

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS
WEDNESDAY– SEPTEMBER 13, 2023
FREEPORT HIGH SCHOOL - LIBRARY
6:30 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
___ Malik Farlow
___ Danielle George
___ Susana Hancock
___ Kara Kaikini

___ Elisabeth Munsen
___ Maura Pillsbury
___ Michelle Ritcheson
___ Kelly Sink
___ Madelyn Vertenten
___ Teagan Davenport – Student Representative

3. Pledge of Allegiance:

4. Consideration of Minutes:

A. Consideration and approval of the Minutes of August 23, 2023 as presented barring any errors or omissions.

Motion: _____ 2nd: _____ Vote: _____

5. Adjustments to the Agenda:

6. Good News & Recognition:

A. Report from Board's Student Representative (10 Minutes)

7. Public Comments: (10 Minutes)

8. Reports from Superintendent: (15 Minutes)

A. Items for Information

1. Opening of School
2. Summer Resignations and Professional Staff Hires

9. Administrator Reports:

None

10. Board Comments and Committee Reports:

- A. Finance Committee (10 Minutes)
- B. Strategic Communications Committee (10 Minutes)
- C. Policy Committee (10 Minutes)

11. Policy Review:
None

12. Unfinished Business:

- A. Board's Work Plan for 2023-2024 (10 Minutes)
- B. FY25 Budget Timeline (10 Minutes)
- C. Consideration and approval to add, delete, or consolidate committees and make annual appointments. (Board member names indicate committee members from the 2022-2023 School Year). (20 Minutes)

1. Negotiations (2-3)

Professional (Ritcheson, _____, Hancock)

Support (deCsipkes, Vertenten)

2. Policy (3) (deCsipkes, Vertenten, Cheney)

3. Finance (3) (Pillsbury, Ritcheson, Munsen)
(One member from each town)

4. Strategic Communications Committee (2-3) (deCsipkes, Kaikini, Vertenten)

5. RSU5 Community Programs Advisory Committee (1) (Pillsbury)

6. Maine Region 10 Technical High School Board (2) (deCsipkes, _____)

7. Dropout Prevention Committee - BOOST (1) (_____)

8. Stipend Review Committee (2) (_____, Munsen)

9. Freeport Cable TV Board (1) (Hancock)

10. Freeport Performing Arts Center Advisory Committee (1) (Vertenten)

11. Safety Committee (2) (Cheney, _____)

12. Wellness Committee (1) (Sink)

13. Sustainability (2) (Cheney, Hancock)

14. Diversity, Equity, Inclusion (2) (Cheney, Hancock)

Motion: _____ 2nd: _____ Vote: _____

D. Board Self-Evaluation (30 Minutes)

E. Strategic Plan Review (30 Minutes)

F. Consideration and approval of the RSU5 District Goals for 2023-2024. (10 Minutes)

Motion: _____ 2nd: _____ Vote: _____

13. New Business:

None

14. Personnel:

None

15. Public Comments: (10 Minutes)

16. Executive Session:

A. Consideration and approval 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.

Motion: _____ 2nd: _____ Vote: _____

Time In _____ Time Out _____

17. Action as a Result of Executive Session:

18. Adjournment:

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

Item # 4.A.

**RSU No. 5 Board of Directors Meeting
Wednesday, August 23, 2023 – 4:00 p.m.
Hilton Garden Inn - 5 Park Street, Freeport, ME
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 September 13, 2023 meeting).

1. CALLED TO ORDER:

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

2. MEMBERS PRESENT: Colin Cheney, Candace deCsipkes, Malik Farlow, Danielle George, Susana Hancock, Kara Kaikini, Elisabeth Munsen, Maura Pillsbury (arrived at 7:45 p.m.), Michelle Ritcheson, Kelly Sink, Madelyn Vertenten.

MEMBERS ABSENT: There was no student representative present.

3. PLEDGE OF ALLEGIANCE:

4. CONSIDERATION OF MINUTES:

VOTED: To approve the Minutes of June 14, 2023. (Hancock – Vertenten) (10 – 0)

5. ADJUSTMENTS TO THE AGENDA:

Addition of Items #14 A., B., and C.

Move Item #14 after Item #13 A.

6. GOOD NEWS AND RECOGNITION:

None

7. PUBLIC COMMENT:

None

8. REPORTS FROM SUPERINTENDENT:

None

9. ADMINISTRATOR REPORTS:

None

10. BOARD COMMENTS AND COMMITTEE REPORTS:

None

11. POLICY REVIEW:

None

12. UNFINISHED BUSINESS:

None

13. NEW BUSINESS:

A. Board of Director Member Code of Ethics Acknowledgement

Item #14 was moved here

14. PERSONNEL:

- A. VOTED:** To authorize the Superintendent to hire an additional Teacher of English to Speakers of Other Languages (TESOL) for the 2023-2024 school year (one year position). Funding for the teacher to come from Multilingual (EL) Hardship Funds. (Sink – Vertenten) (10 – 0)
- B. VOTED:** To authorize the Superintendent to hire an additional teacher at Mast Landing School - 5th Grade Class Size Reduction Teacher for the 2023-2024 school year (one year position). Funding for the teacher to come from contingency funds. (Vertenten – Kaikini) (10 – 0)
- C. VOTED:** To authorize the Superintendent to hire an additional Educational Technician for Multilingual Learners for the 2023-2024 school year (one year position). Funding for the Educational Technician to come from Multilingual (EL) Hardship Funds. (Munsen – Kaikini) (10 – 0)

Returned to Item #13

- B. Boardsmanship - Michael Buescher, Drummond Woodsum (only the Boardsmanship portion of the agenda was held in Executive Session)**

VOTED: 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. (Hancock – George) (10 – 0)

Time In: 4:55 p.m.

Time Out: 8:24 p.m.

Action as a result of Executive Session:
None

- C. Board Self-Evaluation**

D. RSU5 Board Committees - Vote was tabled until September 13, 2023

Consideration of approval to add, delete, or consolidate committees and make annual appointments. (Board member names indicate committee members from the 2022-2023 School Year).

