

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– JANUARY 27, 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
___ Kathryn Brown
___ Jeremy Clough
___ Candace Decsipkes
___ Naomi Ledbetter

___ John Morang
___ Beth Parker
___ Brian Pike
___ Michelle Ritcheson
___ Lindsay Sterling
___ Valeria Steverlynck

III. Pledge of Allegiance:

IV. Consideration and approval of the Minutes of December 9, 2015 and January 13, 2016.

A. Consideration and approval of the Minutes of December 9, 2015 and January 13, 2016 as presented barring any errors or omissions.

Motion: _____ 2nd. _____ Vote: _____

V. Adjustments to the Agenda:

VI. Good News & Recognition:

A. Report from FHS Student Government

VII. Public Comments:

VIII. Special Presentation:

A. Presentation of Superintendent's 2016-2017 Recommended Budget.

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
2. Pownal Elementary School – Lisa Demick, Principal
3. Instructional Support – Bonnie Violette, Director
4. Finance – Kelly Wentworth, Director

X. Unfinished Business:

- A. Consideration and approval to postpone awarding of bids for field improvements at Freeport High School.

Motion: _____ 2nd: _____ Vote: _____

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

- A. Finance Committee

XII. Adjournment:

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

RSU No. 5 Board of Directors Meeting
Wednesday, December 9, 2015 – 6:30 p.m.
Freeport Middle 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 January 27, 2016 meeting).

CALLED TO ORDER:

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

MEMBERS PRESENT: Louise Brogan (arrived at 6:35 p.m.), Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter (arrived at 6:34 p.m.), John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling (arrived at 6:34 p.m.), Valeria Steverlynck

MEMBERS ABSENT:

III. PLEDGE OF ALLEGIANCE:

IV. MINUTES:

A. VOTED: (1) To approve the Minutes of November 18, 2015. (Morang – Steverlynck) (8 – 0)

V. ADJUSTMENTS TO THE AGENDA:

VI. SPECIAL PRESENTATION:

A. Ray Grogan: 8th Grade Interdisciplinary Project
Three eighth graders reported on a Civil Rights interdisciplinary unit called: A Century of Struggle for Equality in America 1865-1965.

VII. PUBLIC COMMENTS:

VIII. SUPERINTENDENT'S REPORT:

- A. Items for Information**
1. *How PLC's Do Data Right*
 2. *Superintendent's Update, December 2015*
 3. *Board and Administrator, December 2015*
 4. Update on Professional Development Committee
 5. FHS Building Project Update

IX. UNFINISHED BUSINESS:

A. VOTED: (2) To approve the Maine Region Ten Technical High School Cooperative Agreement. (Brown – Steverlynck) (11 – 0)

X. NEW BUSINESS:

A. VOTED: (3) To approve Policy IKF, Graduation Requirements (1st Reading: Packet #3) (Steverlynck – Sterling) (11 – 0)


- B. VOTED: (4)** To approve the recommendations from the Freeport High School Building Advisory Committee as presented in Lyndon Keck's letter dated December 3, 2015 (Sterling – Pike) (11 – 0)

XI. Workshop:

- A. FY 17 Budget
- Pro Forma Budget
 - School Board Budget Principles

XII. ADJOURNMENT:

VOTED: (5) To adjourn at 7:50 p.m. (Ledbetter – Brown) (11 – 0)



Edward R. McDonough
Superintendent of Schools

RSU No. 5 Board of Directors Meeting
Wednesday, January 13, 2016 – 6:30 p.m.
Mast Landing 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 January 27, 2016 meeting).

CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:32 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. ADJUSTMENTS TO THE AGENDA:

V. SPECIAL PRESENTATION:

- A. Beth Willhoite: Teachers College Reading and Writing Workshop (Susan Dee & Bess Milligan)
Ms. Dee and Ms. Milligan reported on what a Literacy Strategist does and how they support teachers in the classroom and through professional development.
- B. Tri-Town Track and Field Update: Fred Palmer & John Paterson
Mr. Palmer and Mr. Paterson updated the Board on their fundraising efforts to date and asked the Board to defer accepting bids on field work until May/June. In addition, Beth Parker volunteered to be the Board liaison to the Tri-Town Track and Field Committee.
- C. FHS Building Project Quarterly Report: Lyndon Keck, PDT Architects
Mr. Keck reported on the progress on the project. Some unsuitable soil has been removed and replaced. The sewer pipe work has been completed. Steel will be erected by Valentine's Day.

VI. PUBLIC COMMENTS:

John Egan, Freeport

VII. SUPERINTENDENT'S REPORT:

- A. Items for Information
 - 1. Joint Meeting Request: Durham, Freeport, Pownal, RSU5
 - 2. PBE Steering Committee
- B. Correspondence
 - 1. Letter from Talya Edlund
 - 2. Letter from William H. Beardsley, Acting Commissioner of Education
 - 3. Thank you to Tom Edwards for Pricewaterhouse Gift of Art

VIII. UNFINISHED BUSINESS:

- A. **VOTED: (1)** To approve Policy IKF – Graduation Requirements (2nd Read/Adoption: Packet #3), with the following changes: clarification on Middle School students earning high school

credit throughout the policy and adding content areas are listed in the Program of Studies.
(Ledbetter – Pike) (10 – 0)

IX. NEW BUSINESS:

- A. VOTED: (2)** To approve the extension of the contract with Bo-Mar Transportation, Inc. for one year. (Pike – Parker) (10 – 0)
- B. VOTED: (3)** To approve an honorarium for Educators in the amount of \$90 per day for summer institutes/classes. (Brogan – Sterling) (10 – 0)

X. WORKSHOP:

- A. Report Out on Superintendent's Entry Plan**
Superintendent McDonough reported on the outcomes of his Entry Plan including strengths of the district, priorities/challenges, recommendations, and expectations of the Superintendent.

XI. EXECUTIVE SESSION:

- A. VOTED: (4)** To enter into Executive Session pursuant to 1 M.R.S.A § 405(6)(D) for the purpose of discussing Administrator negotiations for RSU5. (Parker – Steverlynck) (10 – 0)

Time In: 9:08 p.m.


Time Out: 9:41 p.m.

XII. ACTION AS A RESULT OF EXECUTIVE SESSION:

No action taken.

XII. ADJOURNMENT:

VOTED: (5) To adjourn at 9:42 p.m. (Sterling – Ledbetter) (10 – 0)



Edward R. McDonough
Superintendent of Schools

Board & Administrator

FOR SCHOOL BOARD MEMBERS

January 2016 Vol. 29, No. 9

Editor: Jeff Stratton

Vision a characteristic of successful districts

In "Eight characteristics of effective school boards: At a glance," the Center for Public Education stresses the need for a board to have a vision for the school district:

"In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. In contrast, in stagnant districts, boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform, leading the board and superintendent to not be in alignment."

What is your board's vision for the district's future?

Discuss this as a board team.

Board's vision discussion points:

- 1.
- 2.
- 3.

For information, <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards#st-hash.YNlp50ko.dpuf>. ■

Focus on goals can prevent micromanagement

Question for The Board Doctor: "Our board has a very difficult time letting go of the decisions being made about academic programs," said a New Jersey board member. "What can we do to fully turn these over to our superintendent?"

Answer: One of the great qualities board members bring to board service is a passion for education, and the desire to see that students receive wonderful academic opportunities. It's really a jolt of positive energy to the board that needs to be properly channeled.

As a board, concentrate on setting clear academic goals for the superintendent and then monitor the administrator's performance on your goals for her.

Think of your board as a corporation. The board sets the strategic performance goals for the corporation — the high-level thinking. The superintendent, as the board's CEO, is responsible for the day-to-day performance of the corporation in meeting the board's strategic goals. The staff, hired by the superintendent, is responsible for producing the product. In this case, delivering instruction. ■

Dealing with board member 'grudges'

When a board member has a grudge against a staff member, the board — led by its president — should be prepared to act so that the board member's single focus doesn't become disruptive to board teamwork. A grudge is just another way of saying "single-issue board member."

Here are two ideas for managing this board problem:

1. Understand the board member's special interest and, if possible, seek to put it to use. Sometimes, a single-issue agenda can actually be in the school district's best interest. However, firing a teacher, principal, or coach is not a positive single-issue.

The president and superintendent should

hear out the board member and determine whether the board member's interest is a positive for the district. If so, ask her to develop the idea and inform the board.

This can work out well, because raising the board's awareness on an issue is often healthy.

2. Act swiftly if the single agenda is a negative one. When a board member's agenda has the potential to damage the board and district, you need to discuss the issue in the open. Tactfully, you have to say, "What will you do if and after you get your way on this issue? If you can't settle this matter, in the interests of the district, you need to consider why you sought a board seat in the first place." ■

Make that mission matter

In its *Board Officers Handbook*, the Iowa Association of School Boards suggests that boards start each meeting by having a board member read the district's mission statement aloud.

IASB suggests that after this reading, the board member should then identify some agenda items that give good examples of the board and district's concentration on the mission.

For information, www.iasb.org.

Here are two other tips for a school board to emphasize by focusing on its mission statement:

1. Print the mission on the meeting agenda. Over time, it will become a tacit reminder to the board when it is making decisions. The board can also arrange to have the mission statement prominently displayed in the meeting room.

2. Review the mission statement on a regular basis. Ask that the superintendent build in mission statement and vision review on the board's annual calendar. It's an activity that the board doesn't need to perform every year, but should be done every three to four years as factors affecting the schools change. ■

Is that committee truly necessary?

One smart strategy for the board is to make an annual review of each committee to ensure that all are still of use to the board and district. The president, along with the superintendent, should do this every year.

Committees that have outlived their usefulness are a drag on the board's resources and time.

The president can begin by reviewing each committee's purpose and range of activities. This will help the president determine whether the committee is still viable or simply a "paper" committee.

If a committee is no longer necessary, recommend that the board eliminate it. ■

FREEPORT HIGH SCHOOL
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Ph: (207) 865-4706 Fax: (207) 865-2900

Brian Campbell
Principal

Jennifer Gulko
Assistant Principal

P. Craig Sickels
Director of Athletics

Alexis L. Rog
Guidance Counselor

Dana Clark
Guidance Counselor

Brian Farley
Guidance Counselor

Dear RSU5 School Board:

Work toward developing the 2016-2017 Program of Studies began in November. All departments, the leadership team, guidance, and administration participated in conversations around changes to the document and then revised specific sections to ensure that our practices and requirements were accurately conveyed. There were very few changes from the previous year. We removed most of the proficiency-based language but kept the content standards as we will continue to frame units, lessons, and assessments through those lenses. The other changes listed below were based on input from department leaders and their colleagues.

Additions and Changes:

Page 6:

Credit Information - removed proficiency information pertaining to Class of 2019

Page 8:

Math and Writing Center - changed writing to literacy to promote support in all areas of English Language Arts and other content areas

Page 10 - 11:

Graduation Requirements - changed requirements for Class of 2019 and 2020 to reflect increased academic requirements but removed proficiency language

Removed "Letter A" that pertained to *meeting the core standards*

Removed the *multiple pathways* language as it pertains to a more personalized manner in which to meet graduation requirements in a proficiency model

Page 12 (this pertains to all content areas descriptions found throughout the PoS):

Kept the content area philosophy but removed specific language relative to PBE. Maintained the list of standards per content area as all teachers are framing units, lessons, and assessments through those lenses.

Page 30 & 34:

Added description for Psychology that was added this year based on student requests

Page 36:

Science and Technology Course Chart - reformatted as students in the Classes of 2017 - 2020 have a variety of options to meet the 4 course requirement. Students in the Class of 2021 will have a couple of different course sequence options to meet standards.

Pages 42 - 44:

STEM Offerings - We offer the same STEM courses from 2014, although the name and course focus has changed slightly.

Specific CAD courses are not offered as CAD is incorporated into all STEM courses

Originally, FHS offered 4 types of programming but there was a great deal of overlap within the courses. We now offer Programming I and II and have embedded the learning of the 4 more specific courses into the two levels of Programming. This course is very individualized so students based on knowledge and comfort level can investigate a variety of platforms and focus on areas of interest, such as gaming if appropriate.

Page 50:

Visual and Performing Arts - courses that have not run because of low enrollment have been dropped and replaced with other courses to potentially increase participation. *Music Appreciation, History of Western Music, and Jazz Class* have been replaced with other options. Jazz and the two ensembles are co-curriculars and meet outside of school hours.

New additions include: Basic Music Theory, Music Composition, and Percussion Ensemble

For the theater arts, Drama I and II have been combined into a year long course to support that learning community. An additional option will be a course called *Performance, Expression, and Dance for the Stage*, or *PEDS*.

Page 60:

Additional Academic Opportunities - there are a few additions to this section.

Accelerated Achievement- can be used a credit recovery for science and English rather than have students take these courses through Plato. Students who are behind can enroll in the course for the full year to get on track for graduation while concurrently taking other science and English courses.

Sincerely,
Brian Campbell, Principal

Freeport High School
Program of Studies

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New England Association of Schools and Colleges

Freeport High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of Freeport High School.

Letter from the Administration

The Freeport Program of Studies is intended to provide both parents and students an overview of Freeport High School's academic expectations and an understanding of the various other programs and supports available to students to promote success during their high school careers.

2016 - 2017 will be an exciting year for teachers, staff, students, and our communities. We will open the school year with a new Student Services wing, nurse's suite, and learning commons (former library). Midway through the year, the new construction project that includes a larger cafeteria, 8 new classrooms, larger band and chorus spaces, a new fitness center, and a new keyboarding lab will be completed. In addition, the administration, teachers, and support staff will continue to refine teaching and learning practices that have been worked on over the past few years. As always, we will work to engage students, make learning relevant, and make their experiences more authentic. Performance-based assessments that promote higher order thinking and require demonstration of deep content and skill acquisition will continue to be a focus across all content areas.

The teachers and staff of Freeport High School willingly stretch themselves to provide a strong educational experience for ALL students. Even though, we believe, the work we have begun and will continue will positively affect student achievement, we know that much work remains to be done if we are to educate each student to meet rigorous, vital standards as well as to consistently exceed personal bests in scholarship, service and character.

The teachers, staff and administration are proud of our school and our work with the students of Freeport, Durham, and Pownal. We have great confidence in the energy, creativity and tireless work ethic exhibited by all members of the FHS community, and we welcome you to be a part of our exciting future.

Sincerely,
Brian Campbell, Principal

Jen Gulko, Assistant Principal

School Profile

Edward R. McDonough, Superintendent
Brian Campbell, Principal
Jennifer Guiko, Assistant Principal
Craig Sickels, Athletic Director

FREEPORT HIGH SCHOOL
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Counselors:
Dana Clark
Brian Farley
Alexis L. Rog

2015-2016 SCHOOL PROFILE

SCHOOL AND COMMUNITY

Freeport High School is an innovative and academically rigorous institution which consistently receives academic, performing arts, and athletic honors/recognition. Taking advantage of its small enrollment, the Freeport High staff has developed a reputation for student-centered instruction. It maintains a strong identity and serves as the traditional community center with large numbers of townspeople attending and participating in sporting events, plays, concerts, and community education activities.

Freeport is a diverse and growing community of approximately 8773. Founded in 1683, it is located on the southern coast of Maine, and has had a heritage of quality shipbuilding and shoe manufacturing. Centered around the world famous L.L. Bean store, the town presently has more than 150 retail outlets, as well as tourist services for the 4,000,000 visitors which travel to Freeport each year.

Accreditation: New England Association of Schools and Colleges

Enrollment: Grade 9 - 141 Grade 10 - 106 Grade 11 - 123 Grade 12 - 120

Faculty: 59 professionals, 17 support staff

CURRICULUM

Freeport High School offers Advanced Placement (AP), Honors (H) and college preparatory level classes. AP courses have been available to the Class of 2016. However, not all courses are offered every year, and due to scheduling constraints it is not possible for any student to take all the AP courses offered in any given year. Students also have access to Virtual High School (VHS) and other on line courses at all levels, including AP.

Honors Courses:

English: AP English Language and Composition, AP English Literature and Composition, Honors English 9, Honors Humanities/English 10, Honors English 11 Mathematics: AP Calculus AB, AP Calculus BC, AP Statistics, Honors Geometry, Honors Algebra I, Honors Algebra II, Honors Pre-calculus Science: AP Biology, AP Environmental Science, AP Physics C:Mechanics, Honors Science and Sustainability, Honors Biology, Honors Chemistry Social Studies: AP World History, Honors American History, Honors Humanities/Western Studies, Honors Global Studies, Honors Economics Visual & Performing Arts: AP Studio Art, AP Art History, AP Music Theory, Honors Foundation of Art, Honors Wind Ensemble, Honors Chamber Choir

Additional courses are offered through: Maine Region Ten Technical High School, Morse Street Early Childhood Preapprenticeship, JMG (Jobs for Maine Graduates), PLATO, Virtual High School, Work Study

Graduation Requirements

22 Credits: English - 4, Math - 3, Social Studies - 3, Science and Technology - 4, World Language - 1,
Visual & Performing Arts - 1, Health - ½, PE - 1, Electives - 4.5

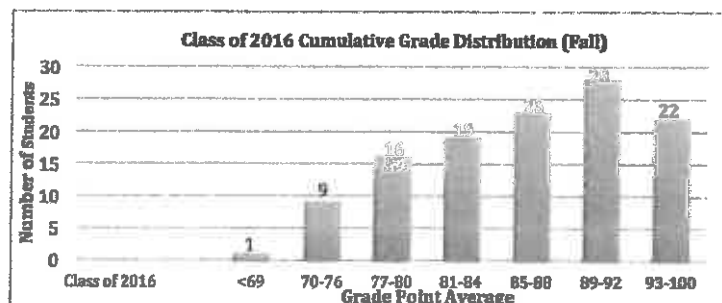
Grading and Distribution

<u>Grade</u>	<u>Grade Pt. Value</u>	<u>Grade</u>	<u>Value</u>
A	93-100	H	Honors
B	85-92	HP	High Pass
C	77-84	P	Pass
D	70-76	W	Withdrew
F	0-69	F	Fail
		NC	No Credit

Honor Roll: High Honors = All grades 93 or above

Honors = all grades 85 or above

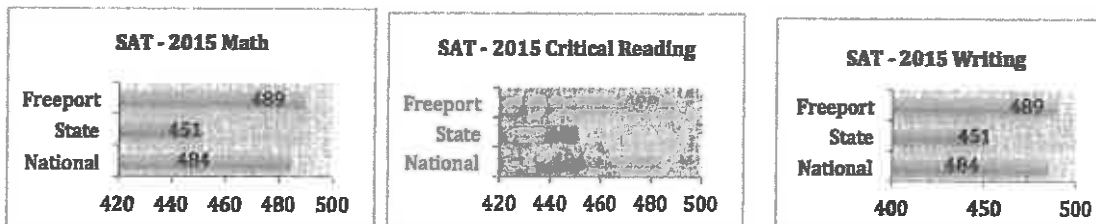
Beginning with the Class of 2000, Freeport High School will not report rank in class. Freeport designates summa cum laude with distinction (96-100), summa cum laude (93-100), magna cum laude (89-92), cum laude (85-88) and rounds to the nearest whole number.



