

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS**  
**WEDNESDAY– FEBRUARY 24, 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 January 27, 2016, February 3, 2016 and February 10, 2016.

A. Consideration and approval of the Minutes of January 27, 2016, February 3, 2016 and February 10, 2016 as presented barring any errors or omissions.

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

V. Adjustments to the Agenda:

VI. Good News & Recognition:

A. Report from FHS Student Government

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
2. Nutrition – Kim Austin, Director
3. Technology – Seth Thompson, Director
4. Community Programs – David Watts, Director

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:**

**A. Consideration and approval of the 2016-2017 School Calendar (1<sup>st</sup> Read)**

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

**XI. Public Comments:**

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

**A. Finance Committee**

**B. Strategic Communications**

**XIII. Adjournment:**

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

RSU No. 5 Board of Directors Meeting  
 Wednesday, January 27, 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 February 24, 2016 meeting).

**CALLED TO ORDER:**

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

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

**MEMBERS ABSENT:** Kathryn Brown

**III. PLEDGE OF ALLEGIANCE:**

**IV. MINUTES:**

**A. VOTED:** (1) To approve the Minutes of December 9, 2015 and January 13, 2016.  
 (Morang – Pike) (10 – 0)

**V. ADJUSTMENTS TO THE AGENDA:**

Move item X. Unfinished Business after Public Comment

**VI. GOOD NEWS & RECOGNITION:**

A. Report from FHS Student Government - Senior Alston Lybolt provided the Board with an update on recent and upcoming events taking place at Freeport High School.

**VII. PUBLIC COMMENTS:**

Pat Palmer, Tri-Town Track and Field Safety Committee.

**(Adjustment to the Agenda)**

**X. UNFINISHED BUSINESS:**

**A. VOTED: (2)** To approve postponing awarding of bids for field improvements at Freeport High School. (Morang – Steverlynck) (10 – 0)

**VIII. SPECIAL PRESENTATION:**

A. Presentation of Superintendent's 2016-2017 Recommended Budget – The Superintendent provided an overview of the recommended budget and timeline of the budget adoption process.

**IX. SUPERINTENDENT'S REPORT:**

A. Items for Information

1. *Board and Administrator*, January 2016
2. 2016-2017 Freeport High School Program of Studies.
3. FY 17 RSU5 Budget Timeline


4. Retirements (effective at the end of the 2015-2016 school year):
  - a) Pam Davis – MSS Literacy Interventionist
  - b) Donelle Nielsen – PES Administrative Secretary
  - c) Lois Kilby-Chesley – MLS Classroom Teacher
  - d) Amelia MacLeod – FMS Educational Technician
  - e) Mary Jane Vermette – DCS Social Studies Teacher
  - f) Betty Breton – DCS School Nutrition (effective 1/8/16)
- B. Administrator Reports
  1. Durham Community School – Will Pidden, Principal: Mr. Pidden reported on the school SMART goals, PLC's, celebrations, and upcoming opportunities for students.
  2. Pownal Elementary School – Lisa Demick, Principal: Ms. Demick reported on celebrations, upcoming events, PLC's and SMART goals.
  3. Instructional Support – Bonnie Violette, Director: Ms. Violette reported on work to date on the Corrective Action Plan and a breakdown of Special Education students by disability.
  4. Finance – Kelly Wentworth, Director

**XI. BOARD COMMENTS (REPORTS FROM SUB-COMMITTEES:**

- A. Finance Committee – John Morang provided a summary of the December 9, 2015 meeting.

**XII. ADJOURNMENT:**

**VOTED: (3)** To adjourn at 8:22 p.m. (Ledbetter – Pike) (10 – 0)

  
\_\_\_\_\_  
Edward R. McDonough  
Superintendent of Schools

RSU No. 5 Board of Directors Meeting  
Wednesday, February 3, 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 February 24, 2016 meeting).

**CALLED TO ORDER:**

Chair Michelle Ritcheson called the meeting to order at 6:31 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. PUBLIC COMMENTS:**

Kevin Nadeau, Durham; Tim Giddinge, Pownal; John Jaques, Freeport; John Egan, Freeport; Matt Russell, Freeport; Kristen Dorsey, Freeport; Dede Bennell, Freeport; Emily Carter, Freeport; Josh Olins, Freeport

**VI. CORRESPONDENCE:**

A. Letter from Kevin Nadeau

**VII. NEW BUSINESS:**

A. Moved by Pike, seconded by Brown to allow advertising banners on the FHS Outfield fence.

Amendment #1: Moved by Steverlynck to allow advertising banners on the FHS Outfield fence for the duration of one year (No Second)

Amendment #2: Moved by Brown, seconded by Sterling to allow advertising banners on the FHS Outfield fence for two years.

(410 – 588: deCsipkes, Morang, Parker, Ritcheson, Clough, Pike) Amendment Fails

Main Motion: **VOTED: (1)** To allow advertising banners on the FHS outfield fence.  
(10 – 1 Brown)

**VIII. UNFINISHED BUSINESS:**

A. Moved by Parker, seconded by Ledbetter to rotate the location of the Annual Budget Meeting between the three towns beginning with 2016 at Durham Community School, 2017 at Pownal Elementary School, and 2018 at Freeport High School then back to Durham Community School.

**Amendment #1:** Moved by Pike, seconded by Brown to hold the 2016 Annual Budget Meeting at Durham Community School. (10 – 1 Morang) Amendment Passes

**Main Motion as Amended: VOTED: (2)** To hold the 2016 Annual Budget Meeting at Durham Community School. (606 – 392: Clough, Morang, Sterling, Steverlynck)

**B. Workshop: Budget Review**

1. Durham Community School – Will Pidden
2. Freeport Middle School – Ray Grogan
3. Freeport High School – Brian Campbell

Principals discussed their budget requests in the 2016-2017 Superintendent's Recommended Budget.

- C. Discussion on Open vs. Closed Warrant Articles** – Board members discussed the Warrant Articles at the Annual Budget Meetings. This will be a voting item at the next meeting.