1. Negotiations (2-3)

Professional (Ritcheson, _____, Hancock)

Support (deCsipkes, Vertenten)

2. Policy (3) (deCsipkes, Vertenten, Cheney)

- 3. Finance (3) (Pillsbury, Ritcheson, Munsen)
(One member from each town)

- 4. Strategic Communications Committee (2-3) (deCsipkes, Kaikini, Vertenten)

- 5. RSU5 Community Programs Advisory Committee (1) (Pillsbury)

- 6. Maine Region 10 Technical High School Board (2) (deCsipkes, _____)

- 7. Dropout Prevention Committee - BOOST (1) (_____)

- 8. Stipend Review Committee (2) (_____, Munsen)

- 9. Freeport Cable TV Board (1) (Hancock)

- 10. Freeport Performing Arts Center Advisory Committee (1) (Vertenten)

- 11. Safety Committee (2) (Cheney, _____)

- 12. Wellness Committee (1) (Sink)

- 13. Sustainability (2) (Cheney, Hancock)

- 14. Diversity, Equity, Inclusion (2) (Cheney, Hancock)

E. Work Slated for the 2023-2024 School Year

- 1. Board Meeting Dates
- 2. Board Work Plan *DRAFT*

F. RSU5 Strategic Plan - Overview - This Item was tabled until September 13, 2023

- 1. Strategic Plan Goals and Objectives
- 2. Strategic Plan Support Document (w/Action Strategies)
- 3. RSU5 Board Goals 2023-2024 *DRAFT*
- 4. Strategic Plan Goal Progress
- 5. Timeline

15. PUBLIC COMMENT:

None

16. ADJOURNMENT:

VOTED: To adjourn at 9:34 p.m. (Munsen – Hancock) (11 – 0)



Jean M. Skorapa, Superintendent of Schools

Summer Professional Staff Hires

John Davis, FHS Special Education Teacher
Ashley Blouin, MSS 2nd Grade Teacher
Brian Smalley, FHS .5 ELA Teacher
Karina Magee, FHS .5 Spanish
Linda Van Vranken, FHS French Teacher (one year)
Laura Dunbar, DCS Librarian
Theresa Allocca, DCS Counselor
Jessica Trahan, MLS 3rd Grade Teacher
Anna Cushman, MSS 2nd Grade (one year)
Suzanne Hamilton, MLS Literacy Strategist (one year)
Jacqueline Adams, FMS .5 ELA Teacher

Summer Resignations

Karen Sylvain, Bus Driver
Eliza Damone, DCS Librarian
Lynsey Teel, PES Ed Tech
Zoe Pascuzzo, MLS Ed Tech
Jeffrey Morse, Computer Technician
Terry Hickey, FMS ELA Teacher
Ciprian Marinut, Community Programs Athletics Coordinator
Colby Wagner, FMS Ed Tech
Sonja Morrison, FMS Ed Tech
Peter Sullivan, MSS Custodian
Peg Armstrong, Instructional Strategist
Kaley Petros, PES 3rd Grade Teacher



Regional School Unit 5
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"To inspire and support every learner by challenging minds, building character, sparking creativity, and nurturing passions."

Jean Skorapa, Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

Finance Committee Minutes
June 14, 2023
Freeport High School Cafeteria

In Attendance:

Beth Munsen, Chair
Michelle Ritcheson
Maura Pillsbury
Jean Skorapa
Peggy Brown

Chair Munsen called the meeting to order at 5:03 p.m.

FY23 Financial Update:

Peggy reviewed the May financial document with the committee. She noted it shows 82.3% of revenues received and 78.1% of the budget spent with 92% of the fiscal year completed. At the time the May financial report was printed on June 1st, the Freeport required local and additional local payments, state subsidy, and bank interest had not yet been recorded. Interest for the month of May was \$37,330.94.

Peggy and Jean have been watching expenditures in Article 4. The Finance Committee voted to move up to \$15,000.00 from Article 1 to Article 4 if necessary. This was motioned by Michelle Ritcheson and seconded by Beth Munsen. The vote was unanimous.

Peggy informed the Finance Committee that the \$1.54 detail for Article 10 had been addressed with our auditor Marge Hall. Marge confirmed it was fine the way Peggy reflected the transaction.

Maura Pillsbury inquired about capital items which were not completed. Jean explained that due to not having a Director of Facilities, some of the tasks were not completed. She will have the new Director of Facilities, Glen Reynolds, take a fresh look at the capital improvement goals. Jean said we were able to accomplish items such as the Morse Street School fence project. The committee also discussed that the \$400,000.00 figure has been used for several years and they may want to discuss increasing that, possibly to \$450,000.00 in years to come.

Jean mentioned it might be wise to plan a reserve account for Special Education Out-of-District funds next year.

FY22 Audit Update:

Marge Hall of Berry, Talbot, Royer was present at this meeting. She reviewed her audit report with the committee. The final report will be available later in the week and she will submit it to the DOE, meeting our audit extension deadline of June 30th, 2023.

Adjournment:

Chair Munsen requested a motion to adjourn at 6:08 p.m. The motion was provided by Maura Pillsbury and was seconded by Beth Munsen. Vote was unanimous (Munsen, Ritcheson, Pillsbury).

Respectfully submitted,

Peggy Brown
Interim Director of Finance & HR



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Item# 10.B.

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

Jean Skorapa, Superintendent of Schools
Peggy Brown, Interim Director of Finance & Human Resources

Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

Strategic Communications Committee
June 15, 2023
8:30 a.m. - Superintendent's Office
Minutes

Committee: Strategic Communications

Meeting date: June 15, 2023

Submitted by: Jean Skorapa, Superintendent

Committee Members in attendance: Candy deCsipkes, Kara Kaikini, Maddy Vertenten

Members absent: None

Agenda Items and Discussion:

1. Workplace Satisfaction Survey - Analysis

The Committee began the work of analyzing the comments from the Workplace Satisfaction Survey that was distributed to all staff members in May.

2. Future Meetings:

Thursday, July 6, 2023 @ 8:30 a.m.

