

REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– AUGUST 28, 2024
HILTON GARDEN INN
5 PARK 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	___ Kara Kaikini
___ Candace deCsipkes	___ Elisabeth Munsen
___ Malik Farlow	___ Maura Pillsbury
___ Cheyenne Farrell	___ Michelle Ritcheson
___ Danielle George	___ Kelly Sink
___ Carolyn Jensen	___ Phoebe Williamson, Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:
A. Consideration and approval of the Minutes of June 12, 2024 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. Reports from Superintendent:
NA

9. Administrator Reports:
NA

10. Board Comments and Committee Reports:
NA

11. Policy Review:
NA

12. Unfinished Business:
NA

- 13. New Business:
 - A. Board of Directors Member Code of Ethics - Acknowledgement

 - B. 2024-2025 Board Meeting Dates

 - C. Boardsmanship - Michael Buescher, Drummond Woodsum

Executive Session: (only the Boardsmanship portion of the agenda will be held in Executive Session)

Consideration and approval to enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(E) to discuss legal roles and responsibilities of the School Board.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

- D. 2023-2024 Board Self-Evaluation

- E. RSU5 Strategic Plan - (2019-2024)
 - 1. Strategic Plan Goal Progress
 - 2. Strategic Plan Support Document (w/Action Strategies)

- F. 2024-2025 Board Work Plan - Draft

- 14. Personnel:
NA

- 15. Public Comments: (10 Minutes)

- 16. Adjournment:

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

**RSU No. 5 Board of Directors Meeting
Wednesday, June 12, 2024 – 6:30 p.m.
Freeport High School - Library
Meeting Minutes**

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the August 28, 2024 meeting).

1. CALLED TO ORDER:

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

- 2. MEMBERS PRESENT:** Colin Cheney, Malik Farlow, Cheyenne Farrell, Carolyn Jensen, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury, Michelle Ritcheson, Kelly Sink
MEMBERS ABSENT: Danielle George. There is a vacant Durham seat.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

A. **VOTED:** To approve the Minutes of June 5, 2024. (Munsen – Jensen) (9 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Addition of Item 4.A.

Addition to Item 8.A. and add 8.B.

Correction to Item 13.F. (should be Article 5)

Remove Item 15. H. from the agenda

6. GOOD NEWS AND RECOGNITION:

None

7. PUBLIC COMMENT:

Ray Grogan, FMS Principal

8. REPORTS FROM SUPERINTENDENT:

A. Resignations: Abigail Leavitt, PES Nurse

Ray Grogan, FMS Principal

Beverly Winn, MSS Ed Tech

Nick Mitch - MLS Ed Tech

Cara Olfene - Community Programs Office Coordinator

B. Retirement: Bill Holt, FHS Ed Tech

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

A. VOTED: That the Computation and Declaration of Votes dated June 12, 2024 and attached hereto be approved.

That the Computation and Declaration of Votes be entered upon the records of Regional School Unit No. 5.

That a certified copy of the Computation and Declaration of Votes be sent to each of the Municipal Clerks of the member municipalities within Regional School Unit No. 5.

(Ritcheson – Sink) (9 – 0)

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, 2024 to June 30, 2025 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 – Farrell) (9 – 0)

13. NEW BUSINESS:

A. VOTED: To authorize the Superintendent to hire staff between June 13, 2024 and the first Board meeting in September 2024. (Jensen – Farrell) (9 – 0)

B. VOTED: To approve the Freeport High School Testing Coordinator stipend position. (Farlow – Sink) (9 – 0)

C. VOTED: To approve Cheyene Farrell as delegate and Maura Pillsbury as alternate to the Maine School Boards Association Annual Delegate Assembly at the Annual Fall Conference. (Munsen – Kaikini) (9 – 0)

D. VOTED: To authorize the Superintendent to hire a Special Education Teacher at Morse Street School for the 2024-2025 school year (one year position). Funding to come from Article 2 Reserve Account. (Sink – Kaikini) (9 – 0)

E. VOTED: To authorize the Superintendent to hire a Grade 5 Teacher at Mast Landing School for the 2024-2025 school year (one year position). Funding to come from Article 1 Reserve Account. (Munsen – Jensen) (9 – 0)

F. A motion was made by Pillsbury, seconded by Farlow to authorize the Superintendent to hire a .5 Guidance Counselor at Durham Community School for the 2024-2025 school year (one year position). Funding to come from Article 5 Reserve Account.