Post-Secondary Plans

Class of 2015:	Four Year College	Two Year College	Armed Services	Employment
Number In Class: 123	62%	19%	2%	17%

Class of 2015 SAT Score Comparison



The following is a partial list of the post-secondary institutions at which the graduates of 2015 were accepted:

Bard College	Emerson College	MIT	Thomas College
Bentley University	Emmanuel College	Occidental College	Universal Technical Institute
Boston University	Endicott College	Pace University	University of California
Bowdoin College	Franklin Pierce	Providence College	University of Denver
Brandeis University	Hampshire College	Roger Williams University	University of Hartford
Bryant College	Hawaii Pacific University	San Francisco College of Art	University of Maine
Carleton College	High Point University	SCAD	University of Michigan
Champlain College	Husson University	Simmons College	University of New Hampshire
Clark University	Johnson & Wales	Skidmore	University of Tampa
Clarkson University	Lesley University	SMCC	University of Vermont
CMCC	Lyndon State College	Smith College	USM
College of Charleston	Manhattanville College	Springfield College	Wellesley College
Columbia College	MECA	St. Lawrence University	Wentworth Institute of Tech.
Connecticut College	Merrimack College	Stetson University	Wheaton College
Eckerd College	MICA	Susquehanna University	Worcester Polytechnic Inst.
Elon University	Middlebury College	Syracuse University	Yale University

Freeport High School's Mission Statement

As a community we promote high levels of academic, civic, and social development. We celebrate and respect individual talents and the diversity of our perspectives. We come together with the belief that as effective communicators we create a safe environment and opportunities for all. We value self-reliance, personal integrity, and social responsibility. We take pride in our achievements, knowledge, and our ability to adapt to change. We are passionate about learning and understand that it is a lifetime process that goes beyond the walls of our school.

21st Century Learning Expectations

Beginning with the Class of 2021, all FHS students must demonstrate proficiency in the 21st century learning expectations defined by the Guiding Principles of the Maine Learning Results. The Guiding Principles are a set of “cross curricular skills” that must be taught and demonstrated by all students to best ensure that *ALL* students are career and college ready. We fundamentally believe that these principles should be the foundation of our educational program and, therefore, these principles will be introduced and incorporated in various learning experiences:

- A. Communication: A clear and effective communicator**
- B. Continual Learning: A self-directed and lifelong learner**
- C. Critical Thinking: A creative and practical problem solver**
- D. Collaboration: A responsible and involved citizen**
- E. Creativity: An integrative and informed thinker**

Program of Studies Information

Introduction

The Freeport High School Program of Studies presents information about the courses offered at the school. Students should use this book as they plan an appropriate academic program. Please recognize that these courses are possible offerings for the coming year. A variety of factors, including the number of students enrolled in a given course, will determine whether it is offered or not.

The Freeport High School Program of Studies also provides information about our Student Services Department, its role in your student's education, and the department's processes associated with course registration. Other support services are described as well. Graduation requirements for current and future Freeport High School students are fully explained. Each content area has its own section within the catalog with the following information included:

Content Area/Course Information

- Description of the content area
- Description of the content standards
- Table of potential course offerings
- Description of each of the potential courses

Course Levels

- Unless designated Honors or AP, all courses are college preparatory
- H - Honors
- AP - Advanced Placement

Course Lengths

- Year - these classes meet all year long
- Semester - these classes meet during Semester 1 or Semester 2
(the specific semester is not indicated in the catalog and will be determined at a later date).

Prerequisites

- Some courses have prerequisites, which are typically the preceding courses in a sequence, such as taking Global Studies prior to Western Studies. Other advanced courses, such as Physics, require a specific level of math prior to taking the course. These prerequisites can be found in the content area table and under the course descriptions.
- Students who want to challenge themselves may do so. However, the student's school counselor and current teacher will work with the parent and student to encourage appropriate placement.

Credit Information

- Year long courses will receive 1 credit with a passing grade.
- Semester courses will receive .5 credit (see above for an explanation)

Guidance Department

Office of Student Services

The purpose of the Student Services Program is to actively promote the academic, emotional, and social development of all students in ninth through twelfth grades. As an integral part of the total educational program, developmental student services builds on the resources of an excellent faculty, positive parent-school relationships, and a supportive community. The Office of Student Services provides direction for positive academic, extracurricular, and vocational outcomes for all students.

A developmental and preventive approach that enhances personal well-being and self-esteem has been designed with the understanding that it is both a process and a program. Learning experiences are provided which foster lifelong skills and attitudes necessary for high achievement, personal self-worth, and respect for the earth and its inhabitants.

Student Service Goals

- To provide students with services responsive to their academic, social, and emotional needs
- To enable students to learn about themselves and their relationships with others
- To coordinate with the overall school program
- To develop career awareness, academic options, and life-planning skills
- To form relationships with community agencies
- To promote early intervention and continued services for identified at-risk students

Registration Process

The Freeport High School Program of Studies serves as a guide to all the courses that are available and states the requirements for taking each course. Students may use this guide to plan an appropriate academic program.

Developing Your Schedule

Most of the questions you have about the classes to take next year are answered in this catalog. Use it as you would any reference book to get the specific information you need. Read through the introductory material and pay particular attention to graduation requirements and specific statements about course prerequisites. Consult the written descriptions in this guide and the course pre-registration sheet you developed in your individual session with your school counselor and discuss your choices with your parents.

Please note that as you request elective courses, you are asked to identify “alternative choices.” FHS may not run some electives due to a low number of requests or due to budgetary constraints.

Once you have completed this process, have your parents sign your form or schedule a conference with a school counselor (865-4706) to discuss your schedule. Return your signed plan to the Student Services Office.

Planning for College or Technical School

If you intend to continue your education in college or vocational-technical school, you must plan your program accordingly. Most colleges and technical schools require at least Algebra 1 and Geometry (Algebra 2 and Advanced Math are needed for many programs). Many colleges require at least 2 years of the same Foreign Language. Two (preferably three) years of lab science are required for most colleges and vocational programs. Refer to the recommended sequence of courses for post-secondary education in the next section.

9th Grade Placement

The selection criteria for each subject is based on your child's 8th grade teacher's recommendation; Spring Grade 8 NWEA report that indicates your child's achievement level; and end-of-year grades in each course. We believe this process gives the most accurate information and will result in a smooth and successful transition to high school.

Course Changes & the ADD/DROP Period

Students will be issued schedules based on their selections as reflected on their course selection sheets. Every effort will be made to satisfy student requests, student needs, and parent and teacher recommendations. Students will be encouraged and given every opportunity to discuss their choices with teachers, advisors, parents, and school counselors before they leave for the summer. There are two add/drop periods per school year; one at the beginning of the first semester, and one at the beginning of the second semester. The conclusion of the first two weeks at the beginning of each semester will mark the end of the add-drop period. After that date, each schedule change request initiated by students or parents will require discussion among all parties and will be judged on its own merits with the best interest of the student in mind. In some cases, a student, teacher, parent and counselor conference may be required. If all parties make a concerted effort to choose appropriate classes at the recommended level, most schedule changes, which can be disruptive, will be avoided.

Academic and Support Services

Advisor/Advisee Program

Although FHS is a small school, it has a diverse student body with a great variety of needs: intellectual, emotional, and social. The school offers a strong curriculum and many co-curricular activities. To complement these aspects of school life and to ensure all students' growth and learning, the faculty and administration want to provide a strong support network for each individual student to help develop interpersonal skills. Each student will benefit from having a contact person, an advisor, who is responsible for helping him or her manage the multiple demands on time and energy. In addition, this advisor will provide a first connection for parents with regard to academic and social issues.

The FHS Advisor/Advisee Program provides communication and support among students, staff and parents through individual and group meetings. In addition, the advisor/advisee program provides a concrete link between the school and home. All advisors in the program are committed to helping students:

- Understand themselves and others better
- Identify their interests and abilities
- Participate effectively in academic and co-curricular offerings
- Develop skills for lifelong learning
- Accept responsibility for their academic and personal growth in order to have a positive influence on the school and community.

In addition to working to increase aspirations and build strong relationships with students, advisory will be used for academic support and enrichment with their core teachers. Students will use this time for homework, for remediation, for extra help, or for assistance with honors challenges.

Math and Literacy Centers

The Literacy and Math Center works with students at all levels of ability. Students are assisted individually in various writing and math tasks. Teachers assigned to the Literacy Center work with students on assignments from all disciplines and keep copies of running assignments to maintain clarity in directives to students. Similarly, teachers assigned to the Math Center work with students on problem sets assigned by the students' classroom teachers as well as remediate skills and help students prepare for upcoming assessments. Students can schedule appointments in the Literacy and Math Centers and are also able to come in on an impromptu, drop-in basis if time is available. Students may also be assigned by a classroom teacher or school counselor when it has been deemed that the student requires extra support.

School Nurse/Health Services

The primary goal of the student health service is to promote optimal health in order to maximize each student's ability to learn. Services include consultation and education regarding adolescent health concerns, health appraisal and referral, disease and injury prevention and first aid. The health office is responsible for maintaining individual student health records and often serves as a liaison between school personnel, families and community resources. The school nurse welcomes students to drop in at any time with questions or concerns. We ask that you notify us of any changes in your health status or emergency contacts in order for us to provide you with appropriate service.

Social Service Worker

Social work services are provided at Freeport High School by a Licensed Clinical Social Worker, who provides confidential counseling, referral, advocacy and facilitated family mediation and support. The Social Worker serves as a liaison between teachers, students, and family or community providers. Families or students in need of mental health support can access the social worker by appointment. The School Social Worker is also involved in several initiatives to include Casco Bay Can, Natural Helpers, Psycho-education related to substance use, and crisis support.

Special Education

Special Education programming is offered in all areas leading to graduation with a Freeport High School diploma. Educational programs are specifically designed for students with appropriate support as determined by the Individual Education Plan (I.E.P.) process.

Crisis Team

It is unfortunate, but always possible, that a crisis will occur that impacts the high school community. Recognizing this, a team of school and community members has been formed and trained to respond to such emergencies. The goal of the team is to facilitate a smooth and caring response in the event of a crisis, realizing the importance of maintaining a normal school atmosphere while providing help for those students and adults who need support. A crisis response plan includes management guidelines and specific intervention strategies for responding to personal, school, or community emergencies that impact the emotional and physical well-being of our students, staff, and community.

School Intervention and Support Processes

Interventions

FHS has instituted interventions designed to ensure all students can meet increasingly rigorous academic standards and feel supported emotionally. Some interventions are designed to increase the basic skills necessary to succeed in a range of courses, while others are set up to create additional time and instruction so that lessons are reinforced and extra practice moves all students toward meeting all standards.

Academic Support

Students who need additional instruction on particular homework and concepts introduced in class should meet with the teacher for academic support. The length of time of these sessions will be decided on by the grade level team and/or the individual teacher.

Response to Intervention (RTI)

Utilizing a variety of strategies and approaches, FHS strives to meet the needs of all learners, irrespective of their abilities or disabilities. It is essential that FHS has an approach that employs a system of supports that provides each student an opportunity for both behavioral and academic success. A well coordinated discipline process that is more restorative versus punitive is one strategy to encourage personal accountability and develop a positive mindset toward school. The development of personalized academic plans for struggling students is pivotal. These services vary in complexity based on need.

At Freeport High School, grade level teams work together to promote the early identification, intervention, and if necessary, referral to supportive services for students experiencing academic and/or social problems. The primary focus of team discussions is to help identify each student's struggles and to identify solutions. Initial steps in the RTI process begin with the grade level team of teachers. However, other educators, including the School Nurse, Special Educators, School Counselors, and Social Worker, may be asked to collaborate with the grade level team to generate potential solutions.

Graduation Requirements

This section explains the graduation requirements for the Classes of 2016, 2017, and 2018 and then the new requirements for the Class of 2019 and 2020.

Number of Credits

For graduation from Freeport High School, a student in the **Class of 2016, 2017, or 2018** must have earned 22 credits.

Minimum Enrollment

Each Freeport High School student is required to enroll in an academic program which totals a minimum of 6 credits each year.

Graduation Requirements: 22 required credits to earn diploma

1. **English** (4 Credits)
2. **Math** (3 credits)
3. **Science and Technology** (4 credits)
4. **Social Studies** (3 credits, including 1 in United States History)
5. **Visual and Performing Arts** (1 credit)
6. **World Language** (1 credit)
7. **Physical Education** (1 credit) **and Health** (.5 credit)
8. **Electives** (4.5 credits)

Grading System

Grade	Grade Pt. Value	Grade Value	
A	93-100	H	Honors
B	85-92	HP	High Pass
C	77-84	M	Merit
D	70-76	P	Pass
F	0-69	NC	No Credit
		W	Withdraw

High School Graduation Requirements for Freeport High School 2019 and 2020

Beginning with the class of 2019 and 2020, graduation requirements will increase. Students will be required to acquire additional credits in math and social studies and through electives.

It is recommended that each student enrolls in 7 classes per year but may enroll in a minimum of 6 classes each year.

1. **English Language Arts** (4 credits)
2. **Math** (4 credits)
3. **Science and Technology** (4 credits)
4. **Social Studies** (3.5 credits)
5. **Physical Education** (1 credit) **and Health** (.5 credit)
6. **Visual and Performing Arts** (1 credit)
7. **World Languages** (1 credit)
8. **Electives** (5 credits)

For the Classes of 2019 and 2020, the total credits for graduation are 24. To achieve 24 credits, students will earn credit through a passing grade in the 19 core requirements and an additional 5 elective classes.

English

As a department, our goal is to help students become life-long learners who have the knowledge, skills and attitudes to function thoughtfully, actively, and effectively in their personal, academic, social, and work lives. We use a variety of materials and strategies for accomplishing this goal including interdisciplinary work with other subject areas.

In English classes, students collect evidence of their increasing skills and knowledge in a portfolio, which will contain exemplary pieces of writing of many types in order to demonstrate proficiency. The portfolio serves as a record of an individual's development, highlights areas for improvement over the course of time, and provides a demonstration of writing competency by the time a student graduates.

The following descriptions provide a brief overview of each course and the type of work expected in the specific skill areas of reading , writing, researching and speaking.

Student learning experiences will be aligned to Freeport High School's content standards.

1. READING COMPREHENSION & INTERPRETATION

Students will be able to comprehend, interpret, analyze, and evaluate appropriately complex literary and informational texts independently and proficiently.

2. LANGUAGE

Students will be able to demonstrate knowledge of language conventions and vocabulary.

3. WRITING PRODUCTION

Students will be able to produce clear and coherent writing for a range of tasks, purposes and audiences.

4. RESEARCH SKILLS

Students will be able to apply research skills for a range of tasks.

5. SPEAKING, LISTENING, DISCUSSION & PRESENTATION

Students will be able to participate in a range of discussions and present knowledge and ideas through appropriate media/formats.

ENGLISH POTENTIAL COURSE OFFERINGS

All courses meet graduation standards unless noted as an elective.

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
English 9	F/CP/H	Year	Determined from Spring Grade 8 NWEA and academic achievement
English 10	CP/H	Year	English 9
English 11	CP	Year	English 10
AP Language and Composition (Jrs & Srs)	AP	Year	English 10 or English 11
AP Literature and Composition (Jrs & Srs)	AP	Year	English 10 or English 11
English 12	CP	Year	English 11
Banned Books I	CP or Elective	Semester	
Banned Books II	CP or Elective	Semester	
Media Literacy: American Cool	CP or Elective	Semester	
Journalism I	CP or Elective	Semester	
Journalism II	CP or Elective	Semester	
Creative Writing	CP or Elective	Semester	
Public Speaking	CP or Elective	Semester	
Desktop Publishing	Elective	Year	

<i>FHS's Language Arts Department:</i>	<i>Description and Major Units of Study:</i>
English 9 (Focus) <ul style="list-style-type: none">• Graduation Requirement	The Focus 9 program has been designed with the intention of effectively introducing and preparing students for high school level work. Students will: improve basic literacy

	and academic skills, develop self-discipline, engage creativity and advance inherent strengths. The ultimate goal is to have students be able to take advantage of further academic opportunities and to stay on track for successful completion of a high school course of studies.
English 9 (CP) <ul style="list-style-type: none"> Graduation Requirement 	The ninth grade English course provides an introduction to high school reading and writing, and requirements of the portfolio. The course focuses on composition, vocabulary, and study skills through the study of world literature. Frequent writing assignments include journals, discussion questions, short and long essays, as well as creative pieces, all in response to the reading. Students extend their understanding of the poetry, short stories, and dramatic texts by presenting projects which require interdisciplinary work with Global Studies.
English 9 (Honors) <ul style="list-style-type: none"> Graduation Requirement 	Honors English 9 offers students enrichment and challenge in the study of English. Participants will demonstrate a commitment to go beyond the English 9 curriculum and reach a higher level of achievement in all work. Honors English 9 will cover the regular course assignments in more depth and breadth. Students will read additional literary works, write more extensively developed essays, engage in extended vocabulary study, and complete supplemental individual and/or group projects.
Literacy I <ul style="list-style-type: none"> Grade 8 test data and academic achievement identifies a student is struggling with grade level literacy skills 	Students take this course in addition to their regular English 9 course. Students will receive direct instruction in reading strategies and writing skills. Multiple opportunities to write and analyze texts will allow students to explore topics of interest while building literacy skills for success across the high school curriculum.
English 10 (CP) <ul style="list-style-type: none"> Graduation Requirement 	Tenth grade English provides an integrated balance of traditional and standards-based content, instruction, and assessment. Classes promote the practice and demonstration of skills and knowledge found in the Common Core English/Language Arts standards as well as additional instruction in general reading, writing, research, listening, and speaking skills. When appropriate, students have choices related to content and assessment while retaining full academic rigor. Units are designed based on essential questions that connect learning with larger societal issues: deviation from social norms, the relationship between knowledge and happiness, and the role of authority.