Wednesday, July 26, 2023 @8:30



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

Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

Strategic Communications Committee
July 6, 2023
8:30 a.m. - Superintendent's Office
Minutes

Committee: Strategic Communications

Meeting date: July 6, 2023

Submitted by: Jean Skorapa, Superintendent

Committee Members in attendance: Candy deCsipkes, Kara Kaikini, Maddy Vertenten

Members absent:

Agenda Items and Discussion:

1. **Workplace Satisfaction Survey - The committee continued working to analyze the results of the survey.**
2. **Future Meetings:**
Wednesday, July 26, 2023 @8:30



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Cynthia Alexander, Assistant Superintendent of Schools
June Sellers, Ed.D., Director of Instructional Support

Strategic Communications Committee
July 26, 2023
8:30 a.m. - Superintendent's Office
Minutes

Committee: Strategic Communications

Meeting date: July 6, 2023

Submitted by: Jean Skorapa, Superintendent

Committee Members in attendance: Candy deCsipkes, Kara Kaikini, Maddy Vertenten

Members absent:

Agenda Items and Discussion:

1. **Workplace Satisfaction Survey - The committee continued the work of analyzing the results of the survey. A report with the results will be presented to the RSU5 Board of Directors in September.**



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June Sellers, Ed.D., Director of Instructional Support

Policy Committee Report

Committee: Policy
Zoom Meeting date: June 22, 2023
Chair: Maddy Vertenten
Committee Members in attendance: Maddy Vertenten, Candy deCsipkes, Colin Cheney
Administrator: Cynthia Alexander
Absent: N/A
Guests: Jean Skorapa, Superintendent of Schools

The following draft policy was finalized and will go to the Board for 1st read in September.

ACAAA Transgender and Gender Expansive Students.

The next meeting will be held by Zoom on September 8, 2023 at 8:45 a.m.

Submitted by: Cynthia Alexander

TRANSGENDER AND GENDER EXPANSIVE STUDENTS

A. PURPOSE

The purposes of this policy are to: (1) foster a learning environment that is safe and free from discrimination, harassment and bullying; and (2) assist in the educational and social integration of transgender and gender expansive students in our schools. This policy is intended to be interpreted in light of applicable federal and state laws/regulations, as well as other applicable Board policies, procedures and school rules.

This policy is not intended to anticipate every possible situation that may occur, since the needs of particular students and families may differ depending on the student's age and other factors. The programs, facilities and resources of each school may also differ. Administrators and school staff are expected to consider the needs of students on a case-by-case basis, and to utilize this policy and other available resources.

B. DEFINITIONS

The following definitions are not intended to provide rigid labels for students, but to assist in discussing and addressing the needs of students. Excepting those which are specifically defined in Maine law (indicated by "*quoted text*"), the terminology in this area is constantly evolving, and preferences for particular terminology vary widely. Administrators, school staff, volunteers, students and others who interact with students are expected to be sensitive to the ways in which individual transgender and gender expansive students may wish to be identified. However, for the sake of brevity, this policy refers to "transgender students" and "gender expansive students."

1. *Sexual orientation* – Sexual orientation is defined in the Maine Human Rights Act as an individual's "*actual or perceived heterosexuality, bisexuality, homosexuality or gender identity or expression.*"
2. *Gender identity* – Gender identity is defined in the Maine Human Rights Act as "*gender-related identity, appearance, mannerisms or other gender-related characteristics of an individual, regardless of the individual's assigned sex at birth.*"
3. *Gender expression* – The manner in which a person represents or expresses gender to others, such as through clothing, hairstyles, activities, voice, behaviors or mannerisms.
4. *Gender expansive* – An umbrella term used to describe a person who expands notions of gender expression and identity beyond a perceived or expected societal gender binary (male/female).
5. *Transgender* – An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.
6. *Transition* – The process by which a person transitions from presenting as one gender to another. Transgender students under the age of 18 may be in a process of social transition from one gender to another, regardless of whether or not they are undergoing medical interventions.

C. RIGHTS OF TRANSGENDER AND GENDER EXPANSIVE STUDENTS

The Maine Human Rights Act prohibits discrimination, bullying, and harassment against students because they're transgender.

Children have a constitutional right not to have intimate facts about their lives disclosed without their consent. Public school staff have the responsibility of upholding the rights of transgender students to equal access to education under Maine law along with other school policies that maintain the safety and well-being of all our students.

D. SUPPORT PLAN FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

Gender identity or expression is a personal decision and does not require public affirmation.

If and when a student requests a support plan or if the administration determines it is necessary, the following procedure will be used:

1. The student and/or their parent(s)/guardian(s) should contact the building administrator or the student's school counselor or trusted school staff person. In the case of a student who has not yet enrolled in school, the appropriate building administrator should be contacted.
2. A designated staff person will meet with the student to discuss the student's preferences, needs and accommodations. If requested by the student, a meeting will be scheduled to discuss the student's needs, and may include other participants at the request of the student, such as parents/guardians, other school staff, and/or outside providers and/or support persons.
3. In the case of a student who has not yet discussed a change in their gender identity with their parent(s)/guardian(s), the designated staff person will discuss parent/guardian involvement with the student to ensure that the student feels safe and supported.
4. The school will develop a support plan in consultation with the student and other relevant meeting participants to address the student's particular needs. If the student has an IEP and/or a 504 Plan, the provisions of these plans should be taken into consideration when developing a plan for addressing transgender and gender expansive issues within the school program.
5. The school administration may request documentation from family/guardians and/or outside providers if deemed necessary to assist in developing a plan appropriate for the student.
6. Any support plan developed must be reviewed and approved by the building administrator and ensure alignment with other existing plans. If the parties developing the plan cannot reach an agreement about the elements of the student's plan, the Superintendent/designee shall be consulted.

E. GUIDANCE ON SPECIFIC ISSUES

1. **Privacy:** All students have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. In some cases, a student may want school staff and students to know that they are transgender or gender expansive, and in other cases the student may not want this information to be widely known. Accordingly:

- a. The student's support plan shall be kept confidential and shared only with individuals attending the plan development meeting, the Superintendent/designee, others with a bona fide need to know.

b. As part of the development of the student's plan, the discussion should include what information may be shared, to whom the information may be shared, and how the information should be shared.

c. School staff should take care to follow the student's plan and not to inadvertently disclose information that is intended to be kept private or that is protected from disclosure (such as confidential medical information, the student's transgender status, their legal name, or sex assigned at birth).

d. School staff should keep in mind that under FERPA, student records may only be accessed and disclosed to parents/guardians and to staff with a legitimate educational interest in the information. Disclosures to others should only be made with appropriate authorization from the administration and/or parents/guardians.

2. School Records: Schools are required to maintain a large number of records for students. If a student makes a legal change in their name and/or gender, appropriate documentation should be provided to the building administrator and records will be changed.

A student who has not legally changed their name and/or gender may still request that the school unit utilize their preferred name and/or gender on school records, and this request will be honored to the extent that the school unit is not legally required to use a student's legal name or gender on particular records. This information should be included in any plan developed for the student.

