

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– MARCH 23, 2016
FREEPORT HIGH SCHOOL– LIBRARY
6:30 P.M. REGULAR SESSION
AGENDA

- I. The meeting was called to order at ___p.m. by Chair Michelle Ritcheson
- II. Attendance:
- | | |
|-----------------------|-------------------------|
| ___ Louise Brogan | ___ John Morang |
| ___ Kathryn Brown | ___ Beth Parker |
| ___ Jeremy Clough | ___ Brian Pike |
| ___ Candace deCsipkes | ___ Michelle Ritcheson |
| ___ Naomi Ledbetter | ___ Lindsay Sterling |
| | ___ Valeria Steverlynck |
- III. Pledge of Allegiance:
- IV. Consideration and approval of the Minutes of February 24, 2016, March 2, 2016 and March 9, 2016.
- A. Consideration and approval of the Minutes of February 24, 2016, March 2, 2016 and March 9, 2016 as presented barring any errors or omissions.
- Motion: _____ 2nd: _____ Vote: _____
- V. Adjustments to the Agenda:
- VI. Good News & Recognition:
- A. Boys Alpine Skiing – Class A MPA Sportsmanship Award
 - B. Boys Nordic Skiing – Class B State Champions
 - C. Boys Ice Hockey – Class A MPA Sportsmanship Award
 - D. Indoor Track – Qualified to Compete at the New England Championships
 - E. Freeport High School Lip Dub
- VII. Public Comments:
- VIII. Superintendent's Report
- A. Items for Information
 - 1. *Board and Administrator*, March 2016
 - 2. February 2016 Construction Progress
 - 3. Information on Substitutes
 - 4. Assistant Superintendent of Curriculum, Instruction and Assessment
 - 5. Proficiency Based Steering Committee Update
 - 6. Board Presentations – Goals Update Calendar
 - 7. Retirements (effective at the end of the 2015-2016 school year)
 - a) Victor DiSilvestro – FHS Science Teacher
 - B. Administrator Reports
 - 1. Finance – Kelly Wentworth, Director

IX. Unfinished Business:

A. Consideration and approval of the 2016-2017 School Calendar (2nd Read).

Motion: _____ 2nd: _____ Vote: _____

B. Consideration and adoption of the Superintendent's FY17 Recommended Budget as presented.

Motion: _____ 2nd: _____ Vote: _____

X. New Business:

A. Consideration and approval for a one-year unpaid leave of absence for the 2016-2017 school year.

Motion: _____ 2nd: _____ Vote: _____

XI. Public Comments:

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

A. Finance Committee

B. Strategic Communications

XIII. Adjournment:

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

RSU No. 5 Board of Directors Meeting
Wednesday, February 24, 2016 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes

IV A.

(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 March 23, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:31 p.m.

MEMBERS PRESENT: Louise Brogan, Kathryn Brown (arrived at 6:34 p.m.), Jeremy Clough, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT: Candace deCsipkes

III. PLEDGE OF ALLEGIANCE:

IV. MINUTES:

A. VOTED: (1) To approve the Minutes of January 27, 2016, February 3, 2016 and February 10, 2016. (Morang – Pike) (9 – 0)

V. ADJUSTMENTS TO THE AGENDA:

VI. GOOD NEWS & RECOGNITION:

A. Report from FHS Student Government - No report.

VII. PUBLIC COMMENTS:

VIII. SUPERINTENDENT'S REPORT:

A. Items for Information

1. *Board and Administrator*, February 2016
2. Proficiency Based Steering Committee Update
3. Retirements (effective at the end of the 2015-2016 school year):
 - a) Rich Robinson – FHS English Teacher
 - b) Ann Fullagar – Speech/Language Pathologist

B. Administrator Reports

1. Finance – Kelly Wentworth, Director: Kelly reported on current job openings and finances.
2. Nutrition – Kim Austin, Director: Kim reported on staff trainings, Point of Sale System, and long term goals.
3. Technology – Seth Thompson, Director: Seth reported on the revision of the district Technology Plan and the selection of a new web site.
4. Community Programs – David Watts, Director: David reported on the current initiatives of each of the programs within the department.

IX. UNFINISHED BUSINESS:

- A. Workshop: Budget Review
 - 1. Nutrition – Kim Austin
 - 2. Technology – Seth Thompson
 - 3. Community Programs – David Watts
 - 4. Curriculum, Instruction and Assessment – Mike Lafortune

X. NEW BUSINESS:

VOTED: (2) To approve the 1st Reading of the 2016-2017 School Calendar
(Ledbetter – Pike) (10 – 0)

XI. PUBLIC COMMENTS:


Michelle Bosse, Freeport

XII. BOARD COMMENTS (Reports from Sub-Committees):

- A. Finance Committee – John Morang provided a summary of the February 10, 2016 meeting.
- B. Strategic Communications – Valy Steverlynck provided a summary of the January 28, 2016 meeting.

XIII. ADJOURNMENT:

VOTED: (3) To adjourn at 9:45 p.m. (Steverlynck – Brown) (10 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, March 2, 2016 – 6:30 p.m.
Freeport High School - Library
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 March 23, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:30 p.m.