<p>English 10 (Honors)</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p>This course focuses on developing the skills of literary and rhetorical analysis through close readings of literary fiction and informational texts. Students regularly produce pieces of persuasive, creative, and narrative writing, while also developing skills of oral expression through performance, debate and discussion. Works studied may include <i>One Flew Over the Cuckoo's Nest</i>, <i>Macbeth</i>, <i>Antigone</i>, contemporary short fiction and poetry.</p>
<p>English 11: American Studies</p> <ul style="list-style-type: none"> • Graduation Requirement Honors Option associated with the course 	<p>Eleventh graders take a double-period course that fulfills both their English and U.S. History requirements. American Studies is a humanities-oriented, chronological study of American literature, history, and culture. Through the interdisciplinary approach, students learn a method for examining and discussing issues in an analytical, yet holistic way; students study the issues and ideas of a given period through the lens of a larger picture of universal themes and concepts relevant to the essential question of what it is to be an American.</p>
<p>English 12</p> <ul style="list-style-type: none"> • Year long course • Course fulfills a graduation experience 	<p>This is a comprehensive English class that combines traditional content with standards-based teaching practices. Students are given a variety of supports to practice and hone their skills in reading, writing, speaking and listening. Students write narrative, analysis and research-based argumentative essays; they read a novel together and a novel of their choice. Units are based on essential questions that relate to current, relevant topics and students are allowed to choose many of the topics for reading and writing. Students will be exposed to a variety of texts including essays, articles, editorials, poetry, documentaries, political cartoons, photographs and paintings as well as novels. Some students will be given alternative ways to show their learning in this class.</p>
<p>AP English Language & Composition</p> <ul style="list-style-type: none"> • Open to any student who desires a fast-paced, rigorous experience • Course fulfills a graduation experience 	<p>The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose arguments for a number of purposes. Students also learn to interpret and analyze visual prompts. Through their reading and writing in this course, students become aware of the interactions among a writer's purposes, audience expectations, and subjects that contribute to effective composition. Writing assignments will include informal writing such as journal entries and creative pieces, but will focus more fully on students' critical and interpretive responses to, and composition of, rhetoric.</p> <p>The course reading list includes non-fiction (such as memoirs, speeches, essays, and editorials), and literature of</p>

	various genres and time periods. Students taking this course are required to take the AP exam in the spring.
AP English Literature & Composition <ul style="list-style-type: none"> • Open to any student who desires a fast-paced, rigorous experience • Course fulfills a graduation experience 	<p>This course is devoted to in-depth analysis and interpretation of complex literary works. Students produce analytical writing of various sorts including close reading, poetry explications, character analyses, and blog entries. Personal narratives and creative responses are also a component of the written expression required in this class. Works studied may include <i>Beowulf</i>, <i>Hamlet</i>, <i>Beloved</i>, <i>Heart of Darkness</i>, <i>The Stranger</i>, <i>A Streetcar Named Desire</i>, <i>The Awakening</i>, and more. Summer work is required for entry into the class in September. All students must take the AP examination in May.</p>
Banned Books 1 <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>In Norwood, Colorado in 2005 a high school English teacher assigned her students to read the book <i>Bless Me Ultima</i>. A parent flipped through a few pages of the award winning book, and called the superintendent of schools. The books were recalled, and burned. Publicly. What kinds of ideas are so frightening to people that they would go out of their way to ensure that they were never voiced? What images come to mind when you think of banned books? Nazi Germany? <i>Harry Potter</i>? <i>The Catcher in the Rye</i>? This class will examine the power, importance, and complexity of bearing witness in all forms of media. Students who take this class should be prepared to read and speak about topics such as religion, race, politics, ethics, morals, and conflict.</p>
Banned Books 2 <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>Banned Books 1 is not a pre-requisite for this course. This course continues to explore fiction and non-fiction books and media that have been banned or challenged by parents, school boards, and local libraries. We will focus on the cases and issues that inform the evolution of our First Amendment rights. An example of a representative essential question this course seeks to answer is why does the First Amendment protect the Westboro Baptist church's freedom of speech, but not that of your local 11th grade English teacher? People ban or challenge books that address issues that they feel passionate about. Students who take this class should be prepared to read and speak about sensitive topics in society.</p>
Journalism 1 <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>This course will involve a study of many contemporary magazines and newspapers as well as production of pieces for our own literary/news magazine. Students develop skill in all print journalism formats as well as desktop publishing and news web design skills.</p>

<p>Journalism 2</p> <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>This course will explore the technological expansion of Journalism into the 21st century. Study will include such formats as broadcast journalism, web-casts, pod-casts, and web-blog journals, or blogs. Continuing with writing and research skills established first semester, Journalism 2 students will investigate the best of the web and create their own communication vehicles using today's technological tools.</p>
<p>Creative Writing</p> <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>This semester-long course is designed for students who wish to expand upon writing already done in the regular English classroom. Students will produce works of fiction, nonfiction, and poetry. The process of writing will be a focus with students working through a series of drafts to produce polished, publishable pieces. Techniques in topic generation, revision, editing and responding to the works of others will be covered. As a community of writers, students will be expected to share work and contribute to <i>The Clarion</i>.</p>
<p>Public Speaking</p> <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>This course provides instruction and practice in the preparation and delivery of speeches within a welcoming and lively classroom setting. Students will learn how to research, outline, and deliver short, informal presentations, as well as longer speeches. Students will also sharpen their skills in critical listening. Upon completion, students will be able to prepare and deliver well-organized speeches and demonstrate the speaking skills necessary to be effective communicators in academic settings, in the workplace, and in the community. Although some (many) might find the thought of public speaking terrifying, the rewards for acquiring these skills are enormous.</p>
<p>Media Literacy: American Cool</p> <ul style="list-style-type: none"> • 1 Semester Course • May be used as a graduation experience or an elective 	<p>This is a semester course designed for students to learn the origins, development, and current state of "coolness" in American culture. After a brief look at the origins of coolness in the Renaissance and European Romanticism, we'll track its development in the US from our country's early days through our current hip hop and country sub-cultures. This course will place a special emphasis on the role of media (print, music, motion pictures, internet, etc.) in spreading coolness in the United States and abroad. Students will learn to analyze the effects of coolness in mass media through reading, viewing, reflecting, reasoning, discussing, producing, and presenting. Big "course questions" will include these: What does it mean to be "cool," and how does coolness look today? Is being cool in any sense important or harmful? What is the relationship between the American character and coolness? Why is American culture so attractive to so many in other parts of the world?</p>

Desktop Publishing <ul style="list-style-type: none"> • Full Year • Elective 	<p>This course is designed to give motivated and deadline-oriented students an opportunity to work on the publication of the yearbook. They will be involved in every aspect of the page layout, editing, advertising, sales, and distribution of the school's yearbook. Students will take photos of and interview the student body, as well as attend photographic opportunities during and after school. This course allows students to work independently and in small groups. It gives students a chance to use their creative and organizational skills to produce a record of their school life that will be seen by their community. Students will develop a strong working knowledge of a web-based design and publishing program.</p>
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Health and Physical Education

The health and physical education program is designed to develop an understanding of the skills and knowledge necessary to enhance all components of wellness including physical, social and emotional health. Through development of these traits, the health and physical education program will enable all students to attain optimal quality of life and well being. Our goal as a department is for all students to understand the importance of healthy living and obtain all that is necessary for that to happen in all stages of life.

The course descriptions below guide students in course selection that best meet each individual's needs as well as content standards. Each student must complete a level 1 and a level 2 physical education course as well as a health course for graduation. Additional courses can be taken for elective credit.

Student learning experiences will be aligned to Freeport High School's content standards.

1. PHYSICAL EDUCATION

Students will be able to demonstrate the fundamental and specialized motor skills and apply principles of movement for improved performance.

2. PHYSICAL EDUCATION

Students will be able to demonstrate and apply fitness concepts.

3. PHYSICAL EDUCATION

Students will be able to demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.

1. HEALTH

Students will be able to comprehend concepts related to health promotion and disease prevention to enhance health.

2. HEALTH

Students will be able to demonstrate the ability to access valid health information, services and products to enhance health.

3. HEALTH

Students will be able to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

4. HEALTH

Students will be able to analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

5. HEALTH

Students will be able to demonstrate the ability to use interpersonal communication and advocacy skills; make decisions; and set goals to enhance personal, family and community health.

HEALTH AND PHYSICAL EDUCATION POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
Foundations of Fitness	Graduation Option	Semester	Team and Life, Outdoor, or Excite
Team and Life Sports	Graduation Option	Semester	Level I option
Women's Fitness and Self Defense	Graduation Option	Semester	Team and Life, Outdoor, or Excite; Grade 11 or 12
Weight Training	Graduation Option	Semester	Team and Life, Outdoor, or Excite
Outdoor Fitness	Graduation Option	Semester	Level I option
EXCITE	Graduation Option	Semester	Level I option
Physical Education Leadership	Elective	Semester	
Exercise Physiology	Elective	Semester	
Health	Graduation Requirement	Semester	
Senior Seminar	Elective	Semester	Seniors Only

<i>FHS's PE/Health Department:</i>	<i>Description and Major Units of Study:</i>
Foundations of Fitness <ul style="list-style-type: none"> Graduation Requirement Option 	Students gain knowledge of personal fitness concepts through class work and participation in a variety of fitness-based activities. Students develop and implement an individual

	<p>fitness program including a cardiovascular, flexibility and weight training component. A notebook containing notes, handouts and student-generated work will be required. Principles of exercise, nutrition, and the areas of fitness will be explored. This course encourages each student to develop a fit and healthy lifestyle.</p> <ul style="list-style-type: none"> • How do fitness levels enhance physical/mental/emotional and social health? • How can individual differences enhance and contribute to lifelong fitness? • How will you pursue a physically active lifestyle and why is it important?
<p>Team and Life Sports</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p>This course provides supportive opportunities for a variety of physical activities that enhance the physical, mental, social, and emotional health of the student. The curriculum is broken into two portions: 1) the physical fitness components of cardiovascular endurance, muscular strength, muscular endurance, and flexibility 2) the activity component includes life-long recreational activities as well as competitive activities.</p> <p>Examples of offerings are: tennis, archery, Frisbee, badminton, basketball, volleyball, soccer, and pickle ball.</p> <ul style="list-style-type: none"> • How can working together in team sports improve self esteem and cooperation in life? • How is sportsmanship vital to team and life success?
<p>Women's Fitness and Self Defense</p> <ul style="list-style-type: none"> • Graduation Requirement Option • Juniors and Seniors Only 	<p>This class is designed for girls who would like to improve fitness in a challenging and supportive environment. Students will participate in a variety of fitness-based activities and gain knowledge of the impact on their health. The course will include self-defense technique training important to the safety of all women. Students will actualize their own physical power and dependence on themselves for protection. This will be accompanied with the ability to recognize and reduce risk in everyday situations.</p>
<p>Weight Training</p> <ul style="list-style-type: none"> • Graduation Requirement Option 	<p>This course is designed for individuals who are interested in improving their own level of fitness. Students will acquire the knowledge needed to design and implement a personal weight training program. Cardiovascular exercise, plyometrics and other fitness enhancing activities are incorporated. This course is recommended for students who are self-motivated and eager to improve their level of fitness. Students will self-assess throughout the semester and exercise programs will be adjusted for optimal success.</p> <ul style="list-style-type: none"> • How are the basic functions of the body affected when beginning a weight training program?

	<ul style="list-style-type: none"> • How are the components of the FITT principle essential to lifelong muscle development? • How do overload principles impact your quality of life?
Outdoor Fitness <ul style="list-style-type: none"> • Graduation Requirement Option 	<p>This course will introduce students to the skills needed to ensure that outdoor adventures remain fun, challenging and safe. Outdoor activities include hiking, snowshoeing, camping, orienteering, and basic first aid. This course requires 2 full day field trips. The course will also stress environmental awareness.</p> <ul style="list-style-type: none"> • How can we use the outdoors for recreational and fitness activities while minimally impacting the environment? • How can activities in a non-traditional setting enhance your health and fitness experience?
EXCITE <ul style="list-style-type: none"> • Graduation Requirement Option 	<p>This course will incorporate a variety of health enhancing physical activities. Class time will be spent participating in activities such as weight training and plyometrics as well as cardiovascular exercise such as snowshoeing and walking. Exercise workouts may include yoga, step aerobics and circuit training. The activities are non-sport oriented and non-competitive.</p> <ul style="list-style-type: none"> • How can you pursue a physically active lifestyle? • How do my choices affect my long-term health? • How can physical activity enhance your TOTAL well-being?
Physical Education Leadership <ul style="list-style-type: none"> • Elective 	<p>Through the physical education leadership program, students have the opportunity to develop leadership skills by direct assistance to the physical education staff. Student Leaders will be expected to become familiar with equipment, safety procedures, learn rules and officiate with each activity. Student Leaders will be able to assist with or conduct large group games and warm up activities to develop voice and leadership qualities essential to working with large groups of people.</p>
Exercise Physiology <ul style="list-style-type: none"> • Elective 	<p>The main emphasis of this course will be the study of fitness and how the body makes physiological adjustments (heart rate, respiration, muscle) and performance improvements as the result of increasing exercise. In addition the class will consider the impact of food on exercise performance. Students will also be invited to explore how the body adapts to other lifestyle changes such as obesity, chronic disease and other body stressors. This class will require student participation in physical activity.</p>

Health <ul style="list-style-type: none"> • Graduation Requirement 	<p>Students are provided with current, accurate information on health topics. Students assess their lifestyles and develop strategies to help them cope with contemporary health issues. Topics include stress management, mental health, suicide intervention, sexuality, global health and chemical dependency.</p> <ul style="list-style-type: none"> • What is healthful living and who is responsible for your health? • How do communication skills impact wellness? • How does technology impact health?
Senior Seminar <ul style="list-style-type: none"> • Elective • Seniors Only 	<p>This course provides students with those essential strategies necessary for surviving independently. Among the topics covered are: how not to be a victim, career impacts on lifestyle, finding a place to live, understanding leases and contracts, managing money and becoming an active citizen. Guest speakers will be presenting on various topics including the School Resource Officer, bank representatives and others.</p>

Mathematics

The study of mathematics will emphasize the importance of this subject as a tool for interpreting, describing, modeling, and analyzing real life situations. Students will investigate the theoretical and logical structure of mathematics through an emphasis on skill development and problem-solving. Students will recognize, through application, the interrelationships among topics in mathematics, other curriculum areas, and their daily lives. Students will develop the ability to communicate mathematically as well as interpret mathematical expressions and results.

Student learning experiences will be aligned to Freeport High School's content standards.

1. NUMBER AND QUANTITY

Students will be able to reason and model quantitatively, using units and number systems to solve problems.

2. ALGEBRA

Students will be able to interpret, represent, create and solve algebraic expressions.

3. FUNCTIONS

Students will be able to interpret, analyze, construct, and solve linear, quadratic, and trigonometric functions.

4. GEOMETRY

Students will be able to prove, understand, and model geometric concepts, theorems, and constructions

to solve problems.

5. STATISTICS & PROBABILITY

Students will be able to interpret, infer and apply statistics and probability to analyze data and reach and justify conclusions.

MATHEMATICS POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITE
Pre-Algebra	F/CP	Year	Based on 8th grade spring NWEA score
Algebra I	CP/H	Year	Based on 8th grade spring NWEA score
Algebra I (Part 1)	CP	Year	Based on 8th grade spring NWEA score or has completed HS Pre-Algebra
Algebra I (Part 2)	CP	Year	Algebra I (Part 1)
Geometry	CP/H	Year	Algebra I
Algebra II	CP/H	Year	Algebra I
Pre-Calculus	CP/H	Year	Algebra II
AP Statistics	AP	Year	Algebra II
Calculus	CP	Year	Pre-Calculus
AP Calculus AB	AP	Year	Pre-Calculus
AP Calculus BC	AP	Year	Pre-Calculus
Differential Equations		Semester	Calculus BC
Linear Algebra		Semester	Calculus BC
Consumer Math	CP	Year	Algebra I
Personal Finance	CP	Semester	Algebra I
Geometry in the Real World	CP	Year	Algebra I

<i>FHS's Mathematics Department:</i>	<i><u>Description and Major Units of Study:</u></i>
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Pre-Algebra (Focus) <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score and teacher recommendation 	<p>This course is designed to develop those skills and concepts necessary to the transition from basic math to Algebra. Pre-Algebra includes the study of whole numbers, decimals, fractions, percents, integers, variable expressions and equations. Followed by Algebra 1 Part 1 or Algebra 1.</p>
Numeracy I <ul style="list-style-type: none"> • Student placed based on grade 8 test data, academic achievement and student needs 	<p>Students take this course in addition to their regular FHS mathematics course. Students will receive direct instruction and work through personalized computer-based skills plan to strengthen any areas of weakness.</p>
Algebra 1 – Part 1 <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score and teacher recommendation 	<p>This is the first part of a two - year Algebra 1 sequence. This two-year program shares the same curriculum as Algebra 1. This course should be followed by either Algebra 1 Part 2, or by Algebra 1.</p>
Algebra 1 – Part 2 <ul style="list-style-type: none"> • Graduation Experience 	<p>This is the second part of a two - year Algebra 1 sequence. This two-year program shares the same curriculum as Algebra 1. This course should be followed by a full-year Geometry course.</p>
Algebra 1 (CP) <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score and teacher recommendation 	<p>This course is the foundation for Freeport High School mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. This course emphasizes algebraic language, structure, concepts and skills. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, systems of linear equations and inequalities, polynomials and factoring, algebraic fractions and real world applications. This course should be followed by a full-year Geometry course.</p>
Algebra I (Honors) <ul style="list-style-type: none"> • Graduation Experience • Student placed based on 8th grade spring NWEA score and teacher recommendation 	<p>This rigorous course covers all Algebra 1 CP topics in greater depth and with more problem solving. Includes the study of quadratic functions and rational expressions and equations. This course should be followed by a full-year Geometry course.</p>
Geometry (CP) <ul style="list-style-type: none"> • Graduation Experience 	<p>This is a course examining two- and three-dimensional geometric figures and their properties. Students explore concepts that develop logical thinking through deductive as well as inductive reasoning. Topics include the geometry of points, lines, planes, angles, polygons, circles, as well as coordinate geometry, properties of congruence, area, volume, and trigonometry. This course should be followed by an Algebra 2 course, or, if being taken concurrently with an Algebra 2 course, by Pre-Calculus</p>

	and/or AP Stats.
Geometry (Honors) <ul style="list-style-type: none"> • Graduation Experience • Algebra 1 Test score and teacher recommendation 	<p>Students continue their study of math with a course in geometry which includes the development of logical reasoning skills and the fundamentals of formal logic and proof as students make a thorough investigation of geometric figures, both plane and solid. A review of Algebra 1 topics will be integrated throughout the course. Problem solving and critical thinking skills are emphasized. Independent as well as cooperative learning activities allow the students to be active participants in the study of the properties and relationships of the geometric figures. Topics include the geometry of points, lines, planes, angles, polygons, circles, as well as coordinate geometry, properties of congruence, similarity, area, volume, and trigonometry. This course should be followed by an Algebra 2 course, or, if taken concurrently with an Algebra 2 course, by a Pre-Calculus course or AP Stats.</p>
Algebra 2 (CP) <ul style="list-style-type: none"> • Graduation Experience • May be taken concurrently with Geometry 	<p>Algebra 2 reviews the properties and operations of the real number system and extends them to the complex system. Students learn concepts and skills to enable them to find relationships among sets of data and represent those relationships graphically and algebraically. They examine a variety of functions including linear, quadratic, polynomial, exponential, and absolute value. The course also includes an introduction to probability and statistics as it relates to standardized tests. Problem solving and critical thinking skills are emphasized. Should be followed by Pre-Calculus and/or AP Stats.</p>
Algebra 2 (Honors) <ul style="list-style-type: none"> • Graduation Experience • May be taken concurrently with Honors Geometry 	<p>This course stresses problem solving techniques, critical thinking skills, and an in-depth study of functions and their graphs, matrices and determinants, sequences and series including the Binomial Theorem. Exposure to advanced topics and applications is emphasized. Computer applications and scientific graphing calculators are used extensively. Should be followed by either Honors Precalculus and/or AP Statistics.</p>
Pre-Calculus (CP) <ul style="list-style-type: none"> • Graduation Experience 	<p>Pre-Calculus studies the functions introduced in Algebra 1 and Algebra 2 in greater depth and scope. It emphasizes real world applications, connections to college courses and majors, with particular emphasis on Trigonometry and Logarithmic & Exponential functions. There is an emphasis on a variety of note taking, problem-solving, and critical thinking strategies relevant to continuing on to higher education. It is an excellent preparation for higher-level mathematics. Should be followed by a Calculus course and/or AP Statistics.</p>