Amendment to the Main Motion: Kaikini made an amendment, seconded by Farlow, to strike the wording “one year position” The amendment passed 9 – 0

Vote on the Main Motion as Amended - Passed 9 – 0

G. VOTED: To authorize the Superintendent to hire up to seven educational technicians (one year positions). Funding to come from Article 2 Reserve Account. (Sink – Pillsbury) (9 – 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, 2024) (Munsen – Farrell) (9 – 0)

- B. **VOTED:** To appoint Elisabeth Munsen as Vice-Chair for the RSU No. 5 Board of Directors (to take effect July 1, 2024) (Pillsbury – Farrell) (9 – 0)

- C. **VOTED:** To add, delete, or consolidate committees and make annual appointments. (Munsen – Jensen) (9 – 0).
 - 1. Negotiations - Professional - George, Pillsbury, Ritcheson
Support Jensen, Farlow
 - 2. Policy - George, Kaikini, Cheney
 - 3. Finance - Jensen, Ritcheson, Munsen
 - 4. Strategic Communications Committee - Pillsbury, Kaikini, Sink
 - 5. Facilities and Operations Committee - Farlow, Sink, Ritcheson
 - 6. Stipend Review Committee - Kaikini, Munsen
 - 7. Maine Region 10 Technical High School Board - Farrell, Cheney
 - 8. Dropout Prevention Committee (BOOST) - Farrell
 - 9. Freeport Cable TV Board - Jensen
 - 10. Wellness Committee - Sink
 - 11. Diversity, Equity, Inclusion - Farlow, Farrell
 - 12. Curriculum and Program Development - George, Jensen, Pillsbury
 - 13. School Attorney - Drummond Woodsum
 - 14. School Physician - Dr. Stephanie Phelps

15. PERSONNEL:

- A - G: VOTED:** To employ the following individuals for the 2024-2025 school year. (Jensen – Munsen) (9 – 0)
 - A. Kayla McGinley - 4th Grade Teacher at Mast Landing School.
 - B. Katie McFarland - Music Teacher at Mast Landing School.
 - C. Paige Fournier - Assistant Principal at Freeport Middle School.
 - D. Dana Reynolds - Music Teacher at Freeport Middle and High Schools.
 - E. Rachel Lira - Social Worker at Freeport High School.
 - F. Ridgely Eckhardt - 4th Grade Teacher at Mast Landing School.
 - G. Gabrielle Henke - Special Education Teacher at Mast Landing School.

16. PUBLIC COMMENT:

None

17. EXECUTIVE SESSION:

VOTED: To enter into Executive Session as outlined in 1 M.R.S.A § 405(6)(A) for the purpose of discussing the Superintendent’s evaluation. (Munsen – Jensen) (9 – 0)

Time In: 8:14 p.m.

Time Out: 9:14 p.m.

18. ACTION AS A RESULT OF EXECUTIVE SESSION:

VOTED: To execute a contract for the Superintendent of Schools as discussed in Executive Session. (Munsen – Jensen) (9 – 0)

19. ADJOURNMENT:

VOTED: To adjourn at 9:18 p.m. (Sink – Cheney) (9 – 0)



Jean M. Skorapa, Superintendent of Schools

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 their 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, December 18, 2013

Revised: October 23, 2019

Reviewed: September 27, 2023

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



Regional School Unit 5
 Durham · Freeport · Pownal

Item # 13.B.

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

Jean Skorapa, Superintendent of Schools
 Kelly Wentworth, Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
 Elisha Morris, Director of Instructional Support

2024-2025 RSU No. 5 Board of Directors Meeting Schedule
Meetings typically begin at 6:30 p.m. at the Freeport High School Library