If a student requests a change to their name and/or gender in school records without parental approval, the Superintendent should be consulted, and the matter resolved on a case-by-case basis. Students should be informed that parents/guardians have a right to access all education records of their child. This information should be discussed in the development of the student's plan.

In the event of a student transferring to a new school unit from RSU5, the building administrator will designate a person who will inform the new school unit or out-of-district school program that the student's records indicate a change in name preference, and what the student's prior and current name preferences are.

3. Names/Pronouns: The student should be addressed by school staff, substitutes, volunteers and other students by the name and pronoun corresponding to their gender identity that is expressed at school.

4. Restrooms: Students are permitted to use the restrooms that most closely match their gender identity. If any student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations such as a single-occupancy toilet facility or a staff facility. However, the student shall not be required to use a separate non-communal facility over their objection.

5. Locker Rooms: The student is permitted to use the locker room that most closely matches their gender identity. If the student expresses a need for privacy, they will be provided with access to reasonable alternative facilities or accommodations, such as using a separate stall, a staff facility, or an alternative schedule.

6. Other Gender-Segregated Facilities or Activities: As a general rule, in any other facilities or activities when students may be separated by gender, the student may participate in accordance with their gender identity. Participation in interscholastic athletic activities will be addressed in accordance with current Maine Principals Association guidelines and procedures.

7. Dress Code: Transgender or gender expansive students may dress in accordance with any applicable requirements in the dress code or school rules.

F. SAFETY AND SUPPORT FOR TRANSGENDER AND GENDER EXPANSIVE STUDENTS

1. School staff are expected to comply with any plan developed for a transgender or gender expansive student.
2. School staff are expected to promptly notify the building administrator or other designated support person for the student if there are concerns about the support plan, or about the student's safety or welfare.
3. School staff should be sensitive to the fact that transgender and gender expansive students can be at higher risk for being bullied or harassed, and should immediately notify the appropriate administrator if they become aware of a problem.
4. As part of the support plan development, the concerned parties should discuss safe zones (ex. main office, counselor's office) the student may access at any time the student feels unsafe or uncomfortable. A support person (and possibly a back-up person) should also be identified for each student.

G. STAFF TRAINING AND INFORMATIONAL MATERIALS

1. Teachers and other staff who have responsibilities for a transgender student with a plan will receive support in implementing the plan. The Superintendent and/or building administrators may institute in-service training and/or distribute educational materials regarding the legal rights, personal safety and emotional wellbeing of transgender and gender expansive students.

Legal Reference: 5 MRSA §§ 4553(5-C), (9-C); 4592(9)
Maine Human Rights Act 5MRSA §§ 4602

Cross Reference: AC–Non Discrimination/Equal Opportunity and Affirmative Action
ACAA – Harassment and Sexual Harassment of Students
ACAD – Hazing
JICK – Bullying

Adopted: _____

**2023-2024 RSU5 Board Work Plan
Draft 8-28-23**

August 23, 2023 Retreat

Review Board Self-Evaluation
District Goals for 2023-2024
Code of Ethics (review/sign)

September 13, 2023

Budget Timeline
Board Vote on 2023-2024 District Goals
Final Work Plan for 2023-2024
Executive Session - Set Supt's Performance Goals

September 27, 2023

MSS Update
MSS Goal Review
MSMA Fall Conference Information
MSMA Resolutions
Policies

October 11, 2023

FMS Update
FMS Goal Review
FHS Update
FHS Goal Review
Workplace Satisfaction Survey - Executive Summary
Community Programs Report/Goal Review

October 25, 2023 @ PES

PES Update
PES Goal Review
Multilingual Learners
Policies

November 8, 2023

MLS Update
MLS Goal Review
Facilities Dept. Capital Improvement Plan Report/Goal Review
Transportation Department Report/Goal Review

November 29, 2023 @ 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 13, 2023

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

January 10, 2024	Interim Progress on District Goals District Scorecard FHS Program of Studies Executive Session - Interim Progress on Supt's Performance Goals
January 24, 2024	Superintendent's Recommended Budget - Presented Mental Health Support for Students 2024-2025 School Calendar (1 st Read) Policies
February 7, 2024	Budget Review: DCS, FMS, FHS, Athletics
February 14, 2024	Budget Review: MSS, PES, MLS, Inst. Support 2024-2025 School Calendar (2 nd Read)
February 28, 2024	Budget Review: Technology, CIA, Nutrition, Community Programs, Facilities, Transportation Executive Session on Administrator Contracts Policies
March 13, 2024	Review of FY25 Superintendent's Budget (Supt. Report) Board Deliberations on Budget
March 20, 2024	Review of FY25 Superintendent's Budget (Supt. Report) Public Input on Budget Board Deliberations on Budget
March 27, 2024	Public Input on Budget Adopt FY25 Superintendent's Recommended Budget Policies
April 10, 2024 @ PES	6:00 - 6:30 p.m. Q&A on FY25 Board Adopted Budget Signing of Warrants for ABM & Referendum Migration of Students
April 24, 2024 @ DCS	6:00 - 6:30 p.m. Q&A on FY25 Board Adopted Budget Board Committees (due to Durham election, if needed) Policies
May 8, 2024	6:00 - 6:30 p.m. Q&A on FY25 Board Adopted Budget Appointment of Probationary Teachers Comprehensive Education Plan Executive Session (Just BOD) - Superintendent's Evaluation

May 15 or 22, 2024 @ FHS

**Annual Budget Meeting on FY25 Budget @ FHS
(5:00 p.m. Business Mtg. for New hires)**

June 5, 2024

**Recognize Retirees
Schedule of 24-25 Board Meetings
5% Transfer Authority to Finance Committee
Delegate and Alternate for MSMA Fall Conference
Policies
Executive Session (Just BOD)- Superintendent's Evaluation)**

