

**REGULAR MEETING OF RSU NO. 5 BOARD OF DIRECTORS  
WEDNESDAY– DECEMBER 9, 2015  
FREEPORT MIDDLE SCHOOL– CAFETERIA  
6:30 P.M. REGULAR SESSION  
AGENDA**

I. The meeting was called to order at \_\_\_p.m. by Chair Michelle Ritcheson

II. Attendance:

___ Louise Brogan	___ John Morang
___ Kathryn Brown	___ Beth Parker
___ Jeremy Clough	___ Brian Pike
___ Candace deCsipkes	___ Michelle Ritcheson
___ Naomi Ledbetter	___ Lindsay Sterling
	___ Valeria Steverlynck

III. Pledge of Allegiance:

IV. Consideration and approval of the Minutes of November 18, 2015.

A. Consideration and approval of the Minutes of November 18, 2015 as presented barring any errors or omissions.

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

V. Adjustments to the Agenda:

VI. Special Presentation:

A. Ray Grogan – 8<sup>th</sup> Grade Interdisciplinary Project

VII. Public Comments:

VIII. Superintendent's Report

A. Items for Information

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

IX. Unfinished Business:

A. Consideration and approval of Maine Region Ten Technical High School Cooperative Agreement.

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

X. New Business:

A. Consideration and approval of the following Policy (1<sup>st</sup> reading: Packet #3)

1. IKF – Graduation Requirements

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

**B. Consideration and approval of the recommendations from the Freeport High School Building Advisory Committee.**

Motion:\_\_\_\_\_2<sup>nd</sup>:\_\_\_\_\_Vote:\_\_\_\_\_

**XI. Workshop:**

**A. FY 17 Budget**

- Pro Forma Budget
- School Board Budget Principles

**XII. Adjournment:**

Motion:\_\_\_\_\_2<sup>nd</sup>:\_\_\_\_\_Vote:\_\_\_\_\_Time:\_\_\_\_\_

IV.A.

RSU No. 5 Board of Directors Meeting  
Wednesday, November 18, 2015 – 6:30 p.m.  
Freeport High School - Library  
Meeting Minutes

(NOTE: These Minutes are not official until approved by the Board of Directors. Such action, either to approve or amend and approve, is anticipated at the December 9, 2015 meeting).

**CALLED TO ORDER:**

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

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

**MEMBERS ABSENT:**

**III. PLEDGE OF ALLEGIANCE:**

**IV. MINUTES:**

**A. VOTED: (1)** To approve the Minutes of October 28, 2015.

(Parker – Steverlynck) (9 – 0: 2 Abstentions Brogan and Clough Reason: Not a member of the Board on October 28, 2015)

**VOTED: (2)** To approve the Minutes of November 4, 2015. (Parker – Steverlynck) (11 – 0)

**V. ADJUSTMENTS TO THE AGENDA:**

Amended Agenda to reflect Unfinished Business A.

**VI. GOOD NEWS & RECOGNITION:**

A. Report from FHS Student Government – No Report

B. National Merit Commended Student – Madeleine Squibb was recognized for her accomplishment.

C. Boys Cross Country Team – MPA Class B State Champions – The boys were recognized for their performance at the State meet.

**VII. PUBLIC COMMENTS:**

Chris Grimes, Freeport

**VIII. SUPERINTENDENT'S REPORT:**

A. Items for Information

1. *Board and Administrator*, November 2015

2. Professional Learning Communities: Key Questions and Example

3. Moors & Cabot information on FHS project savings

B. Administrator Reports

1. Morse Street School – Julie Nickerson, Principal

Ms. Nickerson reported on school highlights, upcoming events and the work staff is doing on SMART Goals.

2. Freeport High School – Brian Campbell, Principal  
Mr. Campbell reported on school highlights and the work the High School staff is doing on SMART Goals.
3. Athletics – Craig Sickels, Director  
Mr. Sickels reported on fall participation numbers and accomplishments.
4. Finance – Kelly Wentworth, Director  
Ms. Wentworth provided an update on finances.

**IX. UNFINISHED BUSINESS:**

- A. **VOTED: (3)** To approve delaying awarding Proficiency Based Diplomas.  
(Morang – Steverlynck) (11 – 0)
- B. Discussion of Maine Region Ten Technical High School  
John Morang provided the Board with an update on recent action taken by the Region Ten Board.
- C. **VOTED: (4)** To approve the following Policies (2<sup>nd</sup> Read: Packet #2)
  1. JLF – Reporting Child Abuse and Neglect
  2. JLF-R – Reporting Child Abuse and Neglect – Administrative Procedure
  3. EBAA – Chemical Hazards
  4. ECB – Pest Management in School Facilities and on School Grounds
  5. IGA – Curriculum Development and Adoption  
(Pike – Sterling) (11 – 0)

**X. NEW BUSINESS:**

- A. **VOTED: (5)** To approve the following stipend positions:
  1. Middle School Green/Environmental Team
  2. Middle School Writing Club
  3. Middle School Coding Club
  4. Mast Landing Drama Club
  5. Mast Landing Student Council
  6. District Odyssey of the Mind Coordinator
  7. Ropes Course Coordinator (2 positions)
  8. K-8 Music Enrichment (4 positions)
  9. K-8 Art Enrichment (4 positions)
  10. Chair of Professional Certification Committee
  11. FMS/FHS Band Director (split into two positions)
  12. FHS Band Director  
(Sterling – Ledbetter) (11 – 0)
- B. **VOTED: (6)** To appoint Michelle Ritcheson as Chair for RSU No. 5 Board of Directors (effective for the December 9, 2015 meeting). (Ledbetter – deCsipkes) (11 – 0)

**VOTED: (7)** To appoint Beth Parker as Vice-Chair for RSU No. 5 Board of Directors (effective for the December 9, 2015 meeting). (deCsipkes – Steverlynck) (11 – 0)

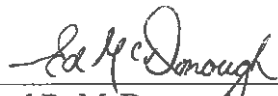
**C. VOTED: (8)** To appoint Jeremy Clough to the Safety Committee.  
(Brown – Steverlynck) (11 – 0)

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

- A. Strategic Communications – Candy deCsipkes provided the Board with a summary of the November 5, 2015 meeting.
- B. Leadership Meeting – Michelle Ritcheson provided an update on the three town leadership meeting. Efficiencies, RSU5 budget calendar and additional meetings were discussed.

**XII. ADJOURNMENT:**

**VOTED: (9)** To adjourn at 9:30 p.m. (Ledbetter – Pike) (11 – 0)

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

School Board  
12/9/15  
Hunter Ind.

# How PLCs Do Data RIGHT

*The defining characteristic of a successful professional learning community? It uses data to improve student learning.*

**Richard DuFour**

**L**et's begin with the assumption that the fundamental purpose of schooling is to ensure high levels of learning for all students. It follows, then, that the most important criterion for determining whether educators are "doing data right" is whether their use of data leads to improved student learning.

Unfortunately, this was not my assumption when I started as a classroom teacher in the 1970s. Like most teachers then, my use of data was limited to monitoring attendance and assigning grades to my students.

I was actually quite proud of the assessments I created to determine student grades. Unlike many of my colleagues, who relied exclusively on multiple-choice, matching, and true-or-false questions because they were easier to grade, I included at least one comprehensive essay question and a few short-answer items on every unit test. I felt these more open-ended queries gave me greater insight into student understanding.

