens of the RSU, at the Budget Meeting held on May 24, 2017, voted that the sum of Thirty-Two Million Two Hundred Seven Thousand Six Hundred Eighty-Five Dollars and Zero Cents (\$32,207,685) should be approved as the total budget for the RSU, for the period July 1, 2017 to June 30, 2018, plus the sum of One Hundred Three Thousand Dollars and Zero Cents (\$103,000) for Adult Education, and at the Budget Validation Referendum held on June 13, 2017 voted to approve the budget adopted at the Budget Meeting;

WHEREAS, the School Board has determined that the total budget of Thirty-Two Million Two Hundred Seven Thousand Six Hundred Eighty-Five Dollars and Zero Cents (\$32,207,685), plus the sum of One Hundred Three Thousand Dollars and Zero Cents (\$103,000) for Adult Education, minus all other anticipated revenues, Seven Million Ten Thousand Fifty-Nine Dollars and Zero Cents (\$7,010,059), requires the sum of Twenty-Five Million Three Hundred Thousand Six Hundred Twenty-Six Dollars and Zero Cents (\$25,300,626) to be assessed against the member municipalities of the RSU, for the period July 1, 2017 to June 30, 2018; and

WHEREAS, the School Board on June 14, 2017 ordered that Warrants be issued forthwith and sent out for assessing the municipalities comprising the RSU their proportionate shares, said shares being in accordance with existing statutes and the method of sharing costs among the member municipalities of the RSU, and for paying the same to the Treasurer of the RSU;

NOW THEREFORE, pursuant to the provisions of section 1489 of Title 20-A of the Maine Revised Statutes, you are hereby required in the name of the State of Maine and the RSU to assess the sum of Seventeen Million Four Hundred Sixty-Six Thousand Six Hundred Four Dollars and Zero Cents (\$17,466,604) (the "Town's School Assessment"), upon the taxable estates within the Town according to the provisions of law for the assessment of taxes; and in making the Town's School Assessment, you are required to add the sum aforesaid to the amount of state, county and municipal taxes to be assessed by you.

And you are alike required to pay or issue your warrants to the several constables or collectors of the Town requiring them respectively to levy and collect the sum of Seventeen Million Four Hundred Sixty-Six Thousand Six Hundred Four Dollars and Zero Cents (\$17,466,604), and to pay to the Treasurer of the Town the aforesaid sum set against the Town, to be paid by the Treasurer of the Town

to the Treasurer of the RSU in twelve equal monthly installments on or before the 20th of each of the months, July 2017 to June 2018.

Given under our hands this 14th day of June, 2017.

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A majority of the School Board

Attest: _____
Dr. Becky Foley, Treasurer
Regional School Unit No. 5

STATE OF MAINE
ASSESSMENT SCHEDULE AND NOTICE OF INSTALLMENTS OF
REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5
17 West Street
Freeport, ME 04032

To the Treasurer of the Town of Freeport in the County of Cumberland (the "Town"):

Under and by virtue of section 15691-A of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU") presents the following Assessment Schedule based on the budget approved at the most recent RSU budget meeting:

<u>Municipality</u>	<u>Assessment</u>
<i>Durham</i>	\$ 4,993,323
<i>Freeport</i>	\$17,466,604
<i>Pownal</i>	\$ 2,840,698

Under and by the virtue of the provisions of section 1489 (3) of Title 20-A of the Maine Revised Statutes, you are hereby notified that the following monthly installments are payable by the Town to the Treasurer of the RSU for fiscal year 2017-2018, and that each such monthly installment is due on or before the 20th of each month, commencing July 20 of said fiscal year, as follows:

July 20, 2017	\$ 1,455,550.33
August 20, 2017	\$ 1,455,550.33
September 20, 2017	\$ 1,455,550.33
October 20, 2017	\$ 1,455,550.33
November 20, 2017	\$ 1,455,550.33
December 20, 2017	\$ 1,455,550.33
January 20, 2018	\$ 1,455,550.33
February 20, 2018	\$ 1,455,550.33
March 20, 2018	\$ 1,455,550.33
April 20, 2018	\$ 1,455,550.33
May 20, 2018	\$ 1,455,550.33
June 20, 2018	\$ 1,455,550.37
2017-2018 Fiscal Year Total	\$17,466,604.00

Given under our hands this 14th day of June, 2017.

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A majority of the School Board

Attest: _____
Dr. Becky Foley, Treasurer
Regional School Unit No. 5

STATE OF MAINE
WARRANT FOR ASSESSMENT OF REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5
17 West Street
Freeport, ME 04032

To the Assessor(s) of the Town of Pownal, in the County of Cumberland:

Under and by virtue of the provisions of sections 1451-1512 of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU"), organized in pursuance thereof, hereby issues its warrant for the assessment of taxes on the Town of Pownal (the "Town") for the year covering the period of July 1, 2017 to June 30, 2018.

WHEREAS, the citizens of the RSU, at the Budget Meeting held on May 24, 2017, voted that the sum of Thirty-Two Million Two Hundred Seven Thousand Six Hundred Eighty-Five Dollars and Zero Cents (\$32,207,685) should be approved as the total budget for the RSU, for the period July 1, 2017 to June 30, 2018, plus the sum of One Hundred Three Thousand Dollars and Zero Cents (\$103,000) for Adult Education, and at the Budget Validation Referendum held on June 13, 2017 voted to approve the budget adopted at the Budget Meeting;

WHEREAS, the School Board has determined that the total budget of Thirty-Two Million Two Hundred Seven Thousand Six Hundred Eighty-Five Dollars and Zero Cents (\$32,207,685), plus the sum of One Hundred Three Thousand Dollars and Zero Cents (\$103,000) for Adult Education, minus all other anticipated revenues, Seven Million Ten Thousand Fifty-Nine Dollars and Zero Cents (\$7,010,059), requires the sum of Twenty-Five Million Three Hundred Thousand Six Hundred Twenty-Six Dollars and Zero Cents (\$25,300,626) to be assessed against the member municipalities of the RSU, for the period July 1, 2017 to June 30, 2018; and

WHEREAS, the School Board on June 14, 2017 ordered that Warrants be issued forthwith and sent out for assessing the municipalities comprising the RSU their proportionate shares, said shares being in accordance with existing statutes and the method of sharing costs among the member municipalities of the RSU, and for paying the same to the Treasurer of the RSU;

NOW THEREFORE, pursuant to the provisions of section 1489 of Title 20-A of the Maine Revised Statutes, you are hereby required in the name of the State of Maine and the RSU to assess the sum of Two Million Eight Hundred Forty Thousand Six Hundred Ninety-Eight Dollars and Zero Cents (\$2,840,698) (the "Town's School Assessment"), upon the taxable estates within the Town according to the provisions of law for the assessment of taxes; and in making the Town's School Assessment, you are required to add the sum aforesaid to the amount of state, county and municipal taxes to be assessed by you.

And you are alike required to pay or issue your warrants to the several constables or collectors of the Town requiring them respectively to levy and collect the sum of Two Million Eight Hundred Forty Thousand Six Hundred Ninety-Eight Dollars and Zero Cents (\$2,840,698), and to pay to the Treasurer of the Town the aforesaid sum set against the Town, to be paid by the Treasurer of the Town to the

Treasurer of the RSU in twelve equal monthly installments on or before the 20th of each of the months, July 2017 to June 2018.

Given under our hands this 14th day of June, 2017.

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A majority of the School Board

Attest: _____
Dr. Becky Foley, Treasurer
Regional School Unit No. 5

STATE OF MAINE
ASSESSMENT SCHEDULE AND NOTICE OF INSTALLMENTS OF
REGIONAL SCHOOL UNIT TAX

REGIONAL SCHOOL UNIT NO. 5
17 West Street
Freeport, ME 04032

To the Treasurer of the Town of Pownal in the County of Cumberland (the "Town"):

Under and by virtue of section 15691-A of Title 20-A of the Maine Revised Statutes, the Regional School Unit Board of Directors ("School Board") of Regional School Unit No. 5 (the "RSU") presents the following Assessment Schedule based on the budget approved at the most recent RSU budget meeting:

<u>Municipality</u>	<u>Assessment</u>
<i>Durham</i>	\$ 4,993,323
<i>Freeport</i>	\$17,466,604
<i>Pownal</i>	\$ 2,840,698

Under and by the virtue of the provisions of section 1489 (3) of Title 20-A of the Maine Revised Statutes, you are hereby notified that the following monthly installments are payable by the Town to the Treasurer of the RSU for fiscal year 2017-2018, and that each such monthly installment is due on or before the 20th of each month, commencing July 20 of said fiscal year, as follows:

July 20, 2017	\$ 236,724.83
August 20, 2017	\$ 236,724.83
September 20, 2017	\$ 236,724.83
October 20, 2017	\$ 236,724.83
November 20, 2017	\$ 236,724.83
December 20, 2017	\$ 236,724.83
January 20, 2018	\$ 236,724.83
February 20, 2018	\$ 236,724.83
March 20, 2018	\$ 236,724.83
April 20, 2018	\$ 236,724.83
May 20, 2018	\$ 236,724.83
June 20, 2018	\$ 236,724.87
2017-2018 Fiscal Year Total	\$2,840,698.00

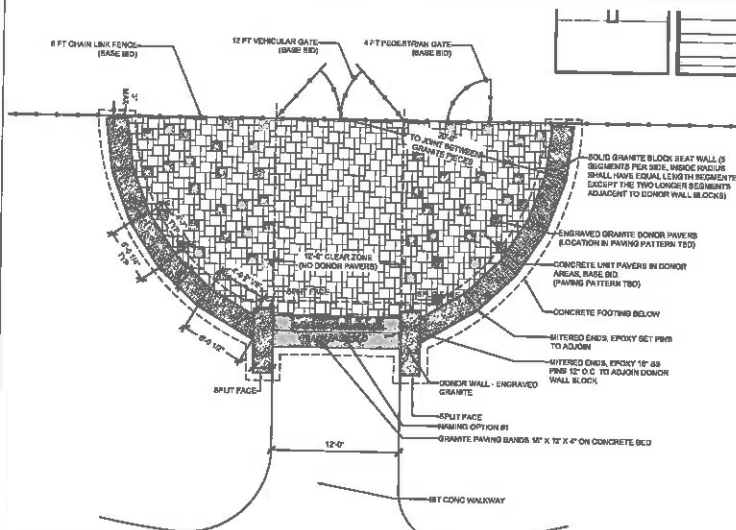
Given under our hands this 14th day of June, 2017.