MEMBERS PRESENT: Louise Brogan, Jeremy Clough, Naomi Ledbetter, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT: Kathryn Brown, Candace deCsipkes, John Morang

III. PLEDGE OF ALLEGIANCE:

IV. ADJUSTMENTS TO THE AGENDA:

V. PUBLIC COMMENTS:

Doug Patrick, Freeport

VI. UNFINISHED BUSINESS:

A. Workshop: Budget Review

1. Maine Region Ten Technical High School – Peter Dawson
2. Instructional Support – Bonnie Violette
3. Facilities and Transportation – Dennis Ouellette
4. Athletics – Craig Sickels

VII. NEW BUSINESS:

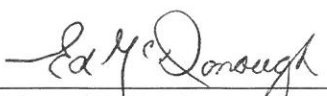
- A. **VOTED: (1)** To approve an unpaid one year leave of absence for the 2016-2017 school year for Devon Koenig (Pike – Ledbetter) (8 – 0)

VIII. PUBLIC COMMENTS:

Kristen Dorsey, Freeport

IX. ADJOURNMENT:

VOTED: (2) To adjourn at 8:48 p.m. (Ledbetter – Steverlynck) (8 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, March 9, 2016 – 6:30 p.m.
Freeport High School - Cafeteria
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 March 23, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:35 p.m.

MEMBERS PRESENT: Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. ADJUSTMENTS TO THE AGENDA:

V. SPECIAL PRESENTATION:

A. Review of FY17 Superintendent's Recommended Budget – Superintendent McDonough provided an overview of the budget.

VI. PUBLIC HEARING:

A. Public Hearing on the FY17 Budget – Two members of the public spoke: Barney Baker and John Egan, both from Freeport.

VII. UNFINISHED BUSINESS:

A. Board Deliberations on the FY17 Budget – Board members reviewed the proposed budget and asked questions.

VIII. PUBLIC COMMENTS:

IX. EXECUTIVE SESSION:

A. **VOTED: (1)** To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Administrator negotiations for RSU5. (Brown – Pike) (11 – 0)

Time In: 8:10 p.m.

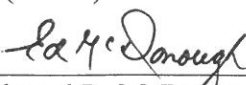
Time Out: 8:35 p.m.

X. ACTION AS A RESULT OF EXECUTIVE SESSION:

No action taken.

XI. ADJOURNMENT:

VOTED: (2) To adjourn at 8:36 p.m. (Clough – Pike) (11 – 0)



Edward R. McDonough
Superintendent of Schools

Board & Administrator

FOR SCHOOL BOARD MEMBERS

March 2016 Vol. 29, No. 11

Editor: Jeff Stratton

Developing board-superintendent operating principles

Operating principles for the board and superintendent define the beliefs, values, and methods of working together. Once implemented, the manner in which the board and superintendent conduct their relationship and the district's business becomes a model throughout the district and serves for staff and the district's "customers" as an example of how problems are solved.

In order to develop a positive, proactive, unified team approach, both the school board and superintendent must know, understand and respect their respective roles. This role clarification can become clear through board work sessions, individual one-on-one sessions with each board member, and the development of board-superintendent operating principles. The time spent together developing such principles and the ensuing discussion create an open, honest dialogue that builds trust and confidence between the superintendent and the school board, and lays the foundation for working together.

The following role definition and example of a "communications" operating principle convey the philosophy of the type of cooperative behavior that has been developed and mutually agreed upon by the board and the superintendent in Freeman, Wash., School District.

As members of the leadership team, we are committed to upholding these principles.

Leadership Team Roles

Freeman School District Board	Freeman School District Superintendent
GOVERNS	LEADS
Reviews and Suggests	Decides How
Requests Information	Seeks and Provides information, recommendations
Considers Issues	Recommends and Carries Out Policy
Creates, Reviews, and Adopts Policy	Reports Progress
Monitors Progress	Evaluates Personnel
Contracts with Personnel	Formulates and Implements Budget
Approves Evaluation Criteria, procedures, budget	Acts in Public Interest
Represents Public Interest	

Principle: Communication, Cooperation and Support

Open communication requires trust, respect, and a fundamental belief in goodwill among board members and the superintendent. We will work to minimize misunderstandings and reduce conflict by: supporting each other constructively and courteously; maintaining confidentiality; focusing our discussions on issues, not personalities; constructively dealing with disagreement; upholding the integrity of every individual; pursuing knowledge thorough understanding; and avoiding promotion of individual agendas.

Michael Dunn, Ed.D., is the NorthEast Washington Educational Service District 101 Superintendent in Eastern Washington and has served as an educator for 37 years. Randy Russell, Ph.D., is the Superintendent of the Freeman School District in Rockford, Wash. Reprinted with permission. ■

Effective school board members have commitment

To accomplish great things as a school board, trustees must have a strong commitment to the mission. Most districts convey their mission through mission statements. If you distill it into its simplest form, a board member's mission is to ensure that all children receive a high-quality public education.

To accomplish this, board members must always:

1. Demonstrate engagement. Prepare for meetings, stay informed on the issues, and always attend board meetings.

Participate in meetings by stating your views and actively listening to those who sit at the meeting table.

2. Represent the community. You will work with school staff and spend more time with them as a board member than you will with the general public. Always remember, however, that you represent the community when you make decisions for the school.

3. Understand the collective nature of board work. As a board member, you not only represent yourself and your views, but work as a member of a

team. If the team fails to do its job, you bear responsibility as much as any other member of the team.

It is also important to remember that the board's power comes from its collective action — a vote — during the board meeting. As an individual board member, a trustee has no power to take action.

4. Remember the "two hats" principle. Let's say you have special skills in the area of accounting. Use these skills to help the board make better decisions (your board member hat).

On the other hand, you should never tell the business operations staff how to do their job. If you want to offer your skills in this area, you should state clearly that you are doing so as a volunteer, wearing your volunteer hat, and not as a board member. Also, remember that it is the superintendent's prerogative as to whether your offer of volunteer assistance is accepted.

5. Behave responsibly. Always consider how district patrons will view board behaviors that are dishonest or self-serving, and then act accordingly. ■

Strategy for contentious public meeting

If the board is facing an issue that generates high emotions in the community, the board needs to be prepared for a different kind of public meeting.