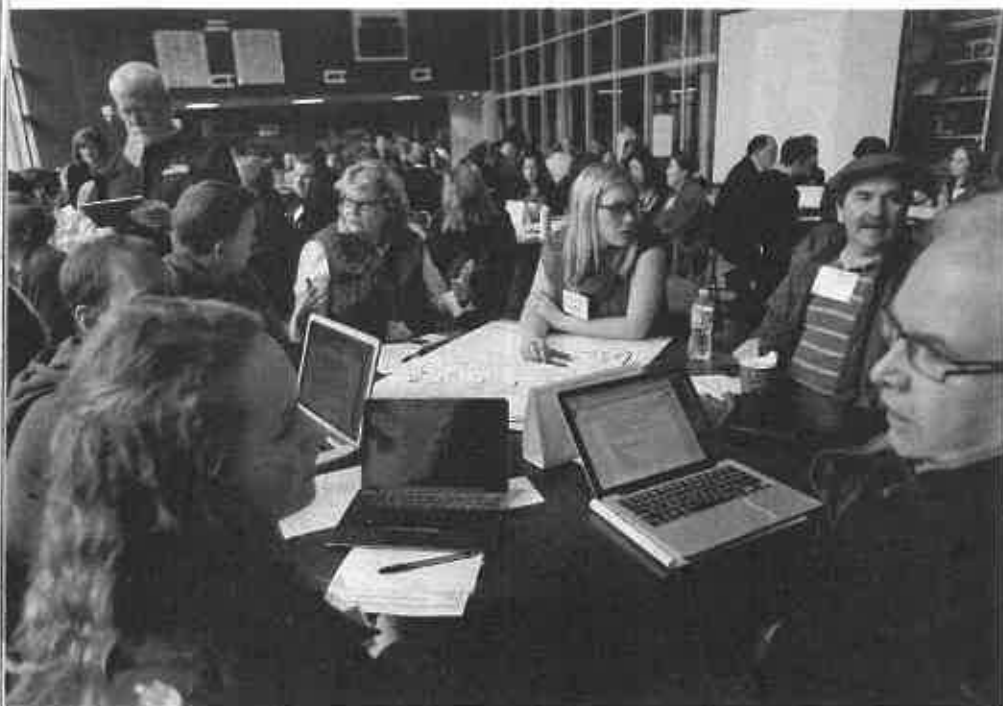
I also knew that prompt feedback was important to effective teaching, so I gave my assessments on Friday, spent the weekend grading essays, and returned the test to students on Monday. I had a sense of smug self-satisfaction because I believed that my challenging assessments, my willingness to devote hours to grading papers, and my commitment to returning tests promptly was proof positive that I was a great teacher.

I followed a specific ritual on the Mondays after the test. I would distribute the tests so students could see their grades. I would go over and clarify any areas of general confusion. I would ask whether there were any questions. Finally, I would ask students to return their tests to me. As they did so, it signaled the same thing to every student I taught—*This unit is over. I got my grade, and DuFour is moving on.*

My assessments and the data they generated served a single purpose—to assign grades, which typically fell along a bell-shaped curve. It never even occurred to me to review the results with colleagues, to use this evidence of student learning to inform and improve my teaching, or to provide students with additional time and support to master the content. Some students performed



KEVIN DAVIS



well on my assessments, proving my effectiveness as a teacher. Poor performance, I felt, was not a reflection on me but rather a reflection on individual students who either lacked ability or hadn't put forth enough effort.

### **The Rise of Professional Learning Communities**

Fortunately, our profession has come a long way since the 1970s. The highest-performing school systems recognize that a school can only be as good as the educators within it. So they organize their schools into professional learning communities (PLCs) to provide the timely, ongoing, job-embedded, data-driven adult learning essential to continual improvement.

The rise of the professional learning community process has altered teaching in significant ways. We're transitioning from an era in which what was taught, how learning was assessed, what instructional materials were used, and how grades were assigned were all determined by the individual teacher to whom a student was randomly assigned. Now

we're asking teachers to work in collaborative teams to achieve common goals for which they are mutually accountable. Teams are charged to create a guaranteed and viable curriculum, unit by unit, to ensure that all students have access to the same essential knowledge and skills. Teams are asked to use ongoing formative assessment in the classroom and one or more team-developed common formative assessments during each unit. Team members must agree on what proficient student work looks like so they can give students consistent feedback.

### **Data-Using PLCs Ask Four Questions**

The biggest difference between traditional schools of the past and high-performing professional learning communities today is in their approach to data. When members of a collaborative team in a PLC analyze the results from their common assessments, they use evidence of student learning in specific ways using the following four questions.

#### **1. Which students were unable to demonstrate proficiency on this assessment?**

The team identifies students by name and by need to ensure that any who are struggling will access the school's system of intervention until they can demonstrate proficiency. This intervention is *timely*—it occurs immediately after the assessment. It is *directive* (not invitational) and provided in such a way that the student is not removed from new direct instruction. It is *diagnostic*—the team is able to say “these students are unable to subtract two-digit integers,” rather than “this student needs help with math.” Finally, the intervention is *systematic*. Resolving the problems of students who are struggling does not fall solely on the classroom teacher; instead, the school has a plan to provide students with additional time and support for learning beyond what occurs during the class period.

Mason Crest Elementary School in Fairfax County, Virginia, is a Title I school of 600 students who speak 37 different languages; about half of the students are in the English as a second language program. Teachers carefully analyze the results of their team-developed common assessments to determine the specific learning needs of each student. As reading teacher Jacquie Heller explains,

Just giving the assessment and doing nothing with it is a waste of everybody's time. And it's criminal to let good information that could help kids go to waste. Our gathering evidence of student learning tells us what we need to know about each child and about our own instruction. For example, we don't just give the Developmental Reading Assessment and find out we have a dozen kids reading on Level 16. We ask why they couldn't go up to an 18, and we look at their responses to see if they need to work on decoding, fluency, or comprehension to get there. Only then can we split the kids reading at a Level 16 into purposeful groups for targeted instruction.

Mason Crest teachers use Google Docs to review results from exit tickets, classroom tasks, and common assessments in mathematics to monitor student work. A team doesn't merely look at whether a student's answer was correct, but rather examines student work to look for the nature of the error to provide appropriate intervention.

The results at Mason Crest have been dramatic: In 2015, the school achieved 92 percent proficiency in English, 97 percent in history, 95 percent in mathematics, and 87 percent in science, far surpassing student proficiency targets in every subject area.

## 2. Which students are highly proficient and would benefit from extended or accelerated learning?

The team also looks to see whether there are students who are consistently demonstrating advanced proficiency and would benefit from working with their intellectual peers on learning tasks matched to their performance. A meta-analysis of the research on accelerated learning (as opposed to tracking) found that it greatly improved student learning.<sup>1</sup>

Schaumburg School District 54 in suburban Chicago is a minority-majority district that has established the PLC process in each of its 27 schools. Every school has established time for intervention and enrichment based on individual student needs identified through team-developed common formative assessments.

For example, Muir Elementary School administers common assessments every other week in language arts and mathematics to determine student needs. Collaborative teams use data from these assessments to identify both students who are not yet proficient and those who have mastered the material. In planning a unit, teams at Muir address not only how they will

provide additional time and support for struggling students, but also how they will challenge the students who need extension activities.

The school schedule provides a 40-minute intervention/extension block for language arts and a 30-minute block for mathematics each day. Enrichment typically takes the form of inquiry-based, collaborative problem-solving and independent work. Three to five additional certified teachers—English language learning, special education, reading specialists, mathematics specialists, and an enrichment coach—flood into the grade level during the designated intervention/extension time to provide additional support for students and to keep groups small.

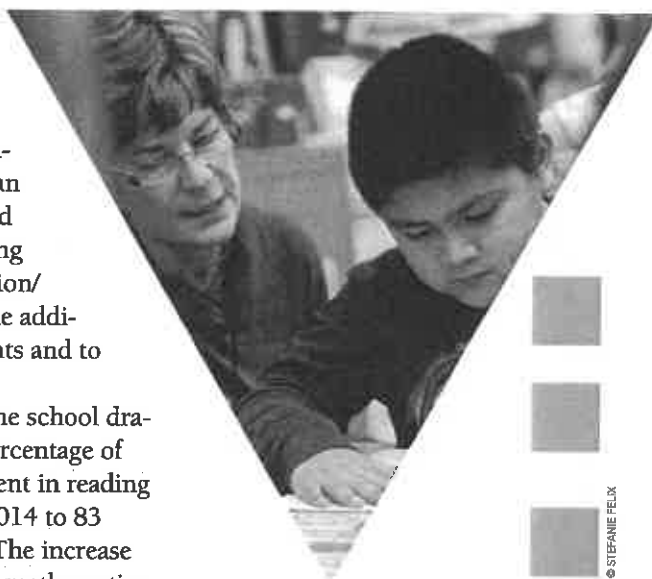
These efforts helped the school dramatically increase the percentage of students who are proficient in reading from 65 percent in fall 2014 to 83 percent in spring 2015. The increase in student proficiency in mathematics in that same time period was even greater, from 62 percent to 85 percent.

## 3. Did one or more colleagues have excellent results in an area where my students struggled? What can I learn from my colleagues to improve my individual practice?

