

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– AUGUST 24, 2022
HARRASEEKET INN - MERRYMEETING ROOM
162 MAIN STREET - FREEPORT, ME
4:00 P.M. REGULAR SESSION
AGENDA**

1. **Call to Order:**

The meeting was called to order at _____ p.m. by Chair Michelle Ritcheson

2. **Attendance:**

____ Colin Cheney
____ Candace deCsipkes
____ Jennifer Galletta
____ Susana Hancock
____ Kara Kaikini
____ Elisabeth Munsen

____ Jill Piker
____ Maura Pillsbury
____ Michelle Ritcheson
____ Valeria Steverlynck
____ Madelyn Vertenten
____ Piper Williams – Student Representative

3. **Pledge of Allegiance:**

4. **Consideration of Minutes:**

A. Consideration and approval of the Minutes of June 15, 2022 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. **Adjustments to the Agenda:**

6. **Good News & Recognition:**
NA

7. **Public Comments: (10 Minutes)**

8. **Workshop:**
A. Board Retreat

9. **Reports from Superintendent:**
NA

10. **Administrator Reports:**
NA

11. **Board Comments and Committee Reports:**
NA

12. **Policy Review:**
NA

13. Unfinished Business:
NA

14. New Business: (10 Minutes)

- A. Consideration and approval to authorize the Superintendent to hire an additional English for Speakers of Other Languages (ESOL) Teacher for the 2022-2023 school year. Funding for the teacher to come from new teacher savings in Article 1.

Motion: _____ 2nd: _____ Vote: _____

- B. Consideration and approval to authorize the Superintendent to hire an additional Resource Room Teacher at Morse Street School for the 2022-2023 school year. Funding for the teacher to come from unfilled Educational Technician positions.

Motion: _____ 2nd: _____ Vote: _____

15. Personnel:
NA

16. Public Comments: (10 Minutes)

17. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, June 15, 2022 – 6:30 p.m.
Freeport High School – Cafeteria
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the August 24, 2022 meeting).

1. CALLED TO ORDER:

Chair Michelle Ritcheson called the meeting to order at 6:34 p.m.

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Jennifer Galletta (left at 9:02 p.m.), Susana Hancock, Elisabeth Munsen, Jill Piker (arrived at 6:49 p.m.), Maura Pillsbury, Michelle Ritcheson, Valeria Steverlynck (arrived at 7:39 p.m.), Madelyn Vertenten. There was no Student Representative in attendance

MEMBERS ABSENT: Dung Nguyen

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. VOTED: To approve the minutes of June 8, 2022 (Vertenten – Munsen) (8 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Add Item #4.A. and #15.D.

6. GOOD NEWS AND RECOGNITION:

A. Report from Board's Student Representative - No report

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

A. Items for Information

1. 2022-2023 Board Meeting Schedule
2. Resignations:
 - GiGi McAllister - PK-5 Literacy Strategist
 - Michaela Macdonad - MLS Ed Tech

9. ADMINISTRATOR REPORTS:

A. Finance - Peggy Brown

10. BOARD COMMENTS AND COMMITTEE REPORTS:

A. Board Information Exchange and Agenda Requests

1. Maura Pillsbury reported out on MSBA:
 - a. SEL/Safety Presentation
 - b. Legislative session update
 - c. Sharing - Communication - outside facilitator
 - d. SRO Task force
 - e. Gender inclusion policy - presentation from other district

2. Board members mentioned items they would like to discuss at the August retreat:
 - a. Maura Pillsbury and Colin Cheney - School safety protocols/practices;
 - b. Jill Piker - Cost Sharing;
 - c. Susana Hancock - Start to integrate sustainability suggestions into science curriculum and follow-up on high school presentation;
 - d. Colin Cheney - Parent satisfaction survey results - specifically feedback from special needs parents; and
 - e. Maddy Vertenten - Fall reports from principals should include:
 - i. How is the work about student voice continuing
 - ii. What principals gleaned from Parent Satisfaction Survey
 - iii. DEI work and inequities around discipline
 - iv. Social Studies curriculum work update

11. POLICY REVIEW:
NA

12. UNFINISHED BUSINESS:

- A. **VOTED:** That the Computation and Declaration of Votes dated June 15, 2022 and attached hereto be approved (Hancock – Vertenten) (9 – 0):
That the Computation and Declaration of Votes be entered upon the records of Regional School Unit No. 5; and
That a certified copy of the Computation and Declaration of Votes be sent to each of the municipal clerks within the Regional School Unit.
- B. **VOTED:** That the Warrant for Assessment of Tax and the Assessment Schedule and Notice of Installments for each member municipality prepared by the Treasurer for fiscal year July 1, 2022 to June 30, 2023 be approved and be issued in form presented to this meeting; and that the Treasurer be authorized and directed to deliver to each member municipality its Warrant for Assessment of Tax and its Assessment Schedule and Notice of Installments.
(Munsen – Vertenten) (9 – 0)

13. NEW BUSINESS:

- A. A motion was made by Munsen, seconded by Galletta to revise the Guidelines for the Use of the Joan Benoit-Samuelson Track and Field.
VOTED: Munsen amended the motion, seconded by Galletta to revise the Guidelines for the Use of the Joan Benoit-Samuelson Track and Field with amendments as discussed. (10 – 0)
- B. **VOTED:** To authorize the Superintendent to hire staff between June 16, 2022 and the first Board meeting in September 2022. (Hancock – Galletta) (10 – 0)
- C. **VOTED:** To appoint Colin Cheney as delegate, and Michelle Ritcheson as alternate, to the Maine School Boards Association Annual Delegate assembly at the Annual Fall Conference.
(Steverlynck – Munsen) (10 – 0)
- D. **VOTED:** That pursuant to section 1485(4) of Title 20-A, the Finance Committee be authorized to transfer not more than 5% of the total appropriation for any cost center in the FY23 operating budget to another cost center or among other cost centers, provided that the total FY23 fiscal year operating budget shall not be increased by such transfers. (Steverlynck – Vertenten) (10 – 0)
- E. Safety Committee Update
- F. **VOTED:** To adopt the Secure Notification Resolution as discussed, adding citations.
(Hancock – Vertenten) (10 – 0)

14. ORGANIZATIONAL BUSINESS:

A. VOTED: To appoint Michelle Ritcheson as Chair for the RSU No. 5 Board of Directors (to take effect July 1, 2022) (Vertenten - Galletta) (10 – 0)

B. VOTED: To appoint Elisabeth Munsen as Vice-Chair for the RSU No. 5 Board of Directors (to take effect July 1, 2022) (Steverlynck - Pillsbury) (10 – 0)

C. VOTED: To add, delete, or consolidate committees and make annual appointments.
(Vertenten – Munsen) (9 – 0)

1. Negotiations (Professional) – Hancock, Ritcheson, Galletta
Negotiations (Support) – deCsipkes, Vertenten
2. Policy – deCsipkes, Vertenten, Cheney
3. Finance - Pillsbury, Munsen, Ritcheson
4. Strategic Communications Committee - deCsipkes, Steverlynck, Vertenten
5. RSU5 Community Programs Advisory Committee - Pillsbury
6. Maine Region 10 Technical High School Board – deCsipkes, Galletta
7. Dropout Prevention Committee (BOOST)– Piker
8. Stipend Review Committee – Galletta, Munsen
9. Freeport Cable TV Board - Hancock
10. Freeport Performing Arts Center Advisory Committee - Vertenten
11. Safety Committee – Cheney, Piker
12. Wellness Committee - Steverlynck
13. Sustainability - Steverlynck, Hancock
14. Diversity, Equity, and Inclusion - Cheney, Hancock
15. School Attorney - Drummond Woodsum
16. School Physician - Dr. Stephanie Phelps

15. PERSONNEL:

VOTED: To employ the following individuals for the 2022-2023 school year.
(Vertenten – Munsen) (9 – 0)

- A. Hannah Reidman - Occupational Therapist at MSS/DCS/PES
- B. Kathryn Broadbent - Speech Pathologist at MSS/DCS/PES
- C. Leah Campbell - Special Education Teacher at MSS/DCS/PES
- D. Amanda Salve - Grade 1 Teacher at DCS

16. PUBLIC COMMENT:

Kara Kaikini, Freeport

17. ADJOURNMENT:

VOTED: To adjourn at 9:14 p.m. (Piker – Pillsbury) (9 – 0)



Becky J. Foley, Superintendent of Schools


Becky Foley, Secretary
Regional School Unit No. 5

REGIONAL SCHOOL UNIT NO. 5
COMPUTATION AND DECLARATION OF VOTES

The total number of votes cast in all of the municipalities within Regional School Unit No. 5 (the "Regional School Unit") in the affirmative and in the negative on Question 1 of the Warrant and Notice of Election of the Regional School Unit Budget Validation Referendum held June 14, 2022, relating to the adoption of the Regional School Unit's 2022-2023 budget is as follows:

QUESTION 1:	AFFIRMATIVE	NEGATIVE
Town of Durham:	<u>239</u>	<u>193</u>
Town of Freeport:	<u>886</u>	<u>279</u>
Town of Pownal:	<u>196</u>	<u>110</u>

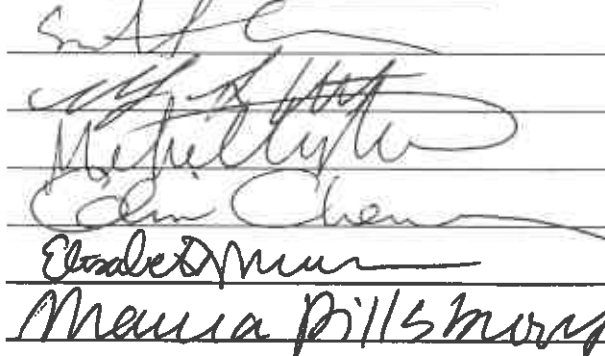
The School Board hereby declares that said Question has passed.
(write "passed" or "failed")