**IX. ADJOURNMENT:**

**VOTED: (3)** To adjourn at 9:45 p.m. (Parker – Steverlynck) (11 – 0)



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Edward R. McDonough  
Superintendent of Schools

RSU No. 5 Board of Directors Meeting  
Wednesday, February 10, 2016 – 6:30 p.m.  
Morse Street 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 February 24, 2016 meeting).

**CALLED TO ORDER:**

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

**MEMBERS PRESENT:** Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes (arrived at 6:40 p.m.), 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. PUBLIC COMMENTS:**

John Egan, Freeport; Michelle Bosse, Freeport; Kevin Nadeau, Durham; Robin Monahan, Freeport; Joe Migliaccio, Freeport; Susan Karnes, Durham; Kristen Dorsey, Freeport; John Jaques, Freeport; Melanie Sachs, Freeport; John Paterson, Freeport.

**VI. SPECIAL PRESENTATION:**

A. Julie Nickerson: Responsive Classroom – Julie Nickerson, Principal of Morse Street School, and teachers Anne Bishop, Kristy Johnson and Ann Marie Spizzuoco spoke about what Responsive Classroom is, work teachers are doing, and how it is used in the classroom.

**VII. UNFINISHED BUSINESS:**

A. **VOTED: (1)** To use Closed Warrant Articles. (Brown – Parker) (10 – 1 Brown)

B. Workshop: Budget Review

1. Morse Street School – Julie Nickerson
2. Pownal Elementary School – Lisa Demick
3. Mast Landing School – Beth Willhoite

Principals discussed their budget requests in the 2016-2017 Superintendent's Recommended Budget.

**VIII. ADJOURNMENT:**

**VOTED: (2)** To adjourn at 9:21 p.m. (Ledbetter –Pike) (11 – 0)

  
\_\_\_\_\_  
Edward R. McDonough  
Superintendent of Schools

# Board & Administrator

## FOR SCHOOL BOARD MEMBERS

February 2016 Vol. 29, No. 10

Editor: Jeff Stratton

### Place the interests of students far above your own needs

Texas school board consultant Paul Vranish said board members who wish for a high-caliber district should place the needs of the kids first — certainly before their own agendas.

“Those trustees who see the board as a stepping-stone to higher political office, see their role as a means to secure employment for family and friends, ran for the board to ‘get’ an employee, or have a self-centered ego so large that they are willing to harm the district to be ‘right,’ deserve a severe drubbing at the ballot box,” Vranish said.

The board member who approaches board service with a desire to serve appropriately should always consider his role in the district versus the superintendent’s, Vranish said, because that relationship can be a lightning rod for problems if not understood properly.

“The superintendent’s role is similar to that of a travel agent for a group — the board,” Vranish said. “Using careful questioning and listening skills, the superintendent must ascertain where the board wishes to go.”

After determining the board’s vision and the direction they want to lead the district, it then becomes the superintendent’s duty to get that board to the desired destination in a manner that provides the best value for the public funds spent, he said.

Like any travel agent, the superintendent can recommend alternative destinations based on her

expertise in the field (knowledge of the area, trips on sale, etc.), Vranish said.

“The superintendent is duty-bound to communicate these matters to the board, even to risk board members’ anger when giving them information which may flow against their wishes,” he said.

However, when it comes down to the final decision, the direction of the school district lies with the board. The superintendent must comply, or find another district where the values, direction, and philosophies are more in synch with her own, Vranish said.

Board members should defer to their “travel agent’s” expertise on *how* to get to the desired destination. The board should communicate essential information regarding methodology (“I can’t sail, because I get seasick”), Vranish said, so that the superintendent/travel agent can make the best possible recommendation.

“However, as a rule, the superintendent’s operational expertise for school district functioning will surpass that of the trustees — as a group, or individually,” he said. While it is often true that an individual trustee may have specific topical knowledge that is more robust than a superintendent, it is a rare case where the global knowledge of school operation is greater within the board than the district’s administration,” Vranish said.

For information, [paul@vranish.ws](mailto:paul@vranish.ws). ■

### Board members represent the entire community

It’s common for board members to come to board service with a passion for a special interest or single issue: Your neighborhood or special needs students, for example.

As a board member, you need to recognize the fact that you represent all interests in the district

— that’s what is best for the public.

Work hard on your interests, but remember that there are other compelling interests in the district as well.

The best way to keep this in mind is simple: Focus on children and serving their best interests. ■



## Clarify the board president's duties in board development

The New York School Board Association's *The School Board President's Handbook* suggests three areas where the board president should lead the board toward in developing their skills:

1. Adopting a code of ethics.

2. Ensuring board members understand their roles and responsibilities, giving guidance when required.

3. Making sure board members comply with mandatory training requirements.

For information, [www.nysba.org](http://www.nysba.org). ■

## 3 tips for communicating with your superintendent

"No surprises" is always the best communication philosophy for the individual board member to take in his relationship with the superintendent.

Here are three tips to help:

1. **Inform the superintendent of comments and other forms of communication you receive or find on social media from the district's stakeholders.** Communicate both positive and negative comments to your administrator.

2. **Refrain from telling your superintendent**

**what you want done.** Important point: This is not the individual board member's job.

Because the superintendent is supervised by the full board, individual board members should refrain from giving him orders on how to run the schools. Asking the superintendent for explanations and clarifications is welcome, of course.

3. **Practice courtesy and respect.** Be courteous. Phone or email the superintendent before you visit a school, for example. ■

## Discuss problem areas of performance with your superintendent

As part of the annual evaluation the board gives the superintendent, performance issues should be identified, discussed, and fixed. Here's how:

If the board finds areas that need corrective action, the

board and superintendent should agree on specific, measurable actions to take. Put these areas in writing for the superintendent, and have him report quarterly on his progress. ■

## Checklist: Dos and don'ts when facing a special interest group

Board members should understand what works and what doesn't when trying to make decisions that attract the interest of special interest groups in the district:

1. Vocal and noisy do not represent the majority of your community.

2. Special interest groups won't go away until they have had their say before the school board.

Use the following checklist to work your way through the challenges a special interest group can present.

Do listen and thank participants for their time and comments.

Don't argue.

Do accept all opinions for consideration.

Don't make promises before gathering all the facts.

Do set aside ample time to address the issue — outside the board meeting is ideal.

Don't ignore a special interest group. It will only get louder.

