

**BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR FEBRUARY 2015**

School Year 2014-2015

Revenues	Annual Budget	Revenues through 2/28/2015	Remaining Bal.	% Collected
Unapprop. Fund Bal.		3,337,000.00	0.00	100.00%
State Subsidy	9,946,831.00	5,101,346.11	4,845,484.89	51.29%
Federal Subsidy	0.00	13,758.19	-13,758.19	0.00%
Local Share	22,188,756.00	22,188,756.00	0.00	100.00%
Tuition	137,000.00	99,642.61	37,357.39	72.73%
Misc.	118,000.00	71,081.89	46,918.11	60.24%
Other	36,000.00	36,000.00	0.00	100.00%
Total Revenue	35,763,587.00	30,847,584.80	4,916,002.20	86.25%

Expenses By Warrant Number	Approved 06/--/14 Approved 08/--/14	Adjustments	Revised Budget	Expended Through 2/28/2015	Remaining Bal.	% Expended
1 Regular Instruction	15,438,450.62	0.00	15,438,450.62	7,588,984.08	7,849,466.54	49.16%
2 Spec. Ed. Instruction	5,024,342.65	0.00	5,024,342.65	2,538,315.70	2,486,026.95	50.52%
3 CTE	777,397.66	0.00	777,397.66	583,048.26	194,349.40	75.00%
4 Other Instruction	667,046.00	0.00	667,046.00	405,190.22	261,855.78	60.74%
5 Student & Staff Support	3,422,777.27	0.00	3,422,777.27	2,002,050.28	1,420,726.99	58.49%
6 System Administration	827,674.39	0.00	827,674.39	521,678.89	305,995.50	63.03%
7 School Administration	1,463,003.00	0.00	1,463,003.00	900,486.60	562,516.40	61.55%
8 Transportation	1,878,023.26	0.00	1,878,023.26	1,118,434.05	759,589.21	59.55%
9 Operation & Maintenance	4,301,719.30	0.00	4,301,719.30	2,374,315.45	1,927,403.85	55.19%
10 Debt Service	1,822,001.85	0.00	1,822,001.85	1,822,001.85	0.00	100.00%
11 All Other	36,000.00	0.00	36,000.00	36,000.00	0.00	100.00%
12 Adult Education	105,151.00	0.00	105,151.00	105,151.00	0.00	100.00%
Total Budget	35,763,587.00	0.00	35,763,587.00	19,995,656.38	15,767,930.62	55.91%

FOR FIRST READ MARCH 2015 (draft created 3/4/15)

GRADUATION REQUIREMENTS

I. STATEMENT OF INTENT

~~The Brunswick School Board has an obligation to ensure that each student who graduates from its schools is adequately prepared for the challenges and opportunities in today's world. To accomplish this end, basic curriculum requirements are expected to have been met by every graduate. However, in consideration of the diverse opportunities, challenges and changing lifestyles which confront today's student, the curriculum should enable each student to pursue individual interests and needs to the greatest extent possible. Within reasonable limits, a course of study which is consistent with the individual's needs and maturity and circumstance should be provided.~~

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. The Brunswick School Board has adopted a proficiency-based system of learning consistent with Maine law and the Brunswick School Department 21st Century Learning Expectations, which means that after July 1, 2020, the awarding of a diploma will be contingent on the demonstration of proficiency in the content areas and Guiding Principles of the Maine Learning Results.

To be awarded a high school diploma from the Brunswick School Department, 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 Brunswick School Board. Students graduating in the Classes of 2015-2020 must meet the credit and other graduation requirements specified in this policy.

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. The Board has approved the following schedule of requirements for graduation, which includes minimum requirements specified by the State of Maine. This policy shall be reviewed on a yearly basis, or more often if necessary, to be revised as needed.

The 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.

To balance the minimum expectations by the school with maximum opportunity for each student, the requirements for graduation are designed to:

- A. Provide reasonable assurance that each student has acquired a minimum proficiency in basic academic skills.
- B. Provide reasonable assurance that each student has acquired the skills and values necessary for active citizenship.
- C. Place increasing responsibility for program planning and course selection on the individual student.
- D. Permit students who have met specific criteria and obtained the necessary approvals to design their schedule in such a way to permit completion of graduation requirements by nontraditional means.

II. REQUIREMENTS FOR GRADUATION

The following minimum requirements represent a basic program through which a student may earn a diploma from Brunswick High School: (21½ credits required)

<u>Diploma</u>	<u>Credits</u>
English	4 credits
Mathematics	3 credits
*Science	2 credits
Social Studies	3 credits
Physical Education	1 credit
Health	.5 credit
Fine Arts	1 credit
Electives	7 credits

Diploma Requirements for Students Graduating in the Classes of 2015, 2016, 2017, 2018, 2019, and 2020:

The following minimum requirements represent a basic program through which a student may earn a diploma from Brunswick High School: (21½ credits required)

English	4 credits
Mathematics	3 credits
Science	2 credits (1 Science course must be a laboratory course)
Social Studies	3 credits

Physical Education	1 credit
Health	.5 credit
Fine Arts	1 credit
Electives	7 credits

In addition to the 21½ credits, each student must meet computer proficiency standards as established by the school. Students must also complete a community service requirement for graduation as outlined in FILE IKF-R. Maine Studies is required of all students who have not completed this state requirement.