The total number of votes cast in all of the municipalities within the Regional School Unit No. 5 the affirmative and in the negative on Question 2 of the Warrant and Notice of Election of the Regional School Unit Budget Validation Referendum held June 14, 2022, relating to continuing the budget validation referendum process is as follows:

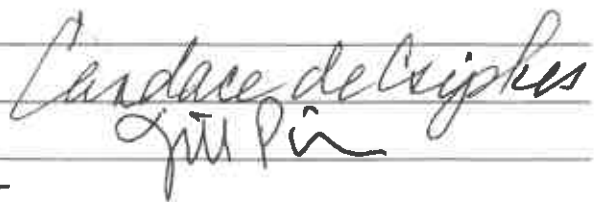
QUESTION 2:	AFFIRMATIVE	NEGATIVE
Town of Durham:	<u>313</u>	<u>115</u>
Town of Freeport:	<u>796</u>	<u>336</u>
Town of Pownal:	<u>234</u>	<u>73</u>

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

Dated: 6-15, 2022







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

A true copy, attest:


Becky Foley, Secretary

**RSU 5
Board of Directors
2022 -2023
Board Retreat**



**August 24, 2022
Harraseeket Inn - Merrymeeting Room
4:00 - 9:00 p.m.
*Break for Dinner at 6:00 p.m.***

1. Icebreaker Questions - Let's get to know each other!
Come prepared with your response to the following questions:
 - What is the scariest thing you've ever done for fun?
 - What is the best gift you have given or received?
2. A Bridge to the Future: Be ready to share the lesson that most resonated with you and the work for the upcoming year.

Bridges Article 1

Bridges Article 2

Bridges Article 3

Bridges Article 4

3. Board Self-Evaluation
 - a. 2F: *"Board Leadership acts as a mentor to new members to help them learn the ropes."*
 - i. School tours
 - ii. Include Asst. Superintendent and Director of Instructional Support in onboarding
 - b. 3E: *"The Board is an advocate for the district's interest with legislators and other elected officials."*
 - i. New legislation information included in Superintendent Board updates

- ii. **Board discussion and possible position statements about legislation the Board feels strongly about**
- c. **Other comments**

4. Review Strategic Plan

- a. Strategic Plan Goals and Objectives 2022-2023
- b. Strategic Plan Support Document 2022-2023
- c. RSU5 2022-2023 Board Goals
- d. Work Plan from Strategic Plan 2022-2023
- e. Timeline - Review for feedback

5. Work slated for the 2022-2023 school year.

- a. Board meeting dates 22-23
- b. Draft Board Work Plan 22-23
 - i. **Possible Workshops (*some items may best be addressed in a manner without a formal workshop*)**
 - 1. **School safety protocols/practices**
 - 2. **Cost Sharing Formula**
 - 3. **Parent Satisfaction Survey Results**
 - a. **Special Education**
 - b. **Principals will reflect on survey results and incorporate salient feedback in goals**
 - 4. **Inequities with regard to discipline from MAEC report (2018, 2019, 2020 data)**
 - 5. **Follow-up from FHS Student Leadership presentation (Cortico work)**
 - 6. **Update on Social Studies Curriculum**
 - 7. **Integration of sustainability through curriculum**

6. Anatomy of a Board Meeting

- a. **Public Comment - How is this best communicated?**

7. Housekeeping

- a. **Room for Board Meetings at FHS - Library or Cafeteria**
- b. **Board of Directors Member Code of Ethics - Acknowledgement**

Matters Of Leadership

Because Leadership Matters

Leadership, Life Lessons

3 Leadership Lessons Learned from a Firmly Footed Bridge

February 18, 2018 No Comments



The Choluteca Bridge, located in Honduras, is also known as the Bridge of Rising Sun. The bridge was built by Hazama Ando Corporation between 1996 and 1998 and became the largest bridge constructed by a Japanese company in Latin America.

In the same year the bridge was commissioned for use, Honduras was hit by Hurricane Mitch, which caused considerable damage to the nation and its infrastructure. Many bridges were damaged while some were destroyed, but the Choluteca Bridge survived with minor damage. While the bridge itself was in near perfect condition, the roads on either end of the bridge had completely vanished, leaving no visible trace of their prior existence. More impressively, the Choluteca River (which is several hundred feet wide) had carved itself a new channel during the massive flooding caused by the hurricane. It no longer flowed beneath the bridge, which now spanned dry ground. The bridge quickly became known as, "The Bridge to No Where." In 2003, the bridge was reconnected to the highway.

The Choluteca Bridge was strong, firmly anchored and immovable. While these are the qualities one hopes for when driving over a bridge, are these the qualities one looks for in today's leaders?Le

Leaders Know, In an Ever Changing World, Change is Bound to Happen

Much like what occurs in nature, due to nature, things have a tendency to change, even when you think it won't. Change can be difficult to adapt to, however, change is going to happen. Baby Boomers can remember the days of rotary phones attached to a wall. Back then, a mobile phone was when you had a long cord attached to the receiver which enabled you to take the phone into another room for what you thought was privacy. Today, technology and the way of doing business change much more rapidly. Like a river that can carve itself a new channel, life, projects and leadership are fluid and can change directions in the blink of an eye. Be ready and willing to accept and work with inevitable change. When necessary, be the change agent.

Leaders Are Firm but Flexible

The dichotomy of the Choluteca Bridge and Choluteca River is one worth comparing. While the bridge itself remained firmly anchored, which is what one hopes for when commuting over such a structure, the river, by way of a storm, found a different route to continue its forward progress. Sometimes the storms of life can cause us to re-think our goals and how we attain them. After Hurricane Mitch moved through the area, the bridge had become obsolete while the river found a new path. Leaders need to be flexible enough to know when and how to administer change, otherwise they will become obsolete.

Leaders Are Anchored in Core Values

In an ever changing world, core values are a constant. Core values define what we stand for. The values we live by are not simply a mission statement or a job description but the essence of who we are. While difficulties and challenges may cause us to re-think certain goals and objectives, the storms of life don't cause us to abandon our core values.

Lesson In Leadership: Build, Never Burn, The Bridges You'll Need to Achieve Your Long-term Goals

- Published on November 18, 2016



Be A Bridge Builder, Never a Bridge Burner



Ron Smith, Chemical Engineer, PE

Department Superintendent at Eastman Chemical Company (Retired)

[1 article](#) Follow

Struggling leaders sometimes burn needed bridges (working relationships with others). Effective leaders always build and strengthen the bridges they need or might need to achieve their long-term goals.

We have all known leaders of both types. I have been both myself. I am deeply regretful for the one and extremely proud of the other. I can tell you from personal experience that long-term damage that comes from burning a bridge is never worth the temporary feeling of gratification and euphoria that comes from "telling someone off" when you think they "deserve it".

By the way, you are usually wrong about their deserving it, and you are always wrong to tell them off regardless of whether or not you think they deserve it. Believe me,

you will eventually come to regret every single bridge you burn, both for the damage it did to you and what you were trying to accomplish, but even more importantly, for the damage it did to the person on the other side of the bridge and what they were trying to accomplish. In stead of a creating a strong partner, you created a determined opponent.

When you build bridges instead of burning them, you enable future success rather disable it. Consistent optimal use of the existing bridges available to you, and the new ones you need and work to build, is the very essence of effective leadership. Those who build and use the bridges they need, succeed in achieving their long-term goals. It's as simple as that. Those who don't build and use needed bridges ultimately fail. Those who burn needed bridges sooner or later fail spectacularly, usually sooner rather than later!

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Leadership lessons from the fable of The Bridge

How often as a leader have you found yourself in the position where despite your best efforts, often beyond what you may call your duty, people who you know refuse to help themselves?

Have you ever thought that you are not cut out to be a leader?

Have you ever thought, perhaps after getting feedback from your peers or subordinates, that you lack something as a leader?

Do you read many of the latest books on leadership, management and business but still find that something is lacking?

The late Rabbi Friedman was, amongst other things, a philosopher on leadership and he wrote many fables related to the topic. My favourite is The Fable of the Bridge. If you answered yes to any of my leading questions above, a read of The Bridge and other of Friedman's work may be helpful.

Let me summarise The Bridge first before I draw on my conclusions on leadership lessons available from this one fable.

The fable begins with a man wrestling with his own thoughts about leadership, his life and what choices he wants to make about his life.

It is a moonlit night and alone in his thoughts he starts crossing a bridge. The man sees out of the corner of his eye a stranger dressed much like himself coming towards him. He thinks the man approaching is putting his hand out to greet him. However, the stranger has the end of a rope in his hand with the other end entwined around him.

The stranger asks the man to hold the end of the rope.

Whilst perplexed the man complies.

The stranger asks the man to hold on tight with two hands and then promptly jumps off the bridge toward the swift running deep river below. "Hold on" the stranger cries.

The free-falling body hurtled the distance of the rope's length, and from the bridge the man abruptly felt the pull. He held tight despite being almost pulled over the side of the bridge.

Peering down at the stranger who was close to oblivion, the man yelled, "What are you trying to do?"

"Just hold tight," said the other.

The man tried to haul the stranger in but he could not. He could not get enough leverage. His strength was almost perfectly counterbalanced by the other man's weight.

"Why did you do this?" the man called out. "Remember," said the other, "if you let go, I will be lost." "But I cannot pull you up," the man cried. "I am your responsibility," said the other. "Well, I did not ask for it," the man said. "If you let go, I am lost," repeated the other.

The man looked around for help, tried to invent solutions but could not think of any that would work. He waited for someone to come and help pull the stranger up, but no one came.

Fearing that his arms could not hold out much longer, he tied the rope around his waist.

"Why did you do this?" he asked again. "Don't you see what you have done? What possible purpose could you have had in mind?"

"Just remember," said the other, "my life is in your hands."

Time passed and a decision needed to be made. The man could not hold on much longer.