The board might expect to hear from several groups on both sides of the issue looking to make their case with the board. Here are some issues for the board to consider when emotions run high in the district leading up to a meeting:

1. Plan for a venue change to accommodate a larger-than-normal attendance. Consider whether a local or district auditorium may be a more appropriate location.

2. Limit groups' speaking time. Work this

out with your superintendent. Is five minutes enough? Do you need to stretch presentation time to 10 minutes on hot-button issues?

3. Understand that board members should not debate or make motions based on a group's presentation. Board members should ask questions for clarification, as needed. They do not need to respond to individual presenters.

4. Limit a group's number of presentations in a school year. A group will return regularly if the limitation is not stated in board policy. One presentation on a given topic per year is a good rule of thumb. ■

Communication is best when board members know their colleagues

Good communication occurs when teammates on the board work together effectively. One key to this is respect and understanding, as well as practicing skills such as:

- Listening to each other.
- Taking time to consider viewpoints with which you are not in agreement.
- Allowing the minority voice to have its say.

There is another ingredient that goes into the recipe for effective intra-board communication, however, and that's solid understanding of who the people are that are sitting on the board with you. Having board members share information such as their educational backgrounds, hobbies, and "pet peeves" can help board members familiarize themselves with one another.

Project: Freeport High School

Owner: RSU-5

Prepared by: Brook Plummer

February 2016 Construction Progress

Date: 2/29/2015

PDT Project # 14-136

02 Testing / Inspections

- Soils Compaction Testing. 2/1, 2/2, 2/3, 2/4, 2/5, 2/8, 2/9, 2/10, 2/11, 2/12, 2/15, 2/17
- Concrete Testing. 2/2, 2/5, 2/9, 2/11
- Rebar Inspection. 2/2, 2/5, 2/9, 2/10
- Plumbing Testing, Plumbing Inspection. 2/2, 2/4, 2/12

02 Demolition

- Existing Toilet Room. Ceiling, soffit, & partial wall demo. 2/3, 2/4, 2/5
- Existing Toilet Room. Floor excavation for piers. 2/25

03 Concrete Pours

- Footers, Walls. 2/2, 2/5, 2/9, 2/11
- Piers, Grade Beams. 2/8, 2/9, 2/11
- New Building foundations are complete, except for the piers in the existing Toilet Room area.

05 Structural Steel, Decking

- Delivery 2/1, 2/3, 2/4, 2/29
- Shake-Out. 2/8, 2/9, 2/10, 2/11
- Erection. 2/12, 2/15, 2/16, 2/17, 2/18, 2/19, 2/22, 2/23, 2/24, 2/26, 2/29
- Welding Braces and Bar Joists. 2/18, 2/19, 2/26, 2/29
- Roof Decking. Bundles placed in bays with completed bar joist installation. 2/29

06 Carpentry

- Maintenance Building. Framing, Sheathing. 2/1, 2/9, 2/10, 2/11, 2/12, 2/15, 2/16, 2/17, 2/18, 2/26, 2/29
- Maintenance Building Truss Erection. 2/19, 2/22, 2/23, Complete 2/24
- Wall / Window mockup framed and sheathed 2/5

07 Thermal Moisture Protection

- Foundation Waterproofing. Complete 2/9

22 Plumbing

- Deep sewer installation. 2/1, 2/2, Complete 2/3
- Water line to Maintenance Building. Complete 2/11

26 Electrical

- No activity in February

31 Earth Moving

- Deep sewer excavation. 2/1, 2/2
- Excavation for water line to Maintenance Building. 2/2, 2/11
- Structural backfill and compaction. 2/1, 2/2, 2/3, 2/4, 2/5, 2/8, 2/9, 2/10, 2/11, 2/12, 2/15, 2/17, 2/18
- Crooker completed excavation, backfill and compaction for foundations and deep sewers and inside of new building, has now demobilized until Spring.

**Daily Substitute Rates
2015-2016**

As of 03/10/16

VIII A.3

District	High School Diploma	Minimum 2 Years of College	4 Years of College	BA/Certified	Nurses
Falmouth			\$85	\$85	\$125
Cape Elizabeth		\$80	\$80	\$80	\$125
Yarmouth		\$75	\$75	\$75	\$140
MSAD 51		\$85	\$85	\$85	\$115
MSAD 15	\$60	\$70	\$85	\$85	\$85
Scarborough	\$60	\$65	\$70	\$75	\$115
RSU5	\$65	\$75	\$75	\$75	\$75
Brunswick		\$75	\$75	\$75	\$140
MSAD 75		\$85	\$85	\$85	\$125

Educator Sub Pay:

\$23,276

2 yr avg days needing a sub:	2116	
Additional per day amount to be competitive:	\$10	\$21,160
Payroll Tax %:	10%	\$2,116

Nursing Sub Pay:

\$4,290

2 yr avg days needing a sub:	60	
Additional per day amount to be competitive:	\$65	\$3,900
Payroll Tax %:	10%	\$390

Total Additional funds for Educator & Nursing sub pay increase:

\$27,566

MEMORANDUM

To: RSU5 School Board Members
From: Ed McDonough
Date: March 11, 2016
Re: Upgrading Curriculum Director Position

As you know, the proposed FY 2017 Budget contains a salary to employ a full-time curriculum director for next year. The purpose of this memo is to request RSU5 Board of Directors change the position to one of Assistant Superintendent of Curriculum, Instruction and Assessment.