June 12, 2024

**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

FY25 RSU5 Budget Timeline
7-26-23 Draft

September 13, 2023	Budget Timeline to Board
TBD (December)	Leadership Meeting w/ Towns
<hr/>	
January 24, 2024	Superintendent's Recommended Budget
February 7, 2024	Budget Review: DCS, FMS, FHS, Athletics
February 14, 2024	Budget Review: MSS, PES, MLS, Inst. Support
February 28, 2024	Budget Review: Technology, CIA, Nutrition, Community Programs, Facilities, Transportation
March 13, 2024	Review of FY25 Superintendent's Budget Board Deliberations on Budget
March 20, 2024	Review of FY25 Superintendent's Budget Public Input on Budget Board Deliberations on Budget
March 27, 2024	Public Input on Budget Adopt FY25 School Budget
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April 10, 2024 @ PES	6:00-6:30 p.m. Q&A on FY25 Board Adopted Budget Signing of Warrants for ABM & Referendum
April 24, 2024 @ DCS	6:00-6:30 p.m. Q&A on FY25 Board Adopted Budget
May 8, 2024	6:00-6:30 p.m. Q&A on FY25 Board Adopted Budget
May 15 or 22, 2024 @ FHS	Annual Budget Meeting (ABM) on the FY25 Budget Board Meeting
June 11, 2024	Budget Validation Referendum (BVR)
June 12, 2024	Computation & Declaration of Votes Assessment Warrants

Board of Directors Review:

RSU5 Board Committees

DRAFT 9/13/23

<p>FACILITIES AND OPERATIONS</p> <p><i>PROPOSED STANDING COMMITTEE</i></p> <p>PROPOSED NEW COMMITTEE</p> <p>Jean Skorapa/Glen Reynolds</p> <ul style="list-style-type: none"> NEW* NEW NEW 	<p>FINANCE</p> <p>Kelly Wentworth</p> <ul style="list-style-type: none"> Elisabeth Munsen* Maura Pillsbury Michelle Ritcheson* 	<p>NEGOTIATIONS</p> <p>Jean Skorapa</p> <p><u>Professional</u></p> <ul style="list-style-type: none"> Vacant Susana Hancock Michelle Ritcheson* <p><u>Support</u></p> <ul style="list-style-type: none"> Candy deCsipkes* Maddy Vertenten 	<p>POLICY</p> <p>Cynthia Alexander</p> <ul style="list-style-type: none"> Colin Cheney* Candy deCsipkes Maddy Vertenten
<p>STIPEND REVIEW</p> <p><i>PROPOSED STANDING COMMITTEE</i></p> <p>Jean Skorapa</p> <ul style="list-style-type: none"> Vacant Elisabeth Munsen* 	<p>STRATEGIC COMMUNICATIONS</p> <p>Jean Skorapa</p> <ul style="list-style-type: none"> Candy deCsipkes Kara Kaikini Maddy Vertenten* 	<p>CURRICULUM AND PROGRAM DEVELOPMENT</p> <p><i>PROPOSED NEW COMMITTEE</i></p> <p>Cynthia Alexander</p> <ul style="list-style-type: none"> NEW NEW* 	<p>DIVERSITY, EQUITY INCLUSION</p> <p>Dr. June Sellers/Jean Skorapa</p> <ul style="list-style-type: none"> Colin Cheney Susana Hancock
<p>DROPOUT PREVENTION (BOOST)</p> <p>Cynthia Alexander</p> <ul style="list-style-type: none"> Vacant 	<p>FREEPORT CABLE TV</p> <ul style="list-style-type: none"> Susana Hancock 	<p>MAINE REGION 10 TECHNICAL HIGH SCHOOL</p> <ul style="list-style-type: none"> Candy deCsipkes Vacant 	<p>WELLNESS COMMITTEE</p> <p>Erin Dow</p> <ul style="list-style-type: none"> Kelly Sink
<p>FREEPORT PERFORMING ARTS CENTER COMMITTEE</p>	<p>RSU5 COMMUNITY PROGRAMS</p>	<p>SAFETY</p>	<p>SUSTAINABILITY COMMITTEE</p>

STANDING COMMITTEE

REQUIRED COMMITTEES

OTHER COMMITTEES

**RSU5 Board of Directors
Committees
Draft 9-13-23**

<p>Curriculum and Program Development Committee PROPOSED NEW</p>	<p>Two members sit on the committee. The committee will be updated with progress occurring in the district. <i>Meets once each trimester at 2:30 p.m. during the school year.</i></p>
<p>Diversity, Equity and Inclusion (DEI) Committee</p>	<p>Two members sit on the committee. <i>Meets the second Tuesday of each month at 7:00 a.m.</i></p>
<p>Dropout Prevention (BOOST) Committee</p>	<p>One Board member per policy serves as a representative. The committee is charged with meeting at least annually to plan for decreasing the number of students who do not complete their education. <i>Meets at 2:30 p.m. once in the Fall.</i></p>
<p>Facilities and Operations Committee PROPOSED STANDING COMMITTEE PROPOSED NEW COMMITTEE</p>	<p>Three members. Conducts periodic reviews of school facilities and buildings, and reports to the Board. Recommends additions, deletions, and/or changes to facilities needed to support the school programs. Develops and recommends a maintenance schedule for buildings, grounds, and transportation. Conducts studies, reviews proposals, and determines the impact on maintenance costs, usage, and sustainability efforts. Works with building committees and renovations committees as needed. Reviews data regarding the operation of the Freeport Performing Arts Center, develops a long-term plan for maintenance and makes recommendations for appropriate usage fees. <i>Meets at 5:00pm before the second Board meeting of the month.</i></p>
<p>Finance Committee</p>	<p>Three members, one representative from each town per policy. Committee provides oversight for finance operations of the RSU. <i>Meets at 5:00pm before the first Board meeting of the month.</i></p>
<p>Freeport Cable TV Board Committee</p>	<p>One member serves as the school representative on the Freeport Cable TV Board. <i>Meetings scheduled by the Town of Freeport.</i></p>
<p>Freeport Performing Arts Center Committee Proposed - Fold Function into Facilities and Operations</p>	<p>One member serves. The Committee meets two times a year to consider procedures, fees, and review data regarding operation of the FPAC.</p>
<p>Maine Region Ten Technical High School Committee</p>	<p>Two Board members serve on the Maine Region Ten Technical High School Board of Directors. All traditional Board functions are carried out by the Region 10 board which is made up of representatives of the three sending school towns</p>