A thought occurred to him. If the stranger hauled himself up and he kept the end steady and pulled a bit, together they could get the stranger back to safety.

But the other wasn't interested.

"You mean you won't help? But I told you I cannot pull you up myself, and I don't think I can hang on much longer either." "You must try," the other shouted back in tears. "If you fail, I die."

The point of decision arrived. The man said to the other, "Listen to me. I will not accept the position of choice for your life, only for my own; the position of choice for your own life, I hereby give back to you."

"What do you mean?" the other asked, afraid.

"I mean, simply, it's up to you. You decide which way this ends. I will help you if you help yourself."

"You cannot mean what you say," the other shrieked. "You would not be so selfish. I am your responsibility. What could be so important that you would let someone die? Do not do this to me."

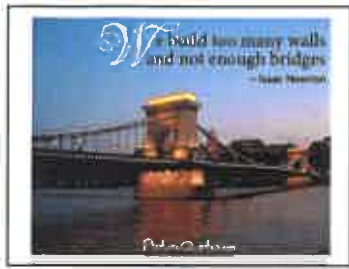
He waited a moment. There was no change in the tension of the rope. "I accept your choice," the man said, at last, and freed his hands.

For me, there are several lessons on leadership contained in that one fable.

1. We cannot lead people by doing things for them. Leadership is not about taking responsibility for others. We have accountability for others but not responsibility. It is not up to us to make people learn, to be ethical, to be productive or to work in teams. We are accountable for recognising that people are not doing those things and offer to help them. Eventually though they have to take responsibility for themselves. We have to take accountability if we do not act on their inability to do those things.
2. Leadership is not about tying ourselves to others. It is not about, as Friedman in another discussion points out, being charismatic and having people follow our every word. Nor is it about favouring consensus and having everything agreed by everyone. It is about celebrating our differences. It is about being willing and able to think and espouse what we think. It is being able to tolerate someone else having a completely different view. It is not about learning our leadership lessons off the dust jacket of Jack Welch's latest book.
3. Leadership is about choices. It is not about perfect solutions. It is about hard choices. The choices we make should head us in the direction of our goal. Our goal may be personal or the one we have determined for our organisation. Some times we may not be clear about our goal as we seek to get clarity for ourselves. However, we should be clear about what it is not.

What choices are you making about your leadership?

Creating Bridges



Good professional learning will give you lots of ideas on what you can do with your students on “Monday”. Great professional learning will make you think about how you teach every day. It should not only provide ideas, but make you feel a little uncomfortable. There is a fine balance and one of the greatest compliments that I have ever received was from the foreword in [my book](#) from [Dave Burgess](#):

Perhaps his greatest gift is how he can simultaneously prod you and pull you, forcing you out of your comfort zone while making you feel as if he is holding your hand and walking with you the whole way.

This is what I strive for. Some days I get closer to it than other days.

But to do this, I have to be open to challenge my own learning. One of the things I tell participants in my sessions is to not disagree with me *after* the day, but during. It only helps myself, and the room, to truly grow.

As I threw out this challenge, one woman accepted. She shared that she had “Never had a cell phone, nor will I ever get one.” I asked if she would be open to changing her mind, and she said, “nope”.

Now you might be reading this and thinking, “fixed mindset!”, but the words do not illustrate the story properly. Here was a teacher, in July, spending *her own* time, to learn about what I was sharing. She didn’t have to be there but she *chose* to be there. She nodded her head up and down when I shared many things, and you can see she wanted the best for students, just as I do. Her honesty was refreshing, but not as refreshing as her enthusiasm for students. I could have focused on the idea that she would be a “tough sell”, but I genuinely could feel her that she wanted best for kids and just maybe had a different approach. I saw it because I looked for it.

Earlier in my career, this would have frustrated me. Now, I am doing my best to see where we connect first, not only where we disagree. The old adage of “build a bridge instead of walls” ([source is unknown](#)), is something that I am trying to adopt more in my thinking, and I found more in common than I did in opposition.

As I write this, I cannot stop thinking of this article, “[The ‘Other Side’ is Not Dumb](#)”. It is a brilliant read ([seriously read it](#)), that goes way beyond professional learning, but in many aspects of our lives, especially in relation to how we use social media:

It's impossible to consider yourself a curious person and participate in social media in this way. We cannot consider ourselves "empathetic" only to turn around and belittle those that don't agree with us.

We often take disagreement as "being wrong", instead of embodying that same curiosity we want from our students for someone else's perspective when it is in disagreement with our own.

But these words especially...

As any debate club veteran knows, if you can't make your opponent's point for them, you don't truly grasp the issue. We can bemoan political gridlock and a divisive media all we want. ***But we won't truly progress as individuals until we make an honest effort to understand those that are not like us.*** And you won't convince anyone to feel the way you do if you don't respect their position and opinions.

In life, and learning, these words matter.

Bridges, not walls. We need to look for them, and create them when necessary.

	1A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.	1B. The Board develops annual District goals in alignment with the district vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.	1C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.	1D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.	1E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.	1F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.
Board Member 1	4	3	3	4	4	4
Board Member 2	3	3	3	2	3	3
Board Member 3	4	4	4	4	4	4
Board Member 4	4	4	4	3	4	3
Board Member 5	3	3	2	2	3	2
Board Member 6	2	3	2	3	3	3
Board Member 7	3	3	3	3	3	3
Board Member 8	3	3	3	4	3	4
Board Member 9	4	3	3	3	4	3
Board Member 10	4	4	4	3	4	3
Board Member 11	3	3	3	3	4	4
	3.36	3.27	3.09	3.09	3.55	3.27
Standard 1 Score:	3.27					

Comments:

More regular updates on student achievement and impact of vocational and extra-curricular activities should be explored. And further professional development and training in support of Board goals.

Board Self-Evaluation July 2022 (Responses)

	2A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.	2B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.	2C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.	2D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.	2E. Board members publicly support the decision of the majority and speak with a unified voice.	2F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.
Board Member 1	4	4	4	3	3	2
Board Member 2	3	3	3	4	4	2
Board Member 3	4	4	4	4	4	4
Board Member 4	3	4	3	3	3	3
Board Member 5	3	2	3	3	3	2
Board Member 6	3	3	3	3	3	2
Board Member 7	2	3	3	3	4	3
Board Member 8	4	4	4	4	3	3
Board Member 9	3	4	3	4	3	3
Board Member 10	3	4	3	3	4	3
Board Member 11	3	3	3	2	3	3
	3.18	3.45	3.27	3.27	3.36	2.73
Standard 2 Score:	3.21					

Comments:

Board should explore structures for improved onboarding and mentorship, particularly in committee work.

I think the pandemic squashed our retreats, but I think they are a very important part of the board, wish we had more opportunities to gel as a board.

Board Self-Evaluation July 2022 (Responses)

	3A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.	3B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.	3C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.	3D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.	3E. The Board is an advocate for the District's interests with legislators and other elected officials.
Board Member 1	4	4	3	4	2
Board Member 2	3	2	3	4	2
Board Member 3	4	4	4	4	4
Board Member 4	3	3	3	3	2
Board Member 5	4	3	3	3	2
Board Member 6	3	2	3	3	2
Board Member 7	3	3	3	3	3
Board Member 8	4	3	3	3	3
Board Member 9	4	3	2	4	2
Board Member 10	4	3	3	3	2
Board Member 11	4	3	3	3	2
	3.64	3.00	3.00	3.36	2.36
Standard 3 Score:	3.07				

Comments:

Board should examine opportunities for improved communication and discussion of Board advocacy for District interests with legislators et al.

I think Maura is a valuable board member as she keeps herself connected and the state level and keeps us informed.

I believe there is some work to be done around community communication. Whether it's around the procedures for a board meeting or how do we solicit community feedback.

Board Self-Evaluation July 2022 (Responses)

	4A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.	4B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.	4C. The Board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.	4D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.	4E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.
Board Member 1	4	4	4	4	4
Board Member 2	3	4	4	3	3
Board Member 3	4	4	4	4	4
Board Member 4	3	3	3	3	3
Board Member 5	4	4	3	3	3
Board Member 6	4	3	3	3	2
Board Member 7	4	4	3	3	4
Board Member 8	4	3	3	4	4
Board Member 9	4	4	3	3	3
Board Member 10	4	4	4	4	4
Board Member 11	4	3	3	3	4
	3.82	3.64	3.36	3.36	3.45
Standard 4 Score:	3.53				

Comments:

I think we do an amazing job of getting high level educators. I also think the way the budget has been done in the past years is very collaborative and fiscally responsible.

Board Self-Evaluation July 2022 (Responses)

	5A. Board members are able to speak their minds without fear of being ostracized.	5B. Board handles conflict openly and constructively.	5C. Board members actively promote the belief in the success of all students in the district.	5D. Board members act as conscientious role models and exhibit professionalism.	5E. Board members exercise authority only as a board as a whole and recognize that no individual Board member has authority to take individual action on behalf of the Board.	5F. Board members avoid conflicts of interest and appropriately disclose if one arises.	5G. Board has adopted and annually reaffirms its code of ethics.
Board Member 1	3	3	3	4	4	4	4
Board Member 2	3	3	4	4	4	4	4
Board Member 3	4	4	4	4	4	4	4
Board Member 4	3	3	2	3	3	3	3
Board Member 5	3	3	3	3	2	3	3
Board Member 6	3	3	4	4	4	3	3
Board Member 7	3	3	3	4	3	3	3
Board Member 8	3	4	4	3	3	3	3
Board Member 9	3	3	4	3	3	3	3
Board Member 10	3	3	4	3	4	4	4
Board Member 11	3	3	3	3	3	3	4
	3.09	3.18	3.45	3.45	3.36	3.36	3.45
Standard 5 Score:	3.34						

Comments:

Further discussion and training regarding board authority – whole vs. individual member – should be undertaken regularly for the health of the Board and the district's relationship with community members.

