

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– AUGUST 24, 2016**  
**FREEPORT MIDDLE SCHOOL– CAFETERIA**  
**5:00 P.M. REGULAR SESSION**  
**AGENDA**

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

___ Louise Brogan	___ John Morang
___ Kathryn Brown	___ Beth Parker
___ Jeremy Clough	___ Brian Pike
___ Candace deCsipkes	___ Michelle Ritcheson
___ Naomi Ledbetter	___ Lindsay Sterling
	___ Valeria Steverlynck
3. Pledge of Allegiance:
4. Adjustments to the Agenda:
5. Public Comments:
6. Unfinished Business:
  - A. 5:00 – 6:00 p.m. – Update from Tri-Town Track and Field Committee
  - B. 6:00 – 7:00 p.m. – Update from Strategic Communications
7. Workshop: (7:10 p.m.)

**Board Retreat**

7:00 – 8:00 p.m.	Boardsmanship (Ron Barker)
8:00 – 8:20 p.m.	2015 – 2016 Goal Review
8:20 – 9:00 p.m.	2016-2017 Goal Setting

8. Adjournment:

Motion: \_\_\_\_\_ 2<sup>nd</sup>: \_\_\_\_\_ Vote: \_\_\_\_\_ Time: \_\_\_\_\_

**To:** Board of Directors of RSU 5

**From:** Strategic Communications Sub-Committee

**Re:** Unity & Pride Project (UPP)

**Board Goal:** Focus on Accountability

Vision: RSU5 will communicate with all stakeholders regularly about the schools and will sustain efforts to publish performance indicators to demonstrate progress in the focus areas of Student Achievement, Teacher Effectiveness and Stewardship of Resources

Goal of UPP: To create pride, unity, engagement, excitement and a sense of belonging in our school district.

Strategies		Responsibility	Timeline
1. Identify/define areas of strengths for RSU 5	1. Each school identifies their strengths 2. Superintendent's entry plan	School Administrator Superintendent	Fall of 2016 By Jan. 2017
2. Identify Future Areas for Growth to Create Uniqueness in the District	1. Board to Brainstorm areas 2. Administrative Team Brainstorm Areas 3. Prioritize Areas	Board Members Administrators  Board/Admin	March of 2017 March of 2017  May of 2017
3. Explore Issues of Renaming of High School	1. Explore legal issues 2. Explore financial impact 3. Identify decision- making process	Superintendent Business Manager/A.D. School Board	Fall of 2016 Fall of 2016 January of 2017
3. Gathering input from stakeholders	1. Community Forums to provide input on: a. Renaming the high school b. Celebrations c. Strengths d. Identifying areas to excel e. Other Possibilities 3. Staff Surveys 4. Student Surveys 5. Parent Surveys 6. Focus Groups 7. Board Members	Administrators       Student Council/FHS Principal	March of 2017       March 2017
4. Create Plan from information obtained from stakeholders	1. Synthesize the data 2. Present data to the Board 3. Board decides on further action	1. Strategic Communications Subcommittee	March of 2017 April of 2017 May of 2017

5. Marketing RSU5	Celebrating/highlighting achievements: <ul style="list-style-type: none"> <li>a. Tri-town Newsletter</li> <li>b. Brochure</li> <li>c. Budget Booklet</li> <li>d. Website</li> <li>e. Forecaster/Tri-town</li> <li>f. Board Meetings</li> </ul>	All stakeholders  Superintendent Strategic Communications Superintendent Administrators Administrators All Stakeholders	Ongoing  May 2017 March 2017  Ongoing
6. Identify & expand opportunities for students from three communities to learn together	1. Review where opportunities are already occurring 2. Brainstorm additional opportunities for students from communities to learn together	Administrative Team	Ongoing May 2017

## RSU5 Strategic Goals 2015-2016

### Focus on Student Achievement

*Vision: RSU5 is committed to ensuring **all children** have a school experience characterized by “personalized learning.” RSU5 embraces the responsibility to nurture the unique strengths each student possesses while supporting every student to graduate ready for career, college and citizenship.*

#### Annual Goals:

- Review our continued implementation of strategic curriculum investments; specifically, Teachers College Reading and Writing Workshop Model, Every Day Math, Project Based Learning and Proficiency-Based Learning.
- Strengthen Instructional Support by developing a framework to create consistency and improvement. Encourage and support all schools to raise student aspirations and develop systemic interventions to ensure learning progress for each student.
- Highlight stories of success and growth of students, teachers and community to enhance pride in RSU5.