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A majority of the School Board

Attest: _____
Dr. Becky Foley, Treasurer
Regional School Unit No. 5

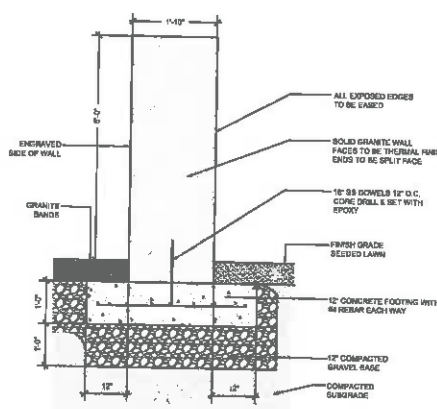
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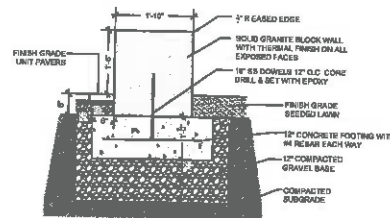
1 PLAN - WITH NAMING OPTION #1
SCALE: 3/16\"/>

- NOTES:
- 1) STONE TO BE WOODBURY GREY FROM SWENSON GRANITE
 - 2) ALL VISIBLE SURFACES TO BE THERMAL FINISH WEASED EDGE
 - 3) ENDS OF DONOR WALL COLUMNS (2) TO BE SPLIT FACE ON EXPOSED ENDS.

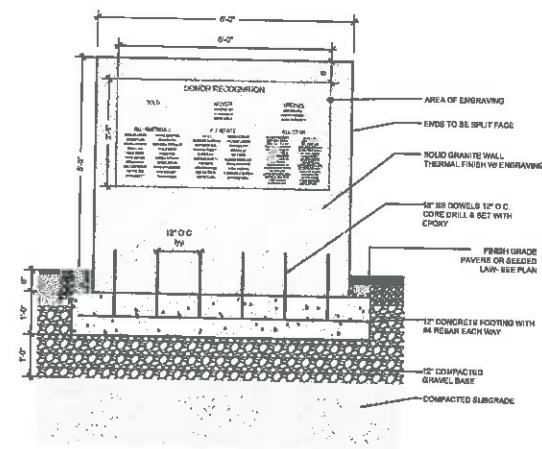
ALL ENGRAVING BY OWNER. CONTRACTOR SHALL INSTALL GRANITE WALL STONES PER PLAN. OWNER SHALL SUPPLY ENGRAVED PAVING STONES FOR INSTALLATION BY CONTRACTOR. LARGE STONE ENGRAVING TO BE COMPLETED BY OWNER ONCE STONES ARE INSTALLED ON SITE.



2 GRANITE DONOR WALL
SCALE: 3/16\"/>

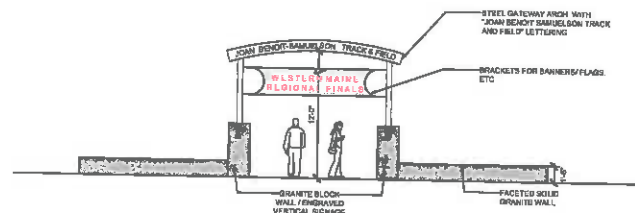


3 GRANITE SEAT WALL
SCALE: 3/16\"/>

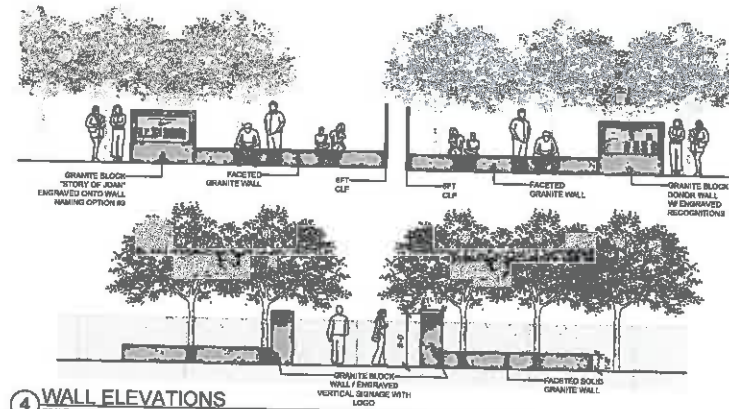


4 UNIT PAVERS
SCALE: 1/4\"/>

FOR OWNER REVIEW-
NOT FOR CONSTRUCTION



4 ARCHWAY-NAMING OPTION #2
SCALE: 3/16\"/>



4 WALL ELEVATIONS
SCALE: 3/16\"/>



Answer (Answer) Consulting
541 US Route One
Proport, ME 04002
Tel: 207-680-4000



CARROLL ASSOCIATES
LANDSCAPE ARCHITECTS
1000 Main Street
Proport, ME 04002

RSU #5
TRITOWN TRACK + FIELD PROJECT
FEBRUARY 2016

PROJECT SITE
TRITOWN TRACK + FIELD PROJECT
FEBRUARY 2016

DRAWING SHEET
DONOR PLAZA

DATE	REVISION
7/17/15	1. INITIAL DESIGN
7/17/15	2. REVISION 1
7/17/15	3. REVISION 2
7/17/15	4. REVISION 3
7/17/15	5. REVISION 4
7/17/15	6. REVISION 5
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Memorandum

To: RSU5 Board of Directors and Superintendent Dr. Becky Foley
From: Cynthia Alexander, Asst. Superintendent
Date: May 30, 2017
Re: *Comprehensive Education Plan*

The Board is required to have in place a "Comprehensive Education Plan." This plan contains copies of all state required policies, procedures, forms and other documents. Examples of the components include our Affirmative Action Plan, teacher and administrative certification plans, our Lau Plan and our kindergarten screening process.

Annually, the administrative team updates the Comprehensive Education Plan, as policies and procedures may change due to new regulations.

Each year we ask the Board to affirm our updated Comprehensive Education Plan with a vote from its members.

The Comprehensive Education Plan is available for review by the Board or other members of our school community and is located at the superintendent's office.

Please let me know if you have any questions or concerns.

Cynthia Alexander,
Assistant Superintendent

COMPREHENSIVE EDUCATION PLAN (CEP)

COMPONENT PLAN REQUIREMENTS FROM TITLE 20-A AND REGULATIONS

Each School Board must adopt a Comprehensive Education Plan by the end of the 2002-2003 school year that addresses all plans required by state or federal law or regulation, in accordance with Chapter 125 §4.02.E.7. The list of all required plans with their citations can be found at <http://www.state.me.us/education/reqplans.htm>. The aim of this document is to provide the text of the legal citation that each plan references. The citation to statute is indicated by "20-A MRSA." The citation to regulation is indicated by chapter number.

COMPREHENSIVE EDUCATION PLAN

20-A MRSA §4502.1. General requirements. Elementary and secondary schools and school administrative units, including an educational program or school located in or operated by a juvenile correctional facility, shall meet all requirements of the system of learning results as established in §6209 as well as other requirements of this Title and other statutory requirements applicable to the public schools and basic school approval standards. Each school administrative unit shall prepare and implement a comprehensive education plan that is aligned with the system of learning results, focused on the learning of all students and oriented to continuous improvement. This plan must address all plans required by the department.

AFFIRMATIVE ACTION PLAN

20-A MRSA §4502.4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 (Code of Fair Practices and Affirmative Action) as part of the school approval process and update this plan annually as necessary. The affirmative action plan must include a description of the status of the unit's nondiscriminatory hiring practice provided in § 1001.13, plans for in-service training programs on gender equity for teachers, administrators and school boards, and a plan for meeting the 5-year goal established under § 254.9. The unit shall submit any update of the plan annually to the commissioner.

20-A MRSA §100.13 Duties of school boards: School boards shall develop a nondiscriminatory hiring practice for positions requiring administrator certification. That hiring practice must include:

- A. Creation or reassessment of job descriptions
- B. Clearly stated criteria for positions; and
- C. An interview format that includes questions based on job descriptions and stated criteria.

PERSONNEL PLAN

20-A MRSA §4.02.E.3 The school administrative unit's personnel plan including the following:

- (a) Analysis of student population trends and personnel resources compared to the guidelines of Essential Programs and Services.
- (b) Strategies for recruiting, induction, training and retention of personnel.
- (c) The process for staff evaluation and supervision that includes professional support for teachers and administrators.
- (d) The Training and Development System in alignment with standards established in Section 8.08 of this rule.

PERSONNEL TRAINING & DEVELOPMENT PLAN

20-A MRSA § 4502.5.L-1 Other Standards.

A plan for training and development of all personnel that is aligned with the system of learning results as

established in section 6209.

20-A MRSA § 4502.5.O Other Standards.

Preparation of a written local policy and implementation of training for all guidance counselors and school personnel who administer reintegration planning pursuant to section 254, subsection 12, who participate in a reintegration team and who have access to confidential criminal justice information regarding juveniles pursuant to section 1055, subsection 12.

Ch 125 § 8.08 Personnel Training and Development. Each school board shall establish a System for Training and Development of all personnel that meets the following standards.

- A) The System is based on continuous improvement of each individual, of the school, and of the school administrative unit;
- B) The System focuses on practices that raise the academic performance of students on the content standards of the system of Learning Results and enhance student development;
- C) The System is aligned with other goals in the Comprehensive Education Plan and integrates individual development, building goals, and school administrative unit goals;
- D) The System is driven by information from local, state, and national resources for planning, implementation, and evaluation; and
- E) The System defines relevant roles for all stakeholders.