I think the current board is extremely ethical, committed and we work very well as a group.

BOARD OF DIRECTORS SELF-EVALUATION

Annually in August, Board members will complete a self-evaluation and submit to the Board Chair for compilation. The Board will review the compiled results at a meeting in August or September. The results will be used by the Board as part of its annual goal setting and planning for the year. Consistent with the Freedom of Access Act, the Board's self-evaluation will be held in open session. The Board encourages all of its members to attend. The Superintendent is expected to participate in the process.

During self-evaluation, the Board will evaluate itself as a whole. The self-evaluation should emphasize areas of strength as well as those identified for improvement. Board members are encouraged to use the evaluation process as an opportunity to reflect on their own personal contributions.

The Board will select an evaluation instrument that includes a reasonable number of criteria or performance indicators by which to appraise the Board's functioning and effectiveness. The areas to consider during the self-evaluation may include but are not limited to:

- A. Board "visioning," strategic planning, and long-range planning skills and processes;
- B. Board meeting management, conduct, and decision-making processes;
- C. Policy development and implementation;
- D. Fiscal oversight and resource allocation;
- E. Oversight of curriculum and instruction;
- F. Monitoring of student achievement;
- G. Board subcommittee structure, responsibilities, and processes;
- H. Board member development;
- I. New Board member orientation;
- J. Board-Superintendent relations;
- K. Board-community relations and communications;

A different instrument may be used from year to year, but must be agreed upon by a majority of the Board.

Cross Reference: BBAB-E Board of Directors Self-Evaluation Instrument

Adopted: February 24, 2010

Revised: January 26, 2011

Revised: December 18, 2013

Revised: December 11, 2019

BOARD OF DIRECTORS SELF-EVALUATION INSTRUMENT

Introduction

The Board of Directors Evaluation System is based upon the National School Boards Association Standards of Practice.

There are five key standards of Board leadership incorporated into this model:

- Vision, Leadership & Accountability
- Board Governance & Policy
- Communication & Community Relations
- Fiscal Resources, Staff Recruitment & Environment
- Ethical Leadership

Timeline

Month	
End of July	Distribution of evaluation (electronically)
July/August	Individual board members complete the self-evaluation electronically for compilation by the Board Chair or designee.
August/September	Board reviews compiled results. Results will be used by the Board as part of its annual goal setting and planning for the year.

PART I: Standards of Leadership

These standards are rated using the following scale:

4 - Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few Boards are expected to demonstrate Exemplary performance on more than a small number of targets.

3 - Proficient ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced Boards and the goal for new Boards performing at the basic level. Proficient Boards demonstrate acceptable leadership practice and meet or make progress on all outcome targets.

2 - Basic ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected.

1 - Does Not Meet ratings indicate performance that is unacceptably low on one or more standards and makes little or no progress. Ratings of *ineffective* are always cause for concern.

Standard 1: Vision, Leadership & Accountability

Descriptor: The Board of Directors commits to a vision of high student achievement and effective instruction, specifies clear goals to realize that vision, demands accountability for results, and supports continuous improvement of the district.

Possible Data Sources:

- Alignment with District vision and mission statement
- Adherence to Standards of Ethics
- Established goals
- Board agendas
- Board presentations
- Board retreats
- Board communications
- Annual evaluation of the Superintendent
- Board self evaluation

Rating for Standard 1: Vision, Leadership & Accountability

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a shared mission and vision that reflects student achievement and community priorities, and communicates it to the community.				
B. The Board develops annual District goals in alignment with the District vision and mission and adopts a strategic plan developed by the Superintendent to meet those goals. Goals are communicated to the community.				
C. The Board regularly monitors progress on District goals, effective instruction, and student achievement with data-based information.				
D. The Board keeps informed about what children are learning through reports on scholastic achievement, vocational programs, and the impact of extra-curricular activities.				
E. The Board annually evaluates the job performance of the Superintendent and monitors the progress made on the Superintendent's goals.				
F. The Board conducts a self-evaluation to monitor its own performance and participates in professional development, including Board training and seminars.				

Comments:

Standard 2: Board Governance & Policy

Descriptor: The Board of Directors works effectively as a team and collaborates with the Superintendent, exhibits a shared understanding of Board and Superintendent roles, maintains a set of Board operating procedures, and leads/governs the District through policy.

Possible Data Sources:

- Date and agenda of annual orientation
- Policy review and updates
- Board policy manual
- Board orientation materials
- Attendance and state-mandated trainings

Rating for Standard 2: Board Governance & Policy

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board and Superintendent participate in an annual retreat to build team relationships, review roles, responsibilities, and Board operations, and orient new Board members.				
B. The Board has a procedure in place for regularly reviewing existing policies and developing new ones.				
C. The Board closely adheres to its own procedures, protocols, and policies for effective Board operations.				
D. The Board clearly understands its governance role and responsibilities, adheres to open meeting laws, and delegates district operation responsibilities to the Superintendent.				
E. Board members publicly support the decision of the majority and speak with a unified voice.				
F. Board leadership acts as a mentor to new members to help them learn the ropes and provides new members with a detailed explanation of the Board's mission.				

Comments:

Standard 3: Communication & Community Relations

Descriptor: The Board of Directors effectively communicates with the Superintendent and the local community, represents community interests and values, and ensures District information and decisions are communicated to the community.

Possible Data Sources:

- Communication policies or procedures
- Schedules or invitations to community forums
- Reports or presentations on programs that demonstrate community partnerships
- Legislative meetings. Letters or advocacy efforts
- Newsletters and website
- Survey results

Rating for Standard 3: Communication & Community Relations

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board develops a collaborative relationship with the Superintendent, keeping cooperation and respectful discussions at the center of its deliberations.				
B. The Board establishes effective communication with parents, students, staff, and community members while respecting the chain of command and lines of responsibility.				
C. The Board works with the Superintendent to gain input from the community using forums, surveys, or other vehicles, following agreed-upon procedures.				
D. The Board actively promotes support for the District through its vision and promoting educational opportunities for all students.				
E. The Board is an advocate for the District's interests with legislators and other elected officials.				

Comments:

Standard 4: Fiscal Resources, Staff Recruitment & Environment

Descriptor: The Board of Directors oversees the fiscal conditions of the District, aligns resources to meet District goals, ensures appropriate policies for staff recruitment and retention, supports district wide learning and promotes conditions for health and safety.

Possible Data Sources:

- Process for budget development and adoption
- Communication materials, website, newsletters
- Facilities plan and schedule for updates
- Audit report
- Policy on recruitment and hiring
- Professional development plans

Rating for Standard 4: Fiscal Resources, Staff Recruitment & Environment

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. The Board adopts an annual budget that adheres to the provisions of the law and allocates resources based upon the District's vision, goals, and priorities for student achievement.				
B. The Board keeps the community informed about the financial needs of the District, seeks cost savings and operational efficiencies, and invites community input.				
C. The board monitors a facilities plan that meets student and staff health and safety regulations and guidelines.				
D. The Board ensures that the finance committee functions in accordance with regulatory requirements, reviews internal audit findings, and responds appropriately.				
E. The Board supports the recruitment of highly effective teachers, administration, and staff and provides professional development and support.				

Comments:**Standard 5: Ethical Leadership**

Descriptor: The Board of Directors promotes the success of all students and staff, and conducts District business in a fair, respectful and responsible manner.

Possible Data Sources:

- Articulation or publication of plans and programs for student success
- Code of Ethics Policy
- Standards of Ethics

Rating for Standard 5: Ethical Leadership

	4 Exemplary	3 Proficient	2 Basic	1 Does Not Meet
A. Board members are able to speak their minds without fear of being ostracized.				
B. Board handles conflict openly and constructively.				
C. Board members actively promote the belief in the success of all students in the district.				
D. Board members act as conscientious role models and exhibit professionalism.				
E. Board members exercise authority only as a board as a whole and recognize that no individual board member has authority to take individual action on behalf of the Board.				
F. Board members avoid conflicts of interest and appropriately disclose if one arises.				
G. Board has adopted and annually reaffirms its code of ethics.				

Comments:

Board of Directors Self-Evaluation**Annual Evaluation Rating Form**

Standards	SUMMATIVE SCORE			
Standard 1: Vision, Leadership and Accountability	4	3	2	1
Standard 2: Board Governance and Policy	4	3	2	1
Standard 3: Communications and Community Relations	4	3	2	1
Standard 4: Fiscal Resources, Staff Recruitment & Environment	4	3	2	1
Standard 5: Ethical Leadership	4	3	2	1
ANNUAL EVALUATION SCORE	4	3	2	1

Approved: December 11, 2019

RSU 5 Strategic Plan Goals 2019-2026
(Board Adopted: 6/12/19; Updated 9/9/20; Updated___)

CLIMATE/CULTURE

Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1 Strengthen and align all social/emotional supports and systems to meet the needs of all learners in RSU 5.

Objective 1.2 Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district levels.

Objective 1.3 Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.

Objective 1.4 Strengthen diversity, equity and inclusion practices.

TEACHING AND LEARNING

Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning*.

Objective 2.1 Review, research, and explore options for the implementation of student centered instructional practices.

Objective 2.2 Expand curricular and extra-curricular choices that respond to students' interests and needs.

Objective 2.3 Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.

Objective 2.4 Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.

Objective 2.5 Establish formalized systems for annual identification of goals for the improvement of student achievement.

SCHOOL-COMMUNITY RELATIONS

Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.1 Expand avenues used to proactively distribute information about RSU 5 schools and seek feedback from stakeholders about the schools.

Objective 3.2 Engage all RSU 5 learners in community-based learning both in the classroom and out in the community.

Objective 3.3 Encourage and support strong staff-parent partnerships to enhance student success.

FINANCE AND OPERATIONS

Strategic Goal 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

Objective 4.2 Attract and retain highly effective staff.

Objective 4.3 Improve and assure student access to the highest quality school nutrition program.