August 28, 2024	Business Meeting / Retreat - 4:00 p.m. Hilton Garden Inn
September 11, 2024	Business Meeting
September 25, 2024	Business Meeting
October 9, 2024	Business Meeting
October 23, 2024	Business Meeting at Pownal Elementary School
November 6, 2024*	Business Meeting
November 20, 2024*	Business Meeting at Durham Community School
December 11, 2024	Business Meeting
January 8, 2025	Business Meeting
January 22, 2025	Business Meeting and Superintendent's Recommended Budget
February 5, 2025*	Additional Meeting - Budget
February 12, 2025	Business Meeting and Budget
February 26, 2025	Business Meeting and Budget
March 12, 2025	Business Meeting and Budget
March 19, 2025*	Additional Meeting - Budget
March 26, 2025	Business Meeting and Board Adoption of Budget
April 9, 2025	Business Meeting at Durham Community School
April 30, 2025*	Business Meeting at Pownal Elementary School
May 7, 2025*	Business Meeting
May 14, 2025	Business Meeting and Annual Budget Meeting @ DCS
June 4, 2025*	Additional Meeting
June 11, 2025	Business Meeting

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

Board of Directors reviewed: 6-5-24

	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	3	3	3	3	4	4
Board Member 2	3	2	3	4	4	3
Board Member 3	3	3	3	4	4	3
Board Member 4	3	2	2	2	3	3
Board Member 5	3	3	3	3	3	3
Board Member 6	2	3	3	3	3	3
Board Member 7	4	4	4	4	4	4
Board Member 8	3	3	2	2	3	3
Board Member 9	3	3	3	3	4	3
Board Member 10	3	3	2	3	4	3
	3.00	2.90	2.80	3.10	3.60	3.20
Standard 1 Score:	3.10					

Comments:

Strategic plan has become stale and not a helpful guiding document for real progress and student support; new strategic plan will be a good test of the board's vision and ideas. Board lacks a full understanding of the achievements of students and options for improving overall education and impact.

I don't recall any Board training that we undertook this year aside from the MSMA annual fall conference, more opportunities would be great. Vision has definitely felt outdated and needs updating through our strategic planning process.

It is time for a new look at our vision and mission and create new goals. Looking forward to that process! Despite reports and data about student achievement and instruction, district goals and programs, I still don't feel fully informed about what is happening in our district. I have concerns that we only hear the *good* and not much about what truly needs improvement.

I think we could have more presentations and discussion of how effective teacher instruction is and student achievement with data-based information. I think the previous information related to this was vague.

Board Self-Evaluation July 2024 (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	3	4	3	3	4	3
Board Member 2	4	4	4	4	4	2
Board Member 3	3	4	4	4	4	4
Board Member 4	2	3	4	4	4	2
Board Member 5	3	3	3	4	4	2
Board Member 6	3	4	4	4	3	2
Board Member 7	4	4	4	4	4	4
Board Member 8	3	4	3	3	3	2
Board Member 9	3	3	3	3	3	3
Board Member 10	3	4	3	3	4	3
	3.10	3.70	3.50	3.60	3.70	2.70
Standard 2 Score:	3.38					

Comments:

2A: The board should have a more in depth discussion an/or training for new on boarding, board members.
We could do better at developing practices for mentoring incoming board members
The retreat is barely sufficient in building board cohesion and exploration of key needs. Mentorship remains lacking.
Not sure what mentoring is going on currently. I feel we do an exemplary job of respecting one another despite our differences and having productive conversations.
I am grateful for Michelle's leadership. She is clearly experienced and knows the roles and responsibilities of the board very well. Her consistency has been especially appreciated as several senior board members have transitioned out over the last year.
Michelle and Jean do a thorough orientation of roles, responsibilities, policies and procedures, and they are available to answer questions. I would still love to see a more formal board mentorship program for new members so they feel fully supported.
I think there could be a stronger orientation for new members and maybe have an older member be a mentor the firs 6 months to year. I think the policy committee does an excellent job.

Board Self-Evaluation July 2024 (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	3	3	3	3
Board Member 2	4	4	2	4	4
Board Member 3	4	3	2	3	3
Board Member 4	4	3	3	3	2
Board Member 5	4	2	2	3	2
Board Member 6	4	3	2	3	2
Board Member 7	4	4	4	4	4
Board Member 8	3	3	3	3	3
Board Member 9	4	3	3	3	3
Board Member 10	4	3	3	3	3
	3.90	3.10	2.70	3.20	2.90
Standard 3 Score:	3.16				

Comments:

The Board's engagement / advocacy with legislators remains lacking.
I would like more communication with staff. It feels like we are out of touch with the realities of what is going on in our schools. Concerns from parents feel unaddressed, especially around reading curriculum and instructional support.
I look forward to developing the "other vehicles" for gaining input from the community through our strategic planning process. I don't feel like the board is as involved as we could be in advocating for the interests of the district at the local or state level. Rules around this kind of advocacy may not be clear to us, either.
I think we could work on more communication with the community to help them stay engaged on all topics.