The transparency of the evidence of student learning in high-performing collaborative teams allows members of the team to be open about their individual strengths and weaknesses. A teacher who is experiencing success teaching a particular skill can share lesson plans, have her colleagues observe her teaching a lesson on the skill, or videotape a lesson and analyze it with a colleague.

For example, the 2nd grade team at Mason Crest found that one

teacher's students had dramatically outperformed her colleagues' students in solving word problems. The team discovered that the teacher had her students act out the problems in large and small groups. When her team members replicated her strategy and experienced similar gains in student understanding, other teams in the school incorporated the strategy as well.



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## 4. Is there an area in which none of us achieved the results we expected? What do we need to learn as a team to teach this skill or concept more effectively?

There will be times when, despite their best efforts, everyone on the team struggles to help students achieve proficiency. When that occurs, the team must consider why students are having difficulty and where the team can turn to acquire new strategies for teaching the skill or concept in question. The team then implements these new strategies in the classroom, sets a short-term goal to improve student mastery of the skill, and analyzes results from a follow-up common assessment to determine whether the new strategies led to higher levels of student learning.



Sanger Unified School District in California provides an excellent example of a districtwide attempt to improve student achievement by helping teachers identify more effective instructional strategies through the PLC process. In 2004, Sanger, which serves an area with one of the lowest median incomes in the United States, was one of the first districts in California to go into state program improvement because of consistently low student achievement.

Sanger's educators responded by launching a comprehensive improvement effort. Staff members worked in collaborative teams to clarify the essential outcomes for each instructional unit, developed common formative assessments, and used the results from those assessments to intervene for students and improve their own individual and collective instructional practice.

According to Rich Smith, the assistant superintendent of Sanger when the improvement initiative was launched, teachers began to view common assessments as powerful tools for improving their instruction rather than an intrusion on their teaching time. Staff members who had once frequently complained about administering too many assessments began to integrate common assessments into every unit and use the evidence of student learning to identify strengths and weaknesses in their instruction. If no one on the team was succeeding in getting students to the intended proficiency level, the team sought help from other teams or support for professional development from the central office to identify more effective instructional strategies.

By 2012, Sanger schools had raised their scores on the California Academic Performance Index from 599 to 822, significantly above the state average of 788. The district's English language learners (ELLs) surpassed

the state average by an even wider margin (772 to 716). The majority of the schools in the district, including those that had been assigned to program improvement, scored in the highest decile among similar schools throughout California. By 2013, the district's graduation rate of 96 percent was the highest in the area and 16 percent higher than the state average.

For another example of using data to learn from one another, consider Schaumburg School District. The district provides a data-management system that gives every school access to achievement data from other teachers, teams, and schools. A 5th grade team struggling to help ELLs demonstrate proficiency in mathematics can easily discover which 5th grade team in the district is achieving the best results for ELLs and make arrangements to learn from that high-performing team. The district also uses data to identify teachers and teams that are achieving at exceptionally high levels and invites these educators to create courses on their strategies, which are made available to educators throughout the district.

### **An Important Caveat**

Unlike schools of the past, effective professional learning communities view data as a powerful tool for meeting the needs of individual students and for informing and improving the professional practice of the entire team. When schools use data in this way, they are certain to improve student learning.

However, here's one important caveat to register about this use of data. Too often, I have seen collaborative teams engage in the right work . . . up to a point. They create a guaranteed and viable curriculum, they develop common formative assessments, and they ensure that students receive additional time and

support for learning through the school's system of intervention. What they fail to do, however, is use the evidence of student learning to improve instruction. They are more prone to attribute students' difficulties to the students themselves. If their analysis leads them to conclude that "students need to study harder" or "students need to do a better job with their homework assignments" or "students need to learn how to seek help when they struggle to grasp a concept," they have the wrong focus.

Rather than listing what students need to do to correct the problem, educators need to address what *they* can do better collectively. To engage fully in the PLC process, a team must use evidence of student learning to inform and improve the professional practice of its members.

### **The Ultimate Question**

Any school or district that wants to get the most benefit from data must ask questions such as, Why are we gathering data in the first place? With whom are we sharing the data? and What actions are we taking as a result of our analysis of the data? The ultimate question, however, remains this: Does our collection of data lead to higher levels of student learning? Unless you can answer that question with an emphatic yes, you're not doing data right. ■

<sup>1</sup>Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. New York: Routledge.

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**Richard DuFour** (rdufour923@gmail.com) is an author and consultant on implementing the PLC process. His most recent book is *In Praise of American Educators: And How They Can Become Even Better* (Solution Tree, 2015).



## Superintendent's Update

December 2015



RSU5

Durham

Freeport

Pownal

*Providing our students with a world-class education that will challenge minds, engage creativity, develop self-discipline and advance inherent strengths.*

## STUDENT LEARNING OBJECTIVES (SLO)

2015-2016 is the pilot year for all districts to develop and adjust their PEPG systems. As you know, RSU5 is piloting Kim Marshall's model; professional staff has had an opportunity to self-assess against his six rubrics and go through a process of mini-observations and e-portfolio write-ups. We will be required to submit our plan to Maine DOE in May 2016 for approval.

Another element of the State's PEPG system is that twenty percent (20%) of a teacher evaluation must be student learning and growth measures. Maine has adopted the Student Learning Objectives (SLO) as the framework for student learning and growth. Maine's handbook on SLO notes that teachers, or teacher teams, develop an SLO after reviewing data against essential standards. Teachers then set a growth target, a quantifiable amount of student learning expected by the end of a defined academic period, and identify the assessments or criteria that will be used to measure growth. Our hope is that this process will incorporate SMART goal setting and the Professional Learning Communities model.

This year, there is a small group (See Kudos on next page) of staff that are piloting the SLO process. Absent any changes in the legislation, the expectation is that all staff will set an SLO in 2016-17 and will set two SLO annually thereafter.

Beginning in January, we will share the learning that comes from our local pilot and continue to share with you how this requirement fits into our local PEPG system.

## AWARDING PROFICIENCY-BASED DIPLOMAS DELAYED UNTIL 2021

On Wednesday, November 18<sup>th</sup>, the RSU5 School Board approved a request to delay the implementation of proficiency-based diplomas at Freeport High School until 2021, rather than the current expectation of 2019. Principal Campbell met with teachers on his leadership team and the feedback he received is that teachers would appreciate more time to ensure proficiency based practices are done well.

In 2014, the Maine Department of Education provided schools more flexibility to meet these requirements. Across Maine, there are over 100 high school systems working to implement proficiency-based diplomas and 88 systems have taken advantage of more time, which is to say, they have opted to award diplomas in 2021. To be sure, the law requires thoughtful, systemic change, K-12, to ensure quality implementation.

We applaud all of the hard work and dedication of everyone at the high school and know students and staff will benefit from the added time and flexibility.



*"Our insurance provider has requested that we use this green screen for our field trip."*

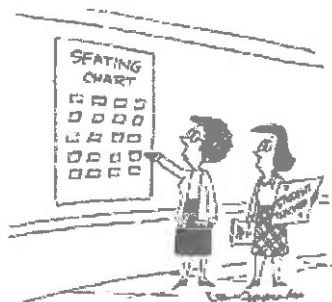
VIII A.2.

## EVERY CHILD SUCCEEDS ACT

In early December, Congress is expected to reauthorize the Elementary and Secondary Education Act (ESEA) for the first time in fourteen years when No Child Left Behind (NCLB) was passed.

### What are some of the key changes in the framework?

- Adequate yearly progress (AYP) as a national measure will be repealed. States will develop their own accountability measures to identify and support struggling schools.
- The current degree of assessment remains as testing will continue in reading and math in grades 3-8, and one year in high school. Science must be administered three times during those years.
- Federal mandates on teacher evaluation will end.
- States are able to choose their own academic standards in reading and math. The federal government cannot incentivize or mandate a set of standards.



*"This one can be a problem. He's the class clown, and his material is so good it's hard not to laugh."*

## UPDATE ON PROFESSIONAL DEVELOPMENT

Curriculum Director Mike LaFortune has held two meetings with interested staff to have a conversation about professional development in the district. There has been good turnout as the group has addressed how best to find the time for teachers to work together to implement new curricula, to plan interdisciplinary units of students, and to work as a professional learning community.