Objective 4.4 Provide all students with transportation that supports their participation in curricular and extra-curricular programs.

Objective 4.5 Strengthen community engagement and support in short-and long-term financial planning.

Objective 4.6 Ensure that all facilities are operating efficiently and effectively.

Glossary:

Student Centered Learning Characteristics: *

As we are defining it, student centered learning includes the following characteristics:

- Active engagement
- Hands-on experiential learning
- Community-based
- Collaborative
- Personalized to meet learner needs
- Strong supports for learner success
- Learner voice/choice
- Learning at varied pacing
- Interdisciplinary

Green = Done / Yellow = In Progress / Red = Not Done

RSU5 Strategic Plan Support Document (2019-2026)

STRATEGIC GOAL 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.1 Strengthen and align all social/emotional supports and systems to meet the needs of all learners in RSU 5.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>1.1A Identify current existing practices and structures at all grade levels to assess their effectiveness.</p> <p>1.1B Identify gaps and/or needed improvements in practices/structures.</p> <p>1.1C Explore options for filling gaps and making improvements, including researching effective practices.</p> <p>1.1D Develop & recommend a plan to fill gaps and make improvements.</p> <p>1.1E Implement recommendations per details in the plan.</p> <p>1.1F Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.</p>	<p>Staff time</p> <p>Possible travel</p> <p>Possible cost factors</p>	<p>Assistant Superintendent</p> <p>Lead Guidance Counselor</p> <p>1 Building Administrator</p>	<p>1.1A – D June 2020</p> <p>1.1E Begin implementation September 2020; completed May 2023</p> <p>1.1F May 2024</p>	<p>1.1 A&B Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice</p> <p>1.1C Written report on options considered for changing, adding or improving/ practices/structures</p> <p>1.1D Written recommendations to Superintendent</p> <p>1.1E Observation of new practices through a walkthrough, and/or survey</p> <p>1.1F Ongoing reports to Superintendent /Board about effectiveness of new practices</p>

STRATEGIC GOAL 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

OBJECTIVE 1.2 Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district levels.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>1.2A Identify and assess the effectiveness of all currently existing opportunities for student voice at each school.</p> <p>1.2B Explore options at each school for increasing student voice, including researching best practices.</p> <p>1.2C Recommend practices/structures to increase student voice at all levels.</p> <p>1.2D Implement new practices and structures that increase student voice at all levels.</p> <p>1.2E Continuously evaluate and adjust as needed.</p>	<p>Staff time</p> <p>Possible travel to other schools outside of District</p>	<p>Principals at each school</p> <p>Student participation as appropriate</p>	<p>1.2A- C December 2021</p> <p>1.2D May 2022</p> <p>1.2E May 2023</p>	<p>1.2A Documentation of assessment of current student voice practices</p> <p>1.2B Minutes/notes of meetings to explore options for increased student voice</p> <p>1.2C Documentation of recommendations</p> <p>1.2D Observe and document new and revised practices by May 2022 including student input</p> <p>1.2E Ongoing reports to Supt/Board about effectiveness of new practices</p>

STRATEGIC GOAL 1: ALL RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

OBJECTIVE 1.3 Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we will accept that this action has successfully been completed?
<p>1.3A Identify and assess the effectiveness of all existing opportunities for physical movement/breaks at the classroom and school level.</p> <p>1.3B Explore/research effective practices in use in other schools with similar grade level spans.</p> <p>1.3C Identify areas in need of improvements and/or additional breaks.</p> <p>1.3D Make recommendations with stakeholder input to Superintendent for improvement in local practice that reflect research and suit the needs of the local school. Share ideas w/colleagues at similar grade level schools in the District.</p> <p>1.3E Implement recommendations as soon as practical.</p> <p>1.3F Evaluate new practices and adjust as needed.</p>	<p>Staff time and resources</p> <p>Possible travel to explore practices in other schools</p>	<p>Building principals at each level</p>	<p>1.3A - C May 2023</p> <p>1.3D May 2024</p> <p>1.3E September 2024</p> <p>1.3F May 2026</p>	<p>1.3 A - B Documentation of assessment process and results</p> <p>1.3C Documented summary of exploration and research findings</p> <p>1.3D Written record of recommendations to Superintendent</p> <p>1.3 E - F Survey students and staff regarding effectiveness of new practices. Ongoing reports to Superintendent/Board</p>

Board Approved Additional Objective: ALL RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Objective 1.4 Strengthen diversity, equity and inclusion practices.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we will accept that this action has successfully been completed?
<p>1.4A Conduct a Diversity, Equity and Inclusion Audit through Mid-Atlantic Equity Consortium.</p> <p>1.4B Develop and recommend a plan for improvement based on audit recommendations.</p> <p>1.4C Revise policies related to Equity.</p> <p>1.4D.1 Begin to implement the recommendations per details of the plan.</p> <p>1.4D.2 Complete implementation of recommendations.</p> <p>1.4E Evaluate the effectiveness of implementation from recommendations.</p>	<p>Staff time</p> <p>\$50,000 over 2 years</p>	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>All staff</p> <p>Student</p>	<p>1.4A -December 2021</p> <p>1.4B -February 2022</p> <p>1.4C - May 2022</p> <p>1.4D.1 May 2022</p> <p>1.4D.2 May 2022</p> <p>1.4E December 2024</p>	<p>1.4A Document of finalized reports.</p> <p>1.4B Written Report</p> <p>1.4C Adopted policies</p> <p>1.4D Dates of professional development, observations of new practices.</p> <p>1.4E Ongoing reports to the Board based upon the recommendations.</p>

STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning*.**Objective 2.1 Review, research, and explore options for the implementation of student centered instructional practices.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>2.1A Establish a shared understanding/definition of characteristics of student centered learning</p> <p>2.1B Assess current RSU 5 instructional practices to determine alignment with student centered learning characteristics and identify gaps.</p> <p>2.1C Explore student centered practices in schools in Maine and beyond.</p> <p>2.1D Evaluate options, make recommendations, and create plan.</p> <p>2.1E Implement recommendations per plan.</p> <p>2.1F Continued expansion of student centered practices.</p> <p>2.1G Evaluate the effectiveness of improved or new practices. Revise as necessary.</p>	<p>Staff time</p> <p>Possible travel</p> <p>Possible cost factors in recommendations, i.e. professional development</p>	<p>Assistant Superintendent</p> <p>1 Building Administrator</p> <p>Teachers</p>	<p>2.1A December 2019</p> <p>2.1 B June 2020</p> <p>2.1C - D. May 2024</p> <p>2.1E May 2025</p> <p>2.1F - G May 2026</p>	<p>2.1A Agreed upon and published characteristics of 'RSU 5 student centered learning'</p> <p>2.1B Written summary documentation of alignment of existing student centered practices</p> <p>2.1C Written report on options considered for changing instructional practices</p> <p>2.1D Written recommendations to Superintendent</p> <p>2.1G Observation of student centered practices in classrooms</p> <p>2.1G Ongoing reports to Supt/Board on effectiveness of student centered instructional practices</p>

STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning*.**Objective 2.2 Expand curricular and extra-curricular choices that respond to students' interests and needs.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>2.2A. Catalog and review all current RSU5 curricular and extra-curricular offerings.</p> <p>2.2B. Survey staff and students to identify their areas of interest as the system considers additional courses, mini-courses, activities, clubs, extra-curricular choices.</p> <p>2.2C. Explore and evaluate possible new options for additional program components.</p> <p>2.2D. Develop and recommend a plan to the Superintendent to add curricular and extracurricular choices.</p> <p>2.2E Implement recommendations per details in the plan.</p> <p>2.2F Evaluate and adjust as necessary.</p>	<p>Staff time</p> <p>Financial resources to support new programs (staff, equipment, space.)</p>	<p>Administrative Team</p>	<p>2.2A May 2022</p> <p>2.2B&C May 2023</p> <p>2.2D December 2023</p> <p>2.2E September 2024</p> <p>2.2F Sept 2026, ongoing</p>	<p>2.2A & B Written documentation of existing curricular and extra-curricular program components, and expressed areas of interest</p> <p>2.2C Written report on options considered for adding programs</p> <p>2.2D Written recommendations to Superintendent</p> <p>2.2E Observation of new programs</p> <p>2.2F Ongoing reports to Superintendent/Board of the effectiveness of new/revised programming</p>

STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning*.**Objective 2.3 Provide strong support for professional practices that foster collaboration and staff voice, and strengthen instruction to meet the needs of all learners.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
2.3A Identify opportunities for expanding staff collaboration time. 2.3B Develop & recommend a plan to foster collaboration and staff voice. 2.3C Implement recommendations. 2.3D Evaluate the effectiveness of new practices and revise as necessary.	Staff time Possible cost factors in recommendations	Superintendent Teachers Association President	2.3A - C Completed by June 2020 2.3D May 2021	2.3A Written report on options considered for changing, adding/improving practices 2.3B Documentation of decisions made by Superintendent and Association President 2.3C Documented feedback from staff about improved practices 2.3D Ongoing reports to Superintendent/Board about effectiveness of new practices

STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning*.**Objective 2.4 Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step within the next year	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
2.4A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback. 2.4B. Make needed recommendations for changes. 2.4.C. Ensure comprehensive communication to all stakeholders. 2.4D Evaluate the effectiveness of improved practices and adjust as necessary.	Staff time	Assistant Superintendent	2.4A - B December 2021 2.4C May 2023 2.4.D May 2024	2.4 A - C Written report on options considered for improving practices and recommendations to Superintendent 2.4D Gather feedback from stakeholder groups on satisfaction level with communication. Share results with Superintendent/Board

STRATEGIC GOAL 2: All RSU 5 students regularly engage in meaningful student centered learning*.**Objective 2.5 Establish formalized systems for annual identification of goals for the improvement of student achievement.**