Board Self-Evaluation July 2024 (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	3	4
Board Member 2	4	4	4	4	4
Board Member 3	4	3	3	3	3
Board Member 4	4	4	3	4	3
Board Member 5	3	2	2	3	2
Board Member 6	3	3	2	3	2
Board Member 7	4	4	4	4	4
Board Member 8	3	4	3	4	4
Board Member 9	3	3	3	3	3
Board Member 10	3	3	3	3	3
	3.5	3.4	3.1	3.4	3.2
Standard 4 Score:	3.32				

Comments:

The Board should explore ways of providing additional professional development for teachers and staff to meet changing needs of students.

The age of some of our facilities feels like an elephant in the room. We need a new elementary school and air conditioning in all our facilities. We have been putting off these discussions unnecessarily. The RSU cannot recruit enough staff and we have not proactively addressed this despite its impact on students and other employees.

There's been growth in the monitoring of the facilities plan this year. I look forward to seeing that continue in the coming year with consistent leadership. There is still room for improvement in recruiting staff (ie. special ed, ed techs, etc.). Administration turnover is a concern, with hopes for positive, consistent, strong new leadership this year.

Board Self-Evaluation July 2024 (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	4	3	4	3	4	3	3
Board Member 2	4	4	4	4	4	4	4
Board Member 3	4	4	3	3	3	3	3
Board Member 4	4	3	4	4	4	4	4
Board Member 5	4	4	4	4	4	4	3
Board Member 6	3	3	3	3	3	3	3
Board Member 7	4	4	4	4	4	4	4
Board Member 8	3	3	4	3	4	4	4
Board Member 9	3	3	3	3	4	3	4
Board Member 10	3	3	4	3	3	3	3
	3.6	3.4	3.7	3.4	3.7	3.5	3.5
Standard 5 Score:	3.54						

Comments:

I think this is our strongest area.
I am honored to be on this board and pleased that we work so well together!
I think we all work well together for the ultimate goal of supporting the children of this district.