ADMINISTRATOR RECERTIFICATION PLAN

20-A MRSA §13019-A.2. Superintendent's Certificate renewal. A superintendent's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

20-A MRSA §13019-B.2. Principal's Certificate renewal. A principal's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

20-A MRSA §13019-C.2. Vocational Director's Certificate renewal. A certificate issued under this section is limited to 5 years in duration and may be renewed based on further graduate study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

Me Dept of Ed Reg Ch 118. Detailed in rule.

PROVISIONAL TEACHER SUPPORT SYSTEM PLAN

20-A MRSA §13015.1. Employment. No public school or private school approved for tuition purposes under § 2901.2.B may employ a provisional teacher unless it has an approved, locally designed, support system or has received specific authorization from the commissioner in accordance with state board rules

Me Dept of Ed Reg Ch 118. Detailed in rule.

LEP/LAU PLAN

Title VI of the Civil Rights Act of 1964;

Equal Education Opportunities Act of 1974;

No Child Left Behind Act of 2001.

The Lau Plan, named after the Lau vs. Nichols Supreme Court Decision of 1974 that equity in education is guaranteed for limited English proficient (LEP) children is the policy to be used by districts when

LEP students enroll in their schools, or who may enroll in their schools. All school districts, whether they have LEP students or not must have a Lau Plan. **Title VI** prohibits discrimination in all federal programs against certain protected groups. **EEO of 1974** requires school districts to take appropriate action to overcome language barriers of LEP students.

STUDENT DROPOUT PREVENTION PLAN

20-A MRSA §5103.1. Committee. Each superintendent, with school board approval, shall annually establish a separate dropout prevention committee for each individual school unit under the superintendent's supervision. A. A member of the school board selected by that board; B. A school administrator selected by the superintendent; C. A teacher and a school counselor selected by the school administrative unit's teacher organization; D. A parent selected by the unit's organized parent group, or, if no organized parent group exists, by the school board; E. A school attendance coordinator from the district selected by the superintendent; F. A high school student selected by the dropout prevention committee members selected in paragraphs A to E; G. A dropout selected by the dropout prevention committee members selected in paragraphs A to E; and H. A community resident of the district selected by the dropout prevention committee members selected in paragraphs A to E. A dropout prevention committee may increase its membership by majority vote.

20-A MRSA §4103.5. Responsibilities. The following provisions apply to responsibilities of the dropout prevention committee.

A. The dropout prevention committee shall:

- (1) Study the problem of dropouts, habitual truancy and need for alternative programs, kindergarten to grade 12;
- (2) Make recommendations for addressing the problems; and
- (3) Submit a plan of action to the school board, in accordance with section 4502, subsection 5, paragraph L-1.

B. The dropout prevention committee shall consider the following when developing its plan:

- (1) Reasons why students drop out of school;
- (2) Maintenance of continuing contacts with recent dropouts in order to extend opportunities for alternate educational programs, counseling and referral;
- (3) Education of teachers and administrators about the dropout problem;
- (4) Use of human services programs to help dropouts;
- (5) The school administrative unit's policies on suspension, expulsion and other disciplinary action; and
- (6) Discriminatory practices and attitudes within the school administrative unit.

20-A MRSA §4103.6. Annual report. The dropout prevention committee shall meet at least annually to review its plan and to make recommendations to the school board.

Cite Ch 125.

STUDENTS AT RISK OF SCHOOL FAILURE: IDENTIFICATION PLAN

Chapter 125 §4.02.E.2.b A plan for identifying students at-risk of school failure in kindergarten through grade 12 including, but not limited to, truants and dropouts, and the development of appropriate alternative programs to meet their needs.

Ch 127 §3.04

COMPREHENSIVE GUIDANCE PLAN

Citations: 20-A MRSA § 4502.5.H; Ch. 125 §4.02.E(2); § 9.02.C

20-A MRSA §4502.5.H Other Standards. Student personnel services, including guidance and counseling and, notwithstanding any rules adopted by the department, comprehensive guidance plans to be approved by the commissioner for implementation in the 2000-01 school year;

Chapter 125 §9.02 Comprehensive Guidance Resources

A. Each school administrative unit shall have a Comprehensive Guidance Program, including guidance and counseling services, available to all students in grades K-12. The development of the program and the delivery of the services it describes shall be a coordinated effort of the members of the unit's professional staff.

The Comprehensive Guidance Program shall include services to be provided to students at each developmental stage and shall specify how the following services will be provided to all students:

- (1) A program of structured developmental experiences presented systematically through classroom and group activities to enhance the ability of students to meet the content standards of the system of Learning Results;
- (2) A program of activities and planned strategies to help individual students manage their career development, including present and future education consistent with the Career Preparation content standards and performance indicators identified in Me. Dept. of Ed. Reg. 131; and
- (3) Counseling and consultation services designed to respond to the immediate needs and concerns of students, parents, and staff.

B. Comprehensive Guidance Program Goals

The Comprehensive Guidance Program shall address the following goals:

- (1) Encourage parental involvement;
- (2) Raise student aspirations;
- (3) Provide information and appropriate referral sources to students, parents, staff; and
- (4) Provide management activities that establish, maintain, and enhance the program including research, evaluation, programming, supervision, staff training and development, and communications.

C. Implementation Timeline

Each school administrative unit shall include the Comprehensive Guidance Program in the unit's Comprehensive Education Plan, with this component of the plan to be implemented by the end of the 2006-2007 school year contingent upon funding of Essential Programs and Services or its equivalent.

CURRICULUM DEVELOPMENT & REVIEW PLAN

Chapter 125 §4.02.E.2.d The school administrative unit's plan for development and review of curriculum aligned with content area standards of the system of Learning Results.

EARLY CHILDHOOD PLAN (IF IMPLEMENTING A PROGRAM)

20-A MRSA §4253. Local early childhood programs. School administrative units wishing to develop early childhood programs shall submit plan proposals for approval to the department. The department shall encourage broad participation and participation with regional Child Development Services System sites in the program and shall provide technical assistance to local school administrative units in submitting proposals.

EDUCATION OF GIFTED AND TALENTED STUDENTS

Citations: Ch. 127 § 3.03.B; 20-A MRSA § 8104.1

§ 3.03.B Each school administrative unit shall address the education of gifted and talented students as part of the unit's Comprehensive Education Plan aligned with the standards of the system of Learning Results. Units that offer specialized instruction for gifted and talented students shall do so in compliance with Me. Dept. of Ed. Reg. 104.

§8104.1 Each school administrative unit must, commencing with the 1987-88 school year, establish a plan for phasing in gifted and talented educational programs. A school administrative unit or part of a school administrative unit is not required to comply with the provisions of its plan during the school years beginning in the fall of 2000 and 2001. This act provides school administrative units additional time, until 2002-2003, to update and phase-in their plans for comprehensive opportunities to learn for gifted and talented students, and to align these efforts with the Learning Results and related standards-based reform initiatives that promote challenging standards and high level learning opportunities to support distinguished student achievement.

IMPLEMENTATION OF CAREER PREPARATION, MODERN & CLASSICAL LANGUAGES, VISUAL & PERFORMING ARTS

20-A MRSA § 6209.3 By the end of the 2002-2003 school year, each school administrative unit shall address in the comprehensive education plan, as required in section 4502, subsection 1, how the school administrative unit will implement for all students the content areas of career preparation, foreign languages and visual and performing arts, including interim targets for partial implementation. By the end of the 2006-2007 school year, each local school administrative unit shall implement standards in these additional content areas of the system of learning results, contingent upon funding based on Essential Programs and Services or its equivalent. [This implementation date will be delayed at least one additional year, i.e. 2007-2008, due to the proposed funding formula.] Notwithstanding any other provision of this chapter, the commissioner is authorized to establish rules for inclusion of some portion of the standards in visual and performing arts for the graduating class of 2006-07.

Chapter 127 §7.02 A. (3) Beginning with the 2009-2010 school year, diplomas may be awarded only to students who have successfully met the content standards of all content areas of the system of Learning Results as determined by the local assessment system, and additional diploma requirements as specified in local school board policy. [The implementation date for Career Preparation, Modern & Classical Languages, and Visual & Performing Arts will be delayed at least one additional year, i.e. 2010-2011, due to the proposed funding formula.]

KINDERGARTEN SCREENING PLAN

20-A MRSA §4801.1.D A school administrative unit, operating under a plan approved by the commissioner, may provide for the use of up to 5 of the 175 instructional days required by this section to be used for screening incoming first year students for the purpose of identifying exceptional students and students at risk of school failure as required by state or federal law.

Chapter 125 §6.03.B Kindergarten Screening: The purpose of kindergarten screening shall be to identify students who may be exceptional or at risk of school failure. The plan for the use of screening days shall be part of the Comprehensive Education Plan and shall contain at least the following information: the objectives of screening, the qualifications of personnel, the instruments to be used, the data to be collected and analyzed, and how decisions will be made based on screening.

LIBRARY-MEDIA RESOURCES AND INSTRUCTIONAL MATERIALS & EQUIPMENT REPLACEMENT PLAN

Chapter 125 §4.02.E.4 The Comprehensive Education plan shall address the following: Analysis of the allocation, adequacy, and replacement plan for library-media resources and instructional materials and equipment, as described in Sections 9.01 and 9.03 of this rule

LOCAL ASSESSMENT SYSTEM

20-A MRSA §6202-A.2. Each school administrative unit shall establish a local assessment system to measure student achievement of the learning results established in section 6209. Local assessments may include portfolios, performances and demonstrations in addition to other measures of achievement. Commercially produced assessment tools may be part of a local assessment system but may not carry a majority of the weight in determining student performance. The local assessment system must be implemented as follows.

Chapter 125 §4.02.E.2.e The Comprehensive Education plan shall address the school administrative unit's Local Assessment System, which shall be in compliance with the requirements in Me Dept of Ed Reg. 127 by the end of the 2003-2004 school year.

Chapter 127 §4.02 Local Assessment System

The school board of each school administrative unit that operates a school shall, by the end of the 2003-2004 school year, adopt and fully implement a local assessment system as the measure of student progress on achievement of the content standards of the system of Learning Results established in Me. Dept. of Ed. Reg. 131. The assessment system shall address the grade spans of the schools operated. For school units that tuition all students in a grade level, assessment of that grade level shall be the responsibility of the receiving unit or school.