The FY 17 Budget has a salary of \$95,187 for a curriculum director. In a revenue neutral approach, RSU5 could hire an assistant superintendent to oversee curriculum and the development and improvement of the instructional program; coordination of the curriculum; professional development; State, Federal and other grant programs and serve as an instructional leader of the district.

The successful candidate would possess certification as an assistant superintendent (CR# 015) or document eligibility as well as demonstrate an ability to plan, lead and coordinate district-wide professional development. Other key qualifications would be skills in managing and leading teams to accomplish RSU5 priorities, experience in a proficiency-based model of instruction, knowledge of standard-based approaches and methods, experience implementing a professional learning communities model and the ability to assist the superintendent in the overall administration of the RSU.

The Superintendent's Entry Plan made the following recommendation: *"For relatively the same dollars in budget the RSU should consider an Assistant Superintendent who oversees curriculum, instruction and assessment. More than a change in title, this shift would provide this position more authority and responsibility to align and coordinate programs and oversee K-12 proficiency efforts. Additionally, developing such talent will assist in succession planning down the road."* I think shifting this position would provide greater benefits to the district in so far as one, the successful candidate would have greater responsibility to meet key deadlines and deliverables; two, the candidate would collaborate with the Superintendent of Schools and serve in this capacity in his/her absence, and three, the candidate could have the potential to play a key role in the long-term leadership and continuity of the district.

Proficiency-Based Steering Committee Meeting
 Tuesday, March 8, 2016
 Freeport Middle School, 3:30 -5:00 pm, Library

<input checked="" type="checkbox"/> Lynn Shea	<input checked="" type="checkbox"/> Will Pidden	<input checked="" type="checkbox"/> Lisa Demick
<input checked="" type="checkbox"/> Hiram Sibley	<input checked="" type="checkbox"/> Ray Grogran	<input checked="" type="checkbox"/> Dana Bisbee
<input checked="" type="checkbox"/> Lisa Hogan	<input checked="" type="checkbox"/> Mary Pennington	<input type="checkbox"/> Halorie Kivler
<input checked="" type="checkbox"/> John Stivers	<input checked="" type="checkbox"/> Bonnie Violette	<input checked="" type="checkbox"/> Brian Campbell
<input checked="" type="checkbox"/> Kent Fischer	<input checked="" type="checkbox"/> Leo O'Connor	<input checked="" type="checkbox"/> Jamie Arrison
<input checked="" type="checkbox"/> Jen Gulko	<input checked="" type="checkbox"/> Louise Brogan	<input checked="" type="checkbox"/> Linda Pritchard
<input checked="" type="checkbox"/> Kelly Fitz-Randolph	<input checked="" type="checkbox"/> Mike Lafortune	<input checked="" type="checkbox"/> Ed McDonough

MINUTES

1. Follow-up to Freeport High School Tuning Protocol Feedback (20 min)
Principal Campbell answered questions from our initial meeting. At the end of these minutes are the notes he prepared. Ray and Brian shared an initial glossary of key terms.
2. Text Protocol (60 min)
The group completed a Three Levels of Text protocol on the 2014, Phase II report by Silvernail, et. al, entitled: Implementation of a Proficiency-Based Diploma System in Maine: District Level Analysis. Table groups reported out key implications identified from the text for our work in RSU5.

Table Group # 1:

- Need clear regular structure for district-wide collaboration
- Habits of work need to be consistently implemented
- We need a clear model of a proficiency-based system. i.e., "Give me an example"
- Proficiency-based learning emphasizes student learning vs. averaged grades.

Table Group # 2:

- K-2, 3-5, structure in RSU supports individual student learning – Ahead of schools reported on.
- FHS utilizes a standards-based (vs. standards-referenced) model.
- Will students move, K-8, by proficiency or chronologically?
- Diploma implications for students with disabilities
- Provide clarity for parents.

Table Group # 3:

- Can we identify the resources required to see PBE realized?
- Calibrate the expectations both vertically and in a grade level.
- Clarity articulating the plan with students, parents and community is critical but should also reflect a willingness to recognize there is variability in the current effectiveness.

Table Group # 4:

- Seamless K-12
 - Collaboration all grade levels
 - Common reporting (not dual)
 - Shared vocabulary

- PD
 - Collaboration K-12
 - Coaching
 - Interdisciplinary units of study
 - Alternative pathways
 - Make sure everyone can differentiate
 - TIME
- Culture and Climate for Change

Table Group # 5:

- No playbook / guidelines
- Rubrics – can provide communication b/w grade levels, S/T, to parents
 - Convert hoop jumpers into active learners
- Communication
 - To parents
 - To teachers To get everyone to shift
 - To Kids
- TIME – develop practice – don't jump to the next fad
- PK-12 seamless in a district with different buildings / schedules – depends on time and communication – benefit to students and teachers

3. Debrief – Next Steps (10 min)

- *Can we prioritize the key components of a system – focus on integral pieces regardless of ME change? What are the components we feel is important?*
- *More models and examples are needed. Visit or hear what other schools are doing? Examine a spectrum of schools. What are the lessons learned. What are the challenges?*
- *What benefits are we looking for? What's the value added? Research schools doing this work.*
- *We need an example. What does it look like when you put it together? Examples from other states? Videos to view?*
- *Guiding Principles are very important, be careful not to focus on PBE and miss the bigger picture?*
- *Are there small steps we could take to communicate better?*