The group acknowledged that there has been a long and varied history over time across the six schools, pre and post RSU, of providing time for teachers to do this critical work. Conversations with teachers revealed the following insights. Adding time to the end of the day with extended meetings is the least preferred option. After a day with students, and planning for the next day still looming, an extended afternoon is less than ideal. Teachers felt that two hours of time was best, and that the ideal frequency would be once every two weeks. Early releases were the preferred option. Staff would like to maintain some of the current PLD days. Summer work was another key area to explore. As we plan the 16-17 school calendar, it will be imperative we begin to find some regular time throughout the school year that works best for our teachers, students and communities.

Finally, the new teacher contract calls for providing teachers an honorarium for work done outside the contract year. While the School Board will ultimately approve an amount, the general consensus was that ninety dollars per day would be an appropriate starting point. Thanks to all participants.

## UPCOMING EVENTS, KUDOS AND DISTRICT DOINGS

December provides a number of opportunities to see our students perform in **Winter Holiday Concerts**.

12/8: **Freeport High**, 6:30 pm, FPAC

12/10: **Pownal Elementary**, 6:30 pm

12/15: **Durham Community School**, 6:30pm

**Mast Landing School**, 6:30 pm, FPAC

12/17: **Freeport Middle**, FPAC, 6:30 pm

**Kudos and thank you** to all staff working on the Student Learning Objectives Pilot: Aja Darak, MLS; Sandra Hilton, FHS; Jay Thomas, FHS; Lynn Perrotta, DCS; Celeste Emery, DCS; Jamie Palmer, PES; Nathan Garnett, FMS; Sarah Davis, FMS and Facilitator Jessica Sturges, ELL.

Interested in learning more about USM's Teacher Leaders Cohort offering a master of science in education degree. The program is designed for a team of teachers from the RSU to integrate their study aligned with key work in the district. An informational session will be held on January 6, 2016 at 3:30 pm in Sarah Duffy's room at the high school. Please RSVP Mke Lafortune (lafortunem@rsu5.org) or Tom Edwards (Thomas.k.edwards@maine.edu) if planning to attend.

**HAPPY HOLIDAYS!**

# Board & Administrator

## FOR SCHOOL BOARD MEMBERS

December 2015 Vol. 29, No. 8

Editor: Jeff Stratton

### Oversee Confederate flag issue on "most solid legal footing"

Two recent incidents in school districts show that the Confederate Flag issue is alive and well and has the potential to arrive one morning in the parking lot of your high school.

At the Vinton-Shellsburg, Iowa, High School, a single student was told to leave school for the day after he refused to remove a Confederate flag from the back of his pickup truck. He returned the next day with more than 10 other students in vehicles joining him in their protest, *kcrq.com* reported.

The Hastings, Mich., Area schools received a petition with 304 student signatures asking that the school district allow them to display the Confederate flag on school grounds, *mlive.com* reported. Students presented their petitions at a Sept. 21 board meeting, with the board taking no action at that time.

Brad Banasik, legal counsel/director of labor relations for the Michigan Association of School Boards said the Confederate flag issue has reared its head in schools going back to the 1970s. It's back in districts now, because of the tension in Charleston, S.C., where the flag was removed from the state capitol.

"A district will be on the most solid legal footing if it is able to show there have been some racial tensions at school and the flag is the cause of altercations and disruptions to the learning environment," Banasik said. If the district can show this, based on case law in the 6th U.S. Circuit Court of Appeals, it can limit displays of the flag, he said.

If facing the Confederate flag issue, keep in mind that student speech is protected by the First Amendment, and this flag is speech, Banasik said.

"This goes all the way back to *Tinker v. Des Moines Independent Community School District*," Banasik said. This case determined that students do have free speech rights, but they can be somewhat regulated if

the district can forecast a disruption to the learning environment, he said.

When considering what a district considers a disruption, it should be able to point to examples such as graffiti, inappropriate comments that are racist, altercations based on race, and even students just acting inappropriately, Banasik said. "That is what a court would look at," he said. "Document that and show why the student speech needs to be regulated — that you are fearful that the display of the Confederate flag would disrupt the learning environment."

In some cases, the district may encounter tensions caused by comments about a student's race on school property, but in others, it may occur at a restaurant across the street from the school, he said.

If a group of students show up and want to display the Confederate flag, the first move by the superintendent is to review the board's policy manual. If the problem is related to clothing, review the dress code. "Some types of dress codes prohibit any type of logo or offensive design," Banasik said.

If the incident is not covered by the dress code, you may need a separate policy. "What we have been seeing is kids display the Confederate flag on their cars, and that falls outside dress code," he said. In this instance, you need a separate policy to cover the display of items on a vehicle on school property, he said.

When creating policy to address this subject, keep in mind that courts will look to see if the policy is overreaching or does not put students on notice as to whether the flag is prohibited from being displayed, Banasik said. "If the district regulates student speech, it must be pursuant to policy," Banasik said.

For information, reach Banasik at (517) 327-5929. ■



## Run board committees better with these tips

Betsy Miller-Jones, executive director, Oregon School Boards Association, offers these tips to help the board run its committee structure successfully.

1. Work with the superintendent to determine what will best fit the needs of the district. "In other words, what work can be most effectively delegated to a committee?" Jones said.

That means the full board must have enough trust in the committee that they will approve its recommendations and not insist on re-discussing the issues, she said.

In addition, consider whether the committee is even necessary in the public's eye, Jones said. "That committee work also needs to be work that the citizens believe does not require the attention of the full board, and they do not have to see the full board engaged in," she said.

Finally, be sure the committee's work is "governance-level," and not staff work, Jones said.

2. Set very clear boundaries. The superintendent and board president should clarify issues, such as:

- Is it a standing committee or just for a set period of time, and if so what time frame?
- What is the committee's authority to act?
- What are the boundaries of the committee's work? "There is nothing worse than nominating a

committee and then having members go off and do work the board has no intention of supporting and had no idea they would do," Jones said.

3. Set very clear timelines for the committee to act. Build in regular check points for reporting committee progress on board meeting agendas, Jones said.

4. Prepare yourself to make the commitment. The board should also be aware that a committee structure requires board commitment, Jones said.

"Committees should save the board time, and provide for more effective work and in-depth knowledge by the full board," she said. "If that doesn't happen, either because the full board insists on rehashing everything or because the board won't read the committee reports and follow the recommendations, or committee members aren't willing to put in the time or some other permutation or combination, then the board should not commit to a committee structure."

A final tip when setting up the committee structure: "It is also important that if there is a diversity of board opinions on topics that the board believes they will be represented on the committee, and that the committee isn't just a work around to not have to listen to minority opinions," Jones said.

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

## The board works at a high level

A school board's major function is to set policy for the school district (and delegate implementation to its superintendent). In addition to establishing policy for the district, the board has several responsibilities that are critical to the successful operation of the school district.

**1. Meet the needs of students and the community.** The board does this by adherence to the district's mission and vision in the policies it makes. The board must also interpret the community's needs to the school district, while communicating the district's vision and successes to the community.

**2. Develop and monitor strategic plans.** A school board works with its superintendent to identify the district's strategic goals. This is a matter of the board setting the district's priorities, while considering the community's wishes, available resources, and sound educational practice.

The superintendent develops annual plans to achieve the board's long-term objectives for the

district. The superintendent reports regularly on progress toward the district's strategic goals. The board should evaluate progress toward goal accomplishment by evaluating the superintendent's progress on goal attainment in her annual performance review.

**3. Monitor finances.** The school board approves the district's annual budget. The budget should reflect the district's current vision. The board will also approve contracts, property purchases, building projects, call elections on bond proposals, and negotiate with employee associations to determine salaries and benefits.

**4. Practice active teamwork.** Without a commitment to teamwork, boards accomplish very little — they tend to bog down because of in-fighting or lack the ability to work effectively. To be effective, board members must work cooperatively with their colleagues on the board, and with their superintendent. ■



Durham • Freeport • Pownal

VIII.A.4

TO: Ed McDonough, Superintendent of Schools  
FROM: Mike Lafortune  
RE: Staff Development  
DATE: December 3, 2015

This memo is written to summarize my work in the area of staff development.

I have had two meetings to date, November 12 and December 1, to discuss staff development. Approximately eighteen (18) participants have contributed their voice to this discussion.