	(Brunswick, Freeport and SAD 75) Note: we have filled one of the positions with a community member in the past. <i>Meets at 6:00 p.m. the 3rd Monday of the month.</i>
Negotiations Committee	Two or three members for professional and two members for support staff. Take part in active contract negotiations on behalf of the school system with each employee union. Activities may involve negotiating successor agreements. The major time commitment arises when current contracts require renewal.
Policy Committee	Three members. Policy topics and issues are generated by referral from the Board, at the request of the Superintendent, changes in law and recommendations from MSMA. <i>Meets monthly during the school year.</i>
RSU5 Community Programs Committee <i>Proposed - Currently stakeholders pulled together as needed</i>	One member. This group is advisory to Community Programs. A board member attends regularly as a liaison.
Safety Committee <i>Proposed - Fold Function into Facilities and Operations</i>	Two members sit on the committee, charged with annual review/update of the Safety Plans. Meetings vary depending upon the workload. Typically, three meetings a year.
Stipend Review Committee <i>PROPOSED STANDING COMMITTEE</i>	Two members sit on the committee per CBA. Contractually any new stipend request comes with Administrator approval to the committee; their recommendation goes to the CEA then the full Board for final action. Reviews all stipend positions periodically. <i>Meets at 3:45 p.m. if needed.</i>
Strategic Communications Committee	Two or Three members. The Strategic Communications Committee provides oversight for the Strategic Framework implementation and facilitates communication between the RSU5 Board and the public. <i>Meets four times a year.</i>
Sustainability Committee <i>Proposed - Fold Function into Facilities and Operations and Curriculum</i>	Two members sit on the committee. Committee meets first Tuesday of each month at 7:30 a.m.
Wellness Committee	One member. <i>Meets bi-monthly during the school year are held after school.</i>

STANDING COMMITTEE

REQUIRED COMMITTEES

OTHER COMMITTEES

FACILITIES and OPERATIONS COMMITTEE

ROLE OF THE COMMITTEE

The purpose of the Facilities and Operations Committee is to review space needs, develop a long-range plan for facilities and capital needs, and make recommendations to the Board.

MEMBERSHIP

The Facilities Committee shall consist of the following:

- Three members of the Board of Directors
- The Superintendent and/or the Director of Facilities shall serve as the administrative liaison to the Committee.

RESPONSIBILITIES

- Conduct periodic reviews of school facilities and buildings, and reports to the Board.
- Recommend additions, deletions, and/or changes to facilities needed to support school programs and ensure safety.
- Develop and recommend a maintenance schedule for buildings, grounds, and transportation.
- Conduct studies, review proposals, and determine the impact on maintenance costs, usage, and sustainability efforts.
- Work with building committees and renovations committees as needed.
- Reviews data regarding the operation of the Freeport Performing Arts Center, develops a long-term plan for maintenance and makes recommendations for appropriate usage fees.

MEETINGS

This Standing Committee of the Board of Directors shall meet monthly during the school year.

Regular monthly meetings shall be scheduled one month in advance and notice of meetings posted as specifically required by policy.

Special Meetings may be convened by the Committee Chairman, or at the request of the Board Chair, upon 24 hours' notice to the committee.

All meetings are open to the public.

CURRICULUM AND PROGRAM DEVELOPMENT COMMITTEE

ROLE OF THE COMMITTEE

The role of the Curriculum and Program Development Committee is to develop a deeper understanding of the curriculum work being completed in the district in order to provide a detailed report to the Board of Directors three times yearly.

MEMBERSHIP

The Curriculum Committee shall consist of the following:

- Two members of the Board of Directors
- The Assistant Superintendent shall serve as the administrative liaison to the Committee.

RESPONSIBILITIES

- Review data regarding the progress of the current District working curriculum committee.
- Report updates to the Board three times a year.

MEETINGS

This Committee of the Board of Directors shall meet once a trimester during the school year.

Meetings shall be scheduled one month in advance and notice of meetings posted as specifically required by policy.

All meetings are open to the public.

COMMITTEE MEMBERSHIP

Required/Highly Recommended			
Tier 1 Finance (3) Region 10 (2) Dropout (1) Stipend (2) Negotiation (2-3) Chair/Vice (2)	Tier 2 Policy (3) Strategic Comm - (2-3) Equity (2)	Tier 3 Safety Wellness Sustainability	Tier 4 Cable Board FPAC Community Prog

(recommended membership)

* Advisory Committees (membership doesn't change yearly)

Beth Vice Chair Finance Stipend	Candy Support Negotiations Region 10 Policy Strategic Comm	Danielle	Colin Policy Equity Safety Sustainability	Malik	Susana Prof. Negotiations Equity Sustainability Cable Board	Kara Strategic Comm	Maddy Support Negotiations Policy Strategic Comm FPAC	Maura Finance Comm Prog	Michelle Chair Finance Prof. Negotiations	Kelly Wellness
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** Maura is also a member of the MSBA Board

Updated: 11-9-22
 Revised: 2-1-23
 Revised: 4-1-23
 Revised: 7-1-23

	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	4	3	4	4	2
Board Member 2	3	2	3	2	4	3
Board Member 3	2	2	3	3	4	3
Board Member 4	4	3	3	3	4	3
Board Member 5	3	3	3	3	4	3
Board Member 6	3	3	2	3	3	3
Board Member 7	4	4	4	4	4	4
Board Member 8	3	3	4	4	4	3
Board Member 9	3	3	3	3	3	3
	3.11	3.00	3.11	3.22	3.78	3.00
Standard 1 Score:	3.20					

Comments:

I think opportunities for board improvement (training, seminars) beyond the fall Maine school board weekend could be made more available? I think we do a great job monitoring the superintendent and district/school goals but sometimes I don't feel I am doing as well as I could.

I'd like to see a review of how our mission and goals are communicated to the community. What communication pathways are we using and how effective are they in the community's perspective?

I believe there is more progress to be made in the regular monitoring of achievement and instruction. Our district scorecard is reviewed only once per year. I'm not sure the definition of regularly, but I would expect something more in line with quarterly or semi annually. Perhaps there are other tools we are using that I'm not thinking of around what that looks like but since it specifically says data driven, the score card is what comes to mind.

I also would like to learn more around the vocational and extra curricular impacts.

Board Self-Evaluation July 2023 (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	3	3	3	3	3
Board Member 2	3	3	4	3	3	2
Board Member 3	3	3	4	4	3	3
Board Member 4	3	4	4	4	4	3
Board Member 5	3	3	4	4	3	4
Board Member 6	3	3	3	3	3	3
Board Member 7	4	4	4	3	3	3
Board Member 8	4	4	3	4	3	3
Board Member 9	3	4	3	4	4	3
	3.33	3.44	3.56	3.56	3.22	3.00
Standard 2 Score:	3.35					

Comments:

I think we do all of these well, but don't excel. For example, we talk about the importance of a unified voice, but I've heard/heard of some anomalies.