Next meeting: Tuesday, April 12, 2016

PRINCIPAL CAMPBELL'S ANSWERS

- I'm interested in how this could work with interdisciplinary courses.
 - Whatever the co-developed summative is measures the content standards of the courses engaged in the learning
 - Very easy to accomplish whether two or more courses collaborating to have students answer one guiding question.
 - Each content area plays a role with one generally taking the lead and all have identified standards to be measured
- Can scheduling be flexible enough to accommodate internships and off-site learning?
 - Yes
- Can PBE materials be shared with the middle school?
 - Have the framework, scoring guides, and most of our practices
- How are targets aligned with students who are moving at their own pace?
 - This is not the RISC model or Mass Customized. Our intent is to scaffold complexity and concretize understanding of content and skills over repeated measurements
- How do teachers manage all this - teaching, reteaching, relearning? It's an awful lot. How do we support teachers?
 - Relearning and Reassessment does not mean that students need to retake or redo the assessment. Proficiency is about collecting a body of evidence that support what students know. Well constructed learning plans can provide that information
 - Callback time
 - Literacy and Math labs
 - Teacher office hours
 - Encouraged to use the first 10 minutes or so of the next class period after returning summative to set relearning plans
- Do we have a common language k-12 for PBE? What about a glossary of terms?
 - Have a glossary in "Assessment and Grading Guide"
 - 4Cs (Guiding Principles): competencies valuable for today's world: critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
 - Content Area Standards (common standards): the 5-8 department graduation standards
 - Essential Questions: broad questions that when answered lead to an essential understanding; often open-ended without a straight-forward answer
 - Essential Understandings: key ideas
 - Formative Assessment: detailed information that educators can use to improve instruction and student learning while it's happening. In other words, formative assessments are often said to be *for* learning, while summative assessments are *of* learning. Assessment expert Paul Black puts it, "When the cook tastes the soup, that's formative assessment. When the customer tastes the soup, that's summative assessment."

- **Graded Assessment:** used to evaluate student learning on one or more indicators during a unit. These may be smaller traditional assessments such as quizzes, short writing prompts, etc.
- **Habits of Work:** identified traits or behaviors that promote and are essential to learning. These traits or behaviors are assessed separate from academic learning.
- **Learning Targets:** day to day learning objectives
- **Long-Term Learning Targets:** larger in scope than what may be accomplished in a day or two
- **Performance Indicators:** demonstration of learning students will do to meet the standard; measurable. Performance indicators provide more specific descriptions of what it means to meet a content area standard. Usually, when students engage in a summative assessment aligned with a particular standard, it is at the performance indicator level against which they are assessed.
- **Performance Level:** indicates the degree to which students have demonstrated or attained learning
- **Proficiency:** demonstration of student performance on each performance indicator of a standard against detailed scoring criteria.
- **Proficiency-Based Education:** “refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education” (Glossary of Education Reform, Great Schools Partnership).
- **Rubric:** an assessment tool used to define levels of proficiency.
- **School-Wide Standards:** rubrics for five identified core competencies: reading, writing, research, participation, and presentation. These universal process rubrics are used in whole and in part by classroom teachers to set consistent expectations and to provide consistency in performance-based evaluation across the curriculum.
- **Scoring Criteria:** a set of descriptors of the various levels of proficiency for each performance indicator related to the standards.
- **Standard:** broad statement of key learning that all students are expected to demonstrate
- **Summative Assessment:** used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year; they are generally evaluative, rather than diagnostic. What makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but

the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.

- Will we have a common district wide reporting system?
 - Should although what is required by legislation for MS as opposed to HS is different
- What happens after high school - will students be prepared for college and beyond. If a student can say I am not ready for an assessment today but I will be ready on Monday. How will students be held accountable?
 - Don't know of any occupations where revision to work isn't encouraged
 - We also aren't the real world; our primary job is to measure learning and provide students with the requisite skills
 - Extensions are asked for in the vast majority of occupations
 - Colleges and universities support proficiency based education, even the Ivy schools
- How will reporting be translated to grades for college applications?
 - Colleges are less concerned about transcripts and more concerned with the school profile that explains how grades are determined and what they represent
- How will all of this be communicated to parents?
 - Been doing newsletters, Principal Coffees, special meetings to share model
- What does it look like to exceed the standard?
 - A "4" is significantly different from a "3" relative to the cognitive demand or a more complex application of the skill or knowledge. The "4" is not just more of the "3". For instance, saying that answering 9 out of 10 questions on a test correctly is a "3" and that 10 out of 10 is a "4" is not good practice unless the last question is one that requires the rigor that has been defined for a "4" on rubric/scoring criteria. Doing more does not move a student from a "3" to a "4". For example, asking student to correctly define 10 words in context might qualify as a "3" but then saying that doing an additional 5 words qualifies as a "4" would not be good practice.

A student should not have to undertake a large amount of independent work to earn a "4". Opportunities to study advanced topics, tackle challenging problems, and develop advanced skills should be made explicit and actively supported as part of regular instruction whenever possible for all students.

Any activity or task used as a graded assessment or summative assessment of an performance indicator at the full rigor level must include an opportunity for students to perform at the exceeds level by increasing the rigor level. This could be increased complexity in demand of thinking or application of concepts to a more complex situation, but either needs to be significantly different from the rigor of the meets criteria.

An activity or task that will be used as a graded assessment or in a summative manner should be designed in such a way that all students attempt to reach the "4" level rigor rather than having it be an

“optional” or extra part. Classroom instruction and activities should include tasks that require 4-level rigor in order to best prepare students for this level of cognitive demand on graded assessments and on summative assessments.