All students at Brunswick High School are eligible to receive special recognition for academic achievement. To attain honor roll status, a student must be enrolled in a minimum of five classes and pass each class with a grade of 80% or better. In addition, graduating seniors may be recognized by their class rank based upon a weighted grade point average calculated after seven semesters.

MINIMUM COURSE REQUIREMENTS

All students must be enrolled in a minimum of five (5) courses exclusive of physical education. Students are, however, strongly encouraged to carry six (6) full credit courses or their equivalent. The Principal may waive this requirement when in his/her judgment extenuating circumstances warrant such a waiver. In cases where students are enrolled in a single course which will result in more than one credit per year (such as vocational course), this requirement shall be considered as being met if the students' course load will result in him/her being able to earn a minimum of five (5) credits in a given year.

ALTERNATIVE AND SPECIAL EDUCATION PROGRAMS

Students placed in Alternative and Special Education programs shall be required to meet the basic requirements of this Policy. However, the means of attainment of the requirements shall be in accordance with an Individualized Alternative Educational Plan or Individualized Educational Plan. The Principal of the school shall be responsible for the development of procedures and guidelines which assure that Alternative Education and Special Education programs meet State requirements.

Diploma Requirements for Students Graduating in the Class of 2021 and Beyond:

In accordance with Maine law and the Brunswick School Department proficiency-based system of learning, after July 1, 2020, the awarding of a diploma from Brunswick High School will be contingent on the demonstration of proficiency in 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. The student must also fulfill any other requirements specified in this policy. 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 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 the other content areas)

B. Meet the cross-content performance standards set forth in the Guiding Principles of the Learning Results. A student graduating from Brunswick High School is expected to meet the 21st Century Learning Expectations by being a:

- Clear and effective communicator;
- Self-directed and lifelong learner;
- Creative and analytical problem solver;
- Responsible and involved citizen; and an
- Integrative and informed thinker.

Multiple Pathways to the Awarding of a Proficiency-Based Diploma:

The Brunswick School Departments high school educational program is designed to enable students to satisfy graduation requirements in four years through a combination of 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.

Beginning with the class of 2021, a student may earn a diploma from Brunswick High School within a four year period by following a traditional pathway (24 credits), or by demonstrating proficiency in the content areas through any combination of multiple pathways.

A. For example, students following a traditional (24 credit) pathway may:

- Engage in and earn at least 4 credits in each of the content areas of English Language Arts, Mathematics, and Science/Technology. **(12 Credits Needed for Diploma)**
- Engage in and earn at least 3 credits in the content area of Social Studies during their high school program. One (1) credit must be U.S. History and one (1) credit must be either World or European History. **(3 Credits Needed for Diploma)**
- Engage in and earn at least one 1 credit in the content area of Visual and Performing Arts during their high school program. **(1 Credit Needed for Diploma)**
- Engage in and earn at least 1 credit in the content area of World Languages during their high school program. **(1 Credit Needed for Diploma)**
- Engage in and earn at least 1/2 credit in Health and 1 credit in Physical Education during their high school program. **(1.5 Credits Needed for Diploma)**
- Engage in and earn at least 5.5 credits from electives chosen by the student based upon their personal interests, ability, or career path. **(5.5 Credits Needed for Diploma)**
- Engage in courses that integrate career and education development into other content areas of the Learning Results.
- Complete a minimum of 30 hours of approved community service hours prior to graduation.

Students following a traditional pathway may be enrolled in the equivalent of at least six full year courses in each of their high school years, not inclusive of physical education.

B. Students may also demonstrate proficiency in the content areas through multiple additional pathways, including but not limited to any combination of:

- Traditional coursework as outlined in A above
- 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 standards. The Personal Learning Plan must be approved by the Department Chair and at least one teacher of the content area for which the student is seeking credit, and the student's guidance counselor. All appeals shall be directed to the school Principal, and his or her decision shall be considered final.

Additional Considerations Applicable to the Awarding of a Brunswick High School Diploma beginning with the class of 2021:

A. Students Receiving Special Education Services

Students who achieve proficiency in the content standards of the Learning Results and Guiding Principles, as specified in the goals and objectives of their Individualized Education Plans (IEP) will be awarded diplomas.

B. Transfer Students

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

C. Home-schooled Students

For home-schooled students wishing to receive a diploma from Brunswick High School, The Brunswick High School Principal shall determine the value of the student's prior educational experience toward meeting graduation credit requirements, and in accordance with Brunswick Policy IHBG.