A. Purpose of Assessment

The purpose of assessment is to:

- (1) Produce high quality information about student performance that will inform teaching and enhance learning,
- (2) Monitor and hold school administrative units accountable for students achieving the content standards of the system of Learning Results; and
- (3) Certify student achievement of the content standards of the system of Learning Results.

B. Implementation of Local Assessment System

- (1) By the end of the 2003-2004 school year, and annually thereafter, the Superintendent shall certify to the Commissioner that the local assessment system meets the assessment system standards established by this rule for the content areas English Language Arts, Health and Physical Education, Mathematics, Science and Technology, and Social Studies.
- (2) By the end of the 2006-2007 school year, and annually thereafter, the Superintendent shall certify to the Commissioner that the local assessment system meets the assessment system standards established by this rule for the content areas Career Preparation, Modern and Classical Languages, and Visual and Performing Arts, contingent upon funding based on Essential Programs and Services or its equivalent.

C. Standards for Local Assessment Systems

D. Standards for Assessments

E. Presentation of data from a local assessment system shall permit interpretation to determine school and school administrative unit performance on specified content areas of the system of Learning Results, and to determine statewide performance.

F. The school board shall annually review and publish school and school administrative unit results on the local assessment system, and, if required based on these results, shall adjust the Comprehensive Education Plan developed in accordance with Me. Dept. of Ed. Reg. 125.

PLAN FOR THE USE OF CARL PERKINS FUNDS

Citation: P.L. 105-332 of the Carl D. Perkins Vocational and Technical Education Act of 1998

Section 134. Local Plan for Vocational and Technical Education Programs. (a) Local Plan

Required.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

SPECIAL EDUCATION PLAN

Citation: Me Dept of Ed Reg Chapter 101

20-A MRSA §7204.4 Each school administrative unit operating schools shall: Submit a plan for its special education programs to the commissioner for approval in accordance with rules established by the commissioner.

20-A MRSA § 7252-A IDEA citation

Ch 101

IDEA

VOCATIONAL EDUCATION PLAN FOR EACH CENTER OR REGION

20-A MRSA §8306.2 Center and region plans. The state board shall approve a plan for the provision of vocational education by each center or region. The plans must be prepared by each center or region at the time of its organization or reorganization, approved by the school board or cooperative board governing each center or region respectively, and include:

- (1) A survey of the vocational education needs nationally, statewide and in the geographic area served by the center or region;
- (2) A survey of employment opportunities nationally, statewide and in the geographic area served by the center or region;
- (3) A description of the programs to be offered by the center or region;
- (4) C-1. A description of the manner in which academic courses will be used to augment trade-oriented skill courses for vocational education students at the center or region;
- (5) A description of each geographic area served by the center or region and the location of each vocational education program to serve those areas; and
- (6) A description of the manner in which the vocational education programs offered by the center or region address the vocational education needs in the geographic area served by the center or region and employment opportunities nationally, statewide and in the geographic area served by the center or region

CRISIS RESPONSE PLAN

20-A MRSA §1001.16. Crisis response plan. School boards shall perform the following duties:

Working with local public safety, mental health and law enforcement officials, they shall develop a crisis response plan to deal with crises and potential crisis situations involving violent acts by or against students in each school in the school administrative unit.

Chapter 125 §10.02 To protect the safety of students and personnel, each school administrative unit shall develop a Crisis Response Plan to deal with crises and potential crisis situations including violent acts by or against students or other persons in each school. The Plan shall include the designation of an adult responsible on site during an emergency. The unit will work with local public safety, mental health and law enforcement officials in developing this plan, which will be included in the unit's Comprehensive Education Plan.

A. Emergency Evacuation Drills. Written procedures for emergency evacuation drills shall be

posted in all buildings. Schools at all levels K-12 are required to hold two drills during the first two weeks of school. Schools enrolling grades K-4 shall hold an additional eight drills during the year; schools enrolling grades 5-8, an additional six drills; schools enrolling grades 9-12, an additional four drills. Schools enrolling any combinations of these grade levels shall hold the additional number of drills required of the lowest grade level within the span, except that the local fire chief may increase the number of drills required. Results shall be recorded and deficiencies noted and corrected using forms provided by the Department. School personnel shall receive an annual orientation in this procedure.

- B. Medical Procedures. Each school shall have first-aid medical supplies available for the treatment of minor injuries. Each school shall distribute to all school personnel a written procedure governing the handling of serious health emergencies, including accidents. School personnel shall receive an orientation in this procedure.

PLAN FOR THE USE OF NO CHILD LEFT BEHIND ACT FUNDS

Elementary & Secondary Education Act PL 107-10 §1112

On Jan. 8, 2002, President Bush signed into law the *No Child Left Behind* Act of 2001 (NCLBA). Maine's Consolidated Application for NCLBA is available from the MDOE website at: Each school administrative unit receiving funds under the Act is required to submit an annual plan for use of funds to the MDOE. The forms for the 2002-2003 plan are available from the MDOE website at:

TECHNOLOGY USE PLAN: FOR STUDENT LEARNING & EFFECTIVE SCHOOL ADMINISTRATIVE UNIT OPERATIONS

Chapter 125 §4.02.E 5 The Comprehensive Education plan shall address the following: The school administrative unit's plan for use of technology for student learning and efficient school administrative unit operations.

NCLBA cite? 20-A cite?

USE OF TIME AND SCHOOL ORGANIZATION PLAN

Chapter 125 §6.02.B. Instructional Day: An average instructional day is five hours in length, and each instructional day is a minimum of three hours in length. A school need not be in session the same number of hours each day provided that the total amount of instructional time in any two consecutive school weeks is an average of five hours per day. Plans to use school days of varying numbers of hours shall be reflected in the Comprehensive Education Plan. The instructional day may be extended for students who need more than the minimum day to meet the content standards of the system of Learning Results, or additional standards established by the school board.

Chapter 125. §4.02.E2.c The Comprehensive Education plan shall address the following: The organization of each school relative to size, grade levels, program offerings, and use of time with a plan to maximize the days in the calendar that students can participate in courses of study, such as applied technology an program, and how the organization of the school contributes to student achievement of the content standards of the system of Learning Results.

SCHOOL FACILITIES MAINTENANCE PLAN

Chapter 125 §11.02 Each school administrative unit shall have a plan for maintenance and a plan for capital renewal of school facilities using the template and software provided by the Commissioner, as specified in Me. Dept. of Ed. Reg. 64. These plans shall be part of the Comprehensive Education Plan, and shall:

A) Provide for adequate facilities for school programs as specified in Section 11.01.

B) Monitor compliance with all applicable health and safety laws and regulations including but not

limited to:

- i. Section 504 of the Rehabilitation Act of 1973,
- ii. The Life Safety Code of the Department of Public Safety,
- iii. The State Plumbing Code adopted by the Department of Human Services,
- iv. Applicable regulations of the Department of Labor, and
- v. Conformity with asbestos requirements.

Chapter 125 §11.01 Adequacy of Facilities

School facilities shall have adequate space with respect to student enrollment, the instructional program, and necessary administrative and supporting services.

- A) Each classroom or laboratory shall be adequate to serve the specific purpose for which it is intended and shall have sufficient area to accommodate each student.
- B) Each school shall maintain a designated area that affords access to library-media resources as appropriate to the age of students in the school.
- C) Storage space shall be provided so that materials and equipment may be securely stored in a space other than in student instructional areas. Storage of hazardous materials shall be in accordance with OSHA requirements

SCHOOL FACILITIES PLAN FOR MAINTENANCE & CAPITAL IMPROVEMENTS

Chapter 125 §4.02.E.6 The Comprehensive Education plan shall address the following: The Comprehensive Education Plan shall address the following: The plan for maintenance and capital improvements of school facilities.

School Facilities Plan: Capital Renewal of Facilities

Chapter 125 §11.02 Each school administrative unit shall have a plan for maintenance and a plan for capital renewal of school facilities using the template and software provided by the Commissioner, as specified in Me. Dept. of Ed. Reg. 64 Maine School Facilities Program and School Revolving Renovation Fund. These plans shall be part of the Comprehensive Education Plan, and shall:

- A. Provide for adequate facilities for school programs as specified in Section 11.01.
- B. Monitor compliance with all applicable health and safety laws and regulations including but not limited to:
 - (1) Section 504 of the Rehabilitation Act of 1973,
 - (2) The Life Safety Code of the Department of Public Safety,
 - (3) The State Plumbing Code adopted by the Department of Human Services,
 - (4) Applicable regulations of the Department of Labor, and
 - (5) Conformity with asbestos requirements

20-A MRSA §4502.5. Other standards. The state board and the commissioner shall jointly adopt basic school approval rules governing school administrative units and elementary and secondary schools. These rules must set minimum standards in the following areas, incorporating such standards as are established by statute:

- A. Standards for equipment and libraries
- B. Assessment and evaluation of student performance
- C. Instructional time, including a minimum school day and week;
- D. Grade and program organization;
- E. Physical facilities, incorporating the school construction rules of the state board;

20-A MRSA §4001.7. Maintenance and capital improvement program. A school administrative unit, including the unorganized territories, shall establish and maintain a maintenance and capital improvement program for all school facilities, utilizing a maintenance template and software provided by the department and shall annually commit resources to that program pursuant to established minimum standards. The department and the Department of Administrative and Financial Services, Bureau of General Services shall establish the minimum standards. The Department of Education and the Bureau of General Services shall adopt rules necessary to implement this subsection. Rules adopted by the Department of Education and the Bureau of General Services to implement this subsection are major substantive rules pursuant to Title 5, chapter 375, subchapter II-A.



Finance Subcommittee Report

Date: May 16, 2017

Committee: Finance Committee

Chair: John Morang

In attendance: John Morang, Kate Brown, Michelle Lickteig and Dr. Becky Foley

Guests: Dennis Ouellette

Meeting Date: May 10, 2017

Agenda Items and Discussion:

Durham Land:

Dennis Ouellette presented to the committee maps of a piece of land that is owned by the school district off Old County Road in Durham. This piece of land was left the town in the 1800's to build a one room school house. Currently a neighbor abutting the property would like to expand his campground and would like this piece of property. The property is less than a ½ acre. It was agreed that Dennis would contact a couple of real estate agents to find out what a fair price would be. The committee will review the value and determine next steps.