Do identify the district's supporters.

Don't assume that the board's decision will be automatically supported by the majority.

Do organize and prepare for the special interest group's arguments in advance (the superintendent and staff are a big help to the board here).

Don't get caught off guard in the board room. Unpreparedness leads to bad decisions and embarrassment for the board.

Do know who the special interest group is and the issue it is bringing to the board.

Don't guess on the size of the group or downplay the seriousness of its beliefs.

Do get help from districts that have faced similar groups and issues before.

Don't reinvent the wheel when facing a politically organized group.

Do prepare and distribute accurate information about the issue.

Don't sit on information. This always makes the district look as if it is hiding something.

Do work continuously at building support for the school district.

Don't attempt to do business as usual without gaining community-wide support for the district, its teachers, board members, and administration. ■

Proficiency-Based Steering Committee Meeting  
 Tuesday, February 9, 2016  
 Freeport Middle School, 3:30 -5:00 pm, Room 221

## MINUTES

**Members Present:** Lynn Shea, Kent Fischer, Will Pidden, Lisa Demick, Hiram Sibley Ray Grogran, Dana Bisbee, Mary Pennington, Halorie Kivler, Brian Campbell, Lisa Hogan, John Stivers, Leo O'Connor, Bonnie Violette, Linda Pritchard, Lousie Brogan, Kelly Fitz-Randolph & Ed McDonough.

**Members Absent:** Jen Gulko, Jamie Arrison

### 1. Reviewed Committee Charge and Calendar

*Charge: To provide guidance and direction to RSU5 implementation of proficiency-based education and ensure alignment, K-12. This committee will meet monthly during the school year beginning in February 2016. The term of this committee will be through the late spring of 2017. The steering committee will coordinate such key issues as policies, standards alignment, professional development and reporting practices.*

Tuesday, March 8, 2016 - 3:30-5:00pm @ FMS Library

Tuesday, April 12, 2016 - 3:30-5:00pm @ FMS Library

Tuesday, May 10, 2016 - 3:30-5:00pm @ FMS Library

Tuesday, June 14, 2016 - 3:30-5:00pm @ FMS Library

### 2. "Think, Pair, Share" Report Out Activity with Background Information

- a. What does the statute say are the requirements of a PB Diploma? (*MSRA, Title 20-A, Chapter 207-A, Subsection 4722-A enclosure*)
- b. What is currently taking place at the State level? (*Proficiency Council Preliminary Report, January 2016 – appendices included in email*)

*"Little" on PBE before high school*

*No definition, left to districts to define*

*Few details, suggests flexibility*

*Does this include common core?*

*Too many standards*

*Multiple ways to provide evidence*

*Section 3-A on special education seems contradictory*

*Voice & Choice*

*A lot of requirements – methods and ways to get students*

*Self-paced?*

- c. What is the current timeline for implementation? Class of 2021
- d. Planning for Proficiency-Based Learning (*Great School Partnership*)

### 3. Principal Campbell provided Freeport High School's Framework using a modified tuning protocol

- a. Clarifying Questions:

*Explain the difference between formative and summative assessment?*

*Will credits be required when Class of 2021 begins PBE?*  
*How will this phase-in over time?*  
*How do you assess the standards with outside experiences?*  
*How does the decaying average work?*  
*How do you determine proficiency, a preponderance of the evidence?*

b. Warm Feedback

*Revisit summative assessments with re-learning plan*  
*Use of in-between cut-points (2.5, 3.5)*  
*Rubric with Habits of Works spells it out*  
*Commend the work – when taught and when assessed*  
*Multiple pathways – most exciting*  
*Grades not used as rewards or punishment allows students to focus on work*  
*How the four “C’s” are built into the assessment*  
*Teacher implications – truly flexible framework- how different*  
*Rich conversations with colleagues*  
*Extremely well thought out - professional*

c. Wonderings (Cool feedback?)

*Is the high school considering integrated courses?*  
*Will schedule be flexible – opportunities for students @ Region # 10?*  
*Can FHS materials be shared with RSU middle school teachers?*  
*We need to create a common language, k-12.*  
*What happens after high school?*  
*College preparedness – don’t students need experiences with meeting deadlines?*  
*How do we translate the GPA?*  
*How parents interpret “3”s – see “3” at lower level – everyone as average*  
*How is this being communicated to parents?*

Next Meeting: March 8, 2016

Requests for next agenda

Ray and Brian will work on a glossary of terms  
Provide common readings in advance  
Understand how “learning targets, performance indicators and graduation standards” look in the classroom, daily.

**What is our message?**

**How do we develop a common language / understanding of PBE?**

**What must students know and be able to do?**

Align Content Standards (Performance Indicators) to required courses  
Guiding Principles

**How will we know they have attained the knowledge or skill?**

**What is proficiency?**

Develop common assessments

**How will we respond when they do not evidence attainment?**

**Do students still move along (standards-referenced)?**

Intervention Blocks  
Alternative means to demonstrate proficiency

**What practices must change?**

RSU #5	General Budget Report	as of 01/31/2016			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	\$1,316,573.15	\$72,116.02	\$1,482,786.83	52%
Article 2	School Administration	\$1,365,040.00	\$0.00	\$1,365,040.00	\$808,575.52	\$2,888.17	\$553,576.31	41%
Article 3	Operation of Plant	\$3,541,592.00	\$0.00	\$3,541,592.00	\$2,077,486.61	\$615,292.92	\$848,812.47	24%
Article 4	Voc. Ed. Assessment	\$512,001.00	\$0.00	\$512,001.00	\$341,333.40	\$170,666.72	\$0.88	0%
Article 5	School Nutrition/Crossing Guards	\$189,552.00	\$0.00	\$189,552.00	\$110,338.67	\$75,413.99	\$3,799.34	2%
Article 6	Instruction K - 12	\$12,362,716.00	(\$34,000.00)	\$12,328,716.00	\$5,083,055.53	\$118,151.19	\$7,127,509.28	58%
Article 7	Co-Curr. & Athletics	\$676,475.00	\$0.00	\$676,475.00	\$326,095.61	\$19,085.20	\$331,294.19	49%
Article 8	District Administration	\$778,805.00	\$0.00	\$778,805.00	\$419,824.42	\$10,278.29	\$348,702.29	45%
Article 9	Transportation Services	\$1,421,847.00	\$0.00	\$1,421,847.00	\$717,500.32	\$472,235.63	\$232,111.05	16%
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	\$1,808,102.08	\$4,056.24	\$2,207,823.68	55%
	<b>Totals</b>	<b>\$29,407,203.00</b>	<b>\$0.00</b>	<b>\$29,407,203.00</b>	<b>\$14,441,580.83</b>	<b>\$1,829,205.30</b>	<b>\$13,136,416.87</b>	<b>45%</b>