- What are the shortcomings of PBE?
 - Shortcoming is how do you shift mindsets from a grade to learning
- Are there some common readings we can look at?
- Can we see learning targets, indicators, and standards in action?
 - Walk through a solid unit plan and Stage 3 of the plan

Graduation Standards:

Standard 1 Applications of s.s. processes, knowledge and skills: Collaboratively and independently research, present, and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts

Standard 6 History: Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world

Performance Indicators:

S. S. Standard 1/E: Develop and present arguments both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented

S.S.Standard 6 B: Analyze interpretations of historical events that are based on different perspectives and evidence

Standard 6 D: Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently

Summative assessment

Students will assume the roles of historical figures and participate in a 1776 colonial town meeting at which they will debate whether to declare independence from Great Britain (Unit’s essential question- Are the colonists justified in overthrowing their government?). Loyalists and Patriots will try to persuade Neutralists to join their side; Neutralists will question the Loyalists and Patriots on their arguments and use/interpretation of evidence and then vote each “round” on which side has the most compelling arguments and rebuttals. All students will use strategic thinking to cite evidence, develop logical arguments and justify their own conclusions or critique conclusions others have drawn. Students who are proficient are able to think strategically and make logical inferences about the perspective the historical person they are role-playing would have had on the events and key laws of 1770s America.

Students will prepare the following materials to use in their town meeting:

- Written speech from perspective of historical person who the student is role-playing (SS 1/E; SS 6 E, GP A.2)
- Creation of a poster from the point of view of character (SS 6/B; GP A.4)
- Nameplate for historical character with “quote” summarizing character’s perspective on independence from Great Britain (GP A.4; SS 6.B)

During the town meeting, students will:

- Present the speech they have prepared and participate in the development of a rebuttal or counterargument (G P A.2; A.3; A.4)

Daily Learning Target	Formative Assessment	Learning Experience(s)
I can explain the reasons for the settlement of various English colonies (2 days)	<ul style="list-style-type: none"> • Presentation checklist- 1.) "headline statement," 2.) examples to support headline, 3.) explanation of important dates/events in colony, 4.) students define terms, use clear voice, maintain eye contact • Complete Venn diagram with partner comparing two colonies (done beginning of class after presentations) 	<p>Day 1: Each small group researches using textbook, and supplied internet resources the settlement of one colony. Prepares short presentation</p> <p>Day 2: Presentations. Students complete matrix graphic organizer</p>
I can define mercantilism and describe how it could be viewed as a benefit to colonists and as a cost to colonists (1 day)	<ul style="list-style-type: none"> • Role play cards (farmer, shipbuilder, ship owner, merchant, etc.) 	In class reading & note-taking using note-taking template
I can analyze the causes and consequences of laws and events in the 1770's and infer different viewpoints (3 days)	Each day: 1.) take one event from the chart, and do mini-debate with whole class. 2.) Pair groups and have them pick another event to debate by dividing group into 2 patriots, 2 loyalists and 2 neutralists.	Using textbook and in groups of 3, students complete action-reaction chart defining events and inferring perspective of loyalist & patriot on each event/law
I can compare & contrast the political cartoon of the Boston Massacre with eyewitness accounts of the event (2 days)	Read 2 paragraph explanation of Boston Massacre in textbook- Is this a good summary, why/why not?	Students given cartoon and asked to list all the things they notice, explain what might be meaning of cartoon. Read eyewitness account- what's different?
I can correctly apply the terms "radical," "moderate" "conservative" to make a generalization about a person's political viewpoint (1 day)	Spectrum activity- "who would be likely to say...." students respond to statement by moving to spot in room labeled "radical", "moderate" "conservative"	<p>Mini-lecture on terms with examples</p> <p>Spectrum activity (see formative assessment box)</p> <p>Give each student role for debate</p>

School Board Presentations / Goals Update Calendar

VIII A.6

<i>September 9, 2015 Workshop</i>	<i>Review Draft of Goals & Operating Protocols</i>
September 23, 2015 Business Meeting	
<i>October 14, 2015 @ PES Workshop</i>	<i>PES: Math Instruction, K-5</i>
	<i>FHS Update on Proficiency Work</i>
	<i>Budget Timeline & Process</i>
October 28, 2015 Business Meeting	<i>Reports: FMS, MLS, Maintenance, Finance</i>
	<i>Long-range Capital Improvement Plan</i>
<i>November 4, 2015 @ DCS Workshop</i>	<i>DCS – School Goal on “accountable talk”</i>
	<i>PG&E Update</i>
November 18, 2015 Business Meeting	<i>Reports: FHS, MSS, Athletics</i>
<i>December 9, 2015 Workshop @ FMS</i>	<i>FMS: Interdisciplinary work</i>
<i>January 13, 2016 Workshop @ MLS</i>	<i>MLS: Teachers College – Literacy Model</i>
	<i>Entry Plan Report</i>
<hr/>	
January 27, 2016 Business Meeting	Superintendent’s Recommended Budget
	<i>Reports: DCS, PES, Inst. Support</i>
<i>*February 3, 2016: Budget Workshop</i>	<i>Budget Review: DCS, FMS, FHS</i>
<i>February 10, 2016 Workshop @ MSS</i>	<i>MSS: Responsive Classroom</i>
	<i>Budget: MSS, PES, MLS</i>
February 24, 2016 Business Meeting	<i>Reports: Nutrition, Technology, Comm. Ed.</i>
	<i>Budget: Technology, CIA, Nutrition</i>
<i>*March 2, 2016: Budget Workshop</i>	<i>Budget: Inst. Support, Maintenance, Athletics,</i>
	<i>Workshop:</i>
<i>March 9, 2016 Workshop @ FHS</i>	<i>Public Hearing on Budget / Deliberations</i>
March 23, 2016 Business Meeting	<i>Adopt FY 17 School Budget</i>
	<i>Reports: Finance</i>
<hr/>	
<i>April 13, 2016 @ PES Workshop</i>	<i>Q&A on Budget 6:00-6:30</i>
	<i>Workshop: Create process for tracking</i>
	<i>migration patterns in and out of RSU</i>
	<i>Update on School Board Goals</i>
April 27, 2016 @ DCS Business Meeting	<i>Q&A on Budget 6:00-6:30</i>
	<i>Reports: Finance</i>
	<i>Workshop: PG&E Update</i>
<i>May 11, 2016 Workshop @ FHS</i>	<i>Q&A on Budget 6:00-6:30</i>
	<i>Reports: Curriculum, Comprehensive Ed Plan</i>
	<i>Workshop: Proficiency-based Education</i>
May 25, 2016 Business Meeting	FY 2017 Annual Budget Meeting
<i>June 8, 2016 Workshop</i>	<i>PLC SMART Goal Results: MSS, PES, MLS,</i>
	<i>DCS, FMS, FHS, Instructional Support</i>
	<i>Track and Field Update</i>
June 15, 2016 Business Meeting	<i>Certify Votes</i>
	<i>Retreat: Review Entry Plan</i>
	<i>Recommendations</i>