Federal Grant Update:

Michelle L. gave out schedules of three separate grants (Title I, Title II and Local Entitlement) to update the committee on the auditor's report of untimely filings for grant reimbursements. At the time of the meeting, the Local Entitlement grant was completely caught up to date through April 2017. Title I and Title II had an issue from the prior year, which took the State time to fix. Now corrected, Michelle L. has requested reimbursements through September 2016. She continues to request for reimbursements as soon as approvals are made by the State. She expects to be completely caught up by mid-June. Michelle L. explained to the committee that with the current expenditures, she had no doubts that all funds would be collected without any fear of losing funds to due untimely filings.

Other:

Michelle L. talked to the committee about an issue with the budget warrants. The attorney has been putting together all budget documents this year at Michelle L's request. The attorney called Michelle L. the week before adjusting numbers her numbers in the warrants due to a minimum receivership issue on the ED279 calculation for State Subsidy and Local Tax Contributions. After much thought, research of the cost sharing formula for the RSU and conversations with the attorney, the attorney agreed that the original numbers given to him were correct, not his adjustments. This means that the only incorrect posting of any numbers was in the agenda for May 10, 2017 of the warrants. The corrected warrant articles will be passed out at the May 10 School Board meeting.

Kate had a couple of clarifying questions about the Track and Field funding.

Next Meeting:

June 14, 2017 at the Central Office at 5pm.

Submitted by: Michelle Lickteig, Director of Finance



Finance Subcommittee Report

Date: May 16, 2017

Committee: Finance Committee

Chair: John Morang

In attendance: John Morang, Kate Brown, Michelle Ritcheson, Michelle Lickteig and Dr. Becky Foley

Guests:

Meeting Date: April 26, 2017 (at Durham Community School)

Agenda Items and Discussion:

Year End Projections:

Michelle L. reviewed with the committee the projections for Fiscal Year 17-18, by state category, showing where expenses for the year will likely end. Included in these figures were the amounts to pre-buy per the Plan A document that the School Board adopted as part of their budget. This allowed us to have a starting point for alternatives for the Track and Field funding discussion that followed.

Track and Field funding:

Dr. Becky Foley then presented to the committee her recommendation to fund the Track and Field project by using a combination of current year projected savings and using fund balance amounts to be put into the Capital Reserve Funds through the current budget process to be used for final payments in the next fiscal year. Michelle R. also gave another scenario with her calculations. Discussion about options and how the funding would take place took up the remainder of the meeting.

Next Meeting:

May 10, 2017 at the Central Office at 5pm.

Submitted by: Michelle Lickteig, Director of Finance

Executive Summary of Unity/Pride Survey

In November of 2016, RSU5 conducted a Unity and Pride Survey to explore several topics. The purpose was to assess areas where the RSU is strong as well as identify areas for growth. At the same time, we also took the opportunity to explore the possible renaming of Freeport High School.

The survey has been beneficial in many ways. The survey results were utilized in building the FY18 budget. As one example, the Board has adopted a budget that moves toward funding universal Pre-K in all schools. During Board meetings, we have recognized and celebrated student achievements in athletics and performing/ visual arts, and we look forward to continuous utilization of the results in strategic planning and creating Board and school goals for 2017/18.

We were pleased with the response rate of the Unity and Pride Survey. We received a total of 1229 surveys. Below is a summary of the findings.

On the question of whether the renaming of the high school would improve unity and pride within the District, 822 (67%) responders strongly disagreed or disagreed with the statement; 180 (15%) responders strongly agreed or agreed that the renaming would improve unity and pride; and 221 (18%) were unsure.

On the question of whether we should rename the high school, 888 (72%) responders strongly disagreed or disagreed that we should rename the high school; 185 (15%) responders strongly agreed or agreed that we should rename the high school; and 155 (13%) were unsure. The Board voted 9-2 to have the name remain Freeport High School at the December Board meeting.

The majority of the people surveyed felt we recognized the achievements of RSU5 students. Seventy-four percent of the respondents felt that celebrating the achievements would create more pride and unity within the community. Most responders believed that athletic achievements were recognized the most (74%), followed by academic achievement (60%) and then visual and performing arts (58%).

On the question of how unique we are in comparison to other districts, the majority of respondents said they were unsure about all of the questions related to uniqueness. Only 29% responded that RSU5 distinguishes itself from other districts overall or in the area of academic programming. Twenty-six percent of respondents believe that we are unique in our athletic programming, and we had the highest positive response in the area of distinguishing ourselves in fine arts programming with 43% responding favorably. Most of the people surveyed fell in the neutral category of how unique we are, with comments that said we don't necessarily need to make ourselves unique, but need to do a good job of educating our students and have a high-performing district. It seemed that most did not want to concern themselves with comparing our district with others.

On the question of how we should invest future resources, the following response was given:

- a. 73% support dual enrollment courses.
- b. 72% feel that we should increase internship/mentoring opportunities.
- c. 71% support expanding STEAM (science, technology, engineering, arts, mathematics).
- d. 68% feel that we should move towards more experiential learning.
- e. 63% support offering more advanced placement courses.
- f. 61% favor expanding pre-kindergarten.
- g. 61% support expanding fine arts programming.
- h. 39% are interested in a language immersion program.

Most of the responders supported the expansion of Pre-Kindergarten. There was additional support for increasing experiential learning and broadening internship opportunities. There were no negative comments about either of those topics. Comments about increased advanced placement courses included allowing students to access them before their junior and senior years. Responders also mentioned the need for financial literacy, industrial arts, and home economics. Although these courses are offered, this highlights the need for better communication to parents and students.

Responders also wanted the District to be fiscally responsible with the taxpayers' money and appreciated the opportunity to give input. Other areas of concern that were mentioned in the comment section of the survey included extra-curricular scheduling conflicts, nutrition, guidance, and athletics. The input from those surveyed has provided valuable feedback for us to reflect on as we continuously strive to improve our District. We want to thank those who took the time to complete the survey. For complete results, please go to the RSU5 website.



Policy Subcommittee Report

Committee: Policy

Meeting Date: June 2, 2017

Chair: Candy deCsipkes

Committee Members in Attendance: Candy deCsipkes, Naomi Ledbetter, Cynthia Alexander

Discussion:

The committee discussed the following topics:

1. *How do we ensure that policies are not being tabled due to lack of time?*

- *Emailing any policy questions on the upcoming agenda prior to the Board meeting should help ensure more efficiency with the approval process.*
- *Could we add policies to the first Board meetings of the month as well?*

2. *How do we ensure employees have read through the required policies?*

- *The Human Resources Coordinator is assigning the policies to be reviewed annually by employees through Target Solutions. There will be a window of time for completion. We piloted this in the fall of 2016 by assigning the required Sexual Harassment Training. This one was in the form of a video with a short quiz at the end. This went very well.*

Review of Policies that will be on the 2017-2018 Cycle:

The committee reviewed the list of policies that will be on the 2017-2018 cycle. These will include policies that were last reviewed prior to June of 2013. We also discussed removing (rescinding) some of the policies that are procedures or forms that support a policy. Once rescinded, they would still live as procedures/forms on the website.

Policy Committee Dates for 2017-2018:

All meetings will be held at Central Office from 8:30-10:00 AM. We decided to meet twice a month next year.

September 8, 2017	November 3, 2017	January 5, 2018	March 11, 2018	May 11, 2017
September 22, 2017	November 17, 2017	January 19, 2018	March 25, 2018	June 1, 2017
October 6, 2017	December 1, 2017	February 2, 2018	April 6, 2018	
October 20, 2017	December 15, 2017	February 16, 2018	April 27, 2018	

Submitted by: Cynthia Alexander



Durham • Freeport • Pownal

12.A.1.

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, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Seth Thompson, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Sarah Duffy, Darren Carter, Charlie Mellon, Michelle Lickteig, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Passmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Diane Atwood, Linda Pritchard, Nancy Drolet, Nancy Dyer, Jessica Sturges, Karen Sylvain, Tiffany Blanchard, Laurie Allen, Tom McKibben, Pauline Gillis

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

DATE: June 5, 2017

RE: Review/Update of Policies – Policy Packet 17-8

At the June 14, 2017 RSU5 Board of Directors Meeting, the following policy will be on the agenda for 2nd Read/Adoption. The Policy is attached

1. IKF – Graduation Requirements

GRADUATION REQUIREMENTS

Before entering high school, students need to know the requirements for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU No. 5 is in the process of implementing proficiency-based teaching and learning and transitioning, over a period of five years, from traditional graduation requirements to proficiency-based diploma requirements.

These new graduation requirements will require that students demonstrate proficiency – provide evidence – that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and viable careers.

When fully implemented, these new diploma requirements will require students to demonstrate that they have met the expectations associated with the content standards and Guiding Principles of the Maine Learning Results.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018

A. As a minimum for graduation from high school, students graduating in the Class of 2018 must have completed successfully a total of 22 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

1. English - 4 credits;
2. Social Studies and History, including one year of American History and Government - 2 credits;
3. Mathematics - 2 credits;
4. Science, including at least one year of laboratory study - 2 credits;
5. Fine Arts, which may include art, music, forensics or drama - 1 credit;
6. Health - 1/2 credit; and
7. Physical Education - 1 credit.

B. In addition, the Board requires the following nine and one-half (9 ½ credits):

1. One year of a world language – 1 credit;
2. A third year of math – 1 credit;
3. A third year of social studies – 1 credit;
4. Two additional years of science – 2 credits;

5. One-half of the P.E. credit must be Foundations of Fitness
6. Four and one-half elective credits.

C. Elective credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- A. Course work offered through RSU No. 5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning/virtual courses;
- D. Advanced courses not offered at Freeport High School at a post-secondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Veterans of World War II, the Korean Conflict and Vietnam War Era

The School Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or in the Armed Forces during the Vietnam era (February 28, 1961-May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2019 AND 2020

A. As a minimum for graduation from high school, students graduating in the Class of 2019 and Class of 2020 must have completed successfully a total of 24 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

1. English - 4 credits;
2. Social Studies and History, including one year of American History and Government - 2 credits;
3. Mathematics - 2 credits;
4. Science, including at least one year of laboratory study - 2 credits;
5. Fine Arts, which may include art, music, forensics or drama - 1 credit;
6. Health - ½ credit; and
7. Physical Education - 1 credit.