Pre-Calculus (Honors) <ul style="list-style-type: none"> • Graduation Experience 	<p>This course provides a strong background for further studies in Math and related areas. The function is the underlying and unifying concept of most of the topics in this course. The first semester offers a review of functions covered in Algebra 2, as well as a study of Probability and Data Analysis. Arithmetic and geometric sequence and series will lead to a study of limits and iterations. Mathematical modeling is used extensively. Second semester is devoted to the study of Trigonometry. Should be followed by a Calculus course and/or AP Statistics.</p>
Calculus (CP) <ul style="list-style-type: none"> • Graduation Experience 	<p>This course offers students the option to take a rigorous course of calculus with a more flexible breadth and depth of coverage than the advanced placement curriculum. It will prepare students for taking calculus in college as well as any calculus-based science classes they may take in college. Topics covered include: Functions, Graphs and Limits, Derivatives, and Integrals.</p>
Advanced Placement Calculus AB <ul style="list-style-type: none"> • Graduation Experience 	<p>This course follows the Advanced Placement Calculus AB curriculum put out by the College Board in conjunction with the advanced placement examination. It prepares students for all topics on the AP test including: functions, graphs and limits, derivatives, and integrals. All students will be required to take AP exams.</p>
Advanced Placement Calculus BC <ul style="list-style-type: none"> • Graduation Experience 	<p>This course follows the Advanced Placement Calculus BC curriculum put out by the College Board in conjunction with the advanced placement examination. The outline for Calculus BC includes all Calculus AB topics, extends these topics to different equations, and introduces sequences and series. All students will be required to take AP exams.</p>
Differential Equations <ul style="list-style-type: none"> • Taken after completing Calculus BC • Semester Course 	<p>A first course in differential equations. Topics generally include separable, homogeneous, exact, and linear first order differential equations; variations of parameters, differential operators, the Laplace transform, inverse transforms, systems of differential equations, power series solutions, Fourier series, and applications.</p>
Linear Algebra <ul style="list-style-type: none"> • Taken after completing Calculus BC • Semester Course 	<p>System of linear equations, Gaussian elimination, matrices and their algebra, inverse of a matrix, determinants, cofactor expansion, Cramer's rule, vectors in and their algebra, abstract vector spaces, subspaces, linear independence, basis and dimension, linear transformations, isomorphism of vector spaces, rank and nullity, matrix of a linear transformation, inner product spaces, angle and orthogonality, eigenvalues and eigenvectors of a linear transformation, characteristic equation, Cayley-Hamilton</p>

	theorem, diagonalization.
Advanced Placement Statistics <ul style="list-style-type: none"> • Graduation Experience 	This course follows the Advanced Placement Statistics curriculum put out by the College Board in conjunction with the advanced placement examination. It prepares students for all topics on the AP test including: exploratory analysis, planning a study, probability, and statistical Inferences. All students will be required to take the AP exam.
Consumer Math <ul style="list-style-type: none"> • Graduation Experience 	This course stresses the use of the essentials of mathematics necessary for day-to-day living. It covers topics such as figuring paychecks, borrowing (mortgages, installment loans, car loans), saving and investing money, buying insurance, filing income taxes, and other areas that the typical consumer deals with on a regular basis. Google tools, with primary emphasis on Google Spreadsheets, are integrated into the course on a daily basis.
Math Electives: Do not fulfill a math graduation credit	
Personal Finance <ul style="list-style-type: none"> • Semester course • Fulfills an elective requirement 	This course helps students understand the world of money management in the modern world. It will emphasize knowledge and skills necessary for successfully negotiating our American financial system: forms of pay; banking; investing; credit cards and other credit issues; budgets; federal, state, and city taxes; and home and apartment ownership and rental.
Geometry in the Real World <ul style="list-style-type: none"> • Semester course • Fulfills an elective requirement 	This course is project-based emphasizing hands-on work. Class may include aeronautical applications (kites, hot-air balloons, and gliders), origami and other paper folding, balsa wood structure building to optimize a certain property (strength, size, movement). Math skills developed are measurement, estimation, fraction and decimal work, and geometry construction and spatial skills.
Residential Architecture <ul style="list-style-type: none"> • Semester course • Fulfills an elective requirement 	In this course, students will learn about the different architectural styles that can be found across the United States and be able to recognize their identifying characteristics. They will explore the concept of form and function and analyze the purposes of different design features. This course will also have students deal with the basics of architectural drafting while designing a residential home of their choice. Students will develop an understanding of what an efficient and workable house design is through this hands-on activity.

Social Studies

The Social Studies department offers a required three-year sequence of courses: Global Studies, Western Studies, American Studies. **An additional .5 experience of Economics/Personal Finance will be required for all students beginning with the Class of 2019.** The department also offers elective courses that focus on specific sub-disciplines. The department's aim is to develop the skills, attitude, and knowledge necessary for the student to understand and participate in the complex modern world.

The Social Studies department offers students an Honors Option requiring demonstration of understanding that exceeds standards expectations. The Honors Option exists for those students seeking to explore the course concepts and skills in greater depth. A variety of activities may be used to satisfy the Honors Option. Students may be required to do extra readings, increase the length of a writing assignment, create a model or an experiment, research and present findings to the class, or connect the topic to the community. The variety and complexity of the unit's Honors Option assignment is limitless and should include opportunity for student voice. The Honors Option IS NOT simply extra work. The purpose is for the student to extend the curriculum and deepen understanding of the content, skill, and standard(s). Students may be required to share their experiences and work with their class so as to promote the value of the honors experience as well as enhance their presentation and communication skills.

Student learning experiences will be aligned to Freeport High School's content standards.

1. SOCIAL STUDIES APPLICATIONS

Students will be able to collaboratively and independently research, demonstrate, and defend discipline-based applications in authentic contexts.

2. CIVIC ENGAGEMENT

Students will be able to apply the attributes of a responsible and involved citizen to address real world issues.

3. CIVICS AND GOVERNMENT

Students will be able to apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world.

4. ECONOMICS

Students will be able to demonstrate an understanding of economic concepts, systems, and structures as well as understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world.

5. GEOGRAPHY

Students will be able to demonstrate an understanding of physical, human and environmental geography that evaluates interdependent relationships and challenges facing human societies.

6. HISTORY

Students will be able to apply and/or demonstrate knowledge of major eras, enduring themes, turning points and historic influences to explain the relevance and importance of history.

SOCIAL STUDIES POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
FIRST YEAR COURSES			
Global Studies	F/CP	Year	
SECOND YEAR COURSES			
Western Studies	CP	Year	Global Studies
THIRD YEAR COURSES			
American Studies (Humanities)	CP	Year	Global & Western Studies
FOURTH YEAR COURSES			
Economics/Finance	CP	Semester	Global & Western Studies
SOCIAL STUDIES ELECTIVES			
20th Century US History Through Film	CP	Semester	Open to grades 11, and 12
Mock Trial and Social Science.	CP	Semester	Open to grades 10, 11, and 12
Balance of Power	CP	Semester	Open to grades 11, and 12
Contemporary Global Issues	CP	Semester	Open to grades 10, 11, and 12
Psychology	CP	Semester/Yr	Open to grades 11 and 12
AP World History	AP	Semester	
Economics	CP	Semester	This class will combine with Finance to be a graduation requirement beginning with the Class of 2019

<i>FHS's Social Studies Department:</i>	<i>Description and Major Units of Study:</i>
Global Studies <ul style="list-style-type: none">• Graduation Requirement	This course provides students with global awareness that is the foundation for their future work in Social Studies. Students expand their geography skills, gaining a deeper understanding of physical and political geography while exploring the cultures and history of several major world areas. The course begins with an introduction to the concept of culture and an analysis of several specific culture groups. Students then review and reinforce their basic geography skills. The bulk of the course will be spent on in-depth studies of the Middle East, Africa, India, China and Latin America. Students use a variety of study and presentation

	<p>methods. An understanding of current events will be a major focus. Ultimately, Global Studies is a course in which a student can gain a foundation in world issues and become active observers of, and potential participants in, the events of our evolving global environment.</p> <ul style="list-style-type: none"> • How does studying geography and history, as well as the concepts of unity and diversity, help us better understand the world today? • How do you explain historical and cultural events in a way that supports a thesis and provides the essential facts to understand a specific event? • Why is quality research necessary to the understanding of a subject and its broader implications? • What is the value and challenge of documenting and sharing experiences and understandings?
<p>Western Studies</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p>This course is a study of western civilization with an emphasis on history, culture, art, literature, and geography. Topics will follow a historical/thematic structure to move sequentially from Classical Greece to the twentieth century. One course objective is for students to gain the vocabulary, knowledge, concepts, and understanding for basic visual and cultural literacy. The connections between past and present and the historical implications of events are important aspects of class discussions and written assignments.</p> <ul style="list-style-type: none"> • How does developing an ability to read and comprehend historical texts enhance your understanding of history? • How does studying geography help you better understand the development of ancient and modern Europe? • Why is it important to understand concepts, themes and patterns chronologically in European history? How does this knowledge help you understand how European society has developed over time?
<p>American History: American Studies</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p>American Studies is a team-taught, humanities-oriented, thematic study of American literature, history, art, culture, and society that fulfills English and U.S. History requirements. Through an interdisciplinary approach, students immerse themselves in a time period, learning to examine and discuss issues in an analytical, yet holistic way, and to synthesize information from a variety of sources. Each historical period is studied through their lens of a larger picture of universal themes and concepts relevant to American ideals.</p> <ul style="list-style-type: none"> • Foundation of American Ideals • Testing American Ideals

	<ul style="list-style-type: none"> ● Capitalism and American Ideals ● Conflict and American Ideals
Economics/Finance <ul style="list-style-type: none"> ● Currently a Social Studies elective but will become a graduation requirement for the Class of 2019 	<p>In this course, students learn about the challenges of having limited resources and unlimited wants and needs. Students develop an understanding of macroeconomic and microeconomic concepts such as supply and demand, opportunity cost, competition, market structures, production and consumption, fiscal and monetary policy, inflation, unemployment, and international trade. Upon successful completion of the course, students will understand the ways in which economic decisions affect individuals, groups, market systems, and countries. Students will also learn about money management, credit, and other personal finance topics. Prerequisite: open to Juniors and Seniors only.</p>
20th Century U.S. History Through Film <ul style="list-style-type: none"> ● Social Studies elective 	<p>This course is intended to give students an in-depth understanding of 20th Century American History from the Progressive Era through the end of the century. While the framework of the course will be chronological and will require students to master a timeline of the century, the methodology used for understanding will be a series of historical films and documentaries. Students will do the background research necessary to prepare for these films, and then will analyze them based upon how each presented the major issues of the time period/event. <i>Open to Juniors and Seniors only</i></p>
Mock Trial and Social Science <ul style="list-style-type: none"> ● Social Studies elective 	<p><u>Mock Trial:</u> The first quarter will be devoted to participation in the interscholastic Mock Trial competition. This is a very intensive simulation activity that requires out of class commitments including at least two evening/weekend practices, two graded evening scrimmages and one or more graded trials, which require students to miss most of a day of school.</p> <p>This course may be taken more than once as Mock Trial topics and course units change.</p> <p>Units may include:</p> <ul style="list-style-type: none"> · Appellate Law · Anthropology · Sociology · Comparative Political Systems <p>Students will study the key thinkers and major issues in each discipline and the inter-relationships between them. Research, discussion, reading and writing assignments will require the analysis and application of ideas from each discipline</p>

Balance of Power <ul style="list-style-type: none"> • Social Studies elective 	<p>This Social Studies course explores the nature, influence, and balance of power in American government from local to state to national contexts. Students will identify and examine the structures of government at all levels in the American political system, as well as how they interact. Students will study the influence of the media, polls, opinions, political parties, economics, lobbies, and grassroots organizations on public policy. Current events are used as topical case studies in order to discuss and analyze the state of American democracy. B.o.P. students run the Mock Election in the High School each fall.</p>
Contemporary Global Issues <ul style="list-style-type: none"> • Social Studies elective 	<p>This course focuses on major issues affecting the world today. The goal is to further develop themes studied through the social studies sequence and to look at a variety of issues such as national self-determination, international institutions, globalization, resource depletion, and international conflicts. Students are asked to put the current status of these issues into context to better understand how America affects, and how Americans are affected by, global events. Students complete in-depth research, writing, and a presentation on an issue of their choice.</p>
Psychology	<p>Psychology is the study of the relationship between the mind and behavior. As a result, acquiring an understanding of human psychology is useful in a variety of career fields. From understanding how the brain develops, to analyzing the impact of stress on behavior, psychology is both versatile and rich with academic depth. This course will focus on:</p> <ul style="list-style-type: none"> - The Brain & Behavior - Human Development - Conditioning, Learning, and Memory - Social Behavior and Interaction - Psychological Disorders - And much more! <p>The course will be run as a balance between traditional academic study & lecture, hands-on learning, case study analysis, practical application, and project-based learning. It will be important to keep an open mind, and be willing to look into your own perceptions of yourself in order to fully grasp the material.</p>
AP World History <ul style="list-style-type: none"> • Meets graduation requirement or elective requirements 	<p>This is a college level history course designed to meet the needs of students who have a strong interest in history. The course is open to sophomores, juniors, and seniors, but sophomores and juniors must also take Western Studies (sophomores) and American Studies (juniors). The student is expected to read and analyze both primary and secondary source materials and to demonstrate ability to interpret and evaluate these sources in essay form. Students will take the</p>

	<p>Advanced Placement World History exam in May, as preparation for this exam is a major goal of this course. Therefore, the course is content-driven with heavy emphasis on written critical analysis. Extensive reading, writing, and class discussions are integral components of the program. The AP program in World History is designed to develop a greater understanding of human societies. The course covers world history from approximately 8,000 B.C.E. to the present.</p> <p>As a student in this course you will be required to develop skills that encourage you to:</p> <ul style="list-style-type: none"> • Construct and evaluate arguments: Use evidence to make arguments • Use documents and other primary data in order to develop the skills necessary to analyze point of view and context, and understand and interpret information • Assess continuity and change over time and over different world regions • Understand diversity of interpretations through analysis of context, point of view and frame of reference
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Science and Technology

The world around us continues to change at a rapid rate. Science and technology provide us with tools to understand the changes as well as the knowledge and processes to address the challenges they provide. To be successful in this global society, students must access, understand and evaluate current information and tools related to science and technology.

The study of science includes processes and a body of knowledge. Processes are the way that scientists investigate and communicate about the natural world. The body of knowledge includes concepts, principles, facts, laws and theories about the way the world around us works. In a world shaped by science and technology, it is important for students to learn how science and technology connect with the demands of society and the knowledge of all content areas.

Student learning experiences will be aligned to Freeport High School's content standards.

1. PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS

Students will be able to understand how physical systems interact with one another as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

2. PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION

Students will be able to understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

3. LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING

Students will be able to understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

4. LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS

Students will be able to understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

5. LIFE SCIENCES: GROWTH, DEVELOPMENT, AND REPRODUCTION OF ORGANISMS, NATURAL SELECTION, AND ADAPTATIONS

Students will be able to understand and analyze genetics, adaptation, and biodiversity as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

6. EARTH AND SPACE SCIENCES: EARTH, SPACE, AND THE UNIVERSE

Students will be able to understand and analyze the origins, interactions and relationships between and among the earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

7. EARTH AND SPACE SCIENCES: EARTH SYSTEMS

Students will be able to understand and analyze earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

SCIENCE AND TECHNOLOGY POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
Science & Sustainability	F/CP/H	Year	
Biology	F/CP/H	Year	Science & Sustainability
Chemistry	CP/H	Year	2-year science sequence
Physics	CP	Year	
AP Physics	AP	Year	
AP Biology	AP	Year	

AP Environmental Studies	AP	Year	
Anatomy & Physiology	CP	Year	
Forensics I	CP	Semester	
Forensics II	CP	Semester	
Environmental Studies	CP	Year	
Outdoor Ecology	CP	Semester	
Current Topics in Science	CP	Year	
STEM COURSES			
Engineering: Structures	9-12	Semester	
Engineering: Machines	9-12	Semester	
Engineering: Electronics	9-12	Semester	
Engineering: Bio/Chem	9-12	Semester	
Advanced Project Design	11-12	Year	Two STEM experiences are required
Programming	9-12	Semester	
Robotics I	9-12	Semester	
Robotics II	9-12	Semester	Robotics I

<i>FHS Science Department:</i>	<i>Description and Major Units of Study:</i>
Science & Sustainability (CP) <ul style="list-style-type: none"> Graduation Requirement 	<p>This course has a strong emphasis on hands-on investigations. Topics of study include physics, chemistry, biology and earth science. Each unit presents basic science content involving local and global issues related to sustainability</p> <ul style="list-style-type: none"> How do humans impact the environment? How can humans survive sustainability? How can scientific information help guide in decision-making at the individual, community, and global levels?
Science & Sustainability (Honors) <ul style="list-style-type: none"> Graduation Requirement 	<p>This is a integrated high school science course with a strong emphasis on hands-on investigations. The course also has a strong engineering design component. Topics of study include physics, chemistry, biology and earth science. Each</p>

	<p>unit presents science content involving local and global issues related to sustainability.</p> <ul style="list-style-type: none"> • How do humans impact the environment? • How can humans survive sustainability? • How can scientific information help guide in decision-making at the individual, community, and global levels?
<p>Biology (CP)</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p>This required course provides a foundation in biological concepts. Topics of study include cell structure and physiology, biochemistry, DNA structure, protein synthesis, cell division, genetics and evolution.</p> <ul style="list-style-type: none"> • How does energy flow through living systems? • How do organisms change over time? • How will a basic knowledge of chemistry help you understand biological processes?
<p>Biology (Honors)</p> <ul style="list-style-type: none"> • Graduation Requirement 	<p>This is a rigorous course that provides a foundation in biological concepts. The course uses a college level text and moves at an accelerated pace with greater depth and coverage of material. Topics of study include cell structure and physiology, biochemistry, DNA structure, protein synthesis, cell division, genetics and evolution. <u>This course meets every day.</u></p> <ul style="list-style-type: none"> • How does energy flow through living systems? • How do organisms change over time? • How will a basic knowledge of chemistry help you understand biological processes?
<p>Chemistry (CP)</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This course is designed to build upon the concepts learned in Science and Sustainability and Biology or Honors Biology. The course emphasizes the conceptual study of chemistry. Topics include measurement skills, atomic theory, periodic laws, chemical equations and reactions, nuclear chemistry, and organic chemistry. Good calculator and laboratory skills are important.</p> <ul style="list-style-type: none"> • How do humans know that the universe is predictable, organized and explainable? • Why are mathematical models essential to the study of science?
<p>Chemistry (Honors)</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This advanced course is designed to build upon the concepts covered in Freshmen Science and Biology or Honors Biology. Students should be prepared for a demanding laboratory course at an accelerated pace. Topics include measurements in chemistry, atomic theory, periodic laws, chemical equations, reactions and stoichiometry, gas laws,</p>

	<p>acids and base theory, oxidation-reduction, nuclear chemistry and organic chemistry. Good calculator and math skills are essential.</p> <ul style="list-style-type: none"> • How do humans know that the universe is predictable, organized and explainable? • Why are mathematical models essential to the study of science?
<p>Physics (CP)</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This course covers Newtonian mechanics emphasizing the conceptual study of physical phenomena such as force, motion, momentum and energy and their application to everyday life. There is a strong emphasis on laboratory-based activities with an emphasis on mathematical relationships.</p> <ul style="list-style-type: none"> • What patterns exist in the physical world? • How can models be used to describe and predict physical phenomena?
<p>AP Physics</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This course covers Newtonian mechanics in depth and provides instruction in each of the following content areas: kinematics, Newton's laws of motion, work, energy, power, systems of particles, linear momentum, circular motion, oscillations and gravitation, as dictated by the College Board.</p> <p>The course utilizes guided inquiry and student-centered learning to foster the development of critical thinking skills. Introductory differential and integral calculus is used throughout the course. Strong laboratory and experimental design skills are a must.</p> <p>This course includes topics typically taught in a first-semester calculus-based physics course taken by science and engineering students at most colleges and universities. Students taking this course should expect a rigorous, fast-paced course of study that will prepare them for the College Board's "AP Physics C: Mechanics" exam in the spring. <u>This course meets every day.</u></p>
<p>AP Environmental Studies</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>AP Environmental Science is the equivalent of an introductory college course in environmental science. The goal of the course is to provide students with the conceptual foundation necessary to understand complex relationships in the natural world, to develop the skills required to identify and analyze environmental problems, and to examine alternate solutions for resolving and/or preventing them.</p> <p>Environmental science is an interdisciplinary study that draws from the biological, physical, chemical and earth sciences, as well as social sciences such as economics,</p>

	<p>politics and sociology. Critical thinking and problem solving application are emphasized. <u>This course meets every day.</u></p> <ul style="list-style-type: none"> • How do humans interact with and influence the Earth's ecosystems? • How do we know if data is relevant? • Why should we refine and critique scientific evidence?
<p>AP Biology</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>AP Biology aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year.</p> <p>AP Biology includes those topics regularly covered in a college biology course for majors. The college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the type of laboratory work done by students, and the time and effort required of students. The course is organized around the four "big ideas" of Biology that include evolution, cellular processes, genetics and information transfer, and the interactions of biological systems. <u>This course meets every day.</u></p>
<p>Anatomy & Physiology</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>The course is designed to build on the concepts learned in the Science and Sustainability and Biology or Honors Biology classes. This full year course covers all the main systems of the human body with units on stem cell research, guest speakers, and an investigation of smallpox eradication. This is a laboratory course with an extensive fetal pig dissection, lab practicum and extensive reading from a college-level text.</p> <ul style="list-style-type: none"> • How do lifestyle choices affect the proper functioning of human body systems? • How is anatomy related to physiology in terms of the body's ability to function in changing environments?
<p>Current Topics in Science</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This year-long course focuses on how scientists work and how they pursue understanding. Central to all our science courses is lab technique, the collection of data, interpretation of the data, handling of errors in the labs, and deciding upon what can be concluded from the data. Students will explore how science is part of their everyday life.</p> <ul style="list-style-type: none"> • How do we go about answering questions we have about our world?