### Focus on Teacher and Administrator Effectiveness

*Vision: RSU5 employs teachers and administrators who value a strong collaborative culture and shared responsibility for student learning. Teachers and administrators work in professional learning communities (PLCs) to meet the needs of all learners and engage in on going, job-embedded professional learning.*

#### Annual Goals:

- Monitor implementation of Year #2 of Teacher Professional Growth and Evaluation Pilot and Year #1 of Administrator Professional Growth and Evaluation Pilot, and establish a coherent system of teacher and administrator growth and evaluation for 2016-2017.
- Select and pilot a comprehensive superintendent performance evaluation.
- Assess efforts to get to scale across RSU5 with Professional Learning Communities by setting SMART goals and reviewing the results.
- Re-establish an RSU5 Professional Development Committee to provide more opportunities for teacher input and set the context for more support for initiatives.

### Focus on Stewardship of Resources.

*Vision: RSU5 takes seriously its responsibility to be good stewards of resources. Thorough financial planning for strategic priorities, proactive facilities management and sustainability planning are the hallmarks of a high performing district.*

#### Annual Goals:

- Align the FY 17 district budget with strategic priorities; adjust the budget timeline to provide time to address educational as well as financial impacts and to allow plenty of discussion and communication with stakeholder groups.
- Monitor high school addition and renovation project.
- Develop a long-range plan for capital investments, technology and education initiatives that are aligned with district goals.
- Explore ways to create efficiencies working in concert with the three towns.

## **Focus on Accountability**

*Vision: RSU5 will communicate with all stakeholders regularly about the schools and will sustain efforts to publish performance indicators to demonstrate progress in the focus areas of Student Achievement, Teacher Effectiveness and Stewardship of Resources.*

### **Annual Goals:**

- Monitor, on a regular basis, progress on yearly goals.
- Develop specific strategies for improving communications about RSU5, including updating the district's website on a regular basis and in a timely fashion, and more frequent newsletters and submissions to local publications. Increase opportunities to engage the public in conversations about school related issues and open up avenues for public stakeholder feedback and input.
- Continue RSU5 Leadership Committee meetings with leaders from the three towns.
- Create a district-wide, consistent process for accurately tracking migration patterns in and out of RSU5.

## RSU 5 School Board Operating Protocol

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

1. **Children's interests come first.** The board will represent the needs and interests of all the children in RSU5.
2. **No surprises.** We agree to not spring surprises on other board members or the superintendent. There should be no surprises at board meetings. We agree to ask the chair or superintendent to place an item on the agenda instead of raising it unexpectedly at a meeting. The superintendent will keep the full board apprised on all matters ahead of meetings. Board members will receive all materials related to agenda items well in advance of a board meeting.
3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist others do so. While board members are eager to listen to constituents and staff, each inquiry is to be referred to the person who can handle most properly and expeditiously address it. All personnel complaints and criticism received by the board or its individual members will be directed to the superintendent.
4. **Communicate openly and respectfully.** When communicating about board matters be respectful of the Board. When communicating individual viewpoints, use caution not to undermine the implementation or intention of the majority vote. Be clear when speaking and clarify when you are speaking as a private citizen, as an individual, board member or on behalf of the board. Communication between staff and the board is encouraged as long as it follows policy. The superintendent recognizes that timely and open communication regarding school issues is important.
5. **State goals, clearly.** The board and superintendent will set clear goals for improving district performance and will monitor progress regularly.
6. **Annually conduct a self-assessment / evaluation.** The board will address its performance on an annual basis and address any issues.
7. **Meeting protocol.** Conduct at a board meeting is very important. We desire to have a legacy of a well functioning board. We agree to avoid words and actions that create a negative impression of an individual, the board or district. The Board will deeply listen to all speakers / presenters. We agree that we can disagree and will do so using common courtesy and respect for others.
8. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that individual board members will not take unilateral action. Requests for information by a board member will be shared with all members.
9. **Executive sessions only for appropriate subjects.** The board will hold sessions only when the need arises. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.
10. **Avoid marathon meetings.** To be efficient and effective, long board meetings should be avoided. Points can be made in a few words as possible and speeches at meetings will be minimal. If a board member believes s/he doesn't have enough information or has questions, you should call the Superintendent or Board Chair before the meeting.
11. **Practice efficient decision-making.** Business meetings are for decision-making, action and votes. We agree to move the question when discussion is repetitive.