B. In addition, the Board requires the following eleven and one-half (11 ½) credits:

1. One year of a world language – 1 credit;
2. Two additional years of math – 2 credits;
3. An additional one and a half years of social studies – 1 ½ credits;
4. Two additional years of science – 2 credits;
5. One-half of the P.E. credit must be Foundations of Fitness
6. Five elective credits – 5 credits

Elective credits may be selected by the student based upon the students' interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- A. Course work offered through RSU No. 5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning/virtual courses;
- D. Advanced courses, not offered at Freeport High School, at a post-secondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Honors and Awards at Graduation

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 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

III. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

Beginning on July 1, 2020, the awarding of a diploma from Freeport High School will be contingent on the demonstration of proficiency with the phase in of the content areas outlined in section B below in of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Maine Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy and set forth by the school as noted in the Program of Studies.

The transition to proficiency-based diploma requirements will begin with the Class of 2021 and will be completed with the Class of 2025.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, school administrators and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The superintendent/high school principal will be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the RSU No. 5's website. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students prior to the time for course selection. This policy will also be referenced in each edition of the high school student handbook and on the RSU No. 5's website.

B. Diploma Requirements for the Graduating Classes of 2021-2025

For the transition years outlined below, all students must be engaged in educational experiences relating to the core content areas of English Language Arts, Mathematics, and Science and Technology in each year of their secondary schooling.

By the end of the 2024-2025 school year, students will also have engaged in educational experiences related to the other content areas of the Learning Results: Career and Educational Development;

World Languages; Visual and Performing Arts; and Health, Wellness and Physical Education. RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

The standards of Career and Education Development may be embedded and addressed in other content-area learning experiences.

B1. All students will demonstrate that they have achieved proficiency in cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

B2. Phase in of content area diploma requirements from the 2020-2021 school year to the 2024-2025 school year:

1. Commencing with the Class of 2021, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the four content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
2. Commencing with the Class of 2022, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
 - e. At least one additional content area of the student's choice

3. Commencing with the Class of 2023, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
 - e. At least two additional content areas of the student's choice

4. Commencing with the Class of 2024, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
 - e. At least three additional content areas of the student's choice

For a Career and Technology Education (CTE) students in the graduating Class of 2024 and all graduating classes thereafter, the student must demonstrate proficiency in meeting state standards in the content areas of English language arts, mathematics, social studies and at least 3 additional content areas of the student's choosing and satisfactorily complete their CTE program plus the guiding principles. E.g. May receive a state license or national certification. (Chapter 207 §4722-A. Proficiency-Based Standards and Transcripts)

5. Commencing with the Class of 2025 and all graduating classes** thereafter, in order to receive a high school diploma, students must demonstrate proficiency in meeting state standards in the content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
 - e. Health, Wellness and Physical Education
 - f. Visual and Performing Arts
 - g. World Languages
 - h. Career and Education Development

*Career and Technical Education (CTE) students must show proficiency in their individual industry standards and satisfactorily complete their CTE program plus the guiding principles.

C. Multiple Pathways

RSU No. 5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students will participate in a series of courses and/or learning experiences through which they will demonstrate proficiency in each of the following areas:

1. Engage in courses and/or learning experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
2. Engage in at least three and a half courses and/or learning experiences in the content area of Social Studies during their high school program.
3. Engage in at least one course and/or learning experience in the content area of Visual and Performing Arts during their high school program.
4. Engage in at least one course and/or learning experience in the content area of World Languages during their high school program.
5. Engage in at least one course and/or learning experience of Health and two courses of Physical Education during their high school program.
6. Engage in courses that integrate the Guiding Principles into other content areas of the Maine Learning Results.
7. Engage in learning experiences that address the Career and Education Development standards.

Students must be enrolled in the equivalent of at least 6 full year courses in each of their high school years or learning experiences defined through a Personal Learning Plan, (PLP) approved by both the high school guidance department and administration.

Examples of other pathways may include:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study

Alternative education/“At Risk” programming
Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit’s own course offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards and Guiding Principles of the Learning Results and how the student will demonstrate proficiency in meeting the Guiding Principles as well as the content area standards. The Personal Learning Plan must be approved by the guidance counselor and/or other qualified faculty member/s, and the principal.

Middle School students demonstrating proficiency on RSU No. 5 high school level performance indicators and standards as measured by RSU No. 5 scoring criteria and assessments or through a program approved by the high school administration will be credited those standards and experiences toward graduation.

D. Early Awarding of Diplomas (all classes)

A Freeport High School student who fulfills all course experience requirements and demonstrates proficiency in all required areas as approved by the guidance counselor and/or other qualified faculty member/s and the principal may be awarded a high school diploma, as determined by the principal. The superintendent will ultimately determine whether a diploma will be awarded.

E. Transfer Students (all classes)

For students who transfer to Freeport High School from another state, country, school program, or home-schooling situation, including educational programs that are not aligned with Freeport High School’s cross-curricular and content-area graduation standards, the school counselor and principal shall evaluate the value of the student’s prior educational experiences and determine to what degree the student has met the school’s graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal. The superintendent will ultimately determine whether these students are eligible to receive a diploma.

F. Home-Schooled Students (all classes)

For home-schooled students wishing to receive a diploma from Freeport High School, the principal shall evaluate the value of the student’s prior educational experiences and determine to what degree the student has met Freeport High School’s graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal.

G. Students Receiving Special-Education Services (all classes)

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as required in 20-A MRSA §4722-A(1), may meet the requirements and become eligible for a diploma by demonstrating proficiency in state standards established in the system of Learning Results

through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's Individualized Education Program (IEP) by the student's IEP team pursuant to the requirements of Chapter 301.

H. Delayed Awarding of Diplomas (all classes)

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

I. Extended Study (all classes)

Students are eligible for extended years of study to complete the graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

J. Participation in Graduation Ceremony (all classes)

A student must complete all School Board requirements for a high school diploma in order to participate in graduation exercises.

K. Honor and Awards at Graduation

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 Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average 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

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Adopted: February 24, 2010

Revised: December 14, 2011

Revised: June 11, 2014

Revised: January 13, 2016

Revised:

GRADUATION REQUIREMENTS

PAGE 2 of the May 24th version:

Before entering high school, students need to know the requirements for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU No. 5 is in the process of implementing proficiency-based teaching and learning and transitioning, over a period of five years, from traditional graduation requirements to proficiency-based diploma requirements.

These new graduation requirements will require that students demonstrate proficiency – provide evidence – that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and viable careers.

When fully implemented, these new diploma requirements will require students to demonstrate that they have met the expectations associated with ~~all~~ of the content standards and Guiding Principles of the Maine Learning Results.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2018

A. As a minimum for graduation from high school, students graduating in the Class of 2018 must have completed successfully a total of 22 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

1. English - 4 credits;
2. Social Studies and History, including one year of American History and Government - 2 credits;
3. Mathematics - 2 credits;
4. Science, including at least one year of laboratory study - 2 credits;
5. Fine Arts, which may include art, music, forensics or drama - 1 credit;
6. Health - 1/2 credit; and
7. Physical Education - 1 credit.

B. In addition, the Board requires the following nine and one-half (9 ½ credits):

1. One year of a world language – 1 credit;

2. A third year of math – 1 credit;
3. A third year of social studies – 1 credit;
4. Two additional years of science – 2 credits;

PAGE 9 of the May 24th version

3. Commencing with the Class of 2023, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. At least two additional content areas of the student's choice

4. Commencing with the Class of 2024, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. At least three additional content areas of the student's choice

For a Career and Technology Education (CTE) students in the graduating Class of 2024 and all graduating classes thereafter, the student must demonstrate proficiency in meeting state standards in the content areas of English language arts, mathematics, social studies and at least 3 additional content areas of the student's choosing and satisfactorily complete their CTE program plus the guiding principles. E.g. May receive a state license or national certification. (Chapter 207 §4722-A. Proficiency-Based Standards and Transcripts)

5. Commencing with the Class of 2025 and all graduating classes** thereafter, in order to receive a high school diploma, students must demonstrate proficiency in meeting state standards in the content areas of:

- a. English Language Arts
- b. Mathematics

- c. Science and Technology*
- d. Social Studies
- e. Health, Wellness and Physical Education
- f. Visual and Performing Arts
- g. World Languages
- h. Career and Education Development

~~*Career and Technical Education (CTE) students must show proficiency in their individual industry standard in place of science and technology.~~

*Career and Technical Education (CTE) students must show proficiency in their individual industry standards and satisfactorily complete their CTE program plus the guiding principles.

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C. Multiple Pathways

RSU No. 5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students ~~following a traditional pathway~~ will participate in a series of courses and/or learning experiences through which they will demonstrate proficiency in each of the following areas:

1. Engage in courses and/or learning experiences in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
2. Engage in at least three and a half courses and/or learning experiences in the content area of Social Studies during their high school program.
3. Engage in at least one course and/or learning experience in the content area of Visual and Performing Arts during their high school program.
4. Engage in at least course and/or learning experience in the content area of World Languages during their high school program.

5. Engage in at least one course and/or learning experience of Health and two courses of Physical Education during their high school program.

6. Engage in courses that integrate the Guiding Principles into other content areas of the Maine Learning Results.

7. Engage in learning experiences that address the Career and Education Development standards.

~~8. Engage in learning opportunities to fulfill graduation experiences.~~

Students ~~following a traditional pathway~~ must be enrolled in the equivalent of at least 6 full year courses in each of their high school years ~~unless redefined~~ or learning experiences defined through a Personal Learning Plan, (PLP) approved by both the high school guidance department and administration.