Our first meeting on November 12 focused on what has worked well in the past and what should be our focus moving forward. Many interesting comments and suggestions were made that can be reviewed for future planning. Also, we asked participants if they would support a teacher led staff development team. Participants overwhelmingly supported the development of this team to increase our teachers' voice.

Our second meeting focused on two major areas. The establishment of an honorarium for summer classes and/or institutes. The participants supported the concept of an honorarium of \$90 per day. They sincerely appreciated this recognition of their attendance at summer institutes and learning.

Lastly, at our second meeting we discussed Use of Time. How do we provide teachers with the necessary time to implement Proficiency Based Education, Professional Growth and Evaluation, Student Learning Objectives, Freeport High School accreditation, technology integration and Professional Learning Communities with SMART Goals to name but a few.

Many suggestions and comments were shared around this topic. The following themes became evident:

- Teachers need more time to do this important work
- Teachers shared that a block of time (approximately two hours) was needed
- Teachers shared that these release times be scheduled so that they are not intermittent
- Teachers also discussed loss of instructional time. Can this time be made up? Can we add to the school day?

In summary, these two meetings, although only a small sampling of our entire staff, led to meaningful discussions around very important issues. More importantly, it began to give voice to our dedicated professional staff as we move forward.



ARCHITECTS

December 3, 2015

Ed McDonough  
 Superintendent of Schools  
 RSU No. 5  
 17 West Street  
 Freeport, ME 04032-1121

RE: Freeport High School Update

Dear Ed:

Attached to this letter is a monthly summary provided by Brook Plumber, Clerk of the Works for the Freeport High School project. Brook keeps a daily log with more detail for each construction day throughout the year. He also provides a simplified, monthly summary which I will provide to you and the Board of Directors at the conclusion of each month.

As I explained at the Freeport High School Building Committee meeting, Sheridan Corporation and their earthwork subcontractor, Crooker Construction, had a good month of work focused primarily on underground utilities, demolition, foundations, pile driving and foundation work for the new District storage building and the floor slab foundation for the portable classroom structures.

As you know, we had our first pay requisition meeting on Tuesday, December 1st. The architects approved a pay requisition in the amount of \$338,773 to be paid Sheridan Corporation..

I would be happy to attend RSU No. 5 Board of Director meetings to provide quarterly updates on the progress of the work and expenditure of monies. I would suggest I show up once every 3-4 months, or as requested by the Board.

Very truly yours,  
 PDT ARCHITECTS

  
 Lyndon D. Keck, AIA, LEED AP  
 Principal  
 Maine Licensed Architect

## Principals:

Brian M. Curley, AIA, LEED AP  
 Ann M. Fontaine-Fisher, AIA,  
 LEED AP  
 Lyndon D. Keck, AIA, LEED AP  
 Alan G. Kuniholm, AIA, LEED AP  
 David C. Webster, AIA, LEED AP

## Associates:

Rebecca S. Casey, AIA  
 Robert R. Curtis, LEED AP BD+C  
 Marilyn E. Leivian, AIA, LEED AP  
 Suzanne W. Morin, MCID  
 Susan L. Ransom, CPSM

49 Dartmouth Street  
 Suite 2  
 Portland, Maine 04101

207-775-1059  
 207-775-2694 Fax  
[www.pdtarchs.com](http://www.pdtarchs.com)

PDT Architects

Clerk Field Report

Project: Freeport High School  
Owner: RSU-5  
Prepared by: Brook Plummer

**Monthly Construction Progress Summary**  
November, 2015  
PDT Project # 14-136

Construction Progress Summary – November 2015

- 11/2: Project site tree cutting & chipping, chips hauled off-site.
- 11/3: Project site tree cutting & chipping, chip hauling completed.
- 11/4: Wood-framed Maintenance shed demolished, site erosion control measures installed around retention pond, tree stump removal initiated.
- 11/5: Tree stump removal and trucking off-site continued.
- 11/6: Tree stump removal and trucking off-site continued.
- 11/9: Top soil & overburden stripping, stockpiling.
- 11/10: Asbestos abatement in building to be demolished; Top soil & overburden stripped, stockpiled
- 11/11: Line K Ledge removal; Asbestos abatement in building to be demolished; Top soil & overburden stripped & stockpiled; Temporary partitions constructed; Granular fill installation initiated.
- 11/12: Top soil & overburden stripped & stockpiled; Granular fill installed; Temporary partitions constructed.
- 11/13: Top soil & overburden stripped & hauled off-site; Granular fill installed; Drainage piping installed; Temporary partitions constructed.
- 11/16: Electrical, plumbing, and mechanical disconnections completed for building to be demolished; Maintenance Building footer excavated; Concrete formwork installed & covered with insulating blankets; Granular fill continued; Topsoil screening initiated
- 11/17: Maintenance Building 3/4 of footer poured, 1/4 on ledge scheduled to be poured
- 11/18; Retention Pond ledge removal; Granular fill placed and compacted; Topsoil screened; Overburden stripped from site & stockpiled; Existing building demolition started
- 11/19: Above-ground building demo completed; Slab and foundation demo started; Modular Classroom area: granular fill installed and compacted, crushed stone installed; Topsoil screened.
- 11/20: Existing building slab demo; Existing building temporary partitions; Maintenance Building wall forms; Plumbing shutoffs to toilets to be removed; No site activity (rain)
- 11/23: Modular Classroom crushed rock pad brought to finish grade and compacted; Granular fill continued in front of Modular Classroom; Topsoil stripping at NW corner of site; Maintenance Building wall forms and rebar prepared for inspection and pour 11/24.
- 11/24: Modular Classroom rebar; Catch basins PCB4 and PCB4A installed; Granular fill installed West of Modular Classroom
- 11/25: Maintenance Building wall pour; Classroom slab rebar installation complete; Existing building plumbing and heating shutoffs; Granular fill rough grading to new roadway area adjacent to Holbrook Street and covering PCB4, PCB4
- 11/30: Maintenance Building forms stripped; Existing building plumbing and heating shutoffs; Granular fill rough grading to new roadway area in front of Modular Classroom; 14.2 Yards<sup>3</sup> of ledge removal; pile driving; Line K footer forms



COOPERATIVE AGREEMENT

for the

MAINE REGION TEN TECHNICAL HIGH SCHOOL

(Eastern Cumberland-Sagadahoc County)

Revised June 17, 1981 - Withdrawal of S.A.D. #62

Policy No. 101

(TO BECOME EFFECTIVE JULY 1, 1981)

Revised January 18, 2006

Revised January 21, 2009

Revised October 21, 2009

Revised September 1, 2010

Revised April 27, 2011

Revised                     , 2015

## Preamble

In accordance with the Revised Statutes of the State of Maine, Title 20-A, Chapter 313, Subchapter 4, Sections 8451-8468, and the guidelines contained in this agreement, a Cooperative Board of Directors shall be established to administer a technical education delivery system for Eastern Cumberland-Sagadahoc County, henceforth known as Maine Region Ten Technical High School and containing the school units of Regional School Unit No.75 (Bowdoin, Bowdoinham, Harpswell, and Topsham), Brunswick, and Regional School Unit No.5 (Freeport, Durham, Pownal).

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## Section A: Purpose

The purpose of Maine Region Ten Technical High School shall be to deliver a program of technical education which may consist of programs at the secondary level through grade 12, and part-time or evening programs for out-of-school youth and adults, any of which must operate in accordance with Title 20-A, Chapter 313, Sections 8451 to 8468.

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## Section B: Cooperative Board of Directors

The conduct of business of Maine Region Ten Technical High School shall be vested in a Cooperative Board of Directors (hereafter referred to as the Board). Representation to the Board shall comply with the "one person, one vote" principle. The number to serve on the Board from each participating administrative unit shall be determined on the basis of proportion to population. The Board shall consist of nine (9) members as follows: Brunswick shall be represented by four (4) members; R.S.U. No.75 shall be represented by three (3) members; R.S.U. No.5 shall be represented by two (2) members.

The School Board or Board of Directors of each participating administrative unit shall appoint its representatives to the Board. The method to be used by the member units to appoint their representation to the Board shall be determined by the member units' School Board or Board of Directors, except that at least one (1) member appointed to serve on the Board shall also be a voting member of the local member unit's School Board or Board of Directors. Representatives shall have a term of one (1) year. This appointment shall be carried out at the annual organizational meeting held in the respective administrative units. Said term to begin on the date of the Maine Region Ten Technical High School Board's annual organization meeting, which shall be in July, and expiring on the date of the annual organizational meeting the following year. In the event that a vacancy should occur on the Board the respective member administrative unit shall appoint another member to fill the vacancy for the unexpired term.