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7.

TO: RSU5 Board of Directors  
FROM: Becky Foley, Superintendent  
DATE: August 15, 2016  
RE: Goal Setting Linked to Board Self-Evaluation

Attached are the results of the Board's Self-Evaluation completed by 8 Board members. There will be time during the retreat to discuss this information.

Average score for each Dimension:

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contextual	7.1	6.9	7.5
Educational	6.9	7.2	7.9
Finance	7.8	8.4	7.0
Interpersonal	7.9	7.5	7.8
Analytical	7.1	7.3	7.5
Political	7.0	7.3	7.1
Strategic	6.4	5.9	6.9
Overall	7.2	7.2	7.4

Regional School Unit No. 5

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# RSU5 BOARD SELF-EVALUATION RESULTS AUGUST, 2016

Using a scale of 10 to 0 (highest to lowest) 10, 9, 8 Frequently/ 7,6,5 Occasionally / 4,3,2 Rarely / 1 Never

DIMENSION I: CONTEXTUAL	10	9	8	7	6	5	4	3	2	1	0	Don't Know	Avg. Score
1. Board takes the time to learn about important issues facing schools through actions such as allowing teachers, students, and administrators to report at meetings.	2	1	5	0	0	0	0	0	0	0	0	0	8.6
2. Board discusses and researches events and trends in the larger community that may affect schools.	0	1	2	0	2	0	2	1	0	0	0	0	6
3. Board reviews district's mission statement.	1	1	1	1	2	0	0	0	1	1	0	0	6.1
4. Board recognizes the superintendent as chief executive officer and educational leader of the district.	5	0	1	2	0	0	0	0	0	0	0	0	9
5. I have been present at board meetings where discussions about values of the district were key factors in reaching a conclusion to a problem.	1	0	1	1	1	2	0	1	0	0	1	0	5.5
6. Board communicates its decisions to all affected by them.	1	3	2	0	1	0	1	0	0	0	0	0	7.9
7. Board keeps abreast of policies mandated by state and federal law, Department of Public Instruction, attorney general opinions, and the courts.	1	1	2	2	1	0	1	0	0	0	0	0	7.4
8. Board establishes and maintains a systematic plan for feedback on policies to determine effectiveness, their worth, and whether they need to be amended, modified, or canceled.	0	2	1	1	0	2	0	0	0	2	0	0	5.5
9. Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extracurricular activities.	0	2	2	2	1	0	0	0	1	0	0	0	7
10. Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.	1	4	1	1	0	0	0	1	0	0	0	0	8
<b>DIMENSION I SCORE: 7.1</b>													

**COMMENTS: #4.** I feel that most Board members do.....but not all  
Not sure we spend enough time discussing education methodologies.



<b>DIMENTION II: EDUCATIONAL</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Don't Know</b>	<b>Avg. Score</b>
1. Board assigns new members a mentor to help them learn the ropes.	0	0	2	1	1	0	1	0	1	0	1	1	5
2. Board provides new members with detailed explanation of the Board's mission.	0	0	2	1	1	0	1	0	0	1	0	2	5.7
3. Board is comfortable requesting a decision be postponed until further information can be obtained, if needed.	1	3	1	0	1	0	0	0	0	1	0	0	7.4
4. At least once every two years, the board has a retreat or special session to examine its performance.	4	2	1	0	0	0	1	0	0	0	0	0	8.7
5. Board is given and reads the agenda and background materials well in advance of meeting.	3	1	3	0	0	1	0	0	0	0	0	0	8.5
6. Board is invited to participate in in-service programs and/or conferences.	2	1	2	1	0	0	1	1	0	0	0	0	7.4
7. Board is willing to hold discussions about what the board should do differently as a result of the mistakes made, if needed.	1	0	2	2	1	0	0	0	1	0	0	1	6.8
8. Board leadership goes out of its way to make sure that all members have the same information on important issues.	0	4	1	1	0	1	0	0	0	1	0	0	7.1
9. I read and reference the Board's policies, procedures, and employee contracts.	2	1	2	0	1	0	1	0	0	1	0	0	7
10. Board has discussions about the effectiveness of its performance.	0	1	1	1	2	1	0	2	0	0	0	0	5.9
<b>DIMENSION II SCORE: 6.9</b>													