RSU #5	General Budget Report	as of 02/29/2016			2015-2016			
Article #	Description	2015-2016 Budget	Transfers	Revised Budget	Expenses YTD	Encumb. YTD	Balances YTD	% Remaining
Article 1	Support Staff	\$2,837,476.00	\$34,000.00	\$2,871,476.00	\$1,510,713.88	\$45,584.56	\$1,315,177.56	46%
Article 2	School Administration	\$1,365,040.00	\$0.00	\$1,365,040.00	\$912,799.23	\$1,412.93	\$450,827.84	33%
Article 3	Operation of Plant	\$3,541,592.00	\$0.00	\$3,541,592.00	\$2,288,553.87	\$470,695.71	\$782,342.42	22%
Article 4	Voc. Ed. Assessment	\$512,001.00	\$0.00	\$512,001.00	\$384,000.08	\$128,000.04	\$0.88	0%
Article 5	School Nutrition/Crossing Guards	\$189,552.00	\$0.00	\$189,552.00	\$125,901.34	\$59,851.32	\$3,799.34	2%
Article 6	Instruction K - 12	\$12,362,716.00	(\$34,000.00)	\$12,328,716.00	\$5,925,894.08	\$117,385.07	\$6,285,436.85	51%
Article 7	Co-Curr. & Athletics	\$676,475.00	\$0.00	\$676,475.00	\$414,463.16	\$19,194.23	\$242,817.61	36%
Article 8	District Administration	\$778,805.00	\$0.00	\$778,805.00	\$472,208.93	\$33,790.33	\$272,805.74	35%
Article 9	Transportation Services	\$1,421,847.00	\$0.00	\$1,421,847.00	\$840,003.18	\$415,684.44	\$166,159.38	12%
Article 10	Debt Service	\$1,701,717.00	\$0.00	\$1,701,717.00	\$1,432,695.52	\$269,020.93	\$0.55	0%
Article 11	Special Education Services	\$4,019,982.00	\$0.00	\$4,019,982.00	\$2,111,824.94	\$1,739.34	\$1,906,417.72	47%
	Totals	\$29,407,203.00	\$0.00	\$29,407,203.00	\$16,419,058.21	\$1,562,358.90	\$11,425,785.89	39%

RSU5 School Calendar 2016-2017

AUGUST/SEPTEMBER					OCTOBER					NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
29	30	31	1	2	3	4	5	6	7		1	2	3	4										
5	6	7	8	9	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9	2	3	4	5	6
12	13	14	15	16	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16	9	10	11	12	13
19	20	21	22	23	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23	16	17	18	19	20
26	27	28	29	30	31					28	29	30			26	27	28	29	30	23	24	25	26	27
																				30	31			
19 8/31 & 9/1 Professional Learning Day 5 Labor Day 9/6 First Student Day K-9					19 7 Professional Learning Day 10 Columbus Day					17 8 Professional Learning Day 11 Veterans Day 23 Professional Compensation Day 24-25 Thanksgiving Break					16 23-30 December Vacation					20 2 New Years Day Observed 16 Martin Luther King Day				
FEBRUARY					MARCH					APRIL					MAY					JUNE				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
		1	2	3			1	2	3						1	2	3	4	5				1	2
6	7	8	9	10	6	7	8	9	10	3	4	5	6	7	8	9	10	11	12	5	6	7	8	9
13	14	15	16	17	13	14	15	16	17	10	11	12	13	14	15	16	17	18	19	12	13	14	15	16
20	21	22	23	24	20	21	22	23	24	17	18	19	20	21	22	23	24	25	26	19	20	21	22	23
27	28				27	28	29	30	31	24	25	26	27	28	29	30	31			26	27	28	29	30
14 17 - Professional Learning Day (1/2) 20 Presidents' Day 21-24 February Vacation					22 17 Professional Learning Day					14 14 Professional Compensation Day 17 Patriots' Day 18-21 April Vacation					22 29 Memorial Day					12 11 Graduation 16 Last day - If No Snow Days Half Day Schedule				



NO SCHOOL - Holiday/Vacation



PROFESSIONAL LEARNING DAY - No Students (5 1/2)



PROFESSIONAL COMPENSATION DAY - No Students (2)