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The superintendents of the participating administrative units shall serve as an advisory committee to the Board. The Board shall appoint the Director/ Superintendent of Technical Education as the Chief Administrative Officer for the Region.

## Section C: Powers and Duties of the Board

The Board shall adopt such by-laws, rules, and regulations for the calling and holding of

meetings and the administration of its affairs as it deems appropriate and necessary to effectuate the purposes of this agreement.

#### Section D: Quorum and Weighted Votes

A majority of the Board shall constitute a quorum for the purpose of transacting business.

The Board will apportion 1,000 votes among all members. The ratio of the number of votes able to be cast for the Board members representing a member unit at a Board meeting in relation to the number 1,000 shall be the same ratio to the nearest whole number as the population of the member unit is in relation to the population of all units in the Region as determined by the latest Federal Decennial Census.

In a member unit served by two (2) or more Board members, the votes able to be cast by them shall be divided equally among them.

Effective July 1, 2011 through June 30, 2021:

<u>Weighted Votes</u>							
<u>Unit</u>	<u>Pop.</u>	<u>Pop.%</u>	<u>Votes</u>		<u>Total Members</u>		<u>Each Member</u>
Brunswick	20,278	38.29	382.9	=	4	=	95.7
R.S.U. No.75	19,474	36.78	367.8	=	3	=	122.6
R.S.U. No.5	13,201	24.93	249.3	=	2	=	124.7
	52,953	100.00	1000.0	0	9		1000.00

#### Section E: Officials of the Board

The Board shall annually elect a Chairman, Vice-Chairman, The Director/Superintendent of Technical Education, shall be the Secretary and Treasurer. The Chairman of the Board shall appoint sub-committees from the membership of the Board.

The Finance Committee shall be a standing committee of the Cooperative Board. Said Committee will have four (4) members. Each participating unit shall be represented by one member on of the Finance Committee. The Treasurer of the Board shall be an ex-officio member of the Finance Committee and the Chairman shall be appointed by the Board Chairman. The Finance Chairman and at least one member of the Finance Committee shall approve all payrolls and warrants

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of the Board.

#### Section F: Administration

The Director/ Superintendent of Technical Education for Maine Region Ten Technical High School, and such other personnel as the Board deem necessary, shall be elected, by a majority vote of those members of the Board present and voting. The Board, in addition, may contract for those services it deems necessary.

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The Director/ Superintendent of Technical Education shall have the duties, powers, and responsibilities with respect to vocational education, within the policies and guidelines established by the Board and the State Department of Educational and Cultural Services. The work year and salary of the Director/ Superintendent of Technical Education shall be set by the Board. The Director/ Superintendent's duties and responsibilities shall include:

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1. Serve as the Chief Administrative Officer of the Region.
2. Administration and supervision of regional career/technical program.
3. Establishing and maintaining appropriate relationships with participating schools within the Region.
4. Preparation of the regional career/technical program budget, and approval of expenditures.
5. Coordination of Advisory Committees.
6. Scheduling technical programs.
7. Recruitment and admission of students for the regional career/technical programs.
8. Development of in-service programs for career/technical teachers.
9. Maintaining appropriate records and preparing required reports for the regional career/technical program.
10. Planning and supervision of career/technical programs for adult education.
11. Recommend on the appointment of staff for the regional career/technical program.
12. Evaluation of personnel and career/technical programs.
13. Performance of such other duties as may be required by the Board.
14. Serve as the Secretary and Treasurer of the Cooperative Board.

#### Section G: Cost Sharing-Fiscal Year-Budgets-Other Fiscal Matters

The member units represented by Maine Region Ten Technical High School shall share the cost of operation and any other debts incurred by the Board. The method of sharing cost shall be on the basis of the most recent Federal Decennial Census of member unit populations. Each member unit shall pay in proportion to its percentage of the total Maine Region Ten Technical High School.

Effective July 1, 2011 through June 30, 2021:

#### Cost Sharing Formula

	<u>Population</u>	<u>%</u>
Brunswick	20,278	38.29
R.S.U. No 75	19,474	36.78
R.S.U. No.5	13,201	24.93
Total	52,953	100.00

The fiscal year for the Board shall be July 1 through June 30.

The annual budget shall be prepared by the Board prior to the earliest date of budget formulation of a member administrative unit.

When the budget of the Board has been tentatively approved by a majority vote of those members present and voting, each of the member administrative units and the Board shall act on said budget according to the procedures set forth by statutory regulations.

The Board may accept and expend monies other than those funds raised by member administrative units. The Board further shall have the authority to secure temporary loans for the operation of technical programs in anticipation of payments from participating units.

#### Section H: Amendments

The Cooperative Board, in conjunction with the Superintendents Advisory Committee, shall annually review the Cooperative Agreement. Any changes or amendments to the agreement, after advice from the Superintendents Advisory Committee, and ratification by a majority vote of all the School Committees or Board of Directors of the administrative units in Region Ten, shall amend the agreement by a majority vote of the Cooperative Board.

The procedure for amending Cooperative Agreement is as follows:

- The Board will mail the recommended change in the Cooperative Agreement to the Chairman of each administrative unit accompanied with the reasons for the suggested amendment(s).
- The administrative unit shall meet within thirty (30) days of the receipt of the recommended change and vote on the proposal.
- The Chairman of the administrative unit shall certify in writing to the Board whether the vote for amending the Cooperative Agreement was in the positive or the negative.
- The Board, at its next regular meeting, shall tabulate the results and determine if the Cooperative Agreement shall be amended. Any change or amendment must not be in violation of any existing statute of the State of Maine or regulation of the State Board of Education and Cultural Services.

### BY-LAWS

1. **REGULAR BOARD MEETINGS** — Regular meetings of the Board shall be held on the third Wednesday of each month, or if such day is a legal holiday, on the following day or when the board authorizes a postponement.

Meetings shall be held at a time and place designated by the Chairperson. The election of officers will be on the agenda for the July meeting.

2. **SPECIAL MEETINGS** — Special meetings may be called at any time by the Chairperson or Director or by joint action of any five Board members. Written notice, when practical, shall be given each Board member at least four (4) days in advance of such meeting.
3. **QUORUM** — Five (5) members shall constitute a quorum for the transaction of business.
4. **SUB-COMMITTEES** — Sub-Committees may be appointed by the Chairperson to study certain matters. Sub-Committees shall be ad-hoc and advisory in nature. The Director shall serve as Secretary to all sub-committees.
5. **AGENDA** — The agenda shall be distributed by the Director/ Superintendent to Board members at least four (4) days prior to the regular meeting.

Cooperative Board members may have items on the printed agenda by contacting either the Chairperson of the Cooperative Board or the Director five (5) days prior to the scheduled meeting.

Non agenda items may be introduced as agenda adjustments. The Cooperative Board may consider introduced items, or defer to future Board meetings, but may only consider items for immediate action by majority vote of members present.

6. **EXECUTIVE SESSION** — a majority vote of the Board is required for executive session. No official action shall be taken in executive session. Executive session will comply with State Statutes.
7. **MINUTES OF MEETING** — Minutes consisting of a complete and accurate summary of each Board meeting and its actions shall be the responsibility of the Secretary and may be maintained by the Director/ **Superintendent**. A copy of the minutes of each regular and special meeting shall be distributed to each Board member as soon as possible. The Superintendents' Advisory Committee will receive a copy of said minutes. At the next regular meeting, The Board shall approve the minutes after it has been established that there are no errors or omissions.

Maine Region Ten Technical High School currently uses a digital recorder, which is erased by the recording of the next monthly meeting upon hard copy approval of the minutes of the Cooperative Board. A hard copy of the approved minutes is kept on permanent file.

Minutes of all meeting are open to public discussion.

8. **PROCEDURES** — In matters not covered by these by-laws, or other policies of the Board, the Chairperson shall have the authority to determine procedures.

#### ALTERATION OR AMENDMENTS TO BY-LAWS

These by-laws may be changed by a majority vote of the Board members present at a regular meeting, providing the proposed change has been presented to the members in writing, at least thirty (30) days prior to the meeting.