COMMENTS: 1. & 2. I believe that is done. 5. it is given...read? I don't know

<b>DIMENSION III: FINANCE</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Don't Know</b>	<b>Avg. Score</b>
1. Equates the income and expenditures of the school system in terms of the quality of education that should be provided and the ability of the community to support such a program.	2	0	3	2	0	0	1	0	0	0	0	0	7.7
2. Takes the leadership securing community support for district priorities.	2	1	1	0	1	1	1	1	0	0	0	0	6.9
3. Understands the basic principles of school finance, including state, federal, and local sources of revenue.	2	0	4	0	2	0	0	0	0	0	0	0	8
4.a. Provides the opportunity for public input during the budgetary process.	6	1	1	0	0	0	0	0	0	0	0	0	9.6
4.b. Engages in a process of establishing budget priorities that includes the public.	4	0	1	1	1	0	1	0	0	0	0	0	8.1
5.a. Provides formal and informal opportunities for employees to have input during the budgetary process.	3	0	1	1	1	0	0	0	0	1	0	1	7.4
5.b. Engages in a process of establishing budget priorities that includes teachers and administrators.	2	1	3	2	0	0	0	0	0	0	0	0	8.4
6. Monitors the financial status of the school system monthly.	6	0	2	0	0	0	0	0	0	0	0	0	9.5
7. Assures the development of long-range fiscal forecasts based on clearly identified assumptions.	0	3	2	1	0	2	0	0	0	0	0	0	7.5
8. The district has found a proper balance among competing claims: fiscal responsibility, responsiveness to the community, and meeting the needs of all students.	1	2	2	0	1	2	0	0	0	0	0	0	7.5
9. Board identifies liabilities and addresses those through strategic planning.	1	1	1	1	0	0	1	1	0	0	0	2	6.8
10. Board assesses financial strategies from strategic framework and analyzes progress toward targets.	1	0	2	2	0	0	1	0	0	0	1	1	6.2
<b>DIMENSION III SCORE: 7.8</b>													

COMMENTS:

<b>DIMENSION IV: INTERPERSONAL</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Don't Know</b>	<b>Avg. Score</b>
1. Board's split decisions do not result in a split board.	0	2	1	1	2	0	1	0	0	1	0	0	6.2
2. Board members are able to hold confidential items in confidence.	1	2	2	1	1	1	0	0	0	0	0	0	7.7
3. Board Chair and superintendent confer so that differences of opinion are identified.	0	2	0	1	0	0	0	0	0	0	0	5	8.3
4. Board members are able to speak their minds without fear of being ostracized.	1	3	1	2	0	1	0	0	0	0	0	0	8
5. Board promptly communicates all expectations and concerns, of the school system to the superintendent with the expectation of feedback when appropriate.	1	3	2	1	1	0	0	0	0	0	0	0	8.2
6. Board refrains from infringing on the superintendent's area of administration and redirects specific complaints and requests to the superintendent.	3	1	1	1	1	0	0	0	0	0	1	0	8.6
7. Once a decision is made, the Board works together to see that it is accepted and carried out.	2	2	1	1	0	1	1	0	0	0	0	0	7.8
8. Board has adopted some explicit goals for itself, distinct from district goals.	2	4	0	0	1	0	1	0	0	0	0	0	8.2
9. Board handles conflict openly and constructively.	0	1	4	1	0	1	0	1	0	0	0	0	7
10. Board is comfortable encouraging the administrative staff to present options the Board may consider in its decision-making role, including probable consequences of each alternative, if needed.	4	2	1	0	1	0	0	0	0	0	0	0	9
<b>DIMENSION IV SCORE: 7.9</b>													