I feel confident and secure in our board operating procedures due to Michelle's experienced leadership. I trust her and learn from her at every meeting. I wonder if we should set up a more formal peer mentorship for new board members. (Assign new board members to veteran board members and encourage them to check in with one another regularly and as needed.) I am sure there are models out there to consider adopting.

I think the board does an exemplary job of speaking with a unified voice even when we disagree, and the relationship and responsibilities with the superintendent are very positive.

Board Self-Evaluation July 2023 (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	4	2
Board Member 2	3	3	2	3	2
Board Member 3	3	3	2	2	2
Board Member 4	4	4	3	4	4
Board Member 5	4	3	3	3	2
Board Member 6	4	3	3	3	2
Board Member 7	4	3	4	4	3
Board Member 8	4	3	3	3	2
Board Member 9	4	3	3	3	2
	3.78	3.11	2.89	3.22	2.33
Standard 3 Score:	3.07				

Comments:

I really like our board/superintendent relations now. I think we have areas to grow in the legislature, as I feel that is not a priority of ours.

I don't recall much effort to gather input or support from the community aside from having open board meetings and calls/emails encouraging people to vote.

I believe we still have not done an excellent job of advocating with our legislators.

	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	3	4	1 Does Not Meet
Board Member 2	4	4	3	3	3
Board Member 3	4	3	3	3	3
Board Member 4	4	4	2	4	4
Board Member 5	3	4	3	3	3
Board Member 6	3	3	3	3	3
Board Member 7	4	4	3	4	4
Board Member 8	4	3	4	4	4
Board Member 9	4	3	2	3	3
	3.78	3.56	2.89	3.44	3.38
Standard 4 Score:	3.41				

Comments:

Really happy with lots of this. However, I have concerns about facilities. I think our approach of reworking this role into two is a good move, but I don't think it has been a strength for much of the year and maybe over the past few.

I felt the board and safety committee did not do its due diligence in investigating alternative safety drills to ALICE and how they have evolved since the original decision was made to use that training program. Legislation was passed and the state will form a committee to research best practices as a direct result of what occurred in our district and the dissatisfaction of parents in our community.

Board Self-Evaluation July 2023 (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	4	4	4	4	4	4
Board Member 2	3	3	3	3	3	3	3
Board Member 3	3	3	3	3	3	3	3
Board Member 4	4	4	4	4	4	4	4
Board Member 5	3	3	3	3	4	4	4
Board Member 6	3	3	3	3	3	3	3
Board Member 7	4	3	4	4	3	3	4
Board Member 8	4	4	4	4	3	3	4
Board Member 9	3	4	4	4	4	3	3
	3.33	3.44	3.56	3.44	3.33	3.44	3.33
Standard 5 Score:	3.41						

Comments:

I feel that I am comfortable stating my opinions, but I don't feel that we all always feel this because of the heightened politics of school boards right now.
I continue to feel so much gratitude for the way this Board operates. While everyone does not always agree, we communicate in a respectful way with the children's educational best interests at heart.
I feel this board works very well together in a positive, constructive, and respectful way that is beneficial to the operations of our district, our communities, and the duties we are responsible for carrying out, which is why I have rated it so highly this year.

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 9/14/22)

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 (2019-2025)

Board Review???

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.

<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>1.1A 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.

<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 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?
<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 - G May 2024</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.

<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 Superintendent</p> <p>Building Principals</p> <p>Outreach and Service Learning Coordinator</p>	<p>3.2A 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).</p> <p>4.1B Explore options for improving facilities expansions/renovations.</p> <p>4.1C Make recommendations to Board.</p> <p>4.1D Implement recommended improvements.</p>	<p>Staff time</p> <p>Costs associated with recommendations</p>	<p>Superintendent</p> <p>Director of Transportation and Facilities</p> <p>Director of Finance</p>	<p>4.1A December 2021</p> <p>4.1B May 2021</p> <p>4.1C December 2021</p> <p>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</p> <p>4.1B Written documentation of options</p> <p>4.1C Written recommendations</p> <p>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.

<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>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.

<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 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.

<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>4.5A 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-C May 2024</p> <p>4.5D September 2024</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.

<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>

RSU5 Strategic Plan Goal Progress

GOAL 1

OBJECTIVE 1.1

ACTION STRATEGY 1.1A
 ACTION STRATEGY 1.1B
 ACTION STRATEGY 1.1C
 ACTION STRATEGY 1.1D
 ACTION STRATEGY 1.1E
 ACTION STRATEGY 1.1F

OBJECTIVE 1.2

ACTION STRATEGY 1.2A
 ACTION STRATEGY 1.2B
 ACTION STRATEGY 1.2C
 ACTION STRATEGY 1.2D
 ACTION STRATEGY 1.2E

OBJECTIVE 1.3

ACTION STRATEGY 1.3A
 ACTION STRATEGY 1.3B
 ACTION STRATEGY 1.3C
 ACTION STRATEGY 1.3D
 ACTION STRATEGY 1.3E
 ACTION STRATEGY 1.3F

OBJECTIVE 1.4

ACTION STRATEGY 1.4A
 ACTION STRATEGY 1.4B
 ACTION STRATEGY 1.4C
 ACTION STRATEGY 1.4D
 ACTION STRATEGY 1.4E

GOAL 2

OBJECTIVE 2.1

ACTION STRATEGY 2.1A
 ACTION STRATEGY 2.1B
 ACTION STRATEGY 2.1C
 ACTION STRATEGY 2.1D
 ACTION STRATEGY 2.1E
 ACTION STRATEGY 2.1F
 ACTION STRATEGY 2.1G

OBJECTIVE 2.2

ACTION STRATEGY 2.2A
 ACTION STRATEGY 2.2B
 ACTION STRATEGY 2.2C
 ACTION STRATEGY 2.2D
 ACTION STRATEGY 2.2E
 ACTION STRATEGY 2.2F