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

Completed			RSU5 Strategic Plan Goal Progress					Board Review: 8-28-24
2024-2025	Begin Strategic Planning Process							
GOAL 1		GOAL 2		GOAL 3		GOAL 4		
OBJECTIVE 1.1		OBJECTIVE 2.1		OBJECTIVE 3.1		OBJECTIVE 4.1		
	ACTION STRATEGY 1.1A		ACTION STRATEGY 2.1A		ACTION STRATEGY 3.1A		ACTION STRATEGY 4.1A	
	ACTION STRATEGY 1.1B		ACTION STRATEGY 2.1B		ACTION STRATEGY 3.1B		ACTION STRATEGY 4.1B	
	ACTION STRATEGY 1.1C		ACTION STRATEGY 2.1C		ACTION STRATEGY 3.1C		ACTION STRATEGY 4.1C	
	ACTION STRATEGY 1.1D		ACTION STRATEGY 2.1D		ACTION STRATEGY 3.1D		ACTION STRATEGY 4.1D	
	ACTION STRATEGY 1.1E		ACTION STRATEGY 2.1E		ACTION STRATEGY 3.1E	OBJECTIVE 4.2		
	ACTION STRATEGY 1.1F		ACTION STRATEGY 2.1F	OBJECTIVE 3.2			ACTION STRATEGY 4.2A	
OBJECTIVE 1.2			ACTION STRATEGY 2.1G		ACTION STRATEGY 3.2A		ACTION STRATEGY 4.2B	
	ACTION STRATEGY 1.2A	OBJECTIVE 2.2			ACTION STRATEGY 3.2B		ACTION STRATEGY 4.2C	
	ACTION STRATEGY 1.2B		ACTION STRATEGY 2.2A		ACTION STRATEGY 3.2C		ACTION STRATEGY 4.2D	
	ACTION STRATEGY 1.2C		ACTION STRATEGY 2.2B		ACTION STRATEGY 3.2D		ACTION STRATEGY 4.2E	
	ACTION STRATEGY 1.2D		ACTION STRATEGY 2.2C		ACTION STRATEGY 3.2E		ACTION STRATEGY 4.2F	
	ACTION STRATEGY 1.2E		ACTION STRATEGY 2.2D		ACTION STRATEGY 3.2F		ACTION STRATEGY 4.2G	
OBJECTIVE 1.3			ACTION STRATEGY 2.2E		ACTION STRATEGY 3.2G	OBJECTIVE 4.3		
	ACTION STRATEGY 1.3A		ACTION STRATEGY 2.2F	OBJECTIVE 3.3			ACTION STRATEGY 4.3A	
	ACTION STRATEGY 1.3B	OBJECTIVE 2.3			ACTION STRATEGY 3.3A		ACTION STRATEGY 4.3B	
	ACTION STRATEGY 1.3C		ACTION STRATEGY 2.3A		ACTION STRATEGY 3.3B		ACTION STRATEGY 4.3C	
	ACTION STRATEGY 1.3D		ACTION STRATEGY 2.3B		ACTION STRATEGY 3.3C		ACTION STRATEGY 4.3D	
	ACTION STRATEGY 1.3E		ACTION STRATEGY 2.3C		ACTION STRATEGY 3.3D		ACTION STRATEGY 4.3E	
	ACTION STRATEGY 1.3F		ACTION STRATEGY 2.3D		ACTION STRATEGY 3.3E	OBJECTIVE 4.4		
OBJECTIVE 1.4		OBJECTIVE 2.4					ACTION STRATEGY 4.4A	
	ACTION STRATEGY 1.4A		ACTION STRATEGY 2.4A				ACTION STRATEGY 4.4B	
	ACTION STRATEGY 1.4B		ACTION STRATEGY 2.4B				ACTION STRATEGY 4.4C	
	ACTION STRATEGY 1.4C		ACTION STRATEGY 2.4C				ACTION STRATEGY 4.4D	
	ACTION STRATEGY 1.4D		ACTION STRATEGY 2.4D			OBJECTIVE 4.5		
	ACTION STRATEGY 1.4E	OBJECTIVE 2.5					ACTION STRATEGY 4.5A	
			ACTION STRATEGY 2.5A				ACTION STRATEGY 4.5B	
			ACTION STRATEGY 2.5B				ACTION STRATEGY 4.5C	
			ACTION STRATEGY 2.5C				ACTION STRATEGY 4.5D	
						OBJECTIVE 4.6		
							ACTION STRATEGY 4.6A	
							ACTION STRATEGY 4.6B	

Green = Completed

2024-2025 Begin Strategic Planning Process

RSU5 Strategic Plan Support Document (2019-2024)

Board 8/28/24

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?
1.1A Identify current existing practices and structures at all grade levels to assess their effectiveness. 1.1B Identify gaps and/or needed improvements in practices/structures. 1.1C Explore options for filling gaps and making improvements, including researching effective practices. 1.1D Develop & recommend a plan to fill gaps and make improvements. 1.1E Implement recommendations per details in the plan. 1.1F Evaluate the effectiveness of improved or new practices/structures and adjust as necessary.	Staff time Possible travel Possible cost factors	Assistant Superintendent Lead Guidance Counselor 1 Building Administrator	1.1A – D June 2020 1.1E Begin implementation September 2020; completed May 2023 1.1F May 2024	1.1 A&B Written documentation of existing practices/structures, strengths and weaknesses, and gaps in practice 1.1C Written report on options considered for changing, adding or improving/ practices/structures 1.1D Written recommendations to Superintendent 1.1E Observation of new practices through a walkthrough, and/or survey 1.1F Ongoing reports to Superintendent /Board about effectiveness of new practices

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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we will accept that this action has successfully been completed?</p>
<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 the 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 May 2023</p> <p>1.3B - D May 2024</p> <p>1.3E - F May 2025</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?
1.4A Conduct a Diversity, Equity and Inclusion Audit through Mid-Atlantic Equity Consortium. 1.4B Develop and recommend a plan for improvement based on audit recommendations. 1.4C Revise policies related to Equity. 1.4D.1 Begin to implement the recommendations per details of the plan. 1.4D.2 Complete implementation of recommendations. 1.4E Evaluate the effectiveness of implementation from recommendations.	Staff time \$50,000 over 2 years	Superintendent Assistant Superintendent All staff Student	1.4A -December 2021 1.4B -February 2022 1.4C - May 2022 1.4D.1 May 2022 1.4D.2 May 2022 1.4E December 2024	1.4A Document of finalized reports. 1.4B Written Report 1.4C Adopted policies 1.4D Dates of professional development, observations of new practices. 1.4E Ongoing reports to the Board based upon the recommendations.