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step within the next year	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
2.5A Create a protocol for establishing student achievement goals based on agreed upon data points. 2.5.B Implement the protocol. 2.5.C Evaluate the effectiveness of the protocol and adjust as necessary.	Staff time	Superintendent Assistant Superintendent Data Specialist	2.5A June 2020 2.5.B May 2021 2.5C May 2021, ongoing	2.5A Written protocol 2.5B Publication of the student achievement goals and data used 2.5C Feedback from School Board about satisfaction with goals based on supporting data

STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.1 Expand avenues used to proactively distribute information about RSU 5 schools and seek feedback from stakeholders about the schools.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>3.1A Identify and assess the effectiveness of all existing modes of communication with parents and community.</p> <p>3.1B Identify needed improvements.</p> <p>3.1C Explore options for revising, adjusting, expanding communication strategies.</p> <p>3.1D Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders.</p> <p>3.1E Evaluate effectiveness and adjust as necessary.</p>	<p>Committee and Staff time</p> <p>Possible cost factors in improved strategies</p>	<p>Strategic Communication Committee</p> <p>Superintendent</p>	<p>3.1A - 1C June 2020</p> <p>3.1D December 2022</p> <p>3.1E May 2024, ongoing</p>	<p>3.1A - B Written documentation of existing communication modes with their strengths and weaknesses</p> <p>3.1C Written report on options considered for changing, adding communication strategies</p> <p>3.1D Written recommendations to Board from Communications Committee. Observation of new/ improved practices</p> <p>3.1E Ongoing reports to Board about communications strategies</p>

STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.2 Engage all RSU 5 learners in community based learning both in the classroom and out in the community.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>3.2A Identify and assess the effectiveness of current existing school-community learning partnerships.</p> <p>3.2B Survey students and staff to identify additional school based learning opportunities that would align with the curriculum and spark student interests.</p> <p>3.2C Research community-based learning opportunities that enhance the curriculum.</p> <p>3.2D Develop and recommend a plan to the Superintendent to increase community based learning opportunities over time.</p> <p>3.2E Begin implementation of recommendations per details in the plan.</p> <p>3.2F Continued expansion of community based learning.</p> <p>3.2G Evaluate the effectiveness of community based learning and adjust as necessary.</p>	<p>Staff time</p> <p>Possible travel</p> <p>Possible cost factors in recommendations</p>	<p>Assistant Superintendent</p> <p>Building Principals</p> <p>Outreach and Service Learning Coordinator</p>	<p>3.2.A February 2022</p> <p>3.2B - C May 2023</p> <p>3.2D December 2023</p> <p>3.2E September 2024</p> <p>3.2F May 2025</p> <p>3.2G May 2026</p>	<p>3.2A Written documentation of existing CBL partnerships</p> <p>3.2B Documentation of survey and results</p> <p>3.2C - D Written recommendations to Superintendent</p> <p>3.2G Ongoing reports to Superintendent/Board of new CBL partnerships</p>

STRATEGIC GOAL 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Objective 3.3 Encourage and support strong staff-parent partnerships to enhance student success.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>3.3A Identify current parental supports.</p> <p>3.3B Explore/research strategies for improving/expanding/strengthening school-parent partnerships.</p> <p>3.3C Develop and recommend a plan of action to encourage more and stronger school-parent partnerships.</p> <p>3.3D Implement recommendations.</p> <p>3.3E Evaluate the effectiveness of strategies and adjust as necessary.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Lead Principal</p> <p>Building Principals</p> <p>2 Parents</p>	<p>3.3A February 2022</p> <p>3.3B - C December 2022</p> <p>3.3D September 2023</p> <p>3.3E May 2025</p>	<p>3.3A Written documentation of existing parent support practices.</p> <p>3.3B Summary of findings</p> <p>3.3C Written recommendations to Superintendent</p> <p>3.3D Feedback from teachers, parents, students as appropriate</p> <p>3.3E Reports to Superintendent/Board about effects of school-parent partnership practices</p>

STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Objective 4.1 Ensure that all staff and students have quality facilities to meet their needs.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
4.1A Review and update the existing Capital Improvement Plan (CIP). 4.1B Explore options for improving facilities expansions/renovations. 4.1C Make recommendations to Board. 4.1D Implement recommended improvements.	Staff time Costs associated with recommendations	Superintendent Director of Transportation and Facilities Director of Finance	4.1A December 2021 4.1B May 2021 4.1C December 2021 4.1D May 2022	4.1A Written documentation of existing Capital Improvements Plan along with the review and prioritization of adjustments and additional facility needs 4.1B Written documentation of options 4.1C Written recommendations 4.1D Reports to School Board about improvements

STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, facilities, transportation, food service and human resource systems to support the learning of all students.

Objective 4.2 Attract and retain highly effective staff.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step within the next year	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>4.2A Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction & mentoring practices).</p> <p>4.2B Research effective practices.</p> <p>4.2C Identify gaps and/or needed improvements in practices/policies.</p> <p>4.2D Review and improve protocols for required trainings.</p> <p>4.2E Develop and recommend a plan to make needed improvements, including impacted stakeholders.</p> <p>4.2F Implement recommendations in the plan.</p> <p>4.2G Evaluate attrition rate, and other relevant data.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Assistant Superintendent</p> <p>Director of Finance and Human Resources</p> <p>Superintendent</p> <p>Strategic Communications Committee</p>	<p>4.2A - C June 2020</p> <p>4.2D December 2020</p> <p>4.2E December 2021</p> <p>4.2F December 2021</p> <p>4.2G May 2023</p>	<p>4.2A - D Written documentation of assessment of existing practices/policies.</p> <p>4.2E Written recommendations to Superintendent</p> <p>4.2G Exit report</p>

STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.

Objective 4.3 Improve and assure student access to the highest quality school nutrition program.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>4.3A Review the quality of the school nutrition program and the equity of its access to all students.</p> <p>4.3B Make recommendations to the Superintendent.</p> <p>4.3C Implement recommended changes in nutrition program and access.</p> <p>4.3D Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.</p> <p>4.3E Make recommendations to the Superintendent</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Director of Nutrition, Wellness Committee and Nutrition Staff</p>	<p>4.3A - B December 2020</p> <p>4.3C May 2021</p> <p>4.3D - E December 2022</p>	<p>4.3A - B Written documentation of nutrition program review</p> <p>4.3C Written recommendations to Superintendent</p> <p>4.3D Annual Maintenance Schedule</p> <p>4.3E Written recommendations to the Superintendent/Board</p>

STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation and food service systems to support the learning of all students.

Objective 4.4 Provide all students transportation that supports their participation in curricular and extra-curricular programs.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>4.4A Assess existing bus runs for safety and timeliness.</p> <p>4.4B Explore options to provide transportation for all curricular and extra-curricular programs</p> <p>4.4C Make recommendations to improve services for students, with appropriate stakeholder input.</p> <p>4.4D Implement recommended improvements.</p>	<p>Staff time</p> <p>Additional staffing and busing</p>	<p>Director of Facilities and Transportation</p> <p>Athletic Director</p> <p>One Principal</p>	<p>4.4A - 4B June 2020</p> <p>4.4C May 2022</p> <p>4.4D May 2022</p>	<p>4.A - B Written documentation of assessment of the adequacy of existing bus runs and options considered for changing, adding or improving bus services</p> <p>4.C Written recommendations to superintendent</p> <p>4.D Ongoing reports to Superintendent/Board on the improvements to bus service.</p>

STRATEGIC GOAL 4: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

Objective 4.5 Strengthen community engagement and support in short and long term financial planning.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?
<p>4.5A Assess existing community engagement in financial planning processes.</p> <p>4.5B Explore and evaluate options for improving communication regarding financial planning for the district.</p> <p>4.5C Make recommendations to the Finance Committee to improve financial planning communication practices.</p> <p>4.5D Implement recommended improvements.</p>	<p>Staff time</p> <p>Possible cost factors in recommendations</p>	<p>Director of Finance and Human Resources</p> <p>Superintendent</p>	<p>4.5A December 2020</p> <p>4.5B May 2024</p> <p>4.5C December 2025</p> <p>4.5D May 2026</p>	<p>4.5A - B Written documentation of existing communication practices and options considered for improvements</p> <p>4.5C Written recommendations to Superintendent/ Finance Committee</p> <p>4.5D Solicit feedback from various stakeholders</p>

Board Approved Additional Objective: RSU 5 has well developed and refined finance, human resources, facilities, transportation, and food service systems to support the learning of all students.

OBJECTIVE 4.6 Ensure that all facilities are operating efficiently and effectively.

ACTION STRATEGIES What specific actions will be taken to achieve the goal?	RESOURCES NEEDED What financial & human resources are needed to do this work?	PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?	COMPLETION DATE Estimated date for completion of this action step.	PROGRESS INDICATORS What is the evidence we will accept that this action has successfully been completed?
<p>4.6A Conduct Energy Audit to identify needed improvements in RSU5 facilities.</p> <p>4.6B Develop & present recommendations for implementing needed improvements to the Board.</p>		<p>Superintendent</p> <p>Director of Facilities and Transportation</p> <p>Director of Finance</p>	<p>4.6A January 2023</p> <p>4.6B December 2023</p>	<p>4.6A Written report of the audit.</p> <p>4.6B Board agenda</p>

RSU 5 Goals

2022-2023



RSU5's mission is to inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement of assessment data collected in District Scorecard

Strategic Objective 1.1:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen and align all social/emotional supports and systems to meet the needs of learners.	1.1E. Implement recommendations per details in the plan: <ul style="list-style-type: none">• Middle School Responsive Classroom Training	Assistant Supt. Lead Guidance Counselor 1 Building Administrator	Observations of new practices through a walkthrough and/or survey.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement of assessment data collected in District Scorecard

Strategic Objective 1.1:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen and align all social/emotional supports and systems to meet the needs of learners.	1.1F. Evaluate the effectiveness of improved of new practices/structures and adjust as necessary.	Assistant Supt. Lead Guidance Counselor 1 Building Administrator	Ongoing reports to Superintendent/Board about effectiveness of new practices.