02/24/2016

Administrator Report  
School Nutrition Program  
February 24, 2016

- RSU 5 School Nutrition Program
  - ❖ Completed professional development training for the Nutrition staff that included USDA Federal school meal regulations and Microsoft Office software
  - ❖ Hold monthly meetings with Nutrition staff to develop district menus
  - ❖ Nutrition Staff completed four USDA Federal Meal Pattern training segments
  - ❖ Staff created new breakfast fruit smoothies with assorted flavors and healthy whole grain breakfast recipes to meet the federal guidelines
  - ❖ Nutrition staff working as a team to develop new menus to align with the USDA Federal school breakfast and lunch regulations
  - ❖ Nutrition team working to grow new student participation for breakfast and lunch with feedback directly from the students
  - ❖ Nutrition Team developed several new food procedures to minimum food waste
- Point of Sale System
  - ❖ Parents able to view the student account purchases and current balance
  - ❖ Provide online meal balance and online payment system for all students
  - ❖ Increase individual student and Nutrition staff communication
- Long Term Goals:
  - ❖ Increase breakfast offerings for all schools
  - ❖ Increase local foods purchases
  - ❖ Expand breakfast and lunch menu offerings for all schools
  - ❖ Increase Professional development and training for the Nutrition Staff

To: RSU No. 5 Board of Directors  
From: Seth Thompson, Technology Director  
Re: Administrator Report  
Date: February 10, 2016

Dear RSU5 School Board of Directors:

I am pleased to report on the current status of two projects within the educational technology realm in RSU No. 5. These projects are: (1) the Revision of the District Technology Plan, and (2) the Selection of a new Web Content Management System for RSU No. 5 and all schools.

On December 3, 2015, the RSU5 Technology Committee convened and began the process of reviewing and revising the District's strategic technology plan. This plan, required by the Maine Department of Education, is designed to guide the use of classroom technologies in all grades, K-12. During our first meeting we reviewed the New Media Consortium's Horizon Report to gather insights into the future of education technology. Currently, we are in the process of creating our vision and mission statements. This will be followed by the revision of the existing plan. During the revision, we will review our 1:1 program in grades 6 to 12, explore technology focused curriculum (Computer Science and Digital Citizenship/Information Literacy), and outline our integration efforts in our schools. The Technology Committee's work will be shared with the School Board of Directors in June.

In addition to the work of the Technology Committee, a group of RSU5 community members is in the process of reviewing and selecting a new web content management system. Since the launch of our existing websites in 2009, there have been many changes in web based communication and technologies (online forms and payments, calendar management, push notifications, and others). It is our goal to select a new system that will leverage these new technologies to communicate more effectively with the RSU5 community. A new system will be selected by late winter or early spring. Once the new platform is in place, we will begin the transition process. This project will be complete by the start of school, 2017, if not sooner.

Thank you for the opportunity to address you this evening. I am happy to answer any questions.

Sincerely,

Seth Thompson  
Technology Director

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## RSU5 Community Programs, 2015-2016

As I begin to reflect on the work of Community Programs this year, I think of building - building community, building bridges, building access, and building programs. There have been several name changes over the past decade and none completely covered the scope of our reach. So in December 2015, we rolled out our new name of **RSU5 Community programs**. There are distinct programs under the umbrella of CP, each with a coordinator overseeing daily operations:

Adult Education  
Community Education  
Before and After Care  
The PORT Teen Center  
Youth and Adult Recreation  
Laugh and Learn Preschool

**Adult Education** is the primary academic arm. Within AE we provide **ABE/ASE** services, **diploma completion**, **college transitions** classes and **counseling**, and as of November 2015, **ESOL** classes. Within the past twelve months we have held two Adult Ed graduations - the first for RSU5 in many years. We have helped eleven students complete their high school education in the past year. In addition to our diploma students, we have two other students in our evening Learning Lab at the high school who are being tutored for college and adult transitions, one to enter SMCC next semester and one transitioning to a nursing career. **The Learning Lab** is open on Monday and Wednesday evenings with two teachers, Bob and Lois Deady-Shulz. Other students coming through our AE program take college developmental courses (math and ELA) through a partnership with Merrymeeting and Bath Adult Ed, mostly funded through our joint College Transitions grant.

### **Current initiatives for RSU5 Adult Education:**

- **Increase family literacy programs**, including ESOL, both within the schools and embedded in the RSU communities
- Increase cooperation between FHS and AE to provide **support for non-traditional graduates**
- Increase cooperation between FHS and AE to provide **support for college transitions** students
- Develop a **Dropout Prevention Plan**
- Develop Memorandum's of Understand (**MOU's**) with community partners and community colleges for supporting adult learners
- Secure **Articulation Agreements** with SMCC, CMCC, and UCBB regarding delivery of developmental classes to FHS graduates upon graduation
- Move current class and assessment delivery systems toward **increased use of technology and 21st Century Skills**
- Attempt to **secure funding** for all of the above

**College Transitions** program provides low or no cost alternatives for our Freeport High School students who graduate high school, but have not successfully passed the Accuplacer test into first year college level math and/or reading and writing. Currently, our students' option is to continue to retake the Accuplacer with little to no preparation and no teacher support, hoping to pass into first year classes. If



they are unsuccessful, they are required to enroll in developmental classes at the college's full tuition rate (approximately \$375), but the credits earned do not satisfy graduation requirements. I have started **developing a referral and counselling process through the high school guidance office to enroll FHS graduates at this level directly into our CT services.** The services may be in the form of Accuplacer prep tutoring, or enrollment in a parallel three-credit course that we offer, free of charge, during the summer before freshman year. These students are then directly referred and enrolled in September in the Community College they are attending and immediately begin work on courses leading toward graduation credit.