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?
2.1A Establish a shared understanding/definition of characteristics of student centered learning 2.1B Assess current RSU 5 instructional practices to determine alignment with student centered learning characteristics and identify gaps. 2.1C Explore student centered practices in schools in Maine and beyond. 2.1D Evaluate options, make recommendations, and create a plan. 2.1E Implement recommendations per plan. 2.1F Continued expansion of student centered practices. 2.1G Evaluate the effectiveness of improved or new practices. Revise as necessary.	Staff time Possible travel Possible cost factors in recommendations, i.e. professional development	Assistant Superintendent 1 Building Administrator Teachers	2.1A December 2019 2.1 B June 2020 2.1C - D May 2024 2.1E-G May 2025	2.1A Agreed upon and published characteristics of 'RSU 5 student centered learning' 2.1B Written summary documentation of alignment of existing student centered practices 2.1C Written report on options considered for changing instructional practices 2.1D Written recommendations to Superintendent 2.1G Observation of student centered practices in classrooms 2.1G Ongoing reports to Supt/Board on effectiveness of student centered instructional practices

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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<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-F May 2022</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.

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

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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step within the next year</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<p>2.4A. Identify needed improvements in assessment, grading and reporting practices, based on stakeholder feedback.</p> <p>2.4B. Make needed recommendations for changes.</p> <p>2.4.C. Ensure comprehensive communication to all stakeholders.</p> <p>2.4D Evaluate the effectiveness of improved practices and adjust as necessary.</p>	<p>Staff time</p>	<p>Assistant Superintendent</p>	<p>2.4A - B December 2021</p> <p>2.4C May 2022</p> <p>2.4.D May 2025</p>	<p>2.4 A - C Written report on options considered for improving practices and recommendations to Superintendent</p> <p>2.4D Gather feedback from stakeholder groups on satisfaction level with communication. Share results with Superintendent/Board</p>

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.

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

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

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

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<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</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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<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 Super-intendent</p> <p>Building Principals</p> <p>Outreach and Service Learning Coordinator</p>	<p>3.2.A February 2022</p> <p>3.2B- D September 2024</p> <p>3.2E-G May 2025</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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<p>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 the Board. 4.1D Implement recommended improvements.</p>	<p>Staff time Costs associated with recommendations</p>	<p>Superintendent Director of Transportation and Facilities Director of Finance</p>	<p>4.1A December 2021 4.1B May 2021 4.1C December 2021 4.1D May 2022</p>	<p>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</p>

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?
4.2A Review and assess the effectiveness of existing practices and policies to attract and retain quality staff (include induction & mentoring practices). 4.2B Research effective practices. 4.2C Identify gaps and/or needed improvements in practices/policies. 4.2D Review and improve protocols for required trainings. 4.2E Develop and recommend a plan to make needed improvements, including impacted stakeholders. 4.2F Implement recommendations in the plan. 4.2G Evaluate attrition rate, and other relevant data.	Staff time Possible cost factors in recommendations	Assistant Superintendent Director of Finance and Human Resources Superintendent Strategic Communications Committee	4.2A - C June 2020 4.2D December 2020 4.2E December 2021 4.2F December 2021 4.2G May 2023	4.2A - D Written documentation of assessment of existing practices/policies. 4.2E Written recommendations to Superintendent 4.2G Exit report

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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<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 May 2023</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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we would accept that this action has successfully been completed?</p>
<p>4.4A Assess existing bus runs for safety and timeliness.</p> <p>4.4B Explore options to provide transportation for all curricular and extracurricular 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?
4.5A Assess existing community engagement in financial planning processes. 4.5B Explore and evaluate options for improving communication regarding financial planning for the district. 4.5C Make recommendations to the Finance Committee to improve financial planning communication practices. 4.5D Implement recommended improvements.	Staff time Possible cost factors in recommendations	Director of Finance and Human Resources Superintendent	4.5A December 2020 4.5B-C May 2024 4.5D September 2024	4.5A - B Written documentation of existing communication practices and options considered for improvements 4.5C Written recommendations to Superintendent/ Finance Committee 4.5D Solicit feedback from various stakeholders

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.