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Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement of assessment data collected in District Scorecard

Strategic Objective 1.2:	Action Strategies:	Person Responsible	Progress Indicators
Create multiple opportunities to ensure student voice is encouraged and strengthened at the classroom, school, and district level.	1.2E. Continuously evaluate and adjust as needed.	Principals at each school Student participation as appropriate	Ongoing reports to Supt/Board about effectiveness of new practices

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement of assessment data collected in District Scorecard

Strategic Objective 1.3:	Action Strategies:	Person Responsible	Progress Indicators
Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.	1.3A. Identify and assess the effectiveness of all opportunities for physical movements/breaks at the classroom and school level.	Principals at each school	Documentation of assessment process and results.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement of assessment data collected in District Scorecard

Strategic Objective 1.3:	Action Strategies:	Person Responsible	Progress Indicators
Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.	1.3B.Explore/research effective practices in use in other school with similar grade level spans.	Principals at each school	Documentation of assessment process and results.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement of assessment data collected in District Scorecard

Strategic Objective 1.3:	Action Strategies:	Person Responsible	Progress Indicators
Maximize student opportunities for physical movement and adequate breaks to allow students to refresh and recharge for learning.	1.3C. Identify areas in need of improvements and/or additional breaks	Principals at each school	Documented summary of exploration and research findings.

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Goal 1: All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 1.4:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen diversity, equity and inclusion practices	1.4E. Evaluate the effectiveness of implementation from recommendations	Superintendent Assistant Supt. All Staff	Ongoing reports to the Board based upon the recommendations

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 2: All RSU5 students regularly engage in meaningful student centered learning.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 2.2:	Action Strategies:	Person Responsible	Progress Indicators
Expand curricular and extra-curricular choices that respond to students' interests and needs.	2.2B Survey staff and students to identify their areas of interest as the system considers additional courses, mini-courses, activities, clubs, extracurricular choices.	Administrative Team	Written documentation of existing curricular and extra-curricular program components, and expressed areas of interest.

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Goal 2: All RSU5 students regularly engage in meaningful student centered learning.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 2.2:	Action Strategies:	Person Responsible	Progress Indicators
Expand curricular and extra-curricular choices that respond to students' interests and needs.	2.2C Explore and evaluate possible new options for additional program components.	Administrative Team	Written documentation of existing curricular and extra-curricular program components, and expressed areas of interest.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 2: All RSU5 students regularly engage in meaningful student centered learning

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 2.4:	Action Strategies:	Person Responsible	Progress Indicators
Ensure that student growth is measured and communicated in meaningful ways and responds to stakeholder feedback.	2.4C. Ensure comprehensive communication to all stakeholders.	Assistant Superintendent	A. Written report on options considered for improving practices and recommendations to Superintendent.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 3.1:	Action Strategies:	Person Responsible	Progress Indicators
Expand avenues to proactively distribute information about RSU 5 schools and seek feedback from stakeholders.	3.1D. Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders.	Strategic Communication Committee Superintendent	Written recommendation to the Board from Communications Committee. Observation of new/improved practices.

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 3.2:	Action Strategies:	Person Responsible	Progress Indicators
Engage all RSU 5 learners in community based learning both in the classroom and out in the community	3.2B. Survey students and staff to identify additional school based learning opportunities that would align with curriculum and spark student interests.	Assistant Superintendent Building Principals Outreach and Service Learning Coordinator	Documentation of survey and results.

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Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 3.2:	Action Strategies:	Person Responsible	Progress Indicators
Engage all RSU 5 learners in community based learning both in the classroom and out in the community	3.2C. Research community-based learning opportunities that enhance the curriculum.	Assistant Superintendent Building Principals Outreach and Service Learning Coordinator	Written recommendations to Superintendent.

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Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 3.3:	Action Strategies:	Person Responsible	Progress Indicators
Encourage and support strong staff-parent partnerships to enhance student success.	3.3B. Explore/research strategies for improving/expanding/strengthening school-parent partnerships.	Lead Principal Building Principals 2 Parents	Summary of findings

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 3: All RSU5 school-parent-community partnerships are based on strong communication and active involvement to support student success.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 3.3:	Action Strategies:	Person Responsible	Progress Indicators
Encourage and support strong staff-parent partnerships to enhance student success.	3.3C. Develop and recommend a plan of action to encourage more and stronger school-parent partnerships	Lead Principal Building Principals 2 Parents	Written recommendations to Superintendent

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 4.2:	Action Strategies:	Person Responsible	Progress Indicators
Attract and retain highly effective staff	4.2G. Evaluate attrition rate, and other relevant data.	Assistant Superintendent Director of Human Resources Superintendent Strategic Communications Committee	Exit Report

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 4.3:	Action Strategies:	Person Responsible	Progress Indicators
Improve and assure student access to the highest quality school nutrition program.	4.3D. Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.	Director of Nutrition Wellness Committee Nutrition Staff	Annual Maintenance Schedule

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Evidence:

- Improvement on assessments collected on District Scorecard

Strategic Objective 4.3:	Action Strategies:	Person Responsible	Progress Indicators
Improve and assure student access to the highest quality school nutrition program.	4.3E. Make recommendations to the Superintendent.	Director of Nutrition Wellness Committee Nutrition Staff	E. Written recommendations to the Superintendent/Board

Mission: To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions.

Goal 4: RSU5 has well developed and refined finance, facilities, transportation and food service systems to support the learning of all students.

Evidence: Improvement on assessments collected on District Scorecard

Strategic Objective 4.6:	Action Strategies:	Person Responsible	Progress Indicators
Ensure that all facilities are operating efficiently and effectively.	4.6 A Conduct Energy Audit (i.e. lighting) to identify needed improvements in RSU 5 facilities.	Superintendent Director of Transportation and Facilities Director of Finance Sustainability Committee	A. Written report of audit.

Work Plan from Strategic Plan for 2022-2023

	Objective	Action Steps
1	1.1E	Implement recommendations of Social Emotional Plan. a. Revise advisory at FMS b. Professional Development i. Responsive Classroom at the middle schools
2	1.1F	Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.
3	1.2E	Continuously evaluate and adjust as needed.
4	1.3A	Identify and assess the effectiveness of all existing opportunities for physical movement/breaks at the classroom and school level.
5	1.3B	Explore/research effective practices in use in other schools with similar grade level spans.
6	1.3C	Identify areas in need of improvements and/or additional breaks.
7	1.4E	Evaluate the effectiveness of implementation from recommendations.
8	2.2B	Survey staff and students to identify their area of interest as the system considers additional courses, mini-courses, activities, clubs and extra-curricular choices.
9	2.2C	Explore and evaluate possible new options for additional program components.
10	2.4C	Ensure comprehensive communication to all stakeholders. (grading/feedback)
11	3.1D	Develop and implement a plan to improve parent and community communication, including feedback from all stakeholders.
12	3.2B	Survey students and staff to identify additional school based learning opportunities that would align with curricula and spark student interests.
13	3.2C	Explore other school systems that use community based learning strategies.

14	3.3B	Explore/research strategies for improving/expanding/strengthening school-parent partnerships.
15	3.3C	Develop and recommend a plan of action to encourage more and stronger school-parent partnerships.
16	4.2G	Evaluate attrition rate, and other relevant data
17	4.3D	Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule.
18	4.3E	Make recommendations to the superintendent. (nutrition)
19	4.6A	Conduct energy audit to identify needed improvements in RSU 5 facilities. (lighting)
20	4.6B	Develop recommendations for implementing needed improvements.

Other Must Dos

- 1. Cost Sharing**
- 2. Support Staff Negotiations**

				Strategic Plan Timeline																
Objectives	December 2020	January 2021	February 2021	May 2021	December 2021	February 2022	May 2022	September 2022	December 2022	January 2023	May 2023	September 2023	December 2023	May 2024	September 2024	December 2024	May 2025	December 2025	May 2026	September 2026
1.1 Social Emotional											Implement action steps			Evaluate what's working and revise as needed						
1.2 Student Voice					Identify existing opportunities; Explore options for strengthening; Recommend options for implementation		Implement revised practices to further student voice				Evaluate new options for student voice									
1.3 Movement											Identify current opportunities; Explore/research effective practices; Identify areas in need of improvement			Recommendations	Implement recommendations as determined by plan				Evaluate and revise as needed	
1.4 Strengthen diversity, equity and inclusion practices					Equity audit completed	Develop & recommend a plan	Begin to implement recommendations Policy revisions completed; Complete implementation of recommendations									Evaluate effectiveness				
2.1 Student Centered Practices														Explore other options at neighboring schools; Evaluate options and make recommendations; Create plan			Implement recommendations		Continued expansion of student-centered practices; Evaluate effectiveness of changes	
2.2 Curricular/Extra-curricular							Review current offerings				Survey staff/students for expansion; Explore/evaluate new options		Recommendations to the Superintendent for expansion		Implementation of expanded offerings					Evaluating/Adjusting expansion
2.3 Collaboration/Staff Voice				Evaluate effectiveness of new practices																
2.4 Grading/Reporting Practices					Identify needed improvements; Make needed recommendations						Implement improved communications with all stakeholders			Evaluate effectiveness of changes						
2.5 Data				Implement and evaluate protocol																
3.1 Communication with Stakeholders									Develop and implement plan					Evaluate effectiveness and revise as needed						
3.2 Community Based Learning						Identify and assess current happenings					Survey student and staff to identify gaps; Research community-based learning opportunities		Develop and recommend plan to Supt.		Implement expanded options		Continued expansion of community based learning		Evaluate effectiveness of implementation	
3.3 Parent Partnership						Identify current ways parents engage; Explore ways to strengthen partnerships			Explore/research strategies for improving/expanding/strengthening partnerships; Develop and recommend plan of action			Implement plan for improved partnership					Evaluate and revise implemented plan			
4.1 Quality Facilities		Enrollment Study		Explore options for facilities expansions/renovations	Review and update Capital Improvement Plan; Make recommendations to the Board		Implement recommended improvements													