After identifying a need for **ESOL** programming, we hired an experienced Adult Ed teacher, Marilyn Solvay, in the fall. Our fledgling program is now serving **fourteen students** speaking French, Spanish, Chinese, Hindi, and Russian. We provide four classes each week, plus additional tutoring time. We have been able to find two volunteer tutors and also use our Adult Ed Coordinator, Kelli Park, to help provide additional support.

**Family Literacy.** I am a firm believer that language and reading skills, taught through a holistic approach, benefit our society across generations and lead to financial and emotional prosperity. Much of my time is spent searching for potential grants and meeting with various community groups to try to coordinate efforts. We are going to be rolling out a ten-session program in March in conjunction with the **Freeport Housing Trust** at two of their family apartment communities. The **after-school program** is being developed to address **parent/child reading** skills, combined with themed art/craft/game/music activities and snacks. We are choosing books that have either a humanities or STEM theme, and have secured outside funding for this program.

**Other current initiatives** include a **Teen Trendsetter** program grant through the Barbara Bush Literacy Foundation, a **New Books New Readers** program in conjunction with the Maine Humanities Council, and both **Adult Education and Family Literacy grants** through Dollar General. Each of these programs will take coordination with building administrators and/or other community groups such as the Freeport Community Library and Freeport Community Services. Implementation of the programs would begin fall 2016.

As part of our new **Career Pathways plan**, required through the Maine DOE Adult Education and the **Workforce Innovation and Opportunity Act (WIOA)**, which went into effect July 1, 2015, RSU5 Adult Education has significant new reporting requirements. **Training** for Directors is ongoing; with several days each month spent offsite, primarily in Augusta. Training is primarily focused on **implementation of the College and Career Readiness Standards in Math and ELA** (CCRS, the AE equivalent of the MLRs), implementation of **Program and Instructor Evaluation Tools**, and consistent collection of pre- and post-testing data (**CASAS, Accuplacer and HISET**) for submission to the **NRS** (National Reporting System) and **MaineSTARS** (Maine Secure Transparent AdultEd Reporting System). Yes, I have become an expert at acronyms.

I am also beginning the process of restarting a **Dropout Prevention Committee** in order to develop a plan as required by the DOE. More on that at a later date, but please be thinking about School Committee representation as required in policy JFC.

As with all educational programming these days, there is an **emphasis in AE on providing instruction that prepares students with 21st Century Skills, prepares them to be successful employees, and embeds technology within the learning environment.** Without ready access to classrooms and sufficient funding, there is difficulty providing these services to our communities. I will continue to search for alternative funding sources.

**Community Education** programming has been strong, with our most popular sessions being cooking, yoga and art classes. During the 2015 calendar year we served 704 resident and 201 non-resident students. Our current challenges primarily revolve around space. Without our own classrooms or facilities, Community Programs relies on the use of individual school buildings. So daytime programs, currently offered by many other Community Ed programs, are very limited in RSU5. And while cooking classes are in demand by the community, the two rooms that have been used by students in the past have not been updated by the RSU and therefore are being closed down and repurposed for other uses during the day. So these offerings are being significantly limited and will affect offerings and finances of Community Programs going forward.

**Laugh and Learn.** We currently have 124 students enrolled in the Laugh and Learn program, with an average daily rate of 87 students. There are 53 students in before care, 68 in aftercare and 27 in preschool. The students are enrolled in two pre-school classrooms at Morse Street School, plus before and after care rooms at Morse St, Mast Landing and Durham Community schools. After starting the year under-staffed, we were able to stabilize in December with a combination of 12 full and part-time teachers.

We have made some much needed and long overdue improvements to the rooms at Morse Street by adding cabinetry and work/counter spaces. These additions enable the teachers to provide better care for the students by improving line of sight to students, freeing up work space, play area, and by securing supplies. No running water in the Morse Street rooms continues to be an issue, but at this time cannot be rectified.

**Current initiatives for Laugh and Learn:**

- **Creating positive work atmospheres** at each location by
  - Supporting and increasing **teacher professional development,**
  - Promoting **cooperative work teams,**
  - Providing **group planning time,**
  - Introducing **site-based staff meetings.**
- **Improving communication and relationships** with the various school communities.
- Improving synergies with the 'home' schools (DCS, MLS, MSS) by creating **policies and procedures that will clarify daily operations of LNL within the RSU.** The ultimate goal is to

allow for a student's (and family's) easy transition to quality preschool, before and after care, and provide clarity of available support services.

**Recreation.** Youth programs account for 71% of our registrations, and 83% of income. Adult registrations account for 29% of registrations, but only 17% of the income. The reason is that youth programs have longer sessions and therefore are more costly overall. During the 2015 calendar year we had 1,704 resident and 180 non-resident registrations. They are split across various types of programming:

- Youth Sports & Fitness                      39%
- Summer Camps                                16%
- Youth Enrichment                            11%
- Adult Lifelong Learning                    10%
- Adult Health & Fitness                      8%
- Adult Creative Outlets                      4%
- Teen Programs                                3%
- Teacher In-service Camps                1%
- Youth Creative Activities, Adult Trips, Special Events, together account for less than 4%

**Current initiatives for Recreation:**

- **Identify enrichment needs of the youth community**
- **Introduce youth volleyball**
- **Develop and introduce a Pickle ball league**
- **Continue to build available scholarship funds**

**Teen Center.** This year the TC began accepting 6<sup>th</sup> grade students into its after school programming, and so now serves grades 6 through 12. During last school year, 236 teens took advantage of the center. Programs available include the afterschool daily drop in, overnight rafting and camping trips, plus the 8-week summer Teen Treks program. School year **access to the TC is free or very low cost**. Trips run during the past couple years, and through the 15-16 school year, have been underwritten using funds obtained from an Aspirations Grant. This grant will run out this year.

We rely completely on fundraising and contributions from individuals, the towns of Freeport, Pownal and area businesses. Shortfalls in donations are made up from operating gains from other Community Programs classes. The annual Sitting Pretty Auction, which had run since the opening of the TC, was cancelled this year and will no longer run at the request of the Auction's founder and organizer Randall Wade Thomas. Randall has been a force for the Teen Center, and the loss of this activity has resulted in a significant loss of operating funds for the center. We can't thank Randall enough for everything she has done to serve the teens of our communities.