	<ul style="list-style-type: none"> • How do the decisions we make as individuals affect our environment at local and global levels? • How can we use scientific information and skills to explain modern issues and challenges on a daily basis?
Environmental Science <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This course is designed to build on the concepts learned in Science and Sustainability and Biology or Honors Biology. Topics include ecology, population growth climate change, water quality, renewable energy, and environmental ethics. There are numerous lab activities, field studies and field trips to Ecomaine and the Waste Water Treatment plant.</p> <ul style="list-style-type: none"> • How do humans interact with and influence the Earth's ecosystems? • How do we know if data is relevant? Why should we refine and critique scientific evidence?
CSI 101: Introduction to Forensics Science, Parts I & II <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This two semester elective course has been divided into two separate parts which may be taken independent of each other. Students will be introduced to the basic principles and processes of crime scene analysis and forensic science. Building on many of the concepts learned in the first two years of the FHS science sequence, this course will apply skills and knowledge in real world situations to solve crimes. Topics under investigation may include crime scene analysis, evidence collection, fingerprints, hair and fiber analysis, blood and DNA evidence, forensic anthropology and the science of decay. Course work will include case studies of real crimes, individual projects, and team investigation of a crime scene.</p>
Outdoor Ecology <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This is an activity-based course for students who enjoy being outdoors and want to learn more about the natural history and science of Maine. Topics may include bird watching and bird ecology, foraging, water ecology, animal behavior, fly-fishing and winter tracking. Students will investigate issues such as salmon restoration, fishing in the Gulf of Maine, hunting and wildlife management, and wolf restoration.</p>
STEM Courses	

<p>Engineering: Structures</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on structures such as bridges, trusses, and towers. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
<p>Engineering: Machines</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on machines and mechanical devices such as motors, vehicles, and simple machines. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
<p>Engineering: Electronics</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on electrical and power systems such as circuits, distribution systems, and alternative/green energy. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>
<p>Engineering: Bio/Chem</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>The goal of this course is to familiarize students with a variety of projects, assignments and experiences that show the interconnectedness of science, technology, engineering and mathematics with a focus on chemical and biological systems such as foods, fuels, polymers, and biomedical devices. Students will be required to complete design projects that incorporate creativity, scientific principles, and formal design processes in order to meet specific criteria. Additionally, students will explore the various fields within the engineering profession including post-secondary opportunities and career planning.</p> <p><i>There is a \$10 Lab Fee associated with this course.</i></p>

<p>Advanced Project Design</p> <ul style="list-style-type: none"> • To enroll in this course, students must have taken 2 prior STEM courses. • May be taken to fulfill a graduation requirement or an elective 	<p>This is a project based class where students work independently or in teams and are responsible for large scale design projects. Students work through the engineering design process to research, develop, construct and evaluate their projects. Past projects have included a wind tunnel, high-temperature kiln, competition wind turbine blades, and a quadcopter. APD projects may be tied to a Senior Project or community service project.</p> <p>NOTE: <i>Students must prepare and present at least one project proposal prior to being admitted to this class. Proposal forms are available from FHS STEM teachers.</i></p>
<p>Computer Programming</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This course provides both beginners and experienced coders an opportunity to increase their knowledge and understanding of computer science topics such as programming, hardware architecture, graphics, game design, and logic systems at any level of complexity. The course provides a chance to learn a new computer language, write computer programs and apps, and investigate the inner workings of computers, tablets and mobile phones. Possible languages include industry standards such as JavaScript, C, XCode, Codea, Java, HTML, and Python. Programming may be done on any combination of laptop, desktop, or tablet computers or on dedicated microprocessor boards such as Arduino, Raspberry-Pi, or BeagleBone.</p> <p>No programming experience is required! This course may be taken more than once for credit.</p>
<p>Robotics I</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This class covers introductory robotic design and programming using Lego NxT robotics components. Students learn both mechanical design and computer programming while building their own robot to solve assigned and independent problems. Emphasis is placed on the engineering design process. No prior experience in robotics is required.</p>
<p>Robotics II</p> <ul style="list-style-type: none"> • May be taken to fulfill a graduation requirement or an elective 	<p>This class covers advanced robotic design and programming using a variety of robotics platforms. Students will investigate, build, and program autonomous robots employing microprocessors such as NxT, Arduino and RaspberryPi. Additional projects may include the design and construction of R/C and ROV devices. Emphasis is placed on the engineering design process. Prior experience in robotic design and computer programming is required.</p>

World Languages

Each level of Freeport High School's language program helps students to communicate at increasing levels of sophistication and on topics of increasing complexity. In addition to our strong focus on communicating in the target language, we also strive to increase our students' intercultural competence as they progress through each level of the World Language program.

Student learning experiences will be aligned to Freeport High School's content standards.

1. INTERPERSONAL COMMUNICATION

Students will be able to engage in conversations and informal written correspondence on a variety of topics.

2. INTERPRETIVE COMMUNICATION

Students will be able to understand and interpret written and spoken language on a variety of topics.

3. PRESENTATIONAL COMMUNICATION

Students will be able to present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.

4. COMPARISON of Practices, Products and Perspectives

Students will be able to compare the nature of language and the culture(s) of the target language with one's own.

5. COMMUNITIES

Students will be able to communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

WORLD LANGUAGES POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
French I, II, III, IV, V		Year	Previous Level Classes
Latin I, II, III, IV		Year	Previous Level Classes
Spanish I, II, III, IV, V		Year	Previous Level Classes

<i>FHS's World Language Department:</i>	<i>Description and Major Units of Study:</i>
French I <ul style="list-style-type: none"> • Fulfills graduation Requirement • May be completed through middle school experience 	<p>French I provides an introduction to the language, culture, and geography of the international French-speaking world. Students acquire language skills sufficient to describe themselves and their world and to inquire about others through listening, speaking, reading, and writing activities. Current events in the French-speaking world will be studied as they occur.</p> <ul style="list-style-type: none"> • What impact do geography, culture and language have on every person? • What can I learn about my own language and culture from the study of other languages and cultures?
French II <ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>In French II, students continue to develop the four skills of listening, reading, speaking, and writing. Students master more vocabulary and more complex grammar in French II than in French I. Students are expected to make every effort to communicate in French in class. Cultures of the international French-speaking world, including differences in vocabulary between countries, are examined. Current events in the French-speaking world will be studied as they occur.</p> <ul style="list-style-type: none"> • How do I demonstrate and communicate my understanding in French? • How do I maintain and build on prior learning to achieve language proficiency in French?
French III <ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>This course stresses the Oral Proficiency Interview as a way to assess competency. Conversations in French are used to challenge students. Reading and writing are reinforced through journals and comprehension checks according to various criteria. Vocabulary development, verb mastery, and use of idiomatic expressions are an integral part of learning. A variety of subjects are pursued and may include plays, stories, and audiovisual material, which reflect French culture, history, and life. Presentations are used to review grammar rules while still further expanding the student's reading, listening, and comprehension abilities.</p>
French IV <ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>Oral proficiency is stressed through advanced conversations, readings from literature, reading a detective story, and writing journals. Various materials are used to continue vocabulary acquisition and proficiency. Oral presentations and projects give students a chance to be creative with language. Grammar study is ongoing to expand the student's reading and comprehension abilities.</p>
French V	<p>This course is designed to stress flexibility in speaking, listening, reading, and writing. Oral activities emphasize</p>

<ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>proficiency in spontaneous speech and thought. Coursework includes reading works in their entirety, teaching units if possible, writing essays, writing a sequential narrative from a series of pictures, studying French culture from the Middle Ages to the present, and using idiomatic expressions.</p>
<p>Latin I</p> <ul style="list-style-type: none"> • Fulfills graduation requirement 	<p>In this course, students acquire basic Latin vocabulary and grammar. Students read and interpret short stories in Latin while learning about the culture and history of the Romans in the city of Pompeii.</p> <ul style="list-style-type: none"> • Who are the Romans? • How is Latin similar to English? How is it different?
<p>Latin II</p> <ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>This course continues the vocabulary/grammar acquisition from Latin I, but at a higher level of complexity. Students read and interpret short stories. The culture and history focus is the colonization of Alexandria and Britain by the Romans.</p> <ul style="list-style-type: none"> • How did the Romans expand their empire and spread their culture?
<p>Latin III</p> <ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>This course begins to develop true fluency in translation and further deepens a student's grammatical knowledge.</p>
<p>Latin IV</p> <ul style="list-style-type: none"> • May be used to fulfill elective requirement 	<p>This course continues and expands upon the work begun in Latin III, stressing the development of fluency and depth in translation skills and literary analysis. Students are encouraged to hone their skills in translation, paying close attention to structure and meaning. Literary analysis reflects careful attention to the text and increased knowledge of literary devices, techniques, style and reference to other works. Texts used include: Petronius' Trimalchio's Dinner Party, Virgil's Aeneid, and Jenney's grammar text. There are regular readings and discussions of Roman authors in translation and three required presentations each year. Appreciation and understanding of literary techniques, style, and the powerful themes inherent in these works is woven through the course work. Nero's time period, world myths, and how they compare to ancient Greek and Roman myths will be covered. Famous Latin phrases and common daily expressions are practiced in spoken Latin.</p>
<p>Spanish I</p> <ul style="list-style-type: none"> • Fulfills graduation Requirement • May be completed through middle school experience 	<p>This course provides an introduction to the language, culture, and geography of the Hispanic world. Students acquire language skills sufficient to describe themselves and their world and to inquire about others through listening, speaking, reading, and writing activities.</p> <ul style="list-style-type: none"> • What impact do geography, culture and language have on every person?

	<ul style="list-style-type: none"> What can I learn about my own language and culture from the study of other languages and cultures?
Spanish II <ul style="list-style-type: none"> May be used to fulfill elective requirement 	<p>Spanish II builds on the grammar introduced in Spanish I, but greatly expands knowledge of vocabulary. Cultural knowledge continues to develop through readings, pictures, and projects. Listening comprehension is further enhanced. Students are expected to make every effort to communicate in Spanish in class.</p> <ul style="list-style-type: none"> How do I demonstrate and communicate my understanding in Spanish? How do I maintain and build on prior learning to better understand Spanish?
Spanish III <ul style="list-style-type: none"> May be used to fulfill elective requirement 	<p>This course focuses on oral and written proficiency in the language. Exercises include vocabulary development, reading and discussion of literature. Topics from Spain and Latin America are used to develop not only a linguistic, but also a cultural fluency. A review of basic and advanced grammar is included, especially verb mastery. Oral presentations are integral to the course to evaluate the student's growing ability in the language.</p>
Spanish IV <ul style="list-style-type: none"> May be used to fulfill elective requirement 	<p>This course focuses more intensely on the four skill areas of reading, writing, listening, and speaking, and on developing proficiency in each area. Student activities center on reading short stories and abridged novels, writing short essays, and speaking in both formal and informal situations. Students continue to explore, in more depth, the many facets of Spanish culture.</p>
Spanish V <ul style="list-style-type: none"> May be used to fulfill elective requirement 	<p>Spanish V is intended to help students prepare for a college level class. Work is more independent, so student motivation is key to success. The history, literature, and art of Spain are covered simultaneously in three or four major units. Texts include, "El Cid", "Fuenteovejuna", and "El burlador de Sevilla". Class discussions on current events occur every other week throughout the year. Movies in Spanish may be shown, including "Debajo la misma luna", "Volver", and "Casi Casi". The rest of the verb tenses (future perfect, conditional perfect, present perfect subjunctive, and the past perfect of subjunctive) are covered, as are the sequence of tenses, idiomatic expressions, and a more challenging verb list.</p>

Additional language courses are available online through Virtual High School. See their current offerings at: <http://www.govhs.org/Pages/Academics-Catalog>

Visual and Performing Arts

Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities and perform better on standardized tests. Engagement in the visual and performing arts deepens students' overall knowledge as well as their social and emotional development. We encourage students to take multiple VPA courses in order to have a well-rounded educational experience.

In FHS visual art classes, all lessons are defined by technical and formal parameters; choice of subject matter and material choices are almost always left entirely open to the students. This helps students develop conceptually while learning techniques and vocabulary to support their visions. It also helps motivate students over the period of the projects.

Student learning experiences will be aligned to Freeport High School's content standards.

1. DISCIPLINARY LITERACY

Students will be able to evidence literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

2. CREATION, PERFORMANCE, AND EXPRESSION

Students will be able to create, perform, and express through the art discipline.

3. CREATIVE PROBLEM SOLVING

Students will be able to approach artistic problem-solving using multiple solutions and the creative process.

4. AESTHETICS AND CRITICISM

Students will be able to approach artistic problem-solving using multiple solutions and the creative process.

5. CONNECTIONS

Students will be able to understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

VISUAL & PERFORMING ARTS POTENTIAL COURSES

COURSE TITLE	LEVEL	LENGTH	PREREQUISITES
<i>MUSICAL ARTS</i>			
Concert Band	CP	Year	
Chorus	CP	Year	
Keyboarding Lab	CP	Year	
Intermediate Piano	CP	Year	Keyboarding Lab or previous experience

Honors Wind Ensemble	H	Year	
Basic Music Theory	CP	Year	
AP Music Theory	AP	Year	Basic Music Theory
Music Composition	H	Year	Basic Music Theory or Any Music Performance Ensemble Experience
Percussion Ensemble	CP	Year	
Honors Chamber Choir	H	Year	Audition Grades 9-12
<i>THEATER ARTS</i>			
Theatre Arts (Drama I & II)	CP	Year	
Playwriting: Following Fools & Fools	CP	Semester	Open to grades 10 -12
Production Design	CP	First Semester	Open to grades 10-12
Performance, Expression and Dance for the Stage	CP	Semester	
<i>VISUAL ARTS</i>			
Foundations of Art	CP	Year	
Art Appreciation	CP	Semester	
Portfolio Development	CP	Semester	Foundations of Art
Ceramics I	CP	Semester	Foundations of Art
Ceramics II	CP	Semester	Foundations of Art & Ceramics I
3D Design	CP	Semester	Foundations of Art
2D Design	CP	Semester	Foundations of Art
Advanced Studio Art	CP	Year	Foundations of Art & a Design course
AP Art History	AP	Year	
AP Studio Art Exam Portfolio Options: <ul style="list-style-type: none"> • 3D Design • 2D Design • Drawing 	AP	Year	Foundations, both Design courses, and Advanced Studio
Photography I	CP	Semester	
Photography II	CP	Semester	Photography I
Other VPA Electives			
Video Production I	CP	Semester	

Video Production II	CP	Semester	Video Production I
Advanced Videography	H	Semester	Teacher permission; self-directed course

<i>FHS' Musical Arts Department:</i>	<i>Description and Major Units of Study:</i>
Concert Band <ul style="list-style-type: none"> Fulfills Graduation Requirement 	<p>Concert band is open to any wind or percussion instrumentalist with at least a minimum proficiency level. This course requires a combination of scheduled class time and after-school rehearsals/performances. Attendance at all concerts and scheduled performances is compulsory. Major performances throughout the year include the Winter Concert, Spring Concert, Graduation and Memorial Day Parade. This course may be taken for more than one year.</p>
Concert Choir <ul style="list-style-type: none"> Fulfills Graduation Requirement 	<p>Concert Choir is open to anyone who likes to sing. Members will participate in three major performances during the year and at graduation. Chorus meets every other day and includes sight singing, written theory, and the study of master composers as well as contemporary literature. Attendance at all concerts and scheduled performances is compulsory as is attendance at weekly in-school Falcon Chorus rehearsals. Many of our students audition successfully for our District III Honors Chorus, in addition to All-State. Concert Chorus may be taken for more than one year.</p>
Keyboarding Lab <ul style="list-style-type: none"> Fulfills Graduation Requirement 	<p>Keyboard Lab introduces the study of basic keyboarding skills that will help students to experience music in a meaningful way. In addition, students learn to use the concepts and techniques of music theory and relate those to their keyboard training. Students will also learn harmonic, melodic, and rhythmic concepts, as well as the fundamentals at the piano. This course is designed to meet the needs of a high school student who wants to experience music through self-directed learning and have fun with the instrument.</p>
Intermediate Piano <ul style="list-style-type: none"> Fulfills Graduation Requirement 	<p>Intermediate Piano provides continuing instruction for students who have completed beginning Keyboard Lab. This class allows for placement of other students who have had some previous piano experience. Content includes basic keyboard theory (scales, chords, etc.), solo repertoire, introduction to music history, and performance skills. Assessment of content knowledge and mastery of keyboard skills will take the form of keyboard assignments, written and oral exams, and other special projects as assigned.</p>

<p>Honors Wind Ensemble</p> <ul style="list-style-type: none"> • Music Elective 	<p>This performance ensemble is for students wishing to experience grade 3 through 5 music through the study of a combination of large group, small ensemble, and solo literature. Students must be proficient on their instrument and/or be taking private lessons for the duration of the class. There will be no time for individual instruction on the student's chosen instrument within the regular class period. The wind ensemble will perform in the Winter Concert, Spring Concert, Senior Recital and community events. Students will also be required to audition for District Band and All-State Band. Some extra rehearsals may be scheduled in preparation for performances. Attendance at all performances and rehearsals is required. This course may be taken for more than one year.</p>
<p>Basic Music Theory</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement 	<p>This course is designed for students with little or no formal music theory training. The student will be introduced to basic written music notation, sight-singing with solfege, auditory skills and basic piano skills. The ultimate goal of the Music Theory course is to develop the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of this goal may be best promoted by integrated approaches to the student's development of aural skills through listening exercises, intellectual skills through performance exercises, notation skills through written exercises, compositional skills through creative exercises, and analytical skills through analytical exercises.</p>
<p>AP Music Theory</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement 	<p>This course is designed to provide students with the skills necessary to create and analyze music using an AP/college level approved text. The content will focus on a combination of ear training, writing, music history, and analysis of music. It is essential that a student have performance skills on any instrument. This course is strongly recommended for the student considering music as a college major, minor or career. Students will be encouraged to study for and take the AP Music Theory exam in the spring.</p>
<p>Music Composition</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement 	<p>This course is only intended for students who already have an experienced background in music. In this class, students will primarily focus on the creative process and how to overcome the many musical challenges that students will be faced. Students work on an individual basis, which allows for frequent personalized feedback by the course instructor. Students will learn how to write music using traditional music notation in 'Sibelius,' and will also learn how to record music and MIDI tracks using 'GarageBand.'</p>
<p>Percussion Ensemble</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement 	<p>This course involves the study and performance of percussion literature for a variable ensemble (from duos, trios, and quartets to large ensembles). This course will</p>