D. Delayed Awarding of Diplomas

A student who leaves Brunswick 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.

E. Early Awarding of Diplomas

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

F. 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.

G. Certificate of Completion

The 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 and who has completed the required courses, but has not met Learning Results proficiency standards that may be mandated by the State.

~~VI. EFFECTIVE DATE~~

~~All requirements of this policy shall be effective with the start of the 2000-01 school year except the weighted grade point average calculation which becomes effective for the class of 2003 and the 3-credit social studies requirement for the class of 2004 and all classes thereafter.~~

~~Any future changes in graduation requirements are intended to affect only the incoming freshman class and all classes to follow.~~

Legal Reference: 20-A M.R.S.A. § 4722

Ch. 127 § 7 (Me. Dept. of Ed. Rule)

Cross Reference: FILE IKF-R; FILE IHBG

Related Materials: Procedures for Incoming Transfer Students
Procedure for Alternative and Special Education Students
High School course description booklet

Adopted: 3/21/78

Revised: 12/8/81

Revised: 7/16/85

Revised: 5/12/99

Revised: 8/9/00

Revised 6/14/06

Revised: 9/11/13

Revised: _____

Brunswick School Department Strategic Planning Outline -- 2015

Phase of Strategic Planning	What will occur during this phase?	What steps will be taken to complete the work during this phase?
<p>Phase I – Evaluation</p> <p><u>Goal:</u> <i>To obtain as many perspectives as possible to ensure representation from all stakeholders.</i></p>	<p>I (a) A Review of the district in regards to staffing, programming, facilities, and financial data.</p> <p>I (b) Establish district strengths, weaknesses, opportunities for improvement and contextual challenges.</p> <p>I (c) A Review of the district and individual school vision and mission statements.</p> <p>I (d) Identify current and immediate needs of the district.</p>	<p>I (a) An internal collection of data regarding district demographics, staffing patterns, student performance, facilities, and financial information. Draw comparisons between BSD and districts of similar demographics.</p> <p>I (b) Conduct semi-structured focus groups with school board members, administrators, teachers/staff, students, parents, community members, community leaders, local businesses, and community organizations. Asking “Big Picture” Questions.</p> <p>I (c) Read and review current vision and mission statements for the district (in policy) and for individual schools.</p> <p>I (d) Conduct a needs assessment with district administration to identify immediate needs of the district.</p>
<p>Phase I -- Timeline</p> <p>Phase II – Defining the Direction</p> <p><u>Goal:</u> <i>Establish common themes and priorities, and identify outliers.</i></p>	<p>II (a) Establish the common themes and priorities for the future of the district, and identify outliers that may present challenges to the direction of the district.</p> <p>II (b) Review, revise and confirm the district vision and mission statements.</p> <p>II (c) Create a “Skeleton” draft strategic plan “road map.”</p>	<p>Phase I will be completed by</p> <p>II (a) Analyze and synthesize data collected from district demographics, and various focus groups to determine common themes and priorities among stakeholders, and to identify potential outliers that may present future challenges to the direction of the district.</p> <p>II (b) After an analysis of the data, the committee will review and make suggested revisions as needed to the current district mission and vision statements.</p> <p>II (c) From the data collected about the district and from stakeholders, the committee will draft a skeleton outline of a strategic plan to be completed in Phase III.</p> <p>Phase II will be completed by</p>
<p>Phase II -- Timeline</p>		

Brunswick School Department Strategic Planning Outline -- 2015

<p>Phase III – Defining the Plan</p> <p><u>Goal:</u> <i>To create and implement a 10 year Strategic Planning "Road Map."</i></p>	<p>III (a) Create Final Draft of 10-year strategic planning "road map" for the district.</p>	<p>III (a) Using evidence found by the district needs assessment, various focus groups, and internal and external stake holder check-ins (e.g., administration, local business leaders etc.) as needed, the committee will draft short-term (1 to 2 years), moderate (3 to 6 years), and long-term (7-10 years) goals for the district in the areas of staffing, programming, facilities, and finance. These goals will be incorporated into a final draft "Brunswick School Department Strategic Plan" that will be presented to the BSD Policy and Planning Committee by:</p> <p>III (b) The Brunswick School Board Policy and Planning Committee will review the draft strategic plan, make revisions if needed, and forward to the Brunswick School Board for further consideration by:</p>
<p>Phase IV – Measuring Progress</p> <p><u>Goal:</u> <i>To define how the School Board will measure the implementation and progress of the Strategic Plan.</i></p>	<p>IV (a) Create accountability measures and communication strategies that can be used to accurately measure and communicate the progress of the strategic plan.</p>	<p>IV (a) The committee will draft recommended steps to measure the outcomes of the strategic plan and will recommend strategies to inform the community about progress. These recommended steps will be included in the final draft report to the Policy and Planning Committee by:</p>
<p>Phase III and IV -- Timeline</p>		<p>Phase III and IV will be completed by</p>