				Strategic Plan Timeline																
Objectives	December 2020	January 2021	February 2021	May 2021	December 2021	February 2022	May 2022	September 2022	December 2022	January 2023	May 2023	September 2023	December 2023	May 2024	September 2024	December 2024	May 2025	December 2025	May 2026	September 2026
4.2 Attract and Retain Highly Effective Staff	Review and improve protocols for required trainings				Develop and recommend a plan to make needed improvements; Implement recommendations per details in the plan						Evaluate attrition rate									
4.3 Student Access to Highest Quality Nutrition Program	Review the quality of the nutrition program and the equity of its access to all students; Make recommendations to the Superintendent				Implement recommended changes in nutrition program and access				Inventory and evaluate major equipment and facilities in all schools, prioritizing repairs and replacement, resulting in an annual maintenance schedule; Make recommendations to the Superintendent											
4.4 Provide all Students ransportation that supports participation in curricular and extra-curricular programs							Make recommendations to improve services for students; Implement recommended improvements													
4.5 Community Engagement in Financial Planning	Assess existing community engagement in financial planning processes													Explore and evaluate options for improving communication regarding financial planning for the district				Make recommendations to the Finance Committee to improve financial planning communication practices	Implement recommended improvements	
4.6 Ensure that all facilities are operating efficiently and effectively										Conduct Energy Audit to identify needed improvements in RSU5 facilities.			Develop & present recommendations for implementing needed improvements to the Board.							



Regional School Unit 5
Durham · Freeport · Pownal

Item # 5.a.

"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Becky Foley, Ph.D., Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
Bonnie Violette, Ph.D., Director of Instructional Support

2022-2023 RSU No. 5 Board of Directors Meeting Schedule
Meetings typically begin at 6:30 p.m. at Freeport High School Library or Cafeteria

August 24, 2022	Business Meeting / Retreat - Harraseeket Inn 4:00 p.m.
September 14, 2022	Business Meeting
September 28, 2022	Business Meeting
October 12, 2022	Business Meeting
October 26, 2022	Business Meeting at Pownal Elementary School
November 9, 2022	Business Meeting
November 30, 2022	Business Meeting at Durham Community School
December 14, 2022	Business Meeting
January 11, 2023	Business Meeting
January 25, 2023	Business Meeting and Superintendent's Recommended Budget
February 1, 2023*	Business Meeting and Budget
February 8, 2023*	Additional Meeting - Budget
February 15, 2023*	Business Meeting and Budget
March 8, 2023	Business Meeting and Budget
March 15, 2023*	Additional Meeting - Budget
March 22, 2023	Business Meeting and Board Adoption of Budget
April 12, 2023	Business Meeting at Pownal Elementary School
April 26, 2023	Business Meeting at Durham Community School
May 10, 2023	Business Meeting
May 24, 2023	Business Meeting and Annual Budget Meeting @ DCS
June 7, 2023*	Additional Meeting
June 14, 2023	Business Meeting

*Dates changed/added to accommodate holidays, other conflicts and budget.

Board of Directors: 6-15-22

**2022-2023 RSU5 Board Work Plan
Draft 7-8-22**

August 24, 2022 Retreat

Review Board Self-Evaluation
District Goals for 2022-2023
Code of Ethics (review/sign)

September 14, 2022

Budget Timeline
Board Vote on 2022-2023 District Goals
Final Work Plan for 22-23
MSMA Fall Conference Information
MSMA Resolutions
Executive Session - Set Supt's Performance Goals

September 28, 2022

MSS Update (Good News, etc.)
MSS Goal Review
Policies

October 12, 2022

MLS Update (Good News, etc.)
MLS Goal Review
Long-range Capital Improvement Plan/Goal Review

October 26, 2022 @ PES

PES Update (Good News, etc.)
PES Goal Review
Policies

November 9, 2022

FMS Update (Good News, etc.)
FMS Goal Review
FHS Goal Review
Community Programs Report/Goal Review

November 30, 2022 @ DCS

DCS Update (Good News, etc.)
DCS Goal Review
Nutrition Report/Goal Review
Athletics Report/Goal Review
Board Committees (due to Freeport election, if needed)
Policies

December 14, 2022

Instructional Support Report/Goal Review
Technology Report/Goal Review
Policies

January 11, 2023

Interim Progress on District Goals
District Scorecard
Executive Session - Interim Progress on Supt's Performance Goals

January 25, 2023

Superintendent's Recommended Budget - Presented
23-24 School Calendar (1st Read)
Policies

February 1, 2023	Budget Review: DCS, FMS, FHS, Athletics FHS Program of Studies
February 8, 2023	Budget Review: MSS, PES, MLS, Inst. Support 23-24 School Calendar (2 nd Read) Cost Sharing Analysis - Presentation (Suzan Beaudoin)
February 15, 2023	Budget Review: Technology, CIA, Nutrition, Community Programs, Facilities & Transp. Executive Session on Administrator Contracts Policies
March 8, 2023	Review of FY24 Superintendent's Budget (Supt. Report) Board Deliberations on Budget
March 15, 2023	Review of FY24 Superintendent's Budget (Supt. Report) Public Input on Budget Board Deliberations on Budget
March 22, 2023	Adopt FY24 Superintendent's Recommended Budget Policies
April 12, 2023 @ PES	6:00 - 6:30 p.m. Q&A on FY24 Board Adopted Budget PES Update (Good News, etc.) Signing of Warrants, for ABM & Referendum Migration of Students
April 26, 2023 @ DCS	6:00 - 6:30 p.m. Q&A on FY24 Board Adopted Budget DCS Update (Good News, etc.) Board Committees (due to Durham election, if needed) Policies
May 10, 2023	6:00 - 6:30 p.m. Q&A on FY23 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session - Superintendent's Evaluation
May 24, 2023 @ DCS	Annual Budget Meeting on FY24 Budget @ DCS (5:00 p.m. Business Mtg. New hires and Executive Session - Superintendent's Evaluation)
June 7, 2023	Recognize Retirees Executive Summary - Staff Satisfaction Survey Schedule of 23-24 Board Meetings 5% Transfer Authority to Finance Committee Policies

June 14, 2023

Computation & Declaration of Votes

Assessment Warrants

**Superintendent Authorization to Hire in the Summer
Organizational Business (Chair/Vice Chair,
Committees)**

Delegate and Alternate for MSMA Fall Conference

Executive Session - Superintendent's Evaluation

Additional Board Agenda Items:

**Routine Business Meeting Items - Superintendent's Report, Finance Report, Reports from Board
Committees, Student/Staff recognitions, Report from Student Representatives, two public comment
sessions on each agenda**

BOARD OF DIRECTORS MEMBER CODE OF ETHICS

Having accepted the challenge of service on the Board, members accept the principles set forth in the following code of ethics to guide them in helping to provide free public education to all the children of RSU No. 5.

Each Board member shall:

- A. view service on the Board of Directors as an opportunity to serve their community, state, and nation because of the belief that public education is the best means to promote the welfare of our people and to preserve our democratic way of life.
- B. at all times think of children first and base their decisions on how they will affect children, their education, and their training.
- C. make no disparaging remarks, in or out of the Board of Directors meetings, about other members of the Board or their opinions.
- D. remember at all times that as an individual they have no legal authority outside the meetings of the Board of Directors, and that they will conduct their relationships with the school staff, the local citizenry, and all media of communications on the basis of this fact.
- E. recognize that their responsibility is not to operate the schools but to see that they are well operated.
- F. seek to provide education for all children in the community commensurate with their needs and abilities.
- G. listen to all citizens but refer all complaints to the proper authorities, and discuss such complaints only at a regular meeting after failure of administrative solution.
- H. abide by a decision graciously once it has been made by the majority of the Board of Directors.
- I. not criticize employees publicly, but make such criticism to the Superintendent for investigation and action, if necessary.
- J. make decisions openly after all facts bearing on a question have been presented and discussed.
- K. refuse to make promises as to how they will vote on a matter that should properly come before the Board of Directors as a whole.

- L. not discuss the confidential business of the Board of Directors at home, on the street, at work, or any location other than during a Board of Directors executive session.
- M. confine his/her Board of Directors action to policy making, planning, and appraisal, leaving the administration of the schools to the Superintendent.
- N. welcome and encourage cooperation and participation by teachers, administrators, and other personnel in developing policies that affect their welfare and that of the children they serve.
- O. endeavor at all times to see that schools have adequate financial support within the capabilities of the community and state, in order that every child may receive the best possible education.
- P. resist every temptation and outside pressure to use their position as a Board member to benefit themselves or any individual or agency apart from the total interest of the school unit.
- Q. endeavor to attend every regular and special Board of Directors meeting recognizing that their presence means representation for their town. If it is not possible for an extended length of time, give consideration to resigning from the position on the Board of Directors.
- R. recognize at all times that the Board of Directors of which they are a member is an agent of the state, and as such, shall abide by the laws of the state and the regulations formulated by the Maine Department of Education and by the State Board of Education.

The Board shall read this policy at the beginning of each school year and each member will sign the acknowledgement form. Any new members to the Board will read this policy and sign acknowledgement during Board orientation.

Cross Reference: BCA-E Board of Directors Member Code of Ethics Annual Acknowledgement Form

Adopted: October 28, 2009
Reviewed: January 26, 2011
Reviewed: December 18, 2013
Revised: October 23, 2019

**BOARD OF DIRECTORS MEMBER CODE OF ETHICS ANNUAL
ACKNOWLEDGEMENT FORM**

As an RSU No. 5 Board member I, _____, have read the
Board of Directors Member Code of Ethics policy (BCA) and will abide by the code of ethics set
forth.

Signature: _____ Date: _____

Approved: October 23, 2019