	<p>explore the fundamentals of percussion performance. Exploration into the performance techniques and literature for all instruments of the percussion family will be the focus of the course, including snare drum, timpani, mallet percussion, drum set, and African and Latin percussion instruments. The design of the course and ensemble will be subject to performance abilities of available personnel.</p>
<p>Honors Chamber Choir</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement 	<p>Chamber Choir is open to students grades 9-12. Skilled singers will be auditioned for this ensemble. This course provides exposure to a variety of different musical genres. It allows students to demonstrate a growing understanding of musical concepts that include tone, rhythm, harmony, tonality, texture, form, melody, and music in a historical context. This course provides students with the opportunity to experience varied ensemble groupings. This course helps students to develop and understand relationships between music, the other arts, and disciplines outside of the arts. Attendance at all concerts and scheduled performances is expected. There are performances that may be scheduled on weekends or during times outside of school hours. The students must be willing to commit fully and take responsibility for attending these performances. All Chamber Choir students will be required to audition for District III Honors Chorus, All-State, and it will be an option to audition for the All-Eastern Honors Chorus. Chamber Choir may be taken for more than one year and the student must audition every year.</p>
<i>FHS' Theater Arts Department:</i>	
<p>Theatre Arts (Drama I and II)</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement • Must be taken together with exception of upperclassmen who only took Drama I and want to take Drama II 	<p>Theatre Arts is an introduction to the performing arts and theatre. While using the highlights of the historical theatre as a guideline, students will read plays, develop skills in textual analysis, utilize their voice and body through acting games, activities, improvisation, character study and role performances, and study the basics in the technical arena as well. Students in this course will then take their knowledge of the theatre and apply it to directing, design and writing, eventually producing their own plays together.</p>
<p>Playwriting: Following Fools & Fouls</p> <ul style="list-style-type: none"> • VPA elective 	<p>Fools are the creatures of comedy; fouls, the triggers to tragedy. In this advanced theatre class students will be expected to write at an honors level, workshop one another's work effectively, study and retain information regarding the history of the theatre and be comfortable performing. Theatre or creative writing experience encouraged. Students in this course will track the presence of fools and fouls throughout the history of the theatre, studying classic works of drama and focusing their own energy in the creation of fools and fouls of their own. Original work will be read aloud, refined</p>

	<p>and brought to life through workshop-style classes. Students will finish this course with an in-depth understanding of the studied literary works, their historical context and with a completed one-act play of their own creation. This course can be repeated for additional credit. Those students will expand on their own work, assist in workshopping and perfect their one act play to pursue publication.</p>
<p>Production Design (Fall Semester)</p> <ul style="list-style-type: none"> Fulfills Graduation Requirement 	<p>A project-based class that focuses on understanding the design process, especially as it relates to the stage, and works on tackling the tasks set before the students in a particular play. More than just creating for display, their products will need both beauty and function. This class is run parallel to the extra-curricular fall musical program because the students will use creative-thinking and problem-solving skills in the classroom to bring the play to life through props, set and costume. Their work will be featured in the play as an authentic design.</p>
<p>Performance, Expression and Dance for the Stage</p> <ul style="list-style-type: none"> VPA elective 	<p>Intro to Dance is for all learners and experience levels. The class will begin with the basics of ballet the foundation of all dance. From there the class will continue on to explore jazz and modern dance, especially as they relate to performance on stage. Time will be taken for analysis and critique of professional dance and a particular focus will be made on group and personal expression and choreography. Students must come with a willingness to move, appropriate attire and a water bottle. Ballet slippers highly recommended.</p>
<i>FHS' Visual Arts Department:</i>	
<p>Foundations of Art</p> <ul style="list-style-type: none"> Fulfills Graduation Requirement 	<p>This course explores the basic elements of visual design through introductory exercises in drawing, painting, sculpture, and printmaking. Art is presented as a visual language mastered through the development of the student's perceptual skills and creative problem-solving techniques. Artistic production, art history, and aesthetics will be essential components throughout. Reading, critiquing, presenting, and writing about art and artists are an essential course component. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. This helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. Foundations of Art has an honors option.</p>

<p>Art Appreciation</p> <ul style="list-style-type: none"> • Fulfills Graduation Requirement 	<p>This course introduces the origins and historical development of art. Emphasis is placed on the relationship of art elements and design principles to various art forms including, but not limited to: sculpture, painting, and architecture. Upon completion, students are able to identify and analyze a variety of artistic styles, periods, and media. This class incorporates art making with the study of art history.</p> <ul style="list-style-type: none"> • What is art? • Why do artists create? • How does cultural context influence the creation of art?
<p>Portfolio Development</p> <ul style="list-style-type: none"> • Visual Art elective 	<p>This is a class in which students will develop a personal plan to produce portfolio quality artwork as they seek to find their own voice as an artist. Emphasis is placed on the preparation of a portfolio of original artwork focusing on observational drawings and paintings. This course encourages critical thinking and creative problem solving. Students will also learn how to prepare works for inclusion in a portfolio- i.e. matting and framing work, taking slides or digital pictures, writing an artist statement, etc. This course is intended for mature and motivated students who may pursue art in the future. Students should also have taken other art courses and already have a body of work to build upon. Upon completion, students are able to mount original art for portfolio presentation and create a professional digital/web-based portfolio.</p> <ul style="list-style-type: none"> • How do you create artwork that is meaningful? • What constitutes strong artwork?
<p>Ceramics I</p> <ul style="list-style-type: none"> • Visual Art elective • <i>This course has a \$20 lab fee.</i> 	<p>In this class, students make both functional and sculptural clay work using basic hand-building techniques. Through focusing on the integration of form and surface, as well as the study of both historical and contemporary clay work, students understand the importance of good design and quality craftsmanship. Individual and group critiques help students continuously improve their work and make informed artistic decisions.</p>
<p>Ceramics II</p> <ul style="list-style-type: none"> • Visual Art elective • <i>This course has a \$20 lab fee.</i> 	<p>This class builds on the skills and techniques acquired in Ceramics I. Students are challenged towards greater personal expression in ceramic media. Students broaden their knowledge of construction and finishing techniques through consideration of both historic and contemporary ceramic artists and an increased understanding of the elements of art as they pertain to three-dimensional art.</p>

3D Design <ul style="list-style-type: none"> • Visual Art elective 	<p>This course is for serious visual arts students who are interested in further developing their fluency, understanding, and personal expression in sculpture. Reading and writing about art and artists are an essential course component. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. This helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections.</p>
2D Design <ul style="list-style-type: none"> • Visual Art elective 	<p>This course focuses on the two-dimensional techniques of drawing and painting. Students are challenged to develop their visual thinking skills and visual expression through a variety of creative assignments and media. Reading and reviewing about other art forms and artists are an essential course component. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. This helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections</p>
Advanced Studio Art <ul style="list-style-type: none"> • Visual Art elective 	<p>This is a course for the student who has strong visual skills. The students survey art through a series of themes. Reading and writing about art and artists are an essential course component. All lessons are defined by technical and formal parameters, however, choice of subject matter is almost always left entirely to the students. This helps students develop conceptually while learning techniques and vocabulary to support their visions. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections. All advanced students will exhibit their art portfolio in a large group show at the end of the year.</p> <ul style="list-style-type: none"> • What inspires art? • What makes a project successful?

<p>AP Art History</p> <ul style="list-style-type: none"> • Visual Art elective 	<p>AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and enjoyment of architecture, sculpture, painting and other art forms within historical and cultural contexts. In the course, students examine major forms of artistic expression from the past and present and from a variety of cultures. All students are required to take the AP exam.</p>
<p>AP Studio Art</p> <ul style="list-style-type: none"> • Visual Art elective • 3 portfolio exam options: 3D Design, 2D Design, and Drawing 	<p>The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students choose one portfolio to focus on and then demonstrate mastery through any two or three dimensional medium or process, such as graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking. Develop technical skills and familiarize yourself with the functions of visual elements as you create an individual portfolio of work for evaluation at the end of the course. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation by the AP College Board at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses.</p>
<p>Photography I</p> <ul style="list-style-type: none"> • Graduation Requirement • <i>This course has a \$35 lab fee.</i> 	<p>This semester-long course introduces students to photography as an art form. Students learn compositional skills through the study of the elements of art. Students explore the history of traditional photography as well as techniques and methods used by contemporary digital photographers. This course includes lessons in photo editing/manipulation using Photoshop software (first half) as well as traditional black and white film photography and basic darkroom techniques (second half). Researching and writing about photographers is an essential course component. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections.</p>

Photography II <ul style="list-style-type: none"> • Graduation Requirement • <i>This course has a \$35 lab fee.</i> 	<p>This course introduces the creative manipulation of alternative photographic materials and processes such as toning, hand coloring, and multiple exposures using both darkroom and digital technology (Photoshop). Emphasis is placed on personal vision and modes of seeing. Upon completion, students should be able to create properly exposed images using a variety of photographic materials and processes. This course requires students to create a digital portfolio including images of their projects, written reflections, and process reflections.</p>
Other VPA Electives	
Video Production I <ul style="list-style-type: none"> • VPA elective 	<p>This course is a hands-on approach to video technology with the use of the digital video camera and using basic field production techniques. Students train on equipment and learn non-linear editing techniques using iMovie editing software. Students are required to film two outside events (i.e. sports contest, concert or school musical). The class will get an introduction to Channel 14 and its operation. Students will do a variety of projects to gain experience in basic video skills.</p>
Video Production II <ul style="list-style-type: none"> • VPA elective 	<p>This class expands on the principles taught in Video One. Students continue to develop their camera and editing techniques and delve deeper into various video projects to produce longer and more complex videos. Students are required to film two outside events (i.e. sports contest, concert or school musical). Students work with voice over techniques in video storytelling as well as learn basic principles used in live on-location news stories.</p>
Advanced Videography <ul style="list-style-type: none"> • VPA elective 	<p>Advanced students who wish to elect a challenging self-directed study of videography may choose Advanced Videography with permission of the teacher. The Advanced Videography teacher serves as an advisor to guide the student in the definition and pursuit of learning outcomes, research and troubleshooting, and the completion of goals. Students will define an area of focus for the semester. Acceptance into the class will be based upon a written proposal to the instructor, approved prior to the beginning of the semester.</p>

Additional Academic Opportunities

Virtual High School

Imagine classrooms without walls, where students are able to attend their classes 24 hours a day, seven days a week. Imagine students working cooperatively online with others from a wide variety of ethnicities, backgrounds and geographic locations. What you are beginning to imagine is the reality of the Virtual High School, a non-profit organization that offers content-rich, credit-bearing high school courses to students across the country and around the world.

Check out the course catalog at: <http://www.govhs.org>

PLATO

PLATO (*Programmed Learning Automated Teaching Operations*) is a computer-based curriculum that can be used for academic remediation or for credit recovery. The PLATO program is aligned to the Common Core State Standards and uses research-based techniques for program delivery and assessments. Students are placed into the PLATO lab through the student services department based on prerequisite fulfillment and individual circumstances. PLATO is a non-graded curriculum at FHS, which will not influence a student's GPA, but will serve as a means for students to gain credit for graduation by demonstrating proficiency of FHS standards and indicators on a Pass/Fail basis. PLATO courses are not to be used instead of taking the course at FHS.

Accelerated Achievement

This class serves as credit recovery for a science and/or ELA credit, and may be a semester or full-year class depending on individual student need. Science is an incredibly powerful and important process for understanding the world around us, but it less useful for understanding the social and ethical implications of scientific research. Through the use of readings, scientific inquiry and writing prompts, we will address the intersection of science and ELA.

Apprenticeship and Work Study Opportunities

Several options are available for students to have community-based work experiences in conjunction with their academic classroom work. All student programs are designed according to individual student needs (academic requirements and career and personal goals).

The Pre-Apprenticeship Program is offered through Region 10 as paid on-the-job work experience available to seniors who possess the required academic background and vocational aptitude. The Office of Student Services, based on individual need, may arrange other apprenticeship or work-study programs.

Service Learning and Community Service

Service learning provides an opportunity for students to be actively involved in the learning process and is a way to develop personal and leadership skills through service to others. As students participate in meeting community needs, they can explore educational and career choices. Service learning creates the opportunity for students to build positive community connections and integrates academic objectives with service experience to facilitate student learning, personal and social growth, and civic responsibility. The Service Learning Coordinator encourages and supports student participation in community service and acts as a clearinghouse for information about community service opportunities.

Early Study at USM & On Course for College at SMCC

Through a partnership with the University of Southern Maine, Southern Maine Community College and other local colleges, it is possible for high school students to take university courses for credit. More information is available from the Student Services Office.

Early College for ME

Early College for ME is a college transition program offered in 74 Maine high schools. It is designed for students who are undecided about college, yet have the potential to succeed in college. Early College for ME offers a combination of support, advising, college courses, and scholarships to help students prepare for and be successful in college. Students are selected by their high school during their junior year. All participating students receive support services during high school, and many receive an ECforME scholarship to continue their education at a community college after graduating from high school. If you are interested, check with the Student Services Office.

Morse Street PreApprenticeship

This program works in conjunction with the Morse Street School where students are paired up with a teacher to work with students in grades K-2. These students will work out a program with their school counselor to provide instructional supports to students at Morse Street.

Correspondence Study

Correspondence Study involves an independent study program, which is contracted between a student, and the approved correspondence program (Brigham and Young Independent Study and the Johns Hopkins Program, for examples). Although correspondence study is strongly discouraged, graduation credit may be earned through the approved Correspondence Program if:

- Due to a scheduling conflict, an individual cannot enroll in a course that is required for graduation.
- The Pupil Education Team has recommended a correspondence course as part of an individual's I.E.P.
- An individual has previously failed a course and correspondence study represents the only reasonable means by which this course may be successfully completed.

Independent Study

Independent study is designed to offer an opportunity for self-motivated students to research or study a selected topic on an independent basis. The topic and its study must be approved, supervised, and coordinated by a teacher on the staff of Freeport High School. The teacher must verify the completion of the work. A parent, the appropriate curriculum area, Office of Student Services, and the Curriculum Council must approve the formal proposal.

The purpose of this course is to allow students greater flexibility and freedom in pursuing individual educational goals. Independent study also fosters the student's self-reliance as s/he assumes personal responsibility for an area of study. This course allows application of creative effort in areas not presently available in the curriculum.

Procedure

- Independent study cannot replace a regularly scheduled course required for graduation at Freeport High School.
- Independent study for a regularly scheduled elective course may be undertaken if criteria for granting credit is the same and the proposal is approved.
- A student may be enrolled in more than one independent study at a time with approval by supervising teachers, school counselor and administration.
- Independent study must be taken for credit and will appear on the transcript.
- The grading procedure for an independent study is Pass/Fail.
- The amount of credit agreed upon may not be changed, however, the time span may be altered with teacher approval.

Gifted and Talented Services

Identified Gifted and Talented students at the High School level are on a consultation basis. Students will meet with the GT teacher a minimum of twice a year to determine level of services needed to ensure for academic success. Students may opt to meet with the GT teacher to discuss college exploration, other outside opportunities, ways to advocate for their education, etc. The GT teacher is available for appointments via email. The GT teacher also consults with classroom teachers to help assist in differentiating for the GT learner's needs.

School Year Abroad

Offered to any Freeport High School student who wants to master another language and enjoy the benefits of living and studying abroad without sacrificing high school graduation credits or preparation for top U. S. colleges. These programs run for either a semester or a full year abroad.

Work Study

This credit option assists students in career development and job training for those juniors and seniors who have attained gainful employment.

Jobs for Maine's Graduates

School-to-Work

The school-to-work program is a 9-12 class that will focus on having a concrete plan for the student upon graduation. In-class activities focus on work-related preparation: job applications, cover letters, resumés, job interviewing, public speaking, and telephone/personal communication skills. Students will be members of a career association that helps to plan classroom activities and will require some time spent outside of school hours. Student, parent, and teacher will sign a contract at the start of the year that sets expectations for all parties. Instructor will be in contact with seniors on a monthly basis following graduation to provide assistance and guidance as needed.

Senior Projects

Through Senior Projects, students at Freeport High School have the opportunity to create and realize a learning experience during four weeks of the last quarter of their senior year. The culmination of this learning experience is a presentation of the project given before students, faculty, administration, parents, and community. While the presentation is the most visible record of the student's accomplishment, it is also supported by a solid foundation of documented planning and progress. Freeport High School believes

a successful final product can only be achieved through careful planning, time management, reflection, analysis, and active professional guidance.

Senior Seminar

This semester-long elective course provides students with essential strategies necessary for surviving independently. Among the topics covered are: how not to be a victim, career impacts on lifestyle, finding a place to live, understanding leases and contracts, managing money and becoming an active citizen. Guest speakers will be presenting on various topics including the School Resource Officer, bank representatives and others.

Region Ten Technical High School
68 Church Rd. Brunswick 729-6622
www.r10tech.org

General Information

Technical Education offers hands-on learning designed to prepare students for college and the working world. A unique combination of classroom instruction, laboratory work, community-based volunteer and live work programs, and on-the-job-training becomes the springboard for future success. Strong attendance, self-discipline, and a desire to work in technical education are important for a successful experience at Region Ten. We offer knowledge and skills for a lifetime.

Articulation Agreements

Region Ten Technical High School has developed articulation agreements with Maine post-secondary community colleges. These colleges will award credit for work completed at Region Ten Technical High School. For example, students in Food Trades have training in Sanitation. This certified course is required for A.C.F. certification and qualifies for community college credit. Similar opportunities are available for students in Metal Fabrication and Welding, Automotive Technology, Early Childhood Development, Health Occupations, Auto Collision Repair, and Commercial Art.

Region Ten Credit Options

Region Ten students earn 3 elective credits for each successful year completing a program.

A Freeport student has the option to earn core academic credits for a two-year sequence at Region Ten. The credits are calculated on the basis of the completion of academic outcomes identified in Maine's Learning Results. If a student completes one year of a vocational course, s/he is eligible to receive .50 academic credits and 2.5 elective credits. The credits available in individual strands are as follows:

Science: Auto Technology, Auto Collision Repair, Outdoor Power, Early Childhood Development, Metal Fabrication /Welding, Fire Fighting I and II, Health Occupations CNA, Health Occupations Health Science Careers

Math: Building Construction, Outdoor Power, and Metal Fabrication/ Welding


Fine Arts: Culinary Arts and Commercial Arts

As FHS moves forward with its proficiency-based system, Freeport High School administration and student services will work with Region Ten administrators to develop an integrated program through which students earn two separate core experiences over the two-year technical program.

For example, a student enrolled in Auto Technology can earn a math and science experience through his/her program. Working with the Auto Technology teacher, FHS Student Services staff will determine which standards and performance indicators will be assessed for the math and science experience through the technical program. Once this has been determined, integrated credit can be rewarded.