~~Students may also opt to pursue a high school diploma through multiple additional pathways, including:~~

Examples of other pathways may include:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/“At Risk” programming
- Adult education

GRADUATION REQUIREMENTS

~~Before entering high school, students need to know the standards for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.~~

~~RSU5 is in the process of implementing a proficiency-based system of learning as required by Maine law. After July 1, 2020, contingent upon Department of Education approval of Regional School Unit 5's schedule for implementation, the awarding of a diploma will be contingent on the demonstration of proficiency in all of the content areas and Guiding Principles of Maine's System of Learning Results rather than the accumulation of credits.~~

~~To be awarded a high school diploma from Freeport High School, students graduating in the Class of 2021 and beyond must demonstrate proficiency in the content areas identified in Maine's system of Learning Results, meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results, and fulfill all additional graduation requirements set by the Board.~~

~~Students graduating in the Classes of 2016-2020 must meet the credit and other graduation requirements specified in this policy.~~

~~A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2020 to fulfill the graduation requirements applicable to the Class of 2020. After December 31, 2020, those students who have not met requirements will be held accountable to the graduation requirements of the Class of 2021.~~

~~The Superintendent, through the high school principal or other designee, shall be responsible for making accurate information concerning diploma requirements available to incoming students and their parents prior to the start of their ninth grade school year. A copy of this policy will be disseminated to all incoming ninth grade students at the time of course selection. This policy will also be included in every edition of the high school student handbook and Program of Studies.~~

~~The School Board has approved the following schedule of minimum requirements for graduation, which includes minimum requirements specified by the State of Maine. The Board is aware that current law and regulations are subject to change.~~

~~The School Board expects the Superintendent/designee to inform students and parents as soon as practicable of any additional State-imposed standards that must be met before students may be awarded a high school diploma.~~

Before entering high school, students need to know the requirements for attaining a high school diploma in order to plan an appropriate, sequential, educational program to meet that goal.

RSU No. 5 is in the process of implementing proficiency-based teaching and learning and transitioning, over a period of five years, from traditional graduation requirements to proficiency-based diploma requirements.

These new graduation requirements will require that students demonstrate proficiency –provide evidence – that they have achieved expected learning standards, and acquired the knowledge, skills, and work habits that will prepare them for postsecondary education and viable careers.

When fully implemented, these new diploma requirements will require students to demonstrate that they have met the expectations associated with *all* of the content standards and Guiding Principles of the Maine Learning Results.

I. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASSES OF 2016, 2017 OR 2018

A. As a minimum for graduation from high school, students graduating in the Classes of 2016 2018 must have completed successfully a total of 22 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, Twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

- 1A. English - 4 credits;
- 2B. Social Studies and History, including one year of American History and Government - 2 credits;
- 3C. Mathematics - 2 credits;
- 4D. Science, including at least one year of laboratory study - 2 credits;
- 5E. Fine Arts, which may include art, music, forensics or drama - 1 credit;
- 6F. Health - 1/2 credit; and
- 7G. Physical Education - 1 credit.

B. In addition, the Board requires the following nine and one-half (9 ½ credits):

- 1A. One year of a world language – 1 credit;
- 2B. A third year of math – 1 credit;
- 3C. A third year of social studies – 1 credit;
- 4D. Two additional years of science – 2 credits;
- 5E. One-half of the P.E. credit must be Foundations of Fitness
- 6F. Four and one-half elective credits.

C. Elective credits may be selected by the student based upon the student's interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all

of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- A. Course work offered through RSU No. 5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning/virtual courses;
- D. Advanced courses not offered at Freeport High School at a post-secondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved

Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Veterans of World War II, the Korean Conflict and Vietnam War Era

The School Board recognizes that Maine law provides that a secondary school may award a high school diploma, provided that certain requirements are met, to a person who left secondary school prior to graduation to serve in the Armed Forces during World War II or in the Korean Conflict, or ~~to serve~~ in the Armed Forces during the Vietnam era (February 28, 1961-May 7, 1975). The Board authorizes the Superintendent to develop and implement procedures regarding applications for diplomas, including timelines, and for determining whether veterans have met the criteria established

by law. The Superintendent may also determine the time and manner in which a veteran's diploma may be presented.

II. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2019 AND 2020

A. As a minimum for graduation from high school, students graduating in the Class of 2019 and Class of 2020 must have completed successfully a total of 24 one-year course equivalents (credits) at the secondary level (grades 9 through 12).

Of these credits, ~~Twelve~~ twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

- 1A. English - 4 credits;
- 2B. Social Studies and History, including one year of American History and Government - 2 credits;
- 3C. Mathematics - 2 credits;
- 4D. Science, including at least one year of laboratory study - 2 credits;
- 5E. Fine Arts, which may include art, music, forensics or drama - 1 credit;
- 6F. Health - ½ credit; and
- 7G. Physical Education - 1 credit.

B. In addition, the Board requires the following eleven and one-half (11 ½) credits:

- 1A. One year of a world language – 1 credit;
- 2B. Two additional years of math – 2 credits;
- 3C. An additional one and a half years of social studies, ~~including Economics~~ – 1 ½ credits;
- 4D. Two additional years of science – 2 credits;
- 5E. ~~1/2~~ One-half of the P.E. credit must be Foundations of Fitness
- 6F. Five elective credits – 5 credits

Elective credits may be selected by the student based upon the students' interests, abilities, and the requirements of the field that the student plans to enter upon graduation.

In order for a student to participate in graduation, the student must have successfully completed all of the above-listed requirements.

Alternative Means of Earning Credits

A student who is deficient in these requirements or wishes to meet these requirements through alternative means may earn and apply credits toward graduation in accordance with the provisions of

this section.

A student who wishes to meet a credit requirement through an alternative method must have prior written approval as specified through this section. A student may earn credits with prior written approval from his/her guidance counselor and the high school principal as follows:

- A. Course work offered through RSU No. 5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning/virtual courses;
- D. Advanced courses, not offered at Freeport High School, at a post-secondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Or any other academic program approved by the high school guidance and administration.

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post-graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

A student who is granted early admission to an accredited college or university may use college course work for graduation and may thereby graduate with his/her class upon successful completion of the course(s) needed for graduation if he/she requests and is granted permission from the high school principal to do so. A course being used to meet high school graduation requirements must meet minimum high school contact hour requirements and the high school's course outcome requirements.

Middle School Students Earning High School Credit

Middle School students successfully completing high school level courses offered at the high school and taught by high school staff or through a program approved by the high school administration in consultation with appropriate department head will be given one (1) credit (experience) toward graduation.

Honors and Awards at Graduation

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

III. DIPLOMA REQUIREMENTS FOR STUDENTS GRADUATING IN THE CLASS OF 2021 AND BEYOND

~~Contingent upon Department of Education approval of RSU No. 5's schedule for implementation of proficiency-based diploma requirements after Beginning on July 1, 2020, the awarding of a diploma from Freeport High School will be contingent on the demonstration of proficiency in all eight of with the phase in of the content areas outlined in section B below in of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Maine Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy and set forth by the school as noted in the Program of Studies.~~

~~Freeport High School's educational program will be designed to enable students to satisfy graduation requirements in four years through a sequence of educational (learning) experiences/courses providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.~~

~~Students who anticipate graduating in the Classes of 2021 and beyond must meet the following requirements in order to be awarded a high school diploma:~~

- ~~A. Demonstrate proficiency in meeting standards in the following content areas of the Learning Results. Meeting the standards entails demonstrating proficiency for each graduation standard within each content area as listed in the Program of Studies.~~

~~English Language Arts
Mathematics
Science and technology
Social Studies
Health Education and Physical Education
Visual and Performing Arts
World Languages
Career and Education Development (embedded in other content areas or through advisory)~~

- ~~B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results.~~

~~A student graduating from RSU5 schools is expected to be a:
Clear and effective communicator;
Self-directed and life-long learner;
Creative and analytical problem solver;
Responsible and involved citizen; and an
Integrative and informed thinker~~

The transition to proficiency-based diploma requirements will begin with the Class of 2021 and will be completed with the Class of 2025.

A. Communicating Graduation Requirements

To ensure that every student and family has the information and resources they need to appropriately plan and sequence the student's educational decisions, school administrators and staff will clearly and consistently communicate—prior to entering high school and throughout the student's educational career—the graduation standards and diploma requirements that must be met to earn a high school diploma.

The superintendent/high school principal will be responsible for ensuring that accurate, up-to-date information concerning all graduation standards and diploma requirements are (1) readily available to all incoming students and their families in the spring preceding the start of each school year, and (2) published on the RSU No. 5's website. A detailed guide to graduation standards, academic expectations, and diploma requirements will be disseminated to all incoming ninth-grade students prior to the time for course selection. This policy will also be referenced in each edition of the high school student handbook and on the RSU No. 5's website.

B. Diploma Requirements for the Graduating Classes of 2021-2025

For the transition years outlined below, all students must be engaged in educational experiences relating to the core content areas of English Language Arts, Mathematics, and Science and Technology in each year of their secondary schooling.

By the end of the 2024-2025 school year, students will also have engaged in educational experiences related to the other content areas of the Learning Results: Career and Educational Development; World Languages; Visual and Performing Arts; and Health, Wellness and Physical Education.

RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the content-area standards of the Maine Learning Results.

The standards of Career and Education Development may be embedded and addressed in other content-

area learning experiences.

B1. All students will demonstrate that they have achieved proficiency in cross-curricular Guiding Principles of the Maine Learning Results.

The Guiding Principles state that each Maine student must leave school as:

1. A clear and effective communicator
2. A self-directed and lifelong learner
3. A creative and practical problem solver
4. A responsible and involved citizen
5. An integrative and informed thinker

RSU No. 5 administration and staff will develop and apply a set of graduation standards and performance indicators that align with the cross-curricular standards of the Guiding Principles of the Maine Learning Results.