**Current initiatives for the Teen Center:**

- **Increase Trailblazers opportunities.** These are programs run primarily on Fridays (full day on school PD days) that get kids involved in outdoor activities such as skiing, tubing, hiking and skateboarding.
- **Reevaluate the model of the Teen Center** and determine the needs of the community.
- **Reinvigorate** both the Teen and Adult **Advisory Boards** for the center.
- **Search for alternative avenues of funding**

## FY 2017 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

**Building/Program:** School Nutrition Program

**What key issues and priorities are you trying to address in your proposed budget?**

1. Addition of a Point of Sale system for the district to provide student enhancements and online payment convenience.
2. Addition of fourth FHS Nutrition staff member for the new FHS kitchen and cafeteria expansion

**How do these priorities align with the district's four strategic goals?**

Improve student meal enhancements by eliminating the student paper tickets and provide Parent online access to pay and review student meal balances.

Staffing Adjustments to Budget in FY 16	Staffing Adjustments to Budget in FY 17
	<ul style="list-style-type: none"><li>• Increase 20 hr. per week Food Service Assistant @ FHS</li></ul>

**Other significant FY 17 requests in budget and need (Supplies, Equipment, etc.).**  
None.

**What did you request that was not included in your budget? How will the needs in your request be met differently?**

1. Point of sale will be purchased with SY 2016 District contingency funds.

# FY 2017 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

**Building/Program:** District Technology

## What key issues and priorities are you trying to address in your proposed budget?

FY2017 District Technology Budget continues the replacement of End of Life (EOL) equipment with a focus on the elementary schools.

Highlights include:

- Replacement of iMac Computer labs - MLS, PES, DCS, and purchase of FHS Computers for Renovation (3 year lease)
- Year 2 of Elementary Teacher MacBook Air laptops - DCS, PES, MLS, MSS
- Website Overhaul - All Schools and District
- Year 4 of MLTI in Grades 6 to 12 - DCS, FMS, FHS
- Replacement iPad 1s - DCS
- 10 iPads and 10 Document Cameras - MSS
- Continued Phase Out of MLTI III White MacBooks with Chromebooks and re-purposed Computer Labs - All Schools
- Continued EOL Replacement of Classroom Visual Equipment - All Schools

## How do these priorities align with the district's four strategic goals?

1. Focus on Student Achievement

The replacement of EOL student equipment will enhance teaching and learning opportunities by ensuring classroom technology equipment is up to date and available as expected.

## FY 2017 Projected Enrollment / Class Size Ratio by Grade

Not applicable

Staffing Adjustments to Budget in FY 16	Staffing Adjustments to Budget in FY 17
None	Increased funds for the recording of Board of Directors Meetings (\$3000)

**Other significant FY 17 requests in budget and need (Supplies, Equipment, etc).**

None

**What did you request that was not included in your budget? How will the needs in your request be met differently?**

All initial requests are currently included in FY 2017 Budget.

Student Equipment							
	MSS	MLS	PES	DCS (K-5)	DCS (6-8)	FMS	FHS
iPads	41	52	25	36	135	305	499
MLTI 3 MacBooks	16	42	20	25	12	70	78
Chromebook Laptops	0	25	30	57	0	23	35
Desktops	0	28	19	32	0	3	10
Estimated Enrollment	222	254	106	272	135	305	499
	0.26	0.58	0.89	0.55	1.09	1.31	1.25
Ratio	1 device to 4 students	1 device to 2 students	1 device to 2 students	1 device to 2 students	1 device to 1 student	1 device to 1 student	1 device to 1 student
Notes: 50 Chromebook laptops (DCS and MLS) are used for student testing as needed. 16/17 Budget includes funds to replace iMac computer labs at DCS, MLS, and PES. Existing computer lab computers will be repurposed within the district to lessen the reliance upon MLTI 3 MacBook laptops.							
Teacher Equipment							
PK to 5	All elementary teachers have a MacBook Air purchased in 2015.						
6 to 12	All 6 to 12 teachers have an MLTI MacBook Air and an MLTI iPad mini. These devices are due to be replaced in 2017 as part of the MLTI refresh.						



## FY 2017 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

**Building/Program:** RSU5 Community Programs

**What key issues and priorities are you trying to address in your proposed budget?**

- Increased Adult Ed programming: College Transitions, ESOL, Family Literacy, Dropout prevention services
- Increase opportunities for alternative funding sources, including a higher State Subsidy contribution.
- Increase professional development opportunities for teachers
- Provide systematic and systemic opportunities for teacher and program evaluation

**How do these priorities align with the district's four strategic goals?**

- By introducing college transitions and dropout prevention services directly into the high school, we can provide support to students who may be disaffected or just need support to make it that next step into college.
- Adding family literacy programs - teens mentoring youth, parent/child reading groups, identifying below-level readers both within the school and in the home - we support lifelong learning and help increase the potential for school-aged children to succeed K-12 and beyond.
- Searching for additional funding opportunities will help to stretch the reach of Community and Adult Ed programs. It is important that the RSU be the primary funding source in order to show potential grantors, and also the state and federal governments, that adult and family literacy is a common goal of the communities. Leveraging our funding sources is a primary goal of Community Programs.
- Professional development opportunities have been difficult to coordinate within our staff. We are exploring and adding low cost opportunities by increasing common staff planning time and using our staff as experts.
- New federal laws, primarily the overarching WIOA through which all Adult Education becomes accountable, have significantly increased reporting and evaluation requirements. The time and accountability of these requirements will ultimately result in data allowing teachers and administrators to reflect on best practices. Implementation of new program, teacher and student evaluations during the 16-17 school year will create the need for additional professional development.

### **FY 2017 Projected Enrollment / Class Size Ratio by Grade**

Enrollment varies significantly throughout the year, and is also affected by classes that are jointly offered through grant partners. Typically, our Learning Lab sees 6 to 12 students on a weekly basis. Our ESOL program currently has 14 students and that number is projected to increase next year. Family literacy programs are just starting this year, and we are anticipating 12 students initially at one site. It is possible that the embedded model we are hoping to implement could increase enrollment to 50 or more students.