LAST DAY OF SCHOOL-(if no snow days) - PK-12 HALF DAY

Storm Make-up days if needed: 6/19-6/23

Superintendent Recommended Warrant Articles
Regional School Unit No. 5

ARTICLE : 1	To see what sum the Board will authorize RSU No. 5 to expend for Student and Staff Support (Guidance, Health, Curriculum Development, Improvement of Instruction, Library and Technology). Superintendent Recommend \$ <u>3,034,814.00</u>
ARTICLE : 2	To see what sum the Board will authorize RSU No. 5 to expend for School Administration (School Administration). Superintendent Recommend \$ <u>1,501,738.00</u>
ARTICLE : 3	To see what sum the Board will authorize RSU No. 5 to expend for Facilities Maintenance (Operation of Plant, Capital Improvements, Shared Capital Enhancement Projects, Non Shared Capital Renewal Projects, Shared Capital Renewal Projects). Superintendent Recommend \$ <u>4,601,454.00</u>
ARTICLE : 4	To see what sum the Board will authorize RSU No. 5 to expend for Career and Technical Education. (Maine Vocational Region 10, (MVR10)) Superintendent Recommend \$ <u>542,107.00</u>
ARTICLE : 5	To see what sum the Board will authorize RSU No. 5 to expend for All Other Expenditures (School Nutrition, Crossing Guards). Superintendent Recommend \$ <u>226,629.00</u>
ARTICLE : 6	To see what sum the Board will authorize RSU No. 5 to expend for Regular Instruction (Elementary and Secondary), Secondary Tuition, Gifted & Talented and Contingency). Superintendent Recommend \$ <u>12,088,185.00</u>
ARTICLE : 7	To see what sum the Board will authorize RSU No. 5 to expend for Other Instruction (ESL, Co-Curricular, and Athletics). Superintendent Recommend \$ <u>738,862.00</u>
ARTICLE : 8	To see what sum the Board will authorize RSU No. 5 to expend for System Administration (Board of Directors, Superintendent, and Business Office). Superintendent Recommend \$ <u>784,704.00</u>
ARTICLE : 9	To see what sum the Board will authorize RSU No. 5 to expend for Transportation and Buses. (Regular and Special Ed Transportation) Superintendent Recommend \$ <u>1,522,706.00</u>
ARTICLE : 10	To see what sum the Board will authorize RSU No. 5 to expend for Debt Service and Other Commitments. (State Supported Debt Service and Non Shared Debt) Superintendent Recommend \$ <u>1,671,693.00</u>
ARTICLE : 11	To see what sum the Board will authorize RSU No. 5 to expend for Special Education (Special Education). Superintendent Recommend \$ <u>4,195,780.00</u>
Total Operating Budget Articles 1-11 \$30,908,672.00	
Adult Education \$100,000.00	
Total RSU5 Operating Budget including Adult Education <u><u>\$31,008,672.00</u></u>	



Finance Subcommittee Report

Date: March 10, 2016

Committee: Finance Committee

Chair: John Morang

In attendance: Kate Brown, John Morang, Michelle Ritcheson and Edward R. McDonough

Guests: Auditors: Marge Hall and Don Talbot, Valy Steverlynck

Meeting Date: March 9, 2016

Agenda Items and Discussion:

Auditor Presentation/Review of 2014/2015 Audit:

Auditors Marge Hall and Don Talbot did a Power Point presentation reviewing the audited financial statements for FY15.

Discussion of current RPC funding formula:

Director of Finance reviewed the pieces of the RPC funding formula. Several questions arose about minimum receivership shown on the ED279 and how the local required contribution is calculated by the State for the Essential Programs and Services funding model. Kelly will contact the DOE and ask for further, clear, concise information on these two items and report back to the Committee. The Finance Committee felt that the entire Board of Directors should discuss the exploration of potential changes to the funding formula and suggested that it be put on the Board of Directors agenda at a future meeting.

Other:

Update on bidding for liability insurance:

Director of Finance reported that the prequalification letters were sent on March 1, 2016. Two packets had been received back as of the meeting date. The deadline for submission is March 14, 2016 at 3:00. Packets will be opened at that time and entered into a comparison spreadsheet for review. The Finance Committee will meet at 5PM on March 23, 2016 in the Central Office Conference Room to review submissions and select qualified bidders and assigning of companies.

Warrant signing:

Accounts Payable, Construction, Nutrition, Community Education, and Payroll warrants signed.

Next Meeting: March 23, 2016

Submitted by: Kelly Wentworth, Director of Finance



Strategic Communications Sub-Committee Report

Meeting Date: March 10, 2016

Committee: Strategic Communications

Chair: Candace deCsipkes

In attendance: Candace deCsipkes, Lindsay Sterling, Valy Steverlynck, Kate Brown, Michael Lafortune

1. District Website Review

Seth Thompson was not able to attend this meeting due to illness. However, he gave Mike several sites for the committee to review. The committee provided feedback. Lindsay informed the committee about the website review committee's work.

2. Discussion around the branding of RSU5. Committee members would like to ask the Board to explore and evaluate our current branding; logos, mascots, colors, and district identity. Goal of this evaluation and exploration is unifying our RSU5 communities.

Also discussed a more specific situation where students in Durham compete against Freeport Middle School in soccer and basketball. Some committee members felt this was not productive in creating unity across the RSU.

Committee asked that Craig be invited to our next meeting to give us more information in this area. Maybe a survey of participating parents will be constructed after meeting with Craig.

3. Other Miscellaneous Items:

- Budget committee members to leadership meetings. Candy will ask Michelle to invite appropriate people.
- Budget information – Candy asked that a one-page synopsis of our budget be created to distribute where necessary.
- Planning for next year – Candy suggested we develop a plan for strategic communication for the 2016-2017 school year. Mike suggested that two areas be seriously considered in this communication plan. Communications around the success of RSU5, especially around teacher collaboration/professional development and student programming. Also, communication around why students should choose RSU5 and Freeport High School.

Next Meeting: April 28, 2016 @ 4:00 p.m.

Press release recommended? No

Submitted by: Mike Lafortune