REVISED \_\_\_\_\_, 2015

Lisa T. Sawal 4/14/15 1:42 PM  
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TO: Louise Brogan, Kathryn Brown, Jeremy Clough, Candace deCsipkes, Naomi Ledbetter, John Morang, Beth Parker, Brian Pike, Michelle Ritcheson, Lindsay Sterling, Valeria Steverlynck

CC: Julie Nickerson, Lisa Demick, Hiram Sibley, Ray Grogan, Kim Austin, Dennis Ouellette, Will Pidden, Craig Sickels, Brian Campbell, Seth Thompson, Kelly Wentworth, Beth Willhoite, David Watts, Jen Gulko, Bonnie Violette, Emily Grimm, Anne-Marie Spizzuoco, Beth Daniels, Deanna Coro, Diana Pasmore, Dorothy Curtis, Eugenia O'Brien, Hank Ogilby, Kristy Johnson, Laurie Allen, Linda Pritchard, Liza Moore, Nancy Drolet, Nancy Dyer, Geoff Dyhrberg Sally Martin, Jessica Sturges, Karen Sylvain, Tiffany Blanchard

FROM: Edward R. McDonough, Superintendent of Schools

DATE: December 9, 2015

RE: Policy Adoption

At the December 9, 2015 RSU5 Board of Directors Meeting, the following policy will be on the agenda for 1<sup>st</sup> Read. 2<sup>nd</sup> Read/Adoption will take place at the January 13, 2016 Meeting. The Policy is attached.

1. IKF – Graduation Requirements

Regional School Unit No. 5

17 West St., Freeport, ME 04032 Telephone: 865-0928x5 E-mail: mcmanusg@rsu5.org



## **GRADUATION REQUIREMENTS**

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

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

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

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

A student who would have graduated with the Class of 2020 and have been awarded a diploma at commencement but for his/her failure to earn sufficient credits or meet other requirements set by Board policy will have until December 31, 2020 to fulfill the graduation requirements applicable to the Class of 2020.

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

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

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

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

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

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

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

In addition, the Board requires the following nine and one-half (9 ½ credits):

- A. One year of a world language – 1 credit;
- B. A third year of math – 1 credit;
- C. A third year of social studies – 1 credit;
- D. Two additional years of science – 2 credits;
- E. 1/2 of the P.E. credit must be Foundations of Fitness
- F. Four and a half elective credits.

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

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

#### Alternative Means of Earning Credits

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

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

- A. Course work offered through RSU5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning / virtual courses;
- D. Advanced courses not offered at Freeport High School at a post-secondary institution; or
- E. Credits obtained through independent study monitored by a Freeport High School teacher

A student who has failed a course in the above-listed requirements may, with prior approval, receive credit for that course through a successful completion of a post graduate course, a state approved Adult Education course(s) or a state-approved summer school program. Credit for a marked course

may also be received for a correspondence course approved by the High School Principal in advance of registration. The student may participate in the next regular graduation ceremony following successful completion of the requirements.

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

#### Middle School Students Earning High School Credit

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

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

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

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

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

Twelve and one-half (12 ½) required credits are specified by the State of Maine. They are:

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

In addition, the Board requires the following eleven and one-half (11 ½ credits):

- A. One year of a world language – 1 credit;
- B. Two additional years of math – 2 credits;
- C. An additional one and a half years of social studies, including Economics – 1 ½ credits;
- D. Two additional years of science – 2 credits;
- E. 1/2 of the P.E. credit must be Foundations of Fitness
- F. Five elective credits – 5 credits

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

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

#### Alternative Means of Earning Credits

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

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

- A. Course work offered through RSU5 Adult Education;
- B. Credit obtained through summer school classes;
- C. Credit obtained through distance learning / virtual courses;
- D. Advanced courses not offered at Freeport High School at a post-secondary institution; or
- E. Credits obtained through independent study monitored by a Freeport High School teacher

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

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

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

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

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

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

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

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

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

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

### MULTIPLE PATHWAYS TO THE AWARDING OF A PROFICIENCY-BASED DIPLOMA

RSU5's high school educational program is designed to enable students to satisfy graduation requirements in four years through a sequence of courses, learning experiences or integrated equivalents

providing opportunities to gain and demonstrate proficiency in all of the content areas of the Learning Results and in the cross-content Guiding Principles of the Learning Results.

Students following a traditional pathway will:

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

Students following a traditional pathway must be enrolled in the equivalent of five full year courses in each of their high school years.

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

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

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

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

## STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

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

## INFORMING STUDENTS AND PARENTS

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

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

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

### A. Transfer Students

For students who transfer to Freeport High School from another state or from an educational program that is not required to be aligned with the content standards and Guiding Principles of the system of Learning Results, the Freeport High School Principal shall determine the value of the student's prior educational experience towards meeting graduation requirements.

### B. Home-schooled Students

For previously home-schooled students wishing to receive a diploma from Freeport High School, the Freeport High School Principal shall determine the value of the student's prior educational experience toward meeting graduation requirements.

### C. Delayed Awarding of Diplomas

A student who leaves Freeport High School to attend an accredited, degree-granting institution of higher education may upon satisfactory completion of the freshman year be awarded a high school diploma, provided that the student has notified the principal at the time of the early admission.

### D. Early Awarding of Diplomas

A student who has met the State's and the School Board's diploma requirements in fewer than four years of high school will be awarded a diploma.

### E. Extended Study

Students are eligible for extended years of study to complete the requirements of a diploma if they have not reached the age of 20 at the start of the school year. Students

eligible for extended years of study may be referred to adult education or other resources suitable to young learners. Extended study for students with disabilities shall be specified in the student's Individualized Education Plan.

**F. Certificate of Completion**

The School Board may provide a certificate of completion to a student who leaves school having completed four years attendance as a full-time high school student who has earned/completed the required credits or courses/learning experiences but has not met Learning Results proficiency standards that may be mandated by the State.

**G. Participation in Graduation Ceremony**

A student must complete all School Board requirements for a high school diploma or certificate of completion in order to participate in graduation exercises.

**H. Honors and Awards at Graduation**

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

Summa Cum Laude (with highest honors): a minimum GPA of 3.75

Magna Cum Laude (with great honors): a minimum GPA of 3.50

Cum Laude (with honors): a minimum GPA of 3.25

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

Adopted: February 24, 2010

Revised: December 14, 2011

Revised: June 11, 2014

Revised: \_\_\_\_\_





X.B.

December 3, 2015

Ed McDonough  
Superintendent of Schools  
RSU No. 5  
17 West Street  
Freeport, ME 04032-1121

**RE: Freeport High School Building Upgrades**

Dear Ed:

The purpose of this letter is to inform you and the Board of recent deliberations by the Freeport High School Building Committee as a result of having received low bids on the construction project.

As you and the Board know, bids for the Freeport High School came in below the architect's estimates resulting in unspent monies in the amount of \$622,000. In October after the bids had been received, PDT prepared a list of items that had been eliminated from the project because of inflation due to the project being postponed from 2013 to December 2014.

There were many items which were reduced as part of the cost saving measures, some of the most significant were reducing the floor plan size of the addition, rearranging and making the second floor plan more efficient, eliminating upgrades in the library, reducing furniture and technology, as well as reducing seating and landscaping at the front entry and rear bus loop entrance.

Now that the bids have successfully come in below estimate, PDT and the Building Committee are recommending that many of these items be placed back into the project and other additional upgrades be made to building components.

Attached to this letter is a list of potential upgrades that the Building Committee has considered. They wanted to share this list with the Board of Directors to confirm the Board would agree with reinstating the cuts and making the additional upgrades to the building.

**Principals:**

Brian M. Curley, AIA, LEED AP  
Ann M. Fontaine-Fisher, AIA,  
LEED AP  
Lyndon D. Keck, AIA, LEED AP  
Alan G. Kuniholm, AIA, LEED AP  
David C. Webster, AIA, LEED AP

**Associates:**

Rebecca S. Casey, AIA  
Robert R. Curtis, LEED AP BD+C  
Marilyn E. Leivian, AIA, LEED AP  
Suzanne W. Morin, MCID  
Susan L. Ransom, CPSM

49 Dartmouth Street  
Suite 2  
Portland, Maine 04101

207-775-1059  
207-775-2694 Fax  
[www.pdtarchs.com](http://www.pdtarchs.com)

The Building Committee has already recommended expanding the maintenance and storage building which will be located behind the new addition. It is being expanded by 600 s.f. with an addition of 10' x 60'. This expenditure of \$47,600 was presented to the construction team.