Staffing Adjustments to Budget in FY 16	Staffing Adjustments to Budget in FY 17
added .125 to our Adult Education Coordinator, so that she is currently 0.875.	<p>adding a second ABE/ASE teacher, 5 hours per week, 45 weeks per year</p> <p>adding an ESOL/local literacy teacher, 8 hours per week, 45 weeks per year</p> <p>adding one teacher for college transitions, summer program</p> <p>adding advisory services for college transitions students</p>

**Other significant FY 17 requests in budget and need (Supplies, Equipment, etc).**

Our technology needs are not covered by the RSU in the technology plan. We are currently working with several very old computers that can not run current versions of software. So we are attempting to purchase two laptops and a desktop computer with related software. Total budgeted is \$4,500.

Professional development for our Laugh and Learn teachers, \$4,558. Each teacher is required to have 30 hours of PD each year in Early Childhood. We are attempting to provide this time for our teachers.

**What did you request that was not included in your budget? How will the needs in your request be met differently?**

Community Programs raises over 90% of its operating funds outside of the RSU. This is accomplished only through obtaining grants, state and federal subsidies, and through user fees.

The only request we are making at this time is to add \$17,000 to the Adult Ed local contribution. There has not been any increase from the RSU for at least four years. The very complicated State Subsidy calculation is very dependent upon the local contribution. As our expenses have increased and the local contribution has decreased or remained static, the State Subsidy has decreased because of the dynamics of the formula. This has created an exponential decrease in our revenue.

# **FY 2017 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION**

**Building/Program:** Improvement of Instruction/Curriculum     Michael Lafortune

**What key issues and priorities are you trying to address in your proposed budget?**

Increase Professional Development through a focus on student achievement using the Professional Learning Communities (PLC) model that incorporates SMART goals. (Specific, Measureable, Attainable, Realistic, Time limited)

Increase teacher participation in Professional Development through an honorarium. Examples of honorariums may be: summer institute participation, RSU 5 developed classes, RSU 5 workshops, and other professional learning sponsored by RSU 5. Examples of possible RSU 5 sponsored classes: Professional Growth & Evaluation (PG&E), Student Learning Objectives (SLO), Differentiation, Designing Assessments, Proficiency-Based Education (PBE), and Brain Research, to name a few.

**Improvement of Instruction     Purchased Professional**

Implement the Responsive Classroom Model at Morse Street School.

**How do these priorities align with the district's four strategic goals?**

Goal/Vision                      Focus on Student Achievement  
    "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."

Goal/Vision                      Focus on Teacher and Administrator Effectiveness  
    "Monitor implementation of Year #2 Teacher Professional Growth and Evaluation Pilot and Year#1 of the Administrator Professional Growth and Evaluation Pilot and establish a coherent system of teacher and administrator growth and evaluation for 2016-2017."

"Assess efforts to get to scale across RSU 5 with Professional Learning Communities by setting SMART (Specific, Measureable, Appropriate, Realistic, Time limited) goals and reviewing the results."

**FY 2017 Projected Enrollment / Class Size Ratio by Grade**

N/A

**Staffing Adjustments to Budget in FY 16**

**Staffing Adjustments to Budget in FY 17**

N/A	N/A
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**Other significant FY 17 requests in budget and need (Supplies, Equipment, etc).**

System wide curriculum development: Supplies reduced by \$25,000 based on previous year's spending. Remaining \$50,000 will be used for continued support of: Teacher's College, EveryDay Math, Proficiency-Based Education, support for our Professional Learning Communities with SMART goals/SLO development and other curriculum areas.

**What did you request that was not included in your budget? How will the needs in your request be met differently?**

N/A

## FY 2017 BUDGET: SCHOOL BOARD BUDGET WORKSHOP PRESENTATION

**Building/Program:** Gifted and Talented

Michael Lafortune

### **What key issues and priorities are you trying to address in your proposed budget?**

During the 2015-2016 school year, RSU 5 extended identification of Gifted and Talented into the visual and performing arts (music). Budgeting for site based coordinators did not make it through the budgetary process.

For the new 2016-2017 budget, we have included site based coordinator positions. Their major responsibility will be to enrich our students in art and music by creating and coordinating opportunities that bring the music/art community into our schools and bring the students into the art/music community. It is our hope that site based coordinators may offer enrichment activities themselves, if so qualified. We firmly believe these positions are necessary to expand our enrichment opportunities to our students in the visual and performing arts.

### **How do these priorities align with the district's four strategic goals?**

Vision/Goal	Focus on Student Achievement "RSU 5 embraces the responsibility to nurture the unique strengths each student possesses while supporting every student to graduate ready for career, college and citizenship."
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### **FY 2017 Projected Enrollment / Class Size Ratio by Grade**

N/A

Staffing Adjustments to Budget in FY 16	Staffing Adjustments to Budget in FY 17
None	Eight Stipend Positions Site based coordinators

### **Other significant FY 17 requests in budget and need (Supplies, Equipment, etc).**

Supplies for Art/Music Enrichment	Additional \$2500
Purchased Professional Art/Music	Additional \$3000
Travel Art/Music	Additional \$250

### **What did you request that was not included in your budget? How will the needs in your request be met differently?**

None

**MEMORANDUM**

To: RSU5 School Board Members  
Cc: Ms. Liza Moore, CEA President  
From: Ed McDonough, Superintendent  
Date: February 11, 2016  
Re: Proposed 2016-17 School Calendar

Included in the February 24<sup>th</sup> agenda is a first reading of the proposed school calendar for next year. We would hope to bring it back for final approval at your March 23<sup>rd</sup> meeting.

The calendar is almost identical to the current year, but for one adjustment in scheduling one of the PLD days. This year, there were two PLD days in August. In the proposed calendar, there is only one in August and the second day has been moved to November 8<sup>th</sup>. This shift occurs because we were interested in providing teachers meaningful professional learning time on a monthly basis. We selected the November 8<sup>th</sup> day as we had a request from the Town of Freeport to not hold school at Freeport High School on election day, due to parking concerns with school construction underway and an expected high voter turnout for the Presidential election. The other PLD days occur as they have in October, January and March.