<p>ACTION STRATEGIES What specific actions will be taken to achieve the goal?</p>	<p>RESOURCES NEEDED What financial & human resources are needed to do this work?</p>	<p>PERSON RESPONSIBLE Who will oversee the completion of this piece of the work?</p>	<p>COMPLETION DATE Estimated date for completion of this action step.</p>	<p>PROGRESS INDICATORS What is the evidence we will accept that this action has successfully been completed?</p>
<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 - B May 2024</p>	<p>4.6A Written report of the audit.</p> <p>4.6B Board Agenda</p>

**2024-2025 RSU5 Board Work Plan
7-24-24 Draft**

August 28, 2024 Retreat	Review Board Self-Evaluation District Goals for 2024-2025 Code of Ethics (review/sign)
September 11, 2024	Budget Timeline Board Vote on 2024-2025 District Goals Final Work Plan for 2024-2025 Executive Session - Set Supt's Performance Goals
September 25, 2024	FMS Basketball Courts MSS Update MSS Goal Review MSMA Fall Conference Information MSMA Resolutions Policies
October 9, 2024	FHS Student Leadership Team FMS Update FMS Goal Review FHS Update FHS Goal Review Community Programs Report/Goal Review
October 23, 2024 @ PES	Sabbatical Request PES Update PES Goal Review Policies
November 6, 2024	MLS Update MLS Goal Review Walter C. and Louise B. Stetson Scholarship Facilities Dept. Capital Improvement Plan Report/Goal Review Transportation Department Report/Goal Review
November 20, 2024 @ DCS	DCS Update DCS Goal Review Nutrition Department Report/Goal Review Athletics Department Report/Goal Review Board Committees (due to Freeport election, if needed) Policies
December 11, 2024	Instructional Support Department Report/Goal Review Technology Department Report/Goal Review Policies

January 8, 2025	Interim Progress on District Goals District Scorecard FHS Program of Studies Executive Session - Interim Progress on Supt's Performance Goals
January 22, 2025	Superintendent's Recommended Budget - Presented 2025-2026 School Calendar (1 st Read) Policies
February 5, 2025	Budget Review: MSS, PES, MLS, Inst. Support
February 12, 2025	Budget Review: DCS, FMS, FHS, Athletics 2025-2026 School Calendar (2 nd Read)
February 26, 2025	Budget Review: Region Ten, Technology, CIA, Nutrition, Community Programs, Facilities, Transportation Executive Session on Administrator Contracts Policies
March 12, 2025	Review of FY26 Superintendent's Budget (Supt. Report) Board Deliberations on Budget
March 19, 2025	Review of FY26 Superintendent's Budget (Supt. Report) Public Input on Budget Board Deliberations on Budget
March 26, 2025	Public Input on Budget Adopt FY26 Superintendent's Recommended Budget Policies
April 9, 2025 @ DCS	6:00 - 6:30 p.m. Q&A on FY26 Board Adopted Budget Signing of Warrants for ABM & Referendum Migration of Students
April 30, 2025 @ PES	6:00 - 6:30 p.m. Q&A on FY26 Board Adopted Budget Board Committees (due to Durham election, if needed) Policies
May 7, 2025	6:00 - 6:30 p.m. Q&A on FY26 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session (Just BOD) - Superintendent's Evaluation
May 14, 2025 @ DCS	Annual Budget Meeting on FY26 Budget @ DCS (5:00 p.m. Business Mtg. for New hires)

June 4, 2025

Recognize Retirees
Schedule of 25-26 Board Meetings
5% Transfer Authority to Finance Committee
Delegate and Alternate for MSMA Fall Conference
Policies
Executive Session (Just BOD)- Superintendent's Evaluation)

June 11, 2025

Computation & Declaration of Votes
Assessment Warrants
Superintendent Authorization to Hire in the Summer
Organizational Business (Chair/Vice Chair, Committees)
Executive Session (Board & Supt)- 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