B2. Phase in of content area diploma requirements from the 2020-2021 school year to the 2024-2025 school year:

1. Commencing with the Class of 2021, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the four content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
2. Commencing with the Class of 2022, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:
 - a. English Language Arts
 - b. Mathematics
 - c. Science and Technology*
 - d. Social Studies
 - e. At least one additional content area of the student's choice
3. Commencing with the Class of 2023, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the

content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. At least two additional content areas of the student's choice

4. Commencing with the Class of 2024, in order to receive a high school diploma, students must demonstrate proficiency in meeting the state standards in the content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. At least three additional content areas of the student's choice

5. Commencing with the Class of 2025 and all graduating classes** thereafter, in order to receive a high school diploma, students must demonstrate proficiency in meeting state standards in the content areas of:

- a. English Language Arts
- b. Mathematics
- c. Science and Technology*
- d. Social Studies
- e. Health, Wellness and Physical Education
- f. Visual and Performing Arts
- g. World Languages
- h. Career and Education Development

*Career and Technical Education (CTE) students must show proficiency in their individual industry standard in place of science and technology proficiency.

** For CTE students the graduating class requirements for the Class of 2025 are the same as for the Class of 2024, i.e. 7 content areas plus individual industry standard in place of science and technology proficiency.

C. Multiple Pathways ~~TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA~~

RSU No. 5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will participate in a series of courses through which they will demonstrate proficiency in each of the following areas:

- A1. Engage in courses in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
- B2. Engage in at least three and a half courses in the content area of Social Studies during their high school program.
- C3. Engage in at least one course in the content area of Visual and Performing Arts during their high school program.
- D4. Engage in at least one course in the content area of World Languages during their high school program.
- E5. Engage in at least one course of Health and ~~one full-year~~ two courses of Physical Education ~~course~~ during their high school program.
- F6. Engage in courses that integrate the Guiding Principles into other content areas of the Maine Learning Results.
- G7. Engage in learning experiences that address the Career and Education Development standards.
- H8. Engage in learning opportunities to fulfill graduation experiences.

Students following a traditional pathway must be enrolled in the equivalent of at least 6 full year courses in each of their high school years unless redefined through a Personal Learning Plan, (PLP) approved by both the high school guidance department and administration.

Students may also opt to pursue a high school diploma through multiple additional pathways, including:

- Early college/dual enrollment courses
- Career and technical education programming
- Online/virtual learning
- Apprenticeships, internships and/or field work
- Community service
- Exchange programs
- Independent study
- Alternative education/"At Risk" programming

Adult education

Each pathway must provide a quality learning experience comparable in rigor to the school unit's own course offerings.

In order to pursue one or more of the multiple/alternative pathways, a student must have a Personal Learning Plan detailing how the pathway will provide exposure to the content standards and Guiding Principles of the Learning Results and how the student will demonstrate proficiency in meeting the Guiding Principles as well as the content area standards. The Personal Learning Plan must be approved by the guidance counselor and/or other qualified faculty member/s, and the principal.

Middle School students demonstrating proficiency on RSU No. 5 high school level performance indicators and standards as measured by RSU No. 5 scoring criteria and assessments or through a program approved by the high school administration will be credited those standards and experiences toward graduation.

D. Early Awarding of Diplomas (all classes)

~~A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.~~

A Freeport High School student who fulfills all course experience requirements and demonstrates proficiency in all required areas as approved by the guidance counselor and/or other qualified faculty member/s and the principal may be awarded a high school diploma, as determined by the principal. The superintendent will ultimately determine whether a diploma will be awarded.

E. Transfer Students (all classes)

For students who transfer to Freeport High School from another state, country, school program, or home-schooling situation, including educational programs that are not aligned with Freeport High School's cross-curricular and content-area graduation standards, the school counselor and principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met the school's graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal. The superintendent will ultimately determine whether these students are eligible to receive a diploma.

F. Home-Schooled Students (all classes)

For home-schooled students wishing to receive a diploma from Freeport High School, the principal shall evaluate the value of the student's prior educational experiences and determine to what degree the student has met Freeport High School's graduation requirements. After enrolling in Freeport High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the principal.

G. Students Receiving Special-Education Services (all classes)

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as

required in 20-A MRSA §4722-A(1), ~~as specified by the goals and objectives of the student's individualized education plan (IEP) will be awarded a diploma.~~ may meet the requirements and become eligible for a diploma by demonstrating proficiency in state standards established in the system of Learning Results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's Individualized Education Program (IEP) by the student's IEP team pursuant to the requirements of Chapter 301.

H. Delayed Awarding of Diplomas (all classes)

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education, the student may, upon satisfactory completion of the freshman year, be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

I. Extended Study (all classes)

Students are eligible for extended years of study to complete the graduation requirements if they have not reached the age of 20. Students eligible for extended years of study may be referred to adult education or other programs and resources.

J. Participation in Graduation Ceremony (all classes)

A student must complete all School Board requirements for a high school diploma ~~or certificate of completion~~ in order to participate in graduation exercises

K. Honor and Awards at Graduation

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 Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average 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

INFORMING STUDENTS AND PARENTS

~~The Superintendent/designee will inform students and parents as soon as practicable of any State-imposed proficiency standards/requirements that must be met before students may be awarded a high school diploma, but prior to the start of the class cohort's 9th grade school year.~~

IV. ~~ADDITIONAL CONSIDERATIONS APPLICABLE TO THE AWARDING OF A DIPLOMA FROM FREEPORT HIGH SCHOOL~~

~~This section applies to all students, in all graduation classes.~~

A. ~~Transfer Students~~

~~For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards and Guiding Principles of the system of Learning Results, the Freeport High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.~~

B. ~~Home-schooled Students~~

~~For previously home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal shall determine the value of the student's prior educational experience toward meeting graduation requirements.~~

C. ~~Delayed Awarding of Diplomas~~

~~A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.~~

D. ~~Early Awarding of Diplomas~~

~~A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.~~

E. ~~Extended Study~~

~~Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.~~

F. ~~Certificate of Completion~~

~~The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.~~

~~G. Participation in Graduation Ceremony~~

~~A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.~~

~~H. Honors and Awards at Graduation~~

~~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 Honor Bands, which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average 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~~

Legal Reference: 20-A MRSA § 4502(8), 4722, 6209
Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Adopted: February 24, 2010

Revised: December 14, 2011; June 11, 2014; January 13, 2016

Revised:

Committees/Sub-Committees

13. A, B, C.

Chair	See attached policy BDB
Vice-Chair	See attached policy BDB
Negotiations	Two members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy	Two members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. The committee will only meet as needed.
Finance	Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU.
Strategic Communications	Three members – The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. Meets as needed.
RSU5 Student Aspirations	One Board representative to ongoing committee. "Aspirations" was formed as a vehicle for channeling funding requests from the school to LL Bean partially to insure their funding was being tracked and spent appropriately, and to endure they are not inundated with weekly requests on the part of the schools.
RSU5 Community Programs Advisory Council	One member. This group is advisory to Community Programs. A board member attends regularly as a liaison. Meetings are scheduled monthly.
Maine Region Ten Technical High School	Two Board members serve on the Maine Region Ten Technical High School Board of Directors. Meetings are held monthly at Region 10 (3 rd Monday of the month) All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns (Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past.
Dropout Prevention	One Board member serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education.
Stipend Review	Two members sit on the committee. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. If new stipends are requested the time commitment is approximately five hours per year.

K-12 Proficiency Based Education	One member serves as a representative. The committee is charged with providing guidance and direction to RSU5 implementation of proficiency-based education and ensure alignment K-12. The committee will coordinate such key issues as policies, standards alignment, professional development and reporting practices.
Technology Committee (Cable TV Board)	One member serves as the school representative on the Cable TV Board. Meetings are held at least quarterly. Also acts in an advisory capacity and to review the Technology Plan or updates.
Freeport Performing Arts Center Advisory Committee (FPAC)	One member serves. The Committee meets every other month for 1.5 hours to consider procedures, fees, review data regarding operation of the FPAC.
Facilities	Two members serve. Duties include annual facilities tour (1/2 day), review of capital and major maintenance proposals, and liaison for capital requests within the school budget. Four meetings per year in addition to the tour.
MSMA Legislative Contact	One member to receive e-mails, etc. from MSMA
Safety Committee	Two members sit on the committee, charged with annual update of the Safety Plan and recommendations to full Board. Meetings vary depending upon the workload.
Wellness	One member – monthly district Wellness Committee meetings.
Title I	One Board representative to the title grants as required. Takes part in meetings for Title 1
School Attorney	
School Physician	

BOARD OF DIRECTORS OFFICERS

Duties of the Chair

The Chair shall preside at all meetings of the Board of Directors and shall perform other duties as directed by law, Maine Department of Education rules, and by this Board. In carrying out these responsibilities, the Chair shall:

- A. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board of Directors;
- B. Consult with the Superintendent in the planning of the Board meeting agendas and with the Vice Chair as feasible;
- C. Confer with the Superintendent on crucial matters which may occur between Board meetings;
- D. Appoint subcommittees subject to Board approval and serve as an ex-officio member of all such Board of Directors;
- E. Call special meetings of the Board of Directors as necessary;
- F. Be the public spokesperson for the Board of Directors at all times except as this responsibility is specifically delegated to others; and
- G. Preside at and be responsible for the orderly conduct of all Board of Directors meetings.

As presiding officer at all meetings of the Board of Directors, the Chair shall:

- A. Call the meeting to order at the appointed time;
- B. Announce the business to come before the Board in its proper order;
- C. Enforce the Board's policies relating to the order of business and the conduct of meetings;
- D. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference;
- E. Explain, as appropriate, what the effect of a motion would be;

- F. Restrict discussion when a motion is before the Board;
- G. Put motions to a vote and announce the vote result.

The Chair shall have the right, as other Board members have, to offer motions, discuss questions, and vote.

Duties of the Vice-Chair

In the absence of the Chair, the Vice-Chair shall perform all the duties of the Chair. The Vice-Chair serves as Chair of the Finance Committee.

Duties of the Secretary

The Superintendent shall serve as Secretary of the Board of Directors, with the right to speak on all questions and offer recommendations. The Secretary shall be responsible for ensuring that records are kept of all business transacted by the Board at both regular and appropriately called special meetings, and shall perform such other functions as are ordinarily functions of this office.

Legal Reference: 20-A MRSA § 1055

Cross Reference: BB – Board of Directors Legal Status

Adopted: October 28, 2009
Reviewed: February 16, 2011
Reviewed: January 22, 2014