As you know, we did solicit feedback from professional staff on ways to provide more professional learning time. Thirty-three percent (33%) of staff were in favor of early release days, twenty-eight percent (28%) were in favor of extended meetings where staff would be paid and thirty percent (30%) supported a combination of early release and extended days. We have included in the proposed FY 17 budget an amount to pay staff for an additional one-half (1/2) of professional development time.

We sent out a survey to parents asking if they supported two (2) early release days so that we might use a combination next year. We received 387 responses. Approximately fifty-six percent (55.9%) do not support early release days whereas just under forty-four percent (43.8%) would support two early release days.

The proposed calendar does not have any early release days. Principals are getting feedback from staff on whether to add additional time to already planned meetings or whether they would prefer additional meetings. We will share the results, but this approach would not impact the proposed calendar.

# 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				1	2					
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					19					17					16					19				
8/31 Professional Learning Day 5 Labor Day 9/6 First Student Day K-9					7 Professional Learning Day 10 Columbus Day					8 Professional Learning Day 11 Veterans Day 23 Professional Compensation Day 24-25 Thanksgiving Break					23-30 December Vacation					2 New Years Day Observed 13 Professional Learning Day 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
15					22					14					22					12				
20 Presidents' Day 21-24 February Vacation					17 Professional Learning Day					14 Professional Compensation Day 17 Patriots' Day 18-21 April Vacation					29 Memorial Day					11 Graduation 16 Last day - If No Snow Days Half Day Schedule				

175



NO SCHOOL - Holiday/Vacation



PROFESSIONAL LEARNING DAY - No Students (5)



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



### Finance Subcommittee Report

Date: February 11, 2016

Committee: Finance Committee

Chair: John Morang

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

Guests: Kim Austin and Dennis Ouellette

Meeting Date: February 10, 2016

#### Agenda Items and Discussion:

##### Discussion RE: Nutrition Point of Sale System:

Food Service Director Kim Austin spoke to the Finance Committee about purchasing a Point of Sale system for the Nutrition program. The system will replace the manual ticket/list systems currently used in Freeport and Pownal. The system will be an expansion of the current POS system that is utilized at Durham Community School. It allows for parents to have online access to student accounts to deposit funds, monitor purchases, and submit online Free and Reduced Applications. Labor savings, reporting ability, ease of payment acceptance, and increased student interaction are areas that the Director highlighted as benefits that will be experienced. This was originally a request for the 2016/2017 budget process but with the desire to pilot the program in the last quarter of the 2015/2016 school year for staff and students the Superintendent and the Director of Finance suggested that she present to the Finance Committee to see if there was support for use of 2015/2016 Contingency for this purchase. Motion to appropriate up to \$40,000 out of 2015-2016 Contingency for the purchase of the Point of Sale system for RSU5 Nutrition Department was made by Michelle Ritcheson and seconded by John Morang. All voted in favor.

##### Discussion RE: FHS Boiler:

Facilities Director Dennis Ouellette spoke to the Finance Committee about a leak that was discovered in January in boiler 3 at FHS. The leak has a temporary fix on it but we need to address replacing all eleven sections of the boiler due to casting changes that do not make it feasible to just replace the one that is leaking. This is the boiler that services the FPAC and will also service part of the new addition. If approved replacement is anticipated to take place over April vacation when there will be less dependency on the unit. The Superintendent, Director of Facilities, and the Director of Finance suggested the use of Capital Reserves to cover the cost of replacement. Motion to appropriate up to \$24,000 out of Capital Reserves for the replacement of boiler 3 at Freeport High School was made by John Morang seconded by Kate Brown. All voted in favor.

##### Review of final draft of 3 year Financial Plan:

Director of Finance presented the revised 3-year financial plan. The Finance Committee reviewed the plan. The plan will be presented to the Board of Directors later in the last quarter of the school year for review.



**Review of Finance Policies and Procedures:**

Director of Finance presented copies of the Fiscal Management policies to the Committee for review. There were no suggested changes at this time.

**Discussion of bidding for liability insurance:**

Director of Finance reported that as per state law we are required to bid our insurance every 5 years. Kelly notified the Committee that she would be sending out prequalification letters by March 1, 2016. Bid documentation will then be prepared. The Committee will work together to select a qualified buyer by the end of May.

**Discussion of issuing RFP for banking services:**

Director of Finance reported that we had not bid our banking services since the inception of the RSU and suggested that we may want to explore this. The Finance Committee was in support of this and directed Kelly to prepare the RFP for review at a future meeting.

**Next Meeting: March 9, 2016**

Submitted by: Kelly Wentworth, Director of Finance

## **Strategic Communications Subcommittee Report**

Date: 2/2/16

Committee: Strategic Communications

Chair: Candice Decsipkes

In attendance: Candice Decsipkes, Mike Lafortune, Lindsay Sterling, Valy Steverlynck

Meeting Date: 1/28/16

### **Agenda Items and Discussion:**

#### **Website Development**

Seth Thompson attended this meeting and discussed the work going on to update the RSU 5 website. He would appreciate input from the Strategic Communications Committee. He shared that there is a committee working in this area and reviewing possible vendors such as School Point, Final Site, School Fusion, and CMS 4 Schools. Seth will return with samples from possible vendors for our review and comments. The committee could also help in determining aspects needed on the district and school sites.

#### **Budget Communications**

Discussed Superintendent Ed McDonough's budget communication ideas that include the development of a budget booklet. This booklet will have both budget information and school performance information. It replaces the stand-alone State of the Schools Report.

Suggestions from committee: Superintendent McDonough should share his budget presentation at the beginning of RSU 5 budget meeting. Also, Superintendent McDonough may want to include a short summary page detailing the articles and changes.

#### **Strategic Planning**

Discussed Superintendent McDonough's vision and goals work with the RSU 5 Board. Goals will be monitored throughout the year. Committee would like to see a calendar developed for reviewing goals, outlining possible workshops and retreat.

#### **Leadership Committee**

Committee suggested that budget committee chairs be included.

Next meeting tentative date March 10<sup>th</sup>

Press release recommended? No

Submitted by: Mike Lafortune