REGION TEN COURSES

COURSE TITLE	LENGTH	PREREQUISITE	INTEGRATED EXPERIENCE
Auto Collision Repair	2 Years	No	Science
Automotive Technology	2 Years	No	Science
Building Trades	2 Years	No	Math
Commercial Art	2 Years	No	VPA
Early Childhood Development	2 Years	No	Science
E.M.T. – Basic	2 Years	No	Science
Firefighting I and II	2 Years	No	Science
Food Trades	2 Years	No	VPA
General Trades	2 Years	No	Elective
Health Occupations (CNA)	2 Years	No	Science
Health Occupations/Health Science Careers	2 Years	No	Science
Metal Fabrication and Welding	2 Years	No	Math & Science
Outdoor Power Equipment	2 Years	No	Math & Science
Pre-Apprenticeship Program	1 Year	No	Electives

 <p>Maine Region Ten Technical High School</p> <p>68 Church Rd. Brunswick 729-6622 www.r10tech.org</p>	<p><u><i>Descriptions and Major Units of Study:</i></u></p>
<p>Anatomy and Physiology</p>	<p>This lecture/lab course is designed for first-year students preparing for a career in the medical field. Emphasis will be on anatomical terminology, fundamental biochemistry, and structure and function of the following components of the human body: cells, tissues, integument, skeleton, joints, muscles, and nervous system. The laboratory portion of the course complements and reinforces the lecture. This course is a dual enrollment course offering college credit, and is suggested for EMT-Basic and Health Occupations students who will be continuing their studies in paramedicine or health care at the college level.</p>
<p>Auto Collision Repair</p>	<p>Students in this course learn to safely and productively perform all phases of collision repair and refinishing. This program is divided into four sections: painting and refinishing, nonstructural analysis and damage repair, structural analysis and damage repair, and mechanical and electrical components. Automotive refinishing is a major component of this program. Color mixing, matching, tinting and blending techniques are explored with plenty of hands-on experience. Upon completion of this course, the student should be able to enter the workforce at an entry-level position or move on to a technical college for advanced skills.</p>
<p>Automotive Technology</p>	<p>Automotive Technology provides students with learning experiences in a wide variety of vehicle components and their repair including engine, transmission and drive train, steering, brakes, and electrical systems. Students will gain knowledge of computerized diagnoses and testing equipment. Instruction and practice are provided in the diagnoses of malfunctions, disassembly of engines, and examination of major systems. Students learn to inspect, lubricate, adjust, repair, and replace parts, engines, and other automotive components. Students who enroll in Automotive Technology become familiar with a wide variety of tools such as hand and power tools, pneumatic wrenches, lathes, jacks, and hoists. Students have the opportunity to earn a Maine State Inspection license that will enhance employment options.</p>

Building Trades	<p>This course of study is divided into two main areas: Masonry and Carpentry. Together they offer a wide range of classroom and hands-on work experiences in the construction trade. Carpentry areas of concentration include: rough and finish carpentry, floor, wall, and roof framing, exterior trim, insulation, drywall installation, construction planning and drafting. Post and beam construction, basic electrical, plumbing, and cabinet making are covered if time permits. Masonry areas of concentration include: forms and foundation, brick and block work, stone, tile, masonry materials and mortars, scaffolding, chimneys, fireplace construction, arches and steps. Working offsite on community projects is an important component of building trades.</p>
Commercial Art	<p>The Commercial Art program was designed to introduce students to careers associated with digital design, including but not limited to: graphic design, illustration, animation and video game design. Students are introduced to the basic principles and elements of design and gain software experience required to solve visual communication problems. Using industry standard Adobe software and related programs, students develop the ability and confidence to determine appropriate and successful designs to industry standards for a variety of applications. Students will have the opportunity to become Adobe Certified Associates upon successful completion of the Adobe exam.</p> <p>The main areas of focus are:</p> <ul style="list-style-type: none"> ● Solve graphic design problems with principles and elements of design ● Learn industry standard Adobe software; Photoshop, Illustrator, InDesign and Flash ● Prepare portfolio for professional presentation, evaluation, and college entry ● Develop analytical thinking and problem solving skills for the digital design industry

Early Childhood Development	The Early Childhood Development Program prepares individuals to provide care and guidance of infants and young children under the supervision of professional personnel. Students plan, organize and conduct activities for children which promote physical, interpersonal, motor, mental, and social growth and development of acceptable behavior: cleanliness, eating, playing, resting, and toilet habits. Supervised students operate a daycare three days per week.
E.M.T. – Basic	The EMT Basic course of study includes trauma emergencies, pediatrics, special patient populations, and spinal assessment. Training includes clinical time in a hospital emergency facility and “ride along” training with a licensed Emergency Medical Service. Training includes vital signs, CPR/AED, oxygen administration, diabetic emergency treatment, spinal immobilization, and use of airway devices, along with other important life support training including bleeding control. Students learn the technical terms for life-saving medicines and emergency application. Students must be prepared for a serious, rigorous course of study, and must possess a maturity commensurate with treating life-threatening incidents. Students may opt for the Firefighting curriculum or Health Occupations curriculum to interface with EMT Basic.
Firefighting I and II	Firefighting I and II provides students with the potential to become employable as firefighters at the age of 18, dependent on passing the State examination. The program includes training with local fire departments to gain essential understandings of combustibility and the use of fire apparatus designed to avoid loss of life and property. Instruction in firefighting protocol and team building are essential elements of the curriculum. Physical fitness is stressed, along with the ability to communicate as a team member in a firefighting unit. Students learn the history of firefighting and the evolution of building codes. Case studies focus on the Great Maine Fire of 1947 and the fire/rescue operations during the tragedy of September 11, 2001. This is a one-year class offered in the afternoon.
Food Trades	Food Trades prepares students for careers that support Maine’s Hospitality Industry. Students learn concepts in food preparation and restaurant management. Emphasis is placed on maintaining a healthy environment through sanitation training and workplace wellness. Knowledge is applied through catering school and public functions. Participation in our public restaurant continues to develop competencies. Students are encouraged to participate in one certified course in sanitation worth three community college

	credits if successfully completed. Food Trades students may join Skills USA to enhance their leadership opportunities and compete at both state and national levels.
General Trades	The General Trades Program is a one to four year vocational training program designed to prepare students for employment or future placement in another of the Region Ten programs. Emphasis is placed on the development of attitudes, behaviors, and work readiness skills common to all trades. The Cooperative Learning approach is utilized in both the classroom and workshop areas. Students in this program may, but do not need to be, students with an IEP. The student must be able to work at a community job experience independently, be self-motivated, understand the concept of work, and be able to follow directions.
Health Occupations (CNA)	Health Occupations (CNA), which is in the morning only, prepares students to sit for the Maine State Certification Exam to earn CNA certification. This class for juniors and seniors includes academic study, skills lab, and clinical time in long term and hospital settings. Students must be 16 years of age, able to read and write at the high school level, have no criminal convictions, abstain from drug and alcohol use, maintain excellent attendance, and have a genuine interest and compassion for all types of people. Student costs will include uniforms and white sneakers/shoes.
Health Occupations/Health Science Careers	Health Occupations/Health Science Careers, an afternoon class only, is for juniors and seniors interested in pursuing a healthcare career. The class covers medical terminology, disease process, anatomy and physiology, infection control, nutrition, safety, medical law and ethics, communication, and human growth and development. Through research projects, guest speakers, field trips, class work, and job site placements, students explore a wide range of health careers. Students must have high school reading and writing skills, no criminal convictions or school suspensions for violence, good interpersonal and communication skills, and a sincere desire to explore the complex offerings in the healthcare field.
Introduction to Engineering Design & Principles of Engineering	Through hands-on projects, students dig into the engineering design process, applying math, science, and engineering standards. They will work individually and in teams to design solutions to problems. Topics students will explore include robotics, control mechanisms, and strength of structures and materials. This course is a dual enrollment course offering college credit.
Metal Fabrication and Welding	Metal Fabrication and Welding program combines several trades. Topics covered include safety, measurement, general metallurgy, bench work, layout, blueprint reading, grinders,

	<p>drilling machines, oxyacetylene welding, shielded metal arc welding, metal inert gas (MIG) welding, tungsten inert gas (TIG) welding, flame cutting, brazing and braze welding, electrode differences, use and selection, soldering and sheet metal tools, equipment, layout, and fabrication. Introduction to basic drafting and AutoCAD is included. Technical/Community college credits may be awarded for blue print reading. Some students may choose to take the state welding certification examination after successfully completing this program.</p>
Outdoor Power Equipment	<p>Outdoor power equipment technicians inspect, service, and repair small engines, recreational vehicles, and motorcycles. Students in this course learn to use hand and power tools, sophisticated measurement tools, and various precision measuring instruments. Topics covered include basic engine theory, two and four cycle engine overhaul, lubrication, cooling engine systems, fuel and exhaust systems, carburetor function, ignition systems, clutches, transmissions, wheels and suspensions.</p> <p>Equipment students will work on includes lawn mowers, garden tractors, rototillers, snow blowers, chain saws, outboard motors, snowmobiles, ATVs, and motorcycles.</p>
Pre-Apprenticeship Program	<p>This course provides students who possess the academic background and technical aptitude an on-the-job work experience. Pre-apprenticeships allow students to explore career possibilities and receive credit for community-based experiences. In addition to time at the job site, all students are required to attend classes two afternoons a week at Region Ten exploring work readiness skills and discussing on-the-job experiences. This class can lead to a full Maine State Apprenticeship, post-secondary education, and/or permanent employment with the participating employer. Through pre-apprenticeship, students will have access to professional skill level positions with area employers. All students must be at least 16, have already arranged a job or volunteer experience, and be attending regular academic classes required for graduation.</p>

Extracurricular Clubs and Activities

Sports		Clubs/Activities	
Boys' Soccer	Girls' Soccer	Model United Nations	Fishing Club
Boys' Cross Country	Girls' Field Hockey	Drama Club	Student Council
Golf	Girls' Cross Country	Math Team	GSA
Football	Golf	One Act Play	Tech Club
Boys' Basketball	Girls' Basketball	Musical	Art Club
Alpine Skiing	Alpine Skiing	National Honor Society	Latin Club
Nordic Skiing	Nordic Skiing	Student Mentorship	Falcon Outlet
Baseball	Softball	Earth Club	Clarion
Boys' Lacrosse	Girls' Lacrosse	Jazz Band	Yearbook
Indoor/Outdoor Track	Indoor/Outdoor Track	Science Olympiad	Class Officers
Tennis	Cheering	Table-top Gaming	Interact
Swimming (cooperative)		Men's Ensemble	FPAC Club
Hockey (cooperative)		Women's Ensemble	

GRADUATION REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

Twelve and one-half (12 1/2) required credits are specified by the State of Maine. They are:

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

In addition, the Board requires the following nine and one-half (9 1/2 credits):

- A. One year of a world language – 1 credit;
- B. A third year of math - 1 credit;
- C. A third year of social studies – 1 credit;

- D. Two additional years of science – 2 credits;**
- E. 1/2 of the P.E. credit must be Foundations of Fitness**
- F. Four and a half elective credits.**

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

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

Alternative Means of Earning Credits

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

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

- A. Course work offered through RSU5 Adult Education;**
- B. Credit obtained through summer school classes;**
- C. Credit obtained through distance learning / virtual courses;**
- D. Advanced courses not offered at Freeport High School at a postsecondary institution;**
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or**
- F. Any other academic program approved by the High School Guidance and Administration.**

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

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

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

Middle School Students Earning High School Credit

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

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

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

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

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

Twelve and one-half (12 1/2) required credits are specified by the State of Maine. They are:

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

In addition, the Board requires the following eleven and one-half (11 1/2) credits:

- A. One year of a world language – 1 credit;
- B. Two additional years of math – 2 credits;
- C. An additional one and a half years of social studies, including Economics – 1 1/2 credits;
- D. Two additional years of science – 2 credits;

E. 1/2 of the P.E. credit must be Foundations of Fitness

F. Five elective credits – 5 credits

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

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

Alternative Means of Earning Credits

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

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

- A. Coursework offered through RSU5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning / virtual courses;
- D. Advanced courses not offered at Freeport High School at a postsecondary institution;
- E. Credits obtained through independent study monitored by a Freeport High School teacher; or
- F. Any other academic program approved by the High School Guidance and Administration.

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

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

Middle School Students Earning High School Credit

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

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

Contingent upon Department of Education approval of RSU5's schedule for implementation of proficiency-based diploma requirements after July 1, 2020, the awarding of a diploma from Freeport High School will be contingent on the demonstration of proficiency in all eight of the content areas of Maine's system of Learning Results and meeting the cross-content performance standards of the Guiding Principles of the Learning Results, rather than the accumulation of credits. The student must also fulfill any other requirements specified in this policy and set forth by the school as noted in the Program of Studies.

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

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

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

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

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

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

MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

RSU5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

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

- A.** Engage in courses in the content areas of English Language Arts, Mathematics, and Science and Technology in each year of their high school program.
- B.** Engage in at least three and a half courses in the content area of Social Studies during their high school program.
- C.** Engage in at least one course in the content area of Visual and Performing Arts during their high school program.
- D.** Engage in at least one course in the content area of World Languages during their high school program.
- E.** Engage in at least one Health and one full year Physical Education course during their high school program.
- F.** Engage in courses that integrate the Guiding Principles into other content areas of the Maine Learning Results.
- G.** Engage in learning experiences that address the Career and Education Development standards.
- H.** Engage in learning opportunities to fulfill graduation experiences.

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

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

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

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

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

Middle School students demonstrating proficiency on RSU5 high school level performance indicators and standards as measured by RSU5 scoring criteria and assessments or through a program approved by the high school administration will be credited those standards and experiences toward graduation.

STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

A student with a disability, as identified in 20-A MRSA §7001(1-B), who achieves proficiency as required in 20-A MRSA §4722-A(1), as specified by the goals and objectives of the student’s individualized education plan (IEP) will be awarded a diploma.

INFORMING STUDENTS AND PARENTS

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

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

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

- A. Transfer Students**
For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards and Guiding Principles of the system of Learning Results, the Freeport High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.
- B. Home-schooled Students**
For previously home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal shall determine the value of the student's prior educational experience toward meeting graduation requirements.
- C. Delayed Awarding of Diplomas**
A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.
- D. Early Awarding of Diplomas**
A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.
- E. Extended Study**
Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.
- F. Certificate of Completion**
The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.
- G. Participation in Graduation Ceremony**
A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

H. Honors and Awards at Graduation

Student academic achievements will be grouped within numerical bands and utilized to identify, report and reward individual accomplishments for purposes of graduation. These bands will include three Honor Bands which will identify those graduating seniors who at the end of the 7th semester have a Grade Point Average of:

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

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

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FY 17 RSU5 Budget Timeline

<i>October 14, 2015 Workshop @ PES</i>	<i>Timeline</i>
<i>November 12, 2015</i>	<i>Leadership Meeting w/ Towns</i>
<i>December 9, 2015 Workshop @ FMS</i>	<i>Pro Forma – School Board Priorities</i>
<hr/>	
January 27, 2016 Business Meeting	Superintendent's Recommended Budget
<i>*February 3, 2016: Budget Workshop</i>	<i>Budget Review: DCS, FMS, FHS</i>
<i>February 10, 2016 Workshop @ MSS</i>	<i>Budget Review: MSS, PES, MLS</i>
February 24, 2016 Business Meeting	<i>Budget Review: Technology, CIA, Nutrition, RCE</i>
<i>*March 2, 2016: Budget Workshop</i>	<i>Budget Review: Inst. Support, Maintenance, Athletics</i>
<i>March 9, 2016 Workshop @ FHS</i>	<i>Public Hearing on Budget / Deliberations</i>
March 23, 2016 Business Meeting	Adopt FY 17 School Budget
<hr/>	
<i>April 13, 2016 @ PES Workshop</i>	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 17 Budget</i>
April 27, 2016 @ DCS Business Meeting	<i>6:00 -6:30: Q&A with individual Board Members regarding FY 17 Budget</i>
<i>May 11, 2016 Workshop @ FHS</i>	<i>6:00 -6:30: Q&A with individual Board members regarding FY 17 Budget</i>
May 25, 2016	Annual Budget Meeting
June 14, 2016	Budget Validation Referendum

Approved by Board: 10/28/15

Summary of PLC Smart goals at DCS

There are six PLC groups at the school who meet together each Thursday. The PLC sessions alternate between professional practice and professional growth. For example one week the team may review student data to progress monitor (professional practice) and the following week they may be working on new learning or developing new strategies to support student learning (professional growth).

Kindergarten PLC

Math--number recognition and one to one correspondence--target based on the beginning of the year assessment. At this point approx. half are meeting, tracked every 3-4 weeks

Grades 1-2 PLC

The percentage of first and second grade students meeting reading fluency targets will increase from 65% - 75%. As measured by TC Oral Reading Fluency Scale, and for levels J and above, the Teacher's College Benchmarks for Oral Reading Rate.

Grades 3-4 PLC

To increase student participation in small group and whole class discussions from <40% of students participating to 65-80% participation (moving from a 1 to a 3 on the rubric)

Grades 5-6 PLC

Given a set of instructional strategies, the total number of 5th and 6th grade students actively participating in accountable talk during group discussion will increase by 20%.

Grades 7-8 PLC

All 7th grade students not meeting the RSU 5 reading benchmark level will exceed projected growth targets on NWEA as measured by the fall to spring assessment.

Specials PLC (art, music, library, PE, Tech. & Eng)

The number of 2nd grade students modeling/demonstrating all four Core Values in Specials classes will increase from 75% - 85%. (This is a goal designed to impact a cohort as they transition to 3rd and then 4th grade)

We also pursue a school wide goal, which has a school wide impact. We presented that in the fall and it is on accountable talk/shared thinking. You will see two teams used this as their PLC goal also.

Durham Community School Update 1/27/16

Good news:

- 2nd of three Peaceful Bus meetings taking place 1/22/16 – pre K – 8 participation, with focus on maintaining the school bus as a safe setting for students.
- Lack of snow days has helped keep momentum of learning environments.
- Pre- K program had visit from the Department of Education and received very good feedback. Children are thriving in the program.

PLC/SMART goal update:

Teams spent time during the recent Professional Day, and staff meeting, reviewing mid year progress on their SMART goals. Across the PLCs there has been progress made. However, the recurring theme in our intermediate and upper grades is how to progress monitor in an effective and timely manner. This is partly driven by the nature of the goals and has been part of the learning process (The specific PLC goals are listed on the back of this sheet). Please note that all the teams work on a number of different goals throughout the year in addition to these. Some last a week or so, some last a couple of months, and some run through the year.

On the horizon:

We have a couple of fun “events” coming up which involve 7th and 8th grade students’ performances that demonstrate their work. Beginning Friday January 29 and going through to Friday February 5th we host an artist in residence for the week in 7th and 8th grade. Michael Wingfield is a Portland based artist who leads workshops on African drumming. He comes to work with our 7th and 8th graders every two years by doing a residency in the social studies classroom. This has been a relationship we have had for 10 years now and is always worthwhile. The focus is around the cultural importance of music and ties in with how cultural identity was maintained through the period of triangular trade and slavery.

During the residency, Michael will also work with each grade level for a mini session, which helps prepare the students for the school wide performance assembly on the last day of the residency.

Then, Carnival Day is the culminating activity of the 7th and 8th students interdisciplinary unit in their Specials class. This is taking place on Friday February 12th.

In Art they are designing and making cut outs for “funny” photos that will be taken on i-pads and sent to the teacher. In Multi-Media they are creating silent movies. In Music they are writing and performing carnival music that will play all day. In STEM they are designing and making games with varying difficulties for the kids to try. In PE they are working at circus performances to do while the kids are walking through the carnival.