**COMMENTS:**

<b>DIMENSION V: ANALYTICAL</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Don't Know</b>	<b>Avg. Score</b>
1. Board considers subtleties of issues under consideration.	1	1	5	0	0	1	0	0	0	0	0	0	8
2. Board explicitly examines the "downside" or possible pitfalls of any important decision it is about to make.	1	2	2	2	0	0	0	0	1	0	0	0	7.5
3. Board is comfortable questioning administrative proposals and requiring the superintendent to defend or reconsider his/her recommendations, if needed.	1	3	3	0	0	0	0	1	0	0	0	0	8
4. Board is attentive to how it reaches conclusions.	1	1	2	2	0	1	1	0	0	0	0	0	7.2
5. Decisions of the board on one issue tend to influence how it handles other issues.	0	0	2	0	4	0	0	1	0	0	0	1	6.1
6. When faced with an important issue, the board is comfortable generating a list of creative approaches or solutions to the problem, if needed.	1	1	2	1	1	0	1	0	0	1	0	0	6.6
7. Board seeks outside assistance from consultants or other districts when considering its work.	2	2	0	1	0	1	0	1	0	1	0	0	6.7
8. Board does not present new issues of a complex nature for immediate action.	3	1	2	0	0	0	0	1	0	1	0	0	7.4
9. Before reaching a decision on important issues, board requests input from students or staff likely to be affected by the decision.	1	0	4	1	0	0	0	0	1	0	1	0	6.4
10. Board handles issues that are ambiguous and complicated by appointing committees to conduct in-depth research.	1	1	4	1	0	0	0	1	0	0	0	0	7.6
<b>DIMENSION V SCORE: 7.1</b>													

**COMMENTS:** Would like to see more student involvement. Perhaps a non-voting member from the high school?

<b>DIMENSION VI: POLITICAL</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Don't Know</b>	<b>Avg. Score</b>
1. Board shows an awareness of the impact its decisions will have on the community.	0	1	3	0	3	1	0	0	0	0	0	0	7
2. Board encourages the public to attend board meetings.	5	0	3	0	0	0	0	0	0	0	0	0	9.2
3. Board actively cooperates with the news media to spread information about schools programs.	4	1	1	1	0	1	0	0	0	0	0	0	8.6
4. Board has formed ad hoc committees/task forces that include staff and community representatives as well as board members.	3	1	2	1	0	1	0	0	0	0	0	0	8.3
5. Board offers committees referenced in #4 opportunities to report at meetings.	1	2	4	0	0	0	0	1	0	0	0	0	7.9
6. Board and its members maintain channels of communication with key community leaders.	2	2	1	0	2	1	0	0	0	0	0	0	7.9
7. If the board thinks a group of constituents is likely to disagree with an action it's considering, it makes sure to learn how the public feels before rendering the decision.	0	0	2	1	3	1	0	0	0	1	0	0	5.9
8. Board has adopted a policy on parent and public relations/involvement, which it references and reviews.	0	1	2	0	0	1	0	1	0	2	0	1	5
9. Board withstands the pressure of special interest groups.	0	1	1	2	0	2	0	1	0	1	0	0	5.6
10. Board is actively involved in state and federal education legislation.	0	0	1	0	0	4	0	0	1	0	1	1	4.3
<b>DIMENSION VI SCORE: 7</b>													

**COMMENTS:** Would like to know if we can get involved in state edu legislation.

<b>DIMENSION VII: STRATEGIC</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Don't Know—</b>	<b>Avg. Score</b>
1. A majority of the Board's time is devoted to preparing for the future.	0	2	1	0	3	2	0	0	0	0	0	0	6.7
2. Board sets clear organizational priorities for the year ahead.	1	2	3	0	0	2	0	0	0	0	0	0	7.7
3. Board discusses where the school district will be five years from now.	1	0	1	2	0	1	0	1	0	1	0	0	5.1
4. Within the past year, board has reviewed school district strategies for attaining long term goals.	2	1	1	1	0	2	0	1	0	0	0	0	7.1
5. I have been at board meetings where discussion focused on identifying or overcoming school district weaknesses.	0	1	2	1	2	2	0	0	0	0	0	0	6.7
6. Board makes explicit use of long-term priorities of the school district in dealing with current issues.	0	1	2	2	0	1	0	1	0	0	1	0	5.9
7. Board compares reports on schools' progress with the district's long-term goals.	1	1	2	0	0	1	2	0	0	0	1	0	6
8. Board has a procedure in place for conducting superintendent evaluations.	2	2	0	0	1	0	0	1	0	0	1	1	6.7
9. Board is periodically advised of availability of outside funds, such as state and federal grants, special programs, community resources, research programs and special construction funds.	0	1	2	1	1	1	0	0	0	1	1	0	5.5
10. Provides, through policy, a clear set of expectations of performance and personal qualities against which the superintendent will be measured.	1	2	0	0	1	0	0	0	2	0	0	2	6.3
<b>DIMENSION VII SCORE: 6.4</b>													

**COMMENTS:**