The Building Committee has also voted to approve and request the approval from the Board of Directors for an expenditure of \$15,000 to provide new public art in the addition. An Art Subcommittee has been formed, which is presently led by Catherine Breer, who has submitted a request for \$15,000 for artist's materials which will result in at least three public art installations in the new addition.

I had explained to the Building Committee that if this project was a state funded project, there would have been a line item for Percent for Art in the amount of \$50,000 for public art projects. The \$15,000 requested by the Art Subcommittee is for materials only; the three projects will rely almost entirely on volunteer labor by community artists, students, and interested members of the public.

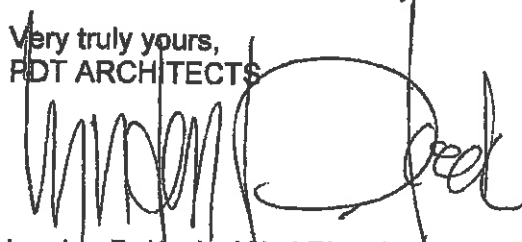
The Building Committee recognizes many of the items on the sheet can wait until later or the end of the project when the construction team will have a better understanding of how much unspent money will be left in the change order contingency; a separate account of money over and above the \$622,000 bid savings.

The Building Committee is requesting approval from the Board of Directors to move forward and to approve expansion of the maintenance building for approximately \$72,600 and for approval of the art installation materials in the amount of \$15,000.

In addition, the Building Committee would like to have the architects and engineers move forward with preparing drawings for pricing and bidding for Items #6, #10, #12 and #13. The engineering costs to prepare these items for firm pricing from contractors would be approximately \$14,000.

Please feel free to call should you have any questions.

Very truly yours,  
RDT ARCHITECTS

A handwritten signature in black ink, appearing to read 'Lyndon D. Keck', is written over the typed name and title.

Lyndon D. Keck, AIA, LEED AP  
Principal  
Maine Licensed Architect

## **REQUESTED BUILDING UPGRADES**

### **FREEPORT HIGH SCHOOL – RENOVATION/ADDITION**

December 2, 2015

#### **Preliminary Estimates**

1. Expand maintenance building.	\$47,600
2. Fit out with plumbing/heat/insulation	\$25,000
3. Replace ceiling and lighting in Library and paint all walls.	\$98,575
4. Replace flooring in Library with carpet.	\$25,000
5. New furniture for Library.	\$25,075
6. Gut and renovate student bathrooms across from library.	\$56,825
7. Increase furniture budget for existing classrooms.	\$150,560
8. Increase technology budget for existing classrooms.	\$75,000-\$85,000
9. Seating and tables outside Food Court.	\$35,442
10. Keyless entries and security alarms for entire school. (16 doors)	\$75,000
11. Art installations (materials).	\$15,000
12. Re-keying existing interior doors to match existing.	\$7,500
13. Kitchen equipment changes requested by Owner. <ul style="list-style-type: none"><li>• stacked washer/dryer with utilities</li></ul>	\$7,500
14. Landscaping and seating at front of school.	\$15,000
	<b>\$659,077-\$669,077</b>



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**MEMORANDUM**

To: RSU5 School Board Members  
From: Ed McDonough  
Date: December 3, 2015  
Re: FY 17 Budget Workshop

As you know, over the next few weeks, principals and directors will be sharing their budgets with central office, and together, we will present a recommended budget for RSU5, for your consideration, on January 27, 2016.

In your materials, you have a copy of a pro-forma budget for FY 17 from Ms. Wentworth, which is to say, very preliminary information presented in advance of our actual proposal to give you a fair idea of the impacts. The pro-forma assumes no changes in staffing and makes adjustments in salaries, health and alike and adjusts all other items by 3%. Again, this is not our proposed budget and is intended to provide you a forecast given a status quo assumption.

However, in advance of our work, and as a key part of the process, we would like the RSU5 School Board to review its four key strategic focus areas and share its principles, and where appropriate, its priorities for the FY 17 Budget.

A budget principle can be understood and appreciated by all members of the RSU5 organization and the public. Principles create values to help frame and guide deliberations. For example, last year, many asked the question: Is it good for kids? This year, you might adopt a principle that goals for student achievement should drive the process. Alternatively, you might ask that new requests must be aligned to the four key focus areas, namely, student achievement, teacher and administrator effectiveness, stewardship of resources or accountability. How does a new request create value for children?

We have included a copy of your strategic goals for the 15-16 school year as well.

## RSU5 Strategic Goals 2015-2016

### Focus on Student Achievement

*Vision: RSU5 is committed to ensuring **all children** have a school experience characterized by “personalized learning.” RSU5 embraces the responsibility to nurture the unique strengths each student possesses while supporting every student to graduate ready for career, college and citizenship.*

#### Annual Goals:

- Review our continued implementation of strategic curriculum investments; specifically, Teachers College Reading and Writing Workshop Model, Every Day Math, Project Based Learning and Proficiency-Based Learning.
- Strengthen Instructional Support by developing a framework to create consistency and improvement. Encourage and support all schools to raise student aspirations and develop systemic interventions to ensure learning progress for each student.
- Highlight stories of success and growth of students, teachers and community to enhance pride in RSU5.

### Focus on Teacher and Administrator Effectiveness

*Vision: RSU5 employs teachers and administrators who value a strong collaborative culture and shared responsibility for student learning. Teachers and administrators work in professional learning communities (PLCs) to meet the needs of all learners and engage in on going, job-embedded professional learning.*

#### Annual Goals:

- Monitor implementation of Year #2 of Teacher Professional Growth and Evaluation Pilot and Year #1 of Administrator Professional Growth and Evaluation Pilot, and establish a coherent system of teacher and administrator growth and evaluation for 2016-2017.
- Select and pilot a comprehensive superintendent performance evaluation.
- Assess efforts to get to scale across RSU5 with Professional Learning Communities by setting SMART goals and reviewing the results.
- Re-establish an RSU5 Professional Development Committee to provide more opportunities for teacher input and set the context for more support for initiatives.

### Focus on Stewardship of Resources.

*Vision: RSU5 takes seriously its responsibility to be good stewards of resources. Thorough financial planning for strategic priorities, proactive facilities management and sustainability planning are the hallmarks of a high performing district.*

#### Annual Goals:

- Align the FY 17 district budget with strategic priorities; adjust the budget timeline to provide time to address educational as well as financial impacts and to allow plenty of discussion and communication with stakeholder groups.
- Monitor high school addition and renovation project.
- Develop a long-range plan for capital investments, technology and education initiatives that are aligned with district goals.
- Explore ways to create efficiencies working in concert with the three towns.

### Focus on Accountability

*Vision: RSU5 will communicate with all stakeholders regularly about the schools and will sustain efforts to publish performance indicators to demonstrate progress in the focus areas of Student Achievement, Teacher Effectiveness and Stewardship of Resources.*

#### Annual Goals:

- Monitor, on a regular basis, progress on yearly goals.
- Develop specific strategies for improving communications about RSU5, including updating the district's website on a regular basis and in a timely fashion, and more frequent newsletters and submissions to local publications. Increase opportunities to engage the public in conversations about school related issues and open up avenues for public stakeholder feedback and input.
- Continue RSU5 Leadership Committee meetings with leaders from the three towns.
- Create a district-wide, consistent process for accurately tracking migration patterns in and out of RSU5.

## ***SUMMARY OF 2016/2017 PRO-FORMA BUDGET***

	<b>2015/2016 Citizen Adopted Budget</b>	<b>\$29,490,203</b>
<b>Adjusted for:</b>		
Educator & Support Collective Bargaining Agreement (wages and stipends)		\$319,130
Step Increases (includes benefits, retirement, taxes)		\$180,754
Administration (includes benefits, retirement, taxes)		\$95,891
Building Operations (heating, telephone, water, electricity)		\$9,075
Insurance		\$4,199
Transportation (contracted services, fuel)		\$25,471
Books, Supplies, Equipment		\$10,572
Tuition		-\$90,429
Debt Service		\$954,507
Contingency		-\$504,806
	<b>2016/2017 Pro-forma Budget</b>	<b>\$30,494,567</b>
	<b>Net Increase</b>	<b>\$1,004,364 3.41%</b>