OBJECTIVE 2.3

ACTION STRATEGY 2.3A
 ACTION STRATEGY 2.3B
 ACTION STRATEGY 2.3C
 ACTION STRATEGY 2.3D

OBJECTIVE 2.4

ACTION STRATEGY 2.4A
 ACTION STRATEGY 2.4B
 ACTION STRATEGY 2.4C
 ACTION STRATEGY 2.4D

OBJECTIVE 2.5

ACTION STRATEGY 2.5A
 ACTION STRATEGY 2.5B
 ACTION STRATEGY 2.5C

GOAL 3

OBJECTIVE 3.1

ACTION STRATEGY 3.1A
 ACTION STRATEGY 3.1B
 ACTION STRATEGY 3.1C
 ACTION STRATEGY 3.1D
 ACTION STRATEGY 3.1E

OBJECTIVE 3.2

ACTION STRATEGY 3.2A
 ACTION STRATEGY 3.2B
 ACTION STRATEGY 3.2C
 ACTION STRATEGY 3.2D
 ACTION STRATEGY 3.2E
 ACTION STRATEGY 3.2F
 ACTION STRATEGY 3.2G

OBJECTIVE 3.3

ACTION STRATEGY 3.3A
 ACTION STRATEGY 3.3B
 ACTION STRATEGY 3.3C
 ACTION STRATEGY 3.3D
 ACTION STRATEGY 3.3E

GOAL 4

OBJECTIVE 4.1

ACTION STRATEGY 4.1A
 ACTION STRATEGY 4.1B
 ACTION STRATEGY 4.1C
 ACTION STRATEGY 4.1D

OBJECTIVE 4.2

ACTION STRATEGY 4.2A
 ACTION STRATEGY 4.2B
 ACTION STRATEGY 4.2C
 ACTION STRATEGY 4.2D
 ACTION STRATEGY 4.2E
 ACTION STRATEGY 4.2F
 ACTION STRATEGY 4.2G

OBJECTIVE 4.3

ACTION STRATEGY 4.3A
 ACTION STRATEGY 4.3B
 ACTION STRATEGY 4.3C
 ACTION STRATEGY 4.3D
 ACTION STRATEGY 4.3E

OBJECTIVE 4.4

ACTION STRATEGY 4.4A
 ACTION STRATEGY 4.4B
 ACTION STRATEGY 4.4C
 ACTION STRATEGY 4.4D

OBJECTIVE 4.5

ACTION STRATEGY 4.5A
 ACTION STRATEGY 4.5B
 ACTION STRATEGY 4.5C
 ACTION STRATEGY 4.5D

OBJECTIVE 4.6

ACTION STRATEGY 4.6A
 ACTION STRATEGY 4.6B

Completed

2023-2024 Work

Strategic Plan Timeline (Board Review _____)

Objectives	December 2020	January 2021	May 2021	December 2021	February 2022	May 2022	December 2022	May 2023	September 2023	May 2024	September 2024	December 2024	May 2025
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		Explore/research effective practices; Identify areas in need of improvement; Make recommendations			Implement; 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; 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; Recommend; Implementation of expanded offerings; Expand/Evaluate					
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			

Strategic Plan Timeline (Board Review _____)

Objectives	December 2020	January 2021	May 2021	December 2021	February 2022	May 2022	December 2022	May 2023	September 2023	May 2024	September 2024	December 2024	May 2025
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;		Continued expansion of community based learning; Implement; Evaluate
3.9 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 expansion/renovations	Review and update Capital Improvement Plan; Make recommendations to the Board		Implement recommended improvements							
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 transportation 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	Implement recommended improvements		

Strategic Plan Timeline (Board Review _____)

Objectives	December 2020	January 2021	May 2021	December 2021	February 2022	May 2022	December 2022	May 2023	September 2023	May 2024	September 2024	December 2024	May 2025
4.6 Ensure that all facilities are operating efficiently and effectively										Conduct Energy Audit to identify needed improvements in RSU5 facilities; Develop and present recommendations			

RSU 5 Goals 2023-2024



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.	1.1F Evaluate the effectiveness of improved or 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 1.3:	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.

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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 1.3:	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 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.	1.3D 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.	Principals at each school	Written record of recommendations to Superintendent

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 2.1:	Action Strategies:	Person Responsible	Progress Indicators
Review, research, and explore options for the implementation of student centered instructional practices.	2.1C Explore student centered practices in schools in Maine and beyond.	Assistant Superintendent 1 Building Administrator Teachers	Written report on options considered for changing instructional practices

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 2.1:	Action Strategies:	Person Responsible	Progress Indicators
Review, research, and explore options for the implementation of student centered instructional practices.	2.1D Evaluate options, make recommendations, and create plan.	Assistant Superintendent 1 Building Administrator Teachers	Written recommendations to Superintendent

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 2.1:	Action Strategies:	Person Responsible	Progress Indicators
Review, research, and explore options for the implementation of student centered instructional practices.	2.1E Implement recommendations per plan.	Assistant Superintendent 1 Building Administrator Teachers	Written recommendations to Superintendent

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 2.1:	Action Strategies:	Person Responsible	Progress Indicators
Review, research, and explore options for the implementation of student centered instructional practices.	2.1F Continued expansion of student centered practices.	Assistant Superintendent 1 Building Administrator Teachers	Written recommendations to Superintendent

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 2.1:	Action Strategies:	Person Responsible	Progress Indicators
Review, research, and explore options for the implementation of student centered instructional practices.	2.1G Evaluate the effectiveness of improved or new practices. Revise as necessary.	Assistant Superintendent 1 Building Administrator Teachers	Written 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.	3.1E Evaluate effectiveness and adjust as necessary.	Strategic Communication Committee Superintendent	Ongoing reports to Board about communications strategies

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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.	3.3D Implement recommendations.	Lead Principal Building Principals 2 Parents	Feedback from teachers, parents, students as appropriate

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 4.5:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen community engagement and support in short and long term financial planning.	4.5B Explore and evaluate options for improving communication regarding financial planning for the district.	Director of Finance and Human Resources Superintendent	Written documentation of existing communication practices and options considered for improvements

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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 4.5:	Action Strategies:	Person Responsible	Progress Indicators
Strengthen community engagement and support in short and long term financial planning.	4.5C Make recommendations to the Finance Committee to improve financial planning and communication practices.	Director of Finance and Human Resources Superintendent	Written recommendations to Superintendent/ Finance Committee

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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.	4.6A Conduct Energy Audit (i.e. lighting) to identify needed improvements in RSU 5 facilities.	Superintendent Director of Transportation and Facilities Director of Finance	Written report of audit.

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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.	4.6B Develop & present recommendations for implementing needed improvements to the Board.	Superintendent Director of Transportation and Facilities Director of Finance	Board Agenda