The other grade levels will all visit the carnival during their own specials class that day.

SMART Goal Worksheet

School: Durham Community School

Team Name: 1-2 PLC

Team members: Bobbi Maunsell, Carolyn Vavro, Molly Hogan, Cheryl Morse, Cindy Hjorth, Erin Campbell, Missy Wetherell

School year: 2015-2016

Team SMART Goal: The percentage of first and second grade students meeting reading fluency targets will increase from 65% - 75%.
This will be measured by TC Oral Reading Fluency Scale, and for levels J and above, the Teacher's College Benchmarks for Oral Reading Rate.

Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Gathering baseline data from TC Running Records and F&P tests	all teachers	due November 1st	N/A--action step
Accumulate data and analyze	Erin Campbell PLC members	mid-November	N/A--action step
Use oral fluency rubrics	all teachers	year long	F&P and TC assessments
Professional development in fluency--at least three dedicated meetings	PLC	throughout the year--ideally one every three months	F&P and TC assessments
Data review	PLC	late Jan./early Feb.	action step
In-class fluency groups	all teachers	throughout the year	F&P and TC assessments
Pull-out fluency groups	Erin Campbell	throughout the year	F&P and TC assessments
Instructional Strategies: poetry, reader's theater, shared reading, riddles, jokes	all teachers	throughout the year	F&P and TC assessments
Use The Reading Strategies Book from summer professional development as a resource	all teachers	throughout the year	F&P and TC assessments
Monthly PLC reflections on effective fluency strategies/ interventions on a google doc	all teachers	monthly	action step and reflection
Spring assessments will determine student levels. Team reflect on data and effectiveness.	All teachers	May	F&P and TC assessments

PES PLC Update

What's Happening at PES?

- Wonderful Winter Concert by k-5 chorus and 4th and 5th grade band
- Skating and sledding add to the outdoor fun
- 5th graders enter "Letters about Literature" contest
- TC District visit for grades 3-5

Our PLC Process

Set a Schoolwide Goal:

Increase our expertise in response to intervention and specialized instructional strategies to accelerate the progress of striving students so that 25% of students who did not meet reading benchmarks in 2015 do so in 2016. This represents an increase from 14% in 2015.

Team PLC Goals:

- Kindergarten & Grade 1: Increase automaticity of high frequency words so that 80% of striving students meet or exceed the March High Frequency Words assessment expectations.
- Second and Third Grade: Decrease the percentage of students who struggle with reading engagement from 43% to 20% as measured on engagement inventories and reading logs.
- Fourth and Fifth Grade: Accelerate reading fluency in students who are identified as needing RTI support. All students will move 4 points on the 4X4 Oral Fluency Rubric and improve one level on the Teachers College Oral Reading Rate Benchmarks.
- Specialists: Increase students expected behavior in specials throughout the school by 50%.
- Literacy and Math Strategists: By March 2016, 75% of the teachers in our sample will either: 1. Maintain a score of at least 3 or 2. Improve by 1 point on the Marshall Rubric C Delivery of Instruction, letters eClarity and g Engagement.

Key Learnings so far:

- Time for critical friends group provides feedback and renewed energy
- Focusing on one aspect contributes to a schoolwide "tool box"
- Progress monitoring is key to adjusting strategies.
- Work to minimize the times educational technicians are pulled away from small group instruction.
- Finding ways to provide "In addition to" instruction critical

What's coming up at PES?

- "European Explorers of the New World" Musical practice is underway.
- Impact Family Game Night
- "Paws for Applause" celebration

SMART Goal Worksheet

School: Pownal Elementary School

Team members: Kathi Hardy, Elizabeth Clark

District Goal:

To provide our students with a world-class education that will challenge the minds, engage creativity, develop self-discipline, and advocate inherent strengths.

- Schools provide a safe, engaging environment that fosters a passion for life-long learning
- Educators are dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

School Goal: RTI- Move 25% of students currently not meeting standards in reading to meeting standards on the Fountas and Pinnell Assessment

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Increase automaticity of high frequency words so that 80% of striving readers reach March HFW expectation. (An increase of 30%)	Sight word classroom routines to enhance our teaching of sight words and improve the learning rate of sight words and see results as we assess throughout the year.	Teacher is responsible for implementing the opportunities for practice.	Assess in November Assess in January By April- goal attained	HFW assessment Student reflection (1st)

	<ol style="list-style-type: none"> 1. shared reading using Elmo (K,1) 2. small group sight word lessons (K) 3. 3- 5 minute songs on video (looking at print as you sing) (K) 4. build sight word centers (K,1) 5. sight word detectives (K,1) 6. morning greeting with sight words (K) 7. printable sight word theme books to take home (winter) (K) 8. Partner Activities/games using sight words (K,1) 9. write the room (K) 10) January practice - allowing diversity for each child with individual word rings (K,1) 			
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SMART Goal Worksheet

School: Pownal Elementary

Second/Third Grade

Team members: Jamie Palmer and Linda Woodard

District Goal:

To provide our students with a world-class education that will challenge the minds, engage creativity, develop self-discipline, and advocate inherent strengths.

- Schools provide a safe, engaging environment that fosters a passion for life-long learning
- Educators are dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

School Goal: Increase the percentage of students meeting standards on the Fountas and Pinnell Benchmark Reading Assessment from to

Team SMART Goal	Strategies and Action Steps (Strategies taken directly from Serravallo's Reading Strategies book, pg. 47)	Responsibility	Timeline	Evidence of Effectiveness
In our current 2nd/3rd grade classroom we have 43% of students who struggle with reading engagement. Our goal is to decrease the number of disengaged readers	2.1 2.2 2.4 2.7 2.13 2.17 2.19 2.26	Jamie and Linda	November 2015 - April 2016	Engagement Inventories Interest Inventories Reading Logs

from 43% down to 20%. We will be assessing progress using engagement inventories, and reading logs.				
Engagement with an emphasis on the skill of stamina	2.8 2.11 2.25	Jamie and Linda	November 2015 - April 2016	Engagement Inventories Interest Inventories Reading Logs
Engagement with an emphasis on the skills of stamina & Focus	2.9 2.10 2.12 2.14 2.23 2.24	Jamie and Linda	November 2015 - April 2016	Engagement Inventories Interest Inventories Reading Logs

SMART Goal Worksheet

School: Pownal Elementary School

Team members: Mary Porter, Elaine Moore, Tess Hoffmann

District Goal:

To provide our students with a world-class education that will challenge the minds, engage creativity, develop self-discipline, and advocate inherent strengths.

- Schools provide a safe, engaging environment that fosters a passion for life-long learning
- Educators are dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

School Goal: Accelerate the progress of striving readers so that 25% of identified students meet grade level reading targets as measured by the Fountas and Pinnell Benchmark Assessment.

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
To improve fluency in students who are identified as needing RTI reading support.	<ul style="list-style-type: none"> • Additional support for weekly spelling work in Zaner-Bloser spelling program (with special attention to sound/spelling patterns) • One Minute Readers • LLI Reading Group Support • Jen Saravello • Independent Reading Assessment used as 	<ul style="list-style-type: none"> • Mary Porter • Elaine Moore • Jennifer Winkler (Ed Tech) • Patti Francis (Ed tech) • Tess Hoffmann (Special Education Teacher) 	<p>October 2015- April 2016</p> <p>4x4 Oral Reading Fluency Rating Scale evaluated Oct., Dec. Feb. and Apr. (evaluates phrasing, punctuation, rate, expression and wpm)</p> <p>• Fountas and Pinnell reading assessment (Oct., Jan. and Apr.)</p>	<ul style="list-style-type: none"> • Students will have moved 4 points on the 4x4 Oral Reading Fluency Rating Scale • Students will have increased their oral reading rate by moving up a level on the TC Oral Reading Rate Benchmark bringing them closer to Meeting Standards

	guided teaching •Great Leaps •Choral reading as a class			•Students will have improved their wpm on their cold reads in the One Minute Reading Program

SMART Goal Worksheet PLC Pownal 2015-2016

SMART Goal Worksheet				
School: Pownal Elementary				
Team members: Allie Bois, Jim Donoghue, Patti Francis, Kari Crosman,				
District Goal: To provide our students with a world-class education that will challenge the minds, engage creativity, develop self-discipline, and advocate inherent strengths. <ul style="list-style-type: none"> Schools provide a safe, engaging environment that fosters a passion for lifelong learning Educators are dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world. 				
To increase student's expected behavior in specials throughout the school.				
Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Current reality: Not all students are behaving in a safe, respectful or responsible way when attending PES specials. This includes how they enter the specialists classroom as well as their behavior during class (ex. blurting,	Responsive Classroom expected behavior training (explaining, modeling, practicing) -Jim will read <u>You are a Social Detective</u> by Pamela Crook. -All Specialists will hang Expected Behavior posters in their	Specialists	Track monthly to determine if progress is being made. Specialists will push in to each other's classrooms once a month to help each other collect data. Jim and Patti will observe each other, Allie and Kari will observe each other. The observer will	-50% improvement in expected behaviors between October and April. -Though Specialists will be using these strategies with all of their classes, we have chosen a test group from which will collect our data

<p>interrupting, chatting while teacher is talking).</p> <p>Our Goal is to increase frequency of students using safe, respectful and responsible behavior in all Specials by using the same behavior management language.</p>	<p>classrooms.</p> <p>-All specialists will use expected behavior / unexpected behavior language as well as PES language - Safe, Respectful, Responsible, Learners with students.</p> <p>-Specialists will keep classroom teachers informed of goal, actions and progress.</p>		<p>note the number of incidences in which students do not use expected behavior.</p>	

SMART Goal Worksheet

School: District

Team Name: Strategist (Literacy & Math)

Team members: Susan Dee, Lisa Demick, Tate Gale, Matt Halpern

District Goal:

To provide our students with a world-class education that will challenge the minds, engage creativity, develop self-discipline, and advocate inherent strengths.

- Schools provide a safe, engaging environment that fosters a passion for life-long learning
- Educators are dedicated to providing our students with the knowledge and skills that will help them adapt to our changing world.

School Goal: NA

Team SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>By March 2016, 75% of the teachers in our sample will either:</p> <ol style="list-style-type: none"> 1. Maintain a score of at least 3 or 2. Improve by 1 point <p>On the Marshall Rubric under C. Delivery of Instruction, letters e. Clarity and g. Engagement</p>	<ol style="list-style-type: none"> 1. Strategists will utilize strands from the Marshall Rubric to support the coaching of teachers in the sample group. 2. Strategists will keep logs of coaching sessions. 3. Team Leader will collect data from building principals using spreadsheet provided by team. 	<ol style="list-style-type: none"> 1. Susan, Matt and Tate 2. Susan, Matt and Tate 3. Lisa 	<ol style="list-style-type: none"> 1. October 2015 - March 2016 2. October 2015 - March 2016 3. March 2016 	<p>Marshall Rubric and Data Collection Spreadsheet</p>

Special Education Administrative Report
January 21, 2016

I've met with building principals, directors, teachers and many parents during my first two months. The special education department has many dedicated teachers who care deeply about the well being of students. The discussions we've had during professional learning communities (PLC) to refine the processes that are in place and conduct case reviews related to students have been productive. Discussions have been thoughtful; always with the intent to ensure positive outcomes for students.

The district is under a Corrective Action Plan (CAP) as the result of a program audit conducted last year by the Department of Education (DOE). The DOE routinely audits districts every six years to ensure compliance with federal and state laws. As a result there are areas that need improvement and staff is committed to learning and implementing requirements that must be addressed including:

- Systematic changes to ensure that special education timelines are met
- Procedures to improve the evaluation process (timelines and requirements)
- Student Individual Education Plans (IEPs) that comply with the requirements of Maine's special education law
- IEPs are being reviewed to ensure that students receive instruction in the least restrictive setting

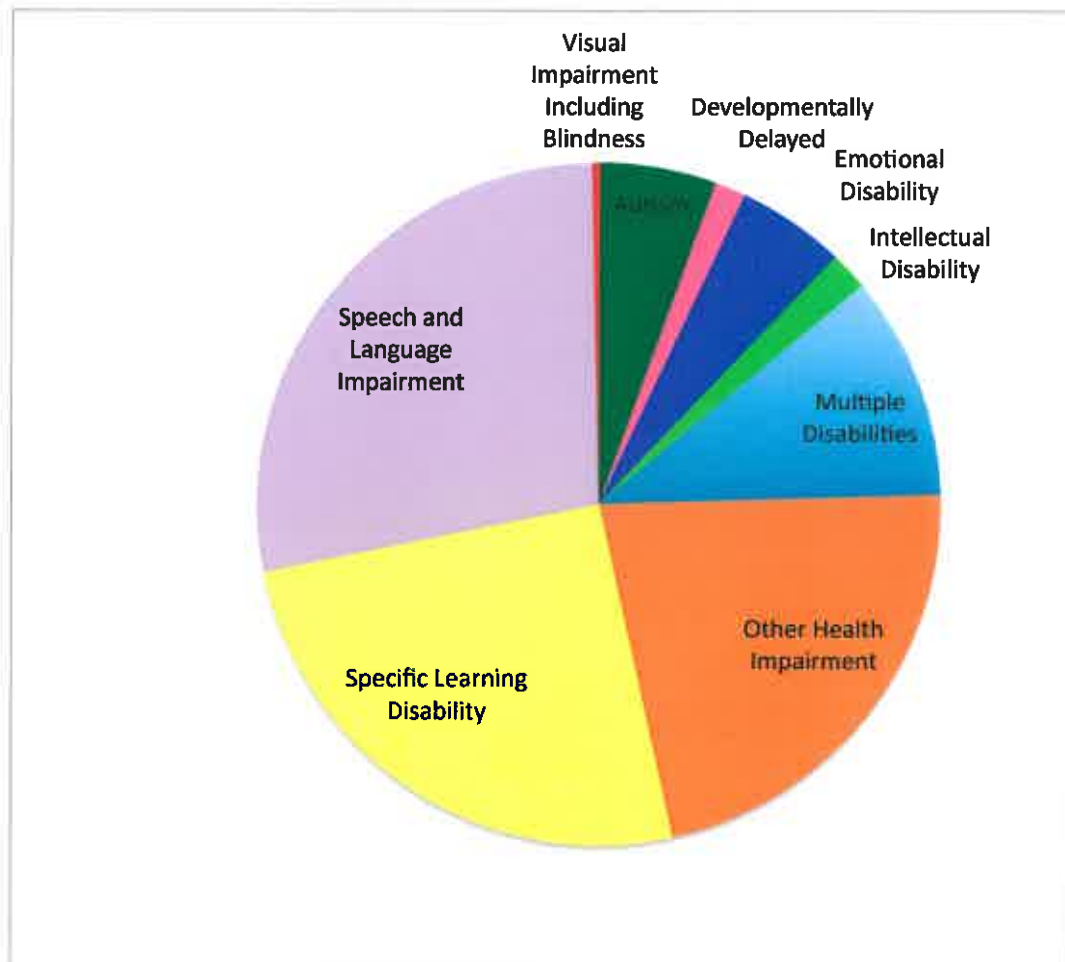
DOE representatives provided professional development to the high school special education staff in December and to all staff in January. They continue to work closely with us to share information and support in order for us to satisfy the CAP requirements by May 2016.

Two action teams representing the elementary schools have been formed: one to identify academic interventions and the second to implement behavioral interventions. The intent is to solidify the response to intervention process that is a requirement prior to students being referred for special education evaluations. Building principals and teachers will serve on the teams and the goal is to outline a solid response to intervention process within the next month.

In summary, the first few months have been productive. Staff has been supportive and welcoming. We are a team that is looking to create systematic changes to improve the delivery of special education services; thereby improving instruction and services to students with disabilities.

**RSU 5 Special Education
as of 10-1-15**

<u>Disability</u>	<u># of students</u>	<u>% of Spec. Ed.</u>
Autism	15	5.49%
Developmentally Delayed	4	1.47%
Emotional Disability	14	5.13%
Intellectual Disability	5	1.83%
Multiple Disabilities	29	10.62%
Other Health Impairment	60	21.98%
Specific Learning Disability	69	25.27%
Speech and Language Impairment	76	27.84%
Visual Impairment Including Blindness	1	0.37%
TOTAL	273	100.00%



IX B.4.

RSU #5	General Budget Report	as of 12/31/2015			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	\$1,117,580.09	\$36,324.29	\$1,717,571.62	60%
Article 2	School Administration	\$1,365,040.00	\$0.00	\$1,365,040.00	\$705,542.48	\$1,553.63	\$657,943.89	48%
Article 3	Operation of Plant	\$3,541,592.00	\$0.00	\$3,541,592.00	\$1,899,043.42	\$630,870.30	\$1,011,678.28	29%
Article 4	Voc. Ed. Assessment	\$512,001.00	\$0.00	\$512,001.00	\$298,666.72	\$213,333.40	\$0.88	0%
Article 5	School Nutrition/Crossing Guards	\$189,552.00	\$0.00	\$189,552.00	\$94,776.00	\$75,413.99	\$19,362.01	10%
Article 6	Instruction K - 12	\$12,362,716.00	(\$34,000.00)	\$12,328,716.00	\$4,247,030.69	\$116,022.37	\$7,965,662.94	65%
Article 7	Co-Curr. & Athletics	\$676,475.00	\$0.00	\$676,475.00	\$244,332.61	\$20,165.98	\$411,976.41	61%
Article 8	District Administration	\$778,805.00	\$0.00	\$778,805.00	\$377,467.10	\$6,738.56	\$394,599.34	51%
Article 9	Transportation Services	\$1,421,847.00	\$0.00	\$1,421,847.00	\$627,256.07	\$500,841.88	\$293,749.05	21%
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	\$1,509,394.47	\$65.55	\$2,510,521.98	62%
	Totals	\$29,407,203.00	\$0.00	\$29,407,203.00	\$12,553,785.17	\$1,870,350.88	\$14,983,066.95	51%

01/27/2016



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XI.A.

Finance Subcommittee Report

Date: January 13, 2016

Committee: Finance Committee

Chair: John Morang

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

Meeting Date: December 9, 2015

Agenda Items and Discussion:

Review of 2016/2017 Pro-forma Budget:

Superintendent McDonough presented the pro-forma budget showing an increase of \$1,004,364, which is a 3.41% increase over the previous year. This turn-key increase figure includes bringing on the first principal and interest payment for the FHS Addition & Renovation project, negotiated wage and benefit increases, contractual increases in transportation, heating, electricity, water/sewer, as well as anticipated increases in books, supplies, equipment, and insurance. The Superintendent and Director of Finance will be meeting with Administrator's in December to hear building/departments requests. The Superintendent will present his recommended budget to the Board at the January 27, 2016 meeting.

3-5 year Financial Plan Review:

Director of Finance presented the revised 3-5-year Financial plan. The Finance Committee reviewed and discussed the plan. There was concern that five year projections were stretching too far into the unknown for revenues and expenditures. It was decided to cut the plan back to three year projections with the expectation that it will be updated annually. Revisions will be made and plan will be scheduled for final review at the next Finance Committee meeting.

Miscellaneous:

Director of Finance reported that RSU5 had received the debt service schedule showing the payments necessary for the FHS Renovation and Addition bond. There is an interest only payment due on May 1 in the amount of \$297,212. The actual amount due is in excess of the amount projected during the 2015/2016 budget process by \$77,642. Kelly will monitor the accounts within that article and come back to the Finance Committee if she feels a transfer from Contingency will be needed to cover this expense.

Next Meeting: January 13, 2016~ postponed to January 27, 2016

Submitted by: Kelly Wentworth, Director of Finance

Regional School Unit No. 5

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